

Competency Standards for Caribbean Vocational Qualifications (CVQ)

CCBCG30102 Level III in General Construction

Unit Number	Unit Title	Mandatory /Elective	Hours
BCGCOR0001A	Carry out interactive workplace communication	Mandatory	20
BCGCOR0011A	Carry out OH&S requirements	Mandatory	40
BCGCOR0021A	Plan and organise work	Mandatory	20
BCGCOR0031A	Draw and interpret simple drawings	Mandatory	20
BCGCOR0041A	Carry out measurements and calculations	Mandatory	20
BCGCOR0051A	Use hand and power tools	Mandatory	20
BCGCOR0061A	Use small plant and equipment	Mandatory	40
BCGCOR0071A	Erect and dismantle restricted height scaffolding	Mandatory	40
BCGCOR0081A	Use simple levelling devices	Mandatory	10
BCGMAS0091A	Carry out excavation and install support	Mandatory	20
BCGMAS0101A	Carry out concreting to simple forms	Mandatory	20
ITICOR0011A	Carry out data entry and retrieval procedures	Mandatory	40
BCGCOR0111A	Handle construction materials and safely dispose of waste	Mandatory	10
BCGMAS0131A	Prepare for solid plastering	Mandatory	40
BCGMAS0151A	Prepare for construction process (Brick/Block laying)	Mandatory	40
BCGCAR0161A	Prepare for carpentry construction	Mandatory	40
BCGSTW0181A	Prepare for steelwork construction	Mandatory	40
BCGMAS0181A	Mix cementitious materials (mortar and concrete)	Mandatory	10
BCGCAR0202A	Assemble simple partition frames	Mandatory	30
BCGCOR0212A	Prepare surfaces	Mandatory	40
BCGCAR0252A	Erect and strip formwork for concrete work	Mandatory	20
BCGSTW0262A	Carry out steel-fixing	Mandatory	40
BCGCAR0282A	Use explosive power tools (EPT)	Mandatory	10
BCGMAS0292A	Carry out concrete work	Mandatory	40
BCGCOR0242A	Carry out levelling	Mandatory	20
BCGCAR0312A	Use static machines	Mandatory	30
BCGCAR0322A	Make set-outs	Mandatory	20
BCGCAR0412A	Construct and install non-load bearing internal partition wall	Mandatory	10
BCGCAR0423A	Install windows to wall framing	Mandatory	10
BCGCAR0532A	Install door and window frames	Mandatory	10
BCGCAR0552A	Install exterior cladding	Mandatory	40
BCGMAS0892A	Finish concrete	Mandatory	20
BCGMAS0922A	Cure concrete	Mandatory	20
BCGTIL1092A	Lay and repair wall and floor tiles	Mandatory	160
BCGMAS1242A	Apply solid render	Mandatory	40
BCGMAS1462A	Construct straight masonry block-work	Mandatory	60

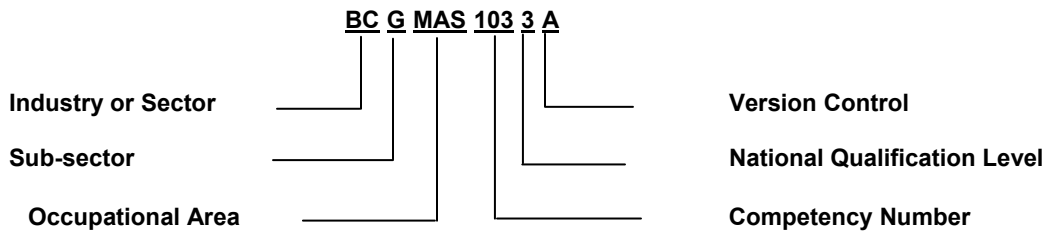
Unit Number	Unit Title	Mandatory /Elective	Hours
BCGCOR0433A	Carry out basic setting out	Mandatory	20
BCGCOR1583A	Read and interpret plans	Mandatory	20
BCGTIL0121A	Prepare for wall and floor tiling	Elective	40
BCGMAS0141A	Prepare for dry wall plastering	Elective	40
BCGCOR0171A	Prepare for demolition process	Elective	40
BCGPAD0191A	Prepare for painting and decorating	Elective	40
BCGSTW0222A	Oxy-acetylene cutting	Elective	20
BCGCOR0232A	Carry out general demolition	Elective	30
BCGCOR0272A	Operate elevated work platforms (EWP)	Elective	10
BCGCAR0302A	Remove/replace door and window hardware	Elective	10
BCGCMH0752A	Operate hoist	Elective	20
BCGPAD0772A	Apply paint by spray	Elective	60
BSBSBM0012A	Craft personal entrepreneurial strategy	Elective	50
BCGMAS0912A	Place concrete	Elective	20
BCGCOR0603A	Control traffic	Elective	10
BCGCMH0743A	Undertake rigging	Elective	80
BCGSTW0933A	Apply reinforcement schedule	Elective	40
BCGMAS1033A	Assemble fabricated components	Elective	40
BCGCAR1163A	Install framed ceiling (sheet and boards)	Elective	120
BCGCOR1503A	Erect and dismantle scaffolding - basic	Elective	40
BCGMAS1613A	Carry out concrete slump test	Elective	5
SUPERVISORY COMPETENCIES			
BSBCOR0023A	Organise personal work priorities and development	Core	35
BSBFLM0023A	Support leadership in the workplace	Core	20
BSBFLM0033A	Contribute to effective workplace relationships	Core	20
BSBFLM0043A	Participate in work teams	Core	20
BSBCOR0113A	Maintain workplace safety	Core	40
BSBFLM0053A	Support operational plan	Elective	20
BSBFLM0063A	Provide workplace information and resourcing plans	Elective	30
BSBFLM0093A	Support continuous improvement systems and processes	Elective	15
BSBCOR0103A	Deliver and monitor a service to customer	Elective	20
BSBFLM0013A	Support a workplace learning environment	Elective	35
BSBCOR0123A	Support innovation and change	Elective	20

To be awarded this Caribbean Vocational Qualification (CVQ) all core competency standards must be achieved. Electives achieved with the qualification will be awarded unit statement of competency.

The nominal training hours are a guide for planning the delivery of Training Programmes.

Legend to Unit Code

Example: BCGMAS1033A



KEY: Man – Mandatory; MAS – Masonry; TIL – Tiling; CAR – Carpentry; STW – Steelwork;
PAD – Painting & Decorating; ROF – Roofing; CMH – Construction Material Handling
BSB –Business Services (Business); SBM -Small Business Management;
ITI - Information & Communication (Information Technology); FLM – Front Line Management

BCGCOR0001A: Carry out interactive workplace communication

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively perform interactive communication at the workplace, and applies to all individuals working in the construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Receive and convey information	1.1 Verbal/written instructions received and responded to with correct actions. 1.2 Instructions conveyed and work signage responded to, with correct action. 1.3 Information conveyed in basic English so that messages are understood.
2. Carry out face-to-face routine communication	2.1 Routine instructions, messages and schedules are given or followed. 2.2 Workplace procedures are carried out according to procedures laid down by the company or supervisor. 2.3 Relevant information is assessed and analysed from a range of sources. 2.4 Information is selected and sequenced correctly.
3. Work with others	3.1 Suggestions and information are provided relevant to the planning/conduct of the activities. 3.2 Communication carried out clearly, concisely and effectively so those messages are understood.
4. Participation in simple on-site meeting processes	4.1 Participation in on-site meetings is in accordance to predetermined procedures. 4.2 Interaction carried out to achieve constructive outcome.

RANGE STATEMENT

This unit applies to all communication requirements, associated with working with other persons at a site location and carrying out tasks under supervision.

Verbal/written instructions include directions or instructions related to a simple job/task.

Signage may include but are not limited to:

- on-site direction signs
- common site warning signs
- facility or location signs
- traffic signs

Range of information sources may include:

- instructions: oral/memos
- signage
- work schedules/work bulletins
- charts and maps

On-site meeting process may take the form of formal or informal meetings and may include:

- notification (time, place, purpose)
- item discussion
- negotiation outcome

EVIDENCE GUIDE

Competency is to be demonstrated by the effective use of methods of communication relating to instructions, information sources and meeting procedures listed within the range statement relative to the work orientation.

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- communications to include Occupational Health and Safety regulations applicable to work place operations, and organisational policies and procedures
- demonstrate appropriate communications processes prior to and during construction activities

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

knowledge of:

- workplace safety requirements
- types of onsite meetings and their procedures
- how work schedules, charts, work bulletins and memos are used
- how instructions are conveyed in the workplace

Skills

The ability to:

- follow instructions for working safely
- convey information in basic English to invoke correct actions

(4) Resource Implications

The following resources should be made available:

- Suitable work area appropriate to the construction process
- Appropriate communication documentation relative to the task

(5) Method of Assessment

Competence should be assessed through direct observation and questions related to underpinning knowledge.

Competency in this unit may be determined concurrently, based upon project work.

Competency shall be assessed while work is being done under general guidance, checking at various stages of the process and at the completion of the activity, against the performance criteria and specifications.

(6) Context of Assessment

Competency shall be assessed in the normal or simulated workplace environment and in accordance with safe work procedures.

Assessment shall include those aspects that are consistent with the work environment of this unit.

Competency shall be assessed while work is undertaken autonomously, within a team environment.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria, or may be at the completion of the process.

Guidelines will be in line with statutory requirements, the specific policies, procedures and codes of practice of the enterprise.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills

BCGCOR0011A: Carry out OH&S requirements

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively perform work activities to conform to Occupational Health and Safety requirements, and applies to all individuals working in the construction industry.

Competency Field:

General and Civil Construction

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1	Plan and prepare for safe work practices	1.1	Quality assurance requirements associated with company's safety operations recognised and adhered to.
		1.2	Appropriate personal protective equipment selected, correctly fitted and/or made ready for use.
		1.3	Tools and equipment selected consistent with safe work practice requirements of job, checked for serviceability and any faults reported to supervisor.
		1.4	Appropriate barricades, hoardings and signage erected, where applicable, at required job location.
2	Use safe work practices to carry out work	2.1	Work carried out safely and in accordance with Statutory regulations for OH&S requirements and company policy.
		2.2	Safety hazards and workplace accidents/incidents identified in course of work and reported in accordance with company policy.
		2.3	Industry/site safety responsibilities known and applied.
		2.4	Fire fighting equipment selected and operated correctly according to type of fire.
		2.5	Current site emergency and first aid procedures known and followed.
		2.6	Signals/sirens for blasting operations recognised and adhered to.

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| 3 | Assume responsibility for safety of self and others | 3.1 | Appropriate protective equipment correctly selected fitted and used. |
| | | 3.2 | Safe manual handling techniques used and guidelines for lifting and placing followed. |
| | | 3.3 | All safety signs, symbols and alarms adhered to. |
| | | 3.4 | Safety procedures for pre-use check and operation of specified power tools/plant, machinery and equipment followed. |
| | | 3.5 | Recommended safe practices in handling chemical and potentially hazardous materials followed. |
| 4 | Work from ladder and work platforms | 4.1 | Ladder and work platforms safely erected in planned location. |
| | | 4.2 | Care taken to avoid overhead power lines and other obstructions. |
| | | 4.3 | Head and base of ladder or work platform support secured against accidental movement. |
| | | 4.4 | Work safely performed from ladder and work platform. |
| | | 4.5 | Appropriate fall arrest equipment utilised in accordance with current OH&S guidelines. |
| 5 | Use electrical power supply safely | 5.1 | Position of power pole/box identified for safe placement of leads. |
| | | 5.2 | Framework support positioned to keep leads at correct height and prevent hazards. |
| | | 5.3 | Power board visually checked for damage, water entry and stability. Area surrounding board checked for potential hazards. |
| | | 5.4 | Leads checked for tags and visual damage. Earth leakage protection checked for serviceability. |
| | | 5.5 | Work safely performed using electrical power supply. |

6	Adhere to emergency procedures	6.1	Emergency equipment able to be located and used as required.
		6.2	Current work site emergency/evacuation procedures adhered to.
7	Carry out general housekeeping	7.1	Waste material disposed of safely in accordance with requirements of site and regulatory legislation.
		7.2	Unused equipment and materials safely and correctly cleaned, maintained and stored.
		7.3	Requirements of site, regulatory bodies and Occupational Health and Safety requirements observed.

RANGE STATEMENT

Quality Assurance requirements may include:

- working environment
- adverse weather conditions
- protection of work personnel
- protection of public

Personal protective equipment may include but is not limited to:

- overalls, safety glasses/goggles, hard hat cap
- dust masks/respirator, safety boots
- ear plugs/muffs
- gloves

Regulatory legislation may include:

- OH&S, Dangerous goods

Manual handling techniques used in accordance with current Occupational Health and Safety.

Emergency equipment and procedures include:

- fire fighting
- medical and first aid
- evacuation

Ladders and work platforms include:

- extension ladders
- step ladders
- trestle ladders
- simple work platforms

Power connections include:

- isolation transformer
- power pole
- switch board area

Safety responsibilities apply to:

- personal protection
- safe interactive work practices (duty of care)
- protection of public and environment

Reporting of faults may be verbal or written.

EVIDENCE GUIDE

Competency is to be demonstrated by safely and effectively carrying out safe work practices within the range of variables statement relevant to the work orientation.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- demonstrate application of organisational policies and procedures including Quality Assurance requirements where applicable
- carry out correct procedures prior to and during construction process
- safe and effective operational use of tools, plant and equipment
- carry out appropriate applications in accordance with regulatory and legislative requirements

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- workplace and equipment safety requirements
- materials
- Factory's Act
- other relevant acts, regulations and codes of practice
- company policy

Skills

The ability to:

- work safely to instructions
- use power and hand tools
- select material to requirements
- communicate effectively
- handle material

(4) Resource Implications

The following resources should be made available:

- Suitable work area appropriate to the construction process
- Appropriate equipment, materials and documentation to comply with OH&S legislation and/or company policies
- Hand and power tools, plant and equipment appropriate to the construction process

(5) Method of Assessment

Competency shall be assessed while work is being done under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competency in this unit may be determined concurrently, based upon integrated project work.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
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Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCOR0021A: Plan and organise work

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively plan and organise work assignments, and applies to all individuals working in the construction industry.

Construction Field:

General Construction

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Identify work requirements	1.1	Instructions for work schedule and performance and quality assurance requirements received, understood and clarified where necessary.
2	Plan process to complete work	2.1	Work identified, prioritised and sequenced to achieve effective completion of work. Major construction process/sequence identified.
3	Select tools, equipment and materials	3.1	Personal protective equipment correctly identified and selected to suit job requirements.
		3.2	Tools, equipment and materials selected to suit job requirements.
		3.3	Key functions of major construction plant and equipment identified.
4	Demonstrate safe and efficient sequence of work	4.1	Work performed safely and in a logical and efficient sequence.
		4.2	Worksite kept clean and clear of debris.
		4.3	Tools and equipment safely located when not in immediate use.
5	Modify plan	5.1	Workplace modified to overcome unforeseen developments that occur as work progresses.
		5.2	Modifications to work plan, based on experience, are identified and incorporated into successive work activities.
6	Report outcomes	6.1	Verbal report provided on completed activities.

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| 7 | Clean up | 7.1 | Unused materials safely stacked for removal. |
| | | 7.2 | Debris and waste material removed from job location. |
| | | 7.3 | Worksite left clean, safe and secure on completion. |
| | | 7.4 | Tools and equipment cleaned, maintained and stored. |

RANGE STATEMENT

Work organisation sequence may range from receiving instructions, to carrying out task, to cleaning up task.

Work plan may be either written or verbal and may include the following:

- preparation of work area
- selections of tools, equipment and materials
- handling of materials, tools and equipment
- housekeeping requirements

Work schedule may be carried out in a singular application or in a team situation.

Work schedule and performance may have to adhere to Quality Assurance policy and procedures.

EVIDENCE GUIDE

Competency is to be demonstrated by safe and effective preparation using any of the range of work sequences listed within the range of variables statement relative to the work environment.

(1) Critical Aspects and Evidence

It is essential that competence is observed in the following aspects:

- indicate compliance with Occupational Health and Safety regulations applicable to workplace operations including relevant statutory regulations and legislation
- indicate compliance with organisational policies and procedures including Quality Assurance requirements
- carry out correct procedures prior to and during the application of construction process
- communicate to enable efficient individual/organisational planning of work

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- portable power tools
- hand tools and equipment
- materials appropriate to the task
- materials handling
- quality Assurance

Skills

The ability to:

- work safely to instructions
- use power tools and hand tools
- handle material
- select material
- apply Quality Assurance

(4) Resource Implications

The following resources should be made available:

- general construction materials appropriate to the particular construction process
- hand and power tools appropriate to the construction process
- suitable work area appropriate to the construction process

(5) Method of Assessment

Competency should be assessed while work is being done under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competency in this unit may be determined concurrently, based upon integrated project work.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCOR0031A: Draw and interpret simple drawings

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively draw and interpret simple layout drawings and sketches, and applies to individuals working in the construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Prepare for drawing	1.1	Drawing instruments and supplies are correctly identified and selected.
		1.2	Alphabet of lines is identified and applied with all lines distinct, easily read and of the appropriate line weight and type.
		1.3	Measurements are performed using appropriate scales.
		1.4	Lettering is constructed distinctly and is easily read.
2	Draw geometric constructions	2.1	The completed drawing illustrates a series of geometric shapes and activities.
		2.2	The finished drawing is neat and clear of smudges.
3	Construct multi-view (orthographic 2-D) drawing	3.1	The drawing illustrates three views of specified object with correct line representation.
		3.2	The finished multi-view drawing is constructed correctly.
4	Develop a pictorial (3D) drawing	4.1	The drawing has a correct view orientation (isometric).
		4.2	The complete pictorial (3D) drawing is correctly developed with hidden features.
5	Construct and dimension drawings	5.1	All major features on the drawing are appropriately dimensioned to correct specification.
		5.2	All necessary details and information are shown.
6	Apply notes and leaders	6.1	The finished drawing is neatly and appropriately labelled.

		6.2	Completed drawing illustrates correct application of notes and leaders.
7	Prepare freehand sketch	7.1	Sketch correctly drawn with appropriate views where applicable.
		7.2	Necessary dimensions are shown and instructions and/or information conveyed by appropriate use of notes.
8	Interpret details from sketches and drawings	8.1	Components, assemblies or objects correctly identified.
		8.2	Commonly used symbols and abbreviations are recognised.
		8.3	Dimensions and instructions are identified and followed as required.
		8.4	Material requirements are correctly identified as required.

RANGE STATEMENTS

This unit applies to the preparation and interpretation of simple working drawings and sketches of building components or structures

Drawing instruments and supplies:

- drafting kit
- CAD workstation
- drafting paper
- drawings/modules/photographs

Alphabet of line:

- object line
- hidden line
- centre line
- section line
- dimension
- extension line
- cutting line
- short break line
- phantom line

Measurement systems:

- metres/centimetres
- metric(SI) system

Types of scale:

- architectural
- metric
- engineering
- civil

Geometric construction to include:

- circles
- regular polygons with four, six and eight sides
- pentagon inscribed within measured circle
- ellipse
- triangles with specified angles
- arcs thru three points; tangent to two circles

Multi-view (orthographic 2-D) drawings:

- full scale (1:1) orthographic 3-view drawing using third angle projection with top, front and right side view – show all hidden features and centrelines

Pictorial (3-D) drawing to include:

- isometric corner with left and right side lines each 30 degrees up from horizontal and third line at a vertical, with all three lines joining in a common intersection
- full scale (1:1) basic isometric drawing

Dimension drawings:

- dimensioning styles and methods: coordinate, linear/datum
- dimensioning 2-D drawing
- dimensioning complex shapes: spheres, cylinders, tapers, pyramids

EVIDENCE GUIDE

Competency is to be demonstrated by developing and effectively reading and interpreting simple drawings and sketches to locate or identify specified features or specifications in accordance with the performance criteria and the range listed within the range statement.

(1) Critical Aspects and Evidence

It is essential that competence is observed in the following aspects:

- identify and understand various types of drawings
- identify alphabet of lines, scales, lettering, dimensions, symbols, abbreviations and key features
- identify title panel and reference date of drawings

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- types and use of drawing instruments and supplies
- identification of alphabet of lines, line type variation, order of usage and application on drawings
- types of scale and proportion and how they are used for measurement
- symbols, dimensions and terminology
- types of drawings and their applications

Skills

The ability to:

- make simple freehand sketches
- prepare technical drawings with drawing instruments and with Auto CAD
- read and interpret sketches and working drawings
- measure accurately
- communicate effectively

(4) Resource Implications

The following resources should be made available:

- drawing instruments/CAD
- drawing supplies
- objects for drawing

(5) Method of Assessment

Competency may be assessed in a training institution under direct supervision with regular checks by the instructor.

Competency in this unit would be determined by an individual working alone or based upon integrated project work.

Assessment would be continuous by checking at the various stages of the job application in accordance with the performance criteria.

The candidate will have access to drawing instrument, equipment, materials and documentation required

(6) Context of Assessment

Competency should be assessed in a classroom environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCOR0041A: Carry out measurements and calculations

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively carry out measurements and calculation of work to required tolerance, and applies to individuals working in the construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

1. Obtain measurements	1.1	Accurate measurements obtained to job instruction using rule, tape and/or square.
	1.2	Quality Assurance requirements associated with company's construction operations recognised and adhered to.
2. Perform simple calculations	2.1	Simple calculations involving length, perimeter, mass and volume using four basic operations (+, -, x, /), are carried out.
	3.1	Measurements or quantities estimated (approximately) on site or from job instruction.
3. Estimate approximate quantities	3.2	Information obtained correctly from job instruction.
	3.3	Measurements correctly identified/recorded without error.
	3.4	Quantities of materials suitable for work undertaken are calculated and recorded to job instructions.
	3.5	Costs for a simple project estimated to be within + or - 10%.

RANGE STATEMENT

This unit applies to simple projects applicable to:

- timber frames
- structural steelwork
- concrete
- brick/block work
- joinery
- tiling
- sheeting/panelling
- plastering
- final finishes
- fences
- formwork
- excavation work

Materials include all materials utilised in construction of commercial, industrial/domestic and civil construction projects, including hardware items.

Calculations to include:

- area
- perimeter
- volume
- mass
- scales
- ratios (ingredients/elements and triangulation)
- proportion

Job instruction may involve:

- verbal direction/instruction
- written instruction
- provision of job drawing and details

EVIDENCE GUIDE

Competency is to be demonstrated by the effective calculation of measurements and calculations of materials in accordance with the range listed in the range statement, relevant to the work orientation.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- communicate effectively to enable accurate calculations and measurements
- demonstrate effective use of measuring devices
- accurate measurements taken and recorded
- perform simple calculations to specifications
- estimate quantities and costs to requirements

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- drawings and specifications
- materials relevant to the construction process
- basic operations in simple geometry, measurement and calculations
- costing relative to the construction process

Skills

The ability to:

- read and interpret drawings
- measure and calculate manually
- record measurements
- operate electronic calculating devices
- communicate effectively

(4) Resource Implications

The following resources should be made available:

- information on construction materials appropriate to the relevant construction process
- suitable work area appropriate to the activity
- suitable site plans/drawings and/or specifications
- measuring and calculating devices

(5) Method of Assessment

Competency should be assessed while work is being done under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competency in this unit may be determined concurrently, based upon integrated project work.

Assessment may be intermittent checking at the various stages of the job application in accordance with the performance criteria, or may be at the completion of each process.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCOR0051A: Use hand and power tools

Competency Descriptor:

This unit deals with skills and knowledge required to competently select and use appropriate hand and power tools of construction trades, and applies to individuals in the construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Identify hand and power tools	1.1	Regular power tool applications in workshop operations recognised.
		1.2	Types of hand and power tools and their functions identified.
		1.3	Sources of power supply recognised.
2	Select hand tools	2.1	OH&S requirements for using hand tools recognised and adhered to.
		2.2	Appropriate personal protective equipment selected, correctly fitted and used.
		2.3	Hand tools selected consistent with needs of job.
		2.4	Tools checked for serviceability and safety and any faults reported to supervisor.
		2.5	Equipment selected to hold or support material for power tools application where applicable.
3	Use hand tools	3.1	Material located and held in position for hand tool application.
		3.2	Hand tools safely and effectively used according to their intended use.
		3.3	Hand tools safely located when not in immediate use.
4	Select power tools	4.1	Occupational Health and Safety (OH&S) requirements for using power tools recognised and adhered to.
		4.2	Appropriate personal protective equipment selected, correctly fitted and used.

- 4.3 Power tools and leads/hoses selected consistent with needs of job in accordance with conventional work practice.
 - 4.4 Power tools and leads/hoses visually checked for serviceability/safety in accordance with OH&S requirements and any faults reported to supervisor.
 - 4.5 Equipment selected to hold or support materials for power tool application where applicable.
- 5 Establish power supply to work location
 - 5.1 Route identified for safe placement of leads/hoses clear of hazards.
 - 5.2 Electric power leads run out to power supply and supported overhead clear of traffic or covered if presenting possible trip hazard.
 - 5.3 Electric power leads connected to supply and power board or direct to power tool.
 - 5.4 Air hoses run out to compressed air supply and covered if presenting possible trip hazard.
 - 5.5 Hose connected to power tool and air supply.
- 6 Use power tools
 - 6.1 Material located and held in position for power tool application where applicable.
 - 6.2 Power tools safely and effectively used in application processes.
 - 6.3 Power tools safely located when not in use.
- 7 Clean up
 - 7.1 Power tools cleaned, maintained and stored.
 - 7.2 Power leads/hoses cleaned, visually checked and stored.
 - 7.3 Equipment cleaned, maintained and stored.
 - 7.4 Work area cleared and waste removed.

RANGE STATEMENT

Hand tools include, but are not limited to:

- adjustable spanners
- bars (crow and pinch)
- bolt cutters
- brooms
- chisels
- hacksaws
- handsaws
- hammers
- measuring tapes
- nips
- picks/mattocks
- pliers
- sealant gun
- shovel/spades
- sledge hammers
- spanners and wrenches
- spirit level, straight edge
- string lines
- trowels and floats
- wire cutters
- paint brushes/rollers
- spatula/putty knives

Power supply to include but not limited to:

- electricity
- compressed air

Power tools include:

- drills
- nail guns
- staplers
- screwdrivers
- sanders
- angle grinders
- pneumatic wrenches
- circular saw
- jig saws
- planers
- routers

Personal protective equipment may include:

- overalls
- boots
- hard hat/cap
- safety glasses/goggles
- gloves
- ear plugs/muffs
- face masks/respirators

OH&S requirements may include:

- workshop/worksite safe working practices
- use of tools and equipment
- use of power tools
- safe handling and storage of materials

Reporting of faults may be verbal or written.

EVIDENCE GUIDE

Competency is to be demonstrated by the safe and effective operation of particular power and hand tools listed within the range of variables statement relevant to the work orientation.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- indicate compliance with organisational policies and procedures including Quality Assurance requirements
- adopt and carry out correct procedures prior to and during use of hand tools and power tools
- demonstrate safe and effective operational use of tools and equipment
- interactively communicate with others to ensure safe and effective operations

(2) Pre-requisite Relationship of Units

Competency in this unit may be determined concurrently based upon integrated project work using the following units:

- | | |
|---------------------------|---|
| • BCGCOR0011A | Carry out OH&S requirements |
| • BCGCOR0061A | Use plant and equipment |
| • BCGCOR0041A | Carry out measurements and calculations |
| • BCGCOR0111A | Handle construction materials and safe disposal of waste |
| • BCGMAS0121A-BCGPAD0191A | Prepare for the construction process (relative to work orientation) |

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- workplace and equipment safety requirements and OH&S legislation
- portable power tools
- hand tools and equipment
- materials
- materials handling whilst operating tools

Skills

The ability to:

- work safely to instructions
- apply appropriate hand-eye co-ordination in the use of tools
- handle/hold materials during operation of tools
- select appropriate tools for material usage
- communicate effectively

(4) Resource Implications

The following resources should be made available:

- general construction materials
- hand and power tools appropriate to the construction process
- plant and equipment appropriate to the construction process
- suitable work area appropriate to the construction process
- appropriate OH&S safety resources

(5) Method of Assessment

Competency shall be assessed while work is being done under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures .

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCOR0061A: Use small plant and equipment**Competency Descriptor:**

This unit deals with the skills and knowledge required to safely and efficiently operate small construction plant and equipment, and applies to individuals working with ancillary equipment operation/masonry in the construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify plant and equipment, their operations and safety requirements	1.1 Types and function of plant/equipment used in construction process identified. 1.2 Method of operation of plant/equipment identified and understood, relative to manufacturer's recommendations. 1.3 Occupational Health and Safety (OH&S) requirements for guarding and cut off switches identified. 1.4 OH&S requirements for personal protective equipment associated with using machines identified.
2. Select plant and equipment	2.1 OH&S requirements for operating and using plant and equipment recognised and adhered to. 2.2 Appropriate personal protective equipment selected, correctly fitted and used. 2.3 Plant and equipment selected consistent with needs of job. 2.4 Plant and equipment checked for serviceability/safety and faults reported to supervisor.
3. Use plant and equipment	3.1 Plant and equipment safely and effectively used. 3.2 Site hazards identified in use of plant and equipment and correct procedures used to eliminate or minimise risk. 3.3 Plant and equipment safely located when not in immediate use.

4. Clean up

4.1 Plant and equipment cleaned, maintained and stored.

RANGE STATEMENT

This unit applies to all small plant and equipment used in construction work

Plant and equipment includes but is not limited to:

- air compressor and hoses
- concrete mixer
- industrial wet and dry vacuum cleaner
- pallet trolley
- rollers
- compactors
- pumps and hoses
- brick/masonry saw
- terrazzo grinders
- ladders
- trestles and planks
- wheelbarrows

Personal protective equipment may include:

- overalls
- boots
- hard hat/cap
- safety glasses/goggles
- gloves
- ear plugs/muffs
- face masks/respirators

OH&S requirements are to be in accordance with relevant Statutory regulations, which may include:

- workshop/worksite safety practices
- control of noise and dust
- use of ladders and working platforms
- control of exhaust emission
- isolation of work areas

Reporting of faults may be written or verbal.

EVIDENCE GUIDE

Competency is to be demonstrated by the safe and effective operation of particular plant and equipment listed within the range of variable s statement relevant to the work orientation.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- indicate compliance with organisational policies and procedures including Quality Assurance requirements
- carry out correct procedures prior to and during application of processes
- demonstrate safe and effective operational use of tools, plant and equipment
- demonstrate and show understanding of manufacturer's specifications and recommendations
- interactively communicate with others to ensure safe and effective workplace operations

(2) Pre-Requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- portable power tools applicable to the construction process
- hand tools and a range of plant and equipment
- materials handling relevant to plant and equipment use
- workplace communication processes

Skills

The ability to:

- work safely to instructions
- use power tools, hand tools, plant and equipment applicable to the construction process
- communicate effectively

(4) Resource Implications

The following resources should be made available:

- hand and power tools appropriate to the construction process
- plant and equipment appropriate to the construction process
- suitable work area appropriate to the construction process
- appropriate OH&S safety resources

(5) Method of Assessment

Competency should be assessed while work is being done under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competency in this unit may be determined concurrently, based on integrated project work.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCOR0071A: Erect and dismantle restricted height scaffolding

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively and safely erect and dismantle scaffolding at specified height (not exceeding 4 meters), and applies to individuals working at elevated positions in the building and construction industry.

Competency Field:

General construction

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Plan and prepare work	1.1	Occupational Health and Safety (OH&S) requirements for tasks and workplace environment recognised and adhered to.
		1.2	Location and scope of scaffolding/equipment determined from job drawings or supervisor's instructions.
		1.3	Appropriate personal protective equipment selected, correctly fitted and used.
		1.4	Tools and equipment selected consistent with job requirements, checked for serviceability and any faults reported to supervisor.
		1.5	Scaffolding/equipment components selected consistent with requirements of job.
2.	Erect safety barriers	2.1	Safety barriers erected, where applicable, to isolate site work area.
		2.2	Relevant signage installed where required to OH&S requirements.
3.	Erect scaffolding	3.1	All work undertaken safely and to supervisor's prescribed procedures.
		3.2	Erection site prepared to meet job requirements.
		3.3	Necessary signage prepared to meet job requirements.
		3.4	Scaffolding/equipment erected to plan in accordance with safe work practices, OH&S and manufacturers requirements.

4.	Dismantle scaffolding	4.1	Work undertaken safely and according to reverse procedures for erecting.
		4.2	Scaffolding/equipment dismantled in accordance with site procedures and critical structural safety requirements.
5.	Clean up	5.1	Site cleaned and cleared of all tools, excess material and waste and left in safe condition.
		5.2	Tools and equipment cleaned, maintained and stored.

RANGE STATEMENT

This unit applies to the erection of scaffolding up to 4m in height, which must be constructed in accordance with:

- Guidelines for Scaffolding, and
- General requirements for erecting scaffolding

Personal protective equipment may include:

- overalls
- jacket
- boots
- hard hat
- safety glasses
- gloves
- ear plugs/muffs
- dust masks

The range of scaffolding equipment associated with this unit includes:

- standing prefabricated tower scaffolds
- tube and fitting scaffolds to 4 metres height
- fall protection devices
- catch platforms
- bracket scaffolds

Tools and equipment may include:

- spanners
- shovels
- hammers
- picks
- crow bars
- ladders

Work is to be undertaken in accordance with statutory regulatory and legislative requirements for Occupational Health and Safety. Work must be supervised and undertaken in a team situation.

Supervision instruction may involve:

- verbal direction/instruction
- written instruction
- provision of sketch/drawing and details

Reports of faults may be verbal or written.

EVIDENCE GUIDE

Competency is to be demonstrated by the safe and effective erection and dismantling of different types of restricted height scaffolding listed within the range of variables statement relevant to the work orientation.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- indicate compliance with organisational policies and procedures including Quality Assurance requirements
- carry out correct procedures prior to and during application of construction process
- demonstrate safe and effective operational use of scaffolding tools and equipment
- erect scaffolding plumb and brace for stability
- interactively communicate with others to ensure safe and effective erection and dismantling operations

(2) Pre-requisite Relationship of Units

- BCGCOR0011A Carry out OH&S requirements
- BCGCOR0051A Use hand and power tools

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- scaffolding and basic working platforms
- hand tools
- materials
- materials handling
- vertical and horizontal triangular concepts

Skills

The ability to:

- work safely to instructions
- use hand tools
- handle material
- select material
- communicate effectively

(4) Resource Implications

The following resources should be made available:

- construction materials appropriate for scaffolding
- hand tools and equipment appropriate to the construction process
- suitable work area appropriate to the construction process
- information on OH&S requirements

(5) Method of Assessment

Competency shall be assessed while work is being done under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competency in this unit may be determined concurrently, based on integrated project work.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria, or may be at the completion of the process.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpins effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills .

BCGCOR0081A: Use simple levelling devices

Competency Descriptor:

This unit deals with the skills and knowledge required to competently select and use levelling devices, and applies to individuals working in the building and Construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Plan and prepare work	1.1	Occupational Health and Safety (OH&S) requirements recognised and adhered to in accordance with application tasks and workplace environment.
		1.2	Requirements of job identified from drawings or instructions.
		1.3	Appropriate personal protective equipment selected, correctly fitted and used.
		1.4	Tools and equipment selected consistent with job requirements, checked for serviceability and any faults reported to supervisor.
		1.5	Quality Assurance requirements recognised and adhered to in accordance with company's construction operations.
2	Set up and use levelling device	2.1	Heights to be transferred identified from given instructions or drawings.
		2.2	Device assembled and filled with water to required level with air bubbles removed.
		2.3	Height transferred to required locations to a tolerance of + or - 5mm over 3 metres.
3	Transfer heights with straight edge and spirit level	3.1	Heights to be transferred identified from given instructions/drawings or given marked level.
		3.2	Height transferred to required location to + or - 5mm over 3 metres.
4	Maintain given level or specified slope with boning rods	4.1	Heights of each end of line to be boned established to given levels.

	4.2	End of boning rods securely fixed to required heights.
	4.3	Heights of intermediate points sighted and marked with boning rods to a tolerance of + 10mm.
5	Clean-up	5.1 Tools and equipment cleaned, maintained and stored.

RANGE STATEMENT

This unit applies to using simple levelling devices to carry out basic exercises in transferring levels and/or maintaining a line of a slope.

Levelling and lining devices include:

- water level
- spirit level
- boning rods
- line level

Heights or levels may be given by:

- drawing/sketch indicating mark
- verbal or written instruction indicating level or mark
- datum/survey peg fixed into ground
- chalk or nail mark on paved/concrete surface
- mark on vertical surface

Associated tools and equipment include:

- string line
- wooden/steel pegs
- straight edge
- hammer
- chalk line

Personal protective equipment may include:

- overalls
- boots
- hard hat/cap
- safety glasses
- dust jacket
- masks/respirators

Work may be carried out under supervision and in a team situation or individually.

Reporting of faults may be verbal or written.

EVIDENCE GUIDE

Competency is to be demonstrated by carrying out the effective application of the different types of levelling devices listed within the range statement relative to the work orientation.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- indicate compliance with organisational policies and procedures including Quality Assurance requirements
- carry out correct procedures prior to and during application of levelling and boning processes
- demonstrate safe and effective handling and operational use of levelling device
- indicate care in accurately transferring levels to other locations
- interactive communication with others to ensure safe and effective levelling operations.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills**Knowledge**

Knowledge of:

- workplace and equipment safety requirements
- hand tools
- measurement and calculation
- Quality Assurance
- range of levelling devices
- horizontal/vertical concepts

Skills

The ability to:

- work safely to instructions
- measure accurately
- use hand tools
- communicate effectively

(4) Resource Implications

The following resources should be made available:

- general construction materials appropriate to levelling
- hand tools appropriate to levelling and lining
- equipment appropriate to the activity processes
- suitable work area appropriate to the activities
- suitable plans/drawings and specification

(5) Method of Assessment

Competency should be assessed while work is being done, under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competency in this unit should be determined concurrently, based on integrated project work.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria, or may be at the completion of each process.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGMAS0091A: Carry out excavation and install support

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively carry out excavation work and to install support for excavation, and applies to individuals working in trenching and foundation work in the construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Plan and prepare work	1.1	Quality Assurance requirements of company's construction operations recognised and adhered to.
		1.2	Occupational Health and Safety (OH&S) requirements recognised and adhered to in accordance with application tasks and workplace environment.
		1.3	Appropriate personal protective equipment selected, correctly fitted and used.
		1.4	Tools and equipment requirements identified to supervisor's instructions, consistent with the needs of the job.
2.	Locate excavation and erect safety equipment	2.1	Excavation located from instruction.
		2.2	Site pegs installed, service markers identified and excavation limits marked.
		2.3	Safety barricades, signs and lights erected in positions as required by OH&S requirements.
3.	Select tools and equipment	3.1	OH&S requirements associated with use of tools and equipment recognised and adhered to.
		3.2	Personal protective equipment items selected in accordance with excavation method and conditions correctly fitted and used.
		3.3	Hand tools and equipment selected consistent with the needs of the job, checked for serviceability and any faults reported to supervisor.

- | | | | |
|----|--------------------------------------|-----|--|
| 4. | Dig excavations by hand | 4.1 | Where appropriate temporary drainage system established to divert surface and subsurface water to storm water drainage system. |
| | | 4.2 | Excavations safely dug with hand tools under direction. |
| | | 4.3 | Service markers or taped areas identified. |
| | | 4.4 | Damage or interference with underground services (power, water, gas, telephone) avoided during excavation process. |
| | | 4.5 | Excavations cleaned out with hand tools, free from loose material. |
| 5. | Assist machine excavation operations | 5.1 | Machine operator assisted with excavation by verbal and trimming support, ensuring it is to line and depth. |
| | | 5.2 | Excavation cleaned out by hand according to job requirements and instructions. |
| 6. | Install excavation support | 6.1 | Excavation works carried out in accordance with regulatory authority's requirements. |
| | | 6.2 | Trench/excavation support installed to instruction according to OH&S regulations. |
| 7. | Clean up | 7.1 | Site cleaned and cleared of unwanted excavated material. |
| | | 7.2 | Tools cleaned, maintained and stored. |

RANGE STATEMENT

This unit applies to excavations carried out by hand and assisting excavator operators with their operation.

This unit applies to trench/excavation depth not exceeding 1.5m excavation and includes but is not limited to:

- post holes
- pits
- pad excavations
- trenches
- levelling of work area

Regulatory authorities are those under the Statutory Legislation governing:

- water
- sewerage
- gas
- electricity
- telephone

OH&S requirements are to be in accordance with the Statutory Legislation and regulations.

Work is to be undertaken in a team situation or individually under supervision.

Reporting of faults may be written or verbal.

EVIDENCE GUIDE

Competency is to be demonstrated by carrying out the safe and effective excavation and/or support of at least two different types of excavations from those listed within the range of variables statement, relevant to the work orientation.

(1) Critical Aspects and Evidence

It is essential that competence is observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- indicate compliance with organisational policies and procedures including Quality Assurance requirements
- carry out correct procedures prior to and during excavation processes
- identify and understand instruction relevant to the location of excavation
- demonstrate safe and effective operational use of tools and equipment
- interactively communicate with others to ensure safe and effective operations.

(2) Pre-requisite Relationship of Units

- BCGCOR0001A Carry out interactive workplace communication
- BCGCOR0011A Carry out OH&S requirements
- BCGCOR0051A Use hand and power tools

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- hand tools and equipment
- materials handling
- measurement and calculations
- workplace communications
- regulatory authority's requirement for excavation/support
- range of "in ground" services and relevant markers/identifiers
- types of soil

Skills

The ability to:

- work safely to instructions
- use hand tools and equipment
- handle material
- measure relevant to excavation process
- communicate effectively

(4) Resource Implications

The following resources should be made available:

- general construction materials for excavation support
- hand tools appropriate to excavation processes
- work area appropriate for the excavation activities
- appropriate OH&S safety resources to suit excavation location

(5) Method of Assessment

Competency shall be assessed while work is being done, under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competency in this unit may be determined concurrently, based on integrated project work. Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria, or may be at the completion of the process.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGMAS0101A: Carry out concreting to simple forms

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively and safely carry out concreting to simple formwork, and applies to all individuals working in the preparation and placing of formwork and concrete.

Competency Field:

General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Select tools and equipment	<p>1.1 Quality Assurance requirements recognised and adhered to in accordance with company's construction operations.</p> <p>1.2 Occupational Health and Safety (OH&S) requirements recognised and adhered to in accordance with application tasks and workplace environment.</p> <p>1.3 Appropriate personal protective equipment selected, correctly fitted and used.</p> <p>1.4 Tools and equipment selected to instructions consistent with job requirements checked for serviceability and any faults reported to supervisor.</p>
2. Erect and strip simple formwork	<p>2.1 Design of formwork identified from drawings/supervisors instructions.</p> <p>2.2 Formwork safely erected on commencement and stripped on completion under direction of supervisor.</p> <p>2.3 Stripping agent applied to erected formwork, where appropriate.</p> <p>2.4 Timber components dewatered following stripping of formwork.</p> <p>2.5 All components cleaned, stacked and stored for re-use or bundled for removal.</p>
3. Place and tie reinforcement	<p>3.1 Reinforcing components safely handled and carried to required position.</p> <p>3.2 Reinforcing bars, rods, stirrups and mesh positioned under supervisor's directions.</p> <p>3.3 Bar chairs and spacers located in place, checking minimum edge cover under the direction of supervisor.</p>

- | | | | |
|----|----------------|-----|--|
| 4. | Place concrete | 4.1 | Formwork/excavation cleaned of excess material and debris prior to concrete placement. |
| | | 4.2 | Concrete correctly proportioned and mixed and/or safely transported by wheelbarrow and placed under direction. |
| | | 4.3 | Pump line/chute controlled and concrete placed as directed. |
| | | 4.4 | Concrete spread as directed to specified levels. |
| | | 4.5 | Concrete consolidated under direction and screeded to finished levels as directed. |
| | | 4.6 | Surface of concrete finished as directed to specified finish. |
| 5. | Clean up | 5.1 | Formwork components removed from site. |
| | | 5.2 | Pour site and surrounds cleared of concrete spills and other debris and surface left in safe condition. |
| | | 5.3 | Worksite cleared of debris and unused materials. |
| | | 5.4 | Tools and equipment cleaned, maintained and stored. |

RANGE OF STATEMENT

This unit applies to placing concrete to simple forms and excavations which includes:

- post holes
- trench foundations
- pad foundations
- slabs
- pathways
- simple concrete aprons
- channels
- garden edges

Personal protective equipment may include:

- overalls
- boots
- hard hat/cap
- safety glasses/goggles
- gum boots
- face masks
- waterproof pants and jacket

Formwork in this unit applies to edging forms where structural components would include:

- edge boards
- pegs
- struts
- bracing

Concrete finishes include:

- wood floated
- steel floated
- broom brushed

Excess material and debris includes:

- excavated loose soil
- off cut timber
- paper
- rags
- sticks
- nails

Concrete placement methods include:

- shovel
- wheelbarrow
- chute
- pump line

Work is to be undertaken in a team situation or individually under supervision.

Reporting of faults may be verbal or written.

OH&S requirements are in accordance with Statutory requirements.

EVIDENCE GUIDE

Competency is to be demonstrated by the safe installation of formwork, reinforcement and concrete using any two of the simple forms listed within the range statement relevant to the work orientation.

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- indicate compliance with organisational policies and procedures including Quality Assurance requirements
- carry out correct procedures prior to and during construction processes
- demonstrate safe and effective operational use of tools, plant and equipment
- interactively communicate with others to ensure safe and effective operations

(2) Pre-requisite Relationship of Units

- BCGCOR0011A Carry out OH&S requirements
- BCGCOR0051A Use hand and power tools
- BCGCOR0061A Use small plant and equipment

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- hand tools and equipment
- concrete and formwork materials
- materials handling
- measurement and proportion
- transporting and placing concrete
- levelling equipment
- simple formwork and reinforcement components
- select and handle materials appropriate to concreting processes

Skills

The ability to:

- work safely to instructions
- measure relative to the concreting process
- use power tools and hand tools
- mix concrete by hand
- use simple levelling equipment
- communicate effectively
- select and handle materials appropriate to concreting processes

(4) Resource Implications

The following resources should be made available:

- general construction materials relevant to forming, re inforcing and placement of concrete
- hand tools and power tools appropriate to construction process
- tools and equipment appropriate to construction process
- suitable work area appropriate to concreting process
- information relevant to OH&S requirements

(5) Method of Assessment

Competency shall be assessed while work is being done under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competency in this unit may be determined concurrently, based on inte grated project work.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITICOR0011A: Carry out data entry and retrieval procedures

Competency Descriptor:

This unit deals with the skills and knowledge required to operate computer to enter, manipulate and retrieve data and to access information and communicate via the Internet.

Competency Field: Information Technology and Communications - Operations

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Initiate computer system	1.1	Equipment and work environment are correctly checked for readiness to perform scheduled tasks.
	1.2	The hardware components of the computer and their functions are correctly identified.
	1.3	Equipment is powered up correctly.
	1.4	Access codes are correctly applied.
	1.5	Appropriate software is selected or loaded from the menu.
2. Enter data	2.1	Types of data for entry correctly identified and collected.
	2.2	Input devices selected and used are appropriate for the intended operations.
	2.3	Manipulative procedures of Input device conform to established practices.
	2.4	Keyboard/mouse is operated within the designated speed and accuracy requirements.
	2.5	Computer files are correctly located or new files are created, named and saved.
	2.6	Data is accurately entered in the appropriate files using specified procedure and format.
	2.7	Data entered is validated in accordance with specified procedures.
	2.8	Anomalous results are corrected or reported in accordance with specified procedures.
	2.9	Back-up made in accordance with operating procedures.

- 3. Retrieve data
 - 3.1 The identity and source of information is established.
 - 3.2 Authority to access data is obtained where required.
 - 3.3 Files and data are correctly located and accessed.
 - 3.4 Integrity and confidentiality of data are maintained.
 - 3.5 The relevant reports or information retrieved using approved procedure.
 - 3.6 Formats to retrieved report or information conform to that required.
 - 3.7 Copy of the data is printed where required.
- 4. Amend data
 - 4.1 Source of data/information for amendment is established.
 - 4.2 Data to be amended is correctly located within the file.
 - 4.3 The correct data/Information is entered, changed or deleted using appropriate input device and approved procedures.
 - 4.4 The Integrity of data is maintained.
- 5. Use document layout and data format facilities
 - 5.1 Requirements for document are verified where necessary.
 - 5.2 The given format and layout are appropriately applied.
 - 5.3 Facilities to achieve the desired format and layout are correctly identified, accessed and used.
 - 5.4 Data manipulating facilities are used correctly.
 - 5.5 Format reflects accuracy and completeness.
- 6. Monitor the operation of equipment
 - 6.1 The system is monitored to ensure correct operation of tasks.
 - 6.2 Routine system messages are promptly and correctly dealt with.
 - 6.3 Non-routine messages are promptly referred in accordance with operating requirements.

	6.4	Error conditions within level of authority are dealt with promptly, and uncorrected errors are promptly reported.
	6.5	Output devices and materials are monitored for quality.
7. Access and transmit information via the Internet	7.1	Access to the Internet is gained in accordance with the provider's operating procedures.
	7.2	Evidence of the ability to negotiate web sites to locate and access specified information and other services is efficiently demonstrated.
	7.3	E-Mail is sent and retrieved competently.
8. Close down computer system	8.1	The correct shut down sequence is followed.
	8.2	Problem with shutting down computer is reported promptly.
	8.3	All safety and protective procedures are observed.
	8.4	The system integrity and security are preserved.
9. Maintain computer equipment	9.1	Cleaning materials and/or solutions used meet specified recommendation.
	9.2	The equipment is cleaned as directed.
	9.3	Wear and faults identified are promptly reported to the appropriate personnel.

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to using and maintaining basic computer equipment.

Equipment:

- install supplied computer
- install supplied peripherals

Work environment:

- equipment
- furniture
- cabling
- power supply

Input devices:

- keyboard
- mouse
- scanner
- microphone
- camera

Software systems to include for:

- word processing
- spread sheet
- internet access

Files save on:

- network
- magnetic media
- personal PC

Data:

- textual
- numerical
- graphical

File operations:

Naming, updating, archiving, traversing field and records in database, use of search, sort, print

Maintenance:

- cleaning: enclosures, screen, input devices, output devices
- checking cables, etc

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to accurately carry out basic data entry and retrieval operations on a computer system in accordance with the performance criteria and the range listed within the range of variables statement .

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- Initiate the use on the equipment.
- Use document layout and data format facilities.
- Locate and access data.
- Use file operations.
- Manipulate input devices.
- Key-in and format reports.
- Access to the internet.

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

knowledge of:

- safety for working with and around computers
- computer hardware and software systems
- procedure for initiating and closing down computer
- the operation of the data entry management system
- methods of locating files
- organisation's standards applicable to accessing files
- files operations and their applications
- file operation in database setting
- creating, locating and saving files
- using input devices
- using data checking devices
- formatting functions of software
- layout function of software
- graphic productions and manipulation
- regard for accuracy and security of information
- functions on the internet

Skills

The ability to:

- identify computer hardware
- manipulate data input devices
- access data
- use file operations
- key-in and format reports and letters
- retrieve data
- amend data
- print data
- save data
- search and receive data from the internet
- send and receive E-Mail

(4) Resource Implications

Files saved on network, magnetic media, personal Computer

Input devices: Keyboard, mouse, other selection devices

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria .

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices .

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level -	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCOR0111A: Handle construction materials and safely dispose of waste

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively and safely handle construction materials, and to dispose of waste in a safe and environment friendly manner. It applies to individuals working in the construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Plan and prepare work	1.1	Occupational Health and Safety (OH&S) requirements associated with application tasks and workplace environment recognised and adhered to.
		1.2	Appropriate personal protective equipment selected, correctly fitted and used.
		1.3	Quality Assurance requirements associated with company's construction operations recognised and adhered to.
		1.4	Tools and equipment for handling materials/goods, non -toxic waste, selected consistent with job requirements, checked for serviceability and any faults reported to supervisor.
2	Correctly manual handle, sort and stack construction material	2.1	Common construction materials recognised and selected for sorting and stacking/stockpiling to supervisor's instructions and/or specifications.
		2.2	Handling characteristics of materials identified and appropriate handling techniques applied.
		2.3	Specific handling requirements for hazardous materials applied.
		2.4	Materials stored, stacked/stockpiled and protected, clear of traffic ways, so they are easily identified, retrieved and not damaged.
		2.5	Appropriate signage and barricades erected where applicable to isolate stored materials from workplace traffic or access.
		2.6	Correct manual handling techniques used.

3	Prepare for mechanical handling of materials	3.1	Materials stacked/banded for mechanical handling in accordance with type of material and plant/equipment to be used.
		3.2	Dogman/rigger assisted with loading, unloading, moving, locating and/or installing materials.
		3.3	Materials safely handled with assistance of pallet trolley, forklift or hoist.
4	Handle and remove waste safely	4.1	Waste materials handled correctly and safely according to MSDS and requirements of regulatory authorities.
		4.2	Hazardous material identified for separate handling.
		4.3	Non-toxic materials removed using correct procedures.
		4.4	Dust suppression procedures used to minimise health risk to work personnel and others.
5	Clean up	5.1	Tools and equipment cleaned, maintained, and stored.
		5.2	Unused materials safely stacked/stockpiled stored.
		5.3	Waste materials disposed of safely.
		5.4	Site cleaned and cleared of debris and unwanted material.

RANGE STATEMENT

Tools and equipment includes but is not limited to:

- brooms
- hoses
- shovels
- rakes
- wet and dry industrial vacuum cleaners
- wheelbarrows
- pallet trolley
- materials hoists
- forklifts

Construction materials include but are not limited to:

- bricks and concrete masonry
- mortar components – cement, coarse aggregate, sand
- timber
- structural steel sections/components
- concrete
- scaffolding components, pipe sections
- plywood and particle board
- metal sheeting
- steel reinforcement
- insulation
- glass
- paints and sealants
- plaster sheeting

Protection of stacked/stored materials may include:

- covering
- tying or banding
- barricades
- signs
- locked away (hazardous materials)

Dust suppression procedures may include:

- spraying with water
- covering
- use of vacuum cleaner

Waste material and debris include but are not limited to:

- banding straps
- packing pieces
- broken or damaged goods
- cardboard
- plastic
- paper
- loose material

Removal of materials to include processes of recycling and salvage where applicable.

OH&S requirements to be in accordance with (Statutory/Territory) legislation and regulations.

Work to be undertaken as part of a team or individually under supervision of appropriately certificated persons where applicable.

Reporting of faults may be verbal or written.

EVIDENCE GUIDE

Competency is to be demonstrated by the effective handling and storing/stacking of appropriate construction materials listed within the range of variables statement, relevant to the work orientation.

(1) Critical Aspects and Evidence

It is essential that competence is observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations and State/Territory legislation applicable to workplace operations
- indicate compliance with organisational policies and procedures including Quality Assurance requirements
- carry out correct procedures prior to and during application of materials handling processes
- demonstrate safe and effective operational use of tools and equipment
- demonstrate safe application in the process of cleaning up
- interactively communicate with others to ensure safe and effective operations

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements including relevant codes and regulation
- hand tools and equipment
- materials
- materials handling
- Quality Assurance
- range of communication mediums (verbal and non-verbal)

Skills

The ability to:

- work safely to instructions
- use hand tools
- handle materials
- select material
- measure
- communicate effectively

(4) Resource Implications

The following resources should be made available:

- general construction materials relative to construction processes
- plant and equipment appropriate to handling processes
- hand tools appropriate to handling processes
- suitable work area appropriate to construction process
- MSDS information

(5) Method of Assessment

Competency shall be assessed while work is being done under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competency in this unit may be determined concurrently, based on integrated project work.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria, or may be at the completion of each process.

(6) Context of Assessment

Competency shall be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGMAS0131A: Prepare for solid plastering

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively prepare the process for carrying out solid plastering work, and applies to individuals working in masonry in the construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY**PERFORMANCE CRITERIA**

1. Plan for construction process	<p>1.1 Quality Assurance requirements of company's construction operations recognised and adhered to.</p> <p>1.2 Preparation and planning requirements identified from drawings/work location and/or supervisor's instructions.</p> <p>1.3 OH&S requirements identified and adhered to in accordance with application tasks and workplace environment.</p> <p>1.4 Safety hazards identified and correct procedures adopted to minimise risk to self and others.</p> <p>1.5 Materials selected according to supervisor's instructions safely handled and stored/located ready for application.</p> <p>1.6 Appropriate personal protective equipment selected, correctly fitted and used.</p> <p>1.7 Tools and equipment selected consistent with the job requirements, checked for serviceability and any faults reported to supervisor.</p> <p>1.8 Fixing/fasteners selected consistent with the job requirements where applicable and checked for serviceability.</p>
2. Prepare materials selected for construction process	<p>2.1 Activities for material preparation identified from specifications or supervisor's instructions.</p> <p>2.2 Material preparation carried out to satisfy requirements of application process.</p>
3. Prepare work area suitable for construction process	<p>3.1 Activities to be carried out in work area identified from surface to be covered, method of application and access to surface.</p>

		3.2	Work area prepared for construction process according to supervisor's instructions.
4.	Use tools, plant and equipment appropriate for construction process	4.1	Regular hand and power tools suitable for application process identified to job requirements.
		4.2	Hand and power tools used safely and effectively to carry out processes where applicable.
5.	Prepare background of brick, concrete or blockwork for solid plastering	5.1	Structure identified and surface prepared. Depressions patched with suitable material to supervisor's instructions.
		5.2	Concrete surface where appropriate is roughened or adhesive applied.
		5.3	Materials for scratch coat proportioned and mixed to instructions ready for application to wet surface.
6.	Clean up	6.1	Materials stacked/stored for re-use or disposed of.
		6.2	Work area cleared.
		6.3	Tools and equipment cleaned, maintained and stored.

RANGE OF VARIABLES

This unit applies to the preparation and construction processes carried out in preparing for the application of solid plastering to surfaces.

Background surfaces for application of solid plastering include but not limited to:

- concrete
- concrete block work
- brickwork
- stonework
- polystyrene
- expanded metal or bird wire

Construction process includes:

- application of solid plaster
- preparation of surfaces
- finish of surfaces
- workplace preparation

Material preparation may include:

- locating loose materials for mixing
- preparing brackets for fixing to steelwork
- cutting expanded metal or bird-wire for placement

Tools and equipment may include but are not limited to:

- measuring tape/rule
- brushes
- broom
- screed boards
- scaffolding
- spirit level
- straight edges
- concrete mixer
- shovels
- wheelbarrows
- power leads
- hoses
- masonry hammer

Patching materials include but are not limited to:

- sand and cement
- plaster
- cornice adhesive
- caulking compounds

Work is to be undertaken either as part of a team or individually, under supervision with instruction being as part of the supervisor's directions either verbal or written.

Reporting of faults may be verbal or written.

OH&S requirements to be in accordance with the Statutory regulations.

Work area preparation may include:

- cleaning of area
- erecting restricted height scaffolding
- setting up concrete mixer
- establishing temporary water and power supply

Personal protective equipment may include:

- overalls
- waterproof pants and jacket
- boots
- water (rubber) boots
- gloves
- dust masks/respirators
- hard hat/cap
- safety goggles

EVIDENCE GUIDE

Competency is to be demonstrated by carrying out the safe and effective preparation for solid plastering applications in accordance with performance criteria using any of the range of materials and processes listed within the range of variables statement.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- indicate compliance with organisational policies and procedures including Quality Assurance requirements
- carry out correct procedures prior to and during application of construction processes
- demonstrate safe and effective operational use of tools, plant and equipment
- interactively communicate with others to ensure safe and effective workplace operations

(2) Pre-requisite Relationship of Units

- BCGCOR0011A Carry out OH&S requirements
- BCGCOR0051A Use hand and power tools
- BCGCOR0061A Use small plant and equipment
- BCGCOR0071A Erect and dismantle restricted height scaffolding

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- workplace and equipment safety requirements
- drawings and specifications
- portable power tools
- hand tools and equipment
- materials relative to solid plastering
- materials handling
- measurement relative to solid plastering
- fixing and fasteners consistent with solid plastering requirements
- workplace communications

Skills

The ability to:

- work safely to instructions
- use power and hand tools
- handle material
- select material
- communicate effectively
- measure relative to process

(4) Resource Implications

The following resources should be made available:

- general construction materials relevant to solid plastering
- hand and power tools appropriate to solid plastering process
- plant and equipment appropriate to solid plastering process
- suitable work area appropriate to solid plastering activities

(5) Method of Assessment

Competency should be assessed while work is being done under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competency in this unit may be determined concurrently, based on integrated project work.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria, or may be at the completion of each process.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGMAS0151A: Prepare for construction process (Brick/Block laying)

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively prepare the construction process for laying concrete blocks/bricks, and applies to individuals working in masonry/concrete trades in the construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Plan for construction process	1.1	Quality Assurance requirements of company's construction operations recognised and adhered to.
		1.2	Job requirements identified from drawings and supervisor's instructions.
		1.3	Occupational Health and Safety (OH&S) requirements identified and adhered to according to application tasks and workplace environment.
		1.4	Safety hazards identified and correct procedures adopted to minimise risk to self and others.
		1.5	Materials selected to supervisor's instructions, safely handled and stored/located and ready for application.
		1.6	Appropriate personal protective equipment selected, correctly fitted and used.
		1.7	Tools and equipment selected are consistent with job requirements, checked for serviceability and any faults reported to supervisor.
2.	Prepare materials selected for construction process	2.1	Activities for material preparation identified from specifications or supervisor's instructions.
		2.2	Material preparation carried out to satisfy requirements of construction process.
		2.3	Correct manual handling techniques used to remove materials to location of placement.
		2.4	Components distributed and stacked to suit job location and construction sequence.

3.	Prepare work area suitable for construction process	3.1	Activities to be carried out in work area identified from type of brick/block, planned layout of construction and access location.
		3.2	Work area prepared for construction process according to supervisor's instructions.
4.	Use tools, plant and equipment appropriate for construction process	4.1	Regular hand and power tools suitable for application process identified to job requirements.
		4.2	Hand and power tools used safely and effectively to carry out processes.
5.	Mix mortar/concrete by hand	5.1	Materials for mortar/concrete selected to instruction.
		5.2	Additives for mortar/concrete selected to mix requirements.
		5.3	Specified proportions of materials for mortar/concrete mixture prepared accurately in accordance with instruction.
		5.4	Mortar/concrete materials mixed to a workable consistency.
6.	Assist with brick/block works	6.1	Bricks/blocks selected, visually checked to ensure that specifications are met including colour matching surrounding area and distributed to location.
		6.2	Surface brushed/scraped/washed and clean.
7.	Clean-up	7.1	Materials stacked/stored for re-use or removal.
		7.2	Work area cleared.
		7.3	Tools and equipment cleaned, maintained and stored.
		7.4	Waste disposed of using appropriate method according to EPA requirements.

RANGE STATEMENT

This unit applies to the preparation processes carried out to support the laying of brickwork or block work.

Construction processes includes:

- worksite preparation
- preparation for brick/block laying
- finish brickwork/block work face

Tools and equipment include but are not limited to:

- hammer
- bolster
- shovel
- measuring tape/rule
- concrete mixer
- angle grinder
- masonry saw
- power leads
- hoses
- brushes and brooms
- wheelbarrows
- mortar boards
- bucket

Specifications for bricks/blocks should be part of Quality Assurance requirements and include:

- size
- shape
- sharp arises (where applicable)
- colour
- strength

Materials preparation may include:

- cutting concrete blocks
- locating lintels ready for placement
- distributing vents
- cutting and distributing reinforcement
- preparing materials for batching for mortar and concrete

Work is to be undertaken as part of a team under supervision with instructions being part of supervisor's directions, either verbal or written.

OH&S requirements to be in accordance with Statutory Legislation and regulations.

Reporting of faults may be verbal or writ ten.

Materials in addition to bricks/blocks include:

- cement and sand
- gravel
- adhesive
- brick/block reinforcement
- steel lintels
- mortar additives (workability and damp proofing)

Masonry units may include:

- wire cut bricks
- pressed bricks
- solid concrete blocks
- hollow concrete blocks

Work area preparation may include:

- cleaning strip footings or slab
- setting up concrete mixer
- locating mortar boards
- establishing temporary water and power supply
- preparing access for supply of mortar/concrete

EVIDENCE GUIDE

Competency is to be demonstrated by carrying out the safe and effective preparation for the laying of bricks/blocks in accordance with the performance criteria using any of the listed range of variables with either brickwork or block work.

(1) Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- indicate compliance with organisational policies and procedures including Quality Assurance requirements
- carry out correct procedures prior to and during application of construction processes
- demonstrate safe and effective operational use of tools, plant and equipment
- adopt and use correct procedures to handle and place materials
- interactively communicate with others to ensure safe and effective worksite operations

(2) Pre-requisite Relationship of Units

- BCGCOR0011A Carry out OH&S requirements
- BCGCOR0051A Use hand and power tools
- BCGCOR0061A Use small plant and equipment
- BCGCOR0111A Handle construction material

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- workplace and equipment safety requirements
- drawings and specifications
- portable power tools
- hand tools and equipment
- materials handling
- mortar and concrete constituents and ratio of mix
- measurement relative to brick/block work
- accessories associated with brickwork/block work construction
- workplace communications

Skills

The ability to:

- work safely to instructions
- read drawings
- use power tools and hand tools
- handle material
- select material
- measure relative to the construction process
- mix mortar and concrete manually and with mixer
- communicate effectively

(4) Resource Implications

The following resources should be made available:

- construction materials relevant to brick/block work
- hand and power tools appropriate to brick/block work processes
- plant and equipment appropriate to brick/block work processes
- suitable work area appropriate to construction process

(5) Method of Assessment

Competency shall be assessed while work is being done under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competency in this unit may be determined concurrently, based on integrated project work.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria, or may be at the completion of each process.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCAR0161A: Prepare for carpentry construction

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively prepare the process for carrying out construction work in carpentry, and applies to individuals working in the occupation.

Competency Field:

General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan for construction process	1.1 Quality Assurance requirements of company's construction operations recognised and adhered to. 1.2 Preparation and planning requirements identified from drawings and/or supervisor's instructions. 1.3 Occupational Health and Safety (OH&S) requirements identified and adhered to in accordance with application tasks and workplace environment. 1.4 Safety hazards identified and correct procedures adopted to minimise risk to self and others. 1.5 Materials selected to supervisor's instructions, safely handled, stored/located and ready for application. 1.6 Appropriate personal protective equipment selected, correctly fitted and used. 1.7 Tools and equipment selected consistent with job requirements, checked for serviceability and any faults reported to supervisor. 1.8 Fixing/fastenings selected to instructions consistent with job requirements.
2. Prepare materials selected for construction process	2.1 Activities for material preparation identified from specifications or supervisor's instructions. 2.2 Material preparation carried out to satisfy requirements of construction process.

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| 3. | Prepare work area suitable for construction process | 3.1 | Activities to be carried out in work area identified from drawing details of proposed construction and supervisor's instructions. |
| | | 3.2 | Work area prepared for construction of temporary security fence and site structures, building layout and workstation according to supervisor's instruction. |
| 4. | Use tools and equipment appropriate for construction process | 4.1 | Regular hand and power tools suitable for application process identified to job requirements. |
| | | 4.2 | Hand and power tools used safely and effectively according to instruction to carry out construction processes. |
| 5. | Select materials and cut components | 5.1 | Material obtained from stock to instruction. |
| | | 5.2 | Correct manual handling techniques used to move and place materials. |
| | | 5.3 | Materials safely moved to work area. |
| | | 5.4 | Docking/drop saw used to accurately cut one or multiple components to same length according to given instruction. |
| 6. | Distribute components | 6.1 | Cut components distributed and stacked to suit job location and sequence. |
| 7. | Erect temporary fencing | 7.1 | Posts are appropriately placed, aligned and firmly fixed. |
| | | 7.2 | Stiles and cladding materials (metal/board) are firmly fixed. |
| | | 7.3 | Entrance is of specified size and gate opens, swings and shuts without difficulty. |
| 8. | Clean-up | 8.1 | Unused material stacked/stored for re-use. |
| | | 8.2 | Work area cleared. |
| | | 8.3 | Tools and equipment cleaned, maintained and stored. |
| | | 8.4 | Waste disposed of using appropriate method according to the Environmental Protection Agency (NEPA) requirements. |

RANGE STATEMENT

This unit applies to the preparation processes associated with carpentry construction work based on the construction of timber partition framing .

Tools and equipment may include but are not limited to:

- measuring tape/rule
- hammer
- docking saw
- jigs/stops
- saw stools
- work bench
- clamps
- squares

Personal protective equipment may include but not limited to:

- overalls
- jacket
- boots
- gloves
- safety goggles/glasses
- ear plugs/muffs
- dust masks/respirators
- hard hat/cap

Safety hazards may include but are not limited to:

- restricted access
- location of power leads
- dust
- off cut material
- lighting
- limited storage space

Construction processes includes:

- workplace preparation
- materials preparation
- assembling of partitions
- erecting and fixing of partitions

Material preparation may include:

- stacking of material
- measuring and marking
- cutting and distributing

Work area preparation may include:

- cleaning of area
- setting up for docking saw
- material storage

Fixing/fasteners may include:

- nails
- screws
- bolts
- masonry anchors
- drive/masonry nails

Work is to be undertaken as part of a team under supervision with instruction being part of a supervisor's directions, either verbal or written.

OH&S requirements are to be in accordance with Statutory Legislation and Regulations.

Reporting of faults may be verbal or written.

EVIDENCE GUIDE

Competency is to be demonstrated by carrying out the safe and effective preparation of materials and work area for the installation of partition framing in accordance with the listed range of variables.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- indicate compliance with organisational policies and procedures including Quality Assurance requirements
- correct procedures carried out prior to and during application of construction process
- demonstrate safe and effective operational use of tools, plant and equipment
- interactively communicate with others to ensure safe and effective workplace operations

(2) Pre-requisite Relationship of Units

- BCGCOR0011A Carry out OH&S requirements
- BCGCOR0051A Use hand and power tools
- BCGCOR0061A Use small plant and equipment

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- portable power tools
- hand tools and equipment
- materials relevant to construction process
- materials handling
- measurement relative to construction process
- drawings and specifications
- fixing and fasteners consistent with construction requirements
- workplace communication
- Quality Assurance

Skills

The ability to:

- work safely to instructions
- interpret drawings
- use power tools and hand tools
- handle material
- select material
- measure relative to processes
- communicate effectively

(4) Resource Implications

The following resources should be made available:

- construction materials relevant to proposed construction
- hand and power tools appropriate to construction processes
- plant and equipment appropriate to construction processes
- suitable work area appropriate to proposed activity

(5) Method of Assessment

Competency should be assessed while work is being done under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competency in this unit should be determined concurrently, based on integrated project work.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria, or may be at the completion of each process.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workpla ce environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGSTW0181A: Prepare for steelwork construction

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively prepare the construction process for steelwork, and applies to individuals carrying out basic activities in structural steel work in the construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Plan for construction process	1.1	Quality Assurance requirements for company's construction operations recognised and adhered to.
		1.2	Job requirements identified from drawings/work location and/or supervisor's instructions.
		1.3	OH&S requirements identified and adhered to in accordance with application tasks and workplace environment.
		1.4	Safety hazards identified and correct procedures adopted to minimise risk to self and others.
		1.5	Materials selected to supervisor's instructions, safely handled and stored/located ready for application.
		1.6	Appropriate personal protective equipment selected, correctly fitted and used.
		1.7	Tools and equipment selected consistent with job requirements, checked for serviceability and any faults reported to supervisor.
		1.8	Fixing/fastenings selected to instructions consistent with job requirements.
2	Prepare materials selected for construction process	2.1	Activities for material preparation identified from specifications and/or supervisor's instructions.
		2.2	Material preparation carried out to satisfy requirements of construction process.
3	Prepare work area suitable for construction process	3.1	Activities to be carried out in work area identified from drawing details of proposed construction and supervisor's instructions.

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| | | 3.2 | Work area prepared for construction process to supervisor's instruction. |
| 4 | Use tools and equipment appropriate for construction process | 4.1 | Regular hand and power tools suitable for application processes identified to job requirements. |
| | | 4.2 | Hand and power tools used safely and effectively according to instruction to carry out construction processes. |
| 5 | Select materials and cut components | 5.1 | Materials obtained from stack/store according to instruction. |
| | | 5.2 | Correct manual handling techniques used to move and place material. |
| | | 5.3 | Materials safely moved to work area. |
| | | 5.4 | Abrasive 'cut off' saw used to accurately cut one off or multiple components to the same length to instruction. |
| | | 5.5 | Sharp edges of cut material ground off for safety in handling and preparation for joining. |
| 6 | Distribute components | 6.1 | Cut components distributed and stacked to suit job location and sequence of work application. |
| 7 | Clean-up | 7.1 | Unused and leftover materials stacked/stored for re-use or disposal. |
| | | 7.2 | Work area cleared of debris. |
| | | 7.3 | Tools and equipment cleaned, maintained and stored. |
| | | 7.4 | Waste disposed of using appropriate method to according National Environmental Protection Agency (NEPA) and OH&S requirements. |

RANGE STATEMENT

This unit applies to the preparation processes associated with structural steel work based on the construction of metal fabricated components.

Construction processes includes:

- worksite preparation
- materials preparation

- constructing fabricated components
- assembling of fabricated components

Fabricated units incorporating the assembly of components include but are not limited to:

- frame structure

- support stands for equipment
- structural columns and beams
- framework for ducting
- communications towers

Quality Assurance requirements may include:

- workplace procedures
- safety requirements
- control of handling
- quality of materials
- specifications of work

OH&S requirements are to be in accordance with Statutory Legislation and regulations and may include:

- worksite environment and safety
- protective clothing and equipment
- use of tools and equipment
- handling of materials
- emergency procedures

Hazards may include but are not limited to:

- pathway obstacles
- leftover material
- movement of other work personnel

Personal protective equipment may include:

- coveralls
- safety boots
- gloves
- hard hat/cap
- safety glasses/goggles
- ear plugs/muffs

Tools and equipment may include but are not limited to:

- measuring tape/rule
- squares
- abrasive cut off saw
- power grinders
- trolleys
- clamps
- support stands
- vertical drills
- block and chain
- work bench

Materials would involve rolled steel sections.

Fittings and fastenings may include but are not limited to:

- bolts and nuts
- self tapping screws

Material preparation may include:

- measuring and marking
- cutting to lengths
- grinding of edges
- drilling of holes
- stacking of material

Work area preparation may include:

- clearing area
- setting up equipment
- material storage

Work is to be undertaken as part of a team under supervision with instructions being part of a supervisor's directions, and maybe either verbal or written.

Reporting of faults may be verbal or written.

EVIDENCE GUIDE

Competency is to be demonstrated by carrying out the safe and effective preparation of materials to construct a nominated fabricated structural steel unit in accordance with the listed range of variables.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- indicate compliance with organisational policies and procedures including Quality Assurance requirements
- carry out correct procedures prior to and during application of construction preparation processes
- demonstrate safe and effective operational use of tools, plant and equipment
- interactively communicate with others to ensure safe and effective workplace operations

(2) Pre-requisite Relationship of Units

- BCGCOR0011A Carry out OH&S requirements
- BCGCOR0051A Use hand and power tools
- BCGCOR0061A Use small plant and equipment

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- portable power tools
- hand tools and equipment
- materials relevant to steelwork
- materials handling
- measurement relevant to steelwork construction
- drawings and specifications
- fixing and fasteners consistent with steelwork requirements
- workplace communication

Skills

The ability to:

- work safely to instructions
- interpret drawings
- use power and hand tools
- handle material
- select material
- measure relative to the processes
- prepare materials for steelwork
- communicate effectively

(4) Resource Implications

The following resources should be made available:

- construction materials relevant to steelwork
- hand tools and power tools appropriate to steelwork processes
- plant and equipment appropriate to steelwork processes
- suitable work area appropriate to steelwork activity

(5) Method of Assessment

Competency should be assessed while work is being done under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competency in this unit may be determined concurrently, based on integrated project work.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria, or may be at the completion of each process.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGMAS0181A: Mix cementitious materials (mortar and concrete)

Competency Descriptor:

This unit deals with the skills and knowledge required to quantify and mix cementitious materials, and applies to individuals working in masonry trades.

Competency Field:

General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan and prepare work	1.1 Quality Assurance requirements of company's construction operations recognised and adhered to. 1.2 Occupational Health and Safety (OH&S) requirements for workplace environment and for mixing concrete/mortar identified and adhered to. 1.3 Appropriate personal protective equipment selected, correctly fitted and used. 1.4 Tools and equipment selected are consistent with requirements for batching and mixing concrete or mortar, are checked for serviceability and any faults identified reported to supervisor. 1.5 Where required, surface for hand mixing concrete or mortar is prepared according to work instruction
2. Select and batch materials for mixing	2.1 The correct type and quality materials are identified and selected as instructed. 2.2 Materials transported and handled in a manner to prevent wastage/cause health and safety hazards 2.3 Materials are batched for mixing according to instruction given for quantity and ratio of mix. 2.4 Materials for manual mixing are spread out on mixing bed according to type of mix required (concrete or mortar). 2.5 Materials for machine mixing are placed in machine in accordance with recommended procedure –water in first. 2.6 Sand for mortar mix is sifted with specified grade sieve wire

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| | 2.7 | Where required, additives are selected according to mix requirements or as instructed. |
| 3. | Mix concrete | 3.1 The cement is uniformly mixed with aggregates and evenly distributed. |
| | 3.2 | The concrete meets specified slump test and workability. |
| | 3.3 | Wastage of materials is prevented or minimised during hand mixing process. |
| 4. | Mix mortar | 4.1 The mortar is uniformly mixed, has appropriate consistency, plasticity and is workable |
| | 4.2 | Mixing techniques applied prevented or minimised wastage of materials. |
| 5. | Clean up | 5.1 Area cleared and waste material disposed of safely. |
| | 5.2 | Tools and equipment cleaned, maintained and stored. |

RANGE STATEMENT

This unit covers the mixing of both concrete and mortar for application to form masonry structures using both cement mixers and manual operations.

Quality Assurance requirements may include:

- workplace operations and procedures
- quality of materials
- control of handling procedures
- use and maintenance of equipment
- attention to work specifications
- specification of concrete mix
- specification of mortar mix

Materials:

- sand
- coarse aggregate
- Portland cement
- Additives
- Colouring (where appropriate)

OH&S requirements to be in accordance with Statutory Legislation and regulations and may include:

- workplace environment and safety
- protective clothing and equipment
- use of tools and equipment
- handling of materials
- working platforms and scaffolding
- safety hazards

Personal protective equipment may include:

- safety goggles/glasses
- boots
- gloves
- dust masks/respirators
- hard hat
- overalls

Tools and equipment may include but are not limited to:

- wheel barrow
- shovel
- measuring box
- water hose
- motorised transporting machine

Types of mix:

- concrete
- mortar for block laying
- rough cast mortar
- rendering mortar
- pebble-dash mortar

EVIDENCE GUIDE

Competency is to be demonstrated by the batching and mixing of concrete and mortar by hand and machine.

(1) Critical Aspects of Evidence

Competence is to be observed in the following critical aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to worksite operations
- select and use appropriate tools and equipment for mixing cementitious materials
- apply organisational quality procedures and process within context of preparing concrete and mortar.
- Interpret work instructions with respect to proportion and ratio of mix
- identify typical faults and problems that occur and necessary action taken to rectify
- interactively communicate with others to ensure safe and effective work procedures
- complete the mixing of concrete and mortar to work specifications

(2) Pre-requisite Relationship of Units

- BCGCOR0001A Carry out interactive communication
- BCGCOR0041A Carry out measurements and calculations
- BCGCOR0051A Use hand and power tools
- BCGMAS0061A Use small plant and equipment

This unit may concurrently be assessed with:

- BCGCOR0051A Use hand and power tools
- BCGMAS0061A Use small plant and equipment

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements including regulations, codes and standards
- hand tools and equipment for preparing concrete and mortar
- materials handling
- measurement and calculation relative to batching of materials
- mortar mix composition
- concrete constituents and ratio of mix
- range of mortar additives including plasticisers and their application
- workplace communications

Skills

The ability to:

- work safely
- read and interpret work instructions
- use tools and equipment
- select materials
- measure and calculate ratio and proportion
- communicate effectively
- organise work
- batch concrete and mortar
- mix concrete and mortar by hand
- mix concrete and mortar using machine

(4) Resource Implications

The following resources should be provided:

- workplace location
- tools, plant and equipment appropriate for mixing concrete and mortar
- materials for mixing concrete and mortar

(5) Method of Assessment

Competency should be assessed through direct observation of practical application and questions related to underpinning knowledge.

Competency should be assessed under general guidance checking at various stages of the process and at completion of the activity against performance criteria and specifications.

(6) Context of Assessment

Competency may be assessed in the workplace or simulated workplace setting.

Assessment should be conducted while tasks are undertaken either individually or as part of a team under limited supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills

BCGCAR0202A: Assemble simple partition frames

Competence Descriptor:

This unit deals with the skills and knowledge required to effectively assemble simple partition frames from timber or metal, and applies to individuals working in the erection of framed building structures.

Competency Field:

General Construction

**ELEMENT OF
COMPETENCY****PERFORMANCE CRITERIA**

1. Plan and prepare work	1.1	Quality Assurance requirements of company's construction operations recognised and adhered to.
	1.2	Occupational Health & Safety requirements recognised and adhered to in accordance with application tasks and workplace environment.
	1.3	Material requirements identified from instructions/job drawings and specifications.
	1.4	Appropriate personal protective equipment selected, correctly fitted and used.
	1.5	Tools and equipment selected to carry out processes consistent with job requirements, checked for serviceability and any faults reported to supervisor.
	1.6	Fixing/fastenings selected to specifications and job requirements.
2. Select materials and cut components	2.1	Materials obtained from store or stack to quantity and specification requirements.
	2.2	Required lengths accurately marked or machine stops set to requirements of cutting list.
	2.3	Docking/drop saw used to accurately cut one or multiple components to length.
	2.4	Cut components distributed and stacked to suit job location and sequence of construction.

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| 3. | Assemble frames/partitions | 3.1 | Locations for frame member connections marked/prepared to designed measurement spacings. |
| | | 3.2 | Fixing/fastenings installed securing each junction of frame members tight together, flush on partition face and within + or – 2mm of set-out marks. |
| | | 3.3 | Frame/partition assembled and secured square to specification. |
| | | 3.4 | Pre-assembled frames/partitions distributed to appropriate location to instructions. |
| | | 3.5 | Components of frames/partitions impractical to pre-assemble distributed to location as directed by supervisor. |
| 4. | Clean-up | 4.1 | Area cleaned free of debris. |
| | | 4.2 | Waste and unwanted material disposed of safely. |
| | | 4.3 | Unused materials stored/stacked. |
| | | 4.4 | Tools and equipment cleaned, maintained and stored. |

RANGE STATEMENT

This unit applies to the assembling of simple partition wall frames.

Quality Assurance requirements may include:

- safe working operations
- quality of materials
- control of handling procedures
- attention to specifications

OH&S requirements to be in accordance with Statutory Legislation and regulations and may include:

- workplace environment
- protective clothing
- working platforms
- use of tools and equipment
- hazard control
- handling of materials

Material sections used for construction of frames include:

- timber
- light steel
- aluminium

Personal protective equipment may include:

- overalls
- boots
- gloves
- safety goggles/glasses
- ear plugs/muffs
- dust masks/respirators
- hard hat/cap
- jacket

Tools and equipment may include but are not limited to:

- measuring tape/rule
- hammer
- docking saw/drop saw
- jigs/stops
- power drills/screwdrivers
- saw stools
- clamps
- squares
- pop riveter
- nail gun

Types of fittings/fasteners to be used is dependent on type on material being joined may and include:

- nails
- screws
- self tapping screws
- pop rivets

Work is to be undertaken as part of a team under indirect supervision, with instructions being verbal or written as part of supervisor's directions.

Report of faults may be verbal or written.

EVIDENCE GUIDE

Competency is to be demonstrated by the safe and effective preparation and assembly of partition frames using any two of the separate types of different materials listed within the range statement.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulation applicable to workplace operations
- show compliance with organisational policies and procedures including Quality Assurance requirements
- adopt and carry out correct procedures prior to and during application of assembling processes
- demonstrate safe and effective operational use of tools, plant and equipment
- show particular attention to accuracy of marking, cutting and assembling members
- interactively communicate with others to ensure safe and effective work operations

(2) Pre-requisite Relationship of Units

- BCGCOR0051A Use hand and power tools
- BCGCOR0061A Use small plant and equipment
- BCGCAR0161A Prepare for carpentry construction

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- drawings and specifications
- portable power tools
- hand tools and equipment
- materials relevant to frame assembly
- materials handling
- measurement and calculation
- fixing and fasteners consistent with framework requirements
- workplace communication

Skills

The ability to:

- work safely to instructions
- interpret drawings and specifications
- use power and hand tools
- handle material
- select material
- measure relative to the process
- communicate effectively

(4) Resource Implications

The following resources should be made available:

- construction materials relevant to frame construction
- hand and power tools appropriate to frame assembly process
- plant and equipment appropriate to frame assembly process
- suitable work area appropriate to frame assembly process
- plans and specifications appropriate to construction activity

(5) Method of Assessment

Competency should be assessed while work is being done under limited supervision with regular checks, but may include some autonomy when working as part of a team.

Competency in this unit may be determined concurrently, based on integrated project work.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria, or may be at the completion of each process.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCOR0212A: Prepare surfaces

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively prepare the range of surfaces for various finishing applications, and applies to individuals working in the preparatory phase of surface finishing in the construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Plan and prepare work | <ul style="list-style-type: none"> 1.1 Quality Assurance requirements of company's construction operations recognised and adhered to. 1.2 Preparation requirements identified from drawings, work area and instructions/specifications extract. 1.3 OH&S requirements recognised and adhered to in accordance with the application tasks and workplace environment. 1.4 Appropriate personal protective equipment selected, correctly fitted and used. 1.5 Tools and equipment selected to carry out processes consistent with requirements of job are checked for serviceability and any faults reported to supervisor. 1.6 Safety hazards identified and correct procedures used to minimise risk to self and others in accordance with OH&S workplace operations. 1.7 Materials appropriate to job application selected, safely handled and stored/located ready for application. |
| 2. Prepare work area for application processes | <ul style="list-style-type: none"> 2.1 Hazards and attachments safely removed where applicable or arranged for removal from area. 2.2 Work area prepared for application processes in accordance with finishing material and manufacturer's specifications. |
| 3. Prepare surface by sanding/grinding | <ul style="list-style-type: none"> 3.1 Correct abrasive disc/sheet or wheel selected in accordance with surface condition and work to be undertaken and fitted to sander/grinder. |

- 3.2 Sander/grinder used and applied safely to surface in accordance with manufacturer's specifications and relevant OH&S requirements.
- 3.3 All loose or protruding material removed by sander /grinder and brushing so that surface is prepared to specification.
- 4. Patch holes
 - 4.1 Method of patching hole determined from type of material surface, size of hole, compatibility of materials and planned specified finish.
 - 4.2 Patching materials selected to suit material surface and, where applicable, mixed to requirements of manufacturer's specifications.
 - 4.3 Colour patching materials checked to ensure that colour matches surrounding area, where applicable.
 - 4.4 Material applied to job and material according manufacturer's specifications using appropriate application method.
 - 4.5 Where applicable to type of patching material, patched areas must be sanded to provide flush and flat finish to surface.
 - 4.6 Surface brushed/scraped/washed clean of surplus material in accordance with type of patching material and material surface
 - 4.7 Patched areas sealed by application of prime or sealing coat, where applicable, to suit requirements of specified finishes.
- 5. Stop and fill surface
 - 5.1 Correct stopping material selected for specified surface, where applicable.
 - 5.2 Imperfections prepared and material applied to a flush and even finish, where applicable, to proposed additional surface application processes.
 - 5.3 Excess filler removed without damaging or marking surface.
 - 5.4 Surface fine-sanded and cleaned free of dust, where applicable for proposed applied finishes.

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|----|----------|-----|---|
| 6. | Clean-up | 6.1 | Area cleaned free of debris. |
| | | 6.2 | Waste and unwanted material disposed of safely using appropriate method according to National Environment Protection Act (NEPA) requirements. |
| | | 6.3 | Unused materials stored. |
| | | 6.4 | Tools and equipment cleaned, maintained and stored. |

RANGE STATEMENT

This unit applies to the preparation of different material surfaces for the application of applied surface finishes or the abutting or attaching of a construction to that surface.

Surface preparation will vary in accordance with the types of materials to be applied to finish or seal surface and the type of construction, which is to abut or be attached to the surface.

Material surfaces include:

- | | |
|--|---|
| <ul style="list-style-type: none"> • timber • plasterboard/plaster-glass • masonry • brick | <ul style="list-style-type: none"> • metal (ferrous and non-ferrous) • concrete • solid plaster • plastic |
|--|---|

Surface preparation for application finishes includes the preparation for:

- wall and floor tiling
- terrazzo
- segmental paving
- pre-cast cladding
- waterproofing/damp-roofing
- painting
- solid plastering
- wall papering
- clear timber finishes
- stone veneer
- sheet plastering or lining material

Surface preparation for construction applications of abutting or attaching to surfaces includes the preparation for:

- curtain walling fixing
- brick or block laying
- timber partition walls
- light steel partition walls
- formwork construction
- stair installation
- attachment of steel brackets or fabricated units
- aluminium framework fixing
- roof tiling and slating

Surfaces may be new or established material surfaces including both painted and unpainted surfaces.

Personal protective equipment may include:

- overalls
- waterproof pants and jacket
- boots
- gumboots
- gloves
- hard hat/cap
- safety goggles
- ear plugs/muffs
- dust masks/respirators

Equipment includes but is not limited to:

- electrical leads
- elevated work platforms
- trestles
- planks
- ladders
- buckets
- sanders
- hose and water spray

Work area preparation may include:

- clearing area
- setting up equipment for operation
- erecting scaffolding
- disconnecting and removing attachments from or against walls

Waste and debris may include:

- spilt patching material
- cleared or scraped old paint
- discarded abrasive discs/sheets
- cardboard

Tools include but are not limited to:

- scrapers
- paint brushes
- wire brushes
- brooms
- sponges
- sanding blocks
- shovels
- power sanders
- power grinders
- filling blades
- chisels
- hammers

OH&S requirements to be in accordance with Statutory legislation and regulations and may include:

- workplace environment
- protective clothing and equipment
- working platforms
- use of tools and equipment
- control of hazardous substances
- hazard control

Patching materials include but are not limited to:

- cellulose/plaster proprietary fillers
- plaster
- sand and cement
- cornice adhesive
- putty
- plastic wood
- fibreglass
- caulking compounds
- sheet material

- paper
- dirt and dust
- disused containers

Work is to be undertaken either as part of a team or individually under indirect supervision with instructions being verbal or written as part of supervisor's directions.

Instructions and reporting of faults may be verbal or written.

EVIDENCE GUIDE

Competency is to be demonstrated by the safe and effective preparation of at least three separate types of material surfaces from those listed within the range of variables statement relevant to the work orientation.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- show compliance with organisational policies and procedures including Quality Assurance requirements
- adopt and carry out correct procedures prior to and during application of preparation processes
- demonstrate that finished patching of holes is flush and straight with surface within tolerances applicable to work orientation
- demonstrate safe and effective operational use of tools, plant and equipment
- interactively communicate with others to ensure safe and effective workplace operations
- prepare surface to specification or instruction requirements

(2) Pre-requisite Relationship of Units

Prerequisites for this unit are:

- BCGCOR0011A Carry out OH&S requirements
- BCGCOR0051A Use hand and power tools
- BCGCOR0061A Use small plant and equipment
- BCGCOR0071A Erect and dismantle restricted height scaffolding

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- portable power tools
- hand tools and equipment
- materials relevant to patching and preparation of surfaces
- materials handling
- measurement and calculation
- drawings and written instructions
- workplace communication

Skills

The ability to:

- work safely to instructions
- interpret drawing and instructions
- use power tools and hand tools
- handle material
- select material
- measure relative to the process
- communicate effectively

(4) Resource Implications

The following resources should be made available:

- general construction and patching materials relevant to surface preparation
- hand tools and power tools appropriate to application processes
- plant and equipment appropriate to application processes
- suitable work area appropriate to surface preparation process

(5) Method of Assessment

Competency shall be assessed while work is being done under indirect supervision with regular checks, but may include some autonomy when working as part of a team.

Competency should be assessed through direct observation of application to tasks and questioning related to underpinning knowledge.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria, or may be at the completion of each process.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCAR0252A: Erect and strip formwork for concrete work

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively erect, strip and store formwork, and applies to individuals working in the casting of concrete to form concrete structures.

Competency Field:

General Construction

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

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|---|--|
| 1. Plan and prepare work | <ul style="list-style-type: none"> 1.1 Quality Assurance requirements of company's construction operations recognised and adhered to. 1.2 Occupational Health and Safety (OH&S) requirements associated with application tasks and workplace environment recognised and adhered to. 1.3 Location(s) of required formwork established from drawings and instructions. 1.4 Formwork components/materials selected to instructions consistent with job requirements. 1.5 Appropriate personal protective equipment selected, correctly fitted and used. 1.6 Tools and equipment selected consistent with job requirements, checked for serviceability and any faults reported to supervisor. 1.7 Fixing/fasteners selected to instruction and used consistent with construction requirements of job. |
| 2. Assist with the erection of formwork | <ul style="list-style-type: none"> 2.1 Work area cleared and surface prepared to instruction for safe erection of formwork. 2.2 Assistance provided with setout of formwork to requirements of drawings and specifications. 2.3 Assistance provided with assembling and erection of formwork to specifications. 2.4 Block outs and cast in-services installed to specified locations. |

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|----|----------------|---|
| | 2.5 | Debris, sawdust and other waste material safely removed from completed formwork. |
| | 2.6 | Release agent applied to formwork face to manufacturer's specifications. |
| 3. | Strip formwork | |
| | 3.1 | Edge boxing and bracing/strutting support removed carefully, safely and sequentially. |
| | 3.2 | Timber components safely de-nailed, cleaned and stored/stacked for re-use or removal from site. |
| | 3.3 | Steel components cleaned, oiled and stored/stacked to manufacturer's recommendations for maintenance. |
| | 3.4 | Damaged formwork components salvaged or discarded after stripping. |
| 4. | Clean up | |
| | 4.1 | Loose debris and waste material removed and disposed of safely. |
| | 4.2 | Tools and equipment cleaned, maintained and stored. |

RANGE STATEMENT

This unit applies to assisting with the construction, erection or modification of formwork for concrete work in an on-site environment.

Work is undertaken as part of a team under supervision where instructions would be part of supervisor's directions, either verbal or written.

Formwork type to include:

- slab on ground
- retaining walls

Formwork systems may include:

- timber
- steel
- composite construction

Quality Assurance requirements may include:

- work procedures
- safety requirements
- control of handling
- use of plant and equipment
- specifications of concrete work

OH&S requirements to be in accordance with Statutory Legislation and Regulations and may include:

- protective clothing and equipment
- worksite environment and safety
- use of tools and equipment
- emergency procedures

Tools and equipment may include but are not limited to:

- tool belts
- hammer
- power saw
- builders' line
- form oil applicator
- mop
- spanners
- measuring tape
- impact gun
- pinch bars
- hand saws
- cutting knife
- brooms
- shovels

Assisting with assembling and erecting may involve but is not limited to:

- cutting material
- holding material for fixing
- fixing material
- lifting form into place
- assembling system components
- tightening connections
- holding of block outs or cast-in services for securing

Assisting with setting out may involve:

- measuring with a tape
- making marks
- marking material square

Reporting of faults may be verbal or written.

Personal protective equipment may include:

- overalls
- jacket
- hard hat
- safety goggles
- safety boots
- gloves
- ear muffs

FIXING AND FASTENERS MAY INCLUDE:

- nails
- screws
- self tapping screws
- bolts
- patented clips
- brackets

Debris and other waste may include:

- half cut material
- cardboard
- paper

EVIDENCE GUIDE

Competency is to be demonstrated by the safe and effective erection and dismantling of at least two separate types of material systems, from those listed within the range statement, appropriate to the work orientation.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- indicate compliance with organisational policies and procedures including Quality Assurance requirements
- carry out correct procedures prior to and during construction process
- demonstrate safe and effective operational use of tools and equipment
- provide effective assistance to setting out and assembling and erecting formwork
- demonstrate particular attention and care in stripping formwork
- interactively communicate with others to ensure safe and effective workplace operations

(2) Pre-requisite Relationship of Units

- BCGCOR0011A Carry out OH&S requirements
- BCGCOR0051A Use hand and power tools
- BCGMAS0101A Carry out concrete work to simple forms

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- formwork for concrete
- portable power tools
- hand tools and equipment
- materials related to formwork construction
- materials handling
- measurement and calculation
- drawings/specifications
- levelling equipment
- fixing and fasteners

Skills

The ability to:

- work safely to instructions
- use power tools and hand tools
- handle formwork materials
- select materials appropriate to construction of formwork
- measure relative to construction of formwork
- fix material
- communicate effectively
- use simple levelling equipment

(4) Resource Implications

The following resources should be made available:

- construction materials relevant to construction of formwork
- hand tools and power tools appropriate to construction and stripping processes
- plant and equipment appropriate to construction processes
- suitable work area appropriate to concreting process

(5) Method of Assessment

Competency should be assessed while work is being done under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Assessment should be by direct observation of tasks and questioning related to underpinning knowledge.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria, or may be at the completion of each process.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGSTW0262A: Carry out steel-fixing

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively fabricate and place concrete reinforcement to formworks and footings, and applies to individuals carrying out steel-fixing work in building and construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Plan and prepare work	1.1	Quality Assurance requirements of company's construction operations recognised and adhered to.
		1.2	OH&S requirements for application tasks and workplace environment recognised and adhered to.
		1.3	Reinforcement, type of fixing and locations identified from instructions/reinforcement schedule, job drawings and specifications.
		1.4	Formwork/excavation checked for completion and conformity to receive reinforcement.
		1.5	Appropriate personal protective equipment selected, correctly fitted and used.
		1.6	Tools and equipment selected consistent with job requirements, checked for serviceability and any faults reported to supervisor.
		1.7	Delivered reinforcement checked for correct size type and quantities against reinforcement schedule/details shown in job detail drawings.
2	Prepare for reinforcement placement	2.1	Reinforcement bars cut and bent to required set -out and drawing details.
		2.2	Bars tied to designed configuration from drawings.
		2.3	Reinforcement sheets cut to required sizes, where applicable.
		2.4	Stiffening rods attached to panels to instructions as required to facilitate handling processes.

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| | | 2.5 | Bar chairs/spacers located to requirements of reinforcement schedule and job drawings. |
| 3 | Place and fix reinforcement | 3.1 | Fabric reinforcement sheets positioned correctly in accordance with approved drawings and schedule. |
| | | 3.2 | Reinforcement bars located according to specification and positioned in accordance with approved drawings and schedule. |
| | | 3.3 | Reinforcement correctly placed using bar chairs, ligatures and spacers according to specification and schedule . |
| | | 3.4 | Reinforcement fabric and/or bars tied and/or welded in correct placement in accordance with approved drawings/job specification and AS1554.3. |
| | | 3.5 | Cast-in items secured to reinforcement to specifications. |
| | | 3.6 | Ends of protruding reinforcement covered and protected in accordance with specifications. |
| 4 | Inspect reinforcement prior to concrete pour | 4.1 | Location and position of ties and/or welded fabric/bar reinforcement checked for accuracy and spacing before concrete placement. |
| 5 | Clean up | 5.1 | Area cleared to specification. |
| | | 5.2 | Waste material removed and placed in job waste bins or rubbish stockpiles. |
| | | 5.3 | Tools and equipment cleaned, maintained and stored. |

RANGE STATEMENT

This unit applies to the fabrication and placement of steel reinforcement to concrete forms and excavations for footings on site.

Forms for concrete structural members and footing excavations may include:

- beam footings
- beams
- slab on ground
- suspended slabs
- columns
- stairs
- pads
- walls

Reinforcing may include:

- deformed bars
- plain rods
- mesh sheets of plain bars
- mesh sheets of deformed bars

Personal protective equipment may include:

- safety goggles/glasses
- boots
- gloves
- respirators
- hard hat

Tools and equipment may include but are not limited to:

- bolt cutters
- hacksaw
- wire nippers
- tie wire spool
- welding equipment
- measuring tape/rule
- reinforcement benders
- mesh guillotine
- range of general hand and power tools

Quality Assurance requirements may include:

- preparation of reinforcing
- placement and support
- concrete coverage
- control of handling

OH&S requirements to be in accordance with Statutory Legislation and regulations and may include:

- protective clothing and equipment
- cutting and handling of material
- working from scaffolding
- using tools and equipment
- worksite environment and safety
- handling of materials

Welding of reinforcement fabric and/or bars to be in accordance with:

- AS1554.3 – 1983 Welding of Reinforcing Steel

Instructions and reporting of faults may be verbal or written, with instructions being part of a supervisor's directions.

Work is to be undertaken in a team situation under supervision.

EVIDENCE GUIDE

Competence is to be demonstrated by the safe and effective placement of reinforcing to at least three (3) of the separate types of structures/members/footings listed within the range of variables.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- show compliance with organisational policies and procedures
- select and use appropriate processes, tools and equipment
- apply organisational quality procedures and processes within the context of fixing steel reinforcing
- check materials for conformity with specifications and job requirements
- Identify and follow assembly location and placement sequence
- demonstrate safe and effective use of tools and equipment and handling of materials
- place and tie/weld reinforcement to specification
- interactively communicate with others to ensure safe and effective operations in fixing the reinforcing

(2) Pre-requisite Relationship of Units

- BCGCOR0011A Carry out OH&S requirements
- BCGCOR0051A Use hand and power tools
- BCGCOR0061A Use small plant and equipment

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- formwork for concrete
- portable power tools, hand tools
- plant and equipment
- materials relevant to steel-fixing
- materials handling
- measurement and calculation
- drawings and specifications
- reinforcement schedule
- appropriate steel-fixing procedures and legislative requirements

Skills

The ability to:

- work safely to instructions
- interpret drawings and specifications/instructions
- use power tools and hand tools
- handle materials
- select materials
- measure relative to the process
- communicate effectively

(4) Resource Implications

The following resources should be made available:

- reinforcement materials appropriate to construction process
- hand tools and power tools appropriate to steel fixing process
- plant and equipment appropriate to steel fixing process
- suitable formwork or excavation appropriate to construction process

(5) Method of Assessment

Competence should be assessed through direct observation of tasks and questions related to underpinning knowledge.

Competence should be assessed under general guidance checking at various stages of the process and at completion of the activity against performance criteria and specifications.

(6) Context of Assessment

Competency may be assessed in the workplace or simulated workplace setting.

Assessment should be while tasks are undertaken either individually or as part of a team under limited supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCAR0282A: Use explosive power tools (EPT)

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively set up and use explosive power tools, and applies to individuals that use fasteners in the construction processes.

Competency Field:

General/Civil Construction

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Plan and prepare work	1.1	Quality Assurance requirements for company's construction operations recognised and adhered to.
		1.2	Occupational Health & Safety requirements associated with application tasks and workplace environment recognised and adhered to.
		1.3	Job requirements assessed to determine access and appropriate fastener and charge to suit material and base to be fixed.
		1.4	Explosive power tools, attachments and equipment selected consistent with requirements of job, checked for serviceability and any faults reported to supervisor.
		1.5	Appropriate personal protective equipment selected, correctly fitted and used.
		1.6	Safety hazards identified and correct procedures used to minimise risk to self and others.
		1.7	Scaffolding erected, where applicable, and according to OH&S requirements.
		1.8	Explosive power tool operations carried out in accordance with manufacturer's recommendations.
2.	Set out for fasteners	2.1	Material or base set out for location of fasteners in accordance with detailed drawings and specifications.
		2.2	Minimum distances from edge of material adhered to in accordance with manufacturer's specifications.

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- 2.3 Material located and temporarily held or fixed into designed position of detailed drawings.
 - 3. Use explosive power tools
 - 3.1 Fastener selected to requirements of job.
 - 3.2 Charge selected to assess requirements for material, base and penetration.
 - 3.3 Attachments and/or accessories installed to explosive power tool in accordance with manufacturer's specifications.
 - 3.4 Explosive power tool checked for operation to manufacturer's specifications.
 - 3.5 Fastener and charge located in explosive power tool to manufacturer's specification.
 - 3.6 Personal protective equipment fitted and worn in accordance with manufacturer's recommendations.
 - 3.7 Explosive power tool operated safely and fastener fixed into place.
 - 3.8 Fastening penetration checked and determined for appropriate depth into material.
 - 3.9 Power regulating device adjusted for conditions where required.
 - 3.10 Misfire procedures carried out where required to manufacturer's recommendations.
 - 4. Clean up
 - 4.1 Temporary holding/fixing removed without damage to material.
 - 4.2 Explosive power tool cleared, attachments removed and tool and attachments cleaned.
 - 4.3 Charges stored in designated container in accordance with requirement and used charges recorded.
 - 4.4 Unused fasteners, explosive power tool and attachments stored in carry case according to manufacturer's recommendations.
 - 4.5 Area cleared and waste material disposed of safely.

- | | | | |
|----|---------------------------------------|-----|--|
| 5. | Maintain explosive power tool and kit | 5.1 | Safety features of tool checked for serviceability in accordance with manufacturer's operating manual. |
| | | 5.2 | Tool cleaned and lubricated to manufacturer's recommendation. |
| | | 5.3 | Periodic maintenance service carried out to manufacturer's specifications. |
| | | 5.4 | Log book checked and maintenance recorded to manufacturer's recommendations. |
| | | 5.5 | Diminished stocks of charges and fasteners replenished to designed effectiveness of power tool kit. |

RANGE STATEMENT

This unit applies to both direct action and indirect action explosive powered fastening tools.

Use of these tools is to be in accordance with relevant Statutory Legislation requirements and:

- Recommended procedures for the usage of Explosive-Powered Hand held Fastening Tools, Fasteners and Explosive Charges

Tools used to fasten materials or fix fasteners to bases of:

- concrete
- masonry
- steel

Quality Assurance requirements may include:

- workplace operations and work procedures
- safety requirements
- quality of materials
- application relevant to specifications of work

OH&S requirements to be in accordance with statutory Legislation and regulations and may include:

- workplace environment and safety
- use of explosive power tools
- isolation of working areas
- use of tools and equipment
- protective clothing and equipment
- working from scaffolding
- emergency procedures

Personal protective equipment is to incorporate requirements of:

- Acoustics – Hearing Protection
- Eye Protection for Industrial Application

In addition to ear plugs/muffs and safety glasses/goggles, other personal protective equipment may include:

- gloves
- boots
- hard hat
- overalls
- dust mask/respirator

Safety hazards may include but are not limited to:

- obstacles close to operation location
- other activities within vicinity
- limited space

Reporting of faults may be verbal or written.

EVIDENCE GUIDE

Competency is to be demonstrated by carrying out the safe and effective operational use of an EPT in application to the various types of bases listed within the range of variables statement relative to the work orientation.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to explosive power tools and workplace operations
- show compliance with organisational policies and procedures including Quality Assurance requirements
- carry out correct procedures prior to and during application of fixing/fastening process
- demonstrate safe and effective operational use of explosive power tools and equipment
- show correct interpreting of manufacturer's manual and reporting procedures
- interactively communicate with others to ensure safe and effective workplace operations

(2) Pre-requisite Relationship of Units

Competency in this unit may be determined concurrently with other relevant units based upon integrated project works relative to the work orientation.

- BCGCOR0011A Carry out OH&S requirements
- BCGCOR0051A Use hand and power tools

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements including relevant OH&S statutory regulations
- explosive power tools
- hand tools and equipment
- materials relevant to the operation of (EPT's)
- measurements and calculations
- drawings and specifications
- Quality Assurance
- operational procedures in accordance with manufacturer's specifications maintenance of equipment
- fixing of materials

Skills

The ability to:

- work safely to instructions
- use hand and power tools
- measure relative to fixing of materials
- demonstrate operational procedures for EPT
- communicate effectively identify drawing details relevant to operation of Explosive Power Tools (EPT)
- maintain accurate records

(4) Resource Implications

The following resources should be made available:

- explosive power tool and complete kit
- general construction materials relevant to operation applications of EPT
- hand and power tools and supportive equipment appropriate to operation applications of EPT
- suitable work area appropriate to operation applications of EPT
- manufacturer's manual of operations

(5) Method of Assessment

Competency should be assessed while work is carried out under direct supervision.

Assessment should be by direct observation of tasks and questioning related to underpinning knowledge.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria, or may be at the completion of each process.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGMAS0292A: Carry out concrete work

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively handle, place and compact concrete, and applies to individuals working in the construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

- | ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA |
|---------------------------------|---|
| 1. Plan and prepare work | 1.1 Quality Assurance requirements for company's concrete operations recognised and adhered to.

1.2 OH&S requirements with application tasks and workplace environment recognised and adhered to, including identification of hazardous material.

1.3 Appropriate personal protective equipment selected, correctly fitted and used.

1.4 Tools and equipment selected, to carry out processes consistent with job requirements, checked for serviceability and any faults reported to supervisor.

1.5 Procedures and the individual's role are identified through the supervisor in team operation to place concrete. |
| 2. Carry out concrete placement | 2.1 Assistance provided with the undertaking of relevant concrete tests.

2.2 Concrete transported correctly and safely with wheelbarrow and discharged into formwork using correct manual handling techniques.

2.3 Concrete placed to instruction, minimising spillage.

2.4 Concrete compacted to specification and instruction using immersion vibrator or other specified method.

2.5 Concrete screeded to specified levels/grades as per instructions.

2.6 Concrete finished to instruction to specified surface finish.

2.7 Curing process identified and applied to instruction. |

- | | | |
|------------------|-----|---|
| | 2.8 | Concrete surface adequately covered with appropriate material to support curing process and protect it from damage. |
| 3. Clean up site | 3.1 | Site cleaned free of debris. |
| | 3.2 | Waste and unwanted material disposed of safely. |
| | 3.3 | Tools and equipment cleaned, maintained and stored. |

RANGE STATEMENT

This unit applies to manual handling and placing of concrete.

Work is undertaken as part of a team under supervision.

Quality Assurance requirements may include:

- workplace operations and work procedures
- quality of material
- control of placement, compaction and finish of concrete
- use and maintenance of tools, plant and equipment
- specifications of work

Tools and equipment may include:

- shovels and rakes
- wooden floats
- steel floats
- bull floats
- immersion vibrator or vibrating table
- tarpaulins/covers
- curing agent applicator
- steam generator
- wheelbarrow
- tamping rods
- screed boards
- edging tool
- brooms

Concrete work includes placement of concrete onto:

- foundation
- slab on
- simple retaining walls

Concrete may be cured by:

- atmospheric conditions
- applied moisture
- applied agents

Waste material and debris may include:

- concrete spillage
- excess concrete
- pieces of timber
- empty containers
- cardboard and paper

Personal protective equipment may include:

- safety goggles/glasses
- respirators
- ear muffs and safety boots
- boots
- water proof pants and jacket

Concrete may be transported to formwork and placed by the following methods:

- directly from pre-mix truck
- wheelbarrow
- buckets
- manually

Concrete may be finished by:

- steel float
- bull floats
- wood float
- broom

Instructions would be part of supervisor's directions. Instructions and reporting of faults may be verbal or written.

EVIDENCE GUIDE

Competency is to be demonstrated by the safe and effective placement and finish of concrete using any of the conditions and types of structures listed within the range of variables statement, relevant to the work orientation.

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to concrete work and workplace operations
- show compliance with organisational policies and procedures including Quality Assurance requirements
- carry out correct procedures prior to and during application of concreting process
- demonstrate safe and effective operational use of tools, plant and equipment
- interactively communicate to support team and ensure safe and effective workplace operations
- give particular attention to placement and compaction processes

(2) Pre-requisite Relationship of Units

Competency in this unit may be determined concurrently, based upon integrated project work using the following units of competence:

- BCGCAR0252A Erect and strip formwork for concrete work
- BCGSTW0262A Carry out steel-fixing

Pre-requisites for this unit in addition to BCGCAR0252A and BCGSTW0262A are:

- BCGCOR0011A Carry out OH&S requirements
- BCGCOR0051A Use hand and power tools
- BCGCOR0061A Use small plant and equipment
- BCGMAS0101A Carry out concrete work to simple forms

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- concrete construction
- hand tools and equipment
- materials relating to the concreting process
- materials handling
- measurement relevant to concrete work
- drawings/specifications
- transporting, placing concrete
- levelling equipment
- simple formwork and reinforcement component

Skills

The ability to:

- work safely to instructions
- use power tools and hand tools
- handle materials
- select equipment appropriate to concreting process
- measure relative to concreting process
- communicate effectively
- use simple levelling equipment

(4) Resource Implications

The following resources should be made available:

- hand tools and power tools appropriate to concreting process
- plant and equipment appropriate to concreting process
- suitable formwork with placed reinforcement appropriate to concreting process
- concrete testing equipment

(5) Method of Assessment

Competency shall be assessed while work is being done under direct supervision with regular checks, but may include some autonomy when working as part of a team, in order to achieve outcomes within time constraints.

Assessment should be by direct observation of tasks and questioning related to underpinning knowledge.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria, or may be at the completion of the process.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCOR0242A: Carry out levelling

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively establish and transfer level from one reference point to another within given tolerance, and applies to individuals working in the construction industry.

Competency Field:

General/Civil Construction

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Plan and prepare work	1.1	Occupational Health and Safety (OH&S) requirements associated with application tasks and worksite environment recognised and adhered to.
	1.2	Requirements of job identified from drawings and/or instructions.
	1.3	Relevant reduced levels obtained from given drawings/sketches and/or instruction.
	1.4	Appropriate personal protective equipment selected, correctly fitted and used.
	1.5	Levelling equipment and tools selected consistent with needs of job, checked for serviceability and any faults reported to supervisor.
2. Maintain given level or specified slope with boning rods	2.1	Heights of each end of line to be boned are established to levels from given drawings and/or instructions.
	2.2	End boning rods securely fixed to required heights.
	2.3	Heights of intermediate points sighted with boning rods and marked where applicable, to 10mm.
3. Set up and use levelling devices	3.1	Heights to be transferred/established are identified from given drawings/sketches and/or instructions.
	3.2	Level correctly set up for use in accordance to recommendations from manufacturer's operating manual.
	3.3	Levels shot and heights marked and/or recorded to job requirements to +/- 1mm over 10m.

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|----|----------|-----|--|
| 4. | Clean up | 4.1 | All equipment and tools cleaned, maintained and returned to store. |
| | | 4.2 | Levelling equipment placed and secured in manufacturer's provided container. |

RANGE STATEMENT

This unit applies to the use of levelling equipment to read and record levels in accordance with a given level, and to the use of boning rods to maintain or mark a set slope or level line.

Work is to be undertaken working with a partner under limited supervision.

Work applications are simple levelling tasks such as:

- shooting levels for concrete slabs
- recording ground levels at respective corners of a set-out
- recording slab or pad levels for placement of steel columns
- recording or checking levels in shallow drainage excavation
- boning for alignment on ground or in drainage excavation

OH&S requirements to be in accordance with Statutory Legislation and Regulations which may include:

- worksite environment and safety
- use of tools and equipment
- use of laser equipment
- protective clothing and equipment

Personal protective equipment may include:

- overalls
- boots
- jacket
- hard hat
- safety glasses/goggles
- dust masks
- gloves

Levelling equipment or devices include but are not limited to:

- dumpy level
- automatic level
- tilting level
- rotating laser level
- boning rods

Heights or levels may be given by:

- drawing/sketch indicating mark
- verbal or written instruction indicating level or mark
- datum/survey peg fixed into ground
- chalk or nail mark on paved/concrete surface

Associated equipment and tools may include but are not limited to:

- staff
- measuring tape/rule
- string line
- wooden/steel pegs
- laser target and staff
- hammer

Instructions reporting of faults may be verbal or written.

EVIDENCE GUIDE

Competency is to be demonstrated by carrying out safe and effective nominated levelling and boning exercises using any two of the types of levels listed within the range of variables statement related to the work orientation.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- show compliance with organisational policies and procedures including Quality Assurance requirements
- adopt and carry out correct procedures prior to and during levelling and boning processes
- demonstrate safe and effective operational use of tools, plant and equipment
- indicate particular attention to accurately reading and recording staff readings
- show particular care of equipment in handling, setting up and storing on completion
- interactively communicate with others to ensure safe and effective site operations

(2) Pre-requisite Relationship of Units

Competency in this unit may be determined concurrently with other work orientation units based upon integrated project work.

- BCGCOR0001A Carry out interactive workplace communication
- BCGCOR0041A Carry out measurements and calculations
- BCGCOR0081A Use simple levelling devices

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- hand tools
- levelling equipment
- use of levelling devices
- measurement and calculation
- drawings, sketches and instructions
- workplace communications

Skills

The ability to:

- work safely to instructions
- use levelling equipment
- communicate effectively
- read and record measurements
- measure accurately

(4) Resource Implications

The following resources should be made available:

- levelling equipment appropriate to levelling processes
- appropriate tools and associated equipment to support levelling processes
- suitable work area appropriate to levelling activities
- suitable plans/drawing and specifications/instructions

(5) Method of Assessment

Competency shall be assessed while work is being done under supervision with regular checks, but may include some autonomy when working as part of a team.

Assessment should be by direct observation of tasks and questioning related to underpinning knowledge.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria, or may be at the completion of each process.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCAR0312A: Use static machines

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively prepare and use various types of static machines, and applies to individuals working with carpentry/joinery/masonry/ancillary equipment in the construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify static machines, their operation and safety requirements	1.1	Types and functions of static machines used in offsite production identified.
		1.2	Method of operation for `machines identified and understood.
		1.3	Occupational Health and Safety (OH&S) requirements for guarding and switches identified.
		1.4	Occupational Health and Safety (OH&S) requirements for personal protective equipment associated with using machines identified.
		1.5	Quality Assurance requirements of company's machining operations recognised and adhered to.
2.	Prepare machine for use	2.1	OH&S requirements for preparing and using static machines recognised and adhered to.
		2.2	Appropriate personal protective equipment selected, correctly fitted and used.
		2.3	Machine set up to required operating process and setting with fences/guides locked in position.
		2.4	Safety guards/shields checked and adjusted where required according to the National OH&S standards.

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|----|----------------------------------|-----|--|
| 3. | Operate machine | 3.1 | Machine start up procedure is carried out to manufacturer's recommendations. |
| | | 3.2 | Material fed to machine, where applicable, in accordance with manufacturer's recommendations and safe handling procedures. |
| | | 3.3 | Material set up and fixed in place, where applicable for mobile machine in moving table operations, in accordance with manufacturer's recommendations. |
| | | 3.4 | Machine operated in accordance with designed capacity and purpose, and to manufacturer's specifications and OH&S requirements. |
| | | 3.5 | Machine shut down procedure carried out to manufacturer's recommendations. |
| 4. | Maintain machine and attachments | 4.1 | Machines maintained through regular servicing to manufacturer's operating manual. |
| | | 4.2 | Faults identified and reported to responsible supervisor. |
| | | 4.3 | Minor faults identified and corrected where applicable. |
| | | 4.4 | Cutters/blades and attachments fitted and secured to manufacturer's specifications. |
| 5. | Clean up | 5.1 | Machine cleaned and waste material disposed of safely. |
| | | 5.2 | Cutters, blades and attachments cleaned, checked and stored. |

RANGE STATEMENT

This unit applies to the use of static machines, which are those affixed to a set location for their operation.

OH&S requirements to be in accordance with Statutory and Regulations and may include:

Static machines include but are not limited to:

- rip saws
- band saws
- docking saws
- vertical and horizontal drills
- dimensional saws
- thicknessers
- buzzers
- spindle moulders
- morticers
- multi borers
- table sanders
- grinders
- polishers
- multi functional cutter/grinder/polisher
- shapers
- diamond saws
- travelling beam saws
- multi bladed saws

Quality assurance requirements may include:

- workplace operations and procedures
- quality of materials used in machining operations
- control of handling procedures
- use and maintenance of machines
- attention to specifications of work
- workplace environment and safety
- protective clothing and equipment
- safety switches on machinery
- maintenance of machines
- use of tools and equipment
- handling and feeding of materials
- guarding on machinery
- safe use of machines

Personal protective equipment may include:

- boots
- safety glasses/goggles
- ear plugs/muffs
- dust masks/respirators
- gloves
- cap

Tools and equipment for maintenance and setting up may include but are not limited to:

- oil cans
- grease guns
- spanners
- feeler gauges
- packers
- wedges
- screwdrivers
- measuring tape/rule
- hammer
- spirit level
- squares

Reporting of faults should be in accordance with organisation's workplace procedures and may be verbal or written.

EVIDENCE GUIDE

Competency is to be demonstrated by the safe and efficient setting up and operating of at least three (3) separate types of machines from those listed in the range of variables statement.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace and machine operations
- indicate compliance with organisational policies and procedures including Quality Assurance requirements within the context of carrying out machining operations
- identify and appropriately apply manufacturer's recommendations in use of machine
- identify and correctly apply machine guard in operating machine
- carry out correct setting up procedures prior to use in accordance with carrying out machine operations
- carry out correct start up procedures
- demonstrate safe and effective operational use of machine
- carry out correct shut down/switch off procedures
- give attention to procedures for cleaning and maintaining of machine to requirements
- use of safe and correct procedures to place or remove cutters and blades

(2) Prerequisite Relationship of Units

- BCGCOR0051A Use hand and power tools
- BCGCOR0061A Use small plant and equipment

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements including relevant statutory regulations
- types of machines and their operation
- safety considerations for operating of machinery
- maintenance of machines
- cutter, blades and associated accessories
- tools and equipment
- materials
- materials handling

Skills

The ability to:

- work safely to instructions
- set up for machine operation
- operate machine
- use hand tools and equipment
- handle material
- stack material
- communicate effectively

(4) Resource Implications

The following resources should be made available:

- workshop location
- access to a range of static machines
- materials appropriate to work orientation machinery

(5) Method of Assessment

Competency should be assessed while work is being done under direct supervision.

Assessment may involve:

- observation of application work
- questioning related to underpinning knowledge

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria, or may be at the completion of each task associated with setting up and using machine.

(6) Context of Assessment

Competency should be assessed in the normal or simulated workplace environment in accordance with work and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level -	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCAR0322A: Make set-outs

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively perform the tasks of setting out dimensions of work, and applies to individuals working in marking out standard or basic units of stock material in the production of components for construction.

Competency Field:

General Construction

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Plan and prepare for set -out	1.1	Quality Assurance requirements of company's construction operations recognised and adhered to.
		1.2	Occupational Health and Safety (OH&S) requirements determined and adhered to in accordance with application tasks and workplace environment.
		1.3	Design and dimensions of unit determined from written instructions and drawings.
		1.4	Type of set-out to be undertaken, is determined.
		1.5	Material selected consistent with set-out requirements and prepared for marking.
		1.6	Tools and instruments selected to carry out processes consistent with set-out requirements.
2.	Make set-out for unit	2.1	Overall dimensions of unit and lines representing material thickness accurately marked on set -out.
		2.2	Details of cross-sectional dimensions of integral members accurately marked on set-out, where applicable.
		2.3	Methods of joining marked on set -out where applicable.
		2.4	Set-out of cross-sectional members of profiles cut accurately to form template shapes where applicable.
		2.5	Set-out identified by marking description/code of unit on completed set-out.

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|----|---------------|-----|--|
| 3. | Store set-out | 3.1 | Set-out stored in identifiable and retrievable location. |
| | | 3.2 | Area cleared and waste removed. |
| | | 3.3 | Tools and instruments cleaned and stored. |

RANGE STATEMENT

This unit applies to the making of set -outs to produce a product in accordance with the relevant work orientation.

Units to be set out are to be standard or basic type units of stock material produced by an organisation in any of the following production areas:

- timber joinery
- aluminium joinery
- fitments
- shop-fronts
- stairs
- stonework
- glasswork
- pre-cast concrete work

Set-outs include:

- full size dimensional illustrations
- full size sectional plans and elevations
- profiles of sections
- machining details
- lettering or decorative features

Quality assurance requirements may include:

- workplace operations and procedures
- attention to specifications of work
- making of set outs and templates

OH&S requirements to be in accordance with Statutory Legislation and regulations and may include:

- workplace environment and safety procedures
- protective clothing and equipment
- use of tools and equipment
- handling of materials

Tools and instruments may include but are not limited to:

- measuring tape/ruler
- squares
- scribes
- dividers/steel wing compasses
- straight edge
- curved templates
- set squares
- T-squares

Written instructions and drawings include:

- elevation and plan drawings
- provided specifications
- isometric drawings
- sketches
- typed or hand written notes
- verbal instructions

Material for set -out include:

- plywood
- particle board
- paper
- cardboard
- zinc sheet
- aluminium sheet
- plastic sheet

Preparation of material for set -out include:

- cutting sheet material to practical size
- taping paper to backing base
- sanding off previous set-out or marks

EVIDENCE GUIDE

Competency is to be demonstrated by making a set -out complete and accurate in detail whereby from which all parts/components of a unit can be produced and marked.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- indicate compliance with organisational policies and procedures including Quality Assurance requirements within the context of making set -outs
- indicate understanding of interpreting drawings and instructions
- select and use appropriate processes, tools and instruments for set -out task
- accurately set-out detailed information
- demonstrate correct use of instruments and tools in setting out angles and curves
- demonstrate accurate cutting of set-out shape, where applicable

(2) Prerequisite Relationship of Units

- BCGCOR0031A Draw and interpret simple drawings
- BCGCOR0041A Carry out measurements and calculations

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- working drawings and specifications
- set outs relevant to work orientation
- measuring and marking
- use of drawing/drafting equipment
- organisation's Quality Assurance requirements
- manufacturing processes
- tools and instruments
- set-out materials

Skills

The ability to:

- understand and interpret information from drawings and instructions
- use basic instruments and tools
- prepare for work application
- apply sound measuring and marking techniques
- set-out material
- record or mark identifying information
- communicate effectively

(4) Resource Implications

The following resources should be made available:

- workplace space to carry out processes
- set-out bench and set-out materials
- measuring and marking instruments
- tools and equipment for holding and cutting

(5) Method of Assessment

Competency should be assessed while work is being done under indirect supervision.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria, or may be at the completion of the set-out process.

(6) Context of Assessment

Competency should be assessed in the normal or simulated workplace environment and in accordance with work and safety procedures.

Guidelines will be in line with statutory agreements and specific policies and procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level -	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCAR0412A: Construct and install non-load bearing internal partition wall

Competency Descriptor:

This unit deals with the skills and knowledge required to construct and install non-load bearing internal wall to specifications, and applies to all individuals working in erecting framed structures in the construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan and prepare work	1.1 Quality Assurance requirements for company's construction operations recognised and adhered to. 1.2 OH&S requirements for workplace environment and construction and installation of internal partition walls recognised and adhered to. 1.3 Materials and quantities identified from drawings and specifications. 1.4 Appropriate personal protective equipment selected, correctly fitted and used. 1.5 Tools and equipment selected to carry out processes consistent with requirements of job checked for serviceability and any faults identified reported to supervisor.
2. Construct non-load bearing partition timber wall frames	2.1 Location of partition walls set out on floor to dimensions from drawings. 2.2 Wall plates set out and cut to length within ± 2 mm and positioned to set-out from drawings. 2.3 Wall plates fixed into place and align according to specification. 2.4 Studs cut to length, positioned to spacing and fixed as specified. 2.5 Noggings marked, cut to length, positioned and fixed as specified. 2.6 Wall frame squared to ± 3 mm over diagonal measurement, and braces fixed flush with studs, where applicable.

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|----|--|---|
| | 2.7 | External edges of top plates to be joined fixed flush and external corners straight and plumb to within + or – 2mm over 2.4 metres. |
| | 2.8 | Walls straightened to line within + or – 2mm. |
| 3. | Erect and mantle a full height demountable partition | 3.1 Location set out for position of partition according to details from drawings and specifications. |
| | | 3.2 Erection sequence followed as specified by manufacturer in accordance with demountable design. |
| 4. | Erect a half-panel glass partition | 4.1 Base channel positioned to location before fixing to job specification. |
| | | 4.2 Alignment of panels carried out to maintain line + or – 1mm. |
| | | 4.3 Erection carried out and completed to manufacturer's and job specifications. |
| 5. | Clean up | 5.1 Area cleaned to job specification. |
| | | 5.2 Waste and unwanted material disposed of safely. |
| | | 5.3 Unused materials stored/stacked. |
| | | 5.4 Tools and equipment cleaned, maintained and stored. |

RANGE STATEMENT

This unit applies to the construction and installation of both fixed framed and demountable partitions.

Non-load bearing partitions include:

- full height single panel
- full height demountable panel
- half panel and half glass

Materials for framed structure include:

- timber
- light steel
- aluminium

Quality assurance requirements may include:

- workplace operations and procedures
- quality of material
- control of handling procedures
- use and maintenance of equipment
- attention to specifications

OH&S requirements to be in accordance with Statutory Legislation and regulations may include:

- protective clothing and equipment
- use of tools and equipment
- workplace environment and safety
- handling of materials
- hazard control

Tools and equipment may include but are not limited to:

- measuring tape/rule
- hammers
- docking saw/drop saw
- jigs/stop
- power drills/screwdrivers
- saw stools
- clamps
- squares
- pop riveter
- nail guns
- spanners
- power saws
- masonry drills
- Air compressor and hoses
- power leads

Personal protective equipment may include but is not limited to:

- boots
- gloves
- safety glasses/goggles
- ear plugs/muffs
- dust masks/respirators

Fasteners used to fix partitions to structure may include but are not limited to:

- nails
- screws
- self tapping screws
- wall plugs
- masonry anchors
- coach screws

Fasteners for assembling partition frames include:

- nails
- screws
- self tapping screws
- pop rivet's

Bracing of framed partitions only applies to partitions not of full height and not connected to any structural wall.

Demountable partition systems assembled and connected in accordance with manufacturer's specific design.

Reporting of faults should be in accordance with company's workplace procedures and may be verbal or written.

EVIDENCE GUIDE

Competency is to be demonstrated setting out, constructing and installing a partition wall to a design of one of the types listed within the range statement.

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- show compliance with organisational quality procedures and processes within the context of installing partition walls
- identify location, design and details of proposed partition
- select and use appropriate processes, tools and equipment.
- adopt safe and effective procedures to construct/assemble and install partition wall
- demonstrate attention given to assembling of partitions to ensure all junction of members flush to face of partition
- demonstrate attention given to fixing securely to specifications
- apply processes effectively to complete partition to designed alignment, plumb and finish
- identification of typical faults and problems that occur and necessary action taken to rectify
- interactively communicate with others to ensure safe and effective work procedures

(2) Pre-requisite Relationship of Units

- BCGCAR0161A Prepare for construction process (carpentry)
- BCGCAR0202A Assemble simple partition frames

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- partition and wall construction
- working drawing and specifications
- setting out procedures
- materials
- tools and equipment
- fixing and fasteners
- calculation of material requirements

Skills

The ability to:

- work safely
- read and interpret drawings and specifications
- organise work
- set out work
- use tools and equipment
- fix materials
- communicate effectively
- calculate material quantities

(4) Resource Implications

The following resources should be made available:

- level work area appropriate to construction and installation processes
- tools and equipment appropriate to construction process
- material appropriate to the partition installation
- drawings and specifications appropriate to activity

(5) Method of Assessment

Competency should be assessed while tasks are undertaken.

Assessment may involve:

- observation of the application process
- questioning related to underpinning knowledge

Assessment may be by intermittent checking at various stages of each task application or at the completion of each task in accordance with the performance criteria.

(6) Context of Assessment

Competency should be assessed in the normal or simulated workplace environment.

Assessment should be while tasks are undertaken either individually or as part of a team operation.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	To measure self-performance
Communicate ideas and information	Level 1	With members of the work team
Plan and organise activities	Level 2	For self
Work with others and in team	Level 1	In completing scheduled tasks
Use mathematical ideas and techniques	Level 2	As an aid to measure and schedule tasks
Solve problems	Level 1	As an aid to self-development
Use technology	Level 2	To manage scheduling and completion of tasks

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCAR0423A: Install windows to wall framing

Competency Descriptor:

This unit deals with the skills and knowledge required to competently install windows to wall framing, and applies to individuals working in the installation of windows in the construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Plan and prepare work	<p>1.1 Quality Assurance requirements for company's construction operations recognised and adhered to.</p> <p>1.2 Occupational Health & Safety (OH&S) requirements for installing of timber and aluminium window frames to framed walls recognised and adhered to.</p> <p>1.3 Windows for installation checked for conformity against drawings and specifications.</p> <p>1.4 Appropriate personal protective equipment selected, correctly fitted and used.</p> <p>1.5 Tools and equipment selected to carry out processes consistent with requirements of job and checked for serviceability.</p> <p>1.6 Materials for packing selected and cut to practical sizes less than width of wall studs.</p>
2. Install timber or aluminium window frame	<p>2.1 Window opening size checked to be greater than overall window frame, to clearance on width for plumb fitting of window frame and on height for fitting of sill and head to level.</p> <p>2.2 Reveals butt joined at corners and fixed securely to aluminium frames to specification.</p> <p>2.3 Sill trimmer of opening, checked for level and packers placed at ends to level, where required.</p> <p>2.4 Window frame positioned and fixed into place so that head/sill are level and stiles plumb and out of winding to specification.</p>

- 2.5 Window head and sill fixed level to + or – 1mm and faces and edges of stiles plumb to + or – 1mm.
 - 2.6 Fixing of window frame to wall frame to be through/to studs in accordance with specified fixing.
 - 2.7 Reveals or frame finished flush with face of inside wall lining.
 - 2.8 Window frame located to suit perpend and storey rod for brick veneer construction, where applicable, to + or – 2mm.
3. Clean-up
 - 3.1 Waste and unwanted material disposed of safely.
 - 3.2 Tools and equipment cleaned, maintained and stored.

RANGE STATEMENT

This unit applies to timber and aluminium window frames installed to timber or metal wall framing.

Wall framing includes:

- masonry walls
- timber walls
- partition, nonload bearing

Quality assurance requirements may include:

- workplace operations and procedures
- quality of materials
- control of handling procedures
- use and maintenance of equipment
- attention to specifications of work

OH&S requirements to be in accordance with Statutory Legislation and regulations and may include:

- workplace environment and safety
- protective clothing and equipment
- use of tools and equipment
- handling of materials
- working platforms

Tools and equipment may include but are not limited to:

- measuring tape/rule
- hammers
- spirit level
- squares
- nail bag
- chisels
- hand saws
- saw stools
- power saws
- power drills
- nail gun
- air compressor and hoses
- power leads

Personal protective equipment may include:

- boots
- safety glasses/goggles
- ear plugs/muffs
- gloves
- safety helmet

Fixing methods to wall framing may include but not limited to:

- nails
- screws
- self tapping screws

Materials for packing may include:

- plywood
- hardboard
- particle board

EVIDENCE GUIDE

Competency is to be demonstrated by installing both a timber window frame and an aluminium window frame to a framed wall. In one situation the wall frame is to be of timber construction and the other of metal.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- show compliance with organisational quality procedures and processes within the context of installing windows into wall frames
- identify location and details of window frames to be installed
- select and use appropriate processes, tools and equipment
- give particular attention to window frame being plumb and level to specifications
- carry out fixing of window frame through packing material between stiles and studs
- demonstrate safe and effective procedures to prepare and install each window
- identify typical faults and problems that occur and necessary action taken to rectify
- Interactively communicate with others to ensure safe and effective installation processes

(2) Pre-requisite Relationship of Units

- BCGCOR0051A Use hand and power tools
- BCGCOR0081A Use simple levelling devices
- BCGCOR0242A Carry out levelling

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- work drawing and specifications
- wall frame construction
- window construction
- materials
- installation procedures
- tools and equipment
- fixing and fasteners

Skills

The ability to:

- work safely
- read and interpret drawings
- organise work
- use tools and equipment
- fix materials
- communicate effectively

(4) Resource Implications

The following resources should be provided:

- workplace location with wall framing and openings
- windows units appropriate to installation process
- tools and equipment appropriate for installation processes
- drawings and specifications

(5) Method of Assessment

Competency will be assessed while tasks are undertaken.

Assessment may involve:

- observation of application process
- inspection of installed unit
- questioning related to underpinning knowledge

Assessment may be by intermittent checking at various stages of each task application or at the completion of each task in accordance with the performance criteria.

(6) Context of Assessment

Competency will be assessed in the normal or simulated workplace environment.

Assessment will be while tasks are undertaken individually or while working with a partner under minimal supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level -	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCAR0532A: Install door and window frames

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare and install door and window frames, and applies to individuals working in the carpentry and masonry trades in the construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan and prepare work	<p>1.1 Quality Assurance requirements for company's construction operations recognised and adhered to.</p> <p>1.2 Occupational Health and safety (OH&S) requirements for workplace environment and installing door and window frames recognised and adhered to.</p> <p>1.3 Requirements for installation of door and window frames identified from drawings and specifications and in accordance with the National Building Code.</p> <p>1.4 Doors and windows correctly identified for location and measurement from drawings, specifications and door schedule.</p> <p>1.5 Materials for door/window frames correctly selected and checked against drawings and specifications.</p> <p>1.6 Appropriate personal protective equipment selected, correctly fitted and used.</p> <p>1.7 Tools and equipment selected to carry out processes consistent with job requirements and checked for service ability.</p>
2. Prepare floor joists for timber door frame	<p>2.1 Door opening in wall frame checked against doorframe size to ensure clearance for installation to plumb and level.</p> <p>2.2 Floor joists prepared so that support blocks fixed securely and joist levelled across opening for doorframe.</p> <p>2.3 Joists reduced to suit designed level of sill and in line with face of internal lining, where specified.</p>

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|---|-----------------------------------|-----|---|
| 3 | Prepare door frame for floor slab | 3.1 | Doorframe prepared for connection to concrete slab to specifications, in accordance with installation with or without a sill. |
| | | 3.2 | Floor slab prepared for doorframe connection, to specifications |
| 4 | Install door frame | 4.1 | Doorframe installed to opening with sill margin above floor level to specified measurement, where applicable. |
| | | 4.2 | Sill and head checked for level. |
| | | 4.3 | Suitable packing used to pack between stiles and wall frame for fixing to specifications. |
| | | 4.4 | Stiles installed with face and edges plumb and straight to +/- 1mm and parallel. |
| | | 4.5 | Frame secured to specifications, flush with face of internal lining and fixed through packing located as specified. |
| | | 4.6 | Temporary bracing removed from doorframe without damage to frame, where applicable. |
| | | 4.7 | Storm/wind moulds fixed firmly to stiles and head to specifications, if applicable. |
| 5 | Install window frame | 5.1 | Framing members are measured and cut within specified tolerances and are free of major defects. |
| | | 5.2 | All joints conform to specification, are well fitted and securely fixed in position. |
| | | 5.3 | Framed opening sizes conform to specifications, are plumb, level and corners conform to appropriate angle. |
| 6 | Clean-up | 6.1 | Area around doorframe/window cleaned. |
| | | 6.2 | Waste and unwanted materials safely disposed of. |
| | | 6.3 | Tools and equipment cleaned, maintained and stored. |

RANGE OF STATEMENT

This unit applies to timber and metal door and window frames installed to timber or metal wall framing.

Doorframes can be fitted to concrete slab with or without sill.

Window frame can be fitted to studs or concrete opening

Floor structure may be of:

- timber sub-floor framing
- steel sub-floor framing
- reinforced concrete slab

Preparation for doorframes may include:

- fix temporary bracing
- fix flashing to sill
- cut sill to suit external lining
- fit steel dowels to base of timber stiles

Preparation of concrete floor slab may include:

- drilling of holes for steel dowels
- silicone or sealant placed for underneath of sill

Securing to wall frame may be by:

- nails or screws to timber framing
- screws to metal framing

Suitable packing material includes:

- plywood
- hardboard
- particle board

Quality Assurance requirements may include:

- quality of door frame
- control of handling procedures
- procedures for fixing
- specified finish

OH&S requirements to be in accordance with Statutory Legislation and Regulations and may include:

- workplace environment and safety
- protective clothing and equipment
- use of tools and equipment
- safety hazards
- working platforms

Personal protective equipment may include:

- boots
- safety glasses/goggles
- ear plugs/muffs
- dust masks/respirators
- gloves

Tools and equipment may include but are not limited to:

- measuring tape/rule
- hammer
- spirit level
- squares
- nail bag
- chisels
- hand saws
- saw stools
- power saws
- power drill including impact drill
- nail gun
- air compressor and hoses
- power leads

EVIDENCE GUIDE

Competency is to be demonstrated by the performance of installing a door/window frame to each of two separate base structures, with one to a timber frame and the other to a concrete slab.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- show compliance with organisational quality procedures and processes within the context of installing window and external door frames
- identify location and details of door and window frames and building structure
- select and use appropriate processes, tools and equipment
- adopt and apply safe and effective procedures in preparing door and window frames and opening for installation
- adopt and apply safe and effective procedures in installing door and window frames to position and finish
- give attention to use of packing material and fixing of frame through packed locations
- identify typical faults and problems that may occur and the necessary action taken to rectify
- complete installation of door/window frame to specification

(2) Pre-requisite Relationship of Units

- BCGCOR0021A Plan and organise work
- BCGCOR0051A Use hand and power tools
- BCGCOR0081A Use simple levelling devices
- BCGCAR0161A Prepare for carpentry process
- BCGCOR0242A Carry out levelling

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- working drawing and specifications
- wall frame construction
- door frame construction
- window frame construction
- materials
- installation procedures
- measuring and levelling
- tools and equipment
- fixing and fasteners

Skills

The ability to:

- work safely
- read and interpret drawings
- organise work
- set out work
- use tools and equipment
- use fixings and fasteners

(4) Resource Implications

The following resources should be provided:

- workplace location with structural frame and opening
- tools and equipment appropriate to installation processes
- door/window frame and allied materials appropriate to installation process
- drawings and specification relevant to proposed activity

(5) Method of Assessment

Competency should be assessed while tasks are undertaken.

Assessment may involve:

- observation of application process
- questioning related to underpinning knowledge
- inspection of installed door frame

Assessment may be by intermittent checking at various stages of each task application or at the completion of each task in accordance with the performance criteria.

(6) Context of Assessment

Competency should be assessed in the normal or simulated workplace environment.

Assessment should be while tasks are being done under minimal supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCAR0552A: Install exterior cladding

Competency descriptor:

This unit deals with the skills and knowledge required to competently install exterior wall cladding, and applies to individuals working in the carpentry trade in the building construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Plan and prepare work	1.1	Quality Assurance requirements for company's construction operations recognised and adhered to.
		1.2	Occupational Health & Safety (OH& S) requirements for workplace environment and cladding buildings recognised and adhered to.
		1.3	Materials and quantity requirements determined from job drawings and specifications.
		1.4	Appropriate personal protective equipment selected, correctly fitted and used.
		1.5	Tools and equipment selected to carry out processes consistent with job requirements and checked for serviceability.
		1.6	Delivered materials checked for conformity to quantity requirements and specifications.
		1.7	Scaffolding erected to job and Occupational Health & Safety requirements, where applicable.
2.	Straighten and prepare exterior walls	2.1	Timber frame checked for straightness and studs trimmed or packed to tolerance + or – 1mm across studs over any 2.4 metre length.
		2.2	Additional row/s of nogging fitted and fixed to line, flush with wall face and plumb within + or –2mm vertical alignment over 2.4 metres.
		2.3	Sub-floor structural members checked for flush with wall face and trimmed back where required.

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|----|--|-----|--|
| 3. | Fix timber plinth, flashing and insulation | 3.1 | Location of timber plinth, where required, determined in accordance with cladding material, sub-floor structure and specifications. |
| | | 3.2 | Material for plinth marked and cut to length to specification with mitred joints made at fixing locations to frame. |
| | | 3.3 | Plinth fixed to specification to level and line within + or - 2mm tolerance over any 3 metre length. |
| | | 3.4 | Flashing, where applicable, prepared to length, positioned and secured to specifications. |
| | | 3.5 | Wall insulation, where required, cut, lapped and fixed to specifications. |
| 4. | Set out and prepare for horizontal panelling/weatherboards | 4.1 | Cover for weatherboards/panelling determined from recommended lap, type and profile of board or effective covering of interlocking panelling and height of wall. |
| | | 4.2 | Weatherboard or panelling stops, where applicable, cut to length, fitted and fixed into place according to specifications. |
| | | 4.3 | Locations of each board or starting board marked on frame or stop to determined or specified position. |
| | | 4.4 | Board or panelling designed is set out for same cover appearance at top of wall. |
| | | 4.5 | Wall face checked for conformity to specified flashings at doors and windows. |
| 5. | Fix horizontal panelling/weatherboards | 5.1 | Panelling/boards cut to full length where practical to fit length of wall faces. |
| | | 5.2 | Joining of timber boards made by butt joints at centre of studs to tolerance of -1mm with joint flush to face and line. |
| | | 5.3 | Joining of other material panelling and boards made by use of manufacturer's recommended joining profiles fitted to specification, maintaining alignment. |
| | | 5.4 | Panelling/boards cut, fitted and fixed to manufacturer's and job specifications to line and level + or - 2mm over any 3 metre length. |

	5.5	Material, subject to splitting/predrilled for fixing at end junction or butt joints to avoid splitting.
	5.6	Junction at eaves finished to drawing details and specifications.
	5.7	Internal and external corners finished to manufacturer's recommendations and job specifications.
	5.8	Timber weather boards, where specified, prepared with specified primer to cover overlaps and end joints.
6.	Fix vertical panelling/boards	6.1 Starting position of first panel/board determined in accordance with specified design and finished effect against windows, doors and corners.
		6.2 Panelling/boards cut to full length, where practical, to fit height of wall.
		6.3 Abutting joints of panelling/boards made to manufacturer's specification requirements covering flashing.
		6.4 Panelling/boards cut, fitted and fixed to manufacturer's recommendations and job specification maintaining plumb to tolerance + or - 2mm over 2.4m unless otherwise specified.
7.	Clean-up	7.1 Area cleared and waste material disposed of safely.
		7.2 Unused material stored/stacked.
		7.3 Tools and equipment cleaned, maintained and stored.

RANGE STATEMENT

This unit applies to the cladding of exterior surfaces of framed wall structures.

Cladding to include:

- timber weatherboards
- tongue and grooved timber boards
- vinyl weatherboards and cladding
- aluminium weatherboards
- metal panelling
- fibre cement sheet panels and planks
- tempered hardboard strips

Quality Assurance requirements may include:

- workplace operations and procedures
- quality of materials
- control of handling procedures
- use and maintenance of equipment
- attention to specification of work

OH&S requirements to be in accordance with Statutory Legislation and Regulations and may include:

- workplace environment and safety
- protective clothing and equipment
- use of tools and equipment
- handling of materials
- working platforms and scaffolding

Tools and equipment may include but are not limited to:

- measuring tape/rule
- hammer
- spirit level
- squares
- nail bag
- chisels
- hand saws
- saw stools
- power saws
- power drill
- power planer
- nail gun
- air compressor and hoses
- power leads
- scaffolding
- string lines
- chalk line
- tin snips

Panelling or boards, where suitable for application, may also be fixed at an angle onto the face of wall.

Wall insulation with cladding may involve double -sided aluminium foil sheeting.

Fixing of cladding will differ in accordance with timber or steel framing and type of material being fixed.

Fasteners for fixing may include but are not limited to:

- nails
- screws
- self tapping screws
- patented clips

EVIDENCE GUIDE

Competency is to be demonstrated by installing at least two (2) types of material finishes of those listed in the range of variables statement, to nominated external wall surfaces. One is to be of horizontal boards and the other of sheeted material.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- show compliance with organisational quality procedures and processes within the context of installing external cladding
- identify location and details of materials and wall framing involved with installation
- select and use appropriate processes, tools and equipment
- use safe and effective procedures to fix, fit and install wall cladding finish
- give attention to flashing connections and finish at junctions with walls, doors and window frames
- identification of typical faults and problems that occur and necessary action taken to rectify
- interactively communicate with others to ensure safe and effective workplace operations
- complete wall cladding to specifications

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BCGCOR0051A Use hand and power tools
- BCGCOR0061A Use small plant and equipment
- BCGCOR0071A Erect and dismantle restricted height scaffolding
- BCGCAR0161A Prepare for construction process (carpentry)

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- working drawings and specifications
- materials
- wall frame construction
- window and door frames
- tools and equipment
- fasteners and fixing
- calculation of material requirements
- methods of fixing materials
- measuring and levelling
- scaffolding

Skills

The ability to:

- work safely
- organise and set out work
- use tools and equipment
- calculate material quantities
- measure and level in accordance with external cladding processes
- erect scaffolding
- communicate effectively

(4) Resource Implications

The following resources should be provided:

- workplace location with framed wall/s ready with door and /or window frames installed
- scaffolding appropriate to proposed activities
- tools and equipment appropriate to installation processes
- materials appropriate to proposed cladding processes
- drawings and specifications relevant to proposed activities

(5) Method of Assessment

Competency should be assessed while tasks are undertaken.

Assessment may involve:

- observation of application process
- questioning related to underpinning knowledge

Assessment may be by intermittent checking at various stages of each task application or at the completion of each task in accordance with the performance criteria.

(6) Context of Assessment

Competency should be assessed in the normal or simulated workplace environment.

Assessment should be while tasks are undertaken either individually or while working with a partner.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGMAS0892A: Finish concrete

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare and finish concrete surfaces, and applies to individuals working in masonry and other concrete related skills in the construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Define type of surface finish	1.1	Quality Assurance requirements of company's concreting operations recognised and adhered to.
		1.2	Occupational Health and Safety (OH&S) requirements for placing and finishing concrete and workplace environment recognised and adhered to.
		1.3	Quality/pattern/type of concrete surface finish defined from job plans and specifications.
2	Select tools and equipment	2.1	Concrete finishing tools and equipment selected to carry out processes consistent with job requirements, checked for serviceability and any faults reported to supervisor.
		2.2	Appropriate personal protective equipment selected, correctly fitted and used.
3	Finish concrete	3.1	Concrete placed and compacted to required standards.
		3.2	Screeded concrete surface wood floated or given initial trowel application using mechanical trowelling machine.
		3.3	Control/structural joints defined and edges trowelled to specified location according to the appropriate drawings and specifications.
		3.4	Concrete surface given final trowel/finish to architects design engineers specifications.
4	Clean up	4.1	Area cleared and waste material removed.
		4.2	Tools and equipment cleaned, maintained and stored.

RANGE STATEMENT

This unit applies to the finishing of surfaces of placed concrete.

Finishes to concrete surfaces include:

- steel trowelled
- wood floated
- broomed
- brushed to expose aggregate

Finishing of concrete to be in accordance with specifications and Building Codes.

Quality Assurance requirements may include:

- workplace operations and procedures
- application procedures for finishing concrete
- protection to finished surfaces
- use and maintenance of equipment
- attention to specifications of work

OH&S requirements to be in accordance with Statutory Legislation and Regulations and may include:

- workplace environment and safety
- protective clothing and equipment
- use of tools and equipment
- handling of materials
- working platforms

Personal protective equipment may include:

- boots
- safety glasses/goggles
- ear plugs/muffs
- gloves

Tools, plant and equipment may include but are not limited to:

- power trowel
- wood float
- steel float
- brooms
- hoses
- edging tools

Reporting of faults should be in accordance with company's worksite procedures and may be verbal or written.

EVIDENCE GUIDE

Competency is to be demonstrated by finishing concrete in at least three of the types of finishes listed within the range statement.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with occupational health and safety regulations applicable to workplace and concrete placing operations
- indicate compliance with organisational policies and procedures
- select and use appropriate processes, tools and equipment
- apply organisational quality procedures and processes within the context of placing and finishing concrete
- finish concrete surface in accordance with specifications
- take measures to protect concrete surface from either pedestrian, vehicular traffic, and the weather
- identify faults and problems that occur and necessary action taken to rectify
- interactively communicate with others to ensure safe and effective work procedures

(2) Pre-requisite Relationship of Units

- BGCOR0001A Carry out interactive workplace communication
- BGCOR0061A Use small plant and equipment
- BCGMAS0101A Carry out concrete work to simple forms
- BCGMAS0292A Carry out concrete work

This competency may be assessed concurrently with:

- BCGMAS0912A Place concrete
- BCGMAS0923A Cure concrete

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements including relevant statutory regulations, codes and standards
- work organisation factors affecting concrete setting time
- concrete finishing techniques
- specifications
- tools and equipment

Skills

The ability to:

- work safely
- organise work
- use tools and equipment
- communicate effectively

(4) Resource Implications

The following resources should be provided:

- freshly screeded concrete
- tools, plant and equipment appropriate to the finishing processes
- specifications for concrete finish

(5) Method of Assessment

Competency should be assessed through direct observation and questions related to underpinning knowledge.

Competency should be assessed under general guidance checking at various stages of the process and at completion of the activity against performance criteria and specifications.

(6) Context of Assessment

Competency may be assessed in the workplace or simulated workplace setting.

Assessment should be while tasks are undertaken either individually or as part of a team under limited supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills

BCGMAS0922A: Cure concrete

Competency Descriptor:

This unit deals with the skills and knowledge required to carry out concrete curing process, and applies to individuals working with concrete in particular the construction industry.

Competency field:

General Construction

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Select curing method	1.1	Quality Assurance requirements of company's concreting operations recognised and adhered to.
		1.2	OH&S requirements for workplace environment and curing concrete recognised and adhered to.
		1.3	Concrete curing method selected in accordance with engineer's specification and Concrete Structures.
2	Select curing and personal protective equipment	2.1	Curing equipment selected consistent with curing requirements and checked for sound and safe working order.
		2.2	Appropriate personal protective equipment selected, correctly fitted and used.
3	Cure concrete	3.1	Concrete cured to engineer's approval and in accordance with the National Building Codes and standard practice inc Concrete on Building.
		3.2	Curing agent/method maintained on concrete surface to specifications and, where applicable, in accordance with standards for Liquid Membrane Forming Curing Compounds for Concrete.
		3.3	Protection provided to concrete during curing process by isolating and/or barricading area.
4	Clean-up	4.1	Area of concrete cure cleared and waste material removed.
		4.2	Curing equipment cleaned, maintained to manufacturer's specifications and stored.

RANGE STATEMENT

This unit applies to the curing of concrete in an on-site environment.

Curing methods may include:

- hosing
- sprinklers
- ponding
- applied chemical curing agent
- plastic film

Quality Assurance requirements may include:

- workplace operations and procedures
- control of handling procedures
- use and maintenance of equipment
- attention to specifications of work

OH&S requirements to be in accordance with Statutory Legislation and Regulations and may include:

- workplace environment and safety
- protective clothing and equipment
- use of tools and equipment
- handling of materials
- working platforms and scaffolding
- hazardous materials

Personal protective equipment may include:

- safety goggles/glasses
- boots
- gloves
- respirators/masks

Tools/equipment may include:

- hoses and sprinklers
- tarpaulins/covers
- rollers
- spray applicators

EVIDENCE GUIDE

Competency is to be demonstrated by carrying out the initial curing process to a nominated poured concrete section.

(1) Critical Aspects of Evidence

It is essential that competence be demonstrated in the critical aspects of:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace and concrete pouring operations
- indicate compliance with organisational policies and procedures
- select and use appropriate processes, tools and equipment
- apply organisational quality procedures and processes within the context of placing and curing of concrete
- apply concrete curing method safely and effectively to designed application
- interactively communicate with others to ensure safe and effective curing operations

(2) Pre-requisite Relationship of Units

- BCGCOR0061A Use plant and equipment
- BCGMAS0101A Carry out concrete work to simple forms
- BCGMAS0292A Carry out concrete work

This competency may be assessed concurrently with:

- BCGMAS0892A Finish concrete

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements including relevant statutory regulations and codes
- influence of curing process on strength of concrete
- methods of curing concrete
- safe handling of curing chemicals
- plant and equipment
- specifications

Skills

The ability to:

- work safely
- organise work
- use plant and equipment
- communicate effectively

(4) Resource Implications

The following resources should be provided:

- freshly poured concrete location.
- tools, plant and equipment, appropriate to curing processes.
- specifications for curing application.

(5) Method of Assessment

Competency should be assessed through direct observation of application to tasks and questions related to underpinning knowledge.

Competency should be assessed under general guidance checking at various stages of the process and at completion of the activity against performance criteria and specifications.

(6) Context of Assessment

Competency may be assessed in the workplace or simulated workplace setting.

Assessment should be while tasks are undertaken either individually or as part of a team under limited supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	To measure self-performance
Communicate ideas and information	Level 1	With members of the work team
Plan and organise activities	Level 2	For self
Work with others and in team	Level 1	In completing scheduled tasks
Use mathematical ideas and techniques	Level -	As an aid to measure and schedule tasks
Solve problems	Level-1	As an aid to self-development
Use technology	Level 1	To manage scheduling and completion of tasks

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGTIL1092A: Lay and repair wall and floor tiles

Competency descriptor:

This unit deals with the skills and knowledge required to lay and repair wall and floor tiles, and applies to individuals involved in tile laying in the construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan and prepare work	1.1 Quality Assurance requirements of company's tiling operations recognised and adhered to. 1.2 Occupational Health & Safety (OH&S) requirements for workplace environment and preparing for and laying and repairing tiled surfaces identified and adhered to. 1.3 Materials checked for conformity against drawings and specifications and, where applicable, sample tile. 1.4 Appropriate personal protective equipment selected, correctly fitted and used. 1.5 Tools and equipment selected to carry out processes consistent with job requirements and checked for serviceability.
2. Set out tiling job	2.1 Prepare area to be tiled to requirements of specifications. 2.2 Tile work set out to be symmetrical, balanced and involves minimal waste to specifications and Standards for the Installation of Ceramic Tiles. 2.3 Waterproof membrane fitted and laid in wet areas to local government regulations.
3. Cut tiles as required	3.1 Tiles cut without jagged or flayed edges. 3.2 Recess hole or curve cut by hand or machine to shape and size within 1mm. 3.3 Tile jolly-edged to form a mitre so that biscuit is not exposed at the joint.

- 4. Fix wall tiles
 - 4.1 Mortar and/or adhesive prepared, where applicable, and applied to tile/surface in accordance with manufacturer's recommendations.
 - 4.2 Tiles prepared and fixed with pad tiles set to level alignment.
 - 4.3 Horizontal joint checked for straightness and tile edges and surface alignment checked.
 - 4.4 Tiles fixed to alignment maintaining designed pattern to specification.
 - 4.5 Even margins shown around openings, frames and fittings where feasible.
 - 4.6 Bottom and side course cut and fixed to rake, if required.
 - 4.7 Splayed, manufactured, formed or aluminium covers fixed, as required.
 - 4.8 All vertical tiles finished plumb and true to square corners.
 - 4.9 All joints maintained straight and uniform in width with due allowance for tolerance of tile.
 - 4.10 Expansion gaps built in accordance with specifications.
 - 4.11 Mitre joints made, maintaining glazing on mitre with no chips and uniform mitre.
- 5. Grout tile face
 - 5.1 Joints cleaned and prepared to receive grout according to manufacturer's specifications.
 - 5.2 Grout mixed and applied to manufacturer's specifications.
 - 5.3 Tiles cleaned and polished to specifications, removing all dust from surface and joints.
- 6. Fix vertical mosaic sheets
 - 6.1 Surface rendered to manufacturer's specifications and standards for mosaic.
 - 6.2 Sheets pre-grouted if required and paper faced and mesh backed mosaics fixed to background with adhesive.

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|----|---------------------------------------|---|
| | 6.3 | Adjustments made to ensure spacing uniform and pattern and alignment maintained. |
| | 6.4 | Area finished with mosaics level to line, if applicable, surface straight and flat and grout finished to specifications. |
| 7. | Lay floor tiles using screeded mortar | 7.1 Floor checked for level/falls square and membranes and reinforcing installed if required. |
| | 7.2 | Surface prepared free from contaminants and residues to receive screeded mortar. |
| | 7.3 | Cement mortar prepared to appropriate consistency and floor slurried as per specifications. |
| | 7.4 | Floor area tiled to specifications. Expansion gaps inserted as specified by manufacturer. |
| | 7.5 | Grout mixed and applied to job and manufacturer's specifications. |
| | 7.6 | Finished tile work polished and cleaned to specifications. |
| 8. | Lay floor tiles using adhesives | 8.1 Adhesive correctly matched with tile type according to usage and climatic conditions. |
| | 8.2 | Surface prepared free from residue and protrusions. |
| | 8.3 | Adhesive mixed to manufacturer's specifications, where applicable. |
| | 8.4 | Tiles fixed to manufacturer's specifications and to Building Standards. Expansion gaps left as specified between walls and tiles. |
| | 8.5 | Grout mixed and applied to clean joints and surface according to manufacturer's specifications. |
| | 8.6 | Finished tile work polished and cleaned to specifications. |
| 9 | Fix slate | 9.1 Slate prepared by dusting or washing tiles to specifications. |
| | 9.2 | Colours/characteristics identified as per architect's drawings and specifications. |

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| | 9.3 | Slate laid, maintaining bond if applicable, with joints uniform in size and surface as flat as practicable. |
| | 9.4 | Grout or mortar applied and slate surface cleaned and sealed to manufacturer's specifications. |
| 10 | Tile treads, risers, steps and thresholds | 10.1 Rises and goings calculated according to the Building Code or determined from formed concrete steps/stairs. |
| | 10.2 | Steps set out for uniform rise and take even cut on both sides. |
| | 10.3 | Packing or render support fixed where applicable and riser tiles fixed to true alignment. |
| | 10.4 | Treads infill and thresholds fixed in line with the top edge of risers within -1mm. |
| | 10.5 | Grout applied to wet joints and finished flush with tiles to a smooth finish. |
| | 10.6 | Finished tile-work cleaned polished and free of pitted, chipped, cracked or scratched tiles resulting from work. |
| 11 | Repair damaged tile-work | 11.1 Damaged tiles/s carefully removed avoiding damage to surrounding tiles. |
| | 11.2 | Old bedding cleaned and cleared to allow placement of replacement tile. |
| | 11.3 | Replacement tiles selected and cut where applicable to match existing face and pattern. |
| | 11.4 | Tiles fitted and fixed to maintain alignment with joints to uniform spacing. |
| | 11.5 | Grouting carried out and tile face cleaned to specified finish. |
| 12 | Clean up | 12.1 Area cleared to specification. |
| | 12.2 | Waste and unwanted material disposed of safely. |
| | 12.3 | Unused materials stored/stacked. |
| | 12.4 | Tools and equipment cleaned, maintained and stored. |

RANGE STATEMENT

This unit applies to the laying and fixing of floor and wall tiles.

Repair work to include heritage tiling.

Applies to walls, floors steps and includes the following types of tiles:

- ceramic
- terra cotta
- granite
- slate
- mosaics

Surfaces to which tiles may be fixed include:

- plasterboard
- fibre cement sheet
- brickwork
- block-work
- concrete
- rendered face

Tools and equipment may include but are not limited to:

- tile cutters and scribes
- masonry drill bits
- measuring tape/rule
- trowels
- straight edge
- levels
- wet saw
- scrapers

Laying and fixing of ceramic tiles to be in accordance with:

- Standards Adhesives for fixing ceramic tiles
- Standards for the installation of ceramic tiles

Personal protective equipment may include:

- safety goggles/glasses
- boots
- gloves
- respirators/dust masks
- knee pads
- ear plugs/muffs
- hard hats

Quality Assurance requirements may include:

- condition of tile
- quality of prepared surfaces
- quality of materials
- setting out procedures
- application procedures
- specified finish
- attention given to specifications of work
- workplace operations and procedures

OH&S requirements to be in accordance with Statutory Legislation and regulations and may include:

- protective clothing and equipment
- use of tools and equipment
- handling of materials
- hazardous materials
- use of tools and equipment
- working platforms

Methods of fixing tiles include:

- adhesives
- cement mortar
- cement mortar with adhesive additive

EVIDENCE GUIDE

Competence is to be demonstrated by carrying out both wall and floor tiling on both solid and sheet backgrounds using at least three separate types of tiles, one of which is to be mosaics, from those listed in the range of variables statement.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace and tiling operations
- select and use appropriate processes, tools and equipment
- apply organisational quality procedures and processes within context of laying and repairing wall and floor tiles
- inspect background surface for conformity with requirements of job and specified adhesives
- set tiles symmetrical and accommodate fittings and fixtures where possible
- mark and cut holes and curves accurately to required locations
- cut tiles to conform to size and shape to ensure consistent joint size is achieved
- ensure tiles finished to line, level, square and flush face
- identify faults and problems that occur and necessary action taken to rectify

(2) Pre-requisites Relationship of Units

Pre-requisites for this unit are:

- BCGCOR0051A Use hand and power tools
- BCGCOR0081A Use simple levelling devices
- BCGTIL0121A Prepare for construction process (wall and floor tiling)
- BCGCOR0212A Prepare surfaces
- BCGCOR0242A Carry out levelling

This unit may be concurrently assessed with:

- BCGTIL1103A Tile corners

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- workplace and equipment safety requirements
- drawings and specifications
- preparation of surfaces
- setting out and levelling
- types of tiles and material characteristics
- adhesives and methods of application
- mortar composition
- hazards associated with solvents, adhesives and cement/epoxy based grouts
- tools and equipment
- cutting of tiles
- finishing techniques
- calculation of material requirements

Skills

The ability to:

- work safely
- interpret drawings and specifications
- organise work
- set-out work area
- use tools and equipment
- lay and fix tiles
- calculate material quantities
- communicate effectively
- cut tiles
- grout

(4) Resource Implications

The following resources should be provided:

- workplace location with surface/s prepared for tasks
- tools and equipment appropriate to tile laying and fixing processes
- tiles and materials appropriate to proposed tasks
- drawings and specifications/documentation relevant to activity

(5) Method of Assessment

Competency should be assessed through direct observation of application to tasks and questions related to underpinning knowledge.

Competency in this unit may be determined concurrently, based upon integrated work.

Competency should be assessed under guidance, checking at various stages of the process and at completion of the activity against performance criteria and specifications.

(6) Context of Assessment

Competency may be assessed in the workplace or simulated workplace setting.

Assessment should be while tasks are undertaken individually under limited supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 3	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGMAS1242A: Apply solid render

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare and apply cement mortar to render masonry structures, and applies to individuals working in masonry in the building construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

- | | | | |
|---|--------------------------------|-----|---|
| 1 | Plan and prepare work | 1.1 | Quality Assurance requirements of company's construction operations recognised and adhered to. |
| | | 1.2 | OH&S requirements for the workplace environment and preparing for and applying solid render recognised and adhered to. |
| | | 1.3 | Area to receive solid render determined from job drawings. |
| | | 1.4 | Correct mix for solid render determined from job specifications. |
| | | 1.5 | Materials and required quantities calculated from job drawings and specifications. |
| | | 1.6 | Appropriate personal protective equipment selected, correctly fitted and used. |
| | | 1.7 | Tools and equipment selected consistent with requirements for applying solid render to flat surfaces, checked for serviceability and any faults reported to supervisor. |
| 2 | Prepare surface area | 2.1 | Scaffolding erected in accordance with job requirements and OH&S regulations. |
| | | 2.2 | Surface area to be rendered prepared in accordance with job specifications. |
| | | 2.3 | Dash coat mixed and applied liberally to wetted surface. |
| 3 | Mix materials for solid/render | 3.1 | Mortar for render mixed to designed proportion and consistency in accordance with the job specifications. |

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|---|----------------------|--|
| | 3.2 | Render coat dotted and lined (screeded) to plumb or level tolerance of +/- 2mm over 2.4 metres. |
| 4 | Apply render | <p>4.1 Render applied to dried splash, dotted and lined surface and screeded to correct thickness in accordance with job drawings and specifications.</p> <p>4.2 Screeded solid render trowelled to specify surface according to job finishes schedule.</p> <p>4.3 Surface finished plumb/level and to an alignment tolerance of +/-2mm over 3 metres.</p> |
| 5 | Cure applied surface | 5.1 Finished surface cured using curing method in accordance with the job requirements and architect's specifications. |
| 6 | Clean up | <p>6.1 Work area cleared.</p> <p>6.2 Waste materials removed from job area and placed into job waste bins or rubbish stockpile.</p> <p>6.3 Unused materials stored.</p> <p>6.4 Tools and equipment cleaned, maintained and stored.</p> |

RANGE STATEMENT

This unit applies to the application of one or two -coat cement mortar render to masonry or concrete surfaces.

Render mix to be in accordance with specification.

Quality Assurance requirements may include:

- workplace operations and procedures
- quality of materials
- control of handling procedures
- use and maintenance of equipment
- attention to specifications of work

OH&S requirements to be in accordance with Statutory Legislation and Regulations and may include:

- workplace environment and safety
- fall safe protection
- protective clothing and equipment
- use of tools and equipment
- handling of materials
- working platforms and scaffolding

Application may be to horizontal or vertical surfaces.

Background surfaces for application include:

- concrete
- concrete block-work
- brickwork
- stonework
- timber or metal lathing

Cleaning of surfaces may involve:

- wire brushing
- grinding
- chipping
- washing down

Dash coat may be applied using:

- trowel
- brush
- nozzle spray

Personal protective equipment may include:

- boots
- safety glasses/goggles
- ear plugs/muffs
- dust masks/respirators
- gloves
- cap

Tools and equipment may include but are not limited to:

- measuring tape/rule
- trowels
- brushes
- screed boards
- scaffolding
- straight edges
- grinder
- concrete mixer
- mortar boards and stands
- shovel
- wheelbarrows
- hawks
- joint rules
- small tools
- plumb bob
- masons square
- buckets
- sieve
- power leads

Reporting of faults should be in accordance with company's workplace procedures and may be verbal or written.

EVIDENCE GUIDE

Competency is to be demonstrated by applying solid render to either brick, block or concrete background surfaces.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspect s:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace and solid plastering operations
- display compliance with organisational policies and procedures
- select and use appropriate processes, tools and equipment
- apply organisational quality procedures and processes within context of applying solid plastering
- locate surfaces and inspect for bonding requirements prior to application of splash coat or render or set coat
- prepare render mix to architect's specification and
- finish reveals and returns square to surface
- employ safe and efficient techniques in the use of tools and equipment
- identify faults and problems that occur and necessary action taken to rectify
- finish surface plumb/level to tolerance of +/-2mm over 2.4 metres
- interactively communicate with others to ensure safe and effective work procedures

(2) Pre-requisite Relationship of Units

- BCGCOR0051A Use hand and power tools
- BCGCOR0081A Use simple levelling devices
- BCGCOR0212A Prepare surfaces
- BCGCOR0242A Carry out levelling

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- drawings and specifications
- mix composition
- render and rough cast
- additives including plasticisers, colour and waterproofing agents
- Building Code of Jamaica and relevant Standard
- materials
- tools and equipment
- calculation of material quantities

Skills

The ability to:

- work safely
- select and handle material safely
- organise work
- interpret drawings and specifications
- interpret documentation from a wide range of sources
- set out work
- use tools and equipment
- communicate effectively

(4) Resource Implications

The following resources should be provided:

- workplace location
- tools, plant and equipment suitable for applying cement rendering coats to flat surface
- scaffolding
- appropriate materials

(5) Method of Assessment

Competency should be assessed through direct observation of the application process and questions related to underpinning knowledge.

Assessment should be conducted while tasks are undertaken either individually or as part of a team under limited supervision.

(6) Context of Assessment

Competency may be assessed in the workplace or simulated workplace setting.

Assessment should be while tasks are undertaken either individually or as part of a team under limited supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGMAS1462A: Construct straight masonry block-work

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare and construct concrete block masonry work, and applies to individuals working in masonry trades in the construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1	Plan and prepare work	1.1	Quality Assurance requirements of company's construction operations recognised and adhered to.
		1.2	Occupational Health and Safety (OH&S) requirements for workplace environment and constructing masonry block-work identified and adhered to.
		1.3	Material and quantity requirements determined from job drawings and specifications.
		1.4	All work to comply with relevant Building Code for Masonry.
		1.5	Appropriate personal protective equipment selected, correctly fitted and used.
		1.6	Tools and equipment selected consistent with the requirements of constructing concrete masonry block-work, checked for serviceability and any faults reported to supervisor.
		1.7	Safe working area established and isolated, where applicable.
2	Set out block-work	2.1	Location and structural details of block-work determined from job drawings and specifications.
		2.2	Block-work set out to location to dimensions from job drawings and specifications.
3	Construct masonry block-work	3.1	Concrete blocks laid using mortar to job specifications and the relevant Building Codes for building block-work.
		3.2	First course of block-work laid to set out line and level.

- 3.3 Door and window openings located in block -work according to job specifications.
 - 3.4 Remaining courses of block-work laid straight and plumb to job specifications
- 4 Place reinforcement and concrete
 - 4.1 Horizontal reinforcing steel-bars placed according to job specifications.
 - 4.2 Vertical reinforcing steel-bars placed according to job specifications with jointing/splicing made to engineer's specifications.
 - 4.3 Concrete mixed to specifications, placed and compacted in hollow block-work in line according to specifications.
 - 4.4 Openings constructed and lintels formed.
 - 4.5 Walls are straight and true in plumb, line and level within tolerances set out.
 - 4.6 Vents, expansion joints and weep-holes installed, where required, to job specifications.
 - 4.7 Perpendicular joints are laid to vertical line.
 - 4.8 Scaffolding erected as required in accordance with job requirements and OH&S regulations.
 - 4.9 Block-work raked/ruled/struck to job specifications.
- 5 Install belt beam/lintel
 - 5.1 Details of belt beam and reinforcement identified in accordance with job design and specifications.
 - 5.2 False work constructed to job requirements to support lintel formwork over opening.
 - 5.3 Mortar fins of bond blocks where used removed carefully to manufacturer's requirements.
 - 5.4 Reinforcement placed into belt beam/formwork formwork and supported, providing correct cover in accordance with job specifications.

	5.5	Belt beam formwork checked for placement and alignment in accordance with job drawings and engineer's specifications.
	5.6	Concrete mixed, placed into belt beam/lintel formwork and consolidated to engineer's specifications.
6	6.1	Block-work face cleaned free of unwanted mortar and concrete.
	6.2	Formwork for belt beam safely removed when the design strength of concrete has been achieved.
	6.3	Supports within openings removed safely once the lintel design strength has been achieved.
	6.4	Area cleared and waste material disposed of safely.
	6.5	Tools and equipment cleaned, maintained and stored.

RANGE STATEMENT

This unit covers all hollow block masonry units manufactured of lightweight materials or concrete, which incorporate infilling of hollows to provide bonding strength to construction.

Reinforcement of structure can be either or both vertical or horizontal reinforcing.

This unit covers all straight, square and plumb block - work construction, which includes: Quality Assurance requirements may include:

- walls
- columns
- attached piers
- belt beams and lintel
- incorporation of wall ties and reinforcement
- workplace operations and procedures
- quality of materials
- control of handling procedures
- use and maintenance of equipment
- attention to work specifications
- shape and quality of masonry blocks
- specification of mortar mix
- specified joint finish

OH&S requirements to be in accordance with Statutory Legislation and regulations and may include:

- workplace environment and safety
- protective clothing and equipment
- use of tools and equipment
- handling of materials
- working platforms and scaffolding
- safety hazards

Personal protective equipment may include:

- safety goggles/glasses
- boots
- gloves
- dust masks/respirators
- hard hat
- overalls

Tools and equipment may include but are not limited to:

- measuring tape/rule
- hammers
- spirit level
- dumpy level
- concrete mixer
- wheelbarrows
- shovels
- masonry saw
- angle grinder
- trowels
- straight edges
- plumb rule
- jointing tools
- string line
- line pins
- line blocks
- scaffolding
- mortar boards
- buckets
- mason's square
- adjustable steel props
- timber beam bearers
- hand saw
- claw hammer

Reporting of faults should be in accordance with company's workplace procedures and may be verbal or written.

EVIDENCE GUIDE

Competency is to be demonstrated by the construction of a straight masonry block-work wall, including return corners and belt beam or lintel.

(1) Critical Aspects of Evidence

Competence is to be observed in the following critical aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to worksite and masonry block laying operations
- select and use appropriate processes, tools and equipment for masonry block laying
- apply organisational quality procedures and process within context of masonry block construction
- set out wall to the requirements of job drawings
- select blocks and mortar consistent within specifications for job
- erect scaffolding in accordance with OH&S regulations
- identify typical faults and problems that occur and necessary action taken to rectify
- interactively communicate with others to ensure safe and effective work procedures
- complete construction of masonry block-work wall to job drawings and specifications
- placement of reinforcement

(2) Pre-requisite Relationship of Units

- BCGCOR0031A Draw and interpret simple drawings
- BCGCOR0071A Erect and dismantle restricted height scaffolding
- BCGCOR0081A Use simple levelling devices
- BCGMAS0101A Carry out concrete work to simple forms
- BCGMAS0151A Prepare for construction process (brick/block-Laying)
- BCGCOR0242A Carry out levelling

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements including regulations, codes and standards'
- block expansion
- control and articulation joints
- mortar mix composition
- range of mortar additives including plasticisers and their application
- Building Code and Standard for Masonry Work
- materials for constructing masonry block-work walls
- tools and equipment suitable for masonry block-work construction
- measuring and levelling

Skills

The ability to:

- work safely
- read and interpret drawings
- interpret documentation from a wide range of sources
- use tools and equipment
- set out work
- communicate effectively
- organise work
- lay masonry block-work
- erect restricted height scaffolding

(4) Resource Implications

The following resources should be provided:

- workplace location
- tools, plant and equipment appropriate for constructing masonry block-work walls
- scaffolding
- materials appropriate for masonry block-work construction
- drawings and specification relevant to tasks
- appropriate size belt beam lintel reinforcement cage

(5) Method of Assessment

Competency should be assessed through direct observation of practical application and questions related to underpinning knowledge.

Competency should be assessed under general guidance checking at various stages of the process and at completion of the activity against performance criteria and specifications.

(6) Context of Assessment

Competency may be assessed in the workplace or simulated workplace setting.

Assessment should be conducted while tasks are undertaken either individually or as part of a team under limited supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCOR0433A: Carry out basic setting out

Competency Descriptor:

This unit deals with the skills and knowledge required to carry out basic setting out of buildings and structures, and applies to individuals working in carpentry and masonry trades in the

Competency Field:

General Construction

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Plan and prepare work	1.1	Quality Assurance requirements for company's construction operations recognised and adhered to.
		1.2	OH&S requirements for setting out processes on developed/undeveloped sites recognised and adhered to.
		1.3	Building/structure to be set out identified in details from site drawings.
		1.4	Appropriate personal protective equipment selected, correctly fitted and used.
		1.5	Tools and equipment selected to carry out processes consistent with requirements of job and checked for serviceability.
		1.6	Materials for pegs and profile board selected and cut to determined lengths.
2.	Identify and indicate site boundaries	2.1	Survey pegs at corners of site located and identified.
		2.2	String lines set accurately into position to identify boundaries of site in accordance with site plan and survey pegs.
3.	Set out building line	3.1	Measurements of building line from boundary or existing building determined from site drawings.
		3.2	Approximate position and length of line plus 1.5m clearance at each end determined for hurdle location.
		3.3	Pegs and profile board installed so that profile approximately level across and between one another with adequate provision to mark footing and wall width on profile board.

		3.4	Location for line accurately marked with nails on profile board and line set taut into position to true alignment with boundary.
4.	Set out right angled corner	4.1	Corner of building determined on set building line to true measurement from adjacent boundary and marked with peg.
		4.2	Right angle set up to line from corner peg using the 3, 4, and 5, principle.
		4.3	Profile board installed to approximate level of other profile board and line set taut to right angled alignment.
5.	Install other building lines	5.1	Profile board for remaining building lines installed to appropriate locations approximately level with established profile board.
		5.2	Measurement for remaining building lines accurately marked and nailed on profile board to dimensions from site drawings.
		5.3	String lines set taut into position to nailed locations on profile board.
6.	Check for square	6.1	Diagonals of main rectangle checked to ensure square and where discrepancy more than 5mm over minimum diagonal length of 5m, lines adjusted to provide square relationship within 5mm.
7.	Clean up	7.1	Unused materials stored/stacked.
		7.2	Tools and equipment cleaned, maintained and stored.

RANGE OF STATEMENT

This unit applies to the setting out of buildings or structures with straight lines and square corners.

It applies to the set out of regular plan shaped buildings, which may be of the following construction:

- timber framed
- brick veneer
- block veneer
- steel framed
- solid brick
- solid stone

Quality assurance requirements may include:

- workplace operations and procedures
- use and maintenance of equipment
- attention to specifications and measurements

Personal protective equipment may include:

- boots
- hard hat
- safety glasses
- ear plugs/muffs
- dust mask/respirator
- jacket

OH&S requirements to be in accordance with Statutory legislation and regulations and may include:

- workplace environment and safety
- protective clothing and equipment
- use of tools and equipment

Tools and equipment may include but are not limited to:

- measuring tape/rule
- sledge hammer
- hammers
- power saw
- hand saw
- nail bag
- string lines
- spirit levels
- framing square

Site boundaries may be marked by:

- survey pegs
- fence built on line
- building built on line

Fence built on boundary may need to be checked for:

- true line of boundary
- centre of fence line
- face of fence

EVIDENCE GUIDE

Competency is to be demonstrated by the performance of setting out, and establishing profiles board and building lines for a nominated 'L' shaped building on a building block.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- show compliance with organisational quality procedures and processes within the context of setting out the location of a building
- identify location and details of building and site for set out
- select and use appropriate processes, tools and equipment
- use accurate and effective procedures to establish initial building line
- give attention to accuracy in setting line up square to initial line

Critical Aspects of Evidence (Cont'd).

- apply accurate and appropriate procedures to establish profiles for all building lines
- give attention to ensure profiles approximately level
- identify typical faults and problems that occur and necessary action taken to rectify
- set-out completed to all requirements and accurate measurements
- interactively communicate with working partner to ensure safe and effective work procedures

(2) Pre-requisite Relationship of Units

- BCGCOR0031A Draw and interpret simple drawings
- BCGMAS0151A Prepare for brick/block laying
- BCGCOR0242A Carry out levelling

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- working drawing and specifications
- tools and equipment
- measuring
- levelling
- setting out procedures
- construction of profiles
- knowledge of restricted covenant

Skills

The ability to:

- work safely
- organise work
- read and interpret drawings
- use tools and equipment
- measure accurately
- communicate effectively

(4) Resource Implications

The following resources should be provided:

- building site and appropriate drawings for activity
- tools and equipment appropriate for setting out process
- materials appropriate for setting out processes

(5) Method of Assessment

Competency should be assessed while tasks are undertaken.

Assessment may involve:

- observation of the application process
- inspection of completed set out
- questioning related to underpinning knowledge

Assessment may be by intermittent checking at various stages of each task application or at the completion of each task in accordance with the performance criteria.

(6) Context of Assessment

Competency should be assessed in the normal or simulated workplace environment.

Assessment should be while tasks are undertaken either individually or while working with a partner.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 3	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCOR1583A: Read and interpret plans

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively read and interpret building plans and drawings, and applies to individuals working in the general & civil construction industry.

Competency Field: General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify types of drawings and their functions	1.1 Main types of plans and drawings used in the construction industry identified.
	1.2 Key functions of each type of drawing identified.
	1.3 Key users of these drawings identified.
2. Recognise commonly used symbols and abbreviations	2.1 Commonly used terms, symbols, scales and abbreviations recognised.
	2.2 Function of legend understood and explained.
3. Locate and identify key features on a site plan	3.1 Key features and dimensions of site identified and located.
	3.2 Orientation of site identified.
	3.3 Access from roadways to worksite located and identified.
	3.4 Services identified.
	3.5 Knowledge of construction details and conformity to building regulations demonstrated.
4. Identify and locate key features from sectional details and elevations	4.1 Specific key features identified correctly from sectional details and elevations.
	4.2 Structural features and horizontal/vertical measurements located.
	4.3 The ability to identify and relate to site survey of conditions of soil, natural damage, existing pits, foundations, drains, trees, etc. demonstrated.

5.	Recognise amendments	5.1	Title panel checked. Verification that drawing used is latest amendment.
6.	Read and interpret specifications	6.1	Purpose of specifications identified.
		6.2	Types of details identified from specifications.
7.	Read and interpret other drawings and plans	7.1	Drainage requirements determined.
		7.2	Existing surface level and finished surface level identified.
		7.3	Evidence of ability to read and interpret basic plans of other occupational areas demonstrated.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Types of drawings include:

- site plans
- elevations
- floor plans
- foundation
- roof plan
- sectional plans/elevations
- structural details and specification providing illustrations and dimensions
- sectional plans/elevations
- details and specification providing illustrations and dimensions

Other drawings and plans:

- electrical
- plumbing
- drainage
- roads
- landscape

Key features of site plans may involve:

- shape of site
- proposed building/s
- roads
- easements
- existing buildings/structures
- services
- dimensions

Key features of plans and elevations may involve:

- type of structure – structural members
- shape of building/structure
- type of construction
- layout of rooms
- service requirements
- location of plant or machinery
- vertical and horizontal measurements

Types of construction include but are not limited to:

- structural steel framed
- light steel framed
- timber framed
- reinforced concrete
- pre-cast concrete
- solid brick
- brick veneer

Services may include:

- drainage
- sewerage
- gas
- water
- electricity

Civil construction includes:

- tunnels
- bridges
- culverts
- earthworks and other types of construction

Types of structures include:

- single storey buildings
- double storey buildings
- multi storey buildings
- bridges
- fabricated towers
-

Types of details include but are not limited to:

- structural steelwork
- timber framework
- brickwork
- concrete work
- plastering

Orientation of site includes:

- relationship to 'north'
- location of roads
- relationship to roads and neighbouring sites

EVIDENCE GUIDE

Competency is to be demonstrated by effectively reading and interpreting drawings to locate or identify nominated features or functions in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- identify and understand various types of drawings
- identify dimensions, symbols, abbreviations and key features
- identify title panel and reference date as to up-to-date copy of drawings
- indicate sound understanding of purpose of specifications in accordance with the work orientation

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- a range of drawings
- materials relative to drawings/specifications
- measurements and calculations
- symbols, dimensions and terminology

Skills

The ability to:

- read and interpret drawings
- measure accurately
- communicate effectively

(4) Resource Implications

The following resources should be made available:

- Suitable range of drawings and specifications

(5) Method of Assessment

Competency should be assessed while work is being done under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competency in this unit may be determined concurrently, based upon integrated project work.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGTIL0121A: Prepare for wall and floor tiling

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively carry out work in preparing the process for laying wall and floor tiles, and applies to all individuals involve in tiling.

Competency Field:

General Construction

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1	Plan for the construction process	1.1	Quality Assurance requirements of company's construction operations recognised and adhered to.
		1.2	Preparation and planning requirements identified from drawings/work location and/or supervisor's instructions.
		1.3	OH&S requirements identified and adhered to in accordance with application tasks and workplace environment.
		1.4	Safety hazards identified and correct procedures adopted to minimise risk to self and others.
		1.5	Materials selected to supervisor's instructions and safely handled and stored/located ready for application.
		1.6	Appropriate personal protective equipment selected, correctly fitted and used.
		1.7	Tools and equipment selected consistent with the job requirements, checked for serviceability and any faults reported to supervisor.
		1.8	Fixing/fasteners selected consistent with job requirements, where applicable, and checked for serviceability.
2	Prepare materials selected for construction process	2.1	Activities for material preparation identified from specifications or supervisor's instructions.
		2.2	Material preparation carried out to satisfy requirements of application process.
3	Prepare work area suitable for construction process	3.1	Activities to be carried out in work area identified from type of tile, surface to be covered, method of application and access to surface.

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| | | 3.2 | Work area prepared for the application process to specifications or supervisor's instructions. |
| 4 | Use tools, plant and equipment appropriate for construction process | 4.1 | Regular hand and power tools suitable for application process identified to job requirements. |
| | | 4.2 | Hand and power tools used safely and effectively to carry out processes. |
| 5 | Prepare underlay/sheeting for floor and walls | 5.1 | Assistance with underlay preparation provided under instructions and supervision. |
| | | 5.2 | Surface finished flat/level with joints flush and sealed. |
| 6 | Prepare background of brick, concrete or blockwork for solid plastering | 6.1 | Structure identified and surface wire and brushed to remove loose material and holes. Depressions and gaps filled with suitable patching material to supervisor's instructions. |
| | | 6.2 | Materials for splash coat proportioned and mixed to instructions ready for application to wet surface. |
| 7 | Prepare for render surface for tiling | 7.1 | Horizontal/vertical surrounds prepared for tiling process in accordance with type of tile and specified finish, where applicable. |
| | | 7.2 | Materials for render coat proportioned and mixed to instructions ready for application. |
| | | 7.3 | Rendered surface scratched and dried to instructions in accordance with specifications. |
| 8 | Clean up | 8.1 | Materials stacked/stored for re-use or disposal. |
| | | 8.2 | Work area cleared. |
| | | 8.3 | Tools and equipment cleaned, maintained and stored. |
| | | 8.4 | Waste disposed of using appropriate method to NEPA requirements. |

RANGE STATEMENT

This unit applies to the preparation and construction processes carried out in preparing for the tiling of wall and floor surfaces.

Types of tiles include:

- ceramic
- marble
- stone
- granite
- terra cotta

Construction processes include:

- use of underlay material
- rendering to provide flat surface
- preparing of surfaces
- workplace preparation

Tools and equipment include but are not limited to:

- hammers
- saws
- measuring ruler/tape
- power saw
- power drills and screwdriver
- cement sheet cutters
- spirit levels
- concrete mixers
- shovels
- wheelbarrows
- wire brushes
- brooms
- power sander

Underlay materials include:

- plasterboard
- fibro cement

Fixing and fasteners include but are not limited to:

- plasterboard nails
- clouts
- soft sheet nails
- self tapping screws
- wall board adhesive

Surrounds for tiling include:

- extruded metal sections
- timber moulding

Patching materials include but are not limited to:

- plaster
- sand and cement
- cornice adhesive
- fillers (pre-mixed and mix)
- caulking compounds

Work is to be done under supervision with instructions being as part of supervisor's directions, consistent with job specifications.

Reporting of faults may be verbal or written.

OH&S requirements to be in accordance with Statutory Legislative regulations.

EVIDENCE GUIDE

Competency is to be demonstrated by carrying out the safe and effective preparation for tiling applications in accordance with the performance criteria using any of the processes and range of materials listed within the range of variables statement.

(1) Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- indicate compliance with organisational policies and procedures including Quality Assurance requirements
- carry out correct procedures prior to and during application of construction processes
- demonstrate safe and effective operational use of tools and equipment
- give particular attention to specified finish of surfaces ready for tiling
- interactively communicate with others to ensure safe and effective workplace operations

(2) Pre-requisite Relationship of Units

- BCGCOR0011A Carry out OH&S requirements
- BCGCOR0051A Use hand and power tools
- BCGCOR0061A Use small plant and equipment

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- drawings and specifications
- portable power tools
- hand tools and equipment
- materials relative to wall and floor tiling
- fixing and fasteners consistent with wall and floor tiling requirements
- workplace communications
- materials handling
- measurement relative to wall and floor tiling

Skills

The ability to:

- work safely to instructions
- use power tools and hand tools
- handle material
- select material
- measure relative to the process
- communicate effectively

(4) Resource Implications

The following resources should be made available:

- general construction materials relevant to wall and floor tiling preparation activities
- hand and power tools appropriate to wall and floor tiling processes
- plant and equipment appropriate to wall and floor tiling processes
- suitable work area appropriate to wall and floor tiling activities

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competency in this unit may be determined concurrently, based on integrated project work.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria, or may be at the completion of each process.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGMAS0141A: Prepare for dry wall plastering

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively carry out the preparation process of dry wall plastering, and applies to individuals erecting dry wall plastering in the construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan for construction process	<p>1.1 Quality Assurance requirements of company's construction operations recognised and adhered to.</p> <p>1.2 Preparation and planning requirements identified from drawings/work location and/or supervisor's instructions.</p> <p>1.3 OH&S requirements identified and adhered to in accordance with application tasks and workplace environment.</p> <p>1.4 Safety hazards identified and correct procedures adopted in order to minimise risk to self and others.</p> <p>1.5 Materials selected to supervisor's instructions, safely handled and stored/located until ready for application.</p> <p>1.6 Appropriate personal protective equipment selected, correctly fitted and used.</p> <p>1.7 Tools and equipment selected consistent with the job requirements, checked for serviceability and any faults reported to supervisor.</p> <p>1.8 Fixtures/fasteners selected consistent with job requirements and checked for serviceability.</p>
2. Prepare materials selected for construction process	<p>2.1 Activities for material preparation identified from specifications or supervisor's instructions.</p> <p>2.2 Fasteners/fixing prepared for installation according to instruction.</p> <p>2.3 Material preparation carried out to satisfy the requirements of the construction process.</p>

- | | | | |
|----|---|-----|--|
| 3. | Prepare work area suitable for construction process | 3.1 | Activities to be carried out in work area identified from surfaces to be lined and height to be accessed. |
| | | 3.2 | Work area prepared for construction process to supervisor's instructions. |
| 4. | Use tools, plant and equipment appropriate for construction process | 4.1 | Regular hand and power tools suitable for application process identified to job requirements. |
| | | 4.2 | Hand and power tools used safely and effectively to carry out processes. |
| 5. | Assist with sheet material installation | 5.1 | Sheet materials identified from stack and safely distributed to required location. |
| | | 5.2 | Assistance provided with cutting sheets to job requirements. |
| | | 5.3 | Assistance provided with placing and fixing sheets to job requirements. |
| 6. | Clean-up | 6.1 | Materials stacked/stored for re-use or removal. |
| | | 6.2 | Work area cleared of debris. |
| | | 6.3 | Tools and equipment cleaned, maintained and stored. |
| | | 6.4 | Waste disposed of using appropriate method according to the National Environmental Protection Act (NEPA) requirements. |

RANGE STATEMENT

This unit applies to the preparation processes carried out to support the installing of plaster sheeting and cornering to walls and ceilings which includes:

- plasterboard
- water resistant plasterboard

Background support of plaster sheeting includes:

- timber framework
- light steel framework
- metal furring channels
- timber battens

Work area preparation may include:

- clearing area
- preparing saw stools and planks
- work platform

Fixing and fasteners include but are not limited to:

- nails
- plasterboard nails
- clouts head nail
- self tapping screws
- wallboard adhesive
- cornice adhesive

Construction process includes:

- fixing of battens/furring channels
- worksite preparation
- fixing of sheeting
- fixing of cornice
- finish of surface

Tools and equipment may include but are not limited to:

- measuring tape/rule
- hammer
- saws
- power drills and screwdrivers
- adhesive gun
- cutting knife
- scrapers
- saw stools and planks
- steel floats
- power leads

Material preparation may include:

- cutting corner bead to length
- identifying and marking sheets for location
- fixing material and fasteners located ready for use

Work is to be undertaken as part of a team under supervision, with instructions from supervisor and can either verbal or written.

Reporting of faults may be verbal or written.

OH&S requirements to be in accordance with statutory regulations.

EVIDENCE GUIDE

Competency is to be demonstrated by carrying out the safe and effective preparation for dry wall plastering application in accordance with the performance criteria using any of the range of materials and processes listed within the range of variables statement.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- indicate compliance with organisational policies and procedures including Quality Assurance requirements
- carry out correct procedures prior to and during application of construction process
- demonstrate safe and effective operational use of tools, plant and equipment
- adopt and use correct procedures in handling plaster sheets
- interactively communicate with others to ensure safe and effective installation processes

(2) Pre-requisite Relationship of Units

- BCGCOR0011A Carry out OH&S requirements
- BCGCOR0051A Use hand and power tools
- BCGCOR0061A Use small plant and equipment

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- drawings and specifications
- portable power tools
- hand tools and equipment
- materials relative to dry wall plastering
- materials handling
- measurement relative to dry wall plastering
- fixing and fasteners consistent with dry wall plastering requirements
- workplace communication

Skills

The ability to:

- work safely to instructions
- use hand and power tools
- handle material
- select material
- communicate effectively
- measure relative to the process

(4) Resource Implications

The following resources should be made available:

- construction materials relevant to dry wall plastering
- hand and power tools appropriate to dry wall plastering process
- equipment appropriate to dry wall plastering process
- suitable work area appropriate to dry wall plastering activities

(5) Method of Assessment

Competency should be assessed while work is being done under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competency in this unit may be determined concurrently, based on integrated project work.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria, or may be at the completion of each process.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCOR0171A: Prepare for demolition process

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively prepare construction process for demolition, and applies to all individuals carrying out initial demolition work in the construction industry.

Competency Field:

General and Construction

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Plan for demolition process	1.1	Quality Assurance requirements of company's construction operations recognised and adhered to.
		1.2	Job requirements identified from drawings/supervisor's instructions.
		1.3	OH&S requirements for demolition tasks and workplace environment recognised and adhered to.
		1.4	Safety hazards identified and correct procedures adopted to minimise risk to self and others.
		1.5	Protection of public and environment identified from demolition plan/instructions.
		1.6	Appropriate personal protective equipment selected according to job requirements, and correctly fitted and used.
		1.7	Tools and equipment selected to instructions consistent with the job requirements, checked for serviceability and any faults reported to supervisor.
		1.8	Protective equipment and materials selected to instructions, consistent with job requirements.
2.	Prepare materials for demolition process	2.1	Materials for protection of others, public and environment selected to instructions.
		2.2	Material preparation carried out to satisfy requirements of protective barriers and construction.
3.	Prepare work area for demolition process	3.1	Activities to be carried out in work area identified from supervisor's instructions.
		3.2	Protective barriers to be erected/constructed identified from drawing details and/or instructions.

	3.3	Barriers, dust blankets and/or safety fencing erected/installed to instructions.
4. Use tools and equipment for construction processes	4.1	Regular hand and power tools suitable for application processes identified from demolition plan/supervisor's instructions.
	4.2	Hand and power tools used safely and effectively in construction processes.
5. Set up plant and equipment for demolition processes	5.1	Position for locating plant and equipment identified in accordance with job instructions.
	5.2	Plant and equipment located and established in position ready for operation.
6. Clean up	6.1	Unused materials stacked/stored.
	6.2	Work area cleared.
	6.3	Waste disposed of using appropriate method to NEPA requirements.
	6.4	Tools and equipment cleaned, maintained and stored.

RANGE OF VARIABLES

This unit applies to the preparation processes carried out prior to and during the demolition of a building.

Construction processes include:

- preparation for protective barriers
- erection of safety fences
- erection of solid panelled fencing/hoarding
- installation of dust blankets
- worksite preparation

Demolition sites include:

- buildings on part of a block
- buildings occupying all of a block
- interiors of buildings

Personal protective equipment may include:

- overalls
- jacket
- waterproof pants and jacket
- boots
- gum boots
- hard hat
- safety goggles/glasses
- ear plugs/muffs
- gloves
- dust masks/respirators

Material item may include:

- timber
- blanket sheeting
- plywood
- steel fencing

Tools may include but are not limited to:

- hammers
- hand and power saws
- shovels
- fencing bars
- staplers
- chisels
- picks
- brooms
- cutting knife

Plant and equipment may include but are not limited to:

- air compressor and hoses
- pneumatic picks, rock-breakers
- wheelbarrows
- ladders

Work is to be undertaken as part of a team under supervision with instructions being part of supervisor's directions, either verbal or written.

OH&S requirements to be in accordance with Statutory Legislation and regulations.

Reporting of faults may be verbal or written.

EVIDENCE GUIDE

Competency is to be demonstrated by carrying out safe and efficient preparation and construction processes in preparing for the demolition of a building using any of the listed range of variables.

(1) Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- demonstrate compliance with OH&S regulations applicable to workplace operations
- indicate compliance with organisational policies and procedures including Quality Assurance requirements
- carry out correct procedures prior to and during construction and demolition processes
- demonstrate safe and effective operational use of tools, plant and equipment
- interactively communicate with others to ensure safe and effective workplace operations

(2) Pre-requisite Relationship of Units

- BCGCOR0011A Carry out OH&S requirements
- BCGCOR0051A Use hand and power tools
- BCGCOR0061A Use small plant and equipment

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- portable power tools
- hand tools and equipment
- materials
- materials handling
- use of plant and equipment
- drawings and written instructions
- workplace communication

Skills

The ability to:

- work safely to instructions
- use power tools and hand tools
- handle material
- select material
- communicate effectively

(4) Resource Implications

The following resources should be made available:

- demolition site
- hand and power tools appropriate to construction process
- plant and equipment appropriate to construction and demolition processes
- appropriate materials for construction activities

(5) Method of Assessment

Competency should be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competency in this unit may be determined concurrently, based on integrated project work.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria, or may be at the completion of each process.

(6) Context of Assessment

Competency shall be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGPAD0191A: Prepare for painting and decorating

Competency Descriptor:

This unit deals with the skills and knowledge required for effectively carrying out construction activities in preparation for painting and decoration process, and applies to individuals working in painting and decorating trades in the building and construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1	Plan for construction process	1.1	Quality Assurance requirements of company's painting and decorating operations recognised and adhered to.
		1.2	Preparation and planning requirements identified from drawings and/or plans.
		1.3	Occupational Health and Safety (OH&S) requirements determined and adhered to in accordance with application tasks and workplace environment.
		1.4	Safety hazards identified and correct procedures adopted to minimise risk to self and others.
		1.5	Materials selected according to supervisor's instructions, safely handled and stored/located and ready for application.
		1.6	Appropriate personal protective equipment selected, correctly fitted and used.
		1.7	Tools and equipment selected consistent with job requirements, checked for serviceability and any faults reported to supervisor.
		1.8	Fixing/fasteners selected consistent with job requirements and checked for serviceability.
2	Prepare materials selected for construction process	2.1	Activities for material preparation identified from specifications or supervisor's instructions.
		2.2	Fasteners/fixing prepared for installation to instruction.
		2.3	Material preparation carried out to satisfy requirements of construction process.

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|---|---|-----|---|
| 3 | Prepare work area suitable for construction process | 3.1 | Activities to be carried out in work area identified from surfaces to be finished and height to be accessed. |
| | | 3.2 | Work area prepared for construction process to supervisors instructions. |
| 4 | Use tools, plant and equipment appropriate for construction process | 4.1 | Regular hand and power tools suitable for application process identified with job requirements. |
| | | 4.2 | Hand and power tools used safely and effectively to carry out processes. |
| 5 | Assist with initial preparation of surfaces for painting and decorating | 5.1 | Sound surfaces prepared by either sanding or washing down using solvents or detergent. |
| | | 5.2 | Unsound surfaces prepared by scraping and/or sanding |
| 6 | Assist with preparing surfaces for final finish | 6.1 | Stopping/filling material applied to a flush and even finish. |
| | | 6.2 | Surface sanded by hand. |
| | | 6.3 | Primer/sealer/undercoats applied to surface by brush and/or roller. |
| 7 | Clean up | 7.1 | Materials stacked /stored for re-use or disposal. |
| | | 7.2 | Work area cleared. |
| | | 7.3 | Tools and equipment cleaned and stored in a cool place. |
| | | 7.4 | Waste disposed of using appropriate method according to National Environmental Protection Agency (NEPA) requirements. |

RANGE STATEMENT

This unit applies to the work undertaken in a team environment for the preparation and subsequent coating of general building surfaces.

Construction process includes:

- worksite preparation
- surface preparation
- application of prime and intermediate coatings

Tools and equipment may include but not limited to:

- | | |
|----------------------|--------------------------------|
| • scrapers | • paint pans/buckets |
| • filling | • brush-ware accessories |
| • knives/blades | • roller frames |
| • putty knives | • covers |
| • duster brushes | • roller accessories |
| • hand sanders | • ladders |
| • mechanical sanders | • trestles |
| • paint stirrers | • planks |
| • drop sheets | • hop-ups |
| • wire brushes | • aluminium mobile scaffolding |
| • hammer | |
| • nail punches | |

Materials may include:

- preparatory products
- paints – solvent-borne (alkyd, urethane, urethane/alkyd, urethane oil or modified alkyd resins) and latex (PVA, PVA/acrylic, acrylic and styrene acrylic)

Surfaces to be painted may include common profiles encompassing:

- | | |
|--|--------------------------------------|
| • ply | • in-situ-concrete |
| • building boards (including MDF and particle board) | • cement render |
| • fibre cement products, iron and steel | • set plaster |
| • zinc coated and zinc alloy coated steel products | • plaster glass products |
| • masonry products | • paper-faced gypsum plaster board |
| • clay bricks | • previously coated/treated surfaces |
| • concrete blocks | |

EVIDENCE GUIDE

Competency is to be demonstrated by the safe and effective preparation of materials using the processes listed within the range of variables statement.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- indicate compliance with organisational policies and procedures including Quality Assurance requirements
- carry out correct procedures prior to and during application of construction process
- use tools, plant and equipment safely and effectively
- Processes comply with preparation of surfaces for final finish – painting and decorating

(2) Pre-requisite Relationship of Units

- BCG0011A Carry out OH&S requirements
- BCG0051A Use hand and power tools
- BCG0061A Use small plant and equipment

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- workplace and equipment safety requirements
- portable power tools
- hand tools and equipment
- materials relevant to painting and decorating
- materials handling
- measurement and calculation
- interpreting plans
- fixing and fasteners consistent with painting and decorating requirements
- workplace communication requirements

Skills

The ability to:

- work safely to instructions
- use power and hand tools
- handle material
- select material
- communicate effectively
- measure relative to the process

(4) Resource Implications

The following resources should be made available:

- general construction materials relevant to painting and decorating
- hand and power tools appropriate to painting and decorating process
- plant and equipment appropriate to painting and decorating process
- suitable work area appropriate to painting and decorating process

(5) Method of Assessment

Competency should be assessed while work is being done under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competency in this unit may be determined concurrently, based on integrated project work.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria, or may be at the completion of the process.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGSTW0222A: Oxy-acetylene cutting

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively set up and use oxyacetylene cutting equipment, and applies to all individuals involved in carrying out basic cutting of steel in the construction industry.

Competency Field:

General/Civil Construction

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Set up	1.1	OH&S requirements for oxy-acetylene tasks and workplace environment recognised and adhered to.
		1.2	Quality Assurance requirements for company's construction operations recognised and adhered to.
		1.3	Appropriate personal protective equipment selected, correctly fitted and used.
		1.4	Equipment selected in accordance with application tasks, checked for serviceability and any faults reported to supervisor.
		1.5	Hazards identified and removed and the correct fire extinguisher made readily accessible prior to commencing operations.
		1.6	Regulators attached to both oxy and acetylene bottles using current safety procedures in accordance with manufacturer's specifications and OH&S regulations.
		1.7	Equipment tested for leaks and corrective action taken or faults reported to supervisor.
		1.8	Correct pressures and cutting tips used in accordance with material to be cut and manufacturer's specifications.
		1.9	Lines correctly purged prior to lighting up according to manufacturer's recommendations.
		1.10	Material marked accurately and, where applicable and where required, clamped ready for cutting.
2	Cut material	2.1	Torch correctly and safely lit according to manufacturer's specifications and recommendations.
		2.2	Setting of flame correctly adjusted for cutting to manufacturer's recommendations.

		2.3	Correct cutting position adopted .
		2.4	Material safely and correctly cut to set out mark.
3	Shut-down	3.1	Correct closing down procedures used to switch off torch and shut off gas supply.
4	Clean-up	4.1	Debris and unwanted materials removed safely from worksite.
		4.2	Equipment cleaned, maintained and stored.

RANGE STATEMENT

This unit applies to the use of oxy acetylene equipment to carry out basic cutting of steel

Basic cutting to include:

- cutting up waste for salvage
- cutting reinforcement steel
- cutting holes in plate

OH&S requirements to be in accordance with Statutory legislation and regulations and may include:

- use of oxy acetylene equipment
- safety hazards and hazard control
- protective clothing and equipment
- handling of materials

Quality Assurance requirements may include:

- work procedures
- safety requirements
- control of handling
- use of plant and equipment

Personal protective equipment may include but is not limited to:

- coveralls
- boots
- hard hat/cap
- leather apron
- safety goggles
- leather gloves

Equipment may include but is not limited to:

- cylinders
- regulators
- gas tubing
- cutting blowpipe
- flint lighters
- measuring tape/rule
- clamps
- support stands

Hazards may include but are not limited to:

- flammable materials
- pathway obstacles
- off cut material

Debris and unwanted material may include:

- off cut material
- empty containers
- cardboard
- paper

Work must be done under supervision.

Reporting of faults may be verbal or written.

EVIDENCE GUIDE

Competency is to be demonstrated safely and effectively when cutting material in accordance with the range listed within the range of variables statement.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- show compliance with organisational policies and procedures including Quality Assurance requirements
- adopt and carry out correct procedures prior to setting up oxy acetylene equipment and during the cutting process
- demonstrate safe and effective operational use of tools, plant and equipment
- demonstrate correct procedures in setting up and shutting down oxy acetylene equipment
- give particular attention to safety and elimination of hazards
- demonstrate safe handling of material
- interactively communicate with others to ensure safe operations
- demonstrate effective cutting to produce designed cut material

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BCGCOR0011A Carry out OH&S requirements
- BCGCOR0051A Use hand and power tools
- BCGCOR0061A Use small plant and equipment

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- workplace and equipment safety requirements including relevant OH&S legislation and regulations
- oxy-acetylene equipment
- hand tools and equipment
- materials relative to oxy-acetylene cutting procedures
- manual handling
- measurement
- drawings, sketches and instructions

Skills

The ability to:

- work safely to instructions
- interpret relative drawings and instructions
- use power tools and hand tools
- select material
- measure relative to cutting processes
- communicate effectively

(4) Resource Implications

The following resources should be made available:

- construction materials relative to oxy-acetylene cutting
- oxy-acetylene equipment appropriate to cutting operations
- hand tools and related equipment appropriate to cutting process
- suitable work area appropriate to application activities

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Assessment may be by direct observation of application to tasks or by questioning related to underpinning knowledge.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria, or may be at the completion of the process.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	To measure self-performance
Communicate ideas and information	Level 1	With members of the work team
Plan and organise activities	Level 1	For self
Work with others and in team	Level 1	In completing scheduled tasks
Use mathematical ideas and techniques	Level 1	As an aid to measure and schedule tasks
Solve problems	Level 1	As an aid to self-development
Use technology	Level 1	To manage scheduling and completion of tasks

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCOR0232A: Carry out general demolition

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively carry out demolition work of general nature, and applies to individuals working in the demolition of buildings and structures in the building industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Plan and prepare work	1.1	Occupational Health and Safety (OH&S) requirements recognised and adhered to in accordance with demolition tasks and workplace environment.
		1.2	Site plan/work plan/sketch accurately interpreted and job requirements identified.
		1.3	Appropriate personal protective equipment selected in accordance with job requirements, correctly fitted and used.
		1.4	Tools, plant and equipment selected consistent with job requirements, checked for serviceability and any faults reported to supervisor.
		1.5	Appropriate barricades, hoardings and signage erected where applicable for the protection of public and isolation and identification of site.
		1.6	Disconnection of all previously existing utility services confirmed through supervisor and regulatory authorities.
		1.7	Scaffolding erected to OH&S regulations, where required.
		1.8	Body harness safely used and correctly anchored/secured while working at heights.
2.	Demolish building /structure	2.1	Designated area safely and sequentially demolished under instruction in a team situation.
		2.2	Demolition procedures carried out with safe processes of dismantling/demolishing and removing materials from location.
		2.3	Materials safely handled using appropriate handling techniques in accordance with type of material and OH&S requirements.

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| | 2.4 | Safety measures introduced to reduce dangerous situations of fire risk, dust and created hazards. |
| | 2.5 | Materials for salvaging identified, safely handled and stacked ready for use. |
| 3. | Clean-up | |
| | 3.1 | Site cleared free from all waste and debris. |
| | 3.2 | Equipment and tools cleaned, maintained and stored. |

RANGE STATEMENT

This unit applies to the demolition of buildings and structures using hand tools and equipment. Work is undertaken in a team situation under supervision where instruction is part of supervisor's direction, either verbal or written.

Types of buildings and structures include:

- single and two storey commercial buildings
- single and two storey residential buildings
- partition walling
- small buildings
- retaining walls and fences

Personal protective equipment may include but is not limited to:

- overalls
- jacket
- boots
- hard hat
- safety glasses/goggles
- gloves
- dust masks/respirators
- ear plugs/muffs
- body harness

Waste and debris separate from main demolished materials may include but are not limited to:

- loose material
- small material items
- empty containers
- cardboard
- paper

Types of construction include:

- brickwork
- block-work
- brick veneer
- timber framed
- light steel framed

OH&S requirements to be in accordance with statutory legislation and regulations and may include:

- operation of demolition sites
- safety of public
- protective clothing
- protective equipment
- safety hazards and hazard control
- working from scaffolding
- use of tools and equipment

Previous existing services may include:

- electricity
- water
- gas
- telephone
- TV cable

Tools, plant and equipment may include but is not limited to:

- pinch bars
- crow bars
- picks
- shovels
- sledge hammers
- wheelbarrows
- scaffolding and ladder
- brooms
- pneumatic picks, rock breakers
- air compressors
- power saws and leads

Safety measures to reduce dangerous situations may include but are not limited to:

- removal of combustible material
- use of dust suppression blankets
- spraying water
- maintaining clearways for traffic
- removal of demolished material before serious build up
- hazardous materials removed singularly

Reporting of faults may be verbal or written.

EVIDENCE GUIDE

Competency is to be demonstrated by working with a team and carrying out the demolition of at least one of the types of buildings listed within the range of variables statement.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to demolition and workplace operations
- show compliance with organisational policies and procedures within the context of demolition work
- adopt and carry out correct procedures prior to and during demolition process
- demonstrate safe and effective operational use of tools, plant and equipment
- indicate careful attention given to maintaining safety and carrying out measures to minimise risks
- display correct and safe handling techniques when handling materials
- communicate interactively with others and supervisor to ensure safe and effective demolition operations

(2) Pre-requisite Relationship of Units

- Nil

Competency in this unit may be determined concurrently, based upon integrated project work using these units of competence.

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- demolition operations
- protection of public and environment
- hand and power tools
- plant and equipment
- materials relevant to demolition work
- materials handling
- measurement
- drawings, sketches and instructions
- workplace communications
- Statutory Regulatory authority requirements for general demolition
- scaffolding

Skills

The ability to:

- work safely to instructions
- use power tools and hand tools
- use plant and equipment
- handle material
- measure
- demonstrate application of Statutory regulatory authority requirements for general demolition
- communicate effectively

(4) Resource Implications

The following resources should be made available:

- demolition site or simulated site situation
- construction materials relevant to support work for demolition
- hand tools and power tools appropriate to general demolition process
- plant and equipment appropriate to general demolition process
- appropriate protective clothing and equipment

(5) Method of Assessment

Competency should be assessed while work is carried out under direct supervision with regular checks, but may include some autonomy when working as part of a team, in order to achieve outcomes within time constraints.

Assessment should be by direct observation of application to tasks and questioning on underpinning knowledge.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCOR0272A: Operate elevated work platforms (EWP)

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively and safely operate elevated work platforms to lift and lower loads at construction and other related work sites, and applies to individuals operating ancillary construction equipment.

Competency Field:

General Construction

**ELEMENT OF
COMPETENCY****PERFORMANCE CRITERIA**

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|---------------------------------------|---|
| 1. Plan and prepare work | 1.1 OH&S requirements associated with operating elevating work platforms and workplace environment recognised and adhered to. |
| | 1.2 Workplace operations plan identified in accordance with job requirements and surrounding activities and environment. |
| | 1.3 Appropriate personal protective equipment selected, correctly fitted and used. |
| | 1.4 Equipment selected consistent with job requirements and checked for serviceability. |
| | 1.5 Safety hazards identified and correct procedures used to minimise risks to self and others. |
| | 1.6 Materials selected in accordance with job drawings and/or from specifications/supervisor's instructions. |
| 2. Conduct routine checks of platform | 2.1 Power source determined where applicable and connected to platform equipment to manufacturer's specifications. |
| | 2.2 Routine pre-operational equipment checks carried out in accordance with checklist from operator's manual. |
| | 2.3 Equipment switched on in accordance with start up procedures and controls checked for correct operation and ease of movement. |

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| | | 2.4 | Emergency safety devices checked to instructions from operator's manual. |
| | | 2.5 | Work location checked for level ground and floor surface to determine stabilising and safe working area requirements. |
| 3. | Locate equipment in place for work application | 3.1 | Platform located in position for work application and stabilisers engaged to set equipment base level into place. |
| | | 3.2 | Barricades and signage erected to isolate safe working area where applicable. |
| | | 3.3 | Tools, equipment and materials placed into bucket/platform to job application requirements. |
| 4. | Elevate platform to work location | 4.1 | Controls operated to manufacturer's recommendations and platform elevated to work position. |
| | | 4.2 | Power switched off and locking devices engaged to operator's manual. |
| | | 4.3 | Work carried out to job specification and safety requirements of operator's manual. |
| 5. | Lower platform and shut down | 5.1 | Controls operated to manufacturer's recommendations and platform lowered to down position. |
| | | 5.2 | Shut down procedures carried out to operator's manual and equipment switched off. |
| 6. | Clean up | 6.1 | Waste material removed and disposed of safely. |
| | | 6.2 | Unused materials sealed and stored/stacked. |
| | | 6.3 | Tools and equipment removed, cleaned, maintained and stored. |
| | | 6.4 | Stabilisers disengaged, equipment stored and secured and unit removed from location. |
| | | 6.5 | Routine post-operational checks carried out in accordance with checklist from operator's manual and any faults reported to supervisor. |

RANGE OF VARIABLES

This unit applies to mobile hydraulic and mechanical platforms not exceeding 11 metres in lift capacity, which may be operated from ground, pavement or floor surfaces.

Work applications may include but are not limited to: Elevating work platforms include but are not limited to:

- painting
 - erecting signs
 - fixing steelwork
 - minor repair work to buildings
- scissor type
 - extending arm (cherry picker)

OH&S requirements to be in accordance with Statutory legislation and regulations and may include:

- operation of mechanical equipment
- protective clothing and equipment
- worksite environment and safety
- handling of materials
- emergency procedures

Personal protective equipment may include:

- coveralls
- safety boots
- hard hat/cap
- gloves
- safety glasses/goggles
- ear plugs/muffs
- dust masks/respirator

Safety hazards may include but are not limited to:

- obstacles in pathway or on face of walls
- limited space
- other activities within vicinity
- weather conditions

Work is to be undertaken in a team situation under supervision where instructions would be part of supervisor's directions. Instructions and reporting of faults may be verbal or written.

EVIDENCE GUIDE

Competency is to be demonstrated by the safe and effective operation of any of the EWP's listed within the range of variables statement relevant to the work orientation.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- show compliance with organisational policies and procedures including Quality Assurance requirements
- carry out correct procedures prior to, during and after use of elevating work platform
- demonstrate safe and effective operational use of plant, tools and equipment
- demonstrate safe and effective work application while in set elevated position
- interactively communicate with others to ensure safe and effective workplace operations

(2) Pre-requisite Relationship of Units

Competency in this unit may be determined concurrently with other units relevant to the work orientation, based upon integrated project work.

Pre-requisites for this unit are:

- BCGCOR0011A Carry out OH&S requirements
- BCGCOR0051A Use hand and power tools
- BCGCOR0061A Use small plant and equipment

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- workplace and equipment safety requirements relative to EWP's
- a range of EWP's
- operation and maintenance of equipment
- use of hand and power tools
- drawings and specifications
- communication processes – verbal and signalling
- materials and material fixing

Skills

The ability to:

- work safely to instructions
- interpret drawings and specifications
- use hand tools
- use plant and equipment
- fix materials
- communicate effectively

(4) Resource Implications

The following resources should be made available:

- appropriate elevating work platform
- plant and equipment appropriate to EWP
- hand tools and materials appropriate to work application from EWP
- suitable work area appropriate to operation of EWP
- appropriate operation and manufacturer's specification manual

(5) Method of Assessment

Competency shall be assessed while work is carried out under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Assessment should be by direct observation of tasks and questioning related to underpinning knowledge.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria, or may be at the completion of each process.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guide lines for advice on how to use the Critical Employability Skills.

BCGCAR0302A: Remove/replace door and window hardware

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively identify, remove and replace doors and windows hardware, and applies to individuals working in carpentry/joinery trades in the construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Plan and prepare work	1.1	Quality Assurance requirements recognised and adhered to.
		1.2	Occupational Health & Safety requirements for removing and replacing door/window hardware recognised and adhered to.
		1.3	Door and window hardware requirements assessed in accordance with finish schedule and specifications.
		1.4	Personal protective equipment selected, correctly fitted and used.
		1.5	Tools and equipment selected consistent with job requirements, checked for serviceability and any faults reported.
		1.6	Safety hazards identified and correct procedures used to reduce hazards to self and others.
2.	Remove doors, shutters and hardware	2.1	Ladders or scaffolding erected, where required, to OH&S regulations.
		2.2	Insect screens and fittings carefully removed and stored safely.
		2.3	Window hardware carefully located and removed and or stored safely.
		2.4	Window shutters and sashes, where applicable and practical, carefully removed and handled safely to designated location for finishing.
		2.5	Door hardware carefully removed and located or stored safely.

	2.6	Doors carefully removed, identified and handled safely to location for finishing.
3. Replace doors, shutters and hardware	3.1	Doors carefully handled and replaced back in original place.
	3.2	Door hardware fitted and placed to specifications without marking door or surrounds.
	3.3	Where removed, window shutters and sashes re-fixed in original place.
	3.4	Window hardware re-fitted back into place to specifications without marking window surfaces or surrounds.
	3.5	Insect screens carefully replaced and secured in position without damage to surrounds.
4. Clean up	4.1	Area cleared.
	4.2	Tools and equipment cleaned, maintained and stored.

RANGE STATEMENT

This unit applies to the practical application finishes to doors and windows that require removal or the removal of hardware.

Door hardware includes but not limited to:

- hinges
- locks
- latches
- handles
- closers
- safety chains

Window hardware includes:

- catches
- handles
- stays
- hinges
- locks/bolts
- brackets

Hinges and brackets may be the type to be painted over or kept in own natural finished state.

EVIDENCE GUIDE

Competency is to be demonstrated by removing hardware from both a nominated door and a nominated window for the purpose of painting, replacing and refitting doors/shutters, where applicable.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- compliance with Occupational Health and Safety regulations applicable to workplace operations
- compliance with organisational quality procedures and processes for removing and/or painting of doors and windows
- identification of location and details of door and window to be removed/refurbished
- selection and use of appropriate processes, tools and equipment
- safe and effective procedures used to remove hardware and door
- appropriate attention given to locating hardware safely for replacing
- safe and effective procedures used to replace door and replace respective hardware
- identification of typical faults and problems that occur and necessary action taken to rectify them

(2) Pre-requisite Relationship of Units

- BCGCOR0051A Use hand and power tools

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- features of doors and windows
- door and window hardware
- tools and equipment

Skills

The ability to:

- work safely
- organise work
- use tools and equipment

(4) Resource Implications

The following resources should be made available:

- installed door
- installed window
- insect screen
- appropriate door and window hardware

(5) Method of Assessment

Competency should be assessed while tasks are being done under indirect supervision.

Assessment may involve:

- observation of the application process
- inspection of the completed work
- questioning related to underpinning knowledge

(6) Context of Assessment

Competency should be assessed in the normal or simulated workplace environment.

Assessment should be while tasks are being done, under indirect supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level -	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCMH0752A: Operate hoist

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare and operate a hoist, and applies to individuals engaged in the operation of cantilever, platform and personnel/materials.

Competency Field:

General and Civil Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan and prepare work	1.1 Occupational Health & Safety (OH&S) requirements for workplace environment and operating mechanical hoists recognised and adhered to. 1.2 Appropriate personal protective equipment selected, correctly fitted and used. 1.3 Hoisting details for particular day identified from proposed work schedule. 1.4 Signalling system confirmed with associated site personnel. 1.5 Detailed daily hoist work program developed in conjunction with authorised personnel. 1.6 Site hazards identified and hazard control strategies implemented to minimise risk to self and others. 1.7 Precautions taken to accommodate effects of inclement weather or night work on operating hoist.
2. Conduct daily safety check	2.1 Prior to operation, equipment and site visually checked for evidence of damage, structural weakness or interference. 2.2 Standard daily safety checks on mechanical/electrical/safety functions carried out to requirements of hoist operator's manual and checklists. 2.3 Test run conducted through full height of travel without load at start of work to check hoist operation, security of mast and wall bolting.

3	Record results	3.1	Results of checks and tests recorded in hoist book to the requirements of state regulatory authority.
		3.2	Faults reported to responsible person in accordance with company policy.
4	Operate hoist	4.1	Loads checked for conformity to safe load capacity of hoist.
		4.2	Hoist safely operated to the requirements of operator's manual and stated regulatory authority.
		4.3	Hoist shut down, rendered safe and secured at end of work period to requirements of company and operator's manual.

RANGE STATEMENT

This unit applies to the operation of all configurations of cantilever, platform and personnel/materials hoists.

Materials platform hoists are for the hoisting of goods and materials only and may, but not include limited to:

- car
- bucket
- platform

Personnel and materials hoists are for the hoisting of personnel, goods and materials and may be:

- cantilevered hoist
- tower hoist
- multiple winch operation

Cantilevered from and travelling up and down the face of the support structure.

Personnel and materials hoists consist of a car, structure and machinery or other equipment associated with the hoist.

OH&S requirements to be in accordance with Statutory legislation and regulations and may include:

- workplace environment and safety
- protective clothing and equipment
- use of tools and equipment
- handling of materials
- operating of hoists

Personal protective equipment may include:

- boots
- safety glasses/goggles
- ear plugs/muffs
- dust masks/respirators
- gloves
- hard hat

Reporting of faults should be in accordance with worksite operation procedures and may be verbal or written.

All work and work practices undertaken to legislative and statutory regulations in accordance with Work safety and the National Standards for Users and Operators of Industrial Equipment.

EVIDENCE GUIDE

Competency is to be demonstrated by operating a mechanical hoist.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace and hoist operations
- indicate compliance with organisational quality procedures and processes within the context of operating mechanical hoists and handling materials
- identify work program and details of materials and equipment to be moved
- correctly apply safety check procedures for pre-operation of hoist under load
- apply correct procedures in placing material loads to hoist platform
- accurately record information related to checks and tests
- safe and effective procedures applied for operational use of hoist
- identify typical faults and problems that occur and necessary action taken to rectify
- interactively communicate with other personnel to carry out safe and effective hoist operations

(2) Pre-requisite Relationship of Units

- BGCOR0011A Carry out OH&S requirements
- BGCOR0061A Use plant and equipment
- BGCOR0111A Handle construction materials and safe disposal of waste
- BGCOR0272A Operate elevating platform

(3) Underpinning Knowledge and Skills

Knowledge
knowledge of:

- workplace and equipment safety requirements including relevant statutory regulations
- regulations governing hoist operations
- materials
- plant and equipment
- loading factors
- delivery documentation
- mechanical connections and maintenance
- site communications

Skills
The ability to:

- work safely
- organise work
- handle materials
- use tools and equipment
- communicate effectively
- record information

(4) Resource Implications

The following resources should be provided:

- worksite operation
- mechanical hoist
- daily schedule and documented details

(5) Method of Assessment

Competency should be assessed while tasks are undertaken.

Assessment may be by intermittent checking at various stages of each task application or at the completion of each task in accordance with the performance criteria.

(6) Context of Assessment

Competency may be assessed in the normal or simulated workplace environment.

Assessment should be while tasks are being done under direct supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 1	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGPAD0772A:**Apply paint by spray**

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare and apply paint by spray application, and applies to individuals working in painting and decoration trades in the construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Plan and prepare work	1.1	Occupational Health & Safety (OH&S) requirements for applying sprayed painted finishes and of workplace environment recognised and adhered to.
		1.2	Quality Assurance requirements of company's painting and decorating operations recognised and adhered to.
		1.3	Materials checked for conformity against specifications and finishes schedule.
		1.4	Appropriate personal protective equipment selected, correctly fitted and used.
		1.5	Tools and equipment selected consistent with job rectified/or requirements, checked for serviceability and any faults reported to appropriate person.
		1.6	Safety hazards identified and correct procedures used to reduce risk to self and others.
2.	Prepare materials, unit and application area	2.1	Area set up for application processes to suit unit or application area.
		2.2	Adequate lightening and ventilation to application area provided.
		2.3	Measures taken to ensure dust free area.
		2.4	Paint mixed and viscosity adjusted to allow for application process.
		2.5	Unit/area prepared, where applicable, by covering, removing and/or masking off to specification areas not to be painted.
		2.6	Erect and dismantle scaffolding, where applicable, to job and OH&S requirements.

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|----|---------------------------------|-----|--|
| 3. | Set up and test spray equipment | 3.1 | Compressor or airless spray unit set -up in designated operating location, where applicable. |
| | | 3.2 | Correct fluid tip, air cap, hoses, filters and tips selected and fitted. |
| | | 3.3 | Fittings checked for secure fitting. |
| | | 3.4 | Safety devices checked to ensure operational. |
| | | 3.5 | Equipment tested and defects corrected to operational and manufacturer's requirements. |
| 4. | Apply paint by spray | 4.1 | Spray gun held at appropriate distance from surface and operated to designed requirement. |
| | | 4.2 | Paint applied by spray to surface using correct overlapping technique to achieve an even finish to specification. |
| | | 4.3 | Defects in coating identified and corrective action taken. |
| 5. | Clean up and store equipment | 5.1 | Spray equipment dismantled, cleaned and maintained. |
| | | 5.2 | Fittings and equipment cleaned with correct solvent or water without damage maintained and stored safely to manufacturer's specifications. |
| | | 5.3 | Area cleaned and waste disposed of safely. |
| | | 5.4 | Unused materials sealed and stored. |

RANGE STATEMENT

This unit applies to the application of pigmented coatings by spray.

Spray application includes both air atomised-spray applications and airless spray units.

Quality Assurance requirements may include but not limited to:

- quality of materials
- preparation of surfaces
- application techniques
- cleanliness of application areas
- specified finish
- maintenance of equipment as per recommendations

Paint coatings may include:

- Solvent-borne (alkyd, urethane, urethane/alkyd, urethane oil or modified alkyd resins)
- latex (PVA, PVA/acrylic, acrylic and styrene acrylic)
- paving paints
- roofing paints (latex and solvent -borne)
- two-pack epoxy and polyurethane
- chlorinated rubber
- anti graffiti paints

Tools and equipment may include:

- spray guns
- sanders
- air compressor
- hoses, tips, filters and other fittings
- brushes
- vacuum cleaner
- drop sheets
- masking equipment
- diaphragm or piston airless spray unit (electrical/pneumatic/petrol)
- scaffold including planks, trestles, stepladders and aluminium mobile

Occupational Health & Safety requirements may include:

- protective clothing
- protective equipment
- hazardous materials
- workplace conditions and isolating areas
- use of plant and equipment
- emergency procedures

Personal protective equipment may include:

- safety goggles/glasses
- boots
- gloves
- respirators including cartridge and supplied-air
- ear muffs/plugs
- caps
- jacket
- overalls

Corrective action to include:

- adjust viscosity
- rectify gun problem
- adjust spray technique

Reporting of faults to be in accordance with organisation's worksite procedures and may be verbal or written.

EVIDENCE GUIDE

Competency is to be demonstrated by the performance of applying a painted finish by spray that is free from defects and is of the specified thickness, sheen, opacity and colour.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- indicate compliance with organisational quality procedures and processes within the context of applying paint using spray equipment
- select and use of appropriate process, tools and equipment
- inspect fittings and hoses for serviceability prior to connection to pressure lines for spray equipment
- use safe and effective methods for spray application of paint
- clean gun and fittings immediately after task completed
- protect adjoining surfaces by drop-sheets and/or masking
- apply accurate and efficient sealing if masking abutted surfaces
- identify typical faults and problems that occur and necessary action taken to rectify
- prepare surface as per manufacturer's specification in compliance with substrate requirements
- interactively communicate with others to ensure safe and effective work procedures
- calculate quantity of materials

(2) Pre-requisite Relationship of Units

Pre-requisites to this unit are:

- BCGCOR0061A Use plant and equipment
- BCGCOR0212A Prepare surfaces

This unit may be assessed concurrently with:

- BCGPAD0191A Prepare for painting and decorating
- BCGPAD1323A Prepare surfaces for painting and decorating
- BCGPAD1293A Match specified paint colour
- BCGPAD1303A Apply clear timber finish

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- specifications
- spray equipment
- paint and preparatory materials
- spray application and procedures
- tools and equipment
- hazardous materials
- maintenance of equipment
- measuring, marking and masking

Skills

The ability to:

- work safely
- interpret specifications
- organise work
- measure and mask work
- use spray equipment
- apply paint
- use tools and equipment
- communicate effectively
- clean equipment
- store equipment

(4) Resource Implications

The following resources should be provided:

- workplace location
- spray equipment
- spray booth for air-atomised spray application
- tools and equipment
- specifications and appropriate materials for activity

(5) Method of Assessment

Competency should be assessed while tasks are undertaken.

Assessment should involve:

- observation of work processes
- questioning related to underpinning knowledge

Assessment may be by intermittent checking at various stages of each task a pplication or at the completion of each task in accordance with the performance criteria.

(6) Context of Assessment

Competency should be assessed in the normal or simulated workplace environment.

Assessment should be while tasks are undertaken either i ndividually or as part of a team operation under limited supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 3	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBSBM0012A: Craft personal entrepreneurial strategy

Competency Descriptor:

This unit deals with the skills and knowledge required to craft an entrepreneurial strategy that fits with the attitudes, behaviours, management competencies and experience necessary for entrepreneurs to meet the requirements and demands of a specific opportunity.

Competency Field: Small Business Operations

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Demonstrate knowledge of the nature of entrepreneurship	1.1	Concepts associated with entrepreneurship are clearly defined.
	1.2	Factors which influence entrepreneurship in and outside of Jamaica are correctly identified and explained.
	1.3	The importance of entrepreneurship to economic development and employment is explained clearly.
	1.4	The findings of research conducted on entrepreneurial ventures and successes in the Caribbean region are clearly presented in an appropriate format.
	1.5	Differences between wage employment and entrepreneurial ventures are correctly stated.
2. Identify and assess entrepreneurial characteristics	2.1	Relevant research is carried out and required entrepreneurial characteristics identified.
	2.2	Entrepreneurial characteristics identified are assessed and ranked.
	2.3	An understanding of the process and discipline that enable an individual to evaluate and shape choices and to initiate effective action is correctly demonstrated.
	2.4	Factors that will help an entrepreneur to manage the risk and uncertainties of the future, while maintaining a future orientated frame of mind, are identified.

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|----|-----------------------------------|-----|---|
| 3. | Develop self-assessment profile | 3.1 | Self-assessment tools/methods to identify personal entrepreneurial potential are identified and properly used. |
| | | 3.2 | The ability to apply creativity, problem-solving techniques and principles to solve business related problems are demonstrated. |
| | | 3.3 | Feedback from others for the purpose of becoming aware of blind spots and for reinforcing or changing existing perceptions of strengths/ weaknesses is appropriately obtained. |
| 4. | Craft an entrepreneurial strategy | 4.1 | A profile of the past that includes accomplishments and preferences in terms of life and work styles, coupled with a look into the future and an identification of what one would like to do is developed. |
| | | 4.2 | Commitment, determination and perseverance; orientation towards goals; taking initiative and accepting personal responsibility; recognizing management competencies and identifying areas for development are determined. |
| | | 4.3 | Written guidelines to obtain feedback that is solicited, honest, straightforward, and helpful but not all positive or negative are developed to facilitate reviews. |
| | | 4.4 | Framework and process for setting goals which demand time, self-discipline, commitment, dedication and practice are developed. |
| | | 4.5 | Goals established are specific and concrete, measurable, relate to time, realistic and attainable. |
| | | 4.6 | Priorities, including identifying conflicts and trade-offs and how these may be resolved are established. |
| | | 4.7 | Potential problems, obstacles and risks in meeting goals are identified. |
| | | 4.8 | Specified action steps that are to be performed in order to accomplish goals are identified. |
| | | 4.9 | The method by which results will be measured is indicated. |

- 4.10 Milestones for reviewing progress and tying these to specific dates on a calendar are established.
- 4.11 Sources of help to obtain resources are identified.
- 4.12 Evidence of the ability to review process and periodically revise goals is demonstrated.

RANGE STATEMENT

At this stage of the entrepreneurial process the entrepreneur must be able to conduct a self-assessment profile, examine the frame work for self assessment, develop a personal entrepreneurial strategy, identify data to be collected in the self-assessment process and learn about receiving feedback and setting goals.

Concepts associated to include:

- risk
- entrepreneurship
- macro-screening
- micro-screening
- competition
- wage employment

Influencing factors to include:

- market conditions
- markets – demand/supply
- global trends
- level of economic activities
- funding
- economic stability
- social stability
- resources availability

The entrepreneur must be able to:

- understand the extreme complexity in predicting or aligning him/herself to specific careers in an environment of constant change
- determine the kind of entrepreneur he or she wants to become based on attitudes, behaviours, competencies, experience and how these fit with the requirements and demands for a specific opportunity
- evaluate thoroughly his or her attraction to entrepreneurship
- effectively develop personal plan
- utilize available information that will enhance his or her ability to achieve success

The entrepreneur may encounter setbacks if the planning process is not effectively pursued.

Pitfalls may include:

- proceeding without effective planning which may result in commitment to uncertainty
- commitment to a premature path with the desirability of flexibility can lead to disaster
- personal plans fail for the same reasons as business plans including frustration if the plan appears not to be working immediately and the challenges of changing behaviour from an activity-oriented routine to one that is goal oriented
- developing plans that fail to anticipate obstacles, and those that lack progress milestones and reviews

EVIDENCE GUIDE

Competency is to be demonstrated when the entrepreneur is able to undertake a personal entrepreneurial assessment exercise to determine if he or she possesses the necessary credentials to be a successful entrepreneur. This stage of the entrepreneurial process is critical since experience has shown that the founder is one of the deciding forces if the venture is to succeed and prosper.

(1) Critical Aspects of Evidence

The entrepreneur will be assessed by his/her action in developing an orchestrated plan in order to effectively pursue the business concept.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- personal entrepreneurial profile systems
- effective management systems: marketing, operations/productions, finance, administration, law
- how to measure feedback
- the method of developing a personal plan and a business plan
- understanding the difference between entrepreneurial culture and management culture

Skills

The ability to:

- determine barriers to entrepreneurship
- minimize exposure to risk
- exploit any available resource pool
- tailor reward systems to meet a particular situation
- effectively plan and execute activities
- use computer technology to undertake assessments

(4) Resource Implications

The following resources should be made available:

Personal computer with access to the internet and appropriate software that will enable one to conduct the necessary analysis using the internet

(5) Method of Assessment

A useful method of assessment is to determine if the venture can stand up to the test of critical evaluation.

(6) Context of Assessment

This stage of the entrepreneurial process is assessed when comparisons are made between actual outcomes and plans/projections.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGMAS0912A: Place concrete

Competency Descriptor:

This unit deals with the skills and knowledge required to place and consolidate concrete, and applies to individuals working in concrete work in the construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Plan and prepare work	1.1	Quality Assurance requirements of company's concreting operations recognised and adhered to.
		1.2	OH&S requirements for workplace environment and preparing for and placing of concrete recognised and adhered to.
		1.3	Method of placement and consolidation identified in accordance with job requirements and engineer's specifications.
		1.4	Appropriate personal protective equipment selected, correctly fitted and used.
		1.5	Plant, tools and equipment selected to carry out processes consistent with job requirements, checked for serviceability and any faults reported to supervisor.
2	Define and prepare work area	2.1	Location of concrete placement defined from drawings and specifications and checked to be free of debris and waste.
		2.2	Safe working area maintained around pour location using barriers and signage consistent with OH&S regulations.
		2.3	Plants, tools and equipment located to designed requirement for planned placement.
3	Place concrete	3.1	Concrete poured in horizontal layers into location to levels as indicated by markers, level pegs or lines.
		3.2	Height of vertical drop minimised to avoid segregation.
		3.3	Poured concrete consolidated during process using approved compaction or vibration method to specifications
		3.4	Finished levels checked against designed levels using appropriate levelling device.

4	Screed/level concrete	4.1	Concrete screeded to correct levels and/or grades using appropriate straight edged tool/formwork mounted screed.
5	Clean up	5.1	Area cleared of waste and equipment.
		5.2	Waste and unwanted material removed and placed into job waste bins or rubbish stockpiles.
		5.3	Tools and equipment cleaned, maintained and stored.

RANGE STATEMENT

This unit applies to the placing of concrete into forms or foundations

Forms and foundations to include:

- slab on ground
- suspended slab
- columns
- beams
- piers
- strip footings
- pads

Personal protective equipment may include:

- safety goggles/glasses
- boots
- gloves
- respirators/masks

Tools and equipment may include but are not limited to:

- | | |
|--|--|
| <ul style="list-style-type: none"> • shovels • rakes • screed boards • levels • measuring tape/rule • compressor | <ul style="list-style-type: none"> • vibrator • wheelbarrows • kibble • dumper • chute • concrete placing boom |
|--|--|

Quality Assurance requirements may include:

- method of transporting
- control of handling and spillage
- placement control
- cleaning of equipment

OH&S requirements to be in accordance with Statutory Legislation and Regulations and may include:

- protective clothing and equipment
- working platforms
- working from scaffolding
- safety hazards
- use of plant and equipment

Debris and waste may include:

- off-cut material
- loose soil
- empty containers
- paper and cardboard

Reporting of faults should be in accordance with organisations workplace procedures and may be verbal or written.

EVIDENCE GUIDE

Competency is to be demonstrated by placing concrete into prepared formwork or foundation.

(1) Critical Aspects of Evidence

It is essential that competence is demonstrated in the critical aspects of:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace and concrete placing operations
- indicate compliance with organisational policies and procedures
- select and use appropriate processes, tools and equipment
- apply organisational quality procedures and processes within the context of concrete placement
- select and use appropriate concrete handling/transportation method
- place concrete ensuring no segregation and adequate compaction
- check formwork and support system periodically during the pour
- identify faults and problems that occur and necessary action taken to rectify
- interactively communicate with others to ensure safe and effective placement of concrete

(2) Pre-requisite Relationship of Units

- BCGCOR0061A Use plant and equipment
- BCGMAS0101A Carry out concrete work to simple forms
- BCGMAS0292A Carry out concrete work

This competency may be assessed concurrently with:

- BCGMAS0903A Transport concrete

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements including relevant statutory regulations, codes and standards
- concrete mix specifications
- cause and effect of segregation
- effect of over or under compaction of concrete
- plant and equipment
- reinforcement of concrete

Skills

The ability to:

- work safely
- organise work
- use tools and equipment
- communicate effectively

(4) Resource Implications

The following resources should be provided:

- pour location for concrete placement
- tools, plant and equipment appropriate to placement processes
- concrete relevant to proposed pour

(5) Method of Assessment

Competency should be assessed through direct observation of application to tasks and questions related to underpinning knowledge.

Competency should be assessed under general guidance checking at various stages of the process and at completion of the activity against performance criteria and specifications.

(6) Context of Assessment

Competency may be assessed in the workplace or simulated workplace setting.

Assessment shall be while tasks are undertaken either individually or as part of a team under limited supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Level 1.	Levels of Competency	
	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	To measure self-performance
Communicate ideas and information	Level 1	With members of the work team
Plan and organise activities	Level 3	For self
Work with others and in team	Level 2	In completing scheduled tasks
Use mathematical ideas and techniques	Level 1	As an aid to measure and schedule tasks
Solve problems	Level -	As an aid to self-development
Use technology	Level 2	To manage scheduling and completion of tasks

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCOR0603A: Control traffic

Competency Descriptor:

This unit deals with the skills and knowledge required to control the movement of traffic on construction sites, and applies to individuals engage in the directing of traffic in the construction industry

Competency Field: General and Civil Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan and prepare traffic control procedure	1.1 Areas of responsibility relating to traffic controllers correctly identified and described. 1.2 Responsibilities and authority of a site supervisor correctly identified and described. 1.3 Legislated powers delegated to a traffic controller correctly identified and described. 1.4 Appointment process for traffic controllers correctly identified and described. 1.5 Uniform and personal protective requirements for traffic controllers correctly identified. 1.6 Mandatory signage requirements for traffic control operations correctly identified. 1.7 Maximum speed limit for traffic control operations correctly identified. 1.8 Additional signage requirements for different traffic control options correctly identified. 1.9 Traffic control options for intersections with various traffic volumes on side road correctly identified. 1.10 Procedures to deal with substandard traffic controller performance correctly identified. 1.11 Procedures to deal with offenders correctly identified.
2. Establish traffic control operations	2.1 Work schedule, maximum traffic delays, signals and site communications determined and adhered to. 2.2 Appropriate line of sight signals used to communicate effectively with other controllers where two-way radios are unavailable. 2.3 Workplace Health and Safety requirements adhered to. 2.4 Site supervisor consulted and traffic control requirements determined.



- 2.5 Traffic control equipment selected in accordance with site and road traffic requirements.
- 2.6 Site and traffic variables correctly identified.
- 2.7 Safe location for stopping traffic selected.
- 2.8 Adequate escape route available at location selected.
- 2.9 Location selected to ensure adequate sight distance between traffic controller and motorist for approaching traffic speed.
- 2.10 Reference point to establish safe stopping zone selected and/or marked.
- 2.11 Traffic guidance scheme required by site supervisor confirmed.
- 2.12 Proposed positions for advance warning signs and traffic control devices checked against road traffic authority requirements.
- 2.13 Speed limit for site complies with Statutory requirements.
- 2.14 Supervisor advised of discrepancies with traffic guidance scheme.
- 3. Assist in setting out the traffic guidance scheme
 - 3.1 Fully charged battery connected to hand held radio.
 - 3.2 Radio controls adjusted for optimum transmission and reception.
 - 3.3 Radio contact verified.
 - 3.4 Radio messages clearly and concisely transmitted.
 - 3.5 Radio contact periodically checked.
 - 3.6 Spare, charged battery kept readily available.
 - 3.7 Batteries placed on charge as required or after work completed.
 - 3.8 Work crew assisted to place advance-warning signs as required.
 - 3.9 Appropriate traffic control sign correctly positioned on each approach, according to road traffic authority requirements.
 - 3.10 Traffic cones placed to delineate traffic control position.
 - 3.11 Traffic controlled effectively to protect work crew who are placing traffic control devices around work area.

- | | | |
|---|---------------------------------------|--|
| | 3.12 | Verbal and non-verbal communications with the public to promote good public relations. |
| | 3.13 | Supervisor advised of changing traffic patterns requiring modifications to the guidance scheme. |
| 4 | Direct traffic | |
| | 4.1 | Workplace Health and Safety and relevant code of practice requirements adhered to. |
| | 4.2 | Correct position for controlling traffic adopted. |
| | 4.3 | Procedure for controlling traffic with a STOP/SLOW or STOP bat/banner adhered to. |
| | 4.4 | Approved signals used to stop approaching traffic safely. |
| | 4.5 | Motorists advised of delays, work area driving conditions and requirements as necessary when safe to do so. |
| | 4.6 | Work area traffic monitored. |
| | 4.7 | Relevant, recognised signals used correctly to direct traffic through controlled area. |
| | 4.8 | Approaching traffic monitored and adjustments made to maintain a safe and effective traffic flow. |
| 5 | Close down traffic control operations | |
| | 5.1 | Appropriate documentation accurately completed to record required information and descriptions. |
| | 5.2 | Traffic Controller's Incident Report form correctly completed, where applicable. |
| | 5.3 | Traffic controlled effectively to protect work crew who are removing traffic control devices from work area. |
| | 5.4 | Traffic cones used to delineate traffic control point removed. |
| | 5.5 | Appropriate traffic control sign/s removed or adequately covered. |

RANGE STATEMENT

This unit applies to the controlling of traffic with civil construction works associated with public access roads. It is to be carried out in accordance with the relevant statutory legislative regulations for traffic control.

Controlling of traffic under a range of environments, including:

Terrain	-	flat to steep range roads
Weather	-	bright sun, low sun, windy, raining, foggy
Road surfaces	-	dry, wet, dusty, loose gravel, sealed and slippery
Vehicle type	-	large, heavy, articulated, fast moving vehicle
Locality	-	rural, urban, residential
Time of day	-	daytime, night-time, dawn, dusk



Legislative/regulative adherence may include:

- obligations under Workplace Health and Safety Act and requirements of relevant compliance and advisory standards
- personal protective equipment and the traffic controller uniform
- traffic control requirements for site determined through consultation with site supervisor
- traffic control equipment needed to suit site and traffic control operations in accordance with the road traffic authority and site operation requirements
- the criteria to be considered when selecting a suitable traffic control position that meets site and road traffic authority requirements
- Traffic Guidance Scheme examined and selected control location discussed with supervisor
- effects of site factors affecting braking distance and traffic flow

Specific work organisation activities include:

- personal protective equipment and traffic controller uniform fitted and used correctly
- oncoming traffic faced while standing just outside travelled path
- vehicle capable of stopping safely is selected
- bat/banner sign held upright near path of vehicle to be stopped, with STOP banner facing the driver. Hand held banner sign held and maintained above shoulder height
- words TRAFFIC CONTROLLER on vest are not obscured by bat/banner sign
- traffic controller looking at driver and right hand raised into a STOP signal with palm facing towards traffic
- bat/banner sign waved from side to side to attract driver's attention
- position where vehicle required to stop indicated to driver
- check made to ensure the traffic approaching from other direction has stopped, traffic has passed out of controlled area and travelled path is clear of machinery/plant/workers
- traffic controller moves back to outside travelled path, while continuing to hold STOP banner to face first driver
- traffic controller checks visually to ensure no vehicles approaching along left hand side of stationary queue of traffic

Range of information sources may include:

- Road Traffic Authority
- State Roads Authority
- Traffic Regulations Act
- Code of Practice – traffic controller, where available

Communications include:

- include two-way radios
- hand signals/paddles
- site specific instructions

- after first vehicle has stopped traffic controller moves out and stands in line with driver's side headlight and extends bat/banner sign beyond driver's side of vehicle, with STOP banner facing the traffic that is required to stop
- traffic controller watches for traffic approaching from behind and moves towards driver of first vehicle, if required and if safe to do so
- Driver told reason for and length of delay as well as speed required when signalled to move on
- traffic controller watches for traffic approaching from behind and moves back towards position in front of driver's side headlight, remaining in that position while holding bat upright or hand held banner sign above shoulder height, with STOP banner facing traffic required to stop

Civil construction works includes:

- road works
- earth works
- dam construction
- bridges
- tunnelling

Task details may include:

- worksite inspection, nature and scope of task determined
- potential hazards identified
- appropriate information, verbal or written, ascertained

Emergency equipment and procedures can include:

- fire fighting
- medical and first aid
- evacuation

On-site meeting process may include:

- notification (time, place, purpose)
- task discussion
- procedural activities negotiated

EVIDENCE GUIDE

Competency is to be demonstrated by the safe and effective controlling of traffic using any of the conditions and processes listed within the range of variables statement.

(1) Critical Aspect and Evidence

It is essential that competence be observed in the following aspects.

- compliance with Occupation Health and Safety codes and acts consistent with Statutory legislative requirements
- compliance with organisational policies and procedures including Quality Assurance requirements
- interpreting and communicating activity information
- interactive communication to perform safely in a range of environments
- understanding emergency procedures and appropriate responses
- ability to transfer skills to changing circumstances/environmental conditions
- vehicles and pedestrian traffic within site monitored to ensure safety of workers and the public
- traffic monitored and adjustments made for changing conditions, and an even traffic flow maintained through site
- procedures to deal with emergency vehicles identified
- traffic control operations performed effectively to protect work crew removing traffic control devices from work area

(2) Pre-requisite Relationship of Units

This unit of competency is dependent upon acquiring the relevant pre-requisite competencies in basic industry and basic stream skills

**(3) Underpinning Knowledge and Skills**

Knowledge
knowledge of:

- safety requirements including appropriate State/Territory legislation, regulations, codes and acts
- activity procedures
- possible hazards and problems with traffic control
- emergency procedures
- basic signalling

Skills
The ability to:

- apply eye-hand co-ordination
- access, interpret and apply technical information
- maintain equipment records
- use communication means
- solve problems
- work under public scrutiny
- work in restricted spaces
- communicate effectively

(4) Resource Implications

The following resources should be made available:

- traffic controller equipment appropriate to the particular activity
- suitable work area appropriate to the particular activity

(5) Method of Assessment

Competency should be assessed through direct observation and questions related to underpinning knowledge.

Competency in this unit may be determined concurrently, based upon project work.

Competency shall be assessed while work is undertaken under general guidance, checking at various stages of the process and at the completion of the activity against the performance criteria and specifications.

(6) Context of Assessment

Competency shall be assessed in the normal or simulated workplace environment and in accordance with safe work procedures.

Assessment shall include those aspects that are consistent with the work environment of this unit.

Competency shall be assessed while work is undertaken autonomously, within a team environment.

Assessment may be intermittent checking at various stages of the job application with the performance criteria, or may be at the completion of the process.

Guidelines will be in line with statutory requirements, enterprise specific policies and procedures and codes of practice.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCMH0743A: Undertake rigging

Competency Descriptor:

This unit deals with the skills and knowledge required for carrying out rigging operations, and applies to individuals working in the lifting of loads using hoists and cranes.

Competency Field:

General/Civil Construction

ELEMENT OF COMPETENCY**PERFORMANCE CRITERIA**

- | | |
|--------------------------|---|
| 1. Plan and prepare work | 1.1 OH&S requirements for workplace environment and crane and rigging operations, recognised and adhered to. |
| | 1.2 Site plans/drawings interpreted to certain job requirements. |
| | 1.3 Role of rigger, dogman if applicable, and tasks to be undertaken, determined. |
| | 1.4 Site information obtained as necessary. |
| | 1.5 Access, obstructions and other hazards assessed and appropriate action taken to remove/reduce risk. |
| | 1.6 Safety barricades and signs erected to the requirements of OH&S regulations where applicable. |
| | 1.7 Load dimensions and centre of gravity of load established in consideration with slinging requirements. |
| | 1.8 Appropriate safe working loads calculated for lifting equipment. |
| | 1.9 Load position and destination location identified in determining direction and distance of load movement. |
| | 1.10 Method of moving load determined by considering hazard prevention, control procedures, relevant Safety Standards, codes of practice and manufacturer's specifications. |
| 2. Select equipment | 2.1 Slings, tackle, lifting/moving machine and accessories selected consistent with needs of lift and safe working capacity of equipment. |

- 2.2 Lifting/moving gear inspected and damaged/worn items labelled and rejected.
- 2.3 Lifting/moving gear assembled consistent with needs of lift and manufacturer's specifications/tables.
- 2.4 Personal protective equipment selected, correctly fitted and used to the requirements of OH&S regulations.
- 2.5 Safety equipment for working at heights selected and used to requirements of the statutory regulatory authority.
- 3. Connect gear
 - 3.1 Anchorage points identified/located/established according to needs of lift and equipment and manufacturer's specifications.
 - 3.2 Load safely slung/connected and packing installed/secured to protect sling and load.
- 4. Move and position load
 - 4.1 Load moved in accordance with planned procedure.
 - 4.2 Load safely raised, moved and lowered onto temporary dunnage or secured into permanent position.
 - 4.3 Stability of load maintained throughout movement process.
- 5. Remove slings and lifting accessories
 - 5.1 Care taken to restrain slings, accessories and packing upon removal.
 - 5.2 Slings and lifting accessories removed, cleaned and returned to store.
 - 5.3 Load moving equipment dismantled and safely removed.

RANGE STATEMENT

This unit applies to rigging work carried out in accordance with Safety Standards Rigging.

Equipment range for Basic Rigging is for dogging and rigging work associated with:

- movement of plant and equipment
- steel erection
- particular hoists
- placement of pre-cast concrete
- safety net and static lines
- mast climbers
- perimeter safety screens and shutters
- cantilevered crane loading platforms

OH&S requirements to be in accordance with Statutory Legislation and Regulations and may include:

- workplace environment and safety
- protective clothing and equipment
- use of tools and equipment
- handling of materials
- working platforms and scaffolding
- rigging and crane operations

Equipment range for Intermediate Rigging extended on Basic Rigging range is for dogging and rigging work associated with:

- rigging of cranes, conveyors, dredges and excavators
- tilt slabs
- demolition
- dual lifts

Personal protective equipment may include but is not limited to:

- boots
- safety glasses/goggles
- dust masks
- gloves
- hard hat
- body harness

Equipment used in rigging processes may include but is not limited to:

- | | |
|--|---|
| <ul style="list-style-type: none"> • slings • ropes • shackles • eye bolts • spreaders and equalising gear • clamps • puller systems • winches • jacks • skids, skates and sliding shoes | <ul style="list-style-type: none"> • rollers • cradle timbers • chocks and wedges • packers • fishplates and bolts • feeler gauges • rigging screws • turfers • turn belts |
|--|---|

Signals for load moving may involve:

- verbal
- hand signals to Internal Standards
- whistle/hooters to International Standards
- two-way radios/telephones
- light signals to Internal Standards

Signalling other than verbal communication to be in accordance with Standards for Cranes Safe use.

All work undertaken to legislative and statutory regulations and in accordance with Work Safety Standards for Users and Operators of Industrial Equipment.

EVIDENCE GUIDE

Competency is to be demonstrated by the performance of carrying out rigging processes for the moving of materials and equipment, and fixing of sections into place.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to worksite and rigging operations
- indicate compliance with organisational quality procedures and processes within the context of handling materials and fixing fabricated sections into place
- identify details of work and program schedule of movement and installation
- estimate load, centre of gravity and method of moving load
- select and use appropriate processes, tools and equipment to move and install section
- apply safe and correct procedures for connecting lifting gear and slinging loads
- conduct effective communication with crane operator to ensure safe and effective operations
- apply safe and effective procedures in securing sections and disconnecting crane
- identify typical faults and problems that occur and necessary action taken to rectify

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BCGCOR0051A Use hand and power tools
- BCGCOR0061A Use plant and equipment
- BCGCOR0111A Handle construction materials and safe disposal of non-toxic waste
- BCGSTW0181A Prepare for steelwork construction
- BCGCMH0733A Undertake dogging

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements including relevant statutory regulations, codes and standards
- rigging gear and equipment
- design and function of lifting gear
- crane operations
- load calculations
- materials and characteristics
- mass of materials
- plant and equipment
- hand tools
- fixing of structural members or components
- methods of signalling
- worksite communications

Skills

The ability to:

- work safely
- organise work
- handle materials
- calculate loads
- use signals
- use tools and equipment
- communicate effectively

(4) Resource Implications

The following resources should be provided:

- worksite operation
- crane operation
- lifting gear and equipment appropriate to supporting dogging and rigging procedures
- plant and equipment to support construction processes
- drawings and specifications applicable to activities

(5) Method of Assessment

Competency should be assessed while tasks are undertaken.

Assessment may involve:

- observation of application process
- questioning related to underpinning knowledge

Assessment may be by intermittent checking at various stages of each task application or at the completion of each task in accordance with the performance criteria.

(6) Context of Assessment

Competency may be assessed in the normal or simulated workplace environment.

Assessment should be while tasks are undertaken either individually or as part of a team operation.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 3	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGSTW0933A: Apply reinforcement schedule

Competency Descriptor:

This unit deals with the skill and knowledge required to interpret and apply reinforcement schedule for a range of construction projects, and applies to individuals working in steel-fixing/masonry trades in the construction industry.

Competency Field: General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan and prepare for concrete construction	1.1 Quality Assurance requirements of company's concreting operations recognised and adhered to.
	1.2 OH&S requirements for workplace environment and handling of reinforcement recognised and adhered to.
	1.3 Reinforced concrete construction schedule identified from project schedule.
	1.4 Elements of structure identified from project construction schedule and job drawings.
	1.5 Job drawings checked for date of production and probability of being latest amendment.
	1.6 Reinforcement schedule and delivery documentation obtained from supervisor/supplier.
	1.7 Location of stored, delivered reinforcement identified and/or delivered reinforcement checked against delivery docket to ensure at directed project.
	1.8 Scheduler contact identified for any queries or discrepancies.
2. Read and interpret schedule	2.1 Structural element to be constructed identified from site and structural detail drawings.
	2.2 Type and features of reinforcement and number of pieces/sheets identified from structural detail drawings.
	2.3 Reinforcement schedule read to identify appropriate reinforcement for structural element.
	2.4 Reinforcement schedule read to identify coding/number related to labels on reinforcement bundles.

- | | | | |
|----|---|---|--|
| | 2.5 | Appropriate reinforcement bundle located in accordance with like relationship between schedule and label/s coding and numbering. | |
| | 2.6 | Non-identification of similar coding and numbering reported and contact made with schedule contact for clarification. | |
| | 2.7 | Where coding/numbering not related to coding/numbering of available on-site drawings, marked drawings obtained from supplier/scheduler. | |
| 3. | Check contents of identified bundle/s | 3.1 | Content of bundle/s checked for conformity to schedule and proposed element. |
| | | 3.2 | Number of pieces or sheets determined. |
| | | 3.3 | Where discrepancies in quantities, determine whether: <ul style="list-style-type: none"> • shortfall is somewhere else • excess is for similar elements • excess does not relate • it is an inappropriate bundle |
| | | 3.4 | Cranked or bent items of reinforcement or lengths and sizes checked for conformity to structural detail drawings. |
| | | 3.5 | Where discrepancies in shape, length or sizes, determine whether wrong bundle has been selected or contact supplier/scheduler for clarification. |
| | | 3.6 | Where contents conform to schedule and element's requirements, mark schedule accordingly. |
| 4. | Locate reinforcement for element construction | 4.1 | Identified reinforcement marked or placed and noted, ready for transportation to element location. |
| | | 4.2 | Reinforcement directed to structural location for placement and fixing. |

RANGE STATEMENT

This unit applies to the practical application of relating to reinforcement schedule to a construction process and identifying and selecting the appropriate reinforcement.

Coding and numbering of reinforcement bundles can vary between different suppliers who use their own identification system.

Tags on bundles do not relate all similar details to those listed in the Reinforcement Schedule.

Structural elements include:

- footings
- slabs
- columns
- beams
- walls
- block work

Identification characteristics about reinforcement include:

- location for material
- size of bar
- shape of formed bars
- size of mesh
- type of steel bar
- cranks and bends
- number of bars in a bundle
- length of material
- grade of steel reinforcing – surface markings

Steel reinforcement for concrete construction to be in accordance with:

- concrete structures
- steel reinforcing bars for concrete

Quality Assurance requirements may include:

- workplace operations and procedures
- quality of materials
- control of handling procedures
- attention to specifications of work placement of reinforcement

OH&S requirements to be in accordance with Statutory Legislation and Regulations and may include:

- workplace environment and safety
- protective clothing and equipment
- use of tools and equipment
- handling of materials

Reinforcement:

- mild steel bars
- mesh or fabric reinforcement

EVIDENCE GUIDE

Competence is to be demonstrated by reading and interpreting a reinforcement schedule to identify and select the required reinforcement for at least two of the separate types of structural elements listed within the range of variables statement.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with occupational health and safety regulations applicable to workplace operations
- apply organisational quality procedures and processes within the context of constructing reinforced concrete
- identify coding and numbering related to a reinforcement schedule
- identify structural details of reinforced concrete elements
- use safe and effective procedures to handle materials
- identify relevant drawings and specifications
- interactively communicate with others to ensure effective operations

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BCGCOR0031A Read and interpret plans
- BCGSTW0262A Carry out steel fixing
- BCGMAS0292A Carry out concrete work

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- relevant Statutory OH&S Legislation, standards and codes of practice
- workplace and equipment safety requirements
- reinforcement schedules
- identification of coding system
- mild steel reinforcement
- mesh or fabric reinforcement
- reinforcing characteristics
- site drawings and specifications
- reinforced concrete structure
- Building Standards on reinforcement

Skills

The ability to:

- work safely
- interpret drawings and documentation
- organise work
- calculate material quantities
- fix reinforcing
- communicate effectively

(4) Resource Implications

The following resources should be provided:

- workplace location
- materials appropriate to application activity
- appropriate documentation related to tasks

(5) Method of Assessment

Competency shall be assessed while tasks are undertaken.

Assessment may involve:

- observation of the application process
- questioning related to underpinning knowledge

Assessment may be by intermittent checking at various stages of each task application or at the completion of each task in accordance with the performance criteria.

(6) Context of Assessment

Competency should be assessed in the normal or simulated workplace setting.

Assessment should be while tasks are being done under limited supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGMAS1033A: Assemble fabricated components**Competency Descriptor:**

This unit deals with the skills and knowledge required to assemble fabricated components, and applies to individuals assembling metal components for welding process.

Competency Field:

General and Civil Construction

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Plan and prepare work	1.1	Quality Assurance requirements of company's fabrication operations recognised and adhered to.
		1.2	OH&S requirements for workplace environment and assembling fabricated components recognised and adhered to.
		1.3	Appropriate personal protective equipment selected, correctly fitted and used.
2	Identify assembly method and construct jigs if required	2.1	Assembly method identified and jigs constructed from engineering drawings according to workshop practice, where required.
		2.2	Distortion prevention/control techniques correctly applied.
3	Check if all components to be assembled are available	3.1	All components checked against drawings and materials list for conformity to design specifications.
4	Select tools and fixtures for fabrication assembly	4.1	Tools and equipment selected to carry out processes consistent with requirements of job and checked for serviceability.
5	Assemble fabricated components	5.1	Materials and/or fabricated components correctly positioned for assembly.
		5.2	Jigs, fixtures, tools and measuring equipment correctly adjusted and applied.
		5.3	Datum line correctly determined if necessary.
		5.4	Assembled components checked for square, level and alignment to specified tolerance.
		5.5	Temporary fixing/joining techniques applied to hold components together, as necessary.

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| | 5.6 | Assembly checked for compliance with job drawing. |
| | 5.7 | Relevant codes/standards applicable to unit assembly interpreted and applied. |
| 6 | 6.1 | Waste and unwanted material disposed of safely. |
| | 6.2 | Unused material stored. |
| | 6.3 | Tools and equipment cleaned, maintained and stored. |

RANGE STATEMENT

This unit applies to the assembling of fabricated components in preparation for welding processes to construct a structural unit.

Applies to general fabricated components in either:

- plate
- pipe
- section
- sheet

Typical applications are:

- transitions
- pipe works
- pipe works and simple structural fabrication
- ductwork
- general jobbing work
- fired and unfired pressure vessels

Quality Assurance requirements may include:

- workplace operations and procedures
- quality of materials
- control of handling procedures
- use and maintenance of equipment
- attention to specifications of work

OH&S requirements to be in accordance with Statutory Legislation and Regulations and may include:

- workplace environment and safety
- protective clothing and equipment
- use of tools and equipment
- handling of materials
- working platforms and scaffolding

Personal protective equipment may include:

- safety goggles/glasses
- boots
- gloves
- cap

Tools and equipment may include but are not limited to:

- measuring tape/rule
- wedges
- spirit level
- straight edge
- weights
- string lines
- jigs
- clamps

EVIDENCE GUIDE

Competence is to be demonstrated by the assembling of two separate types of components from those applications listed in the range of variables in either sheet or plate materials.

(1) Critical Aspects of Evidence

It is essential that competence be demonstrated in the critical aspects of:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- apply organisational quality procedures and processes within the context of the assembly of fabricated components
- select and use appropriate processes, tools and equipment
- use safe and effective procedures to assemble components
- identify faults and problems and necessary action taken to rectify
- complete assembly to all requirements of drawings and specifications

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BCGSTW0181A Prepare for steelwork construction
- BCGSTW0222A Oxy acetylene cutting

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- drawings and specifications
- jointing methods of a range of material
- Standards relevant to welding and pressure vessels etc
- fabricated components and materials
- tools and equipment

Skills

The ability to:

- work safely
- organise work
- interpret drawings and specifications
- use tools and equipment
- communicate effectively

(4) Resource Implications

The following resources should be provided:

- workplace location
- tools and equipment to carry out assembling processes
- fabricated parts and sections appropriate to component assembling process
- drawings and specification of proposed constructed unit

(5) Method of Assessment

Competency should be assessed through direct observation of application to tasks and questions related to underpinning knowledge.

Competency should be assessed under general guidance, checking at various stages of the process and at completion of the activity against performance criteria and specific ations.

(6) Context of Assessment

Assessment should be while tasks are undertaken either individually or as part of a team under limited supervision.

Competency may be assessed in the work place or simulated workplace setting.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level -	
Plan and organise activities	Level 3	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 3	
Solve problems	Level -	
Use technology	Level 3	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCAR1163A: Install framed ceiling (sheet and boards)

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare and install sheets and boards to frame ceiling, and applies to individuals working in carpentry and joinery trades in the construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare for installation	1.1 Quality Assurance requirements of company's construction operations recognised and adhered to. 1.2 Occupational Health & Safety requirements for workplace environment and the installation of framed ceiling recognised and adhered to. 1.3 Materials and quantities checked for conformity against drawings and specifications. 1.4 Appropriate personal protective equipment selected, correctly fitted and used. 1.5 Tools and equipment selected to carry out processes consistent with job requirements and checked for serviceability. 1.6 Unwanted material and obstructions removed to make work area safe. 1.7 Existing works protected by covering or laying sheets against, where applicable.
2. Erect scaffolding	2.1 Appropriate rigid frame/mobile scaffolding or trestles erected and planked to OH&S regulations . 2.2 Ceiling heights established to specifications.
3. Set out	3.1 Ceiling grid set out as shown on drawings and in accordance with manufacturer's specifications or according job specifications. 3.2 Alignment levels for ceiling set out on walls to dimensions from drawings and specifications.

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| 4. | Install supporting framework | 4.1 | Method of joining framework identified and provision for joints carried out prior to commencement of installation. |
| | | 4.2 | Framework members against wall fixed to line by appropriate fixing methods. |
| | | 4.3 | Timber/steel ceiling framework members measured and cut/prepared to length for assembling and fixing. |
| | | 4.4 | Timber/steel framework assembled and fixed into place to designed straight line or curve within +/- 2mm over any 3 metre length. |
| | | 4.5 | Bridging framework fixed to both sides of service ducts. |
| | | 4.6 | Battens/furring channels or rows of trimmers fitted and fixed to line, where specified, to provide fixing for sheets or boards. |
| 5. | Fix sheets | 5.1 | Designed layout of sheets and requirements for cutting and joining identified from materials and specifications. |
| | | 5.2 | Sheets measured, marked and cut where applicable for joints to occur on centre of framework members. |
| | | 5.3 | Sheets fixed to abutting joints by nails or screws to recommended centres with adhesive applied in accordance with manufacturer's instructions. |
| | | 5.4 | Sheets fixed to specifications and to design pattern as shown on drawings. |
| | | 5.5 | Sheets cut/dressed to abut neatly against other elements, where required. Longitudinal butt joints back-blocked between framing members, where applicable. |
| | | 5.6 | Joints flush finished where required with approved taping or filling material and jointing compounds to provide finished surface to specification. |
| | | 5.7 | Panelled ceilings finished with cover straps or beams fitted and fixed to specifications. |
| | | 5.8 | Openings provided for lighting, diffuser, hatches, sprinkler heads and the like as shown on drawings and in specifications. |

	5.9	Fibreglass insulation blanket or batts installed to specified thickness above ceiling sheets, where applicable.
6. Fix boards to ceiling framework	6.1	Designed layout for lining boards and requirements for cutting and end joining identified from specifications.
	6.2	Lining boards installed to line with closed longitudinal and butt joints and fixed to framework to specifications.
7. Clean-up	7.1	Scaffolding removed and area cleaned.
	7.2	Waste and unwanted material disposed of safely.
	7.3	Unused materials stored/stacked.
	7.4	Tools and equipment cleaned, maintained and stored.

RANGE STATEMENT

This unit applies to the installation of framed ceilings to existing rooms or buildings by fixing of framework to face of walls.

Framework for ceiling may be fixed to:

- timber framed wall
- steel framed wall
- brickwork
- block-work
- reinforced concrete

Quality Assurance requirements may include:

- workplace operations and procedures
- quality of materials
- control of handling procedures
- use and maintenance of equipment
- attention to specifications of work

OH&S requirements to be in accordance with Statutory Legislation and Regulations and may include:

- workplace environment and safety
- protective clothing and equipment
- use of tools and equipment
- handling of materials
- working platforms and scaffolding

Personal protective equipment may include:

- boots
- safety glasses/goggles
- ear plugs/muffs
- dust masks/respirators
- gloves
- cap
- safety helmet

Fixing to walls may involve:

- nails
- screws
- self tapping screws
- masonry nails
- masonry anchors
- coach screws
- nail gun
- explosive power tools
- adhesive

Tools and equipment may include but are not limited to:

- measuring tape/rule
- hammers
- spirit level
- levelling equipment
- squares
- chisels
- hand saws
- saw stools
- power saws
- power drills including impact drills
- power planer
- nail gun
- air compressor and hoses
- power leads
- string lines
- chalk lines
- scaffolding

EVIDENCE GUIDE

Competence is to be demonstrated by the performance of installing a framed ceiling to a nominated room area and fixing out using a sheeted material of those listed in the range of variables statement.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects.

- demonstrate compliance with Occupational Health and Safety Regulations applicable to workplace operations
- indicate compliance with organisational quality procedures and processes within context of installing a framed ceiling to a room area
- identify location and details of framed ceiling to be installed
- select and use appropriate processes, tools and equipment
- accurately set out levels for ceiling structure
- use safe and effective procedures to construct ceiling and fix and finish ceiling lining
- identify typical faults and problems that occur and necessary action taken to rectify
- interactively communicate with others to ensure safe and effective work procedures
- complete installation of framed ceiling to specifications

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BCGCOR0071A Erect and dismantle restricted height scaffolding
- BCGCAR0161A Prepare for carpentry construction
- BCCORG0242A Carry out levelling

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements including relevant statutory regulations, codes and standards
- working drawings and specifications
- framed ceiling construction
- Building Standards relevant to ceiling installation
- materials and their characteristics
- wall construction
- tools and equipment
- scaffolding
- measuring and levelling
- calculation of material requirements

Skills

The ability to:

- work safely
- read and interpret drawings
- organise work
- set out work
- use tools and equipment
- construct framework
- communicate effectively

(4) Resource Implications

The following resources should be provided:

- workplace location appropriate to activity
- scaffolding
- tools and equipment appropriate to construction and installation processes
- materials required to carry out activity
- drawings and specifications relevant to activity

(5) Method of Assessment

Competency should be assessed while tasks are undertaken.

Assessment may involve:

- observation of application process
- questioning related to underpinning knowledge

Assessment may be by intermittent checking at various stages of each task application or at the completion of each task in accordance with the performance criteria.

(6) Context of Assessment

Competency should be assessed in the normal or simulated workplace environment.

Assessment should be while tasks are undertaken either individually or while working with a partner.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCOR1503A: Erect and dismantle scaffolding - basic

Competency Descriptor:

This unit deals with the skills and knowledge required to erect and dismantle basic scaffolding types and components, and applies to individuals engage in the erection and finishing of structural work in the construction industry.

Competency Field:

General Construction

ELEMENT OF COMPETENCY**PERFORMANCE CRITERIA**

1	Plan and prepare work	1.1	Occupational Health & Safety requirements for workplace environment and erecting and dismantling scaffolding recognised and adhered to. Purpose for scaffolding/equipment and various work tasks confirmed.
		1.2	Expected loading on scaffolding/equipment and supporting structure determined using load tables.
		1.3	Site plans, scaffolding/equipment designs and drawings interpreted as necessary to industry practices.
		1.4	Work specifications interpreted in conjunction with drawings as necessary.
		1.5	Potential hazards identified from plans, drawings and specifications.
		1.6	Types and quantities of components estimated for appropriate types of scaffolding/equipment.
		1.7	Site information obtained as necessary.
		1.8	Potential hazards identified.
		1.9	Optimum prevention/control measures selected.
		1.10	Adequate site access and exit identified.
		1.11	Site sketches drawn and dimensions taken as necessary.
		1.12	Check for appropriate approvals for work and for persons.
		1.13	Job method developed to include hazard prevention, control measures and safety procedures.

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- 1.14 Appropriate scaffolding and equipment components selected and inspected with damaged components labelled and rejected.
 - 1.15 Rejected components repaired or sent for repair or scrapped.
 - 1.16 Tools selected and inspected. Faulty tools repaired or sent for repair or scrapped.
 - 1.17 Scaffolding/equipment gear prepared in accordance with codes of practice and guides.
 - 1.18 Transport of equipment and tooling co-ordinated and unloading sequenced to suit job method.
- 2 Erect scaffolding/equipment
- 2.1 Site isolated using barriers as necessary.
 - 2.2 Safety procedures implemented, including necessary signage.
 - 2.3 Lifting device, where applicable, assembled and erected.
 - 2.4 Adequate footing to Scaffolding Standards established for scaffolding/equipment.
 - 2.5 Scaffolding/equipment erected in accordance with planned hazard prevention and control measures, acceptable safe work practices, Scaffolding Standards and manufacturer's requirements.
 - 2.6 Work performed safely while platforms incomplete.
 - 2.7 Erection carried out for appropriate types of scaffolding/equipment.
 - 2.8 Completed scaffolding/equipment inspected for safety and compliance with design and statutory requirements.
 - 2.9 Site left clear of all surplus components, equipment, tools and debris.
 - 2.10 Scaffolding/equipment gear used in accordance with codes of practice and guides.
 - 2.11 Safety nets and static lines erected as necessary.

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| 3 | Inspect, repair and alter scaffolding/equipment | 3.1 | Critical structural and safety areas of scaffolding/equipment inspected for damage, corrosion and wear. |
| | | 3.2 | Current use of scaffolding/equipment checked against type of scaffolding equipment. |
| | | 3.3 | Inspection log completed, if applicable. |
| | | 3.4 | Proposed change reviewed to determine if was covered in original planning. |
| | | 3.5 | Scaffolding/equipment inspected to confirm stability. |
| | | 3.6 | Alteration or repair carried out using same principles as for erecting scaffolding/equipment. |
| | | 3.7 | Alteration or repair performed with due regard for critical safety and structural areas of scaffolding/equipment. |
| 4 | Dismantle scaffolding/equipment | 4.1 | Proposed dismantling reviewed to determine if scaffolding and/or equipment remains as detailed in original planning. |
| | | 4.2 | Dismantling carried out using same competencies as for erecting scaffolding/equipment. |
| | | 4.3 | Dismantling performed with due regard for critical structural and safety areas of scaffolding/equipment. |
| 5 | Clean up | 5.1 | Site clearance co-ordinated or undertaken with surplus material, equipment, tools and debris removed and site left in safe condition. |
| | | 5.2 | Tools and equipment cleaned, maintained and stored. |

RANGE STATEMENT

This unit applies to the range of basic scaffolding equipment in accordance with Worksafe Standards.

Equipment range includes and is limited to:

- prefabricated scaffolds
- cantilevered hoist with maximum working load limit not exceeding 500 kilograms (materials only)
- ropes
- gin wheels
- safety nets and static lines
- bracket scaffolds (tank and formwork)

Personal protective equipment may include:

- boots
- safety glasses/goggles
- ear plugs/muffs
- dust masks/respirators
- gloves
- hard hat

OH&S requirements to be in accordance with Statutory legislation and Regulations and may include:

- workplace environment and safety
- protective clothing and equipment
- use of tools and equipment
- handling of materials
- working platforms and scaffolding
- use of ladders

Tools and equipment may include but are not limited to:

- measuring tape/rule
- hammer
- spirit level
- block spanners
- nail bag
- spanners
- shovels
- power saws
- power leads

Work to be undertaken as an individual or as part of a team and carried out to statutory regulatory and legislative requirements.

Scaffolding equipment components include:

- steel and aluminium tubes
- couplers and accessories
- scaffolding planks
- prefabricated components
- ropes
- gin wheels
- portable ladders and stairs

Potential hazards include:

- overhead power-lines
- trees
- overhead service lines such as steam, gas, water, telephone
- underground services
- uneven and/or unstable ground
- allowable floor loading as appropriate
- other workers and persons
- surrounding buildings/vessels/structures/equipment
- hazardous materials
- corrosive substances
- barricades
- inadequate lighting
- dynamic loading such as concrete pump lines

EVIDENCE GUIDE

Competency is to be demonstrated by carrying out all elements in accordance with the scaffolding/equipment listed within the range of variables statement.

(1) Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- apply organisational quality procedures and processes within context of erecting and dismantling scaffolding
- identify location and details of scaffolding requirements
- identify hazards and control measures selected prior to commencing activities
- select and use appropriate processes, tools and equipment to carry out tasks
- use safe and effective procedures to handle materials
- use safe and effective procedures to erect and dismantle scaffolding to regulatory requirements
- identify typical faults and problems that occur and necessary action taken to rectify
- interactively communicate with others to ensure safe and effective operations

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BCGCOR0071A Erect and dismantle restricted height scaffolding
- BCGCOR0081A Use simple levelling devices

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of

- relevant Statutory OH&S legislation, standards and codes of practice
- workplace and equipment safety requirements
- site drawings and specifications
- scaffolding/equipment components
- materials and characteristics
- tools and equipment
- levelling and measuring

Skills

The ability to

- work safely
- interpret drawings and documentation
- organise work
- use tools and equipment
- erect scaffolding
- communicate effectively

(4) Resource Implications

The following resources should be provided:

- workplace location
- scaffolding components appropriate to tasks
- tools and equipment appropriate to scaffolding processes
- appropriate communication of documentation related to tasks

(5) Method of Assessment

Competency should be assessed while tasks are undertaken.

Assessment may involve:

- observation of the application process
- questioning related to underpinning knowledge

Assessment may be by intermittent checking at various stages of each task application or at the completion of each task in accordance with the performance criteria.

(6) Context of Assessment

Competency may be assessed in the workplace or simulated workplace setting.

Assessment shall be while tasks are undertaken either individually or working with a team under limited supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation
Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGMAS1613A: Carry out concrete slump test

Competency Descriptor:

This unit deals with the skills and knowledge required to conduct a slump test to concrete to ensure the mix is workable and complies with the delivery documentation and specified order. The unit includes sampling and slump testing to a set range or tolerance.

Competency Field: Construction Frontline Supervision

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan and prepare	1.1 Job instructions, including plans, specifications, quality requirements and operational details are obtained, confirmed and applied. 1.2 Safety requirements are implemented in accordance with safety plans and policies. 1.3 Signage/barricade requirements are implemented as required. 1.4 Tools and equipment selected are consistent with the requirements of concrete slump testing. 1.5 Environmental protection requirements are applied in accordance with environmental plans and regulatory obligations.
2. Slump test concrete	2.1 Standard slumping cone is cleaned in preparation for testing. 2.2 Sample of concrete, using the correct sampling procedure, is taken directly from the delivery trucks initial discharge. 2.3 Slumping cone is placed on a steel tray and cone filled to one third of its capacity. 2.4 Concrete is compacted by rodding 25 times in an even pattern with a steel rod. 2.5 Slumping cone is filled to two thirds its capacity and rodding 25 times applied to penetrate the previous layer. 2.6 Slumping cone is filled to overflowing and rodding 25 times applied to penetrate the previous layer. 2.7 Slumping cone is levelled off with the steel rod and surplus concrete cleared from steel plate and slumping cone.

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| | 2.8 | Slumping cone is raised without moving the sample. |
| | 2.9 | Sample is measured against height of the slumping cone for conformity. |
| | 2.10 | Collapsed or sheared samples are recorded. |
| 3. | Co-ordinate clean up | |
| | 3.1 | Work area is cleared and materials disposed of, reused or recycled in accordance with codes of practice and job specification. |
| | 3.2 | Tools and equipment are removed from work area, cleaned and stored in accordance with manufacturers' recommendations and standard work practices. |
| | 3.3 | Work completion procedures are followed and relevant personnel notified that the test is finished. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables relate to this particular unit:

Planning and preparation is to include but not be limited to:

- worksite inspection
- equipment defect identification
- assessment of conditions and hazards
- determination of work requirements

OH&S requirements may include:

- protective clothing and equipment
- use of tools and equipment
- workplace environment and safety
- handling of materials
- organisational first aid
- hazard control and hazardous materials and substances

Roding is to include:

- pushing a steel rod in and out of the concrete to compact it into the slump cone, 25 times for each layer applied

OH&S requirements are to be in accordance with:

- legislation/regulations/codes of practice
- organisational safety policies and procedure
- project safety plan

Personal protective equipment is to include:

- goggles
- safety boots
- cover all
- gloves

Measuring is to include:

- a steel rule, which is placed in the centre of the sample to which the conformity of the slump is tested

Standard slumping cone:

- Is 200mm in diameter at the base, 100mm in diameter at the top and 300mm tall
- include foot pieces for standing on while the sample is added and Roding occurs in the cone
- has handles for raising the cone when Roding is completed

Safe operating procedures include but not limited to the conduct of operational risk assessment, including:

- overhead electrical service apparatus
- working with dangerous materials
- working in confined spaces
- surrounding structures
- restricted access barriers
- traffic control
- working at heights
- working in proximity to others
- worksite visitors and the public

A slump test is successful when:

- the sample remains true and does not collapse or shear
- Note: If the initial test fails a second test must be undertaken, if it also fails the batch should be rejected

Information sources may include but not be limited to:

- verbal or written and graphical instructions, signage, work schedules/plans/specifications, material safety data sheets (MSDS), diagrams or sketches
- safe work procedures related to slump testing concrete
- regulatory/legislative requirements pertaining to slump testing concrete
- engineers design specifications/manufacturers' specifications and instructions where specified
- organisation work specifications and requirements
- instructions issued by authorised organisational or external personnel
- relevant Building Standards

Sampling is to include but not be limited to:

- that taken at initial discharge (after 0.2m³ of the load has been placed)
- routine samples taken at three places during the load

Tools and equipment are to include:

- standard slump cones
- sampling scoops
- bullet nosed rod (600mm long x 16mm diameter)
- steel rule
- steel slump plate (500mm x 500mm)

Environmental requirements are to include but are not limited to:

- waste management
- noise, dust, vibration
- clean-up management

Communications may include:

- mobile phone
- site specific instructions
- written instructions
- plans or instructions related to job/task
- two way radio
- hand signals

Quality requirements are to include but not be limited to relevant regulations including:

- National Standards
- internal company quality policy and standards
- workplace operations and procedures
- manufacturers specifications where specified

Communications are to include but not limited to:

- verbal and visual instructions
- fault reporting

Tools and equipment may also to include:

- trowels
- steel trowels
- wooden floats
- buckets
- sponges and brushes

Materials:

- materials are to include concrete

On site meeting processes may include notification/ scheduling (time, place, and purpose), task discussions and local co-ordination of procedural and operational issues.

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria, the Range Statement, and the Assessment Guidelines of the Training Package.

Rodding is to include:

- pushing a steel rod in and out of the concrete to compact it into the slump cone, 25 times for each layer applied

Measuring is to include:

- a steel rule, which is placed in the centre of the sample to which the conformity of the slump is tested

(1) Critical Aspects of Evidence

Location, interpretation and application of relevant information, standards and specifications

- compliance with site safety plan and OH&S legislation/regulations/codes of practice applicable to workplace operations
- compliance with organizational policies and procedures including quality requirements
- safe and effective operational use of tools and equipment
- communication and working effectively and safely with others
- completion of three slump tests from different batches in accordance with specifications

(2) Pre-requisite Relationship of Units

BCGCM1001B Follow OH&S policies and procedures

Competency in this unit may be assessed in conjunction with other functional units, which together form part of the holistic work role.

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- quality requirements
- general Construction terminology
- properties of concrete (strength, water content ratio, transportation, placement, compaction and curing)
- slump testing techniques
- slump testing tools and equipment types, characteristics, uses and limitations
- material Safety Data Sheets
- plans, drawings and specifications
- materials handling, storage and environmentally friendly waste management
- relevant acts, regulations and codes of practice
- jsa's/Safe work method statements

Skills

The ability to:

- collect, organise, interpret and understand the information required for slump testing concrete
- communicate ideas and information orally and in writing
- conduct activities associated with slump testing concrete
- work with others and in a team by recognising dependencies and using co-operative approaches to optimise satisfaction and productivity
- establish safe and effective work processes
- use mathematical ideas and techniques to correctly calculate time to complete tasks, estimate measurements, levels, calculate material requirements and establish quality checks
- use workplace technology related to slump testing concrete, including the use of calculators, the use of communication devices and the reporting/recording of results

(4) Resource Implications

The following resources should be made available:

- workplace location or simulated workplace
- equipment and tools appropriate to slump testing concrete
- realistic activities covering the mandatory task requirements
- specifications and work instructions

(5) Method of Assessment

Assessment must satisfy the endorsed assessment guidelines of the Building and Construction industry's General Construction Training Package.

Assessment methods must confirm consistency and accuracy of performance together with application of underpinning knowledge.

Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.

Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.

Assessment may be applied under project related conditions (real or simulated) and require evidence of process.

Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.

Assessment may be in conjunction with assessment of other units of competency, including those listed above.

(6) Context of Assessment

The application of competency is to be assessed in the workplace or realistically simulated construction site.

Assessment is to occur using standard and authorized work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory requirements including specified Australian Standards.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBCOR0023A Organise personal work priorities and development

Competency Descriptor:

This unit covers the skills and knowledge required to organise own work schedules, monitor and obtain feedback on work performance, and maintain required levels of competence.

Competency Field: Core

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Organise and complete own work schedule	1.1 Work goals and objectives are understood, negotiated and agreed in accordance with organisational requirements. 1.2 Workload is assessed and prioritised to ensure completion within identified timeframes. 1.3 Factors affecting the achievement of work objectives are identified and incorporated into work plans. 1.4 Business technology is used efficiently and effectively to manage and monitor scheduling and completion of tasks.
2. Monitor own work performance	2.1 Personal work performance is accurately monitored and adjusted to ensure maintenance of job quality and customer service. 2.2 Feedback on performance is actively sought from colleagues and clients and evaluated in the context of individual and group requirements. 2.3 Variations in the quality of service and products are routinely identified and reported in accordance with organisational requirements.
3. Develop and maintain own competence level	3.1 Personal knowledge and skills are assessed against competency standards performance descriptions to determine development needs and priorities. 3.2 Opportunities for improvement are identified and planned in liaison with colleagues. 3.3 Feedback is used to identify and develop ways to improve competence within available opportunities.

- 3.4 New skills and opportunities to develop them are identified to achieve and maintain continuous learning.
- 3.5 Records and documents relating to achievements and assessments are stored and maintained in accordance with own requirements.

RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Opportunities for improvement may include:

- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- work experience/exchange/opportunities
- personal study
- career planning/development
- performance appraisals
- workplace skills assessment
- quality assurance assessments and recommendations
- recognition of Prior Learning

Organisational requirements may be included in:

- quality assurance and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- business and performance plans access and equity principles and practice ethical standards
- Occupational Health and Safety policies, procedures and programs quality and continuous improvement processes and standards defined resource parameters

Legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Factors affecting the achievement of work objectives may include:

- competing work demands
- technology/equipment breakdowns
- unforeseen incidents
- workplace hazards, risks and controls
- environmental factors such as time, weather, etc
- resource and materials availability
- budget constraints

Business technology may include:

- computers
- computer applications
- modems
- personal schedulers
- email
- internet/extranet/intranet
- photocopiers
- scanners
- facsimile machines
- printers

Work goals and objectives may include:

- sales targets
- reporting deadlines
- production targets
- budgetary targets
- team participation
- team and individual learning goals

Feedback on performance may include:

- formal/informal performance appraisals
- obtaining feedback from supervisors and colleagues
- obtaining feedback from clients
- personal, reflective behaviour strategies
- routine organisational methods for monitoring service delivery

Competency standards are standards which measure:

- all those personal and technical
- knowledge, skills and attitudinal
- aspects (competencies) required to effectively and efficiently undertake
- the day to day tasks and duties of the practitioner's work function

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- preparing work plans
- prioritising and scheduling work objectives and tasks
- seeking and acting on feedback from clients and colleagues
- reviewing own work performance against achievements through self-assessment
- accessing learning opportunities to extend own personal work competencies

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of

- the relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the organisation's policies, plans and procedures
- methods to elicit, analyse and interpret feedback
- techniques to prepare personal plans and establish priorities
- the principles and techniques of goal setting, measuring performance, time management and personal assessment
- processes to interpret competency standards and apply them to self
- methods to identify and prioritise personal learning needs

Skills

The ability to

- read and understand the organisation's procedures, own work goals and objectives
- proofread and edit own work
- organise work priorities and arrangements
- resolve routine problems
- give and receive constructive feedback on development needs
- select and use technology appropriate to a task
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employment Skills.

BSBFLM0023A**Support leadership in the workplace**

Competency Descriptor:

This unit deals with the skills and knowledge required for the frontline supervisor to provide support for leadership in the workplace while working with teams and individuals.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Model high standards of management performance and behaviour	1.1 Management performance and behaviour meets the organisation's requirements. 1.2 Management performance and behaviour serves as a positive role model for others. 1.3 Performance plans are developed and implemented in accordance with the organisation's goals and objectives. 1.4 Key performance indicators are established and used to meet the organisation's goals and objectives
2. Enhance the organisation's image	2.1 The organisation's standards and values are used in conducting business. 2.3 Standards and values considered to be damaging to the organisation are questioned through established communication channels. 2.3 Personal performance contributes to developing an organisation which has integrity and credibility.
3. Influence individuals and teams positively	3.1 Expectations, roles and responsibilities are communicated in a way which encourages individuals/teams to take responsibility for their work. 3.2 Individual's/team's efforts and contributions are encouraged, valued and rewarded. 3.3 Ideas and information receive the acceptance and support of colleagues.

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|----|-------------------------|-----|--|
| 4. | Make informed decisions | 4.1 | Information relevant to the issue(s) under consideration is gathered and organised. |
| | | 4.2 | Individuals/teams participate actively in the decision making processes. |
| | | 4.3 | Options are examined and their associated risks assessed to determine preferred course(s) of action. |
| | | 4.4 | Decisions are timely and communicated clearly to individuals/teams. |
| | | 4.5 | Plans to implement decisions are prepared and agreed by relevant individuals/teams. |
| | | 4.6 | Feedback processes are used effectively to monitor the implementation and impact of decisions. |

RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace, which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

NVQJ level 3, frontline management will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule

- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer
- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Frontline supervisor normally operate in a relatively simple and routine workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

The organisation's standards and values will be:

- stated or implied by the way the organisation conducts its business

Organisation's requirements will be

- expressed in written documentation and orally. They will normally be expressed in terms of goals, plans, processes and procedures. The requirements also include the culture and standards demonstrated by the organisation

Colleagues may include:

- team members, employees at the same level and more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds

Feedback processes may be:

- formal or informal and may be from internal or external sources

OHS considerations may include:

- implement and monitor OHS procedures in area of responsibility
- leadership in OHS practice as an ethical standard
- OHS hazard identification, risk assessment and control approaches evident in decisions

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- displays high standards of leadership
- demonstrates a positive influence on others
- uses effective consultative processes
- makes soundly researched decisions

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BSBCMN302A Organise personal work priorities and development
- BSBFLM304A Participate in work teams
- BSBFLM306A Provide workplace information and resourcing plans

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the principles and techniques associated with:
 - leading people
 - preparing performance plans
 - establishing key performance indicators
 - influencing others
 - establishing effective consultative processes
 - making decisions
- the characteristics of a positive role model
- the types of actions which uphold the organisation's image

Skills

The ability to:

- use written and oral information about workplace requirements
- demonstrate communication skills including receiving and analysing feedback and reporting
- access and interpret the organisation's standards and values
- research and analytical skills to interpret data
- plan and organise to meet work priorities
- monitor and introduce practices to improve work performance
- influence colleagues positively
- use information systems to advantage
- use feedback to achieve positive outcomes
- use coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

- In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level I.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBFLM0033A Contribute to effective workplace relationships

Competency Descriptor:

This unit deals with the skills and knowledge required to develop, establish and maintain effective workplace relationships and networks. It covers the activities of communication and representation.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Gather, convey and receive information and ideas	1.1 Information to achieve work responsibilities is collected from appropriate sources. 1.2 The method(s) used to communicate ideas and information is appropriate to the audience. 1.3 Communication takes into account social and cultural diversity. 1.4 Input from internal and external sources is sought, and valued in developing and refining new ideas and approaches.
2. Develop trust and confidence	2.1 People are treated with integrity, respect and empathy. 2.2 The organisation's social, ethical and business standards are used to develop and maintain positive relationships. 2.3 Trust and confidence of colleagues, customers and suppliers is gained and maintained through competent performance. 2.4 Interpersonal styles and methods are adjusted to the social and cultural environment.
3. Build and maintain networks and relationships	3.1 Networking is used to identify and build relationships. 3.2 Networks and other work relationships provide identifiable benefits for the team and organisation. 3.3 Action is taken to maintain the effectiveness of workplace relationships.

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| 4. Manage difficulties to achieve positive outcomes | 4.1 Problems are identified and analysed, and action is taken to rectify the situation with minimal disruption to performance. |
| | 4.2 Colleagues receive guidance and support to resolve their work difficulties. |
| | 4.3 Poor work performance is managed within the organisation's processes. |
| | 4.4 Conflict is managed constructively within the organisation's processes. |
| | 4.5 Difficult situations are negotiated to achieve results acceptable to the participants, and which meet organisation's and legislative requirements. |

RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace, which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination.

NVQJ level 3, frontline management will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer

- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Level 3 frontline management normally operate in a relatively simple and routine workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

The organisation's social, ethical and business standards refers to:

- those relevant to frontline management's work activities. They may be written or oral, stated or implied

Sources of information may be:

- internal or external and print or non-print

Colleagues may include:

- team members, employees at the same level and more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds

Customers and suppliers would typically be from:

- internal sources, although there may be some limited external contact

Networks may be:

- internal and/or external. They may be with individuals or groups, either through established structures or through unstructured arrangements

Guidance and support may be

- provided by frontline management or arranged from alternative internal or external sources

Occupational Health & Safety (OH&S) considerations may include:

- OH&S practice as an ethical standard as well as legislative requirements
- organisation's responsibilities to customers and suppliers
- change communication to cater for social and cultural diversity

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- establishes and maintains positive work relationships
- develops trust and confidence
- accesses and analyses information to achieve planned outcomes
- resolves problems and conflicts effectively and efficiently

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- principles and techniques associated with:
 - developing trust and confidence
 - consistent behaviour in work relationships
 - identifying the cultural and social environment
 - identifying and assessing interpersonal styles
 - establishing networks
 - problem identification and resolution
 - handling conflict
 - managing poor work performance
- Managing relationships to achieve planning responsibilities
- Monitoring and introducing ways to improve work relationships
- Contributing to the elimination of discrimination/bias

Skills

The ability to:

- demonstrate communication skills including researching, analysing and interpreting information from a variety of people, reporting
- responding to unexpected demands from a range of people
- using consultative processes effectively
- forging effective relationships with internal and/or external people
- gaining the trust and confidence of colleagues
- dealing with people openly and fairly
- using coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

- In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBFLM0043A Participate in work teams

Competency Descriptor:

This unit deals with the skills and knowledge required by the frontline supervisor to play a key role in leading, participating in, facilitating and empowering work teams/groups within the context of the organisation.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Participate in team planning	<p>1.1 The supervisor assists the team establish its purpose, roles, responsibilities and accountabilities in accordance with the organisation's goals, plans and objectives.</p> <p>1.2 The supervisor assists the team monitor and adjust its performance within the organisation's continuous improvement policies and processes.</p> <p>1.3 The supervisor encourages the team to use the competencies of each member for team and individual benefit.</p>
2. Develop team commitment and co-operation	<p>2.1 The manager assists the team to use open communication processes to obtain and share information.</p> <p>2.2 The team makes decisions in accordance with its agreed roles and responsibilities.</p> <p>2.3 The manager supports the team to develop mutual concern and camaraderie.</p>
3. Manage and develop team performance	<p>3.1 The results achieved by the team contribute positively to the organisation's business plans.</p> <p>3.2 The manager encourages the team to exploit innovation and initiative.</p> <p>3.3 Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals.</p> <p>3.4 Team members share and enhance their knowledge and skills.</p>
4. Participate in and facilitate the work team	<p>4.1 Team members participate actively in team activities and communication processes.</p>

- 4.2 Individuals and teams take individual and joint responsibility for their actions.
- 4.3 The team receives support to identify and resolve problems which impede its performance

RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Teams may be:

- one or a mixture of on-going, work-based, project-based, task specific, or cross-functional. Teams may include full time employees, contractors, part time employees

The organisation's goals, plans and objectives refers to:

- those relevant to frontline management's work activities and to the teams in which frontline management is involved

OHS considerations may include:

- implement and monitor participative arrangements
- information to team about OHS and the organisation's OHS policies, procedures and practices

Frontline supervisors normally operate in a relatively simple and routine workplace environment in which they use the organisation's

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

The supervisor may:

- adopt a variety of roles in teams including leader, facilitator, participant, coach, mentor

Competencies refer to:

- the abilities of the team members and may be formally recognised or not formally recognised. They may be industry-wide, enterprise specific or individual specific

Knowledge and skill development may:

- take place through a variety of methods including for example, coaching, mentoring, exchange/rotation, shadowing, action learning, structured training programs

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- provides leadership to team
- contributes positively to team performance
- provides coaching and mentoring support

(2) Pre-requisite Relationship of Units

- BSBFLM0023A Support leadership in the workplace
- BSBFLM0033A Contribute to effective workplace relationships
- BSBFLM0063A Provide workplace information and resourcing plans
- BSBFLM3013A Support a workplace learning environment

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- principles and techniques associated with:
 - the organisation of teams
 - team goal setting
- devolving responsibility/accountability to teams:
 - team dynamics
 - conflict resolution
 - gaining team commitment
 - monitoring and assessing team performance
- gain team commitment to the organisation's goals, values and plans
- the forms of bias/discrimination and how to deal with them

Skills

The ability to:

- access and use workplace information
- assess the competence of the team
- Facilitate the participation of team members
- work effectively with team members who have diverse work styles, aspirations, cultures and perspectives
- facilitate team development and improvement
- assess competency development requirements
- gain the trust and confidence of colleagues
- deal with people openly and fairly
- use coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBCOR0113A: Maintain workplace safety

Competency Descriptor

This unit deals with the skills and knowledge required for the frontline supervisor to implement and monitor the organisation's Occupational Health and Safety policies, procedures and programmes to meet statutory requirements.

Competency Field:

Front Line Management

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Assist incorporation of Occupational Health and Safety policy and procedures into the work team	1.1 Understanding of basic requirements of Occupational Health and Safety legislation in area of responsibility appropriate for health and safety needs of a small work team are demonstrated. 1.2 Information on the organisation's Occupational Health and Safety policies, procedures and programs is provided in a readily accessible manner and clearly explained to the work group. 1.3 Information about identifying hazards and the outcomes of risk assessment and control is regularly provided and clearly explained to the work group.
2. Support participative arrangements for the management of Occupational Health and Safety	2.1 Organisational consultative procedures are implemented and monitored to facilitate participation of work group in management of work area hazards. 2.2 Issues raised through consultation are promptly dealt with in accordance with organisational procedures for issue resolution. 2.3 Encouragement and assistance is given to team members to contribute to the management of Occupational Health and Safety at the workplace. 2.4 Feedback from individuals and teams is used to identify and implement improvements in the management of Occupational Health and Safety.

3. Support the organisation's procedures for providing Occupational Health and Safety training	3.1	Advice is provided on Occupational Health and Safety training needs of individuals and workgroup.
	3.2	Advice is provided on strategies and opportunities for development of workgroup's competencies in relation to Occupational Health and Safety.
	3.3	Coaching and mentoring assistance is provided to team members to support the effective development of individual and group competencies in Occupational Health and Safety.
4. Participate in identifying hazards and assessing and controlling risks for the work area	4.1	Advice is provided on hazards in the work area in accordance with organisation's Occupational Health and Safety policies and procedures.
	4.2	Support is provided in implementing procedures to control risks using the hierarchy of controls and in accordance with organisational procedures.
	4.3	Inadequacies in existing risk control measures are identified and reported in accordance with the hierarchy of controls.
	4.4	Occupational Health and Safety records of incidents in the work area are accurately completed and maintained in accordance with Occupational Health and Safety legal requirements.

RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Occupational Health and Safety legislation will include:

- common law duties to meet the general duty of care requirements
- requirements for the maintenance and confidentiality of records of occupational injury and disease
- provision of information, induction and training
- regulations and approved codes of practice relating to hazards present in work area
- health and safety representatives and health and safety committees
- prompt resolution of health and safety issues

Organisational Occupational Health and Safety policies and procedures may include:

- procedures for hazard identification
- procedures for risk assessment, selection and implementation of risk control measures
- incident (accident) investigation
- OHS audits and safety inspections
- consultative arrangements for employees in work area
- hazard reporting procedures
- safe operating procedures/instructions
- use & care of personal protective equipment
- emergency & evacuation procedures
- purchasing policy & procedures
- plant & equipment maintenance & use
- hazardous substances use and storage
- dangerous goods transport & storage
- OHS arrangements for on site contractors, visitors and members of public
- first aid provision/medical practitioner contact & attention
- site access

Identification of hazards and assessment of risk may occur through activities such as:

- workplace inspections in area of responsibility
- consulting work team members
- housekeeping
- checking equipment before and during work
- review of records, eg injury, hazardous substances including labels and Materials Safety Data Sheet register, dangerous goods storage list, training, plan and equipment maintenance, etc

Training needs relating to Occupational Health and Safety may include:

- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- personal study

Coaching and mentoring assistance may include:

- explaining/clarifying
- respecting the contribution of all participants and giving credit for achievements
- presenting and promoting a safe workplace
- problem solving
- providing encouragement
- providing feedback to another team member

Controlling risks in the work area may include actions such as:

- application of the hierarchy of control, namely:
- eliminate the risk
- reduce/minimise the risk through engineering controls, administrative controls, personal protective equipment
- regular consultation with workers

Hazards and associated risks to which the work team may be exposed in the work area may include:

- blocked exits
- slippery and uneven floors
- untidy and or noisy work areas
- lack of adequate storage
- reliance on low order control measure (eg PPE) to reduce worker risk exposure instead of controlling the hazard itself
- unguarded /poorly maintained machinery and equipment
- unlabelled chemicals and substances
- ergonomically unsuitable work stations and task design, eg. repetitive work, poor lighting/ glare surfaces, non-adjustable work surfaces & seating
- internal/external threat of occupational violence and bullying

Organisational procedures for consultation and issue resolution may include:

- formal and informal meetings
- health and safety committees
- attendance of health and safety representatives at management meetings
- other committees, for example, planning and purchasing
- early response to employee suggestions, requests, reports and concerns put forward to management
- counselling/disciplinary processes

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- identify and comply with Occupational Health and Safety legal and organisational requirements
- apply procedures for identifying hazards in the work area
- apply procedures for assessing and controlling risks to health & safety associated with those hazards, in accordance with the hierarchy of control
- provide specific, clear and accurate information and advice on workplace hazards to work group
- provide appropriate supervision of work group

(2) Pre-requisite Relationship of units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- the relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- hazards and associated risks which exist in the workplace
- organisation's policies and procedures relating to hazard management, fire, emergency, evacuation, incident (accident) investigating and reporting
the relevance of Occupational Health and Safety management to other organisational systems and procedures of characteristics and composition of the workgroup

Skills

The ability to:

- understand workplace procedures and work instructions for identifying and reporting hazards and interpreting Occupational Health and Safety signs and symbols
- analysing skills to identify hazards and assess risks in the work area
- analysis data including incident (accident) monitoring environmental monitoring
- evaluation of effectiveness of risk control measures
- assess resources required to apply risk control measures
- demonstrate coaching and mentoring skills to provide support to colleagues
relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

(5) Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills

BSBFLM0053A Support operational plan

Competency Descriptor:

This unit deals with the skills and knowledge required for the frontline supervisor to actively engaged in planning, implementing, monitoring and recording performance to achieve the business plans of the team/organisation.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan resource use	1.1 Resource information for use in operational plans is collected, analysed and organised in consultation with colleagues and specialist resource managers. 1.2 Operational plans contribute to the achievement of the organisation's performance/business plan. 1.3 Key performance indicators are developed within operational plans. 1.4 Contingency plans are prepared in the event that initial plans need to be varied.
2. Acquire resources	2.1 Employees are recruited and/or inducted within the organisation's human resource management policies and practices. 2.2 Physical resources and services are acquired within the organisation's policies, practices and procedures.
3. Monitor operational performance	3.1 Performance systems and processes are monitored to assess progress in achieving profit/productivity plans and targets. 3.2 Budget and actual financial information is analysed and interpreted to monitor profit/productivity performance. 3.3 Unsatisfactory performance is identified and prompt action is taken to rectify the situation. 3.4 Mentoring and coaching is provided to support individuals/teams use resources to the required standard.

- 3.5 Recommendations for variation to operational plans are negotiated and approved by the designated persons/groups.
- 3.6 Systems, procedures and records associated with documenting performance are managed in accordance with the organisation's requirements.

RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace, which may include

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

NVQJ level 3 supervisors will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer
- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Frontline management at level III normally operate in a relatively simple and routine workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

OHS considerations may include:

- provision of information about OHS and the organisation's OHS policies, procedures and programs
- employee induction
- systems, procedures and records
- organisation's procedures for dealing with hazardous events
- key performance indicators include OHS

The organisation's policies, practices and procedures are:

- those which govern the acquisition of resources, for example, the purchase of equipment

Designated persons/groups may include:

- those who have the authority to make decisions and/or recommendations about varying operations

Resources may include:

- people
- power/energy
- information
- finance
- buildings/facilities
- equipment
- technology
- time

Operational plans are:

- the short term plans developed by the department/section to describe product/service performance

Colleagues and specialist resource managers may include:

- persons at the same level or more senior managers, and may include people from a wide range of social, cultural and ethnic backgrounds

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EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- produces short term plans for department/section
- plans, acquires and uses resources
- monitors and adjusts operational performance
- reports performance

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BSBFLM0023A Support leadership in the workplace
- BSBFLM0033A Contribute to effective workplace relationships
- BSBFLM0043A Participate in work teams
- BSBFLM0063A Provide workplace information and resourcing plans
- BSBCM0113A Maintain workplace safety
- BSBFLM0093A Support continuous improvement systems and processes

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the principles and techniques of:
 - planning operations
 - resource planning
 - resource management systems
 - budgeting and financial analysis and interpretation
 - monitoring performance
 - reporting performance
 - problem identification and resolution
 - alternative approaches to improving resource usage and eliminating resource inefficiencies and waste
- ways of supporting individuals/teams who have difficulty in performing to the required standard

Skills

The ability to:

- access and use workplace information
- maintain a safe workplace and environment
- access and use feedback to improve operational performance
- prepare recommendations to improve operations
- access and use established systems and processes
- use coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Package.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBFLM0063A Provide workplace information and resourcing plans

Competency Descriptor:

This unit deals with the skills and knowledge required by the supervisor to identify, acquire, analyse and use appropriate information so as to carry out his or her part in the effectiveness of the organisation's performance.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1. Identify and source information needs	1.1	The information need of teams is determined and the sources are identified.	
	1.2	Information held by the organisation is acquired and reviewed to determine suitability and accessibility.	
	1.3	Plans are prepared to obtain information which is not available/accessible within the organisation.	
2. Collect, analyse and report information	2.1	Collection of information is timely and relevant to the needs of teams.	
	2.2	Information is in a format suitable for analysis, interpretation and dissemination.	
	2.3	Information is analysed to identify and report relevant trends and developments in terms of specified the needs.	
3. Use management information systems	3.1	Management information systems are used effectively to store and retrieve data for decision making.	
	3.2	Technology available in the work area is used to manage information effectively.	
	3.3	Recommendations for improving the information system are submitted to designated persons/groups.	
4. Prepare business plan/budgets	4.1	Teams are involved in business plans and/or budget preparation in a way which uses their contribution effectively and gains their support for the outcomes.	
	4.2	Business plans and/or budgets are prepared and presented in accordance with the organisation's guidelines and requirements.	
	4.3	Contingency plans are prepared in the event that alternative action is required.	

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|-------------------------------|--|
| 5. Prepare resource proposals | 5.1 Resource planning data is collected in consultation with colleagues, including those who have a specialist role in resource management. |
| | 5.2 Estimates of resource needs and use reflects the organisation's business plans, and customer and supplier requirements. |
| | 5.3 Proposals to secure resources are supported by clearly presented submissions describing realistic options, benefits, costs and outcomes. |

RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace, which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

NVQJ level 3, supervisor will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer
- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Frontline supervisor at level III normally operate in a relatively simple and routine workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

Information may be:

- available in writing or verbally, held in computer or in manual systems, available internally or externally

Designated persons/groups includes:

- those who have the authority to make decisions and/or recommendations about information systems

Colleagues may include:

- team members, employees at the same level or more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds

OHS considerations include:

- provision of information about OHS and the organisation's OHS policies, procedures and programs
- inclusion of OHS in business plans
- resource proposals address OHS

Technology will be:

- that readily available in the workplace and be appropriate to frontline management's roles and responsibilities

Resources may include:

- for example, people, power/energy, information, finance, buildings/facilities, equipment, technology, time

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- accesses, uses and communicates workplace information
- provides feedback on how to improve the management information system
- researches and prepares financial and resource plans/proposals

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BSBFLM0023A Support leadership in the workplace
- BSBFLM0053A Support operational plan
- BSBCM0103A Deliver and monitor a service to customers
- BSBCM0113A Maintain workplace safety
- BSBFLM0093A Support continuous improvement systems and processes

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the principles and techniques of:
- workplace information systems
- business plans/budgets resource proposals
- the basic financial concepts in business plans/budgets
- the methods to gain efficiencies in resource management

Skills

The ability to

- to access and use workplace information
- use communication skills including information collection, analysis and interpretation and reporting
- identify information requirements of the team
- manage information to achieve goals and results
- researching information
- improve information usage in decision making
- prepare information in a format for use by colleagues
- use coaching and mentoring skills to provide support to colleagues
- access technology to extract/input information
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations.

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Package.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBFLM0093A Support continuous improvement systems and processes

Competency Descriptor:

This unit deals with the skills and knowledge required for the frontline supervisor to have an active role in managing the continuous improvement process in achieving the organisation's objectives.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Implement continuous improvement systems and processes	1.1 The manager actively encourages and supports team members to participate in decision making processes and to assume responsibility and authority.
	1.2 The organisation's continuous improvement processes are communicated to individuals/teams.
	1.3 The manager's mentoring and coaching support ensures that individuals/teams are able to implement the organisation's continuous improvement processes.
2. Monitor, adjust and report performance	2.1 The organisation's systems and technology are used to monitor progress and to identify ways in which planning and operations could be improved.
	2.2 Customer service is strengthened through the use of continuous improvement techniques and processes.
	2.3 Plans are adjusted and communicated to those who have a role in their development and implementation.
3. Consolidate opportunities for further improvement	3.1 Team members are informed of savings and productivity/service improvements in achieving the business plan.
	3.2 Work performance is documented and the information is used to identify opportunities for further improvement.
	3.3 Records, reports and recommendations for improvement are managed within the organisation's systems and processes.

RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace, which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

NVQJ level 3, frontline supervisors will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer
- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Frontline supervisors at this level III normally operate in a relatively simple and routine workplace environment in which they use the organisations:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

Technology will be:

- that readily available in the workplace and will be appropriate to frontline management's roles and responsibilities

Customer service may be:

- internal or external, to existing or new clients

OHS considerations may include:

- implement and monitor participative arrangements for the management of OHS
- delegation and reporting complies with requirements of OHS legislation
- the continuous improvement processes of any OHS management system are implemented and monitored

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- adjusts plans, processes and procedures to improve performance
- supports others to implement the continuous improvement system/processes
- identifies opportunities for further improvement

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BSBFLM0023A Support leadership in the workplace
- BSBFLM0043A Participate in work teams
- BSBFLM0053A Support operational plan
- BSBCM0103A Deliver and monitor a service to customers
- BSBCM0113A Maintain workplace safety.
- BSBCM0123A Support innovation and change
- BSBFLM0113A Support a workplace learning environment

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, and industrial relations
- the principles and techniques associated with:
 - continuous improvement systems and processes, benchmarking, and best practice
 - the benefits of continuous improvement
 - the quality approaches which the organisation may implement
 - the methods that can be used in continuous improvement
 - the barriers to continuous improvement

Skills

The ability to:

- access and use workplace information
- use communication skills including researching, analysing and interpreting information from a variety of people and reporting
- monitor and evaluate systems, processes and procedures
- gain the commitment of individuals/teams to continuous improvement
- Consolidate opportunities for improvement
- deal with people openly and fairly
- use consultation skills effectively
- use coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
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Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBCOR0103A**Deliver and monitor a service to customer**

Competency Descriptor:

This unit deals with the skills and knowledge required to ensure that products and services are delivered and maintained to standards agreed by the organisation and the customer. This will be carried out in the context of the organisation's policies and practices as well as legislation, conventions and codes of practice.

Competency Field:

Front Line Management

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Plan to meet internal and external customer requirements	1.1	The needs of customers are researched, understood, and assessed, and included in the planning process.
		1.2	Provision is made in plans to achieve the quality, time and cost specifications agreed with customers.
2.	Ensure delivery of quality products/services	2.1	Products/services are delivered to customer specifications within the team's business plan.
		2.2	Team performance consistently meets quality, safety, resource and delivery standards.
		2.3	Coaching and mentoring assists colleagues to overcome difficulty in meeting customer service standards.
3.	Monitor, adjust and report customer service	3.1	The organisation's systems and technology are used to monitor progress in achieving product/service targets and standards.
		3.2	Customer feedback is sought and used to improve the provision of products/services.
		3.3	Resources are used effectively to provide quality products/services to customers.
		3.3	Decisions to overcome problems and adjust products/services are taken in consultation with designated individuals/groups.
3.4	Records, reports and recommendations are managed within the organisation's systems and processes.		

RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace, which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Frontline Supervisor with NCTVET level III Qualification will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to
- rectify faulty service to a customer
- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Frontline management at this level III normally operate in a relatively simple and routine workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

Customers may be:

- internal or external, and be drawn from existing or new sources

Technology will be:

- that readily available in the workplace and will be appropriate to frontline management's roles and responsibilities

Resources may include:

- People, power/energy, information, finance, building/facilities, equipment, technology, time

Designated individuals/group include:

- Those who have authority to adjust plans

OHS considerations may include:

- Safe delivery of organisations products/services

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- prepares plans to meet customer needs
- provides quality service consistently
- reviews and improves services following feedback
- reports outcomes of customer service

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BSBFLM0023A Support leadership in the workplace
- BSBFLM0043A Participate in work teams
- BSBCOR0113A Maintain workplace safety
- BSBFLM0093A Support continuous improvement systems and processes

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the organisation's policies and procedures for dealing with customers
- the principles and techniques of: researching customer needs, customer relations, customer behaviour, identification and resolution problem
- maintaining product/service quality
- an understanding of a person needs to perform work to the required standard

Skills

The ability to:

- access and use workplace information
- communication skills including researching and analysing information and reporting
- manage work within responsibility to achieve goals and results
- develop and maintain communication with customers
- make effective use of customer feedback
- prepare and negotiate recommendations to improve customer service
- ensure that legislation and standards are met
- manage products/services within budget constraints
- use coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

- In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBFLM0013A Support a workplace learning environment

Competency Descriptor:

This unit deals with the skills and knowledge required by the frontline supervisor to play a prominent role in encouraging and supporting the development of learning in the work environment.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Create learning opportunities	1.1 Workplace environments which facilitate learning are developed and supported. 1.2 Learning plans are developed as an integral part of individual/team performance plans. 1.3 Learning plans reflect the diversity of needs and learning opportunities. 1.4 Individual/team access to, and participation in, learning opportunities is facilitated. 1.5 Negotiation with training and development specialists results in the planning and provision of learning which enhances individual, team and organisational performance.
2. Facilitate and promote learning	2.1 Workplace activities are used as opportunities for learning. 2.2 Coaching and mentoring contributes effectively to development of workplace knowledge, skills and attitudes. 2.3 The benefits of learning are shared with others in the team/organisation. 2.4 Workplace achievement is recognised by timely and appropriate recognition, feedback and rewards.
3. Monitor and improve learning effectiveness	3.1 Performance of individuals/teams is monitored to determine the type and extent of additional work-based support. 3.2 Feedback from individuals/teams is used to identify and introduce improvements in future learning arrangements. 3.3 Adjustments negotiated with training and development specialists result in improvements to the efficiency and effectiveness of learning.

- 3.4 Records and reports of competency are documented and maintained within the organisation's systems and procedures.

RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace, which may include

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety (OH&S) and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

NVQJ level 3, frontline supervisor will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer
- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Frontline supervisors normally operate in a relatively simple and routine workplace environment in which they use the organisations:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

Training and development specialists may be:

- internal or external

Workplace activities to facilitate learning may include:

mentoring, action learning, coaching, shadowing, exchange/rotation

OHS considerations may include:

- implement and monitor organisation's procedures for providing OHS training
- learning plans include OHS
- training records include OHS

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- facilitates the development of a learning environment
- identifies workplace activities which facilitate learning
- negotiates learning arrangements with training and development specialists
- provides coaching and mentoring support

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BSBCM0023A Organise personal work priorities
- BSBFLM0023A Support leadership in the workplace
- BSBFLM0053A Support operational plan
- BSBCM0103A Deliver and monitor a service to customers
- BSBCM0113A Maintain workplace safety.

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the principles and techniques associated with:
 - adult learning
 - establishing a learning environment
 - work based learning
 - structuring learning

Skills

The ability to:

- access and use workplace information
- identify learning needs
- develop learning plans
- select and use work activities to create learning opportunities
- establish a workplace which is conducive to learning
- negotiate learning arrangements with training and development specialists
- encourage colleagues to share their knowledge and skills
- use coaching and mentoring to support learning
- evaluate the effectiveness of learning
- gain the trust and confidence of colleagues
- deal with people openly and fairly
- use consultation skills effectively
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations.

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Package.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBCOR0123A: Support innovation and change

Competency Descriptor:

This unit covers the skills and knowledge required to contribute ideas for improved work practices and to support the implementation of innovative work practices to effect change. It draws on the work of the innovative work skills project of the National Training System.

Competency Field: Frontline Management

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Clarify ideas to improve work practices	1.1	Advantages, disadvantages and consequences of ideas are identified.
		1.2	Options are considered and discussed with colleagues.
		1.3	Feedback is reflected and used to improve ideas.
		1.4	Methods of communicating ideas are considered.
2.	Advise on innovative work practices	2.1	Advice is clear and consistent with organisational requirements.
		2.2	Advice provided is realistic and relevant within context of current work practices and objectives.
		2.3	Recommendations are provided on required resources, timelines and roles and responsibilities for successful implementation of change.
		2.4	Information about risk factors is used to identify potential constraints.
		2.5	Feedback on innovations is obtained from designated individuals and groups.
3.	Support implementation of new work practices	3.1	Work schedules are adjusted to incorporate necessary modifications to existing work patterns and routines.
		3.2	Business technology is used to manage and provide access to information on progress towards objectives of change.
		3.3	Mentoring and coaching is provided to support individuals and groups in the introduction of change.
		3.4	Consultation is undertaken with individuals and teams to promote participation in change.
		3.5	Advice is provided on the impact of change in a manner accessible to designated personnel.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Organisational requirements may be included in:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- business and performance plans
- anti-discrimination and related policy
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters
- consultation and communication processes

They may use legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Change may include:

- implementation of new work practices and/or services
- organisational restructures
- introduction of new technology
- change in work location
- new client base
- staffing changes
- job role changes
- work priorities

Roles and responsibilities may include:

- job description and employment arrangements
- organisation's policy relevant to work role
- team structures
- supervision and accountability requirements including Occupational Health and Safety
- skills, training and competencies
- Code of Conduct

Feedback on innovations may be obtained from:

- customer satisfaction surveys
- interviews
- comments from colleagues
- analysis of qualitative/quantitative data
- recommendations
- management decisions
- quality assurance data

Risk factors may include:

- disturbances to workflow
- confusion/loss of confidence
- cost blow out
- supplier problems
- product/service delivery problems
- time delays

Designated individuals and groups may include:

- supervisor
- clients
- colleagues
- external organisation
- committee
- line management

Business technology may include:

- computers
- computer applications
- fax
- e-mail
- internet/extranet/intranet

Mentoring and coaching may include:

- providing feedback to another team member
- fair and ethical practice
- non-discriminatory processes and activities
- respecting the contribution of all participants and giving credit for achievements
- presenting and promoting a positive image of the collective group
- problem solving
- providing encouragement

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

(1) Critical Aspects and Evidence

Ideas for change are communicated effectively

- giving feedback and advice to colleagues on processes of implementation
- change is supported

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- the relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- understanding the organisation's policies, plans and procedures
- knowledge of own roles and responsibilities
- understanding the context of change
- principles and techniques of identifying strengths and weaknesses
- understanding the impacts of change
- knowledge of critical success factors and how they relate to change
- processes to interpret and apply feedback
- principles and techniques of goal setting and recording priorities

Skills

The ability to:

- use literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding
- apply proofreading and editing skills to ensure clarity of meaning and conformity to organisational requirements, check for accuracy and consistency of information
- use communication skills including active listening, questioning and clarifying, presenting and reporting
- accept positive and negative feedback
- organise work priorities and arrangements
- use team work skills for working as a member of a team during periods of change
- maintain effective relationships during periods of change
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

(5) Method of Assessment

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular NVQ Level. Refer to the Critical Employability Skills Levels at the end of this unit.

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.