

22338VIC Certificate II in Building and Construction Pre-apprenticeship

This course has been accredited under Parts 4.4 of the Education and Training Reform Act 2006.

Accreditation period: 1 January 2018 to 30 June 2023

Version 2

Version 2 1 September 2022	<ul style="list-style-type: none">• Course structure updated to reflect current first aid unit HLTAID010 Provide basic emergency life support. This supports the decision of national and state VET Regulators to ensure delivery of current first aid units within Victorian Crown Copyright courses. Please refer to the ASQA website.• Accreditation period extended to 30 June 2023
Version 1.1	Minor editorial corrections
Version 1	Accreditation

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Section A: Copyright and course classification information

1. Copyright owner of the course	<p>Copyright of this course is held by the Department of Education and Training, Victoria. © State of Victoria (Department of Education and Training) 2017.</p>
2. Address	<p>Executive Director Higher Education and Workforce Development Higher Education and Skills Department of Education and Training (DET) GPO Box 4367 MELBOURNE VIC 3001</p> <p>Organisational contact Manager Training Products Higher Education and Skills Group Telephone: 131 823 Email: course.enquiry@education.vic.gov.au</p> <p>Day-to-day contact Curriculum Maintenance Manager (CMM), Building Industries Holmesglen Institute PO Box 42 HOLMESGLEN VIC 3148 Telephone: (03) 9564 1987 Email: teresa.signorello@holmesglen.edu.au</p>
3. Type of submission	<p>Re-accreditation.</p> <p>The re-accreditation consolidates the <i>22216VIC Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decorating, Wall and Ceiling Lining, Wall and Floor Tiling, Solid Plastering and Stonemasonry) Pre-apprenticeship</i> and the <i>22145VIC Certificate II in Joinery/Shopfitting/Stairbuilding (Pre-apprenticeship)</i>.</p>
4. Copyright acknowledgement	<p>Copyright of this material is reserved to the Crown in the right of the State of Victoria.</p> <p>The following units of competency:</p> <ul style="list-style-type: none"> • CPCCCM1012A Work effectively and sustainably in the construction industry • CPCCCM1014A Conduct workplace communication • CPCCCM1015A Carry out measurements and calculations • CPCCCM2006 Apply basic levelling procedures • CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry • CPCCSP2003A Prepare surfaces for plastering • CPCCST2004A Lay stone • CPCCST2006A Identify and use stone products • CPCCST3003A Split stone manually <p>from the <i>CPC08 Construction, Plumbing and Services Training Package</i> are administered by the Commonwealth of Australia.</p>

	<p>The following unit of competency:</p> <ul style="list-style-type: none"> CPCCWHS1001 Prepare to work safely in the construction industry <p>from the <i>CPC Construction, Plumbing and Services Training Package</i> is administered by the Commonwealth of Australia.</p> <p>The following unit of competency:</p> <ul style="list-style-type: none"> CUAACD303 Produce technical drawings <p>from the <i>CUA Creative Arts and Culture Training Package</i> is administered by the Commonwealth of Australia.</p> <p>The following unit of competency:</p> <ul style="list-style-type: none"> HLTAID010 Provide basic emergency life support <p>from the <i>HLT Health Training Package</i> is administered by the Commonwealth of Australia.</p> <p>© Commonwealth of Australia</p>	
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6. Course accrediting body	Victorian Registration and Qualifications Authority (VRQA) Website	
7. AVETMISS information	ANZSCO code	330000 Construction Trades Workers
	ASCED code – 4 digit	0403 Building
	National course code	To be provided by the VRQA when the course is accredited
8. Period of accreditation	1 January 2018 to 31 December 2022	

Section B: Course information

1. Nomenclature – Standard 1 AQTF Standards for Accredited Courses	
1.1 Name of the qualification	Certificate II in Building and Construction Pre-apprenticeship
1.2 Nominal duration of the course	548 – 631 nominal hours
2. Vocational or educational outcomes – Standard 1 AQTF Standards for Accredited Courses	
2.1 Purpose of the course	<p>The aim of the 22338VIC <i>Certificate II in Building and Construction Pre-apprenticeship</i> is to provide learners with basic industry specific skills and knowledge to enable transition into an apprenticeship within the building and construction industries at the Certificate III level.</p> <p>This pre-apprenticeship course consists of a core of common cross sector units of competency that provide skills and knowledge in:</p> <ul style="list-style-type: none"> • applying basic leveling procedures • carrying out basic measurements and calculations • communicating in the workplace • erecting and safely using working platforms • interpreting basic plans and drawings • preparing and applying for work in the construction industry • working effectively and sustainably in the construction industry • workplace safety practices onsite. <p>The course also includes a range of units that introduce the learner to the application of specific materials, tools and equipment, and techniques used in specific trade sectors, that underpin the Certificate III qualifications in the following trade sectors:</p> <ul style="list-style-type: none"> • Bricklaying • Carpentry • Painting and decorating • Wall and ceiling lining • Wall and floor tiling • Solid plastering • Stonemasonry • Joinery/shopfitting/stairbuilding. <p>The combined skills and knowledge of the pre-apprenticeship course does not provide for a job outcome as a qualified tradesperson as this course is intended to prepare individuals for further training.</p>

3. Development of the course – Standards 1 and 2 AQTF Standards for Accredited Courses	
<p>3.1 Industry/enterprise/community needs</p>	<p>Based on the monitoring and evaluation outcomes conducted by the CMM, Building Industries, the Victorian Department of Education and Training (DET), as copyright holder for this Victorian Crown Copyright accredited course, has determined that there is a continuing need for the 22338VIC <i>Certificate II in Building and Construction Pre-apprenticeship</i>. In its review, it established that the 22145VIC <i>Certificate II in Joinery/Shopfitting/Stairbuilding (Pre-apprenticeship)</i> would be consolidated into the 22216VIC <i>Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decorating, Wall and Ceiling Lining, Wall and Floor Tiling, Solid Plastering and Stonemasonry) Pre-apprenticeship</i>, due to the duplication of skills outcomes.</p> <p>The growth of Victoria is reflected in the growth of its construction industry. As suggested in the recent Victoria's Future Industries. Construction Technologies Sector Strategy¹:</p> <p><i>'The industry accounts for almost 240,000 jobs, – or 8.2 per cent of Victoria's workforce – and contributing \$21.6 billion annually to the economy, it's vital to our state's future. And as the sector continues to innovate, incorporating new construction methods, materials and technology, the Victorian Government must also look to the future....</i></p> <p><i>A responsive and quality skills sector with strong links to industry is vital for boosting competitiveness and job outcomes. Advancements in construction technologies provide new opportunities for young people undertaking apprenticeships or tertiary studies, for workers in the construction industry, and potentially displaced workers from other industries.'</i></p> <p>While statistics on building differs across states and territories and dwelling types, overall the Department of Employment expects employment growth within the industry to rise over the five-year period to 2019 by approximately 11.8%. Currently, skill shortages have been identified within the bricklaying, carpentry, painting and decorating, wall and floor tiling, solid plastering, joinery and stonemasonry sectors. In conjunction, this indicates that there is a continued need for trained trades to support forecasted demand levels and avoid the costly effects of skills shortages.</p>

¹ Department of Economic Development, Jobs, Transport and Resources Victorian Government, *Victoria's Future Industries. Construction Technologies Sector Strategy*, State of Victoria (March 2016)

	<p>Recent evidence has shown that pre-apprenticeship programs continue to play an important role in improving labour market outcomes in the vocational education and training (VET) sector. It has been found that pre-apprenticeship programs are a valuable mechanism to increase apprentice completion rates as it addresses one of the main reasons of non-completion, that is, the disparity between the expectations of a new apprentice and the reality of life in the trade². It appears that there is a better chance of completing an apprenticeship among those who have undertaken a pre-apprenticeship as it allows graduates to gain an insight into the experience of a trades career.</p> <p>It is for this reason that there is also a strong employment demand for graduates of pre-apprenticeship programs within the Victorian building and construction industry. Many employers actively recruit graduates as they believe them to be more aware of workplace safety, better prepared for the realities of the industry, more confident and have better hand skills. Many employers generally recruit apprentices through registered training organisations (RTOs) and work experience.</p> <p>Typical learners who undertake the <i>22338VIC Certificate II in Building and Construction Pre-apprenticeship</i> include:</p> <ul style="list-style-type: none"> • school leavers aiming to enter the bricklaying, carpentry, painting and decorating, wall and floor tiling, wall and ceiling lining, solid plastering, stonemasonry, joinery, shopfitting and stairbuilding trades within the construction industry • secondary students completing a Victorian Certificate of Education (VCE) VET program which contributes to the VCE or Victorian Certificate of Applied Learning (VCAL) commonly undertaken in years 10, 11 or 12 • early school leavers working in labouring roles looking for an apprenticeship or opportunity to up skill • career changers wanting to experience a trade within the building and construction industry. <p>The <i>22216VIC Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decorating, Wall and Ceiling Lining, Wall and Floor Tiling, Solid Plastering and Stonemasonry) Pre-apprenticeship</i> provides an important platform for further education within this licensed industry.</p>
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² Hiraishi, S., McGrath, E., *Pre-apprenticeship training in Building and Construction: are we meeting industry's needs?*, Construction Training Fund, tle.westone.wa.gov.au, accessed 16, August 2016.

The popularity and uptake of this qualification within secondary schools as VCAL and VET in School (VETiS) programs supports the continued supply of labour for this workforce. Over 5,000 students enrolled in this course in 2016 as part of the VETiS program alone. The number of RTOs registered to provide this course has also risen, largely due to privatisation of the VET sector. According to the national register (training.gov.au), in March 2017, there were 43 RTOs currently on scope to deliver the 22216VIC.

The *22145VIC Certificate II in Joinery/Shopfitting/Stairbuilding (Pre-apprenticeship)* has experienced a surge in enrolments in 2015, peaking at 119 for government assisted and fee for service groups. This is a large improvement in comparison to 2014 (21 enrolments) and 2013 (32 enrolments). Only one RTO provides training for this course.

The following tables identify recent trends in enrolments for 22216VIC and 22145VIC in government subsidy, fee for service and VETiS programs.

Overall enrolments annual comparison

22216VIC Certificate II in Building and Construction (Stream) Pre-apprenticeship			
Year	Government subsidy	Fee for service	Total
2013	527	469	996
2014	1,551	3,445	4,996
2015	1,446	3,694	5,140
2016	1,490	3,384	4,874
2017	828	2,232	3,060

22145VIC Certificate II in Joinery/Shopfitting/Stairbuilding Pre-apprenticeship			
Year	Government subsidy	Fee for service	Total
2012	52	N/A	52
2013	32	N/A	32
2014	15	6	21
2015	93	26	119
2016	55	1	56
2017	83	0	83

Annual VETiS enrolments

Year/qualification	22216VIC	22145VIC
2012	5,426	11
2013	5,338	1
2014	5,178	0
2015	5,013	0
2016	5,185	0

Reviews undertaken in 2014 for 22216VIC Certificate II in Building and Construction (stream) Pre-apprenticeship reveal the following:

- 80% of surveyed graduates were employed since completing the course. Of those, 70% are working in the same training stream, as a first year apprentice. Their reasons for undertaking the course of study were to gain employment in their particular field of interest, for example, carpentry, painting and decorating, or in building more generally. Almost all of the graduates thought the main reason for undertaking the course was achieved, commenting that they now have employment in a trade as a result.
- 94% of learners undertaking the course felt that the course was entirely relevant to their current and future employment.
- The vast majority of learners undertaking the course thought that the course met most or all of their training needs and that the course was relevant to their current/future employment.
- 94% of the trainers thought that the learning outcomes prepared students to be workplace ready.

The building industry has had a long association with, and has offered considerable support for, pre-apprenticeship training. Whilst it is not the only pathway to employment, stakeholders encourage new entrants to have a range of basic skills that promote safety and an understanding of how the industry works before commencing a full-time apprenticeship.

The support by business for the pre-apprenticeship is reflected in the number of students who obtain an apprenticeship on graduation.

The course provides employers with job ready applicants who have basic building and construction skills and knowledge, including an understanding of site safety, building terminology, materials, tools and following instructions, that can be built on and developed in the workplace.

	<p>Employers advise that graduates of the course are more attractive as potential apprentices. This is important advice for building and construction apprentice seekers; at the time of writing. For example, research from <seek.com.au> shows 34 positions currently available for an apprentice. The work exists for individuals who give themselves the best career start opportunities and undertaking this course is a solid beginning.</p> <p>The <i>22145VIC Certificate II in Joinery/Shopfitting/Stairbuilding (Pre-apprenticeship)</i> mid cycle review confirmed that all graduates gained full-time employment as apprentices in related areas (e.g. shopfitting, carpentry, cabinet making) after course completion.</p> <p>The support for pre-apprenticeship training is evident by the acknowledgment of employers and building organisations that it is an advantage for a job seeker to have a pre-apprenticeship. It is well understood by employers and potential new entrants to the industry as a valuable stepping-stone towards an apprenticeship.</p> <p>The increase in enrolments, successful graduate outcomes, as well as the industry's confidence in pre-apprenticeship programs, supports the need for the course in its role in contributing to the future building and construction employment and associated activity.</p> <p>The project for the redevelopment of the Certificate II in Building and Construction Pre-apprenticeship was overseen by a project steering committee comprising of the following industry and RTO representatives:</p> <table> <tr> <td>Mark Amos (Chair)</td><td>Master Painters Association Victoria</td></tr> <tr> <td>Mark Toy/ Tanya Chudasko</td><td>Association of Wall & Ceiling Industries Victoria</td></tr> <tr> <td>Jane Alexander</td><td>Australian Brick & Blocklaying Training Foundation Ltd</td></tr> <tr> <td>Darren Doggett</td><td>C&D Building Concepts</td></tr> <tr> <td>Liam O'Hearn</td><td>Construction, Forestry, Maritime, Mining and Energy Union</td></tr> <tr> <td>Glenn McGill</td><td>Holmesglen Institute</td></tr> <tr> <td>Bruce Smith</td><td>Melbourne Polytechnic</td></tr> <tr> <td>David Cash</td><td>S&A Stairs</td></tr> <tr> <td>Daniel Bonnici</td><td>Carpentry Teachers Network Victoria</td></tr> <tr> <td>Daryl Sutton</td><td>Victorian Curriculum and Assessment Authority</td></tr> <tr> <td>In attendance</td><td></td></tr> <tr> <td>Teresa Signorello</td><td>Executive Officer, CMM, Building Industries</td></tr> <tr> <td>Lina Robinson</td><td>Curriculum writer</td></tr> </table>	Mark Amos (Chair)	Master Painters Association Victoria	Mark Toy/ Tanya Chudasko	Association of Wall & Ceiling Industries Victoria	Jane Alexander	Australian Brick & Blocklaying Training Foundation Ltd	Darren Doggett	C&D Building Concepts	Liam O'Hearn	Construction, Forestry, Maritime, Mining and Energy Union	Glenn McGill	Holmesglen Institute	Bruce Smith	Melbourne Polytechnic	David Cash	S&A Stairs	Daniel Bonnici	Carpentry Teachers Network Victoria	Daryl Sutton	Victorian Curriculum and Assessment Authority	In attendance		Teresa Signorello	Executive Officer, CMM, Building Industries	Lina Robinson	Curriculum writer
Mark Amos (Chair)	Master Painters Association Victoria																										
Mark Toy/ Tanya Chudasko	Association of Wall & Ceiling Industries Victoria																										
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Teresa Signorello	Executive Officer, CMM, Building Industries																										
Lina Robinson	Curriculum writer																										

	<p>The members of the project steering committee confirm that the proposed course is not covered by a qualification within a training package or:</p> <ul style="list-style-type: none"> • does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification • is not a subset of a single training package qualification that could be recognised through one or more statements of attainment or a skill set • does not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification • does not comprise units that duplicate units of competency of a training package qualification.
3.2 Review for re-accreditation	<p>The review and redevelopment of the <i>22338VIC Certificate II in Building and Construction Pre-apprenticeship</i> was based on extensive monitoring and evaluation, research and consultation and validation processes to ensure the course remains relevant and meets the needs of the Victorian industry.</p> <p>The review consolidates the <i>22216VIC Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decorating, Wall and Ceiling Lining, Wall and Floor Tiling, Solid Plastering and Stonemasonry) Pre-apprenticeship</i> and the <i>22145VIC Certificate II in Joinery/Shopfitting/Stairbuilding (Pre-apprenticeship)</i>.</p> <p>As well as the consolidation of the two above accredited courses, other significant changes to the reviewed course include:</p> <ul style="list-style-type: none"> • the transition of content from modules of the <i>22216VIC Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decorating, Wall and Ceiling Lining, Wall and Floor Tiling, Solid Plastering and Stonemasonry) Pre-apprenticeship</i> into units of competency • course title changed and shortened to meet the 100-character limit requirement • a number of modules being replaced with cross sector endorsed units of competency where the outcomes were duplicated • the content of knowledge based modules were incorporated into relevant new units, for example, module <i>VU20985 Paint principles</i> into the new unit, Develop basic paint application techniques • the module <i>VU21015 Introduction to materials hoist</i> was not redeveloped due to the skills outcomes linked to licencing

- a new unit, *VU22059 Use aluminium sections for fabrication*, was developed for the Joinery/Shopfitting/Stairbuilding elective stream due to the updated non-equivalent endorsed unit not reflecting the required outcomes
- all content being reviewed and updated to ensure current industry terminology and practices
- pre-requisite units were removed for accredited units
- content of the modules were transitioned into units of competency, the assessment requirements within the Evidence Guides of all new units of competency were strengthened to ensure clarity and no ambiguity. This included the evidence, context and specific resources required for assessment.

As well as face-to-face and email consultations, the members of the steering committee met formally on four occasions to review and confirm the required skills and knowledge outcomes of the course, course structure and final accreditation submission.

Teacher networks as well as other industry stakeholders were also widely consulted and participated in the refinement of the technical content and assessment requirements of the new units.

Transition arrangements

The revised *22338VIC Certificate II in Building and Construction Pre-apprenticeship* replaces and is equivalent to the *22216VIC Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decorating, Wall and Ceiling Lining, Wall and Floor Tiling, Solid Plastering and Stonemasonry) Pre-apprenticeship* and the *22145VIC Certificate II in Joinery/Shopfitting/Stairbuilding (Pre-apprenticeship)*. There should be no new enrolments in 22216VIC and 22145VIC after their expiry date 31/12/17.

The following tables show the transition arrangements from the 22216VIC and 22145VIC to the revised *22338VIC Certificate II in Building and Construction Pre-apprenticeship* for learners currently enrolled in the existing courses.

Mapping against 22216VIC Certificate II in Building and Construction Pre-apprenticeship (stream) and 22338VIC Certificate II in Building and Construction Pre-apprenticeship				
22216VIC unit code	22216VIC unit title	22338VIC unit code	22338VIC unit title	Comment in relation to equivalence Equivalent (E) Not Equivalent (NE)
CPCCOHS1001A	Work safely in the construction industry	CPCCWHS1001	Prepare to work safely in the construction industry	E – Updated unit
VU20955	Workplace safety and site induction	N/A	N/A	NE – VU20955 removed
VU20962	Quality principles for the construction industry	N/A	N/A	NE – VU20962 removed
N/A	N/A	CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	NE – New unit
N/A	N/A	CPCCCM1012A	Work effectively and sustainably in the construction industry	NE – New unit
HLTFA211A	Provide basic emergency life support	HLTAID002	Provide basic emergency life support	NE – Updated unit

Mapping against 22216VIC Certificate II in Building and Construction Pre-apprenticeship (stream) and 22338VIC Certificate II in Building and Construction Pre-apprenticeship				
22216VIC unit code	22216VIC unit title	22338VIC unit code	22338VIC unit title	Comment in relation to equivalence Equivalent (E) Not Equivalent (NE)
VU20956	Building structures	N/A	N/A	NE – VU20956 removed as content covered within <i>VU22015 Interpret and apply basic plans and drawings</i> unit and other relevant carpentry trade stream units
VU20957	Calculations for the construction industry	CPCCCM1015A	Carry out measurements and calculations	E – Learning outcomes of VU20957 align with CPCCCM1015A
VU20958	Prepare for work in the construction industry	VU22014	Prepare for work in the building and construction industry	E – Content of VU20958 transitioned to unit template
VU20959	Communication skills for the construction industry	CPCCCM1014A	Conduct workplace communication	E – Learning outcomes of VU20959 align with CPCCCM1014A

Mapping against 22216VIC Certificate II in Building and Construction Pre-apprenticeship (stream) and 22338VIC Certificate II in Building and Construction Pre-apprenticeship				
22216VIC unit code	22216VIC unit title	22338VIC unit code	22338VIC unit title	Comment in relation to equivalence Equivalent (E) Not Equivalent (NE)
VU20960	Introduction to scaffolding and working platforms	VU22016	Erect and safely use working platforms	E – Content of VU20960 revised and transitioned to unit template Content relating to erecting and dismantling scaffolding removed Title change Pre-requisite unit removed
VU20961	Levelling	CPCCCM2006	Apply basic levelling procedures	E – Learning outcomes of VU20961 align with CPCCCM2006B
VU20963	Safe handling and use of plant and selected portable power tools	N/A	N/A	NE – VU20963 removed Content incorporated in all trade stream specific tools and equipment units
VU20964	Workplace documents and plans	VU22015	Interpret and apply basic plans and drawings	E – Content of VU20964 revised and transitioned to unit template Incorporates content of VU20956 Title change

Mapping against 22216VIC Certificate II in Building and Construction Pre-apprenticeship (stream) and 22338VIC Certificate II in Building and Construction Pre-apprenticeship				
22216VIC unit code	22216VIC unit title	22338VIC unit code	22338VIC unit title	Comment in relation to equivalence Equivalent (E) Not Equivalent (NE)
VU20965	Bricklaying hand tools	VU22017	Identify and handle bricklaying tools and equipment	E – Content of VU20965 revised and transitioned to unit template Removal of content relating to tool maintenance Incorporates content of VU20963 Title change Pre-requisite unit removed
VU20966	Bricklaying basic skills	VU22018	Apply basic bricklaying techniques	E – Content of VU20966 revised and transitioned to unit template Title change Pre-requisite unit removed
VU20967	Brick veneer construction processes	VU22019	Apply brick veneer construction techniques	E – Content of VU20967 revised and transitioned to unit template Title change Pre-requisite unit removed

Mapping against 22216VIC Certificate II in Building and Construction Pre-apprenticeship (stream) and 22338VIC Certificate II in Building and Construction Pre-apprenticeship				
22216VIC unit code	22216VIC unit title	22338VIC unit code	22338VIC unit title	Comment in relation to equivalence Equivalent (E) Not Equivalent (NE)
VU20968	Cavity brick construction processes	VU22020	Apply cavity brick construction techniques	E – Content of VU20968 revised and transitioned to unit template Title change
VU20969	Masonry blockwork	VU22021	Apply masonry blockwork techniques	E – Content of VU20969 revised transitioned to unit template Title change Pre-requisite unit removed
VU20970	Basic environmental sustainability in bricklaying	N/A	N/A	NE – VU20970 removed Content covered in CPCCM1012A and embedded across all relevant units

Mapping against 22216VIC Certificate II in Building and Construction Pre-apprenticeship (stream) and 22338VIC Certificate II in Building and Construction Pre-apprenticeship				
22216VIC unit code	22216VIC unit title	22338VIC unit code	22338VIC unit title	Comment in relation to equivalence Equivalent (E) Not Equivalent (NE)
VU20971	Carpentry hand tools	VU22022	Identify and handle carpentry tools and equipment	E – Content of VU20971 and VU20972 revised and transitioned to unit template Removal of content relating to tool maintenance Incorporates content of VU20963 Title change Pre-requisite unit removed
VU20972	Carpentry power tools			
VU20973	Basic setting out	VU22023	Perform basic setting out	E – Content of VU20973 revised and transitioned to unit template Title change Pre-requisite unit removed
VU20974	Sub-floor framing	VU22024	Construct basic sub-floor	E – Content of VU20974 revised and transitioned to unit template Title change Pre-requisite unit removed

Mapping against 22216VIC Certificate II in Building and Construction Pre-apprenticeship (stream) and 22338VIC Certificate II in Building and Construction Pre-apprenticeship				
22216VIC unit code	22216VIC unit title	22338VIC unit code	22338VIC unit title	Comment in relation to equivalence Equivalent (E) Not Equivalent (NE)
VU20975	Wall framing	VU22025	Construct basic wall frames	E – Content of VU20975 revised and transitioned to unit template Title change Pre-requisite unit removed
VU20976	Roof framing	VU22026	Construct a basic roof frame	E – Content of VU20976 revised and transitioned to unit template Title change Pre-requisite unit removed
VU20977	External cladding	VU22027	Install basic external cladding	E – Content of VU20977 revised and transitioned to unit template Title change Pre-requisite unit removed
VU20978	Installation of window and door frames	VU22028	Install basic window and door frames	E – Content of VU20978 revised and transitioned to unit template Title change Pre-requisite unit removed

Mapping against 22216VIC Certificate II in Building and Construction Pre-apprenticeship (stream) and 22338VIC Certificate II in Building and Construction Pre-apprenticeship				
22216VIC unit code	22216VIC unit title	22338VIC unit code	22338VIC unit title	Comment in relation to equivalence Equivalent (E) Not Equivalent (NE)
VU20979	Interior fixing	VU22029	Install interior fixings	E – Content of VU20979 revised and transitioned to unit template Title change Pre-requisite unit removed
VU20980	Introduction to demolition	VU22030	Carry out basic demolition for timber structures	E – Content of VU20980 revised and transitioned to unit template Title change Pre-requisite unit removed
VU20981	Formwork for concreting	VU22031	Construct basic formwork for concreting	E – Content of VU20981 revised and transitioned to unit template Title change Pre-requisite unit removed
VU20982	Basic environmental sustainability in carpentry	N/A	N/A	NE – VU20982 removed as content covered in CPCCM1012A and embedded across all relevant units

Mapping against 22216VIC Certificate II in Building and Construction Pre-apprenticeship (stream) and 22338VIC Certificate II in Building and Construction Pre-apprenticeship				
22216VIC unit code	22216VIC unit title	22338VIC unit code	22338VIC unit title	Comment in relation to equivalence Equivalent (E) Not Equivalent (NE)
VU20983	Painting and decorating hand tools	VU22032	Identify and handle painting and decorating tools and equipment	E – Content of VU20983 revised and transitioned to unit template Removal of content relating to tool maintenance Incorporates content of VU20963 Title change Pre-requisite unit removed
VU20984	Surface preparation for painting and decorating	VU22033	Apply basic surface preparation skills for painting and decorating	E – Content of VU20984 revised and transitioned to unit template Title change Pre-requisite unit removed
VU20985	Paint principles	N/A	N/A	NE – VU20985 Content incorporated into VU22035 Develop basic paint application techniques

Mapping against 22216VIC Certificate II in Building and Construction Pre-apprenticeship (stream) and 22338VIC Certificate II in Building and Construction Pre-apprenticeship				
22216VIC unit code	22216VIC unit title	22338VIC unit code	22338VIC unit title	Comment in relation to equivalence Equivalent (E) Not Equivalent (NE)
VU20986	Colour theory and practice	VU22034	Mix basic paint colours	E – Content of VU20986 revised and transitioned to unit template Title change Pre-requisite unit removed
VU20987	Paint application	VU22035	Develop basic paint application techniques	E – Content of VU20987 revised and transitioned to unit template Incorporates content of VU20985 Title change Pre-requisite unit removed
VU20988	Timber staining and clear finishing principles	VU22036	Develop basic timber staining and clear finishing skills	E – Content of VU20988 revised and transitioned to unit template Title change Pre-requisite unit removed
VU20989	Protective metal coatings	VU22037	Develop basic protective metal coating skills	E – Content of VU20989 revised and transitioned to unit template Title change Pre-requisite unit removed

Mapping against 22216VIC Certificate II in Building and Construction Pre-apprenticeship (stream) and 22338VIC Certificate II in Building and Construction Pre-apprenticeship				
22216VIC unit code	22216VIC unit title	22338VIC unit code	22338VIC unit title	Comment in relation to equivalence Equivalent (E) Not Equivalent (NE)
VU20990	Spray painting	VU22038	Apply basic spray painting application skills	E – Content of VU20990 revised and transitioned to unit template Title change Pre-requisite unit removed
VU20991	Paperhanging principles	VU22039	Apply basic wallpaper	E – Content of VU20991 revised and transitioned to unit template Title change Pre-requisite unit removed
VU20992	Basic environmental sustainability in painting and decorating	CPCCCM1012A	Work effectively and sustainably in the construction industry	NE – VU20992 removed as content covered in CPCCCM1012A and embedded across all relevant units
VU20993	Wall and ceiling lining hand tools	VU22040	Identify and handle wall and ceiling lining tools and equipment	E – Content of VU20993 revised and transitioned to unit template Removal of content relating to tool maintenance Incorporates content of VU20963 Title change Pre-requisite unit removed

Mapping against 22216VIC Certificate II in Building and Construction Pre-apprenticeship (stream) and 22338VIC Certificate II in Building and Construction Pre-apprenticeship				
22216VIC unit code	22216VIC unit title	22338VIC unit code	22338VIC unit title	Comment in relation to equivalence Equivalent (E) Not Equivalent (NE)
VU20994	Wall and ceiling lining installation	VU22041	Apply wall and ceiling lining installation techniques	E – Content of VU20994 revised and transitioned to unit template Incorporates content of VU20996 Title change Pre-requisite unit removed
VU20995	Suspension systems	VU22042	Install basic suspension ceilings	E – Content of VU20995 revised and transitioned to unit template Title change Pre-requisite unit removed
VU20996	Specialist wall and ceiling lining materials	N/A	N/A	NE - VU220996 removed as content incorporated into VU22041 Apply wall and ceiling lining installation techniques unit
VU20997	Introduction to plaster casting and run casting	VU22058	Produce basic castings and run castings	E – Content of VU20997 revised and transitioned to unit template Title change Pre-requisite unit removed

Mapping against 22216VIC Certificate II in Building and Construction Pre-apprenticeship (stream) and 22338VIC Certificate II in Building and Construction Pre-apprenticeship				
22216VIC unit code	22216VIC unit title	22338VIC unit code	22338VIC unit title	Comment in relation to equivalence Equivalent (E) Not Equivalent (NE)
VU20998	Wall and ceiling lining stopping techniques	VU22043	Apply basic wall and ceiling lining stopping techniques	E – Content of VU20998 revised and transitioned to unit template Title change Pre-requisite unit removed
VU20999	Basic environmental sustainability in wall and ceiling lining	N/A	N/A	NE – VU20999 removed. Content covered in CPCCM1012A and embedded across all relevant units
VU21000	Archway construction	VU22044	Construct basic archways	E – Content of VU21000 revised and transitioned to unit template Title change Pre-requisite unit removed

Mapping against 22216VIC Certificate II in Building and Construction Pre-apprenticeship (stream) and 22338VIC Certificate II in Building and Construction Pre-apprenticeship				
22216VIC unit code	22216VIC unit title	22338VIC unit code	22338VIC unit title	Comment in relation to equivalence Equivalent (E) Not Equivalent (NE)
VU21001	Basic cement rendering	VU22050	Apply cement rendering techniques	<p>E – Content of VU21001 and VU21010 were revised and developed as one unit based on duplication of outcomes</p> <p>Content transitioned into unit template</p> <p>Title change</p> <p>Pre-requisite unit removed</p> <p>Unit removed from wall and ceiling lining trade stream electives but remains in solid plastering trade stream</p>
VU21002	Wall and floor tiling hand and power tools	VU22045	Identify and handle wall and floor tiling tools and equipment	<p>E – Content of VU21002 revised and transitioned to unit template</p> <p>Removal of content relating to tool maintenance</p> <p>Incorporates content of VU20963</p> <p>Title change</p> <p>Pre-requisite unit removed</p>

Mapping against 22216VIC Certificate II in Building and Construction Pre-apprenticeship (stream) and 22338VIC Certificate II in Building and Construction Pre-apprenticeship				
22216VIC unit code	22216VIC unit title	22338VIC unit code	22338VIC unit title	Comment in relation to equivalence Equivalent (E) Not Equivalent (NE)
VU21003	Tiling substrates	VU22046	Apply substrate preparation techniques for tiling	E – Content of VU21003 revised and transitioned to unit template Title change Pre-requisite unit removed
VU21004	Tiling adhesives	N/A	N/A	NE – VU21004 removed as content incorporated into <i>VU22047 Develop basic wall tiling skills</i> and <i>VU22048 Develop basic floor tiling skills</i> units
VU21005	Wall tiling	VU22047	Develop basic wall tiling skills	E – Content of VU21005 revised and transitioned to unit template Incorporates content of VU21004 Title change Pre-requisite unit removed
VU21006	Floor tiling	VU22048	Develop basic floor tiling skills	E – Content of VU21006 revised and transitioned to unit template Incorporates content of VU21004 Title change Pre-requisite unit removed

Mapping against 22216VIC Certificate II in Building and Construction Pre-apprenticeship (stream) and 22338VIC Certificate II in Building and Construction Pre-apprenticeship				
22216VIC unit code	22216VIC unit title	22338VIC unit code	22338VIC unit title	Comment in relation to equivalence Equivalent (E) Not Equivalent (NE)
VU21007	Basic environmental sustainability in wall and floor tiling	N/A	N/A	NE – VU21007 removed as content covered in CPCCM1012A and embedded across all relevant units of competency
VU21008	Solid plastering hand and power tools	VU22049	Identify and handle solid plastering tools and equipment	E – Content of VU21008 revised and transitioned to unit template Removal of content relating to tool maintenance Incorporates content of VU20963 Title change Pre-requisite unit removed
VU21009	Surface preparation for solid plastering	CPCCSP2003A	Prepare surfaces for plastering	E – Learning outcomes of VU21009 align with CPCCSP2003A

Mapping against 22216VIC Certificate II in Building and Construction Pre-apprenticeship (stream) and 22338VIC Certificate II in Building and Construction Pre-apprenticeship				
22216VIC unit code	22216VIC unit title	22338VIC unit code	22338VIC unit title	Comment in relation to equivalence Equivalent (E) Not Equivalent (NE)
VU21010	Cement rendering	VU22050	Apply cement rendering techniques	<p>E – Content of VU21001 and VU21010 were revised and developed as one unit based on duplication of outcomes</p> <p>Content transitioned into unit template</p> <p>Title change</p> <p>Pre-requisite unit removed</p> <p>Unit removed from wall and ceiling lining trade stream electives but remains in solid plastering trade stream</p>
VU21011	Acrylic rendering	VU22051	Apply acrylic rendering techniques	<p>E – Content of VU21011 revised and transitioned to unit template</p> <p>Title change</p> <p>Pre-requisite unit removed</p>
VU21012	Finishing coats	VU22052	Apply finishing coats for solid plastering	<p>E – Content of VU21012 revised and transitioned to unit template</p> <p>Title change</p> <p>Pre-requisite unit removed</p>

Mapping against 22216VIC Certificate II in Building and Construction Pre-apprenticeship (stream) and 22338VIC Certificate II in Building and Construction Pre-apprenticeship				
22216VIC unit code	22216VIC unit title	22338VIC unit code	22338VIC unit title	Comment in relation to equivalence Equivalent (E) Not Equivalent (NE)
VU21013	Introduction to restoration and renovation	VU22053	Apply basic restoration and renovation techniques to solid plastering	E – Content of VU21013 revised and transitioned to unit template Title change Pre-requisite unit removed
VU21014	Introduction to materials hoist	N/A	N/A	NE – VU21014 removed
VU21015	Basic environmental sustainability in solid plastering			NE – VU21015 removed as content covered in CPCCM1012A and embedded across all relevant units of competency
VU21016	Stonemasonry hand and power tools	VU22054	Identify and handle stonemasonry tools and equipment	E – Content of VU21016 revised and transitioned to unit template Removal of content relating to tool maintenance Incorporates content of VU20963 Title change Pre-requisite unit removed

Mapping against 22216VIC Certificate II in Building and Construction Pre-apprenticeship (stream) and 22338VIC Certificate II in Building and Construction Pre-apprenticeship				
22216VIC unit code	22216VIC unit title	22338VIC unit code	22338VIC unit title	Comment in relation to equivalence Equivalent (E) Not Equivalent (NE)
VU21017	Stone types and applications	CPCCST2006A	Identify and use stone products	E – Learning outcomes of VU21017 align with CPCCST2006A
VU21018	Reduce stone to size	CPCCST3003A	Split stone manually	E – Learning outcomes of VU21018 align with CPCCST3003A
VU21019	Machining and finishing stone	VU22055	Machine and finish stone	E – Content of VU21019 revised and transitioned to unit template Title change Pre-requisite unit removed
VU21020	Build stone constructions	CPCCST2004A	Lay stone	E – Learning outcomes of VU21020 align with CPCCST2004A
VU21021	Concrete footings and formwork for stone monumental installation	VU22056	Construct concrete footing and formwork for monumental installation	E – Content of VU21021 revised and transitioned to unit template Title change Pre-requisite unit removed

Mapping against 22216VIC Certificate II in Building and Construction Pre-apprenticeship (stream) and 22338VIC Certificate II in Building and Construction Pre-apprenticeship				
22216VIC unit code	22216VIC unit title	22338VIC unit code	22338VIC unit title	Comment in relation to equivalence Equivalent (E) Not Equivalent (NE)
VU21022	Install prepared monument	VU22057	Install prepared monument	E – Content of VU21022 revised and transitioned to unit template Title change Pre-requisite unit removed
VU21023	Basic environmental sustainability in stonemasonry	N/A	N/A	NE – VU21023 removed as content covered in CPCCM1012A and embedded across all relevant units

Mapping against 22145VIC Certificate II in Joinery/Shopfitting/Stairbuilding (Pre-apprenticeship) and 22338VIC Certificate II in Building and Construction Pre-apprenticeship				
22145VIC unit code	22145VIC unit title	22338VIC unit code	22338VIC unit title	Comment in relation to equivalence Equivalent (E) Not Equivalent (NE)
CPCCOHS1001A	Work safely in the construction industry	CPCCWHS1001	Prepare to work safely in the construction industry	E – Updated unit
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	E – No change
CPCCCM1002A	Work effectively and sustainably in the construction industry	CPCCCM1012A	Work effectively and sustainably in the construction industry	NE – Pre-requisite unit removed
CPCCCA2001A	Handle carpentry materials	N/A	N/A	NE – Removed from revised course
CPCCCA2002A	Use carpentry tools and equipment	N/A	N/A	NE – Removed from revised course
N/A	N/A	VU22022	Identify and handle carpentry tools and equipment	NE – New unit
CPCCCM1005A	Carry out measurements and calculations	CPCCCM1015A	Carry out measurements and calculations	NE – Pre-requisite unit removed

Mapping against 22145VIC Certificate II in Joinery/Shopfitting/Stairbuilding (Pre-apprenticeship) and 22338VIC Certificate II in Building and Construction Pre-apprenticeship				
22145VIC unit code	22145VIC unit title	22338VIC unit code	22338VIC unit title	Comment in relation to equivalence Equivalent (E) Not Equivalent (NE)
CPCCCM2001A	Read and interpret plans and specifications	N/A	N/A	NE – Removed from revised course
N/A	N/A	VU22015	Interpret and apply basic plans and drawings	NE – New unit
CUVCRS04B	Produce technical drawings	CUAACD303	Produce technical drawings	E – Updated unit
CPCCCM1004A	Conduct workplace communication	CPCCCM1014A	Conduct workplace communication	NE – Pre-requisite unit removed
CPCCCM2006A	Apply basic levelling procedures	CPCCCM2006	Apply basic levelling procedures	E – Updated unit
CPCCSH2002A	Use aluminium sections for fabrication	VU22059	Use aluminium sections for fabrication	E – New unit to replace CPCCSH2002A
HLTFA201A	Provide basic emergency life support	HLTAID002	Provide basic emergency life support	NE – Updated unit
VU20558	Prepare for work in the joinery/shopfitting/stairbuilding industries	VU22014	Prepare for work in the building and construction industry	E – Revised and updated for contextualisation for other building and construction sectors Title change

Mapping against 22145VIC Certificate II in Joinery/Shopfitting/Stairbuilding (Pre-apprenticeship) and 22338VIC Certificate II in Building and Construction Pre-apprenticeship				
22145VIC unit code	22145VIC unit title	22338VIC unit code	22338VIC unit title	Comment in relation to equivalence Equivalent (E) Not Equivalent (NE)
VU20559	Set up and operate basic static machines	VU22060	Operate basic static machines	E – Revised and updated Title change Pre-requisite unit removed
VU20560	Carry out basic construction processes for the joinery/shopfitting/stairbuilding industries	VU22061	Carry out basic construction processes	E – Revised and updated Title change Pre-requisite unit removed
VU20561	Construct basic doors and windows	VU22062	Construct basic doors and windows	E – Revised and updated Pre-requisite unit removed
VU20562	Construct a basic shopfitting display unit	VU22063	Construct a basic shopfitting display unit	E – Revised and updated Pre-requisite unit removed
VU20563	Construct a basic stair	VU22064	Construct a basic stair	E – Revised and updated Pre-requisite unit removed

4. Course outcomes – Standards 1, 2, 3 and 4 AQTF Standards for Accredited Courses

4.1 Qualification level

This qualification has been developed to enable participants to achieve the underpinning skills, knowledge and ability to meet Australian Qualifications Framework (AQF) Level 2 requirements and to provide them with a solid foundation from which to undertake future apprenticeship training at the Certificate III level.

The course outcomes of the *22338VIC Certificate II in Building and Construction Pre-apprenticeship* are consistent with the distinguishing features of the learning outcomes specified in the AQF.

Graduates of the *22338VIC Certificate II in Building and Construction Pre-apprenticeship* will have the following:

- Skills and knowledge for work in a defined context and/or further learning.
- Basic factual, technical and procedural knowledge of a defined area of work and learning within the building and construction industry. For example:
 - safety requirements on a worksite
 - sustainability principles on a worksite
 - awareness of building codes and standards.
- Basic cognitive, technical and communication skills to apply appropriate methods, tools, materials and readily available information to undertake a defined range of skills. For example:
 - safe handling of selected hand and power tools
 - interpreting workplace documents and plans
 - performing building related calculations
 - communicating effectively in the workplace.
- Provide solutions to a limited range of predictable problems that may arise in a building and construction environment. For example:
 - reporting incidences and faults
 - recognising and responding to life threatening emergencies using basic life support measures.
- Apply skills and knowledge to demonstrate autonomy and limited judgement in structured and stable contexts and within narrow parameters. For example:
 - identifying and obtaining the appropriate materials, tools and equipment for the task
 - planning and completing tasks in appropriate sequence.

	<p>The volume of learning for this qualification is typically 0.5 to 1 year and incorporates a range of learning activities such as:</p> <ul style="list-style-type: none"> structured activities to develop the technical skills of the course and the theoretical knowledge that underpins performance unstructured activities to reinforce and practice skills and collect and consider information about different employment areas and work opportunities.
4.2 Employability skills	<p>The following table contains a summary of the employability skills for the <i>22338VIC Certificate II in Building and Construction Pre-apprenticeship</i>. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this course. The outcomes described here are broad industry requirements and will vary according to electives undertaken.</p> <p>This table is a summary of employability skills that are typical of the outcomes of this course and should not be interpreted as definitive.</p>

Employability Skill	Industry/enterprise requirements for this qualification include the following facets. On successful completion of the course a graduate should be able to:
Communication that contributes to productive and harmonious relations across employees and customers	<ul style="list-style-type: none"> read and interpret documentation, drawings, specifications and instructions complete basic documentation use appropriate terminology in task related communication listen carefully to instructions and follow them use clear and direct communication, using questioning to: <ul style="list-style-type: none"> identify and confirm task requirements request materials and equipment report incidences, faults, hazards and risks to supervisor access support networks when preparing to work in the industry relate to people from a range of cultural and ethnic backgrounds and with varying physical or mental abilities.
Teamwork that contributes to productive working relationships and outcomes	<ul style="list-style-type: none"> work with others to ensure a safe working environment work cooperatively with people of different cultural and ethnic backgrounds and varying physical or mental abilities work with others to action tasks either as a group or individual.

Employability Skill	Industry/enterprise requirements for this qualification include the following facets. On successful completion of the course a graduate should be able to:
Problem solving that contributes to productive outcomes	<ul style="list-style-type: none"> • identify and obtain required tools and equipment with materials required for tasks • plan and complete tasks in appropriate sequence to avoid backtracking and rework • complete measurements and calculations for material requirements • determine dimensions against specifications • establish accuracy checks related to project tasks • identify potential hazards and complete risk assessments.
Initiative and enterprise that contribute to innovative outcomes	<ul style="list-style-type: none"> • adapt to changing work conditions and different work areas • identify potential improvements to working practices • identify and assess risks in the workplace • identify career opportunities within the building and construction industries.
Planning and organising that contribute to short and long-term strategic planning	<ul style="list-style-type: none"> • manage time and priorities by scheduling the use of equipment, materials and tools to avoid backtracking and rework • follow procedures and techniques appropriate to the tools, equipment and task being undertaken • complete tasks in appropriate sequence.
Self-management that contributes to employee satisfaction and growth	<ul style="list-style-type: none"> • take responsibility for planning and organising own work priorities and completing assigned tasks • monitor own performance to ensure work will be completed to the required standard and on time • contribute to safety and sustainable practices during the preparation, application and clear up of work area • seek support to improve work performance.
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	<ul style="list-style-type: none"> • be open to learning new ideas and techniques • seek information to improve skills from supervisors and work related documents • identify own learning needs and seek skill development, as required.

Employability Skill	Industry/enterprise requirements for this qualification include the following facets. On successful completion of the course a graduate should be able to:
Technology that contributes to the effective carrying out of tasks	<ul style="list-style-type: none"> • safely use tools and equipment safely • use communications technology appropriate to the workplace • use technology to monitor and report on work progress • use technology to calculate basic weights, distances, areas and volumes • use the internet and web-based resources to source information • use computers and software to develop basic documents and drawings.
4.3 Recognition given to the course	Not applicable.
4.4 Licensing/regulatory requirements (if applicable)	<p>There are no licensing or regulatory requirements for this course, however, WorkSafe Victoria will require all people who work on a construction site to have proof of having completed a general occupational health and safety (OHS) construction induction for the industry. The unit, <i>CPCCWHS1001 Prepare to work safely in the construction industry</i> is recognised by WorkSafe Victoria for the registration of construction workers for OHS induction.</p> <p>While workplace training and assessment is not mandated by the course, it is likely some learners may visit worksites as part of the course.</p> <p>Learners who are involved in structured workplace learning as part of VCE VET, and other learners who may undertake training in a workplace as part of the course are required to have successfully completed <i>CPCCWHS1001 Prepare to work safely in the construction industry</i> prior to visiting, commencing training or assessment in the workplace.</p>
5. Course rules – Standards 2, 6,7 and 9 AQTF Standards for Accredited Courses	
5.1 Course structure	<p>To achieve the <i>22338VIC Certificate II in Building and Construction Pre-apprenticeship</i>, the following units of competency must be completed:</p> <ul style="list-style-type: none"> • 10 core units • all elective units from one trade stream. <p>A Statement of Attainment will be issued for each unit of competency completed if the full qualification is not completed.</p>

Core units

Unit of competency code	Field of Education code	Unit of competency title	Pre-requisite	Nominal hours
CPCCCM1012A	120505	Work effectively and sustainably in the construction industry		20
CPCCCM1014A	120505	Conduct workplace communication		20
CPCCCM1015A	010101	Carry out measurements and calculations		20
CPCCCM2006	040301	Apply basic levelling procedures		8
CPCCOHS2001A	061301	Apply OHS requirements, policies and procedures in the construction industry		20
CPCCWHS1001	061301	Prepare to work safely in the construction industry		6
HLTAID010	069907	Provide basic emergency life support		12
VU22014	120599	Prepare for work in the building and construction industry		16
VU22015	040301	Interpret and apply basic plans and drawings		25
VU22016	040329	Erect and safely use working platforms		24
Total core nominal hours				171

Bricklaying stream elective units

Unit of competency code	Field of Education code	Unit of competency title	Pre-requisite	Nominal hours
VU22017	040309	Identify and handle bricklaying tools and equipment		76
VU22018	040309	Apply basic bricklaying techniques		126
VU22019	040309	Apply brick veneer construction techniques		80
VU22020	040309	Apply cavity brick construction techniques		80
VU22021	040309	Apply masonry blockwork techniques		50
Total bricklaying stream elective nominal hours				412

Carpentry stream elective units

Unit of competency code	Field of Education code	Unit of competency title	Pre-requisite	Nominal hours
VU22022	040311	Identify and handle carpentry tools and equipment		100
VU22023	040399	Perform basic setting out		24
VU22024	040311	Construct basic sub-floor		48
VU22025	040311	Construct basic wall frames		48
VU22026	040311	Construct a basic roof frame		40
VU22027	040399	Install basic external cladding		24
VU22028	040311	Install basic window and door frames		24
VU22029	040311	Install interior fixings		40
VU22030	040399	Carry out basic demolition for timber structures		20
VU22031	040311	Construct basic formwork for concreting		40
Total carpentry stream elective nominal hours				408

Painting and decorating stream elective units

Unit of competency code	Field of Education code	Unit of competency title	Pre-requisite	Nominal hours
VU22032	040325	Identify and handle painting and decorating tools and equipment		80
VU22033	040325	Apply basic surface preparation skills for painting and decorating		60
VU22034	040325	Mix basic paint colours		20
VU22035	040325	Develop basic paint application techniques		140
VU22036	040325	Develop basic timber staining and clear finishing skills		30
VU22037	040325	Develop basic protective metal coating skills		30
VU22038	040325	Apply basic spray painting application skills		30
VU22039	040325	Apply basic wallpaper		20
Total painting and decorating stream elective nominal hours				410

Wall and ceiling lining stream elective units

Unit of competency code	Field of Education code	Unit of competency title	Pre-requisite	Nominal hours
VU22040	040317	Identify and handle wall and ceiling lining tools and equipment		100
VU22041	040317	Apply wall and ceiling lining installation techniques		150
VU22042	040317	Install basic suspension ceilings		32
VU22043	040317	Apply basic wall and ceiling lining stopping techniques		80
VU22044	040317	Construct basic archways		32
VU22058	040317	Produce basic castings and run castings		50
Total wall and ceiling lining stream elective nominal hours				444

Wall and floor tiling stream elective units

Unit of competency code	Field of Education code	Unit of competency title	Pre-requisite	Nominal hours
VU22045	040301	Identify and handle wall and floor tiling tools and equipment		100
VU22046	040301	Apply substrate preparation techniques for tiling		40
VU22047	040301	Develop basic wall tiling skills		128
VU22048	040301	Develop basic floor tiling skills		128
Total wall and floor tiling stream elective nominal hours				396

Solid plastering stream elective units

Unit of competency code	Field of Education code	Unit of competency title	Pre-requisite	Nominal hours
VU22049	040301	Identify and handle solid plastering tools and equipment		80
CPCCSP2003A	040317	Prepare surfaces for plastering	CPCCOHS2001A	40
VU22050	040301	Apply cement rendering techniques		100
VU22051	040301	Apply acrylic rendering techniques		100
VU22052	040301	Apply finishing coats for solid plastering		60
VU22053	040301	Apply basic restoration and renovation techniques to solid plastering		40
Total solid plastering stream elective nominal hours				420

Stonemasonry stream elective units

Unit of competency code	Field of Education code	Unit of competency title	Pre-requisite	Nominal hours
VU22054	040309	Identify and handle stonemasonry tools and equipment		100
CPCCST2006A	040309	Identify and use stone products	CPCCOHS2001A	12
CPCCST3003A	040309	Split stone manually	CPCCOHS2001A	20
VU22055	040309	Machine and finish stone		105
CPCCST2004A	040309	Lay stone	CPCCOHS2001A	40
VU22056	040309	Construct concrete footings and formwork for monumental installation		50
VU22057	040309	Install prepared monument		50
Total stonemasonry stream elective nominal hours				377

Joinery/shopfitting/stairbuilding stream elective units

Unit of competency code	Field of Education code	Unit of competency title	Pre-requisite	Nominal hours
VU22022	040311	Identify and handle carpentry tools and equipment		100
CUAACD303	100501	Produce technical drawings		50
VU22059	040311	Use aluminium sections for fabrication		40
VU22060	040311	Operate basic static machines	CPCCOHS2001A	60
VU22061	040311	Carry out basic construction processes		90
VU22062	040311	Construct basic doors and windows		40
VU22063	040311	Construct a basic shopfitting display unit		40
VU22064	040311	Construct a basic stair		40
Total joinery/shopfitting/stairbuilding stream elective nominal hours				460

<p>5.2 Entry requirements</p>	<p>Standard 9 AQTF Standards for Accredited Courses</p> <p>There are no entry requirements for the <i>22338VIC Certificate II in Building and Construction Pre-apprenticeship</i>.</p> <p>The following is a general guide to entry in relation to the language, literacy and numeracy (LLN) skills of learners aligned to the Australian Core Skills Framework (ACSF), details of which can be accessed from: https://www.education.gov.au/australian-core-skills-framework</p> <p>Learners enrolling in the <i>22338VIC Certificate II in Building and Construction Pre-apprenticeship</i> are best equipped to successfully undertake the qualification if they have minimum LLN skills that align to Level 2 of the ACSF.</p> <p>Indicators of ACSF Level 2 could include:</p> <ul style="list-style-type: none"> • ability to write brief systems related texts using an established format, for example, an order form or an OHS incident report on a standard workplace form/pro-forma • listening to short, explicit instructions for new work procedures and asks questions to clarify • familiar and simple length, volume/capacity measures • measure and estimate length, capacity/volume, and time, using simple instruments graduated in familiar units, for examples, centimeters, meters, millilitres, or hours/minutes/seconds • reading an email from the teacher/trainer about a change of class time. <p>Learners with LLN skills at lower levels than those suggested will require additional support to successfully undertake the qualification.</p>
<p>6. Assessment – Standards 10 and 12 AQTF Standards for Accredited Courses</p>	
<p>6.1 Assessment strategy</p>	<p>Standard 10 AQTF Standards for Accredited Courses</p> <p>All assessment, including recognition of prior learning (RPL), must be compliant with the requirements of:</p> <ul style="list-style-type: none"> • Standard 1 of the AQTF: Essential Conditions and Standards for Initial Registration and the AQTF: Essential Conditions and Standards for Continuing Registration <p>or</p> <ul style="list-style-type: none"> • Standard 1 of the Standards for RTOs 2015 <p>or</p> <ul style="list-style-type: none"> • the relevant standards for RTOs at the time of assessment.

	<p>These Standards ensure that the assessment strategies meet the requirement of the course.</p> <p>The nature of work undertaken in the building and construction industries is hands-on and practical and therefore, the assessment strategies should reflect this. It is recommended that assessment be a holistic process that integrates a number of units in practical tasks or projects. Assessment strategies should be developed within the context of the range of variables, the underpinning skills and knowledge and the assessment requirements specified in each unit.</p> <p>Assessment strategies should be designed to:</p> <ul style="list-style-type: none"> • cover a range of skills and knowledge required to demonstrate the intended course outcomes • collect evidence on a number of occasions to suit a variety of contexts and situations • be appropriate to the skills, knowledge, methods of delivery and needs/characteristics of learners • assist assessors to interpret evidence consistently • recognise prior learning • be equitable to all groups of learners • be valid, reliable, flexible and fair • inform learners of the context and purpose of the assessment and the assessment process • provide feedback to learners about the outcomes of the assessment process and guidance given for future options • allow reasonable time to complete a task which specifically reflects the industry context in which the task takes place. <p>Assessment strategies for the imported units from training packages should be consistent with the Assessment Requirements/Evidence Guides for the relevant training packages.</p> <p>The Evidence Guide for the accredited units of competency provide assessment methods for each of the units, however, where not defined in the endorsed units of competency, a range of appropriate assessment methods may be used to determine competency.</p>
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	<p>The following examples are appropriate for units of competency in this accredited course:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • observation of demonstrated techniques over time and in a range of situations • observation of, or evidence of, interactions with team members • presentations and discussions • role-plays • written and/or oral questions to assess required knowledge and understanding. <p>There is no mandatory workplace assessment, however, pre-apprenticeships delivered under the Victorian Curriculum and Assessment Authority (VCAA) framework are advised that VCAA strongly recommends that students enrolled in this program undertake a minimum 80 hours of structured workplace learning (SWL). This SWL should be spread across the duration of the training program.</p>
<p>6.2 Assessor competencies</p>	<p><i>Standard 12 AQTF Standards for Accredited Courses</i></p> <p>All assessments must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> • Standard 1.4 of the AQTF: Essential Conditions and Standards for Continuing Registration <p>or</p> <ul style="list-style-type: none"> • Standard 1, of the Standards for RTOs 2015 <p>or</p> <ul style="list-style-type: none"> • the relevant standards for RTOs at the time of assessment. <p>In addition, assessors must:</p> <ul style="list-style-type: none"> • hold a Certificate III trade qualification in the trade stream they are assessing • have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are assessing. <p>All assessment of units of competency imported from training packages must reflect the requirements for assessors specified in the relevant training packages.</p>

7. Delivery – Standards 11 and 12 AQTF Standards for Accredited Courses**7.1 Delivery modes****Standard 11 AQTF Standards for Accredited Courses**

It is recommended that the units in this course be delivered in a simulated sequence that relates to applied specific industry sector work tasks.

Adequate supervision must be provided whenever learners are using tools and/or equipment, working near dangerous machinery or substances or in potentially hazardous environments, particularly as the learners may have little or no experience in work conditions and practices. Each unit of competency details the range of personal protective equipment (PPE) and clothing that must be worn where the work situation warrants it to achieve the learning outcomes.

The *22338VIC Certificate II in Building and Construction Pre-apprenticeship* may be delivered using a combination of delivery modes, including:

- face-to-face, classroom-based delivery
- practical demonstration
- blended or flexible (e-learning) delivery
- delivery in a simulated workplace.

The units have been developed to support a variety of applications within the context of the suggested range of variables. This may involve the use of practical industry-based activities and/or projects to develop skills and knowledge. Units can be delivered as stand-alone units or combined.

It is recommended that the practical exercises take the form of realistic and holistic projects to provide the participants with a simulated real-work experience under supervision.

Learners who engage in SWL recommended in the VCE VET program schedule, as well as other learners, must complete *CPCCWHS1001 Prepare to work safely in the construction industry* prior to visiting, commencing training or assessment in the workplace.

7.2 Resources**Standard 12 AQTF Standards for Accredited Courses**

Resources that are essential for the delivery of the *22338VIC Certificate II in Building and Construction Pre-apprenticeship* includes:

- industry materials, tools and equipment
- classroom facilities
- workshop facilities
- a simulated workplace environment
- computers with internet access.

	<p>PPE is identified in each of the specific units. The use of these OHS resources and the safe use of tools and equipment are implicit in every unit within the pre-apprenticeship and must be incorporated with the introduction of any new task or activity.</p> <p>Trainers/assessors should refer to the individual units of competency for specific resource requirements.</p> <p>Training must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> Standard 1.4 of the AQTF: Essential Conditions and Standards for Continuing Registration <p>or</p> <ul style="list-style-type: none"> Standard 1 of the Standards for RTOs 2015 <p>or</p> <ul style="list-style-type: none"> the relevant standards for RTOs at the time of assessment. <p>In addition, trainers must:</p> <ul style="list-style-type: none"> hold a Certificate III trade qualification in the trade stream they are assessing have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.
8. Pathways and articulation – Standard 8 AQTF Standards for Accredited Courses	
	<p><i>Standard 8 AQTF Standards for Accredited Courses</i></p> <p>As the course contains a number of units from nationally endorsed training packages, credit transfer is available in relation to any qualifications or courses that include these units.</p>
9. Ongoing monitoring and evaluation – Standard 13 AQTF Standards for Accredited Courses	
	<p><i>Standard 13 AQTF Standards for Accredited Courses</i></p> <p>The CMM for Building Industries is responsible for the ongoing monitoring and evaluation of the <i>22338VIC Certificate II in Building and Construction Pre-apprenticeship</i>.</p> <p>Formal course evaluations will be undertaken halfway through the accreditation period and will be based on student and teacher evaluation surveys and industry stakeholder surveys/consultations.</p> <p>The Victorian Registration and Qualifications Authority (VRQA) will be notified of any changes to the course.</p>

Section C: Units of competency

The following is a list of imported units of competency for this course, which can be downloaded from the National Register (training.gov.au):

- CPCCCM1012A Work effectively and sustainably in the construction industry
- CPCCCM1014A Conduct workplace communication
- CPCCCM1015A Carry out measurements and calculations
- CPCCCM2006 Apply basic levelling procedures
- CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry
- CPCCSP2003A Prepare surfaces for plastering
- CPCCST2004A Lay stone
- CPCCST2006A Identify and use stone products
- CPCCST3003A Split stone manually
- CPCCWHS1001 Prepare to work safely in the construction industry
- CUAACD303 Produce technical drawings
- HLTAID010 Provide basic emergency life support

The following is a list of the units of competency developed for the course that complies with the current requirement from the Training Package Development Handbook and is detailed in this section of the course document:

- VU22014 Prepare for work in the building and construction industry
- VU22015 Interpret and apply basic plans and drawings
- VU22016 Erect and safely use working platforms
- VU22017 Identify and handle bricklaying tools and equipment
- VU22018 Apply basic bricklaying techniques
- VU22019 Apply brick veneer construction techniques
- VU22020 Apply cavity brick construction techniques
- VU22021 Apply masonry blockwork techniques
- VU22022 Identify and handle carpentry tools and equipment
- VU22023 Perform basic setting out
- VU22024 Construct basic sub-floor
- VU22025 Construct basic wall frames
- VU22026 Construct a basic roof frame
- VU22027 Install basic external cladding
- VU22028 Install basic window and door frames
- VU22029 Install interior fixings
- VU22030 Carry out basic demolition for timber structures
- VU22031 Construct basic formwork for concreting
- VU22032 Identify and handle painting and decorating tools and equipment
- VU22033 Apply basic surface preparation skills for painting and decorating

- VU22034 Mix basic paint colours
- VU22035 Develop basic paint application techniques
- VU22036 Develop basic timber staining and clear finishing skills
- VU22037 Develop basic protective metal coating skills
- VU22038 Apply basic spray painting application skills
- VU22039 Apply basic wallpaper
- VU22040 Identify and handle wall and ceiling lining tools and equipment
- VU22041 Apply wall and ceiling lining installation techniques
- VU22042 Install basic suspension ceilings
- VU22043 Apply basic wall and ceiling lining stopping techniques
- VU22044 Construct basic archways
- VU22058 Produce basic castings and run castings
- VU22045 Identify and handle wall and floor tiling tools and equipment
- VU22046 Apply substrate preparation techniques for tiling
- VU22047 Develop basic wall tiling skills
- VU22048 Develop basic floor tiling skills
- VU22049 Identify and handle solid plastering tools and equipment
- VU22050 Apply cement rendering techniques
- VU22051 Apply acrylic rendering techniques
- VU22052 Apply finishing coats for solid plastering
- VU22053 Apply basic restoration and renovation techniques to solid plastering
- VU22054 Identify and handle stonemasonry tools and equipment
- VU22055 Machine and finish stone
- VU22056 Construct concrete footings and formwork for monumental installation
- VU22057 Install prepared monument
- VU22059 Use aluminium sections for fabrication
- VU22060 Operate basic static machines
- VU22061 Carry out basic construction processes
- VU22062 Construct basic doors and windows
- VU22063 Construct a basic shopfitting display unit
- VU22064 Construct a basic stair

VU22014 Prepare for work in the building and construction industry

Unit descriptor

This unit describes the outcomes required to prepare to work in the building and construction industries. It requires the ability to determine opportunities and pathways, take responsibility for own workplace learning and skill development and apply for work in the building and construction industries.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills

This unit contains Employability Skills.

Application of the unit

This unit supports learners to develop basic skills and knowledge to prepare them for the working environment in the building and construction industries.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | | |
|--|-----|---|
| 1. Identify the building and construction industries | 1.1 | Identify different <i>streams and sectors</i> in the building and construction industries. |
| | 1.2 | Distinguish the range of <i>roles and responsibilities</i> of workers in the building and construction industries. |
| | 1.3 | Identify industry expectations for entry level positions in the building and construction industries. |
| 2. Identify future career opportunities | 2.1 | Source services and opportunities provided by <i>employment organisations</i> to establish job seeking providers. |
| | 2.2 | Locate and use <i>resources</i> to identify employment opportunities in the building and construction industries. |
| 3. Develop a plan for a career pathway | 3.1 | Explore viable career options that align with personal goals. |
| | 3.2 | Identify <i>learning opportunities</i> for career development. |
| | 3.3 | Identify potential barriers for career progression to develop appropriate strategies. |
| | 3.4 | Document a career plan that includes timelines for action items. |

ELEMENT	PERFORMANCE CRITERIA
4. Develop a resume	4.1 Research current acceptable formats of cover letters and resume writing.
	4.2 Develop a resume that includes your work experience, education, skills and achievements for a prospective employer.
	4.3 Gain feedback from others on the resume and incorporate constructive feedback, as required.
5. Practice interview skills	5.1 Identify job interview requirements for preparation and participation in practice job interview.
	5.2 Apply interview skills during the practice job interview.
	5.3 Gain feedback from others on the practice interview and incorporate constructive feedback for future interviews.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- writing skills to:
 - take notes on research
 - develop a resume and cover letter
 - complete relevant documentation
- reading skills to interpret basic documents such as written instructions, basic research and resource information
- oral communication skills to:
 - use questioning to identify and confirm requirements
 - share information
 - access support networks and financial sources
 - use appropriate language for interviews
- learning skills to:
 - collect, record and store information
 - use different learning strategies to identify relevant key points from spoken and written material
 - use reflection and feedback to conduct self assessment
- teamwork skills to:
 - work with others to action tasks
 - relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities

- planning and organising skills to:
 - manage time and priorities
 - organise information chronologically and sequentially
- technology skills to:
 - use the internet and web-based resources to source and save information
 - use computers and software to write basic documents.

Required knowledge:

- financial incentives that are available to apprentices and trainees
- personal learning styles
- relationship between roles within the building and construction industries
- industry and company specific policies and procedures regarding training and employment
- industry services, facilities and activities.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Streams and sectors may include career pathways in:

- bricklaying
- carpentry
- joinery
- bricklaying
- carpentry
- joinery
- painting and decorating
- shopfitting
- solid plastering
- stairbuilding
- stonemasonry
- wall and ceiling lining
- wall and floor tiling.

Roles and responsibilities may include, but are not limited to:

- supervisor
- general construction supervisor
- independent contractor
- project management
- site supervisor
- technical sales and services representative
- business owner

- machine operator
- production estimator
- combination of trades, e.g. commercial stairbuilders and carpenter, aluminium window fabricator/joiner
- responsibilities may include being able to:
 - identify and estimate the quantity of materials needed to properly complete a job
 - accurately estimate how long a job should take to complete
 - calculate what the job will cost
 - comply with the Building Code of Australia and the appropriate Australian Standards
 - demonstrate a high degree of accuracy
 - provide exceptional quality products
- provide proof of licenses and insurances, as required:
 - Registered Building Practitioner (RBP)
 - Insurances for self and client.

Employment organisations may include:

Resources may include:

- employment agencies
- job centres.
- local networks
- professional industry associations
- public advertisements
- electronic/internet search facilities
- job description documents
- relevant industry pay awards
- career counselling
- social and industry networks
- government incentives.

Learning opportunities may include:

- assistance and advice from others
- working to experience other jobs or roles in the building and construction industries
- training courses
- on-the-job training
- workshops and seminars
- private study
- social support
- providing the learner with drug and alcohol support
- providing the learner with financial information.

Job interview requirements may include:

- personal presentation and grooming
- appropriate language
- appropriate verbal and non-verbal forms of communication
- time management
- supporting materials.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- determine the different streams and sectors in the building and construction industries
- identify employment services and opportunities
- develop a career pathway plan in the building and construction sectors based on personal goals
- develop a resume acceptable by the building and construction industries
- apply appropriate job interview skills to a simulated job interview
- respond to and apply constructive feedback from others.

Context of and specific resources for assessment

Assessment must be demonstrated in a building and construction industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- resources about the building and construction industries and job services and opportunities
- computer with internet facilities.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22015 Interpret and apply basic plans and drawings

Unit descriptor	<p>This unit specifies the outcomes required to read, interpret and produce basic plans and drawings used for building and construction.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains Employability Skills.
Application of the unit	<p>This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the building and construction industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p>

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Interpret plans and drawings	1.1	Identify type and purpose of plans and drawings .
	1.2	Identify and use terminology used for building and construction in plans and drawings.
	1.3	Identify and apply commonly used symbols and abbreviations used in plans and drawings.
	1.4	Identify key features and scales on plans and drawings.
	1.5	Identify types of structures on plans and drawings.
	1.6	Determine the relevant codes and standards for construction activities to be undertaken.
2. Apply drawings and plan techniques	2.1	Identify drawing techniques for developing basic building plans.
	2.2	Select and prepare equipment and materials for developing basic building plans.
	2.3	Use drawing and plan techniques for developing basic building plans.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret drawings, documentation and specifications
- writing skills to complete basic documentation, drawings and plans
- oral communication skills to use building and construction terminology for interpreting and developing basic plans and drawings
- numeracy skills to calculate labour and material quantities
- planning and organising skills to plan and complete tasks from plans and drawing in appropriate sequence
- self-management skills to manage workspace
- technology skills to use tools and equipment for developing basic plans and drawings.

Required knowledge:

- types, purposes and characteristics of plans and drawings
- commonly used symbols and abbreviations used in plans and drawings
- terminology used for interpreting and applying plans and drawings
- components of building structures, including footing, flooring, wall and roofing structures
- relevant Australian Standards and the National Construction Code (NCC) in relation to work to be undertaken
- major construction activities and sequencing
- drawing techniques
- tools and equipment used for drawings. technology skills to use tools and equipment for developing basic plans and drawings.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Plans and drawings may include:

- amendments
- building specifications
- detailed drawings
- diagrams
- elevations
- floor
- location
- manufacturers' specifications
- sections
- site plan
- sketches.

Symbols and abbreviations may include:

- item symbols (plumbing, electrical, building)
- material and item abbreviations
- material symbols (timber, brickwork, stone, earth).

Key features may include, but is not limited to:

- easements
- services (water, electricity, gas)
- shape of site
- slope of land
- type of structure or building.

Structures may include:

- carport
- commercial
- domestic
- double storey
- garage
- multi storey
- shed
- single storey.

Drawing techniques may include, but not limited to:

- CAD
- line drawings
- sketches
- scale drawings.

Equipment and materials may include, but not limited to:

- CAD software
- compass
- computers
- drawing boards
- eraser
- pencils (grey lead, colour)
- pens (ink, clutch)
- scale rule
- set squares
- paper.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- read and interpret the symbols and features of a minimum of two different sets of house plans
- select and use the appropriate plan and drawing techniques for a minimum of one site plan, one floor plan and one elevation plan for a structure containing floor, walls and roof.

Context of and specific resources for assessment

Assessment must be demonstrated in a building and construction industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- computers with appropriate software
- relevant codes, standards and regulations
- relevant materials and equipment for producing drawings
- technical reference library with current publications on measurement, design, building and construction and manufacturers' product literature.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22016 Erect and safely use working platforms

Unit descriptor This unit specifies the outcomes required to erect and safely use restricted height working platforms, that includes trestles and planks, step and extension ladders and mobile and modular scaffolds of up to four metres.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills This unit contains Employability Skills.

Application of the unit This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the building and construction industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | |
|--|--|
| 1. Plan to erect and use working platforms | <p>1.1 Identify work instructions and <i>specifications</i> for erecting and safely using <i>restricted height working platforms</i>.</p> <p>1.2 Identify the occupational health and safety (OHS) requirements for erecting and using working platforms.</p> <p>1.3 Identify the relevant codes and standards for erecting and using working platforms up to four metres.</p> <p>1.4 Identify and apply principles of sustainability when erecting and using working platforms.</p> <p>1.5 Identify and use appropriate terminology for erecting and using working platforms.</p> |
| 2. Prepare to erect working platforms | <p>2.1 Identify type of working platform to be used according to work instructions and relevant codes and standards.</p> <p>2.2 Select and use personal protective equipment (PPE) for erecting and using working platforms.</p> <p>2.3 Select and prepare the appropriate working platform components, <i>materials, tools and equipment</i> according to work instructions and safety requirements.</p> |

ELEMENT	PERFORMANCE CRITERIA	
3. Erect working platforms	3.1	Position platform to work location.
	3.2	Ensure adequate footing in accordance to Australian Standards.
	3.3	Erect platform to the required height according to work instructions, manufacturers' specifications, regulatory and safety requirements and under supervision.
	3.4	Check working platform for stability, reliability and condition prior to, and during use, and report for repair, as required.
4. Work safely at heights	4.1	Fit and adjust fall protection during work on platform, as required.
	4.2	Use appropriate methods of moving materials, tools and equipment to platform to minimise risk of falling objects and hazardous carrying of materials on platforms.
	4.3	Store tools and materials safely on platform to minimise the risk of items being knocked down and damaged.
	4.4	Carry out tasks on platforms according to work instructions, regulatory and safety requirements.
5. Clean up	5.1	Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.
	5.2	Disassemble platform, clean and store plant, tools and equipment after use by following safe working practices.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology for erecting and using working platforms
 - use questioning to identify and confirm task requirements
 - report incidences and faulty platform equipment
- numeracy skills to complete measurements and calculations to check for height requirements when erecting and using working platforms
- teamwork skills to ensure a safe working environment

- planning and organising skills to:
 - identify and obtain working platform components, tools and equipment required for erecting working platforms
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to use the appropriate tools and equipment for erecting working platforms.

Required knowledge:

- plans, drawings and specifications used for erecting working platforms
- workplace safety requirements and OHS legislation in relation to erect and safely use working platforms, including the required PPE
- relevant Australian Standards in relation to restricted height working platforms
- principles of sustainability relevant to erecting working platforms
- terminology used for erecting and using working platforms
- function, purpose and types of working platforms, and tools and equipment used to erect them
- processes and techniques used for erecting working platforms, including manufacturers' specifications.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specifications may include:

- manufacturers' specifications and instructions
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- signage
- other verbal, written and graphical instructions issued by supervisor or external personnel.

Restricted height working platforms must include, but is not limited to:

- extension ladders
- mobile scaffold
- modular scaffold
- step ladders
- trestles and planks.

Materials may include, but are not limited to:

- fixings
- metal
- planks
- plywood
- rope
- timber.

Tools and equipment may include, but are not limited to:

- hammers
- ladders
- planks
- shovels
- signage and barricades
- spanners
- spirit levels
- tape measures
- tool belt with frogs
- trestles.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- erect a working platform of no more than four metres in height according to manufacturers' specifications
- apply appropriate safety precautions and methods when using working platforms.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology

Context of and specific resources for assessment

- selected and used appropriate tools and equipment for erecting and working safely with working platforms
- cleaned up and stored tools and equipment after working safely with working platforms.

Assessment must be demonstrated in a building and construction industry work or simulated environment reflective of the workplace that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry working platform tools and equipment, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22017 Identify and handle bricklaying tools and equipment

Unit descriptor

This unit specifies the outcomes required to identify and safely handle bricklaying hand and power tools and plant and equipment. It does not include the maintenance of tools and equipment.

It includes the ability to plan for, prepare and handle tools and equipment, clean up after use, and report on faulty tools and equipment.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills

This unit contains Employability Skills.

Application of the unit

This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the bricklaying industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan to handle tools and equipment

- 1.1 Review supervisor's instructions and ***specifications*** for preparing and handling bricklaying tools and equipment for specific ***tasks***.
- 1.2 Identify the occupational health and safety (OHS) requirements for preparing and handling bricklaying tools and equipment.
- 1.3 Identify the relevant codes and standards for preparing and handling bricklaying tools and equipment.
- 1.4 Identify and apply principles of sustainability in preparing and handling bricklaying tools and equipment.
- 1.5 Identify and use terminology for bricklaying tools and equipment.

ELEMENT	PERFORMANCE CRITERIA
2. Identify and prepare tools	<p>2.1 Identify the functions and applications of bricklaying hand and power tools.</p> <p>2.2 Select and use the appropriate personal protective equipment (PPE) for specific tools and equipment.</p> <p>2.3 Select, sign out and prepare the required tools, equipment and materials appropriate for the tasks according to supervisor's instructions.</p> <p>2.4 Complete pre-operational checks according to supervisor's instructions and as required by manufacturers' specifications.</p>
3. Handle tools	<p>3.1 Use hand tools safely and appropriate to the tasks and materials.</p> <p>3.2 Use power tools safely and appropriate to the tasks and materials.</p> <p>3.3 Check and report on tools requiring maintenance after use.</p>
4. Select and use plant and equipment	<p>4.1 Identify the functions, applications and operating methods of general bricklaying plant and equipment.</p> <p>4.2 Select and prepare plant and equipment appropriate for the tasks according to supervisor's instructions and safety requirements.</p> <p>4.3 Check plant and equipment for safety before use and report any faults, as required.</p> <p>4.4 Use plant and equipment according to manufacturers' specifications and ensuring the safety of self and others.</p>
5. Clean up	<p>5.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and supervisor's instructions.</p> <p>5.2 Clean, sign in, and store machinery, tools and equipment according to manufacturers' specifications and by following safe working practices.</p> <p>5.3 Identify malfunctions, faults, wear or damage to tools and equipment and report for repair or replacement.</p>

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use terminology for bricklaying tools and equipment
 - use questioning to identify and confirm task requirements
 - report tools and equipment faults
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and prepare required bricklaying tools and equipment
 - plan and complete tasks in appropriate sequence
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely check, handle and maintain tools and equipment.

Required knowledge:

- workplace safety requirements and OHS legislation in relation to handling bricklaying tools and equipment, including the required PPE and safety requirement for power supplies
- relevant Australian Standards in relation to handling bricklaying tools and equipment
- principles of sustainability relevant to preparing and handling bricklaying tools and equipment
- terminology used for bricklaying tools and equipment
- characteristics and functions of bricklaying tools and equipment
- types of pre-occupational checks required prior to using bricklaying tools and equipment
- safe handling and maintenance checks of bricklaying tools and equipment, including reporting procedures.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specifications may include:

- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- other verbal, written and graphical instructions issued by supervisor.

Tasks may include, but not limited to:

- cleaning
- cutting
- holding materials
- laying bricks
- marking
- setting out
- shaping
- shifting materials.

Bricklaying hand and power tools must include, but is not limited to:

- brushes
- chisels and bolsters
- hammers
- hand saws
- jointing tools
- levels (spirit and automatic)
- marking tools
- measuring tapes/rulers
- shovels
- trowels.

Equipment and materials must include:

- brick carrier
- cement
- clamps
- lime
- line block and string line
- mortarboards
- profiles
- sand
- scrapers
- straight edges.

General bricklaying plant must include, but not limited to:

- cement mixer
- compacter
- handling and shifting equipment, such as hand trolleys or pallet jacks
- portable mixers
- safety signage
- wheelbarrows
- portable generators.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- identify and correctly handle the bricklaying hand and power tools listed in the range statement during bricklaying tasks
- identify and correctly handle the plant and equipment listed in the range statement during bricklaying tasks.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected, checked out and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- performed checks on tools and equipment, prior and after handling
- reported on condition and faults of tools and equipment, as required
- cleaned up, sign in and stored tools and equipment after use.

Context of and specific resources for assessment

Assessment must be demonstrated in a bricklaying industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry bricklaying tools and equipment, including PPE
- job tasks, including relevant specifications
- manufacturers' specifications
- materials appropriate for bricklaying hand and power tools.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22018 Apply basic bricklaying techniques

Unit descriptor	<p>This unit specifies the outcomes required to apply bricklaying techniques for basic brickwork construction.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains Employability Skills.
Application of the unit	<p>This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the bricklaying industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p>

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan for brickwork construction	1.1	Identify work instructions, <i>plans and specifications</i> for <i>basic brickwork construction tasks</i> .
	1.2	Identify the occupational health and safety (OHS) requirements for brickwork construction.
	1.3	Identify the relevant <i>codes and standards</i> for brickwork construction.
	1.4	Identify and apply sustainable practices to work preparation and construction applications.
	1.5	Identify and use appropriate terminology during bricklaying tasks.
2. Prepare for brickwork construction	2.1	Select and use the appropriate personal protective equipment (PPE) for brickwork construction.
	2.2	Identify and obtain the required quantities of <i>materials</i> for brickwork construction.
	2.3	Select and prepare the required <i>tools and equipment</i> for brickwork construction according to work instructions and safety requirements.

ELEMENT	PERFORMANCE CRITERIA
	2.4 Confirm the location and dimensions from work instructions, plans and specifications.
	2.5 Set out brickwork to a line, square and gauge.
	2.6 Mix mortar following manufacturers' or job specifications, codes and standards.
3. Construct brickwork	3.1 Place bricks to set out, ensuring that they are straight and level according to codes and standards.
	3.2 Build the basic brickwork construction to the required standard ensuring safety for self and others.
4. Clean up	4.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.
	4.2 Clean and store tools and equipment after use by following safe working practices.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology during bricklaying tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - complete measurements and calculations for material requirements
 - determine dimensions against specifications for set out and brickwork construction
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain materials, tools and equipment required for brickwork construction
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain bricklaying tools and equipment.

Required knowledge:

- plans, drawings and specifications used in brickwork construction
- workplace safety requirements and OHS legislation in relation to brickwork construction, including the required PPE
- relevant Australian Standards and building codes in relation to brickwork construction
- principles of sustainability relevant to brickwork construction
- terminology used for basic brickwork construction
- characteristics and purposes of bricklaying materials
- common processes for calculating size and quantity of materials required
- components, characteristics, and functions of mortar, including mixing and curing processes
- function, purpose and safe handling of bricklaying tools and equipment
- purpose of an accurate set out for brickwork construction
- set out techniques and processes for brickwork construction
- use of spirit levelling devices for setting out
- bricklaying techniques for basic brickwork construction.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Plans and specifications*** may include:
- building surveyor stamped plans such as site plans, and floor plans
 - manufacturers' specifications and instructions
 - material safety data sheets (MSDS)
 - regulatory and legislative requirements
 - relevant Australian Standards and codes
 - safe work procedures
 - signage
 - verbal, written and graphical instructions issued by supervisor or external personnel
 - work schedules, specifications and requirements.

Basic bricklaying construction tasks must include, but is not limited to:

- gauge brickwork
- internal and external corners
- bond.

Codes and standards may include, but are not limited to:

- National Construction Code (NCC)
- AS 3700 Masonry structures.

Materials may include:

- bricks
- cement
- lime
- sand.

Tools and equipment may include:

- cement mixers
- chisels and bolsters
- gauge rod
- hammers
- jointing tools
- line blocks and pins
- mortarboards
- profiles
- shovels
- spirit levels
- straight edges
- string lines
- trowels
- wheelbarrows.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- construct an internal/external corner wall, 7 courses high with one stopped end
- mix a mortar batch to the required standard
- set out and lay out brickwork to a line, square and gauge.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for basic bricklaying
- cleaned up and stored tools and equipment after brickwork construction.

Context of and specific resources for assessment

Assessment must be demonstrated in a bricklaying industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry materials, tools and equipment used for bricklaying, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22019 Apply brick veneer construction techniques

Unit descriptor	<p>This unit specifies the outcomes required to apply brick veneer construction techniques to basic brickwork construction.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains Employability Skills.
Application of the unit	<p>This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the bricklaying industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p>

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan for brick veneer construction	1.1	Identify work instructions, <i>plans and specifications</i> for <i>basic brick veneer construction tasks</i> .
	1.2	Identify the occupational health and safety (OHS) requirements for brick veneer construction.
	1.3	Identify the relevant <i>codes and standards</i> for brick veneer construction.
	1.4	Identify and apply sustainable practices to work preparation and construction applications.
	1.5	Identify and use appropriate terminology during brick veneer construction tasks.
2. Prepare for brick veneer construction	2.1	Select and use the appropriate personal protective equipment (PPE) for brick veneer construction.
	2.2	Identify and obtain the required quantities of <i>materials</i> for brick veneer construction.
	2.3	Select and prepare the required <i>tools and equipment</i> for brick veneer construction according to work instructions and safety requirements.
	2.4	Confirm the location and dimensions from work instructions, plans and specifications.

ELEMENT	PERFORMANCE CRITERIA
3. Construct base	<p>3.1 Mix mortar following manufacturers' or job specifications, codes and standards.</p> <p>3.2 Set out and construct base brickwork with bearer piers.</p> <p>3.3 Locate and build sub-floor access for brick veneer construction according to work instructions and standards.</p>
4. Construct veneer brickwork	<p>4.1 Check structural frame is ready for brick veneer construction.</p> <p>4.2 Locate and build vents, veneer ties and control joints for veneer construction according to work instructions and standards.</p> <p>4.3 Build the brick veneer construction to the required standard ensuring safety for self and others.</p>
5. Clean up	<p>5.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.</p> <p>5.2 Clean and store tools and equipment after use by following safe working practices.</p>

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology during brick veneer construction tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - complete measurements and calculations for material requirements
 - determine dimensions against specifications for set out and brick veneer construction
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain materials, tools and equipment required for brick veneer construction
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used for brick veneer construction
- workplace safety requirements and OHS legislation in relation to brick veneer construction, including the required PPE
- relevant Australian Standards and building codes in relation to brick veneer construction
- terminology used for brick veneer construction
- principles of sustainability relevant to brick veneer construction
- characteristics and purposes of materials used for brick veneer construction
- common processes for calculating size and quantity of materials required
- function, purpose and safe handling of bricklaying tools and equipment
- purpose of an accurate set out for brick veneer construction
- set out techniques and processes for brick veneer construction
- methods of base brickwork, including slab on ground and strip footing construction
- bricklaying techniques for brick veneer construction.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Plans and specifications may include:

- building surveyor stamped plans such as site plans, and floor plans
- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- signage
- verbal, written and graphical instructions issued by supervisor or external personnel
- work schedules, specifications and requirements.

Basic brick veneer construction tasks must include, but are not limited to:

- damp-proofing
- base brickwork
- control joints
- flashing
- gauge brickwork
- piers
- sills
- brick veneer ties
- ventilation
- weep holes.

Codes and standards may include, but are not limited to:

- National Construction Code (NCC)
- AS 1379 Specification and supply of concrete
- AS 2870 Residential slabs and footings
- AS 2904 Damp-proof courses and flashings
- AS 3600 Concrete structures
- AS 3660 Termite management
- AS 3700 Masonry structures.

Materials may include:

- brick veneer ties
- bricks
- cement
- damp-proofing
- flashings
- lime
- sand
- vents.

Tools and equipment may include:

- cement mixers
- chisels and bolsters
- gauge rod
- hammers
- jointing tools
- line blocks and pins
- marking tools
- mortarboards
- profiles
- shovels
- spirit levels
- straight edges
- string lines
- trowels
- wheelbarrows.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- set out and lay veneer brickwork with one external wall and one opening containing a window or door with flashing over the opening. The brick veneer structure is to be a minimum of 3 metres in total length and a minimum of 1.7 metres high, and include a brick sill that is a minimum of 600 mm wide. A control joint and brick veneer ties are to be included in this brick veneer structure
- set out and construct base brickwork with bearer piers of a minimum of 3 metres in length and a height of 6 courses, incorporating vents.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for brick veneer construction processes
- cleaned up and stored tools and equipment after brick veneer construction.

Context of and specific resources for assessment

Assessment must be demonstrated in a bricklaying industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry materials, tools and equipment used for brick veneer construction, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22020 Apply cavity brick construction techniques

Unit descriptor

This unit specifies the outcomes required to apply cavity brick construction techniques to basic brickwork construction. It does not include the construction of brickwork or block bases.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills

This unit contains Employability Skills.

Application of the unit

This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the bricklaying industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | |
|--|---|
| 1. Plan for cavity brick construction | <p>1.1 Identify work instructions, <i>plans and specifications</i> for <i>basic cavity brick construction tasks</i>.</p> <p>1.2 Identify the occupational health and safety (OHS) requirements for applying cavity brick construction.</p> <p>1.3 Identify the relevant <i>codes and standards</i> for cavity brick construction.</p> <p>1.4 Identify and apply sustainable practices to work preparation and construction applications.</p> <p>1.5 Identify and use appropriate terminology during cavity brick construction tasks.</p> |
| 2. Prepare for cavity brick construction | <p>2.1 Select and use the appropriate personal protective equipment (PPE) for cavity brick construction.</p> <p>2.2 Identify and obtain the required quantities of <i>materials</i> for cavity brick construction.</p> <p>2.3 Select and prepare the appropriate <i>tools and equipment</i> for cavity brick construction according to work instructions and safety requirements.</p> <p>2.4 Confirm the location and dimensions from work instructions, plans and specifications.</p> <p>2.5 Mix mortar following manufacturers' or job specifications, codes and standards.</p> |

ELEMENT	PERFORMANCE CRITERIA
3. Construct cavity brickwork	3.1 Locate window and door frames and build in to cavity wall.
	3.2 Build a cavity brick construction to the required standard ensuring safety for self and others.
	3.3 Cut sill bricks and lay according to work instructions and standards.
4. Clean up	4.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.
	4.2 Clean and store tools and equipment after use by following safe working practices.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology during cavity brick construction tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - complete measurements and calculations for material requirements
 - determine dimensions against specifications for set out and brickwork construction
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain materials, tools and equipment required for cavity brick construction
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used for cavity brick construction
- workplace safety requirements and OHS legislation in relation to cavity brick construction, including the required PPE
- relevant Australian Standards and building codes in relation to cavity brick construction
- terminology used for cavity brick construction
- principles of sustainability relevant to cavity brick construction
- characteristics and purposes of bricklaying materials used in cavity brick construction
- common processes for calculating size and quantity of materials required for cavity brick construction
- function, purpose and safe handling of bricklaying tools and equipment used for cavity brick construction
- purpose of an accurate set out for cavity brick construction
- set out techniques and processes for cavity brick construction
- characteristics and functions of base brickwork
- methods of base brickwork, including slab on ground and strip footing construction
- bricklaying techniques for cavity brick construction.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Plans and specifications** may include:
- building surveyor stamped plans such as site plans, and floor plans
 - manufacturers' specifications and instructions
 - material safety data sheets (MSDS)
 - regulatory and legislative requirements
 - relevant Australian Standards and codes
 - safe work procedures
 - signage
 - verbal, written and graphical instructions issued by supervisor or external personnel
 - work schedules, specifications and requirements.
- Basic cavity brickwork construction tasks** must include, but is not limited to:
- control joints
 - installing roof tie downs
 - piers
 - damp-proofing
 - flashing
 - gauge brickwork
 - installing cavity brick ties
 - sills
 - weep holes.

Codes and standards may include, but are not limited to:

- National Construction Code (NCC)
- AS 1379 Specification and supply of concrete
- AS 2870 Residential slabs and footings
- AS 2904 Damp-proof courses and flashings
- AS 3600 Concrete structures
- AS 3660 Termite management
- AS 3700 Masonry structures.

Materials may include:

- roof tie downs
- vents
- blocks
- bricks
- cavity brick ties
- cement
- damp-proofing
- doors
- flashings
- lime
- sand
- weep holes
- windows.

Tools and equipment may include:

- cement mixers
- chisels and bolsters
- gauge rod
- hammers
- jointing tools
- line blocks and pins
- mortarboards
- profiles
- shovels
- spirit levels
- straight edges
- string lines
- trowels
- wheelbarrows.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- set out and lay cavity brickwork with one opening containing a window or door with flashing over the openings. This cavity brick structure must be a minimum of 3 metres in total length and a minimum of 1.7 metres high, and include a brick sill that is a minimum of 600 mm wide.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for cavity brick construction processes
- cleaned up and stored tools and equipment after brickwork construction.

Context of and specific resources for assessment

Assessment must be demonstrated in a bricklaying industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry materials, tools and equipment used for cavity brick construction, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22021 Apply masonry blockwork techniques

Unit descriptor This unit specifies the outcomes required to apply masonry blockwork techniques to basic masonry blockwork construction. It does not include the construction of the brickwork or block base.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills This unit contains Employability Skills.

Application of the unit This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the bricklaying industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | |
|---|--|
| 1. Plan for masonry blockwork construction | <p>1.1 Identify and confirm work instructions, <i>plans and specifications</i> for <i>basic masonry blockwork tasks</i>.</p> <p>1.2 Identify the occupational health and safety (OHS) requirements for basic masonry blockwork construction.</p> <p>1.3 Identify the relevant <i>codes and standards</i> for masonry blockwork construction.</p> <p>1.4 Identify and apply sustainable practices to work preparation and construction applications.</p> <p>1.5 Identify and use appropriate terminology during masonry blockwork tasks.</p> |
| 2. Prepare for masonry blockwork construction | <p>2.1 Select and use the required personal protective equipment (PPE) for masonry blockwork construction.</p> <p>2.2 Identify and obtain the required quantities of <i>materials</i> for masonry blockwork construction.</p> <p>2.3 Select and prepare the required <i>tools and equipment</i> for masonry blockwork construction according to work instructions and safety requirements.</p> <p>2.4 Confirm the location and dimensions from work instructions, plans and specifications.</p> |

ELEMENT	PERFORMANCE CRITERIA
	2.5 Set out masonry blockwork to a line, square and gauge.
	2.6 Mix mortar following manufacturers' or job specifications, codes and standards.
3. Construct masonry blockwork	3.1 Place masonry blocks to set out, ensuring that they are straight and level according to codes and standards.
	3.2 Form corners maintaining bond and perpendicular intersection of both.
	3.3 Build the basic masonry blockwork construction to work instructions and the required standard ensuring safety for self and others.
4. Clean up	4.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.
	4.2 Clean and store tools and equipment after use by following safe working practices.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology during masonry blockwork tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - complete measurements and calculations for material requirements
 - determine dimensions against specifications for set out and brickwork construction
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain materials, tools and equipment required for masonry blockwork construction ready for use
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used in bricklaying construction
- workplace safety requirements and OHS legislation in relation to masonry blockwork construction, including the required PPE
- relevant Australian Standards and building codes in relation to masonry blockwork construction
- principles of sustainability relevant to masonry blockwork construction
- terminology used for masonry blockwork construction
- characteristics and purposes of masonry blockwork materials
- common processes for calculating size and quantity of materials required
- components, characteristics, and functions of mortar, including mixing and curing processes
- function, purpose and safe handling of masonry blockwork tools and equipment
- purpose of an accurate set out for masonry blockwork construction
- set out techniques and processes for masonry blockwork construction
- use of spirit levelling devices for setting out masonry blockwork
- masonry blockwork techniques used for basic masonry blockwork construction.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Plans and specifications*** may include:
- building surveyor stamped plans such as site plans, and floor plans
 - manufacturers' specifications and instructions
 - material safety data sheets (MSDS)
 - regulatory and legislative requirements
 - relevant Australian Standards and codes
 - safe work procedures
 - signage
 - verbal, written and graphical instructions issued by supervisor or external personnel
 - work schedules, specifications and requirements.
- Basic masonry blockwork tasks*** must include, but is not limit to:
- correct bonding of blockwork
 - gauge blockwork
 - jointing/finishing.

Codes and standards may include, but are not limited to:

- National Construction Code (NCC)
- AS 1379 Specification and supply of concrete
- AS 2870 Residential slabs and footings
- AS 2904 Damp-proof courses and flashings
- AS 3600 Concrete structures
- AS 3660 Termite management
- AS 3700 Masonry structures.

Materials may include:

- cement
- lime
- masonry blocks
- sand.

Tools and equipment may include:

- cement mixers
- chisels and bolsters
- gauge rod
- hammers
- jointing tools
- line blocks and pins
- mortarboards
- profiles
- shovels
- spirit levels
- straight edges
- string lines
- trowels
- wheelbarrows.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- set out and lay at least two masonry blockwork walls, one with internal corner wall using 200 mm series with a length of 1990 mm and an internal return of 800 mm and one with external corner using 150 mm series with a length of 1940 mm and an external return of 740 mm to a line and gauge. Both walls must be a minimum of 4 courses high and include two stopped ends.
- mix a mortar batch to a required standard
- set out and lay out masonry blockwork to a line, square and gauge

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for basic masonry blockwork
- cleaned up and stored tools and equipment after brickwork construction.

Context of and specific resources for assessment

Assessment must be demonstrated in a bricklaying industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry materials, tools and equipment used for masonry blockwork, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22022 Identify and handle carpentry tools and equipment

Unit descriptor	<p>This unit specifies the outcomes required to identify and safely handle carpentry hand and power tools and plant and equipment. It does not include the maintenance of tools and equipment.</p> <p>It includes the ability to plan for, prepare and handle tools and equipment, clean up after use, and report on faulty tools and equipment.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains Employability Skills.
Application of the unit	This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the carpentry industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan to handle tools and equipment	1.1	Review supervisor's instructions and <i>specifications</i> for preparing and handling carpentry tools and equipment for <i>specific tasks</i> .
	1.2	Identify the occupational health and safety (OHS) requirements for preparing and handling carpentry tools and equipment.
	1.3	Identify the relevant <i>codes and standards</i> for preparing and handling carpentry tools and equipment.
	1.4	Identify and apply principles of sustainability in preparing and handling carpentry tools and equipment.
	1.5	Identify and use terminology for carpentry tools and equipment.

ELEMENT	PERFORMANCE CRITERIA
2. Identify and prepare tools	<p>2.1 Identify the functions and applications of carpentry hand and power tools.</p> <p>2.2 Select and use the appropriate personal protective equipment (PPE) for specific tools and equipment.</p> <p>2.3 Select, signed out and prepare the required tools, equipment and materials appropriate for the tasks according to supervisor's instructions.</p> <p>2.4 Complete pre-operational checks according to supervisor's instructions and as required by manufacturers' specifications.</p>
3. Handle tools	<p>3.1 Use hand tools safely and appropriate to the tasks and materials.</p> <p>3.2 Use power tools safely and appropriate to the tasks and materials.</p> <p>3.3 Check and report on tools requiring maintenance after use.</p>
4. Select and use plant and equipment	<p>4.1 Identify the functions, applications and operating methods of general construction plant and equipment.</p> <p>4.2 Select and prepare plant and equipment appropriate for the tasks according to supervisor's instructions and safety requirements.</p> <p>4.3 Check plant and equipment for safety before use and report any faults, as required.</p> <p>4.4 Use plant and equipment according to manufacturers' specifications and ensuring the safety of self and others.</p>
5. Clean up	<p>5.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and supervisor's instructions.</p> <p>5.2 Clean, sign in, and store machinery, tools and equipment according to manufacturers' specifications and by following safe working practices.</p> <p>5.3 Identify malfunctions, faults, wear or damage to tools and equipment and report for repair or replacement.</p>

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use terminology for carpentry tools and equipment
 - use questioning to identify and confirm task requirements
 - report tools and equipment faults
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and prepare required carpentry tools and equipment
 - plan and complete tasks in appropriate sequence
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- workplace safety requirements and OHS legislation in relation to handling carpentry tools and equipment, including the required PPE and safety requirement for power supplies
- relevant Australian Standards in relation to handling carpentry tools and equipment
- principles of sustainability relevant to preparing and handling carpentry tools and equipment
- terminology used for carpentry tools and equipment
- characteristics and functions of carpentry tools and equipment
- types of pre-occupational checks required prior to using carpentry tools and equipment
- safe handling and maintenance checks of carpentry tools and equipment, including reporting procedures.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specifications may include:

- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- other verbal, written and graphical instructions issued by supervisor.

Specific tasks may include, but not limited to:

- boring
- cutting
- fastening (nailing and screwing)
- fixing
- holding materials
- joining
- manual handling
- marking
- planning
- products
- sanding/finishing
- setting out
- shaping and drilling
- sharpening.

Codes and standards may include, but not limited to:

- National Construction Code (NCC).

Carpentry hand and power tools must include, but is not limited to:

- hand tools:
 - carpentry pencil
 - chisels
 - hand planes
 - hand saws
 - holding tools (clamps, vices etc.)
 - marling gauge
 - marking knife
 - measuring tapes/rulers
 - nail punch
 - oil stone/diamond stone
 - screw drivers
 - squares and bevels
 - straight edges
 - hammers
- power tools:
 - angle grinders with a grinding disc up to 100 mm in diameter
 - electric planners
 - electric/battery drills
 - electric/battery impact driver
 - nail guns and pneumatics
 - portable power saws
 - reciprocating saws
 - routers
 - sanders
- sliding compound mitre saws.

Equipment and materials must include:

- cement sheet
- clamps/vices
- compressed boards
- glues and adhesives
- laminates
- metals
- nails, screws and staples
- plywoods
- saw stools
- timber
- workbench.

General construction plant must include, but not limited to:

- drill press
- handling and shifting equipment, such as hand trolleys or pallet jacks
- portable air compressors
- portable mixers
- safety signage/barricades
- wheelbarrows
- bench grinder
- portable generators.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- identify and correctly handle the carpentry hand and power tools listed in the range statement during construction tasks
- identify and correctly handle the plant and equipment listed in the range statement during construction tasks.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected, checked out and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- performed checks on tools and equipment, prior and after handling
- reported on condition and faults of tools and equipment, as required
- cleaned up, sign in and stored tools and equipment after use.

Context of and specific resources for assessment

Assessment must be demonstrated in a carpentry industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry carpentry tools and equipment, including PPE
- job tasks, including relevant specifications
- manufacturers' specifications
- materials appropriate for carpentry hand and power tools.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22023 Perform basic setting out

Unit descriptor

This unit specifies the outcomes required to carry out basic setting out for a building site.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills

This unit contains Employability Skills.

Application of the unit

This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the carpentry industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | |
|----------------------------------|--|
| 1. Plan for setting out | <p>1.1 Identify work instructions, <i>plans and specifications</i> for <i>basic setting out tasks</i>.</p> <p>1.2 Identify the occupational health and safety (OHS) requirements for setting out.</p> <p>1.3 Identify the relevant codes and standards for setting out.</p> <p>1.4 Identify and apply principles of sustainability to work preparation and construction applications.</p> <p>1.5 Identify and use appropriate terminology for setting out tasks.</p> |
| 2. Prepare for basic setting out | <p>2.1 Select and use personal protective equipment (PPE) for setting out.</p> <p>2.2 Identify and obtain appropriate <i>materials, tools and equipment</i> for basic setting out according to work instructions.</p> <p>2.3 Identify and locate building site boundaries according to work instructions, plans and specifications.</p> <p>2.4 Set string lines into position using hurdles or profiles to identify site boundaries.</p> |

ELEMENT	PERFORMANCE CRITERIA
3. Set out building sites	<p>3.1 Set out first side of building using string lines, profile or hurdles that are set to a pre-determined height using appropriate levelling device.</p> <p>3.2 Set out second side of building at right angles to first side applying the 3, 4, 5 triangulation method.</p> <p>3.3 Use string lines, profiles or hurdles that are set to a pre-determined height using appropriate levelling device.</p> <p>3.4 Complete setting out of remaining sides ensuring parallel measurements are correct and diagonal measurements are identical.</p> <p>3.5 Check building lines are taut, square and accurate, making adjustments, as required.</p>
4. Clean up	<p>4.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.</p> <p>4.2 Clean and store tools and equipment after use by following safe working practices.</p>

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology for setting out tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - complete measurements and calculations for material requirements
 - determine dimensions against specifications for set out
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain tools, equipment and materials required for setting out
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used in the building and construction industry
- workplace safety requirements and OHS legislation in relation to carpentry, including the required PPE
- relevant Australian Standards and building codes in relation to setting out sites
- principles of sustainability relevant to setting out sites
- terminology used for setting out sites
- characteristics and purposes of materials used for setting out sites
- common processes for calculating size and quantity of materials required
- function, purpose and safe handling of setting out tools and equipment
- use and types of levelling devices for setting out, including spirit, automatic and laser levels
- setting out processes and techniques used for building sites.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Plans and specifications may include:

- building surveyor stamped plans such as site plans, and floor plans
- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- signage
- verbal, written and graphical instructions issued by supervisor or external personnel
- work schedules, specifications and requirements.

Basic setting out tasks must include, but is not limited to:

- building plans
- L-shaped buildings
- profiles or hurdles
- rectangular buildings
- string lines
- transferring of levels.

Materials, tools and equipment must include, but are not limited to:

- automatic levels
- cutting tools
- fixings
- hammers
- laser level
- marking tools
- measuring tapes/rulers
- spirit level
- stakes
- string lines
- timber.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- complete set out for one rectangular and one L-shaped building according to a plan for a specific building.
- square a corner of a building set out using the 3, 4, 5 triangle method
- ensure heights of profiles or hurdles are transferred
- accurately use appropriate levelling device.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for setting out
- cleaned up and stored tools and equipment after setting out.

Context of and specific resources for assessment

Assessment must be demonstrated in a carpentry industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry materials, tools and equipment for setting out
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22024 Construct basic sub-floor

Unit descriptor	<p>This unit specifies the outcomes required to apply basic sub-floor framing skills for a rectangular shaped building.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains Employability Skills.
Application of the unit	<p>This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the carpentry industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p>

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan for sub-floor framing	1.1	Identify work instructions, <i>plans and specifications</i> for <i>basic sub-floor framing tasks</i> .
	1.2	Identify the occupational health and safety (OHS) requirements for sub-floor framing.
	1.3	Identify the relevant <i>codes and standards</i> for sub-floor framing.
	1.4	Identify and apply principles of sustainability to work preparation and construction applications.
	1.5	Identify and use appropriate terminology for sub-floor framing tasks.
2. Prepare for sub-floor framing	2.1	Select and use personal protective equipment (PPE) for sub-floor framing.
	2.2	Identify and obtain the required quantities of <i>materials</i> for sub-floor framing.
	2.3	Select and prepare the appropriate <i>tools and equipment</i> for sub-floor framing according to work instructions and safety requirements.
	2.4	Set out building, locate position of stumps, and dig stump holes according to work instructions and specifications.
	2.5	Install soleplates and stumps to set out lines for building according to work instructions and specifications.

ELEMENT	PERFORMANCE CRITERIA
3. Construct sub-floor framing	3.1 Install bearer material to correct position over stumps using one bearer joining method.
	3.2 Set out floor joists for a fitted floor or platform floor according to work instructions and specifications.
	3.3 Install floor joists according to relevant codes and standards.
	3.4 Install required solid blocking around doorways and openings according to work instructions and specifications.
	3.5 Ensure sub-floor joists are flat and level.
	3.6 Carry out sub-floor framing procedures to the required standard ensuring safety for self and others.
4. Clean up	4.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.
	4.2 Clean and store tools and equipment after use by following safe working practices.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology for sub-floor framing tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - complete measurements and calculations for material requirements
 - determine dimensions against specifications for set out and construction
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain tools, equipment and materials required for sub-floor framing
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used in sub-floor framing
- workplace safety requirements and OHS legislation in relation to sub-floor framing, including the required PPE
- relevant Australian Standards and building codes in relation to sub-floor framing
- principles of sustainability relevant to sub-floor framing
- Use terminology for sub-floor framing
- characteristics and purposes of materials used for sub-floor framing
- common processes for calculating size and quantity of materials required
- function, purpose and safe handling of sub-floor framing tools and equipment
- Use sub-floor framing processes and techniques for buildings
- bearer and joist joining techniques, including butt, halving and splayed
- joist straightening techniques.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Plans and specifications may include:

- building surveyor stamped plans such as site plans, and floor plans
- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- signage
- verbal, written and graphical instructions issued by supervisor or external personnel
- work schedules, specifications and requirements.

Basic sub-floor framing tasks must include, but is not limited to:

- bearers
- joists
- timber, soleplate or concrete pad
- timber, steel or concrete stumps.

Codes and standards may include, but are not limited to:

- National Construction Code (NCC)
- AS 1684 Residential timber-framed construction.

Materials may include, but are not limited to:

- ant caps
- bricks
- concrete
- laminated veneer lumber (LVL)
- particleboard
- plywood
- steel
- timber.

Tools and equipment may include, but are not limited to:

- dumpy/automatic level/laser level
- chisels
- hammers
- levels
- rulers and tape measures
- saws (hand and power)
- shovels
- straight edge
- string lines
- wheelbarrows.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- set out, level, dig stump holes, position soleplates, install and backfill stumps and construct sub-floor framing for one rectangular shaped building
- install bearers showing at least one joining method
- install floor joist to suit fitted and/or platform floors.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- use selected and appropriately PPE
- communicated and worked effectively with others, including using appropriate terminology
- use selected and appropriate materials, tools and equipment for sub-floor framing
- cleaned up and stored tools and equipment after sub-floor framing.

Context of and specific resources for assessment

Assessment must be demonstrated in a carpentry industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry materials, tools and equipment for sub-floor framing, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22025 Construct basic wall frames

Unit descriptor	<p>This unit specifies the outcomes required to construct basic wall frames for a building.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains Employability Skills.
Application of the unit	<p>This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the carpentry industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p>

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan for wall framing	1.1	Identify work instructions, <i>plans and specifications</i> for basic <i>wall framing</i> tasks.
	1.2	Identify the occupational health and safety (OHS) requirements for wall framing.
	1.3	Identify the relevant <i>codes and standards</i> for wall framing.
	1.4	Identify and apply principles of sustainability to work preparation and construction applications.
	1.5	Identify and use appropriate terminology for wall framing tasks.
2. Prepare for wall framing	2.1	Select and use personal protective equipment (PPE) for wall framing.
	2.2	Identify and obtain the required quantities of <i>materials</i> for wall framing.
	2.3	Select and prepare the appropriate <i>tools and equipment</i> for wall framing according to work instructions and safety requirements.

ELEMENT	PERFORMANCE CRITERIA	
3. Construct wall framing	3.1	Identify wall frame components according to work instructions and specifications.
	3.2	Set out location of walls on slab or sub-floor frame according to work instructions and specifications.
	3.3	Cut wall plates to length, locate in position and set out openings, wall junctions and stud positions on plates.
	3.4	Cut required amount of studs to length and assemble walls.
	3.5	Install lintels, head, sill trimmers and noggins according to work instructions and specifications.
	3.6	Stand walls up, straighten and plumb corners and temporary brace.
	3.7	Install bracing according to work instructions and specifications.
4. Clean up	4.1	Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.
	4.2	Clean and store tools and equipment after use by following safe working practices.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology for wall framing tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - complete measurements and calculations for material requirements
 - determine dimensions against specifications for set out and construction
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain tools, equipment and materials required for wall framing
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework

- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used in wall framing
- workplace safety requirements and OHS legislation in relation to wall framing, including the required PPE
- relevant Australian Standards and building codes in relation to wall framing
- principles of sustainability relevant to wall framing
- terminology used for wall framing
- characteristics and purposes of materials used for wall framing
- common processes for calculating size and quantity of materials required
- function, purpose and safe handling of wall framing tools and equipment
- wall framing processes and techniques used for building sites.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Plans and specifications** may include:
- building surveyor stamped plans such as site plans, and floor plans
 - manufacturers' specifications and instructions
 - material safety data sheets (MSDS)
 - regulatory and legislative requirements
 - relevant Australian Standards and codes
 - safe work procedures
 - signage
 - verbal, written and graphical instructions issued by supervisor or external personnel
 - work schedules, specifications and requirements.

Wall framing must include, but is not limited to:

- door, window and common studs
- head and sill trimmers
- jack studs, noggins and blocks
- lintels
- pattern stud
- temporary bracing
- wall bracing
- wall frames.

Codes and standards may include, but are not limited to:

Materials may include, but are not limited to:

Tools and equipment may include, but are not limited to:

- AS 1684 Residential timber-framed construction.
- bracing (plywood, metal, timber)
- engineered products
- fixings
- steel
- tie downs, including triple grips and joist hangers
- timber.
- chisels
- hammers
- levels
- nail guns
- rulers and tape measures
- saws (hand and power)
- squares
- string lines.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- set out and construct wall framing for one rectangular shaped building that includes:
 - one door and one window opening, including a lintel
 - one external corner for weatherboard and/or one external corner for brick veneer
 - one internal wall with junction
 - wall bracing.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for wall framing
- cleaned up and stored tools and equipment after wall framing construction.

Context of and specific resources for assessment

Assessment must be demonstrated in a carpentry industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry materials, tools and equipment for wall framing, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications job tasks and workplace procedures.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22026 Construct a basic roof frame

Unit descriptor	<p>This unit specifies the outcomes required to construct a basic hip and gable end roof frame.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains Employability Skills.
Application of the unit	<p>This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the carpentry industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p>

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan for roof framing	1.1	Identify work instructions, <i>plans and specifications</i> for <i>basic roof framing</i> tasks.
	1.2	Identify the occupational health and safety (OHS) requirements for roof framing.
	1.3	Identify the relevant <i>codes and standards</i> for roof framing.
	1.4	Identify and apply principles of sustainability to work preparation and construction applications.
	1.5	Identify and use appropriate terminology for roof framing tasks.
2. Prepare for roof framing	2.1	Select and use personal protective equipment (PPE) for roof framing.
	2.2	Identify and obtain the required quantities of <i>materials</i> for roof framing.
	2.3	Select and prepare the appropriate <i>tools and equipment</i> for roof framing according to work instructions and safety requirements.
	2.4	Develop roof bevels, rafter lengths and shortenings for specified roof.

ELEMENT	PERFORMANCE CRITERIA
3. Set out and construct roof	<p>3.1 Set out and cut pattern rafter to length according to work instructions and specifications.</p> <p>3.2 Set out jack and gable end rafters prior to setting out common, hips, creeper rafters and ceiling joists on top plates.</p> <p>3.3 Cut and install ceiling joists to specifications.</p> <p>3.4 Mark out and cut ridge board to length.</p> <p>3.5 Cut common and jack rafters to length, erect gable end rafters and jack rafters and erect ridge.</p> <p>3.6 Erect remaining common rafters.</p> <p>3.7 Cut and fix hip rafters to specifications.</p> <p>3.8 Cut and fix creeper rafter allowing for overhang.</p> <p>3.9 Construct gable end wall and install outriggers.</p>
4. Complete roof frames	<p>4.1 Cut and install collar ties to specifications.</p> <p>4.2 Set out for eave length and cut to straight line.</p> <p>4.3 Install fascia and barge boards to specifications.</p> <p>4.4 Complete roof framing by installing remaining blocks and trimmers.</p>
5. Clean up	<p>5.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.</p> <p>5.2 Clean and store tools and equipment after use by following safe working practices.</p>

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology for roof framing tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - complete measurements and calculations for material requirements
 - determine dimensions against specifications for set out and construction

- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain tools, equipment and materials required for roof framing
- plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used in roof framing
- workplace safety requirements and OHS legislation in relation to roof framing, including the required PPE
- relevant Australian Standards and building codes in relation to roof framing
- principles of sustainability relevant to roof framing
- terminology used for roof framing
- types of roof structures
- characteristics and purposes of materials used for roof framing
- common processes for calculating size and quantity of materials required
- common process for developing roof bevels and calculating member lengths
- function, purpose and safe handling of roof framing tools and equipment
- processes for setting out a pattern rafter
- roof framing processes and techniques used for building sites.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Plans and specifications*** may include:
- building surveyor stamped plans, such as site plans, and floor plans
 - manufacturers' specifications and instructions
 - material safety data sheets (MSDS)
 - regulatory and legislative requirements
 - relevant Australian Standards and codes
 - safe work procedures
 - signage
 - verbal, written and graphical instructions issued by supervisor or external personnel
 - work schedules, specifications and requirements.

Basic roof framing must include, but is not limited to:

- barge and fascia boards
- ceiling joists
- collar ties
- hip and gable roof
- jack, common, hip and creeper rafters
- outriggers
- pattern rafter
- ridge.

Codes and standards must include:

- AS 1684 Residential timber-framed construction.

Materials may include, but are not limited to:

- engineered products
- steel
- timber.

Tools and equipment may include, but are not limited to:

- bevels
- chisels
- hammers
- ladders
- nail guns
- rulers and tape measures
- saws (hand and power)
- scaffolding
- squares
- string lines.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- set out and construct a hip and gable roof, including ceiling framing, outriggers, collar ties, infill gable wall, fascia and barge boards
- set out and construct a pattern rafter
- construct a roof boat
- mark and cut rafter tails and outriggers to a specified length.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for roof framing
- cleaned up and stored tools and equipment after roof framing construction.

Context of and specific resources for assessment

Assessment must be demonstrated in a carpentry industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry materials, tools and equipment for roof framing, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22027 Install basic external cladding

Unit descriptor This unit specifies the outcomes required to install basic timber or manufactured external cladding.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills This unit contains Employability Skills.

Application of the unit This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the carpentry industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | |
|----------------------------------|--|
| 1. Plan for external cladding | <p>1.1 Identify work instructions, <i>plans and specifications</i> for <i>basic external cladding tasks</i>.</p> <p>1.2 Identify the occupational health and safety (OHS) requirements for external cladding.</p> <p>1.3 Identify the relevant <i>codes and standards</i> for external cladding.</p> <p>1.4 Identify and apply principles of sustainability to work preparation and construction applications.</p> <p>1.5 Identify and use appropriate terminology for external cladding tasks.</p> |
| 2. Prepare for external cladding | <p>2.1 Select and use personal protective equipment (PPE) for external cladding installation.</p> <p>2.2 Identify and obtain the required quantities of <i>materials</i> for external cladding.</p> <p>2.3 Select and prepare the appropriate <i>tools and equipment</i> for external cladding according to work instructions and safety requirements.</p> |

ELEMENT	PERFORMANCE CRITERIA	
3. Prepare external wall	3.1	Ensure timber wall frame is straightened and trimmers, noggins and blocks are installed.
	3.2	Ensure corner studs are plumb, straight and trimmed out to take weatherboard stop.
	3.3	Prepare and secure weatherboard stops according to specifications.
	3.4	Cut, fit and secure flashing according to work instructions and specifications.
4. Prepare, cut and fix weatherboards	4.1	Identify and confirm cover for weatherboard according to work instructions, specifications, codes and standards.
	4.2	Mark out weatherboard stops to determine position and lap.
	4.3	Cut weatherboards to fit external wall ensuring board length is tight, neat and cuts parallel to stop or opening.
5. Clean up	5.1	Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.
	5.2	Clean and store tools and equipment after use by following safe working practices.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology for external cladding tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - complete measurements and calculations for material requirements
 - determine dimensions against specifications for set out and construction
 - determine spacing of weatherboards within the lap
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain tools, equipment and materials required for external cladding
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework

- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used in external cladding
- workplace safety requirements and OHS legislation in relation to external cladding, including the required PPE
- relevant Australian Standards and building codes in relation to external cladding
- principles of sustainability relevant to external cladding
- terminology used for external cladding
- characteristics and purposes of materials used for external cladding
- common processes for calculating size and quantity of materials required
- function, purpose and safe handling of external cladding tools and equipment
- external cladding processes and techniques used for building sites, including processes for preserving and protecting cut surfaces.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Plans and specifications** may include:
- building surveyor stamped plans such as site plans, and floor plans
 - manufacturers' specifications and instructions
 - material safety data sheets (MSDS)
 - regulatory and legislative requirements
 - relevant Australian Standards and codes
 - safe work procedures
 - signage
 - verbal, written and graphical instructions issued by supervisor or external personnel
 - work schedules, specifications and requirements.

Basic external cladding tasks must include, but is not limited to:

- flashings
- timber or manufactured weatherboard stops.

Codes and standards may include, but are not limited to:

- National Construction Code (NCC)
- AS 1684 Residential timber-framed construction
- AS 2904 Damp-proof courses and flashings.

Materials may include, but are not limited to:

- base boards/plinth
- cement/compressed sheet
- fixings
- flashings
- metal angles
- metal cladding
- plywood
- sisalation/vapour barrier
- timber
- vinyl weatherboards
- weatherboard stops
- weatherboards.

Tools and equipment may include, but are not limited to:

- chisels
- hammers
- ladders
- levels (spirit, automatic, laser)
- nail guns
- rulers and tape measures
- saws (hand and power)
- string lines.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- straighten (plane and pack) wall in preparation to receive weatherboards
- install and set out weatherboard stop showing spacing of weatherboards and lap
- install weatherboards to a timber or steel frame with one internal corner and one external corner, and two openings (one for a window and one for a door) with flashings.

In doing so, the learner must have:

- complied with relevant safety regulations, code of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for external cladding
- cleaned up and stored tools and equipment after external cladding construction.

Context of and specific resources for assessment

Assessment must be demonstrated in a carpentry industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- i industry materials, tools and equipment for external cladding, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22028 Install basic window and door frames

Unit descriptor	<p>This unit specifies the outcomes required to install basic windows and door frames to parts of a building.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains Employability Skills.
Application of the unit	<p>This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the carpentry industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p>

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan for window and door frame installation	1.1	Identify work instructions, <i>plans and specifications</i> for <i>basic window and door frame installation tasks</i> .
	1.2	Identify the occupational health and safety (OHS) requirements for window and door frame installation.
	1.3	Identify the relevant <i>codes and standards</i> for window and door frame installation.
	1.4	Identify and apply principles of sustainability to work preparation and construction applications.
	1.5	Identify and use appropriate terminology for window and door frame installation tasks.
2. Prepare for window and door frame installation	2.1	Select and use personal protective equipment (PPE) for window and door frame installation.
	2.2	Identify and obtain the required quantities of <i>materials</i> for window and door frame installation.
	2.3	Select and prepare the appropriate <i>tools and equipment</i> for window and door frame installation according to work instructions and safety requirements.

ELEMENT	PERFORMANCE CRITERIA
3. Fit and install window frame	<p>3.1 Ensure window is flashed according to manufacturers' specifications and relevant codes and standards.</p> <p>3.2 Check and confirm window has the required minimum clearance on all sides.</p> <p>3.3 Install window to opening ensuring bottom and sides of window are packed and secured to the required standard and frame is plumb level and inwind.</p>
4. Install external door frame	<p>4.1 Check and confirm door frame opening size according to work instructions and specifications.</p> <p>4.2 Install head, stiles and sill according to work instruction, specifications and standards.</p> <p>4.3 Fix, square and brace frame.</p> <p>4.4 Flash, position, pack, level, plumb and fix door frame allowing for minimum clearance, ensuring frame is inwind.</p>
5. Clean up	<p>5.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.</p> <p>5.2 Clean and store tools and equipment after use by following safe working practices.</p>

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology for window and door frame installation tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - complete measurements and calculations for material requirements
 - determine dimensions against specifications for set out and construction
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain tools, equipment and materials required for window and door frame installation
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework

- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used in window and door frame installation
- workplace safety requirements and OHS legislation in relation to window and door frame installation, including the required PPE
- relevant Australian Standards and building codes in relation to window and door frame installation
- principles of sustainability relevant to window and door frame installation
- terminology used for window and door frame installation
- characteristics and purposes of materials used for window and door frame installation
- common processes for calculating size and quantity of materials required
- function, purpose and safe handling of window and door frame installation tools and equipment
- window and door frame installation processes and techniques.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Plans and specifications** may include:
- building surveyor stamped plans, such as site plans, and floor plans
 - manufacturers' specifications and instructions
 - material safety data sheets (MSDS)
 - regulatory and legislative requirements
 - relevant Australian Standards and codes
 - safe work procedures
 - signage
 - verbal, written and graphical instructions issued by supervisor or external personnel
 - work schedules, specifications and requirements.
- Basic window and door frame installation tasks** must include, but is not limited to:
- hinged timber external door frames
 - window frames.
- Codes and standards** may include, but are not limited to:
- AS 1684 Residential timber-framed construction
 - AS 2047 Windows in building – selection and installation
 - Guide to standards and tolerances.

Materials may include, but are not limited to:

- adhesives
- fixings
- flashings
- packers
- timber.

Tools and equipment may include, but are not limited to:

- abrasive papers
- chisels
- hammers
- ladders
- levels
- nail guns
- nail punches
- planes (hand and power)
- rulers and tape measures
- saws (hand and power)
- straight edges.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- install as a minimum one window and one external door frame into a wall frame, ensuring frames are flashed, packed, levelled, plumbed and inwind.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for window and door frame installation
- cleaned up and stored tools and equipment after window and door frame installation.

Context of and specific resources for assessment

Assessment must be demonstrated in a carpentry industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry materials, tools and equipment for window and door frame installation, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22029 Install interior fixings

Unit descriptor	<p>This unit specifies the outcomes required to prepare, cut and install standard interior fixings.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains Employability Skills.
Application of the unit	<p>This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the carpentry industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p>

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan for interior fixing	1.1	Identify work instructions, <i>plans and specifications</i> for <i>interior fixing tasks</i> .
	1.2	Identify the occupational health and safety (OHS) requirements for interior fixing.
	1.3	Identify the relevant <i>codes and standards</i> for interior fixing.
	1.4	Identify and apply principles of sustainability to work preparation and construction applications.
	1.5	Identify and use appropriate terminology for interior fixing tasks.
2. Prepare for interior fixing	2.1	Select and use personal protective equipment (PPE) for interior fixing.
	2.2	Identify and obtain the required quantities of <i>materials</i> for interior fixing.
	2.3	Select and prepare the appropriate <i>tools and equipment</i> for interior fixing according to work instructions and safety requirements.

ELEMENT	PERFORMANCE CRITERIA
3. Install hinged door unit	3.1 Mark jamb and cut to length allowing for door height, clearances, floor covering and floor level.
	3.2 Fit hinges to door and jamb stile allowing for the specified clearance at head.
	3.3 Assemble door jamb and fix to specifications with jamb and head edges flush.
	3.4 Fix jamb hinge stile into position, packed, plumb and flush with wall lining.
	3.5 Hang door and fix striker jamb into position, plumb, flush with wall lining, inwind and jambs parallel.
	3.6 Fit passage set and stop to manufacturers' specifications.
	3.7 Mark, cut, fit and fix architraves to specifications with mitres closed and specified quirk uniform around door jamb.
4. Install window architraves and furniture	4.1 Check that window frame can accommodate architraves.
	4.2 Fit window furniture to manufacturers' specifications.
	4.3 Mark, cut, fit and fix architraves to specifications, with mitres closed and specified quirk uniform around window jamb.
5. Install lining boards and mouldings	5.1 Mark, cut to length and/or shape, fit and position lining material to specifications.
	5.2 Install lining with no gaps and vertical joints v-jointed to specified size, where applicable.
	5.3 Secure and fix lining to job according to manufacturers' specifications.
	5.4 Install mouldings to specifications, ensuring joins are tight and flush.
6. Fit and fix skirting	6.1 Prepare skirting, cut, fitted and fix skirting against wall lining.
	6.2 Cut and fit scribe joints to form internal corners.
	6.3 Set out, mark, mitre cut and fit stopped ends.
	6.4 Install skirting using internal scribe joints and external mitre joints.

ELEMENT	PERFORMANCE CRITERIA
7. Clean up	<p>7.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.</p> <p>7.2 Clean and store tools and equipment after use by following safe working practices.</p>

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology for interior fixing tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - complete measurements and calculations for material requirements
 - determine dimensions against specifications for set out and construction
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain tools, equipment and materials required for interior fixing
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used in interior fixing
- workplace safety requirements and OHS legislation in relation to interior fixing, including the required PPE
- relevant Australian Standards and building codes in relation to interior fixing
- principles of sustainability relevant to interior fixing
- terminology used for interior fixing
- characteristics and purposes of materials used for interior fixing
- common processes for calculating size and quantity of materials required
- function, purpose and safe handling of interior fixing tools and equipment
- interior fixing processes and techniques.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Plans and specifications may include:

- building surveyor stamped plans, such as site plans, and floor plans
- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- signage
- verbal, written and graphical instructions issued by supervisor or external personnel
- work schedules, specifications and requirements.

Interior fixing tasks must include, but is not limited to:

- architraves
- door and window furniture
- door jambs
- flush panel doors
- skirtings
- timber lining boards
- timber mouldings, including tri-mould, scotia, quad.

Codes and standards may include, but are not limited to:

- National Construction Code (NCC)
- Guide to standards and tolerances
- AS 1684 Residential timber-framed construction.

Materials may include, but are not limited to:

- adhesives
- door and window furniture
- doors
- doors and windows
- fixings
- manufactured products
- metal
- plastic
- timber
- timber mouldings (scotia, quad, tri mould, dado, and nosing)
- wall linings.

Tools and equipment may include, but are not limited to:

- abrasive papers
- chisels
- hammers
- ladders
- levels
- nail guns
- nail punches
- planes (hand and power)
- rulers and tape measures
- saws (hand and power)
- straight edges.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- install the following interior fixing:
 - one internal door jamb and door complete with architraves and passage set
 - one window architraves and window furniture
 - skirting with a minimum of one internal scribe and one external mitred corner
 - lining boards and trim using at least two different types of timber mouldings taken from the range statement.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for interior fixing
- cleaned up and stored tools and equipment after interior fixing.

Context of and specific resources for assessment

Assessment must be demonstrated in a carpentry industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry materials, tools and equipment for interior fixing, including personal PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22030 Carry out basic demolition for timber structures

Unit descriptor This unit specifies the outcomes required to prepare and carry out basic demolition for timber structures.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills This unit contains Employability Skills.

Application of the unit This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the carpentry industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | |
|---------------------------------|--|
| 1. Plan for basic demolition | <p>1.1 Identify work instructions, <i>plans and specifications</i> for <i>basic demolition tasks</i>.</p> <p>1.2 Identify the occupational health and safety (OHS) requirements for basic demolition.</p> <p>1.3 Identify the relevant codes and standards for basic demolition.</p> <p>1.4 Identify and apply principles of sustainability to work preparation and construction applications.</p> <p>1.5 Identify and use appropriate terminology for basic demolition tasks.</p> |
| 2. Prepare for basic demolition | <p>2.1 Select and use personal protective equipment (PPE) for basic demolition.</p> <p>2.2 Select and prepare the appropriate <i>tools and equipment</i> for basic demolition according to work instructions and safety requirements.</p> |

ELEMENT	PERFORMANCE CRITERIA
3. Carry out demolition	<p>3.1 Select the appropriate demolition techniques for removing building components.</p> <p>3.2 Remove building components in the directed sequence.</p> <p>3.3 Relocate removed components to storage, disposal area or stacked and ready for transport according to work instructions.</p>
4. Clean up	<p>4.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.</p> <p>4.2 Clean and store tools and equipment after use by following safe working practices.</p>

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology for basic demolition tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain tools, equipment and materials required for basic demolition
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used in basic demolition
- workplace safety requirements and OHS legislation in relation to basic demolition, including the required PPE
- relevant Australian Standards and building codes in relation to basic demolition
- principles of sustainability relevant to basic demolition
- terminology used for basic demolition
- common processes for calculating size and quantity of materials required
- function, purpose and safe handling of basic demolition tools and equipment
- basic demolition processes and techniques.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Plans and specifications** may include:
- building surveyor stamped plans such as site plans, and floor plans
 - manufacturers' specifications and instructions
 - material safety data sheets (MSDS)
 - regulatory and legislative requirements
 - relevant Australian Standards and codes
 - safe work procedures
 - signage
 - verbal, written and graphical instructions issued by supervisor or external personnel
 - work schedules, specifications and requirements.

- Basic demolition tasks** must include:
- demolition/deconstruction of timber structures.

- Tools and equipment** may include, but are not limited to:
- bars (pinch, wrecking, crow)
 - crow props
 - hammers (claw, mash, sledge)
 - saws (hand, power, reciprocating).

- Techniques** must include:
- cutting
 - demolishing
 - disassembling
 - temporary bracing.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- demolish a timber structure, including de-nailing, reclaiming and stacking of salvaged materials.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate tools and equipment for basic demolition
- cleaned up and stored tools and equipment after basic demolition.

Context of and specific resources for assessment

Assessment must be demonstrated in a carpentry industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry materials, tools and equipment for basic demolition, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22031 Construct basic formwork for concreting

Unit descriptor	<p>This unit specifies the outcomes required to construct basic formwork for concreting.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains Employability Skills.
Application of the unit	<p>This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the carpentry industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p>

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan for construction of formwork	1.1	Identify work instructions, <i>plans and specifications</i> for constructing basic <i>formwork for concreting</i> .
	1.2	Identify the occupational health and safety (OHS) requirements for constructing formwork for concreting.
	1.3	Identify the relevant <i>codes and standards</i> for constructing formwork for concreting.
	1.4	Identify and apply principles of sustainability to work preparation and construction applications.
	1.5	Identify and use appropriate terminology for constructing formwork for concreting.
2. Prepare for formwork construction	2.1	Select and use personal protective equipment (PPE) for concrete footings and formwork.
	2.2	Identify and obtain the required quantities of <i>materials</i> that includes <i>components of concrete</i> for formwork construction.
	2.3	Select and prepare the appropriate <i>tools and equipment</i> for formwork construction according to work instructions and safety requirements.

ELEMENT	PERFORMANCE CRITERIA	
3. Set out formwork	3.1	Identify and confirm the location for concrete according to work instructions and specifications.
	3.2	Set out position of concrete slab.
	3.3	Excavate area ensuring adequate depth of slab can be obtained to include substrate, and all organic material is removed.
	3.4	Place required amount of substrate in excavated area and compact until required compaction is achieved.
4. Construct formwork for concrete	4.1	Use hurdles and string lines to establish the final position of the formwork according to specifications.
	4.2	Erect timber formwork to suite a slab of 150 mm in depth on compacted substrate already placed.
	4.3	Install vapour barrier.
	4.4	Install bar chairs and reinforcement according to plans, codes and specifications ensuring adequate concrete cover is achieved.
5. Clean up	5.1	Strip timber formwork and de-nail.
	5.2	Stack timber, clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.
	5.3	Clean and store tools and equipment after use by following safe working practices.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology for concreting
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - complete measurements and calculations for material requirements
 - determine dimensions against specifications for set out and construction
- teamwork skills to ensure a safe working environment

- planning and organising skills to:
 - identify and obtain tools, equipment and materials required for the construction of formwork for concrete
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used for the construction of formwork for concrete
- workplace safety requirements and OHS legislation in relation to concrete footings and formwork, including the required PPE
- relevant Australian Standards and building codes in relation to the construction of formwork for concrete
- principles of sustainability relevant to the construction of formwork for concrete
- terminology used for the construction of formwork for concrete
- characteristics, purposes and functions of materials used for concrete slabs and formwork
- basic principles and components of concrete, including mixing ratios
- common processes for calculating size and quantity of materials required
- function, purpose and safe handling of tools and equipment used for the construction of formwork for concrete
- set out and construction of formwork for concrete processes and techniques
- sequence of concrete placement and curing.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Plans and specifications*** may include:
- site plans
 - manufacturers' specifications and instructions
 - material safety data sheets (MSDS)
 - regulatory and legislative requirements
 - relevant Australian Standards and codes
 - safe work procedures
 - signage
 - verbal, written and graphical instructions issued by supervisor or external personnel
 - work schedules, specifications and requirements.

Formwork for concreting must include, but is not limited to:

shed/path/driveway slab
and may include, but is not limited to:

- footings
- paths/driveways
- tilt panel construction.

Codes and standards may include, but are not limited to:

- National Construction Code (NCC)
- AS 1379 Specification and supply of concrete
- AS 1684 Residential timber-framed construction
- AS 2870 Residential slabs and footings
- AS 3600 Concrete structures
- AS 3660 Termite management.

Materials may include, but are not limited to:

- aggregate (crushed rock)
- bar chairs
- bond breaker
- particleboard
- plastic
- plywood
- reinforcement
- steel
- tie wire
- timber.

Components of concrete must include, but not limited to:

- additives
- aggregate
- cement
- sand
- water.

Tools and equipment may include, but are not limited to:

- cement mixer
- chisels
- compacter
- hammers
- levels (spirit, automatic, laser)
- rule and tape measures
- saws (hand and power)
- shovels
- straight edges
- string lines
- wheelbarrows.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- complete set out to achieve levels and other specified dimensions for the construction of formwork for a 150 mm deep rectangular concrete slab
- excavate and prepare substrate using compaction
- install reinforcement, including bar chairs to formwork.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for the construction of formwork for concrete
- cleaned up and stored tools and equipment after concrete formwork construction.

Context of and specific resources for assessment

Assessment must be demonstrated in a carpentry industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- Australian Standards and manufacturers' specifications.
- industry materials, tools and equipment for the construction of formwork for concrete, including PPE
- job tasks, including relevant plans and specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22032 Identify and handle painting and decorating tools and equipment

Unit descriptor

This unit specifies the outcomes required to identify and safely handle painting and decorating hand and power tools and plant and equipment. It does not include the maintenance of tools and equipment.

It includes the ability to plan for, prepare and handle tools and equipment, clean up after use, and report on faulty tools and equipment.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills

This unit contains Employability Skills.

Application of the unit

This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the painting and decorating industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan to handle tools and equipment

- 1.1 Review supervisor's instructions and ***specifications*** for preparing and handling painting and decorating tools and equipment for ***specific tasks***.
- 1.2 Identify the occupational health and safety (OHS) requirements for preparing and handling painting and decorating tools and equipment.
- 1.3 Identify the relevant codes and standards for preparing and handling painting and decorating tools and equipment.
- 1.4 Identify and apply principles of sustainability in preparing and handling painting and decorating tools and equipment.
- 1.5 Identify and use terminology for painting and decorating tools and equipment.

ELEMENT	PERFORMANCE CRITERIA
2. Identify and prepare tools	<p>2.1 Identify the functions and applications of painting and decorating hand and power tools.</p> <p>2.2 Select and use the appropriate personal protective equipment (PPE) for specific tools and equipment.</p> <p>2.3 Select, sign out and prepare the required tools, equipment and materials appropriate for the tasks according to supervisor's instructions.</p> <p>2.4 Complete pre-operational checks according to supervisor's instructions and as required by manufacturers' specifications.</p>
3. Handle tools	<p>3.1 Use hand tools safely and appropriate to the tasks and materials.</p> <p>3.2 Use power tools safely and appropriate to the tasks and materials.</p> <p>3.3 Check and report on tools requiring maintenance after use.</p>
4. Select and use plant and equipment	<p>4.1 Identify the functions, applications and operating methods of general plant and equipment.</p> <p>4.2 Select and prepare plant and equipment appropriate for the tasks according to supervisor's instructions and safety requirements.</p> <p>4.3 Check plant and equipment for safety before use and report any faults, as required.</p> <p>4.4 Use plant and equipment according to manufacturers' specifications and ensuring the safety of self and others.</p>
5. Clean up	<p>5.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and supervisor's instructions.</p> <p>5.2 Clean, sign in, and store machinery, tools and equipment according to manufacturers' specifications and by following safe working practices.</p> <p>5.3 Identify malfunctions, faults, wear or damage to tools and equipment and report for repair or replacement.</p>

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology for painting and decorating tools and equipment
 - use questioning to identify and confirm task requirements
 - report tools and equipment faults
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and prepare required painting and decorating tools and equipment
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- workplace safety requirements and OHS legislation in relation to handling painting and decorating tools and equipment, including the required PPE and safety requirement for power supplies
- relevant Australian Standards in relation to handling painting and decorating tools and equipment
- principles of sustainability relevant to preparing and handling painting and decorating tools and equipment
- terminology used for painting and decorating tools and equipment
- characteristics and functions of painting and decorating tools and equipment
- types of pre-occupational checks required prior to using painting and decorating tools and equipment
- safe handling and maintenance checks of painting and decorating tools and equipment, including reporting procedures.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specifications may include:

- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- other verbal, written and graphical instructions issued by supervisor.

Specific tasks may include, but not limited to:

- applying paint by brush
- applying paint by roller
- cutting in and laying off
- sanding
- setting out marking and cutting of materials
- stopping and filling.

Painting and decorating hand and power tools must include, but is not limited to:

- caulking guns
- chalk lines
- cutting tools
- duster brushes
- extension poles
- filling tools
- hammers
- levels
- marking tools
- measuring tapes/rulers
- paint pots
- pole sander
- punches
- putty knives
- roller trays
- rollers
- sanding tools
- scrapers
- straight edges
- brushes
- cleaning tools.

General plant must include, but not limited to:

- handling and shifting equipment, such as hand trolleys or pallet jacks
- portable air compressors
- portable mixers
- safety signage
- portable generators.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- identify and correctly handle the painting and decorating hand and power tools listed in the range statement during painting and decorating tasks
- identify and correctly handle the plant and equipment listed in the range statement during painting and decorating tasks.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected, checked out and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- performed checks on tools and equipment, prior and after handling
- reported on condition and faults of tools and equipment, as required
- cleaned up, sign in and stored tools and equipment after use.

Context of and specific resources for assessment

Assessment must be demonstrated in a painting and decorating industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry painting and decorating tools and equipment, including PPE
- job tasks, including relevant specifications and manufacturers' specifications
- materials appropriate for painting and decorating hand and power tools.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22033 Apply basic surface preparation skills for painting and decorating

Unit descriptor	<p>This unit specifies the outcomes required to prepare a range of substrates for painting.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains Employability Skills.
Application of the unit	This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the painting and decorating industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | |
|---------------------------------|---|
| 1. Plan for surface preparation | <p>1.1 Identify work instructions and specifications for surface preparation tasks.</p> <p>1.2 Identify the occupational health and safety (OHS) requirements for surface preparation.</p> <p>1.3 Identify the relevant codes and standards for painting and decorating.</p> <p>1.4 Identify and apply sustainable practices to work preparation and applications.</p> <p>1.5 Identify and use the appropriate terminology for surface preparation tasks.</p> |
| 2. Prepare surface preparation | <p>2.1 Select and confirm compatible surface coatings for substrates according to work instructions and manufacturers' specifications.</p> <p>2.2 Identify any surface defects and determine surface preparation methods to achieve the desired finish.</p> <p>2.3 Select and use the appropriate personal protective equipment (PPE) for surface preparation.</p> |

ELEMENT	PERFORMANCE CRITERIA
	2.4 Identify and obtain the required materials for surface preparation.
	2.5 Select and prepare the required tools and equipment for surface preparation according to work instructions and safety requirements.
3. Prepare new surfaces for painting	3.1 Prepare surface according to manufacturers' specifications and to achieve the required finish.
	3.2 Select and apply surface stopping or filling materials to surface defects according to manufacturers' specifications, as required.
	3.3 Sand to a smooth finish and clean surfaces.
	3.4 Apply appropriate primer or sealer coat ready for painting.
4. Prepare coated surfaces for painting	4.1 Remove existing surface coatings using the appropriate removal coating method for the surface material, as required.
	4.2 Select and apply surface stopping or filling materials to surface defects according to manufacturers' specifications, as required.
	4.3 Sand to a smooth finish and clean surfaces.
	4.4 Apply appropriate primer or sealer coat ready for painting.
5. Clean up	5.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations, environmental requirements, codes of practice and work instructions.
	5.2 Clean painting tools and equipment with correct solutions and store according to manufacturers' specifications and by following safe working practices.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology for surface preparation tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain tools, equipment and materials required for surface preparation
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- workplace safety requirements and OHS legislation in relation to surface preparation, including the required PPE
- industry standard for the surface coating and other relevant industry and Australian Standards in relation to surface preparation
- principles of sustainability relevant to surface preparation
- terminology used for surface preparation
- types of surface defects, their causes and remedies
- types, characteristics and purposes of surface preparation materials, including abrasive and stopping and filling materials
- characteristics of surface coatings and their application for specific surface materials
- function, purpose and safe handling of surface preparation tools and equipment
- surface preparation techniques for painting and decorating:
 - washing down methods
 - stripping
 - stopping and filling
 - sanding.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specifications may include:

- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- signage
- verbal, written and graphical instructions issued by supervisor or external personnel
- work schedules, specifications and requirements.

Surface preparation tasks must include, but is not limited to:

- cleaning
- filling
- sanding
- stopping
- stripping.

Surface coatings must include:

- primers
- rust converters
- undercoats
- universal preparation coats

and may include:

- clear coatings
- finish coats
- stains
- wall coverings.

Substrates must include:

- masonry
- metal
- plasterboard
- timber

and may include, but are not limited to:

- concrete
- fibreglass
- non-ferrous metals
- polyvinyl chloride (PVC) or plastic.

Surface defects must include:

- corrosion
- cracks
- dents
- holes
- stains (such as those caused by water, oil, mould, graffiti, tannin).

Materials must include:

- abrasive materials
- caulking
- cleaners
- fillers
- paint removers
- paints
- plaster
- solvents
- wall coverings.

Tools and equipment must include:

- caulking guns
- drop sheets
- duster brushes
- filling blades
- hammers
- heat guns
- punches
- putty knives
- sanders (hand and electric)
- scrapers
- vacuum cleaners
- wire brushes.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- stop, fill, sand and clean new plasterboard and timber surface ready for coating on a minimum of two occasions
- remove existing surface coatings, stop, fill, sand and clean existing previously coated surfaces ready for coating on a minimum of two occasions
- apply appropriate primer/sealer coatings to each prepared surface.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for surface preparation
- cleaned up and stored tools and equipment after surface preparation.

Context of and specific resources for assessment

Assessment must be demonstrated in a painting and decorating industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry materials, tools and equipment used for surface preparation, including PPE
- industry standard for the surface coating, industry and Australian Standards
- job tasks, including relevant plans and specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22034 Mix basic paint colours

Unit descriptor	<p>This unit specifies the outcomes required to apply colour theory to mixing water-based paint colours to match basic colours.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains Employability Skills.
Application of the unit	<p>This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the painting and decorating industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p>

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | |
|------------------------------|--|
| 1. Plan for colour mixing | <p>1.1 Identify work instructions and <i>specifications</i> for <i>mixing basic paint colours</i> for water-based paints.</p> <p>1.2 Identify the occupational health and safety (OHS) requirements for mixing paint colours.</p> <p>1.3 Identify and apply sustainable practices to mixing paint colours.</p> <p>1.4 Identify and use the appropriate terminology during paint colour mixing tasks.</p> |
| 2. Prepare for colour mixing | <p>2.1 Select and use the appropriate personal protective equipment (PPE) for paint colour mixing tasks.</p> <p>2.2 Obtain the required <i>materials</i> for mixing paint colours according to work instructions and specifications.</p> <p>2.3 Select and prepare the required <i>tools and equipment</i> for paint colour mixing tasks according to work instructions and safety requirements.</p> |

ELEMENT	PERFORMANCE CRITERIA
3. Apply colour mixing principles to match colour	3.1 Identify base colour from sample.
	3.2 Select colourants to achieve desired colour.
	3.3 Mix colour to match sample.
	3.4 Check accuracy of desired colour against sample.
4. Clean up	4.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations, environmental requirements, codes of practice and work instructions.
	4.2 Clean painting tools and equipment with correct solutions and store according to manufacturers' specifications and by following safe working practices.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology for mixing basic paint colours
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain tools, equipment and materials required for mixing paint colours
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- workplace safety requirements and OHS legislation in relation to mixing paint colours, including the required PPE
- Industry standard for the surface coating and other relevant industry and Australian Standards in relation to mixing paint colours
- principles of sustainability relevant to mixing paint colours
- terminology used in relation to mixing paint colours

- ingredients, characteristics and function of paints and colourants
- colour theory, including the colour wheel and colour mixing principles
- types of colourants for different applications
- manufacturers' specifications for mixing paint colours
- function, purpose, safe handling and care of tools and equipment used for mixing paint colours
- basic paint colour mixing techniques.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specifications may include:

- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- signage
- verbal, written and graphical instructions issued by supervisor or external personnel
- work schedules, specifications and requirements.

Mixing basic paint colours must include, but is not limited to:

- pastel
- primary, secondary and tertiary colours
- shade
- tint
- tone.

Materials must include:

- universal tinters (colorants)
- water-based paints.

Tools and equipment must include:

- mixing containers
- paintbrushes
- stirring implements

and may include, but are not limited to:

- colorant dispenser
- colour undertone chart.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- explain the colour mixing principles to achieve a specified water-based paint colour
- match a minimum of two selected colour samples.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for mixing paint colours
- cleaned up and stored tools and equipment after paint application.

Context of and specific resources for assessment

Assessment must be demonstrated in a painting and decorating industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry materials, tools and equipment used for mixing paint colours, including PPE
- industry standard for the surface foating, industry and Australian Standards
- job tasks, including relevant plans and specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22035 Develop basic paint application techniques

Unit descriptor

This unit specifies the outcomes required to develop basic application techniques for oil and water-based paints. It includes the ability to select the appropriate paint products for specific substrates based on an understanding of paint principles and formulations.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills

This unit contains Employability Skills.

Application of the unit

This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the painting and decorating industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | |
|-------------------------|--|
| 1. Plan for painting | <p>1.1 Identify work instructions and <i>specifications</i> for <i>basic paint application tasks</i>.</p> <p>1.2 Identify the occupational health and safety (OHS) requirements for paint application.</p> <p>1.3 Identify the relevant codes and standards for painting and decorating.</p> <p>1.4 Identify and apply sustainable practices to work preparation and applications.</p> <p>1.5 Identify and use the appropriate terminology during paint application tasks.</p> |
| 2. Prepare for painting | <p>2.1 Select and use the appropriate personal protective equipment (PPE) for paint application.</p> <p>2.2 Obtain the required <i>materials</i> for paint application based on the specified substrate according to work instructions and specifications.</p> <p>2.3 Select and prepare the required <i>tools and equipment</i> for paint application according to work instructions and safety requirements.</p> |

ELEMENT	PERFORMANCE CRITERIA
	2.4 Ensure adequate ventilation and determine other required safety measures.
	2.5 Protect adjacent surfaces that are not to be painted.
3. Apply paint	3.1 Use the appropriate brushes and rollers according to surface and area to be painted.
	3.2 Apply paint to achieve a uniform consistent coat according to Australian Standards and manufacturers' specifications.
	3.3 Allow drying time between coats according to manufacturers' specifications.
4. Clean up	4.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations, environmental requirements, codes of practice and work instructions.
	4.2 Clean painting tools and equipment with correct solutions and store according to manufacturers' specifications and by following safe working practices.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology during paint application tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to determine dimensions against specifications
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain tools, equipment and materials required for paint application
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- workplace safety requirements and OHS legislation in relation to paint application, including the required PPE
- industry standard for the surface coating and other relevant industry and Australian Standards in relation to paint application
- principles of sustainability relevant to paint application
- terminology used in relation to paint types and application
- ingredients used in the manufacture of paint types, including pigments, binders, solvents and additives
- characteristics and functions of paint types, including oil-based, water-based, spirit-based and gloss levels
- types and characteristics of surfaces requiring paint application
- paint characteristics of specific substrates or surfaces
- manufacturers' specifications for oil and water-based paints
- function, purpose, safe handling and care of tools and equipment used for oil and water-based paint application
- paint application techniques:
 - for oil and water-based paints
 - using brushes and rollers
 - used for a range of surfaces
- paint drying processes for oil and water-based paints:
 - environmental and surface conditions effects on the drying process, including porous/non-porous, internal/external, heat, moisture, chemical and coastal environment
 - precautions to be taken to ensure an effective drying process
- paint film defects:
 - wet/dry film defects, including blistering, lack of drying, picture framing, poor opacity, sheerness and staining
 - causes of paint film defects
 - precautions to be taken to avoid the formation of paint defects.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specifications may include:

- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- signage
- verbal, written and graphical instructions issued by supervisor or external personnel
- work schedules, specifications and requirements.

Basic paint application tasks must include, but is not limited to:

- brushes
- oil-based paints
- rollers
- water-based paints.

Materials must include:

- abrasive materials
- masking equipment
- paints
- solvents.

Tools and equipment must include:

- brushes
- drop sheets
- duster brushes
- paint pots
- putty knives
- roller trays
- rollers.

Brushes and rollers must include, but are not limited to:

- brushes
- rollers (in various sizes)
- sash cutter and oval cutter.

Surface must include, but are not limited to:

- brickwork
 - metals
 - plasterboard
 - timber
- and may include:
- cement sheet
 - compressed boards
 - concrete
 - plywood.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- apply oil-based paints by brush and roller to two different surfaces as specified in the range statement to an industry standard. The surfaces must be of no less than 4 square meters each and to a minimum of ten lineal meters of skirting/architrave.
- apply water-based paints by brush and roller to two different surfaces as specified in the range statement to an industry standard. The surfaces must be of no less than 20 square meters each and to a minimum of 10 lineal meters of skirting/architrave.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate brushes, materials, tools and equipment for paint application
- cleaned up and stored tools and equipment after paint application.

Context of and specific resources for assessment

Assessment must be demonstrated in a painting and decorating industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry materials, tools and equipment used for paint application, including PPE
- industry standard for the surface coating, industry and Australian Standards
- job tasks, including relevant plans and specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22036 Develop basic timber staining and clear finishing skills

Unit descriptor This unit specifies the outcomes required to apply timber staining, finishing and preservation.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills This unit contains Employability Skills.

Application of the unit This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the painting and decorating industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | |
|--|---|
| 1. Plan for timber staining and clear finishing | <p>1.1 Identify work instructions and <i>specifications</i> for <i>timber staining and clear finishing tasks</i>.</p> <p>1.2 Identify the occupational health and safety (OHS) requirements for timber staining and clear finishing.</p> <p>1.3 Identify the relevant codes and standards for painting and decorating.</p> <p>1.4 Identify and apply sustainable practices to work preparation and applications.</p> <p>1.5 Identify and use the appropriate terminology during timber staining and clear finishing tasks.</p> |
| 2. Prepare for timber staining and clear finishing | <p>2.1 Select and use the appropriate personal protective equipment (PPE) for timber staining and clear finishing.</p> <p>2.2 Identify and obtain the required <i>materials</i> for timber staining and clear finishing appropriate for the <i>timber type</i> and surface areas to be applied.</p> <p>2.3 Select and prepare the required <i>tools and equipment</i> for timber staining and clear finishing according to work instructions and safety requirements.</p> <p>2.4 Ensure adequate ventilation and determine other required safety measures.</p> |

ELEMENT	PERFORMANCE CRITERIA
	2.5 Protect adjacent surfaces that are not to be stained.
	2.6 Remove existing surface coatings using the appropriate removal method for the surface material, as required.
	2.7 Complete surface preparations ready for staining and clear finish.
3. Apply stain	3.1 Select and prepare stain according to manufacturers' specifications.
	3.2 Use the appropriate application techniques according to surface and area to be stained according to manufacturers' specifications.
	3.3 Apply stain to prepared timber surface according to manufacturers' specifications.
4. Apply clear finish	4.1 Apply clear finish to achieve the desired result according to manufacturers' specifications.
	4.2 Allow drying time between coats according to manufacturers' specifications and job instructions.
5. Clean up	5.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations, environmental requirements, codes of practice and work instructions.
	5.2 Clean painting tools and equipment with correct solutions and store according to manufacturers' specifications and by following safe working practices.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology during timber staining and clear finishing tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to determine dimensions against specifications
- teamwork skills to ensure a safe working environment

- planning and organising skills to:
 - identify and obtain tools, equipment and materials required for timber staining and clear finishing
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- workplace safety requirements and OHS legislation in relation to timber staining and clear finishing, including the required PPE
- fire risks associated with the incorrect use of rags/cloths after application and clean up processes
- industry standard for the surface coating and other relevant industry and Australian Standards in relation to timber staining and clear finishing
- principles of sustainability relevant to timber staining and clear finishing
- terminology used for timber staining and clear finishing
- manufacturers' specifications for oil and water-based stains and clear coatings
- characteristics and purposes of timber staining and clear finishing materials
- types and characteristics of timber requiring staining and clear finishing
- function, purpose, safe handling and care of tools and equipment used for timber staining and clear finishing
- timber staining and clear finishing techniques.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specifications may include:

- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- signage
- verbal, written and graphical instructions issued by supervisor or external personnel
- work schedules, specifications and requirements.

Timber staining and clear finishing tasks must include, but is not limited to:

- brushes
- oil-based stains and clear coating
- rollers
- water-based stains and clear coating.

Materials must include:

- abrasive materials
- fillers
- paint removers
- stains and clear coatings
- solvents.

Timber type must include, but are not limited to:

- composite boards
- soft wood
- hard wood
- rough sawn timber
- veneered boards.

Tools and equipment must include:

- brushes
- drop sheets
- duster brushes
- masking equipment
- paint pots
- putty knives
- roller trays
- rollers.

Application techniques must include, but are not limited to:

- brush
- rag
- roller.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- apply oil-based stains and clear finishes on prepared timber to two different timber types as specified in the range statement
- apply water-based stains and clear finishes on prepared timber to two different timber types as specified in the range statement.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate brushes, materials, tools and equipment for timber staining and clear finishing
- cleaned up and stored tools and equipment after timber staining and clear finishing.

Context of and specific resources for assessment

Assessment must be demonstrated in a painting and decorating industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry materials, tools and equipment used for timber staining and clear finishing
- industry standard for the surface coating, industry and Australian Standards
- job tasks, including relevant plans and specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22037 Develop basic protective metal coating skills

Unit descriptor	<p>This unit specifies the outcomes required to apply basic protective coatings to metal surfaces.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains Employability Skills.
Application of the unit	<p>This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the painting and decorating industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p>

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan for protective metal coating applications	1.1	Identify work instructions and <i>specifications</i> for <i>protective metal coating tasks</i> .
	1.2	Identify the occupational health and safety (OHS) requirements for the application of protective metal coatings.
	1.3	Identify the relevant codes and standards for protective metal coatings.
	1.4	Identify and apply sustainable practices to work preparation and applications.
	1.5	Identify and use the appropriate terminology during protective metal coating application tasks.
2. Prepare for protective metal coatings	2.1	Select and use the appropriate personal protective equipment (PPE) for the application of protective metal coatings.
	2.2	Obtain the required <i>materials</i> for protective metal coatings appropriate for the <i>metal type</i> and surface areas to be applied.
	2.3	Select and prepare the required <i>tools and equipment</i> for the application of protective metal coatings according to work instructions and safety requirements.

ELEMENT	PERFORMANCE CRITERIA
	2.4 Check location to ensure adequate ventilation and determine other required safety measures.
	2.5 Prepare surface using the appropriate surface preparation method, as required.
3. Apply protective metal coating	3.1 Use the appropriate application techniques according to paint, surface and area to be painted according to manufacturers' specifications.
	3.2 Apply appropriate paint primer coating according to manufacturers' specifications.
	3.3 Apply finish coating to achieve the desired result according to manufacturers' specifications.
4. Clean up	4.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations, environmental requirements, codes of practice and work instructions.
	4.2 Clean painting tools and equipment with correct solutions and store according to manufacturers' specifications and by following safe working practices.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology during protective metal coating application tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to determine dimensions against specifications
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain tools, equipment and materials required for protective metal coatings
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- workplace safety requirements and OHS legislation in relation to the application of protective metal coatings, including the required PPE
- fire risks associated with application and clean up processes
- industry standard for the surface coating and other relevant industry and Australian Standards in relation to protective metal coatings
- principles of sustainability relevant to protective metal coatings
- terminology used for protective metal coatings
- manufacturers' specifications for protective metal coating
- characteristics and purposes of protective metal coatings materials
- types and characteristics of metal surfaces requiring protective metal coatings
- function, purpose, safe handling and care of tools and equipment used for protective metal coatings
- protective metal coating application techniques.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specifications may include:

- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- signage
- verbal, written and graphical instructions issued by supervisor or external personnel
- work schedules, specifications and requirements.

Protective metal coating tasks must include, but is not limited to:

- finishes
- oil-based coatings
- pre-treatment solutions
- primers
- undercoats.

Materials must include:

- fillers
- paints
- pre-treatment solutions
- thinners.

Metal type may include, but are not limited to:

- aluminium
- cast iron
- galvanised iron
- steel
- zincalume.

Tools and equipment must include:

- brushes
- drop sheets
- duster brushes
- masking tools
- power tools
- rollers
- sanding tools
- scrapers
- wire brushes.

Application techniques must include, but are not limited to:

- brush
- roller.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- apply protective metal coatings to two different metal types as specified in the range statement. This includes application to an old and a new metal surface to a minimum of 6 square metres.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate brushes, materials, tools and equipment for protective metal coating application
- cleaned up and stored tools and equipment after metal coating application.

Context of and specific resources for assessment

Assessment must be demonstrated in a painting and decorating industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry materials, tools and equipment used for protective metal coating applications, including PPE
- industry standard for the surface coating, industry and Australian Standards
- job tasks, including relevant plans and specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22038 Apply basic spray painting application skills

Unit descriptor

This unit specifies the outcomes required to apply basic spray painting application skills for a range of surfaces.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills

This unit contains Employability Skills.

Application of the unit

This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the painting and decorating industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | |
|-------------------------------|--|
| 1. Plan for spray painting | <p>1.1 Identify work instructions and <i>specifications</i> for <i>spray painting tasks</i>.</p> <p>1.2 Identify the occupational health and safety (OHS) requirements for spray paint application.</p> <p>1.3 Identify the relevant codes and standards for painting and decorating.</p> <p>1.4 Identify and apply sustainable practices to work preparation and applications.</p> <p>1.5 Identify and use the appropriate terminology during spray painting tasks.</p> |
| 2. Prepare for spray painting | <p>2.1 Select and use the appropriate personal protective equipment (PPE) for spray painting application.</p> <p>2.2 Obtain the required <i>materials</i> for spray painting application.</p> <p>2.3 Identify and prepare the required <i>tools and equipment</i> for spray painting application according to work instructions and safety requirements.</p> <p>2.4 Prepare and set up <i>surface</i> area for application, according to manufacturers' specifications.</p> |

ELEMENT	PERFORMANCE CRITERIA
	2.5 Cover or mask off adjacent surfaces that are not to be spray painted.
	2.6 Prepare paint according to manufacturers' specifications.
3. Apply paint using spray equipment	3.1 Operate spray equipment according to manufacturers' specifications.
	3.2 Apply paint to surface to achieve the desired result according to manufacturers' specifications.
	3.3 Allow drying time between coats according to manufacturers' specifications.
	3.4 Identify defects in the finished coating and take corrective action, as required.
4. Clean up	4.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations, environmental requirements, codes of practice and work instructions.
	4.2 Dismantle, clean and check spray painting tools and equipment and store according to manufacturers' specifications and by following safe working practices.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology during spray painting tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to determine dimensions against specifications
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain tools, equipment and materials required for spray paint application
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- workplace safety requirements and OHS legislation in relation to spray paint application, including the required PPE
- industry standard for the surface coating and other relevant industry and Australian Standards in relation to spray paint application
- principles of sustainability relevant to spray paint application
- terminology used in relation to spray paint application
- types and characteristics of spray equipment
- types and characteristic of surfaces compatible with spray paint application
- function, purpose, safe handling and care of tools and equipment used for spray paint application
- spray paint application techniques used for specific surfaces
- paint drying processes relevant to spray painting
- paint film defects relevant to spray painting.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specifications may include:

- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- signage
- verbal, written and graphical instructions issued by supervisor or external personnel
- work schedules, specifications and requirements.

Spray painting tasks must include, but is not limited to:

- high pressure
- high volume low pressure.

Materials must include:

- abrasives
- fillers
- finish coats
- gun washes
- primers
- thinners
- undercoats.

Tools and equipment must include:

- compressors
- sanding tools
- spraying equipment
- strainers

and may include:

- masking equipment
- scrapers
- tack cloths.

Surface may include, but are not limited to:

- aluminium
- brick
- cast iron
- compressed board
- concrete
- fibreglass
- plasterboard
- sheet metal
- steel
- timber
- veneered board.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- apply paint by spray using two different types of spray painting equipment to two different surfaces as specified in the range statement. The surfaces must be a minimum of 4 square metres.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE

- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for spray paint application
- tested spray painting tools and equipment prior to application
- cleaned up and stored tools and equipment after spray paint application.

Context of and specific resources for assessment

Assessment must be demonstrated in a painting and decorating industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry materials, tools and equipment used for spray painting, including PPE
- industry standard for the surface coating, industry and Australian Standards
- job tasks, including relevant plans and specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22039 Apply basic wallpaper

Unit descriptor	<p>This unit specifies the outcomes required to develop basic skills in hanging pre-pasted or 'paste the wall' wallpaper to a range of surfaces.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains Employability Skills.
Application of the unit	<p>This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the painting and decorating industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p>

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan for paperhanging	1.1	Identify work instructions and specifications for hanging pre-pasted or 'paste the wall' wallpaper.
	1.2	Identify the occupational health and safety (OHS) requirements for paperhanging.
	1.3	Identify the relevant codes and standards for application of wallpaper.
	1.4	Identify and apply sustainable practices to work preparation and applications.
	1.5	Identify and use the appropriate terminology during paperhanging tasks.
2. Prepare for paperhanging	2.1	Select and use the appropriate personal protective equipment (PPE) for paperhanging.
	2.2	Identify and obtain the required wallpaper for paperhanging.
	2.3	Select and prepare the required tools and equipment for paperhanging according to work instructions and safety requirements.
	2.4	Prepare surface area using the appropriate surface preparation methods based on existing conditions and according to manufacturers' specifications.

ELEMENT	PERFORMANCE CRITERIA
3. Apply wallpaper	<p>3.1 Apply wallpaper size to surface according to manufacturers' specifications.</p> <p>3.2 Apply wallpaper to surface, ensuring an even surface, and pattern matched and hung vertically to a plumb line.</p> <p>3.3 Apply wallpaper to internal and external corners.</p> <p>3.4 Trim accurately to cornice, skirting boards, and around light switches.</p>
4. Clean up	<p>4.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations, environmental requirements, codes of practice and work instructions.</p> <p>4.2 Clean and check tools and equipment and store according to manufacturers' specifications and by following safe working practices.</p>

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology during paperhanging tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to determine dimensions against specifications
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain tools, equipment and materials required for paperhanging
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- workplace safety requirements and OHS legislation in relation to paperhanging, including the required PPE
- industry standard for the surface coating and other relevant industry and Australian Standards in relation to paperhanging
- principles of sustainability relevant to paperhanging
- terminology used in relation to paperhanging
- types and characteristics of surfaces compatible with paperhanging
- common processes for calculating size and quantity of materials required
- function, purpose, safe handling and care of tools and equipment used for paperhanging
- characteristics and functions of surface preparations required for paperhanging
- manufacturers' specifications for wall covering adhesives and pre-treatments
- application techniques used for paperhanging.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specifications may include:

- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- signage
- verbal, written and graphical instructions issued by supervisor or external personnel
- work schedules, specifications and requirements.

Tools and equipment may include:

- applicators
- buckets
- cutting tools (knives, scissors)
- drop sheets
- duster brushes
- lay brushes
- levels
- marking tools
- preparation tables
- rollers
- scrapers

- sponges
 - straight edges
 - tape measures and rulers
 - wallpaper troughs.
- Surface** may include, but are not limited to:
- plasterboard
 - solid plaster.
- Surface preparation** must include, but is not limited to:
- filling
 - oil-based binder or water-based sealer
 - sanding
 - wallpaper size.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- apply pre-pasted or 'paste the wall' wallpaper to a minimum area of 8 square metres that includes interior and external corners vertically to a plumb line
- trimmed wallpaper to fit cornice or skirting board.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for paperhanging application
- cleaned up and stored tools and equipment after paperhanging.

Context of and specific resources for assessment

Assessment must be demonstrated in a painting and decorating industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry materials, tools and equipment used for paperhanging, including PPE
- industry standard for the surface coating, industry and Australian Standards
- job tasks, including relevant plans and specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22040 Identify and handle wall and ceiling lining tools and equipment

Unit descriptor

This unit specifies the outcomes required to identify and safely handle wall and ceiling lining hand and power tools and plant and equipment. It does not include the maintenance of tools and equipment.

It includes the ability to plan for, prepare and handle tools and equipment, clean up after use, and report on faulty tools and equipment.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills

This unit contains Employability Skills.

Application of the unit

This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the wall and ceiling lining industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan to handle tools and equipment

- 1.1 Review supervisor's instructions and ***specifications*** for preparing and handling wall and ceiling lining tools and equipment for ***specific tasks***.
- 1.2 Identify the occupational health and safety (OHS) requirements for preparing and handling wall and ceiling lining tools and equipment.
- 1.3 Identify the relevant codes and standards for preparing and handling wall and ceiling lining tools and equipment.
- 1.4 Identify and apply principles of sustainability in preparing and handling wall and ceiling lining tools and equipment.
- 1.5 Identify and use terminology for wall and ceiling lining tools and equipment.

ELEMENT	PERFORMANCE CRITERIA
2. Identify and prepare tools	<p>2.1 Identify the functions and applications of wall and ceiling lining hand and power tools.</p> <p>2.2 Select and use the appropriate personal protective equipment (PPE) for specific tools and equipment.</p> <p>2.3 Select, sign out and prepare the required tools, equipment and materials appropriate for the tasks according to supervisor's instructions.</p> <p>2.4 Complete pre-operational checks according to supervisor's instructions and as required by manufacturers' specifications.</p>
3. Handle tools	<p>3.1 Use hand tools safely and appropriate to the tasks and materials.</p> <p>3.2 Use power tools safely and appropriate to the tasks and materials.</p> <p>3.3 Check and report on tools requiring maintenance after use.</p>
4. Select and use plant and equipment	<p>4.1 Identify the functions, applications and operating methods of general wall and ceiling lining plant and equipment.</p> <p>4.2 Select and prepare plant and equipment appropriate for the tasks according to supervisor's instructions and safety requirements.</p> <p>4.3 Check plant and equipment for safety before use and report any faults, as required.</p> <p>4.4 Use plant and equipment according to manufacturers' specifications and ensuring the safety of self and others.</p>
5. Clean up	<p>5.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and supervisor's instructions.</p> <p>5.2 Clean, sign in, and store machinery, tools and equipment according to manufacturers' specifications and by following safe working practices.</p> <p>5.3 Identify malfunctions, faults, wear or damage to tools and equipment and report for repair or replacement.</p>

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology for wall and ceiling lining tools and equipment
 - use questioning to identify and confirm task requirements
 - report tools and equipment faults
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and prepare required for wall and ceiling lining tools and equipment
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- workplace safety requirements and OHS legislation in relation to handling wall and ceiling lining tools and equipment, including the required PPE and safety requirement for power supplies
- relevant Australian Standards in relation to handling wall and ceiling lining tools and equipment
- principles of sustainability relevant to preparing and handling wall and ceiling lining tools and equipment
- terminology used for wall and ceiling lining tools and equipment
- characteristics and functions of wall and ceiling lining tools and equipment
- types of pre-occupational checks required prior to using wall and ceiling lining tools and equipment
- safe handling and maintenance checks of wall and ceiling lining tools and equipment, including reporting procedures.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specifications may include:

- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- other verbal, written and graphical instructions issued by supervisor.

Specific tasks may include, but not limited to:

- applying
- bedding in
- feathering
- floating
- polishing
- scraping back
- skim coating.

Wall and ceiling lining hand and power tools must include, but is not limited to:

- corner tools – internal angle
- hand finishing tools
- hammers – plasterboard, claw, hatchet
- hand sanders
- hawks
- internal angle tools
- knives – broad, cutting, joint, taping
- levels – laser, spirit, straight edge, water
- measuring tapes/rule
- mitre box
- rasps
- saws – plasterboard, cornice
- screw guns – cordless, electric, collated feed, single feed
- small tools
- squares – adjustable/T-squares
- staple guns
- straight/flat trowels and floats
- tin snips.

Equipment and materials must include:

- buckets, brooms, paint brushes
- chalk lines, string lines, straight edges
- reinforcing tapes – paper
- sand papers – 150 grit, 220 mesh
- strippers.

General wall and ceiling lining plant must include, but not limited to:

- handling and shifting equipment, such as hand trolleys or pallet jacks
- plaster lifter
- safety signage
- wheelbarrows
- portable generators.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- identify and correctly handle the wall and ceiling lining hand and power tools listed in the range statement during wall and ceiling lining tasks
- identify and correctly handle the plant and equipment listed in the range statement during wall and ceiling lining tasks.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected, checked out and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- performed checks on tools and equipment, prior and after handling
- reported on condition and faults of tools and equipment, as required
- cleaned up, sign in and stored tools and equipment after use.

Context of and specific resources for assessment

Assessment must be demonstrated in a wall and ceiling lining industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry wall and ceiling lining tools and equipment, including PPE
- job tasks, including relevant specifications
- manufacturers' specifications
- materials appropriate for wall and ceiling lining hand tools.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22041 Apply wall and ceiling lining installation techniques

Unit descriptor	<p>This unit specifies the outcomes required to install plasterboard lining and finish to common wall and ceiling substrates.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains Employability Skills.
Application of the unit	<p>This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the wall and ceiling lining industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p>

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan for wall and ceiling lining installation	1.1	Identify work instructions and specifications for basic wall and ceiling lining installation tasks .
	1.2	Identify the occupational health and safety (OHS) requirements for wall and ceiling lining installation.
	1.3	Identify the relevant codes and standards for wall and ceiling lining installation.
	1.4	Identify and apply principles of sustainability to work preparation and construction applications.
	1.5	Identify and use terminology for wall and ceiling lining installation tasks.
2. Prepare for wall and ceiling lining installation	2.1	Confirm work dimensions and suitability of substrate for lining according to work instructions and manufacturers' specifications.
	2.2	Select and use the appropriate personal protective equipment (PPE) for wall and ceiling lining installation.
	2.3	Identify and obtain the required quantities of lining materials for wall and ceiling lining installation.
	2.4	Select and prepare the required tools and equipment for wall and ceiling lining installation according to work instructions and safety requirements.

ELEMENT	PERFORMANCE CRITERIA
3. Prepare and fix lining	<p>3.1 Measure and mark lining size from work instructions, plans and specifications, ensuring minimum waste.</p> <p>3.2 Use cutting method according to manufacturers' specifications, minimising dust exposure and ensuring the safety of self and others.</p> <p>3.3 Fix lining with the appropriate installation components according work instructions and manufacturers' specifications.</p>
4. Finish joins	<p>4.1 Identify and confirm the appropriate finishing techniques to be followed.</p> <p>4.2 Apply the appropriate finishing techniques to joins according to manufacturers' specifications.</p>
5. Clean up	<p>5.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.</p> <p>5.2 Clean and store tools and equipment after use by following safe working practices.</p>

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology for wall and ceiling lining installation tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - complete measurements and calculations for material requirements
 - determine dimensions against specifications for installation tasks
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and prepare required for wall and ceiling lining installation
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used in the wall and ceiling lining industry
- workplace safety requirements and OHS legislation in relation to wall and ceiling lining, including the required PPE
- relevant Australian Standards in relation to wall and ceiling lining installation, including AS/NZS 2589:2007 and AS/NZS 2589.1:1997.
- principles of sustainability relevant to wall and ceiling lining installation
- terminology used for wall and ceiling lining installation
- characteristics of substrates and materials used for wall and ceiling lining applications
- common processes for calculating size and quantity of materials required
- function, purpose and safe handling of tools and equipment used for wall and ceiling lining installation
- wall and ceiling lining installation and finishing techniques.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specifications may include:

- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- signage
- verbal, written and graphical instructions issued by supervisor or external personnel
- work schedules, specifications and requirements.

Basic wall and ceiling lining

installation tasks must include, but is not limited to:

- ceilings of 12 m²
- walls of 30 m²

and may include:

- wet area installations:
 - bathroom
 - laundry
 - kitchen.

Substrates may include, but are not limited to:

- brick/masonry
- concrete
- metal or timber.

Lining materials may include, but are not limited to:

- fibre cement board
- standard plasterboard
- wet area board.

Tools and equipment may include, but are not limited to:

- brooms
- buckets
- caulking guns
- cement sheet cutters/nibblers
- chalk lines, string lines, straight edges
- corner tools – internal angle
- cornice
- finishing hand tools
- hammers:
 - claw
 - hatchet
 - plasterboard
- hand sanders
- hawks
- internal angle taping tools
- knives:
 - broad
 - cutting
 - joint
 - taping
- levels:
 - laser
 - spirit
 - straight edge
 - water
- measuring tapes/rule
- mitre box
- paint brushes
- panel lifts
- paper tape
- plasterboard
- rasps
- sand papers:
 - 150 grit
 - 220 mesh

- saws
- scaffold:
 - mobile
 - planks
 - trestles
- screw guns:
 - collated feed
 - cordless
 - electric
- single feed small tools
- squares-adjustable/T-squares
- staple guns
- straight/flat trowels and floats
- strippers
- tin snips.

Installation components may include, but not limited to:

- caulking compounds
- fasteners
- silicone and sealants.

Finishing techniques may include:

- repairing damage
- sanding to produce a flat, smooth, blemish free surface to appropriate level
- second coating all and joints and external angles
- taping in wall and ceiling joints and internal angles, installing and coating external angles
- top coating all joints, internal angles and external angles.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- install ceiling lining and finish joins in accordance with manufacturers' specifications to two ceilings of 6 metres, 2 each with one flush join and one but join
- install wall linings to manufacturers' specifications to a minimum of 30 m², including internal and external corners, flush wall joins and one but join
- install to manufacturers' specifications a minimum of 8 lineal metres of scotia cornice.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for wall and ceiling lining installation
- cleaned up and stored tools and equipment after set out.

Context of and specific resources for assessment

Assessment must be demonstrated in a wall and ceiling lining industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry materials, tools and equipment for wall and ceiling lining installation, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22042 Install basic suspension ceilings

Unit descriptor	<p>This unit specifies the outcomes required to install basic suspended ceiling systems.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains Employability Skills.
Application of the unit	<p>This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the wall and ceiling lining industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p>

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan for suspension ceilings	1.1	Identify work instructions, <i>plans and specifications</i> for <i>basic suspension ceiling tasks</i> .
	1.2	Identify the occupational health and safety (OHS) requirements for suspension ceilings.
	1.3	Identify the relevant codes and standards for suspension ceilings.
	1.4	Identify and apply principles of sustainability to work preparation and construction applications.
	1.5	Identify and use appropriate terminology for suspension ceiling tasks.
2. Prepare for suspension ceiling	2.1	Select and use the appropriate personal protective equipment (PPE) for suspended ceiling.
	2.2	Identify and obtain the required <i>components and materials</i> for suspension ceilings.
	2.3	Select and prepare the required tools and equipment for suspended ceiling systems according to work instructions and safety requirements.
	2.4	Set out ceiling grid and alignment levels according to manufacturers' specifications and work instructions.

ELEMENT	PERFORMANCE CRITERIA
3. Construct suspension ceilings	3.1 Assemble and fix suspension rods according to manufacturers' specifications and work instructions.
	3.2 Fix suspension rods to service ducts to support suspension system.
4. Install lining	4.1 Install lining material according to work instructions, plans and specifications.
	4.2 Cut and finish lining materials to pre-finished edges.
5. Clean up	5.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.
	5.2 Clean and store tools and equipment after use by following safe working practices.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology for suspension ceiling tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - complete measurements and calculations for material requirements
 - determine dimensions against specifications for installation tasks
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain tools, equipment and materials required for suspended ceiling systems
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used in the wall and ceiling lining industry
- workplace safety requirements and OHS legislation in relation to wall and ceiling lining, including the required PPE
- relevant Australian Standards in relation to suspended ceiling systems
- principles of sustainability relevant to suspended ceiling systems
- terminology used for suspended ceiling systems
- characteristics of components and materials used for the construction of suspended ceilings
- manufacturers' specifications for materials used in suspension systems
- common processes for calculating size and quantity of materials required
- function, purpose and safe handling of tools and equipment used for suspended ceiling systems
- suspended ceiling construction, installation and lining techniques.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Plans and specifications*** may include:
- manufacturers' specifications and instructions
 - material safety data sheets (MSDS)
 - regulatory and legislative requirements
 - relevant Australian Standards and codes
 - safe work procedures
 - signage
 - verbal, written and graphical instructions issued by supervisor or external personnel
 - work schedules, specifications and requirements.

Basic suspension ceiling tasks must include, but is not limited to:

Components and materials may include, but are not limited to:

- concealed grid
- exposed grid.
- adjustable clip
- anchor brackets
- cross runners
- furring channel
- laser levels
- locking keys
- main bar
- plasterboard

- suspension rod
- tiles – plaster fibre, mineral fibre
- top cross rails
- wall trim.
- repair damage
- sand to produce a flat, smooth, blemish free surface to appropriate level.

Finish may include:

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- install two suspended ceilings that includes one exposed and one concealed type, to a minimum of 3 metre square.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for suspended ceiling systems
- cleaned up and stored tools and equipment after set out.

Context of and specific resources for assessment

Assessment must be demonstrated in a wall and ceiling lining industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry materials, tools and equipment for suspended ceiling systems, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22043 Apply basic wall and ceiling lining stopping techniques

Unit descriptor	<p>This unit specifies the outcomes required to carry out basic wall and ceiling lining stopping techniques.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains Employability Skills.
Application of the unit	<p>This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the wall and ceiling lining industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p>

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan for wall and ceiling stopping	1.1	Identify work instructions, <i>plans and specifications</i> for <i>basic wall and ceiling stopping tasks</i> .
	1.2	Identify the occupational health and safety (OHS) requirements for wall and ceiling stopping.
	1.3	Identify the relevant codes and standards for wall and ceiling stopping.
	1.4	Identify and apply principles of sustainability to work preparation and construction applications.
	1.5	Identify and use appropriate terminology for wall and ceiling stopping tasks.
2. Prepare for wall and ceiling stopping	2.1	Inspect <i>lining</i> to determine appropriate lining stopping techniques to be used.
	2.2	Select and use the appropriate personal protective equipment (PPE) for wall and ceiling stopping.
	2.3	Identify and obtain the required <i>components and materials</i> for wall and ceiling stopping.
	2.4	Select and prepare the required <i>tools and equipment</i> for wall and ceiling stopping systems according to work instructions and safety requirements.

ELEMENT	PERFORMANCE CRITERIA
3. Prepare and finish lining	3.1 Dust surfaces to remove grit and debris.
	3.2 Prefill any gaps in lining joints, nail holes and patches.
	3.3 Sand lining to the required standard of finish.
	3.4 Inspect work against compliance with standards and report any problems, as required.
4. Clean up	4.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.
	4.2 Clean and store tools and equipment after use by following safe working practices.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology for wall and ceiling lining stopping tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - complete measurements and calculations for material requirements
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain tools, equipment and materials required for wall and ceiling stopping
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used in the wall and ceiling lining industry
- workplace safety requirements and OHS legislation in relation to wall and ceiling lining, including the required PPE
- relevant Australian Standards in relation to wall and ceiling stopping systems
- principles of sustainability relevant to wall and ceiling stopping systems
- terminology used for wall and ceiling stopping systems
- characteristics of components and materials used for wall and ceiling stoppings
- manufacturers' specifications for materials used in wall and ceiling stopping systems
- common processes for calculating size and quantity of materials required
- function, purpose and safe handling of tools and equipment used for wall and ceiling stopping systems
- lining preparation for wall and ceiling stopping techniques
- wall and ceiling stopping techniques.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Plans and specifications may include:

- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- signage
- verbal, written and graphical instructions
instructions issued by supervisor or external personnel
- work schedules, specifications and requirements.

Basic wall and ceiling stopping

tasks may include, but is not limited to:

- internal and external angles/corners
- bulkheads
- cornice butt joint
- cornice internal and external mitres
- nail holes
- patches
- recessed and butt end joints
- other applications such as repairs to old and new work.

Lining may include:

- cement fibre sheet
- fibrous plaster mouldings, including cornices
- fibrous plaster sheet
- plasterboard
- plasterboard cove cornices.

Components and materials may include, but are not limited to:

- base coat
- cornice cement
- metal corner beads
- paper tape
- stopping plaster
- top coat.

Tools and equipment may include:

- knives
- mechanical finishing tools
- sanding tools
- saws
- scaffold
- strippers
- trowels.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- apply wall and ceiling stopping techniques to a minimum of two different linings as identified in the range statement, and includes:
 - refilling of lining joints, nail holes and patches
 - finishing of lining.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for wall and ceiling stopping systems
- cleaned up and stored tools and equipment after set out.

Context of and specific resources for assessment

Assessment must be demonstrated in a wall and ceiling lining industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry materials, tools and equipment for wall and ceiling stopping systems, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22044 Construct basic archways

Unit descriptor	<p>This unit specifies the outcomes required to construct basic archway using lining.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains Employability Skills.
Application of the unit	<p>This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the wall and ceiling lining industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p>

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | |
|-------------------------------------|---|
| 1. Plan for archway construction | <p>1.1 Identify work instructions, <i>plans and specifications</i> for <i>basic archway construction tasks</i>.</p> <p>1.2 Identify the occupational health and safety (OHS) requirements for archway construction.</p> <p>1.3 Identify the relevant codes and standards for archway construction.</p> <p>1.4 Identify and apply principles of sustainability to work preparation and construction applications.</p> <p>1.5 Identify and use appropriate terminology for archway construction tasks.</p> |
| 2. Prepare for archway construction | <p>2.1 Select and use the appropriate personal protective equipment (PPE) for archway construction.</p> <p>2.2 Identify and obtain the required quantities of <i>materials</i> for archway construction.</p> <p>2.3 Select and prepare the required <i>tools and equipment</i> for archway construction according to work instructions and safety requirements.</p> <p>2.4 Check wall frame is straight and plumb and report any faults, as required.</p> <p>2.5 Prepare work area and <i>substrates</i> for lining.</p> |

ELEMENT	PERFORMANCE CRITERIA
3. Prepare and fix plasterboards to arches	3.1 Measure and mark plasterboard size to fit specified arch from work instructions, plans and specifications, ensuring minimum waste.
	3.2 Use cutting method and clearance to fit arch locations according to manufacturers' specifications.
	3.3 Fix plasterboards to specified arch locations according to work instructions and manufacturers' specifications.
4. Finish joins and materials	4.1 Identify and confirm the appropriate finishing techniques to be followed.
	4.2 Apply the appropriate finishing techniques to joins according to manufacturers' specifications.
5. Clean up	5.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.
	5.2 Clean and store tools and equipment after use by following safe working practices.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology for archway construction tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - complete measurements and calculations for material requirements
 - determine dimensions against specifications for construction tasks
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain tools, equipment and materials required for archway construction
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used in the wall and ceiling lining industry
- workplace safety requirements and OHS legislation in relation to wall and ceiling lining, including the required PPE
- relevant Australian Standards in relation to archway construction
- principles of sustainability relevant to archway construction
- terminology used for archway construction
- common styles for archways
- characteristics and functions of materials and substrates used for archway construction
- manufacturers' specifications for materials used for archway construction
- common processes for calculating size and quantity of materials required
- function, purpose and safe handling of tools and equipment used for archway construction
- plotting processes for archway construction techniques
- construction techniques used in archways.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Plans and specifications may include:

- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- signage
- verbal, written and graphical instructions issued by supervisor or external personnel
- work schedules, specifications and requirements.

Basic archway construction tasks may include, but is not limited to:

- elliptical
- gothic
- segmental
- semi-circular
- Tudor.

Materials may include, but are not limited to:

- cement sheet
- fibrous plaster
- plasterboard.

Tools and equipment may include:

- arch beads
- clouts
- hand tools for stopping
- key hole saw
- measuring tape
- nail bag and hammer
- spirit level
- stapler and staples
- tin snips.

Substrates may include:

- brick
- concrete
- masonry
- steel
- timber.

Finishing techniques may include:

- repairing damage
- sanding to produce a flat, smooth, blemish free surface to appropriate level
- second coating all joints, external angles and arch bead
- taping in wall joints and internal angles, installing and coating external angles and arch bead
- top coating all joints, external angles and arch bead.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge.

There must be demonstrated evidence that the learner has completed the following tasks:

- construct a minimum of one basic archway, as identified in the range statement.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for archway construction
- cleaned up and stored tools and equipment after set out.

Context of and specific resources for assessment

Assessment must be demonstrated in a wall and ceiling lining industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry materials, tools and equipment for archway construction, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22058 Produce basic castings and run castings

Unit descriptor	<p>This unit specifies the outcomes required to produce basic castings and run castings using casting plaster.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains Employability Skills.
Application of the unit	<p>This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the wall and ceiling lining industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p>

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan for plaster casting and run casting	1.1	Identify work instructions, <i>plans and specifications</i> for <i>basic plaster casting and run casting tasks</i> .
	1.2	Identify the occupational health and safety (OHS) requirements for plaster casting and run casting.
	1.3	Identify the relevant codes and standards for plaster casting and run casting.
	1.4	Identify and apply principles of sustainability to work preparation and construction applications.
	1.5	Identify and use appropriate terminology for plaster casting and run casting tasks.
2. Prepare for plaster casting and run casting	2.1	Select and use the appropriate personal protective equipment (PPE) for plaster casting and run casting.
	2.2	Identify and obtain the required quantities of <i>materials</i> for plaster casting and run casting.
	2.3	Select and prepare the required tools and equipment for plaster casting and run casting according to work instructions and safety requirements.

ELEMENT	PERFORMANCE CRITERIA
3. Prepare plaster moulds	3.1 Select and <i>prepare plaster casting moulds</i> appropriate for the <i>applications of plaster castings</i> .
	3.2 Use the appropriate plaster casting techniques for the application, ensuring the safety of self and others.
	3.3 Remove the plaster casting from moulds cleanly, avoiding breakage.
4. Prepare and run castings	4.1 Produce accurate drawings of the profile patterns according to work instructions and specifications.
	4.2 Cut metal template based on drawings.
	4.3 Assemble run casting moulds to the work instructions and specifications.
	4.4 Apply run casting techniques to the required standard ensuring safety of self and others.
5. Clean up	5.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.
	5.2 Clean and store tools and equipment after use by following safe working practices.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology for plaster casting and run casting tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - complete measurements and calculations for material requirements
 - determine dimensions against specifications
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain tools, equipment and materials required for plaster casting and run casting
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework

- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used in the wall and ceiling lining industry
- workplace safety requirements and OHS legislation in relation to wall and ceiling lining, including the required PPE
- relevant Australian Standards in relation to plaster casting and run casting
- principles of sustainability relevant to plaster casting and run casting
- terminology used for plaster casting and run casting
- characteristics of materials used for plaster casting and run casting
- manufacturers' specifications for materials used for plaster casting and run casting
- common processes for calculating size and quantity of materials required
- function, purpose and safe handling of tools and equipment used for plaster casting and run casting
- preparation and construction of moulds
- applications of plaster casting and run casting
- techniques for plaster casting and run casting.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Plans and specifications** may include:
- manufacturers' specifications and instructions
 - material safety data sheets (MSDS)
 - regulatory and legislative requirements
 - relevant Australian Standards and codes
 - safe work procedures
 - signage
 - verbal, written and graphical instructions issued by supervisor or external personnel
 - work schedules, specifications and requirements.
- Basic plaster casting and run casting tasks** must include, but is not limited to:
- neat plaster run casting
 - one gauge casting
 - reinforced plaster run casting
 - run casting
 - two gauge casting.

Materials may include, but are not limited to:

- acrylic
- casting plaster
- cement
- fibre reinforcement:
 - hemp
 - fibre.

Prepare plaster casting moulds may include, but is not limited to:

- checking mould for damage/undercuts and repairing, if necessary
- cleaning surface of mould
- using release agent, where applicable.

Applications of plaster casting may include:

- architraves and arched architraves
- brackets and corbels
- ceiling panels
- cornices and curved cornices
- rosettes
- statuettes tin snips.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- prepare and produce at least two casting from prepared moulds that includes one gauge and two gauge castings on two separate occasions
- prepare and produce a run casting that includes:
 - produced drawings of the profile pattern
 - cutting of metal template and assembling of run casting mould.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for plaster casting and run casting
- cleaned up and stored tools and equipment after casting and run casting production.

Context of and specific resources for assessment

Assessment must be demonstrated in a wall and ceiling lining industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints..

The following resources must be made available:

- industry materials, tools and equipment for producing casting and run casting, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22045 Identify and handle wall and floor tiling tools and equipment

Unit descriptor

This unit specifies the outcomes required to identify and safely handle wall and floor tiling hand and power tools and plant and equipment. It does not include the maintenance of tools and equipment.

It includes the ability to plan for, prepare and handle tools and equipment, clean up after use, and report on faulty tools and equipment.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills

This unit contains Employability Skills.

Application of the unit

This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the wall and floor tiling industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan to handle tools and equipment

- 1.1 Review supervisor's instructions and ***specifications*** for preparing and handling wall and floor tiling tools and equipment for ***specific tasks***.
- 1.2 Identify the occupational health and safety (OHS) requirements for preparing and handling wall and floor tiling tools and equipment.
- 1.3 Identify the relevant codes and standards for preparing and handling wall and floor tiling tools and equipment.
- 1.4 Identify and apply principles of sustainability in preparing and handling wall and floor tiling tools and equipment.
- 1.5 Identify and use terminology for wall and floor tiling tools and equipment.

ELEMENT	PERFORMANCE CRITERIA
2. Identify and prepare tools	<p>2.1 Identify the functions and applications of wall and floor tiling hand and power tools.</p> <p>2.2 Select and use the appropriate personal protective equipment (PPE) for specific tools and equipment.</p> <p>2.3 Select, sign out and prepare the required tools, equipment and materials appropriate for the tasks according to supervisor's instructions.</p> <p>2.4 Complete pre-operational checks according to supervisor's instructions and as required by manufacturers' specifications.</p>
3. Handle tools	<p>3.1 Use hand tools safely and appropriate to the tasks and materials.</p> <p>3.2 Use power tools safely and appropriate to the tasks and materials.</p> <p>3.3 Check and report on tools requiring maintenance after use.</p>
4. Select and use plant and equipment	<p>4.1 Identify the functions, applications and operating methods of general wall and floor tiling plant and equipment.</p> <p>4.2 Select and prepare plant and equipment appropriate for the tasks according to supervisor's instructions and safety requirements.</p> <p>4.3 Check plant and equipment for safety before use and report any faults, as required.</p> <p>4.4 Use plant and equipment according to manufacturers' specifications and ensuring the safety of self and others.</p>
5. Clean up	<p>5.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and supervisor's instructions.</p> <p>5.2 Clean, sign in, and store machinery, tools and equipment according to manufacturers' specifications and by following safe working practices.</p> <p>5.3 Identify malfunctions, faults, wear or damage to tools and equipment and report for repair or replacement.</p>

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology for wall and floor tiling tools and equipment
 - use questioning to identify and confirm task requirements
 - report tools and equipment faults
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and prepare required wall and floor tiling tools and equipment
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- workplace safety requirements and OHS legislation in relation to handling wall and floor tiling tools and equipment, including the required PPE and safety requirement for power supplies
- relevant Australian Standards in relation to handling wall and floor tiling tools and equipment
- principles of sustainability relevant to preparing and handling wall and floor tiling tools and equipment
- terminology used for wall and floor tiling tools and equipment
- characteristics and functions of wall and floor tiling tools and equipment
- types of pre-occupational checks required prior to using wall and floor tiling tools and equipment
- safe handling and maintenance checks of wall and floor tiling tools and equipment, including reporting procedures.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specifications may include:

- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- other verbal, written and graphical instructions issued by supervisor.

Specific tasks may include, but not limited to:

- cleaning
- cutting
- holding materials
- marking
- setting out
- shaping
- shifting materials.

Wall and floor tiling hand and power tools must include, but is not limited to:

- angle grinder
- carpenters square
- caulking gun
- chalk liners
- claw hammer and chisel
- concrete mixers
- electric water saw
- fibre board cutter
- floats
- glue mixing drill
- heavy duty trimming knife
- levels – spirit, water and laser
- mechanical tile cutter
- mortarboards
- rubber mallet
- straight edges
- string line
- tile nippers
- trowels.

General wall and floor tiling plant

must include, but not limited to:

- drill press
- handling and shifting equipment, such as hand trolleys or pallet jacks
- portable mixers
- safety signage
- wheelbarrows
- bench grinder
- portable generators.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- identify and correctly handle the wall and floor tiling hand and power tools listed in the range statement during wall and floor tiling tasks
- identify and correctly handle the plant and equipment listed in the range statement during wall and floor tiling tasks.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected, checked out and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- performed checks on tools and equipment, prior and after handling
- reported on condition and faults of tools and equipment, as required
- cleaned up, sign in and stored tools and equipment after use.

Context of and specific resources for assessment

Assessment must be demonstrated in a wall and floor tiling industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry wall and floor tiling tools and equipment, including PPE
- job tasks, including relevant specifications
- manufacturers' specifications
- materials appropriate for wall and floor tiling hand and power tools.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22046 Apply substrate preparation techniques for tiling

Unit descriptor	<p>This unit specifies the outcomes required to prepare a range of substrates for wall and floor tiling.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains Employability Skills.
Application of the unit	<p>This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the wall and floor tiling industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p>

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan for tile substrate preparation	1.1	Identify work instructions, including plans and specifications for preparing substrates for tiling .
	1.2	Identify the occupational health and safety (OHS) requirements for tiling.
	1.3	Identify the relevant codes and standards for tiling.
	1.4	Identify and apply sustainable practices to work preparation and applications.
	1.5	Identify and use the appropriate terminology during substrate preparation for tiling tasks.
2. Set up for substrate preparation	2.1	Select and confirm compatible substrate materials for tiling application according to work instructions and manufacturers' specifications.
	2.2	Identify any tiling substrate defects and determine appropriate solutions to remedy defects .
	2.3	Select and use the appropriate personal protective equipment (PPE) for substrate preparation.
	2.4	Identify and obtain the required quantities of materials for substrate preparation.
	2.5	Select and prepare the required tools and equipment for substrate preparation according to work instructions and safety requirements.

ELEMENT	PERFORMANCE CRITERIA
3. Prepare substrates for tiling	3.1 Prepare materials according to work instructions and manufacturers' specifications.
	3.2 Clean substrate surfaces to remove any waste materials, as required.
	3.3 Remedy any identified substrate defects according to manufacturers' specifications, as required.
	3.4 Apply underlay or render coatings according to work instructions and manufacturers' specifications.
	3.5 Finish substrate surface according to substrate and tile type, work instructions and manufacturers' specifications.
4. Clean up	4.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations, environmental requirements, codes of practice and work instructions.
	4.2 Clean tools and equipment and store according to manufacturers' specifications and by following safe working practices.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology for substrate preparation for tiling
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and prepare required for wall and floor tiling tools and equipment
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used in substrate preparation
- workplace safety requirements and OHS legislation in relation to substrate preparation, including the required PPE
- relevant Australian Standards in relation to substrate preparation for tiling
- principles of sustainability relevant to substrate preparation for tiling
- terminology used for substrate preparation for tiling
- types of tiling substrate defects, their causes and remedies
- characteristics and purposes of wall and floor tiling substrate materials
- substrates compatible with tiling applications
- common processes for calculating size and quantity of materials required
- function, purpose and safe handling of wall and floor tools and equipment in the preparation of substrates
- substrate preparation techniques for tiling.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Plans and specifications may include:

- charts and hand drawings, diagrams or sketches
- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- signage
- verbal, written and graphical instructions issued by supervisor or external personnel
- work schedules
- work specifications and requirements.

Substrates for tiling may include, but is not limited to:

- compressed cement sheeting
- concrete
- masonry walls
- plasterboard
- tiling over existing tiles
- water resistant plasterboard (WR board)
- waterproof membrane.

Sustainable practices may relate to:

- disposal of waste material to ensure minimal environmental impact
- efficient use and recycling of material
- energy efficiency
- environmental, social and economic considerations:
 - clean up protection
 - noise and dust
 - vibration
- selection and use of materials and resources to meet the current needs of society while preserving the environment for the future
- water efficiency.

Tiling substrate defects may include:

- damaged waterproof membrane
- damp substrate
- substrate contaminated with:
 - dust
 - fat
 - paint
 - soap scum
 - wax
- substrate lacking structural integrity
- substrate not level
- substrate not plumb
- substrate not true to a straight line
- uncured concrete substrates.

Appropriate solutions to remedy defects may include:

- levelling and straightening
- screeding
- substrate cleaning
- substrate preparation
- substrate sanding.

Personal protective equipment (PPE) may include:

- dust masks/respirators
- foot protection
- hand protection
- head protection
- hearing protection
- protective clothing
- safety goggles/glasses
- ultraviolet (UV) protection.

Tools and equipment may include, but not limited to:

- levelling tools
- measuring and marking tools
- power tools
- straight edges
- trowels – wooden and steel.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- apply appropriate substrate preparation techniques to three different substrates, as identified in the range statement
- use appropriate solutions to remedy substrate defects
- use appropriate finishing techniques based on substrate and tile application type.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for substrate preparation
- cleaned up and stored tools and equipment after substrate preparation.

Context of and specific resources for assessment

Assessment must be demonstrated in a wall and floor tiling industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry materials, tools and equipment used for substrate preparation
- relevant plans, specifications and drawings
- Australian Standards and manufacturers' specifications
- job tasks and workplace procedures.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22047 Develop basic wall tiling skills

Unit descriptor

This unit specifies the outcomes required to apply wall tiling techniques to a range of substrates. It does not include tile application to internal and external corners.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills

This unit contains Employability Skills.

Application of the unit

This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the wall and floor tiling industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | |
|----------------------------|--|
| 1. Plan for wall tiling | <p>1.1 Identify work instructions and <i>specifications</i> for <i>basic wall tiling tasks</i>.</p> <p>1.2 Identify work instructions and specifications for wall tiling.</p> <p>1.3 Identify the relevant codes and standards for wall tiling.</p> <p>1.4 Identify and apply sustainable practices to work preparation and construction applications.</p> <p>1.5 Identify and use appropriate terminology during wall tiling tasks.</p> |
| 2. Prepare for wall tiling | <p>2.1 Identify substrate to determine the appropriate adhesive to be used.</p> <p>2.2 Select and use the appropriate personal protective equipment (PPE) for wall tiling.</p> <p>2.3 Identify and obtain the required quantities of <i>materials</i> for wall tiling.</p> <p>2.4 Select and prepare the required <i>tools and equipment</i> for wall tiling according to work instructions and safety requirements.</p> |

ELEMENT	PERFORMANCE CRITERIA
3. Prepare substrate	<p>3.1 Prepare and prime area to be tiled and substrate to work instructions and manufacturers' specifications.</p> <p>3.2 Identify and set out work grid patterns to be balanced and level.</p>
4. Cut and fix wall tiles	<p>4.1 Cut tiles to size and shape by hand or machine, according to work instructions and manufacturers' specifications.</p> <p>4.2 Prepare and apply mortar or adhesive to the substrate according to manufacturers' specifications.</p> <p>4.3 Fix tiles to wall maintaining work grid pattern and even spacing between tiles, opening and fittings.</p>
5. Grout wall tiles	<p>5.1 Clean and prepare joints to receive grout according to manufacturers' specifications.</p> <p>5.2 Mix and apply grout according to manufacturers' specifications.</p> <p>5.3 Clean and polish tiles according to manufacturers' specifications.</p>
6. Clean up	<p>6.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.</p> <p>6.2 Clean and store tools and equipment after use by following safe working practices.</p>

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology during wall tiling tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain materials, tools and equipment required for wall tiling
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework

- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used in wall tiling
- workplace safety requirements and OHS legislation in relation to wall tiling, including the required PPE
- relevant Australian Standards and codes in relation to wall tiling
- principles of sustainability relevant to wall tiling
- terminology used for basic wall tiling
- characteristics and purposes of wall tiling materials
- common processes for calculating size and quantity of materials required
- types, characteristics, and functions of adhesives and their compatibility with tiles and substrates
- function, purpose and safe handling of tiling tools and equipment
- tiling adhesive application techniques
- wall tiling techniques for specific substrates
- wall tiling finishing techniques.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specifications may include:

- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- signage
- verbal, written and graphical instructions issued by supervisor or external personnel
- work schedules, specifications and requirements.

Basic wall tiling tasks may include, but is not limited to:

- commercial processing areas
- domestic external walls
- domestic internal walls
- domestic wet areas.

Materials may include:

- adhesives:
 - cement-based
 - mastic
 - poly modified
 - rubber-based
- fibrous cement sheet
- nails and screws
- plasterboard
- sand and cement render and screed
- wall tiles:
 - ceramic
 - glass
 - metal
 - porcelain
 - stone.

Tools and equipment may include:

- cement sheet cutters
- cement
- grouter
- levels
- nippers
- polishing rags
- spacers
- string lines
- tile cutting tools
- tiling trowels – notched, gauging.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- prepare and apply wall tiles to two of the following areas:
 - commercial processing areas
 - domestic external walls
 - domestic internal walls
 - domestic wet areas
- apply mortar/adhesive to the required Australian Standard
- apply grout and clean wall tile surface.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for wall tiling
- cleaned up and stored tools and equipment after wall tiling.

Context of and specific resources for assessment

Assessment must be demonstrated in a wall and floor tiling industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry materials, tools and equipment used for wall tiling, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22048 Develop basic floor tiling skills

Unit descriptor	<p>This unit specifies the outcomes required to apply floor tiling techniques to a range of substrates.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains Employability Skills.
Application of the unit	<p>This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the wall and floor tiling industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p>

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | |
|-----------------------------|--|
| 1. Plan for floor tiling | <p>1.1 Identify work instructions, including <i>plans and specifications</i> for <i>basic floor tiling tasks</i>.</p> <p>1.2 Identify the occupational health and safety (OHS) requirements for floor tiling.</p> <p>1.3 Identify the relevant codes and standards for floor tiling.</p> <p>1.4 Identify and apply sustainable practices to work preparation and construction applications.</p> <p>1.5 Identify and use appropriate terminology during floor tiling tasks.</p> |
| 2. Prepare for floor tiling | <p>2.1 Identify substrate to determine the appropriate adhesive to be used.</p> <p>2.2 Select and use the appropriate personal protective equipment (PPE) for floor tiling.</p> <p>2.3 Identify and obtain the required quantities of <i>materials</i> for floor tiling.</p> <p>2.4 Select and prepare the required <i>tools and equipment</i> for floor tiling according to work instructions and safety requirements.</p> |

ELEMENT	PERFORMANCE CRITERIA
3. Prepare substrate	<p>3.1 Prepare and prime area to be tiled and substrate to work instructions and manufacturers' specifications.</p> <p>3.2 Identify and set out work grid patterns to be balanced and level.</p>
4. Cut and fix floor tiles	<p>4.1 Cut tiles to size and shape by hand or machine, according to work instructions and manufacturers' specifications.</p> <p>4.2 Prepare and apply mortar or adhesive to the substrate according to manufacturers' specifications.</p> <p>4.3 Fix tiles to floor maintaining work grid pattern and even spacing between tiles, opening and fittings.</p>
5. Grout floor tiles	<p>5.1 Clean and prepare joints to receive grout according to manufacturers' specifications.</p> <p>5.2 Mix and apply grout according to manufacturers' specifications.</p> <p>5.3 Clean and polish tiles according to manufacturers' specifications.</p>
6. Clean up	<p>6.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.</p> <p>6.2 Clean and store tools and equipment after use by following safe working practices.</p>

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology during floor tiling tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - complete measurements and calculations for material requirements
 - determine dimensions against specifications for set out and tile application
- teamwork skills to ensure a safe working environment

- planning and organising skills to:
 - identify and obtain materials, tools and equipment required for floor tiling
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used in floor tiling
- workplace safety requirements and OHS legislation in relation to floor tiling, including the required PPE
- relevant Australian Standards and codes in relation to floor tiling
- principles of sustainability relevant to floor tiling
- terminology used for basic floor tiling
- characteristics and purposes of floor tiling materials
- common processes for calculating size and quantity of materials required
- types, characteristics, and functions of adhesives and their compatibility with tiles and substrates
- function, purpose and safe handling of tiling tools and equipment
- tiling adhesive application techniques
- floor tiling techniques for specific substrates
- floor tiling finishing techniques.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Plans and specifications*** may include:
- charts and hand drawings, diagrams or sketches
 - manufacturers' specifications and instructions
 - material safety data sheets (MSDS)
 - relevant Australian Standards and codes
 - safe work procedures
 - signage
 - verbal, written and graphical instructions issued by supervisor or external personnel
 - work schedules.
 - work specifications and requirements regulatory and legislative requirements.

Basic floor tiling tasks may include, but is not limited to:

- external floor areas
- internal floor areas
- internal wet areas.

Materials may include:

- adhesives:
 - with additives
 - cement-based
 - rubber modified
 - silicone
 - water resistant organic
- fibrous cement sheet
- cement mortar
- expanded metal
- floor tiles:
 - clay
 - glass
 - metal
 - porcelain
 - stone
 - synthetic stone
- nails and screws.

Tools and equipment may include:

- bolsters
- cement sheet cutters
- chisels
- levels
- nippers
- scribing tools
- spacers
- string lines
- tile cutting tools
- tiling trowels – notched, gauging
- wedges.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- prepare and apply floor tiles to two of the following areas:
 - external floor areas
 - internal floor areas
 - internal wet areas
- apply mortar/adhesive to the required Australian Standard
- apply grout and clean floor tile surface.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for floor tiling
- cleaned up and stored tools and equipment after floor tiling.

Context of and specific resources for assessment

Assessment must be demonstrated in a wall and floor tiling industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry materials, tools and equipment used for floor tiling, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22049 Identify and handle solid plastering tools and equipment

Unit descriptor

This unit specifies the outcomes required to identify and safely handle solid plastering hand and power tools and plant and equipment. It does not include the maintenance of tools and equipment.

It includes the ability to plan for, prepare and handle tools and equipment, clean up after use, and report on faulty tools and equipment.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills

This unit contains Employability Skills.

Application of the unit

This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the solid plastering industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan to handle tools and equipment

- 1.1 Review supervisor's instructions and ***specifications*** for preparing and handling solid plastering tools and equipment for ***specific tasks***.
- 1.2 Identify the occupational health and safety (OHS) requirements for preparing and handling solid plastering tools and equipment.
- 1.3 Identify the relevant codes and standards for preparing and handling solid plastering tools and equipment.
- 1.4 Identify and apply principles of sustainability in preparing and handling solid plastering tools and equipment.
- 1.5 Identify and use terminology for solid plastering tools and equipment.

ELEMENT	PERFORMANCE CRITERIA
2. Identify and prepare tools	<p>2.1 Identify the functions and applications of <i>solid plastering hand and power tools</i>.</p> <p>2.2 Select and use the appropriate personal protective equipment (PPE) for specific tools and equipment.</p> <p>2.3 Select, sign out and prepare the required tools, equipment and materials appropriate for the tasks according to supervisor's instructions.</p> <p>2.4 Complete pre-operational checks according to supervisor's instructions and as required by manufacturers' specifications.</p>
3. Handle tools	<p>3.1 Use hand tools safely and appropriate to the tasks and materials.</p> <p>3.2 Use power tools safely and appropriate to the tasks and materials.</p> <p>3.3 Check and report on tools requiring maintenance after use.</p>
4. Select and use plant and equipment	<p>4.1 Identify the functions, applications and operating methods of <i>general solid plastering plant</i> and equipment.</p> <p>4.2 Select and prepare plant and equipment appropriate for the tasks according to supervisor's instructions and safety requirements.</p> <p>4.3 Check plant and equipment for safety before use and report any faults, as required.</p> <p>4.4 Use plant and equipment according to manufacturers' specifications and ensuring the safety of self and others.</p>
5. Clean up	<p>5.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and supervisor's instructions.</p> <p>5.2 Clean, sign in, and store machinery, tools and equipment according to manufacturers' specifications and by following safe working practices.</p> <p>5.3 Identify malfunctions, faults, wear or damage to tools and equipment and report for repair or replacement.</p>

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology for solid plastering tools and equipment
 - use questioning to identify and confirm task requirements
 - report tools and equipment faults
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and prepare required solid plastering tools and equipment
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- workplace safety requirements and OHS legislation in relation to handling solid plastering tools and equipment, including the required PPE and safety requirement for power supplies
- relevant Australian Standards in relation to handling solid plastering tools and equipment
- principles of sustainability relevant to preparing and handling solid plastering tools and equipment
- terminology used for solid plastering tools and equipment
- characteristics and functions of solid plastering tools and equipment
- types of pre-occupational checks required prior to using solid plastering tools and equipment
- safe handling and maintenance checks of solid plastering tools and equipment, including reporting procedures.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specifications may include:

- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- other verbal, written and graphical instructions issued by supervisor.

Specific tasks may include, but not limited to:

- brushing on
- floating
- rolling on
- screed/ruling off
- spraying on
- trowelling.

Solid plastering hand and power tools must include, but is not limited to:

- floats
- hammers
- levels
- measuring tapes/rulers
- power drills
- power grinders
- power mixers
- sanders – hand and electric
- saws – hand and electric
- shovels
- small tools
- straight edges
- tin snips
- trowels.

General solid plastering plant must include, but not limited to:

- compacter
- handling and shifting equipment, such as hand trolleys or pallet jacks
- portable mixers
- safety signage
- wheelbarrows
- portable generators.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- identify and correctly handle the solid plastering hand and power tools listed in the range statement during solid plastering tasks
- identify and correctly handle the plant and equipment listed in the range statement during solid plastering tasks.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected, checked out and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- performed checks on tools and equipment, prior and after handling
- reported on condition and faults of tools and equipment, as required
- cleaned up, sign in and stored tools and equipment after use.

Context of and specific resources for assessment

Assessment must be demonstrated in a solid plastering industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry solid plastering tools and equipment, including PPE
- job tasks, including relevant specifications
- manufacturers' specifications
- materials appropriate for solid plastering hand and power tools.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22050 Apply cement rendering techniques

Unit descriptor

This unit specifies the outcomes required to apply basic cement rendering techniques for solid plastering.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills

This unit contains Employability Skills.

Application of the unit

This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the solid plastering industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | |
|---------------------------------|---|
| 1. Plan for cement rendering | <p>1.1 Identify work instructions and <i>specifications</i> for basic <i>cement rendering</i> tasks.</p> <p>1.2 Identify the occupational health and safety (OHS) requirements for cement rendering.</p> <p>1.3 Identify the relevant codes and standards for solid plastering.</p> <p>1.4 Identify and apply sustainable practices to work preparation and applications.</p> <p>1.5 Identify and use the appropriate terminology during cement rendering tasks.</p> |
| 2. Prepare for cement rendering | <p>2.1 Select and confirm compatible <i>surface coatings</i> for <i>substrate</i> according to work instructions and manufacturers' specifications.</p> <p>2.2 Determine surface preparation methods for solid plastering to achieved the desired finish.</p> <p>2.3 Select and use the appropriate personal protective equipment (PPE) for cement rendering.</p> <p>2.4 Identify and obtain the required quantities of <i>materials</i> for cement rendering.</p> <p>2.5 Select and prepare the required <i>tools and equipment</i> for cement rendering according to work instructions and safety requirements.</p> |

ELEMENT	PERFORMANCE CRITERIA
3. Prepare surface for cement rendering	<p>3.1 Remove loose or protruding material using the appropriate removal method for the surface material, as required.</p> <p>3.2 Prepare the splash coat mixture and apply according to manufacturers' specifications and work instructions.</p>
4. Apply cement rendering	<p>4.1 Mix mortar to ratio according to manufacturers' specifications.</p> <p>4.2 Apply cement rendering coatings using the appropriate application techniques according to manufacturers' specifications.</p> <p>4.3 Level the surface, leave to set and roughen surface ready for next coat.</p> <p>4.4 Allow each coat to dry for the required period according to manufacturers' specifications.</p> <p>4.5 Apply the appropriate finishing techniques on the final coat to achieved the desired finish.</p>
5. Clean up	<p>5.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations, environmental requirements, codes of practice and work instructions.</p> <p>5.2 Clean solid plastering tools and equipment with correct solutions and store according to manufacturers' specifications and by following safe working practices.</p>

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology during cement rendering tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - complete measurements and calculations for material requirements
 - determine dimensions against specifications
- teamwork skills to ensure a safe working environment

- planning and organising skills to:
 - identify and obtain materials, tools and equipment required for cement rendering
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used in cement rendering
- workplace safety requirements and OHS legislation in relation to cement rendering, including the required PPE
- relevant Australian Standards in relation to cement rendering
- principles of sustainability relevant to cement rendering
- terminology used for cement rendering
- range of substrates used for cement rendering
- characteristics and purposes of cement rendering materials
- characteristics of cement render for their use with specific substrates
- common processes for calculating size and quantity of materials required
- function, purpose and safe handling of cement rendering tools and equipment
- cement rendering techniques for solid plastering.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specifications may include:

- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- signage
- verbal, written and graphical instructions issued by supervisor or external personnel
- work schedules, specifications and requirements.

Cement rendering must include, but is not limited to:

- 1, 2 and 3 coat work
- lining and dotting
- screeding
- splash coat.

Surface coatings may include, but are not limited to:

- cement-based renders
- lime mortar
- setting coat.

Substrate may include, but are not limited to:

- brickwork
- concrete
- concrete block
- heads, reveals and sills
- metal or timber lathing
- stonework
- timber
- vertical/horizontal surfaces.

Materials may include:

- cement
- lime
- oxides
- plasticiser
- sand
- waterproofing additives.

Tools and equipment may include:

- brushes
- floats
- hammers
- levels
- measuring tapes/rules
- power drills
- power grinders
- power mixers
- scaffolding/work platforms
- screed boards
- straight edges
- trowels.

Application techniques may include, but is not limited to:

- screed/ruling off
- sprayed
- trowelled.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- select and use appropriate cement rendering techniques to a minimum of three different substrates as identified in the range statement.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for cement rendering
- prepared surfaces for rendering
- cleaned up and stored tools and equipment after cement rendering.

Context of and specific resources for assessment

Assessment must be demonstrated in a solid plastering industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry materials, tools and equipment used for cement rendering, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22051 Apply acrylic rendering techniques

Unit descriptor

This unit specifies the outcomes required to apply basic acrylic rendering techniques for the application of jointing and coating systems using pre-mixed products.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills

This unit contains Employability Skills.

Application of the unit

This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the solid plastering industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | |
|----------------------------------|--|
| 1. Plan for acrylic rendering | <p>1.1 Identify work instructions and specifications for acrylic rendering.</p> <p>1.2 Identify the occupational health and safety (OHS) requirements for acrylic rendering.</p> <p>1.3 Identify the relevant codes and standards for solid plastering.</p> <p>1.4 Identify and apply sustainable practices to work preparation and applications.</p> <p>1.5 Identify and use the appropriate terminology during acrylic rendering tasks.</p> |
| 2. Prepare for acrylic rendering | <p>2.1 Select and confirm compatible acrylic render for substrate according to work instructions and manufacturers' specifications.</p> <p>2.2 Determine surface preparation methods for acrylic rendering to achieved the desired finish.</p> <p>2.3 Select and use the appropriate personal protective equipment (PPE) for acrylic rendering.</p> <p>2.4 Identify and obtain the required quantities of materials for acrylic rendering.</p> <p>2.5 Select and prepare the required tools and equipment for acrylic rendering according to work instructions and safety requirements.</p> |

ELEMENT	PERFORMANCE CRITERIA
3. Prepare surface for acrylic rendering	<p>3.1 Prepare substrate surface according to manufacturers' specifications, as required.</p> <p>3.2 Prepare the splash coat mixture and apply according to manufacturers' specifications and work instructions.</p>
4. Apply acrylic rendering	<p>4.1 Mix coating materials to ratio according to manufacturers' specifications.</p> <p>4.2 Apply coating using the appropriate application techniques according to manufacturers' specifications.</p> <p>4.3 Finish and cure the coating to achieve the desired finish.</p>
5. Clean up	<p>5.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations, environmental requirements, codes of practice and work instructions.</p> <p>5.2 Clean solid plastering tools and equipment with correct solutions and store according to manufacturers' specifications and by following safe working practices.</p>

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology during acrylic rendering tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - complete measurements and calculations for material requirements
 - determine dimensions against specifications
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain materials, tools and equipment required for acrylic rendering
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used in acrylic rendering
- workplace safety requirements and OHS legislation in relation to acrylic rendering, including the required PPE
- relevant Australian Standards in relation to acrylic rendering
- principles of sustainability relevant to acrylic rendering
- terminology used for acrylic rendering
- range of substrates used for acrylic rendering
- characteristics and purposes of acrylic rendering materials
- characteristics of acrylic render for their use with specific substrates
- common processes for calculating size and quantity of materials required
- function, purpose and safe handling of acrylic rendering tools and equipment
- installation and fixing techniques for different substrates.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specifications may include:

- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- signage
- verbal, written and graphical instructions issued by supervisor or external personnel
- work schedules, specifications and requirements.

Substrate may include, but are not limited to:

- bricks
- concrete
- expanded polystyrene foam panel
- fibre cement sheeting
- heads, reveals and sills
- hebal power panel
- plasterboard
- render base
- vertical/horizontal surfaces.

Materials may include:

- pre-mix bagged acrylic render
- proprietary products.

Tools and equipment may include:

- brushes
- buckets
- chalk line
- hammers
- hot knife
- measuring tape and rules
- mixing drill
- pencils
- power drills
- power saws
- rollers
- scaffolding/work platforms
- stanley knife
- straight edges
- trowels.

Application techniques may include, but is not limited to:

- brushing on
- floating
- rolling on
- screeding/ruling off
- spray on
- trowelling.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- apply acrylic render to a minimum of three different substrates as identified in the range statement.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for acrylic rendering
- prepared surfaces for rendering
- cleaned up and stored tools and equipment after acrylic rendering.

Context of and specific resources for assessment

Assessment must be demonstrated in a solid plastering industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints. The following resources must be made available:

- industry materials, tools and equipment used for acrylic rendering, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22052 Apply finishing coats for solid plastering

Unit descriptor	<p>This unit specifies the outcomes required to apply finishing coats for solid plastering.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains Employability Skills.
Application of the unit	This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the solid plastering industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan for finishing coat application	1.1	Identify work instructions and <i>specifications</i> for <i>finishing coat</i> tasks.
	1.2	Identify the occupational health and safety (OHS) requirements for finishing coat application.
	1.3	Identify the relevant codes and standards for finishing coats for solid plastering.
	1.4	Identify and apply sustainable practices to work preparation and applications.
	1.5	Identify and use appropriate terminology during finishing coat application tasks.
2. Prepare for finishing coat application	2.1	Select and confirm compatible surface coating for <i>substrate</i> according to work instructions and manufacturers' specifications.
	2.2	Determine surface preparation methods for finishing coat application to achieve the desired finish.
	2.3	Select and use the appropriate personal protective equipment (PPE) for finishing coat application.
	2.4	Identify and obtain the required quantities of <i>materials</i> for finishing coat application.
	2.5	Select and prepare the required <i>tools and equipment</i> for finishing coat application according to work instructions and safety requirements.

ELEMENT	PERFORMANCE CRITERIA
3. Prepare backgrounds for finishing coat	3.1 Prepare substrate surface according to the required finishing coating to be used.
	3.2 Clean, wet down and check surface for level of suction appropriate to the setting coating being used and according to manufacturers' specifications and work instructions.
4. Apply finishing coat	4.1 Mix coating materials to ratio according to manufacturers' specifications.
	4.2 Apply coatings using the appropriate application techniques according to work instructions and manufacturers' specifications.
	4.3 Finish and cure the coating to achieve the desired finish.
5. Clean up	5.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations, environmental requirements, codes of practice and work instructions.
	5.2 Clean solid plastering tools and equipment with correct solutions and store according to manufacturers' specifications and by following safe working practices.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology during finishing coat application tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - complete measurements and calculations for material requirements
 - determine dimensions against specifications
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain materials, tools and equipment required for finishing coat application
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework

- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used in finishing coat application
- workplace safety requirements and OHS legislation in relation to finishing coat application, including the required PPE
- relevant Australian Standards in relation to finishing coat application
- principles of sustainability relevant to finishing coat application
- terminology used for finishing coat application
- range of substrates used for finishing coat application
- characteristics and purposes of finishing coat application materials
- characteristics of finishing coats for their use with specific substrates
- common processes for calculating size and quantity of materials required
- function, purpose and safe handling of finishing coat application tools and equipment
- finishing coat application techniques for different substrates.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specifications may include:

- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- signage
- verbal, written and graphical instructions issued by supervisor or external personnel
- work schedules, specifications and requirements.

Finishing coat may include, but are not limited to:

- brush on finishes
- cement dado
- plaster setting
- proprietary products
- rolled on finishes
- sand finish and stucco (rough cast)
- spray on finishes
- trowelled on finishes.

Substrate may include, but are not limited to:

- brickwork
- concrete
- expanded polystyrene foam panels
- fibre cement sheeting
- hebal power panels
- render base.

Materials may include:

- acrylic
- cement
- lime
- plaster
- sand.

Tools and equipment may include:

- floats
- hammer
- levels
- measuring tape/rules
- power mixers
- scaffolding/work platforms
- screed boards
- straight edges
- trowels.

Application techniques may include, but is not limited to:

- brushing on
- floating
- rolling on
- screeding
- spray on
- trowelling.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- prepare surface for finishing coats
- apply finishing coatings to a minimum of three different substrates, as identified in the range statement.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for finishing coat application
- cleaned up and stored tools and equipment after finishing coat application.

Context of and specific resources for assessment

Assessment must be demonstrated in a solid plastering industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry materials, tools and equipment used for finishing coat applications, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22053 Apply basic restoration and renovation techniques to solid plastering

Unit descriptor

This unit specifies the outcomes required to safely undertake basic restoration and renovation tasks in solid plastering. It includes the ability to identify risks and hazardous materials.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills

This unit contains Employability Skills.

Application of the unit

This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the solid plastering industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | |
|---|---|
| 1. Plan for restoration and renovation | <p>1.1 Identify work instructions and <i>specifications</i> for <i>basic restoration and renovation tasks</i>.</p> <p>1.2 Identify the occupational health and safety (OHS) requirements for restoration and renovation.</p> <p>1.3 Identify the relevant codes and standards for restoration and renovation for solid plastering.</p> <p>1.4 Identify and apply sustainable practices to work preparation and applications.</p> <p>1.5 Identify and use the appropriate terminology during restoration and renovation tasks.</p> |
| 2. Prepare for restoration and renovation | <p>2.1 Examine the site to confirm scope and type of restoration or renovation work, including the identification of risks and any <i>hazardous materials</i>.</p> <p>2.2 Determine and confirm restoration and renovation method based on site examination and work instructions.</p> <p>2.3 Select and use the appropriate personal protective equipment (PPE) for restoration and renovation tasks.</p> <p>2.4 Identify and obtain the required quantities of <i>materials</i> for restoration and renovation.</p> <p>2.5 Select and prepare the required <i>tools and equipment</i> for restoration and renovation according to work instructions and safety requirements.</p> |

ELEMENT	PERFORMANCE CRITERIA
3. Apply restoration and renovation techniques	3.1 Prepare and mix materials according to quality requirements and manufacturers' specifications.
	3.2 Use appropriate application techniques to restore damage plaster work to original condition according to work instructions.
	3.3 Apply finish to match original surfaces and details.
	3.4 Construct and fit moulds to finish according to work instructions and manufacturers' specifications.
4. Clean up	4.1 Clear work area and dispose of general waste and hazardous materials in accordance with legislation, regulations, environmental requirements, codes of practice and work instructions.
	4.2 Clean solid plastering tools and equipment with correct solutions and store according to manufacturers' specifications and by following safe working practices.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology during restoration and renovation tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - complete measurements and calculations for material requirements
 - determine dimensions against specifications
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain materials, tools and equipment required for restoration and renovation
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used in restoration and renovation
- workplace safety requirements and OHS legislation in relation to restoration and renovation, including the required PPE
- relevant Australian Standards in relation to restoration and renovation
- hazardous materials found in solid plastering restoration and renovation
- risks associated with working with solid plaster in restoration and renovation, and appropriate solutions to manage these
- removal and disposal procedure for hazardous materials
- principles of sustainability relevant to restoration and renovation
- terminology used for restoration and renovation
- characteristics of period and heritage buildings, include Italianate, homestead, federation, old English, abstract and Californian bungalow style
- types of materials used in restoration and renovation
- characteristics of materials used in solid plastering
- suitability of materials for specific tasks
- common processes for calculating size and quantity of materials required
- function, purpose and safe handling of restoration and renovation tools and equipment
- restoration and renovation techniques for different materials.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specifications may include:

- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- signage
- verbal, written and graphical instructions issued by supervisor or external personnel
- work schedules, specifications and requirements.

Basic restoration and renovation tasks may include, but are not limited to:

- constructing and operating running moulds
- matching existing surfaces and finish
- simple casting
- trowelled finishes.

Hazardous materials may include, but are not limited to:

- asbestos cement sheeting
- asbestos lagging
- cement dust
- lead-based paint.

Materials may include:

- cement mortar
- composition mortar
- lime
- lime mortars
- lime putty
- plaster
- sand types.

Tools and equipment may include:

- floats
- hammer
- joint rules
- levels
- measuring tape/rules
- moulding floats
- power mixers
- scaffolding/work platforms
- screed boards
- straight edges
- trowels.

Application techniques may include, but is not limited to:

- floating
- running mouldings
- screeding
- trowelling.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- apply restoration and renovation techniques to restore plasterwork that include the following tasks:
 - match existing surfaces and finish
 - construct and fix moulds.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- identified any potential risks and hazardous materials and applied measures to reduce any impact of these
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for restoration and renovation
- cleaned up and stored tools and equipment after restoration and renovation.

Context of and specific resources for assessment

Assessment must be demonstrated in a solid plastering industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry materials, tools and equipment used for restoration and renovation in solid plastering, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22054 Identify and handle stonemasonry tools and equipment

Unit descriptor

This unit specifies the outcomes required to identify and safely handle stonemasonry hand and power tools and plant and equipment. It does not include the maintenance of tools and equipment.

It includes the ability to plan for, prepare and handle tools and equipment, clean up after use, and report on faulty tools and equipment.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills

This unit contains Employability Skills.

Application of the unit

This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the stonemasonry industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan to handle tools and equipment

- 1.1 Review supervisor's instructions and ***specifications*** for preparing and handling stonemasonry tools and equipment for ***specific tasks***.
- 1.2 Identify the occupational health and safety (OHS) requirements for preparing and handling stonemasonry tools and equipment.
- 1.3 Identify the relevant codes and standards for preparing and handling stonemasonry tools and equipment.
- 1.4 Identify and apply principles of sustainability in preparing and handling stonemasonry tools and equipment.
- 1.5 Identify and use terminology for stonemasonry tools and equipment.

ELEMENT	PERFORMANCE CRITERIA
2. Identify and prepare tools	<p>2.1 Identify the functions and applications of stonemasonry hand and power tools.</p> <p>2.2 Select and use the appropriate personal protective equipment (PPE) for specific tools and equipment.</p> <p>2.3 Select, sign out and prepare the required tools, equipment and materials appropriate for the tasks according to supervisor's instructions.</p> <p>2.4 Complete pre-operational checks according to supervisor's instructions and as required by manufacturers' specifications.</p>
3. Handle tools	<p>3.1 Use hand tools safely and appropriate to the tasks and materials.</p> <p>3.2 Use power tools safely and appropriate to the tasks and materials.</p> <p>3.3 Check and report on tools requiring maintenance after use.</p>
4. Select and use plant and equipment	<p>4.1 Identify the functions, applications and operating methods of general stonemasonry plant and equipment.</p> <p>4.2 Select and prepare plant and equipment appropriate for the tasks according to supervisor's instructions and safety requirements.</p> <p>4.3 Check plant and equipment for safety before use and report any faults, as required.</p> <p>4.4 Use plant and equipment according to manufacturers' specifications and ensuring the safety of self and others.</p>
5. Clean up	<p>5.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and supervisor's instructions.</p> <p>5.2 Clean, sign in, and store machinery, tools and equipment according to manufacturers' specifications and by following safe working practices.</p> <p>5.3 Identify malfunctions, faults, wear or damage to tools and equipment and report for repair or replacement.</p>

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology for stonemasonry tools and equipment
 - use questioning to identify and confirm task requirements
 - report tools and equipment faults
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and prepare required stonemasonry tools and equipment
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- workplace safety requirements and OHS legislation in relation to handling stonemasonry tools and equipment, including the required PPE and safety requirement for power supplies
- relevant Australian Standards in relation to handling stonemasonry tools and equipment
- principles of sustainability relevant to preparing and handling stonemasonry tools and equipment
- terminology used for stonemasonry tools and equipment
- characteristics and functions of stonemasonry tools and equipment
- types of pre-occupational checks required prior to using stonemasonry tools and equipment
- safe handling and maintenance checks of stonemasonry tools and equipment, including reporting procedures.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specifications may include:

- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- other verbal, written and graphical instructions issued by supervisor.

Specific tasks may include, but not limited to:

- brushing on
- floating
- rolling on
- screed/ruling off
- spraying on
- trowelling.

Stonemasonry hand and power tools must include, but is not limited to:

- angle
- chisels:
 - lettering
 - pitching
 - punching
 - shaping
- crow bars and leveraging bars
- drills:
 - pneumatic
 - electric – corded and cordless
- grinders and various sized discs/blades
- hammers
- lettering
- levels
- mash hammers of various weight
- measuring tapes/rulers
- plugs and feathers for splitting stone
- pokey and sledge of various weights
- powered assisted hammers:
 - pneumatic
 - electric

General stonemasonry plant must include, but not limited to:

- sanders and grinders – hand, electric and pneumatic for grinding and polishing stone
- saws – hand, electric and petrol powered
- shovels
- spalling of various weights
- square and straight edge
- V-cut letters.
- compacter
- handling and shifting equipment, such as hand trolleys or pallet jacks
- portable mixers
- safety signage
- wheelbarrows
- portable generators.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- identify and correctly handle the stonemasonry hand and power tools listed in the range statement during stonemasonry tasks
- identify and correctly handle the plant and equipment listed in the range statement during stonemasonry tasks.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected, checked out and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- performed checks on tools and equipment, prior and after handling
- reported on condition and faults of tools and equipment, as required
- cleaned up, sign in and stored tools and equipment after use.

Context of and specific resources for assessment

Assessment must be demonstrated in a stonemasonry industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- industry stonemasonry tools and equipment, including PPE
- job tasks, including relevant specifications
- manufacturers' specifications
- materials appropriate for stonemasonry hand and power tools.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22055 Machine and finish stone

Unit descriptor	<p>This unit specifies the outcomes required to develop machining and finishing stone techniques for basic stonemasonry tasks.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains Employability Skills.
Application of the unit	<p>This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the stonemasonry industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p>

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan for machining and finishing stone	1.1	Identify work instructions, <i>plans and specifications</i> for <i>basic machining and finishing stone tasks</i> .
	1.2	Identify the occupational health and safety (OHS) requirements for machining and finishing stone.
	1.3	Identify the relevant codes and standards for machining and finishing stone.
	1.4	Identify and apply principles of sustainability to work preparation and construction applications.
	1.5	Identify and use appropriate terminology for machining and finishing stone tasks.
2. Prepare for machining and finishing stone	2.1	Select and use personal protective equipment (PPE) for machining and finishing stone.
	2.2	Identify and obtain the required quantities of materials for machining and finishing stone.
	2.3	Select and prepare the appropriate <i>machining</i> and <i>tools and equipment</i> to complete the tasks according to work instructions and safety requirements.

ELEMENT	PERFORMANCE CRITERIA
3. Machine stone	<p>3.1 Read drawings to determine set out and sequence of actions.</p> <p>3.2 Measure and mark out stone according to plan or template.</p> <p>3.3 Operate equipment or machinery to shape stone.</p>
4. Finish stone	<p>4.1 Identify type of finish required according to job specifications.</p> <p>4.2 Use hand or power tools to finish stone to required standard.</p>
5. Clean up	<p>5.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.</p> <p>5.2 Clean and store tools and equipment after use by following safe working practices.</p>

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology for machining and finishing stone tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - complete measurements and calculations for material requirements
 - measure and mark out stone prior to splitting
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain materials, tools and equipment required for machining and finishing stone
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used in machining and finishing stone
- workplace safety requirements and OHS legislation in relation to machining and finishing stone, including the required PPE
- relevant Australian Standards and building codes in relation to machining and finishing stone
- principles of sustainability relevant to machining and finishing stone
- terminology used for machining and finishing stone
- characteristics of stone
- stonemasonry tools and equipment for machining and finishing stone
- manufacturers' specifications for machining and finishing stone
- characteristics and purposes of stone
- common processes for calculating size of stone accurately
- function, purpose and safe handling of stonemasonry tools and equipment
- machining and finishing stone processes and techniques.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Plans and specifications** may include:
- site plans
 - manufacturers' specifications and instructions
 - material safety data sheets (MSDS)
 - regulatory and legislative requirements
 - relevant Australian Standards and codes
 - safe work procedures
 - signage
 - verbal, written and graphical instructions issued by supervisor or external personnel
 - work schedules, specifications and requirements.

Basic machining and finishing stone tasks must include, but is not limited to:

- cut a 20 mm granite/marble slab
- polish edges with 3 mm arris.

Machining may include, but are not limited to:

- angle grinders
- compressors
- generators
- materials handling
- pneumatic grinders
- saws.

Tools and equipment may include, but are not limited to:

- angle grinders
- bridge saw
- drawings
- hammers
- levels
- materials handling equipment
- measuring tapes and rules
- power drills
- square
- straight edges
- templates.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- safely machine and finish two or more stone projects according to a plan and specifications using appropriate machinery, tools and techniques from the range statement. The end products for the projects may include a marble pastry board or granite bookend.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for machining and finishing stone
- cleaned up and stored tools and equipment after machining and finishing stone construction.

Context of and specific resources for assessment

Assessment must be demonstrated in a stonemasonry industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- Australian Standards and manufacturers' specifications.
- industry materials, tools and equipment for machining and finishing stone, including PPE
- job tasks, including relevant plans and specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22056 Construct concrete footings and formwork for monumental installation

Unit descriptor	<p>This unit specifies the outcomes required to construct a basic concrete footing and formwork for monument installation.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains Employability Skills.
Application of the unit	<p>This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the stonemasonry industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p>

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | |
|---|--|
| 1. Plan for concrete footings and formwork | <p>1.1 Identify work instructions, <i>plans and specifications</i> for <i>basic concrete footings and formwork</i> for stone monument installation.</p> <p>1.2 Identify the occupational health and safety (OHS) requirements for concrete footings and formwork for stone monument installation.</p> <p>1.3 Identify the relevant <i>codes and standards</i> for concrete footings and formwork for stone monument installation.</p> <p>1.4 Identify and apply principles of sustainability to work preparation and construction applications.</p> <p>1.5 Identify and use appropriate terminology for concrete footings and formwork tasks.</p> |
| 2. Prepare for concrete footings and formwork | <p>2.1 Identify and confirm the location for site for monument installation according to work instructions and specifications.</p> <p>2.2 Select and use personal protective equipment (PPE) for concrete footings and formwork.</p> <p>2.3 Identify and obtain the required quantities of <i>materials</i> for concrete footings and formwork.</p> <p>2.4 Select and prepare the appropriate <i>tools and equipment</i> for concrete footings and formwork according to work instructions and safety requirements.</p> |

ELEMENT	PERFORMANCE CRITERIA
3. Construct footings and formwork for concreting	3.1 Establish the position and set out footings and formwork according to specifications.
	3.2 Erect and strip formwork.
	3.3 Handle and position reinforcing components.
	3.4 Excavate for footings and build formwork for concreting according to specifications.
	3.5 Place concrete in formwork to specific depth and screed to the alignment of the formwork.
	3.6 Finish surface of concrete according to specifications.
4. Clean up	4.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.
	4.2 Clean and store tools and equipment after use by following safe working practices.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology for concrete footings and formwork tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - complete measurements and calculations for material requirements
 - determine dimensions against specifications for set out and construction
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain tools, equipment and materials required for concrete footings and formwork
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used in concrete footings and formwork for stone monument installation
- workplace safety requirements and OHS legislation in relation to concrete footings and formwork, including the required PPE
- relevant Australian Standards and building codes in relation to concrete footings and formwork for stone monument installation
- principles of sustainability relevant to concrete footings and formwork
- terminology used for concrete footings and formwork
- characteristics and purposes of materials used for concrete footings and formwork
- common processes for calculating size and quantity of materials required
- function, purpose and safe handling of stonemasonry tools and equipment
- concrete footings and formwork processes and techniques for stone monument installation.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Plans and specifications may include:

- site plans
- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- signage
- verbal, written and graphical instructions issued by supervisor or external personnel
- work schedules, specifications and requirements.

Basic concrete footings and formwork must include, but is not limited to:

- footings
- grave site
- monument foundations
- wall foundations.

Codes and standards may include, but are not limited to:

- National Construction Code (NCC)
- AS 1379 Specification and supply of concrete
- AS 2870 Residential slabs and footings
- AS 3600 Concrete structure
- AS 3660 Termite management
- Australian Standards for monument specifications.

Materials may include, but are not limited to:

- aggregate (crushed rock)
- cement
- concrete
- packing sand
- plastic
- plywood
- steel
- timber.

Tools and equipment may include, but are not limited to:

- augers
- bolt cutters
- chisels
- crow bar
- hammers
- levels (spirit, automatic, laser)
- pier shovel
- rulers and tape measures
- saws (hand and power)
- shovels
- straight edges
- string lines
- wheelbarrows.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- complete a set out to achieve levels and other specified dimensions before construction of formwork
- construct formwork for a basic rectangular shaped monument.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for concrete footings and formwork
- cleaned up and stored tools and equipment after concrete footings and formwork construction.

Context of and specific resources for assessment

Assessment must be demonstrated in a stonemasonry industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- Australian Standards and manufacturers' specifications.
- industry materials, tools and equipment for concrete footings and formwork, including PPE
- job tasks, including relevant plans and specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22057 Install prepared monument

Unit descriptor

This unit specifies the outcomes required to apply basic construction skills to install a prepared monument.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills

This unit contains Employability Skills.

Application of the unit

This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the stonemasonry industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | |
|--------------------------------------|--|
| 1. Plan for monument installation | <p>1.1 Identify work instructions, <i>plans and specifications</i> for <i>basic monument installation</i>.</p> <p>1.2 Identify the occupational health and safety (OHS) requirements for monument installation.</p> <p>1.3 Identify the relevant codes and standards for monument installation.</p> <p>1.4 Identify and apply principles of sustainability to work preparation and construction applications.</p> <p>1.5 Identify and use appropriate terminology for monument installation tasks.</p> |
| 2. Prepare for monument installation | <p>2.1 Identify and confirm the location of monument according to work instructions and specifications.</p> <p>2.2 Select and use personal protective equipment (PPE) for monument installation.</p> <p>2.3 Identify and obtain the required quantities of <i>materials</i> for monument installation.</p> <p>2.4 Select and prepare the appropriate <i>tools and equipment</i> for monument installation according to work instructions and safety requirements.</p> |

ELEMENT	PERFORMANCE CRITERIA
3. Install monument	<p>3.1 Move monument to location and position using appropriate materials handling equipment.</p> <p>3.2 Apply installation techniques to the required standard.</p> <p>3.3 Square off monument in final position.</p>
4. Clean up	<p>4.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.</p> <p>4.2 Clean and store tools and equipment after use by following safe working practices.</p>

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology for monument installation tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - complete measurements and calculations for material requirements
 - determine dimensions against specifications for set out and construction
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain tools, equipment and materials required for monument installation
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used in monument installation
- workplace safety requirements and OHS legislation in relation to monument installation, including the required PPE
- relevant Australian Standards and building codes in relation to monument installation
- principles of sustainability relevant to monument installation
- terminology used for monument installation
- characteristics and purposes of materials used for monument installation
- common processes for calculating size and quantity of materials required
- function, purpose and safe handling of stonemasonry tools and equipment
- materials handling tools and equipment used in monument installation
- monument installation processes and techniques.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Plans and specifications may include:

- site plans
- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- signage
- verbal, written and graphical instructions issued by supervisor or external personnel
- work schedules, specifications and requirements.

Basic monument installation may include, but is not limited to:

- headstones
- kerbing
- ledgers
- pillars.

Materials may include, but are not limited to:

- cement mortar
- composition mortar
- epoxy adhesives
- lime
- lime mortars
- lime putty
- metal dowels
- sand types.

Tools and equipment may include, but are not limited to:

- bolt cutters
- floats
- hammer
- joint rules
- levels
- measuring tape/rules
- moulding floats
- pinch bars
- power mixers
- rollers
- scaffolding/work platforms
- screed boards
- sponges and chamois
- straight edges
- trowels
- wedges.

Materials handling equipment may include, but is not limited to:

- A-frames
- block and tackle
- cranes
- pinch bars
- plans
- rollers
- skid boards
- slings
- trolley
- wedges.

Installation techniques may include, but are not limited to:

- cleaning of monument
- finishing off with ledger and headstone
- inserting dowels
- pointing joints
- rendering base
- squaring off (checking squareness).

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- prepare for, position and install a basic prepared monument.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for monument installation
- cleaned up and stored tools and equipment after monument installation construction.

Context of and specific resources for assessment

Assessment must be demonstrated in a stonemasonry industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- Australian Standards and manufacturers' specifications.
- industry materials, tools and equipment for monument installation, including PPE
- job tasks, including relevant plans and specifications.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22059 Use aluminium sections for fabrication

Unit descriptor	<p>This unit specifies the outcomes required to use aluminium sections in fabricated structures. It includes methods for joining the sections.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains Employability Skills.
Application of the unit	<p>This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the joinery/shopfitting/stairbuilding industries. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p>

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan for aluminium fabrication	1.1	Identify work instructions, <i>plans and specifications</i> for aluminium fabrication.
	1.2	Identify the occupational health and safety (OHS) requirements for aluminium fabrication.
	1.3	Identify the relevant codes and standards for aluminium fabrication.
	1.4	Identify and apply principles of sustainability to work preparation and construction applications.
	1.5	Identify and use appropriate terminology for aluminium fabrication tasks.
2. Prepare for aluminium fabrication	2.1	Select and use personal protective equipment (PPE) for aluminium fabrication.
	2.2	Identify and obtain the required <i>materials</i> for aluminium fabrication.
	2.3	Select and prepare the appropriate <i>tools and equipment</i> for aluminium fabrication.
3. Identify extruded aluminium sections	3.1	Identify types of <i>aluminium sections</i> for sectional size and design.
	3.2	Identify uses of various sections with their specific design.

ELEMENT	PERFORMANCE CRITERIA
4. Identify methods of joining sections	4.1 Identify characteristics of sections for method of joining .
	4.2 Identify securing of joints with types of sections.
5. Use sections to construct frames	5.1 Set out aluminium sections designed for frames and prepare for joining.
	5.2 Set out and prepare door and sash type sections for joining.
	5.3 Make and secure joints to structural design requirements.
6. Clean up	6.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.
	6.2 Clean and store tools and equipment after use by following safe working practices.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology for aluminium fabrication tasks
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - interpret drawings
 - complete measurements and calculations for material requirements
 - determine dimensions against specifications for fabrication
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain tools, equipment and materials required for aluminium fabrication
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used in aluminium fabrication
- workplace safety requirements and OHS legislation in relation to aluminium fabrication, including the required PPE
- relevant Australian Standards and building codes in relation to aluminium fabrication
- principles of sustainability relevant to aluminium fabrication
- terminology used for aluminium fabrication
- types and performance of materials relevant to aluminium fabrication
- design and use of aluminium extrusions
- common processes for calculating size and quantity of materials required
- function, purpose and safe handling of tools and equipment used for aluminium fabrication
- processes and joining techniques used for aluminium fabrication, including measuring and marking processes related to aluminium fabrication.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Plans and specifications may include:

- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- signage
- verbal, written and graphical instructions issued by supervisor or external personnel
- work schedules, specifications and requirements.

Materials may include, but are not limited to:

- aluminium sheets
- rivets.

Tools and equipment may include, but are not limited to:

- air compressor and hoses
- docking saws
- files
- grinders
- hammers
- measuring tapes and rules
- power drills
- power leads
- screwdrivers
- squares.

Aluminium sections are those designed for the fabrication of, and may include:

- door and window frames
- doors (swing, slide and revolving type)
- partitions
- sashes
- screens
- shopfront components
- wet area unit components.

Joining may include:

- cutting for joint
- cutting to length
- drilling holes
- punching holes
- trimming for fit.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- identify designed purpose and assemble four different types of aluminium extruded sections.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for aluminium fabrication
- identified methods of joining different sections
- used safe techniques in preparing component sections for joining
- used safe and effective application in the fitting and securing of four different types of construction joints

	<ul style="list-style-type: none">• displayed safe and effective handling applications to minimise opportunities for damage of material surfaces• cleaned up and stored tools and equipment after aluminium fabrication.
Context of and specific resources for assessment	<p>Assessment must be demonstrated in a joinery/shopfitting/stairbuilding industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>The following resources must be made available:</p> <ul style="list-style-type: none">• industry materials, tools and equipment for aluminium fabrication, including PPE• job tasks, including relevant plans and specifications• Australian Standards and manufacturers' specifications.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none">• written and/or oral questioning to assess knowledge and understanding• observations of tasks in a real or simulated work environment• portfolio of evidence of demonstrated performance• third party reports that confirm performance has been completed to the level required and the evidence is based on real performance. <p>Assessment may be in conjunction with other related units of competency.</p>

VU22060 Operate basic static machines

Unit descriptor	<p>This unit specifies the outcomes required to identify, safely set up and operate basic static machines used in the joinery/shopfitting/stairbuilding industries under supervision.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains Employability Skills.
Application of the unit	<p>This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the joinery/shopfitting/stairbuilding industries. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p>

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan for static machine use	1.1	Identify work instructions and <i>specifications</i> for using <i>basic static machines</i> .
	1.2	Identify and follow occupational health and safety (OHS) requirements and <i>pre and post operation checks</i> for basic static machine use.
	1.3	Identify the relevant codes and standards for basic static machines.
	1.4	Select and use personal protective equipment (PPE) for the specified construction work processes.
	1.5	Identify and apply principles of sustainability to work preparation for basic static machine application.
	1.6	Select and inspect <i>materials to be machined</i> for quality.
2. Identify basic static machinery	2.1	Identify basic static machine types to match task requirements.
	2.2	Identify and use appropriate terminology related to basic static machine use.
	2.3	Follow safety precautions applicable to basic static machines to ensure safety of self and others.

ELEMENT	PERFORMANCE CRITERIA
	2.4 Determine basic static machine applications to match the joinery/shopfitting/stairbuilding industry task requirements.
	2.5 Select and check cutting tools for safe and effective operation.
3. Set up machines	3.1 Determine safety requirements of power supplies in preparation of basic static machine use.
	3.2 Check selected machines for serviceability, precision settings, maintenance compliance and safety.
	3.3 Follow supervisor's instructions and set up procedures to set up for basic static machines.
	3.4 Make necessary adjustments to machine settings, as required.
4. Operate machines	4.1 Carry out machine start up procedure according to supervisor's instructions.
	4.2 Run machines according to supervisor's and manufacturers' operating procedures to achieve required work outcome.
	4.3 Follow safety procedures for operating requirements to ensure outcomes are achieved.
	4.4 Conduct trial runs under supervision to check machine operation, accuracy and quality of finished work.
	4.5 Identify and report problems with the required work and/or the operation of the machine to supervisor.
5. Clean up	5.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.
	5.2 Identify and report faulty machinery and equipment to supervisor.
	5.3 Clean and store equipment after use by following safe working practices.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology during static machine use
 - request materials and equipment
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - collate data
 - calculate area
 - complete measurements and calculations for material requirements
- problem solving skills to check machines during set up and make necessary adjustments to settings, as required
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain tools, equipment and materials required for task requirements
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to:
 - operate machines, including tools, equipment and measuring devices
 - use calculators, computer systems and the reporting of results.

Required knowledge:

- plans, drawings and specifications used for construction processes in the joinery/shopfitting/stairbuilding industries
- workplace safety requirements and OHS legislation in relation to basic static machine use, including:
 - required PPE
 - machine guarding required for common machine operation
 - adjustments to machinery to achieve good set up prior to use
 - use of emergency stop buttons and lock out devices, local exhaust
 - ventilation system (LEV), e.g. dust extraction systems
 - machine malfunction triggers or indicators range of appropriate work objects for use on machine
 - accessories required for correct operation, e.g. push sticks

- relevant Australian Standards and building codes in relation to joinery/shopfitting/stairbuilding construction processes
- terminology used in relation to joinery/shopfitting/stairbuilding construction processes
- principles of sustainability relevant in relation to joinery/shopfitting/stairbuilding construction processes
- range, characteristics, uses and limitations of basic static machines used in the joinery/shopfitting/stairbuilding industries
- characteristics of materials for machining and uses of products produced
- set up and operating procedures for static machines
- the application of construction work processes using static machines within the joinery/shopfitting/stairbuilding industries.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specifications may include:

- charts and hand drawings, diagrams or sketches
- cutting list
- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- signage
- verbal, written and graphical instructions issued by supervisor or external personnel
- work schedules, specifications and requirements.

Basic static machines must include, but is not limited to:

- bench or pedestal grinder
- edge banders
- morticers
- saw:
 - radial arm saw
 - rip saw
 - band saw
 - panel saw
- surface planer
- tenoners
- thicknessers
- vertical drill press
- wide belt sander.

Note: due to workplace safety concerns, it is suggested that it is appropriate for participants at pre-apprenticeship level to have an awareness only of the function of the spindle moulder. As such, the spindle moulder has **not** been included in the range of basic static machines that a student would use in this unit.

Pre and post operation checks must include:

- pre-operation checks:
 - guarding
 - adjustments and alterations to match intended operation
 - cutting or shaping material within a nominated tolerance to check understanding of accurate settings of fences and guides
 - emergency stops
 - auditory checks
 - protective apparel availability and fitting
- operational checks:
 - appropriate actions to use machine safely
 - appropriate use of accessories
- post-operation checks:
 - turning machine off
 - clean up
 - lock down.

Material to be machined may include:

- composite board
- ferrous metals
- laminated board
- manufactured board
- non-ferrous metals
- plastics
- solid timber
- veneered board.

Basic static machine applications may include:

- dressing timber
- drilling
- planning
- sanding
- sawing
- sizing.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- use the basic static machines listed in the range statement to process at least one piece of material from the range statement under supervision.

In doing so, the learner must have:

- read and interpreted cutting lists and job specifications
- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- communicated and worked effectively with others, including using appropriate terminology
- selected and appropriately used PPE
- selected and used appropriate basic static machines and materials for specific use
- complied with basic set up procedures
- cleaned up and stored tools and equipment after construction project.

Context of and specific resources for assessment

Assessment must be demonstrated in a joinery/shopfitting/stairbuilding industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints. The following resources must be made available:

- Australian Standards and manufacturers' specifications
- job tasks, including relevant plans, specifications and drawings
- basic static machinery as identified in the range statement and unprocessed materials
- relevant industry materials, tools and equipment, including PPE.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22061 Carry out basic construction processes

Unit descriptor	<p>This unit specifies the outcomes required to identify, prepare and apply basic construction work processes used by the joinery/shopfitting/stairbuilding industries.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains Employability Skills.
Application of the unit	This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the joinery/shopfitting/stairbuilding industries. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan for construction work processes	1.1	Identify work instructions and <i>specifications</i> for joinery/shopfitting/stairbuilding construction work processes.
	1.2	Identify and follow occupational health and safety (OHS) requirements for joinery/shopfitting/stairbuilding construction work processes.
	1.3	Identify the relevant codes and standards joinery/shopfitting/stairbuilding construction work processes.
	1.4	Identify and apply principles of sustainability to work preparation and construction work applications.
	1.5	Identify and use appropriate <i>construction related terminology</i> during work processes.
2. Prepare for construction work processes	2.1	Select and use personal protective equipment (PPE) for the specified construction work processes.
	2.2	Identify basic <i>principles of construction</i> processes for the specific <i>project application</i> .
	2.3	Prepare material list according to work instructions and specifications.

ELEMENT	PERFORMANCE CRITERIA
	2.4 Identify, obtain and set out required materials prior to construction, according to work instructions and specifications.
	2.5 Select safety handle and locate required tools and equipment ready for use in accordance with work instructions.
	2.6 Discuss and define construction processes to ensure clarity of task requirements.
3. Apply construction work process techniques	3.1 Use hand and power tools correctly and safely during construction work.
	3.2 Use equipment correctly and safely and according to manufacturers' specifications during construction work.
	3.3 Apply appropriate construction processes, methods and techniques during construction work to ensure work process efficiency and the safety of self and others.
4. Clean up	4.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.
	4.2 Clean and store tools and equipment after use by following safe working practices.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology during construction processes
 - request materials and equipment
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - complete measurements and calculations for material requirements
 - determine dimensions against specifications for construction
- problem solving skills to establish accuracy checks during construction processes
- teamwork skills to ensure a safe working environment

- planning and organising skills to:
 - identify and obtain tools, equipment and materials required for construction processes
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used for construction processes in the joinery/shopfitting/stairbuilding industries
- workplace safety requirements and OHS legislation in relation to joinery/shopfitting/stairbuilding construction process
- relevant Australian Standards and building codes in relation to joinery/shopfitting/stairbuilding construction processes
- terminology used in relation to joinery/shopfitting/stairbuilding construction processes
- principles of sustainability relevant in relation to joinery/shopfitting/stairbuilding construction processes
- common calculations used in relation to joinery/shopfitting/stairbuilding construction processes
- use of levelling devices and processes
- functions and application of hand and small plant and portable tools and equipment
- applications of construction work practices used within the joinery, shopfitting and stairbuilding industries, including set out and take off procedures.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specifications may include:

- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- signage
- verbal, written and graphical instructions issued by supervisor or external personnel
- work schedules, specifications and requirements.

Construction related terminology may include, but is not limited to:

- characteristics
- component
- cutting/costing list
- display unit
- framing
- hardware
- installation
- make a set out
- plan:
 - elevation
 - sections
 - detail views
- plans activity
- principles
- specifications
- symbols/abbreviations/terminology used in work instructions
- techniques.

Principles of construction may include:

- attention to specifications of work
- control of handling procedures
- environmental management principles associated with construction materials and components
- OHS
- PPE
- quality assurance
- quality of materials
- schedules showing use of equipment materials and tools to avoid backtracking and rework
- use and maintenance of equipment
- workplace operations and procedures.

Project application may include:

- commercial display units
- cubby house
- full size construction projects related to joinery, shopfitting or stairbuilding
- garden gazebo
- garden shed
- shop fit outs
- stair construction and installation projects.

Construction processes must include:

- assembling components
- assessment of conditions
- determining work requirements
- equipment defect identification
- hazard identification
- inspection of work progress/site
- levelling systems
- manufacturing or machining components
- preparing materials, tools, equipment for construction work
- reading and interpreting plans/specifications
- reporting of results
- set outs may include:
 - full size
 - rod or stick
 - sectional detail
- tools and equipment
- use of calculators.

Methods must include:

- planning for construction
- understanding drawings/plans
- understanding task requirements
- safety of self and others
- measuring as per drawing/specification
- marking for identification
- cutting to length
- preparation of surfaces prior to construction
- setting out
- application:
 - dressing to dimensional size
 - securing
 - adhesives
 - fastenings
 - fixtures
- quantity take off methods:
- minimising waste.

Techniques may include:

- applying technical quality to construction work
- designing with a focus of aesthetics and environmental impact
- forming joints
- preparing surfaces
- selecting appropriate quality equipment and tools
- strengthening joints
- sustainability techniques that promote resource efficiency and the minimisation of environmental disturbance, such as:
 - the use of renewable or recycled materials
 - selecting quality materials that are less harmful and create a healthier built environment
 - reducing the amount of greenhouse gases produced by transportation and support local businesses
 - minimising resource use during construction operation
 - providing insulation to stabilise temperature
- using string to keep construction work flat and straight.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- complete one basic construction project application, as listed in the range statement, according to specifications using drawings and sketches
- report on outcomes.

In doing so, the learner must have:

- confirmed work requirements, scheduling of information and requests to other workers during operations
- complied with relevant safety regulations, codes of practice and work plans

- participated in sustainable work practices
- communicated and worked effectively with others, including using appropriate terminology
- selected and appropriately used PPE
- selected and used appropriate materials, tools and equipment and safe and effective procedures for construction project
- cleaned up and stored tools and equipment after construction project.

Context of and specific resources for assessment

Assessment must be demonstrated in a joinery/shopfitting/stairbuilding industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- Australian Standards and manufacturers' specifications
- job tasks, including relevant plans, specifications and drawings
- relevant industry materials, tools and equipment, including PPE.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22062 Construct basic doors and windows

Unit descriptor	<p>This unit specifies the outcomes required to plan, prepare, set out and construct basic doors and windows using basic construction methods and manufacturing processes.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains Employability Skills.
Application of the unit	<p>This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the joinery/shopfitting/stairbuilding industries. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p>

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan to construct basic doors and windows	1.1	Identify work instructions and specifications for basic door and window construction tasks.
	1.2	Identify and follow occupational health and safety (OHS) requirements for door and window construction.
	1.3	Identify the relevant codes and standards for door and window construction.
	1.4	Identify and apply principles of sustainability to work preparation and construction applications.
	1.5	Identify and use appropriate terminology during door and window construction tasks.
2. Follow set out activities for door and window construction	2.1	Select and use personal protective equipment (PPE) for the construction of doors and windows for specified tasks.
	2.2	Identify and obtain appropriate materials and set out prior to construction.
	2.3	Select and safely handle and prepare appropriate tools and equipment for use, in accordance with work instructions.
	2.4	Identify and apply basic principles of door and window construction for set out processes of door and window construction.

ELEMENT	PERFORMANCE CRITERIA
3. Apply basic construction techniques for doors and windows	3.1 Select and use appropriate components in the construction of doors and windows.
	3.2 Apply appropriate construction methods and manufacturing processes during the construction of doors and windows to ensure safety of self and others.
4. Clean up	4.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.
	4.2 Clean and store tools and equipment after use by following safe working practices.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology during door and window construction tasks
 - request materials and equipment
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - complete measurements and calculations for material requirements
 - determine dimensions against specifications for set out and construction
- problem solving skills to establish accuracy checks during in door and window construction
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain tools, equipment and materials required for door and window construction
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used in the construction of doors and windows
- workplace safety requirements and OHS legislation in relation to the construction of basic doors and windows
- relevant Australian Standards and building codes in relation to door and window construction
- terminology used in the construction of doors and windows
- principles of sustainability relevant to door and window construction
- applications of common door and window construction practices used
- components used in the construction of doors and windows
- characteristics of door and window construction
- construction techniques used for the construction of doors and windows
- manual handling procedures in relation to the construction of basic doors and windows, including safe handling techniques for glass
- types, function and purpose of tools used in the construction of doors and windows.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specifications may include:

- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- signage
- verbal, written and graphical instructions issued by supervisor or external personnel
- work schedules, specifications and requirements.

Materials may include:

- aluminium
- energy efficient materials
- paint
- timber
- wood filler
- wood shims.

Tools and equipment may include:

- chisels
- clamps
- hammers
- machinery
- marking gauges
- measuring tape/ruler
- nails
- power routers
- saws
- set out bench squares
- squares
- straight edge
- templates of moulds
- trolleys
- workbench.

Basic principles of door and window construction may include:

- attention to specifications of work
- control of handling procedures
- door and window symbols
- door types:
 - accordion
 - bi-fold
 - sliding
 - swing
- environmental management principles associated with construction materials and components
- joints involved in joining components of windows and doors include:
 - housings
 - mortise and tenon
 - scribed
 - mitred
- OHS
- PPE
- quality assurance
- quality of materials
- use and maintenance of equipment
- workplace operations and procedures.

Components may include:

- beading
- glazing bar
- heads
- jambs
- mullions
- panels
- rails
- sashes
- stile
- transoms
- wedges.

Construction methods may include:

- dowels
- housing joints, rebating and trenching
- measuring for accuracy of dimensions
- mortice and tenon joints, with or without wedges.

Manufacturing processes may include:

- set out views
- estimating section sizes and lengths
- selection of materials
- machine material to size
- machine mouldings and rebates
- marking out lengths and joint positions
- machining joints
- dry fitting joints
- assembly checking for square and wind
- fitting of beads and mouldings
- sanding
- finishes.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- prepare appropriate set out for door and window
- construct at least one door and one window.

In doing so, the learner must have:

- located, interpreted and applied relevant information
- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- communicated and worked effectively with others, including using appropriate terminology
- selected and appropriately used PPE
- selected and used appropriate materials, tools and equipment and safe and effective procedures to construct basic doors and windows
- followed appropriate construction processes according to work instructions
- cleaned up and stored tools and equipment after door and window construction.

Context of and specific resources for assessment

Assessment must be demonstrated in a joinery/shopfitting/stairbuilding industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- Australian Standards and manufacturers' specifications
- job tasks, including relevant plans, specifications and drawings
- relevant industry materials, tools and equipment, including PPE.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22063 Construct a basic shopfitting display unit

Unit descriptor

This unit specifies the outcomes required to apply shopfitting skills for the construction of a basic shopfitting display unit.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills

This unit contains Employability Skills.

Application of the unit

This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the joinery/shopfitting/stairbuilding industries. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | |
|---|---|
| 1. Plan to construct shopfitting display unit | <p>1.1 Identify work instructions and <i>specifications</i> for basic shopfitting construction tasks.</p> <p>1.2 Identify and follow occupational health and safety (OHS) requirements for shopfitting construction.</p> <p>1.3 Identify the relevant codes and standards for shopfitting construction.</p> <p>1.4 Identify and apply principles of sustainability to work preparation and construction applications.</p> <p>1.5 Identify and use appropriate <i>shopfitting construction terminology</i> during tasks.</p> |
| 2. Identify shopfitting display units | <p>2.1 Discuss and define styles and <i>characteristics of display units</i> prior to commencement of construction.</p> <p>2.2 Discuss and define characteristics of <i>materials and components</i> used in the construction of shopfitting display units prior to commencement of construction.</p> <p>2.3 Identify <i>construction techniques and methods</i> required for the construction of shopfitting display unit prior to commencement of construction to ensure safety of self and others.</p> |

ELEMENT	PERFORMANCE CRITERIA
3. Prepare to construct shopfitting display unit	<p>3.1 Select and use personal protective equipment (PPE) for the construction of specified shopfitting tasks.</p> <p>3.2 Identify and obtain the appropriate materials and set out prior to construction.</p> <p>3.3 Set out showing the required sectional specifications.</p> <p>3.4 Produce accurate cutting/costing lists to meet task specifications.</p> <p>3.5 Machine materials in preparation for assembly of shopfitting unit.</p>
4. Apply construction techniques to shopfitting display unit	<p>4.1 Appropriate construction techniques and methods are selected and used in the construction of the shopfitting display unit.</p> <p>4.2 Appropriate sequence of assembly processes is applied to suit the selected construction technique.</p> <p>4.3 Appropriate tools and equipment are selected, safely handled and used in the process of shopfitting construction activities.</p>
5. Clean up	<p>5.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.</p> <p>5.2 Clean and store tools and equipment after use by following safe working practices.</p>

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology during shopfitting construction tasks
 - request materials and equipment
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - complete measurements and calculations for material requirements
 - determine dimensions against specifications for construction
 - prepare a cutting/costing list

- problem solving skills to establish accuracy checks when setting out
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain tools, equipment and materials required for shopfitting construction
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used in the construction of shopfitting display units
- workplace safety requirements and OHS legislation in relation to the shopfitting construction, including safe work method statement (SWMS)
- relevant Australian Standards and building codes in relation to shopfitting
- terminology used in the construction of shopfittings
- principles of sustainability relevant to shopfitting
- characteristics of display unit construction materials
- application of display unit construction process within the joinery/shopfitting/stairbuilding industries
- function and application of hand tools, basic static machines and portable power tools
- manual handling procedures for construction of display units
- set out procedures.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specifications may include:

- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- signage
- verbal, written and graphical instructions issued by supervisor or external personnel
- work schedules, specifications and requirements.

Shopfitting construction terminology may include:

- attention to specifications of work
- characteristics
- component
- cutting/costing list
- display unit
- environmental management principles associated with construction materials and components
- make a set out
- materials and plant handling procedures
- OHS
- PPE
- principles
- quality assurance
- quality of materials
- schedules showing use of equipment materials and tools
- techniques
- use and maintenance of equipment
- workplace operations and procedures.

Characteristics of display units may include:

- architectural features
- colour
- cost
- design
- ergonomics
- functions
- mass
- materials
- size
- volume
- width.

Materials and components required for shopfitting construction may include:

- materials:
 - acrylics
 - aluminium, ferrous and non-ferrous extrusions
 - energy efficient materials
 - glass
 - laminates
 - manufactured board
 - other metals
 - solid timber
 - timber veneers

Construction techniques and methods include:

- components:
 - dowels/biscuits
 - hardware and fittings
 - nails
 - screws.

Set out required for shopfitting construction may include:

- fastenings
- fixtures
- gluing
- jointing
- nailing
- screwing
- stapling.
- full size
- set outs for sectional detail
- shopfitting display units:
 - freestanding fitments
 - fixed to wall and/or floor
- stick or rod.

Tools and equipment required for shopfitting construction may include, but are not limited to:

- beam saw
- carpenter's square
- chisels
- folding rules
- hammer
- hand plane blades or irons
- measuring tape
- panel saw
- pencil
- power drill and bits
- power saw
- saw stools
- sliding bevel
- spirit level
- string line
- wall saw.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- construct one shopfitting display unit that meets design specifications, fastening methods and industry standards.

In doing so, the learner must have:

- located, interpreted and applied relevant information
- interpreted workshop drawings and sketches
- accurately applied measurements and calculations to the task
- complied with relevant safety regulations, codes of practice and work plans
- used appropriate manual handling procedures
- participated in sustainable work practices
- communicated and worked effectively with others, including using appropriate terminology
- selected and appropriately used PPE
- selected and used appropriate materials, tools and equipment and safe and effective procedures to construct basic shopfitting
- followed appropriate construction processes according to work instructions
- cleaned up and stored tools and equipment after shopfitting construction.

Context of and specific resources for assessment

Assessment must be demonstrated in a joinery/shopfitting/stairbuilding industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- Australian Standards and manufacturers' specifications
- job tasks, including relevant plans, specifications and drawings
- relevant industry materials, tools and equipment, including PPE.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.

VU22064 Construct a basic stair

Unit descriptor

This unit specifies the outcomes required to construct and assemble a basic timber stair to meet stair design specifications, tolerances, and industry standards applicable to the joinery/shopfitting/stairbuilding industries.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills

This unit contains Employability Skills.

Application of the unit

This unit supports pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the joinery/shopfitting/stairbuilding industries. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | |
|--|---|
| 1. Plan to construct and assemble a timber stair | <p>1.1 Identify work instructions and specifications for basic stair design construction.</p> <p>1.2 Identify and follow occupational health and safety (OHS) requirements for stair construction.</p> <p>1.3 Identify the relevant codes and standards for stair construction.</p> <p>1.4 Identify and apply principles of sustainability to work preparation and construction applications.</p> <p>1.5 Identify and use appropriate terminology during stair construction tasks.</p> |
| 2. Prepare to construct a timber stair | <p>2.1 Determine materials and quantities from job drawings and specifications.</p> <p>2.2 Select and apply personnel protective equipment (PPE) relevant to the specific tool, material and task.</p> <p>2.3 Select appropriate tools to perform cutting, dressing and securing timber.</p> <p>2.4 Determine full size set out and cutting list from set out to calculate material and refer back to, whilst making and assembling the stair.</p> <p>2.5 Check calculations and mark outs prior to cutting, dressing or securing timber step components.</p> |

ELEMENT	PERFORMANCE CRITERIA
3. Apply cutting, dressing and assembly techniques	3.1 Secure materials to perform cutting, dressing and assembly.
	3.2 Apply cutting, dressing and securing timber techniques in a sequential manner to construct step and complete the job task.
	3.3 Apply levelling techniques to the stair to ensure components are plumb and level.
4. Clean up	4.1 Clear work area and dispose of, reuse or recycle materials in accordance with legislation, regulations and codes of practice and work instructions.
	4.2 Clean and store tools and equipment after use by following safe working practices.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- reading skills to interpret documentation, drawings, specifications and instructions
- writing skills to complete basic documentation
- oral communication skills to:
 - use appropriate terminology during stair construction tasks
 - request materials and equipment
 - use questioning to identify and confirm task requirements
 - report incidences and faults
- numeracy skills to:
 - complete measurements and calculations for material requirements
 - determine dimensions against specifications for set out and construction
- problem solving skills to establish accuracy checks in stair construction
- teamwork skills to ensure a safe working environment
- planning and organising skills to:
 - identify and obtain tools, equipment and materials required for stair construction
 - plan and complete tasks in appropriate sequence to avoid backtracking and rework
- self management skills to:
 - follow instructions
 - manage workspace
- technology skills to safely use, handle and maintain tools and equipment.

Required knowledge:

- plans, drawings and specifications used in stair construction
- workplace safety requirements and OHS legislation in relation to stair construction, including:
 - hazards/risks associated with stair design
 - placement of steps
- relevant Australian Standards and building codes in relation to stair construction
- principles of sustainability relating to stair construction
- relevant Building Code of Australia (BCA) related to stair construction:
 - BCA Part 3.9.1 Stair construction
 - BCA 3.9.1.3 Stair dimensions and construction
 - steps distances
 - acceptable construction practice
 - stair design to meet performance requirements
- relevant Australian Standards relating to stair construction:
 - AS 1657 Fixed platforms, walkways, stairwells and ladders – design, construction and installation
 - width and angle of slope
 - flights
 - stairs
 - landings
 - guard railing
 - handrail
 - safe work method statement (SWMS)
- hand and portable power tools related to stairbuilding
- static machines set up
- stairbuilding methodology:
 - drawings and specifications
 - comprehension of gravity and levels
 - fixings, fasteners and adhesives
 - antislip methods.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Specifications may include:

- manufacturers' specifications and instructions
- material safety data sheets (MSDS)
- regulatory and legislative requirements
- relevant Australian Standards and codes
- safe work procedures
- signage
- verbal, written and graphical instructions issued by supervisor or external personnel
- work schedules, specifications and requirements.

Basic stair design construction may include:

- closed stringer stair
- cut stringer
- open.

Codes and standards must include:

- AS 1657 Fixed platforms, walkways, stairwells, and ladders – design, construction and installation
- Building Code of Australia Part 3.9.1 Stair construction.

Terminology may include:

- balustrade
- floor to floor
- going/mark out
- handrail bracket
- handrail mounted
- post (newel)
- riser
- stringer
- tread
- wall rail
- wedge.

Tools may include:

- biscuit cutters
- chisels
- clamps
- drills
- hammers
- levels
- machinery
- nail guns
- planes
- routers
- sanders
- saws.

Components may include:

- balusters
- fillets
- flooring
- handrails
- landing joists
- newels
- risers
- strings
- treads
- wedges.

Materials may include:

- adhesive
- anti-slip products
- coach screws
- masonry anchors
- metal brackets
- patented metal fasteners and connectors
- pine or other suitable timber
- sandpaper
- timber and nails, including bolts and nuts
- veneer board.

Techniques may include:

- cutting techniques:
 - determining the cutting location
 - safety considerations
 - determining the number of treads
 - tracing
 - attaching
 - fastening
 - laying out stringers
 - adjusting framing square clamps
 - marking off the number of treads and risers
 - positioning stringers.
 - checking:
 - all cuts
 - tread cuts for level and plumb
 - measurements in every direction
 - the top and bottom riser
 - ripping the risers to the correct heights and fix them into place.
- dressing techniques:
 - preparation of material
 - cutting to lengths
 - setting out to shape for dressing.
- securing timber techniques:
 - width-to-length ratio
 - handrails – rigid and well braced
 - treads to strings
 - newel to strings.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, consistently and accurately over time and in a range of relevant contexts together with application of underpinning knowledge. There must be demonstrated evidence that the learner has completed the following tasks:

- construct at least one basic timber stair design as identified in the range statement that meets stair design specifications, tolerances, and industry standards with a minimum of two risers.

In doing so, the learner must have:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- followed instructions in a sequential manner
- planned and organised work in an efficient manner
- applied basic skills in cutting, dressing and assembling a stair
- selected appropriate tools and equipment to use with materials relevant to stair construction and assembly
- communicated and worked effectively with others, including using appropriate terminology relation to stair construction
- cleaned up and stored tools and equipment after stair construction.

Context of and specific resources for assessment

Assessment must be demonstrated in a joinery/shopfitting/stairbuilding industry work or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

The following resources must be made available:

- Australian Standards and manufacturers' specifications
- job tasks, including relevant plans, specifications and drawings
- relevant industry materials, tools and equipment, including PPE.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- written and/or oral questioning to assess knowledge and understanding
- observations of tasks in a real or simulated work environment
- portfolio of evidence of demonstrated performance
- third party reports that confirm performance has been completed to the level required and the evidence is based on real performance.

Assessment may be in conjunction with other related units of competency.