Level 1

CVQ Occupational Standard in Carpentry

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GRENADA

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ACKNOWLEDGEMENT

The Grenada National Training Agency would like to thank the following for their contribution in vetting of this document.

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INTRODUCTION

The Grenada National Training Agency (GNTA) as empowered by the GCTVET Act of 2009 is the agency mandated to co-ordinate, facilitate and enable the development and growth of Technical and Vocational Education and Training in Grenada, Carriacou and Petite Martinique.

The Agency through modes of training intervention intends to help in ensuring that there exists a supply of trained and skilled workers to service labour market needs and thereby contribute to higher levels of productivity in the Grenadian economy. The organisation by way of policy seeks to have developed and approved occupational standards derived from industry specifications and to guide the training, assessment and certification within the Grenada TVET System.

The Grenada Council for Technical Vocational Education and Training (GCTVET) created by an ACT of parliament in 2009 is empowered to approve standards for the award certification leading to Caribbean Vocational Qualification (CVQ's) and National Vocational Qualification (NVQ's).

The GNTA has established industry lead groups responsible for vetting standards as well as specifying and recommending standards to be approved.

ABOUT THIS STANDARD

This is a Regional Occupational Standard that has been approved for training and certification in CARICOM territories.

This standard was adapted and approved by the Grenada Council for Technical Vocational Education and Training (GCTVET) on 17th December, 2009.

There are some minor modifications made to accommodate the local context; however the overall content of the document is unchanged.

QUALIFICATION OVERVIEW

The CVQ Level 1 in Carpentry will enable individuals to become familiar with all aspects of Carpentry from foundation to roof framing. Their role within this sector should reflect well-developed behavourial competence in that area but whose scope for inde

equipment.

To achieve this qualification, all core competencies plus a minimum of one level 1 elective and one level 2 elective must be achieved.

Please note that certification can be gained through formal training or on the job experience by scheduling assessments with the Grenada National Training Agency (GNTA) Certified Assessors.

Packaging of Competency Standards for National Qualifications

BCG10206 CVQ Level 1 in Carpentry

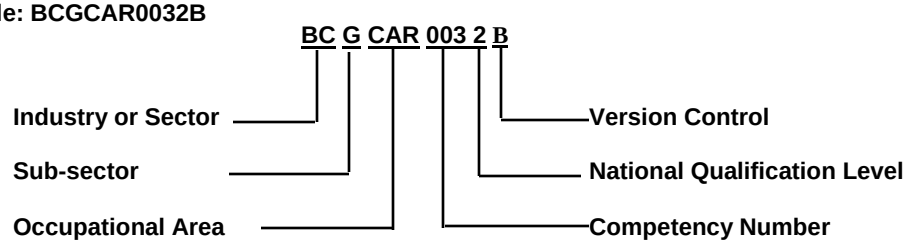
Unit Number	Unit Title	Core/Elective	Hours
BCGCOR0011A	Carry out OH&S requirements	Core	40
BCGCOR0101A	Work effectively in General Construction Industry	Core	20
BCGCOR0021A	Plan and organise work	Core	20
BCGCOR0001A	Carry out interactive workplace communication	Core	20
BCGCOR0041B	Carry out measurements and calculations	Core	20
BCGCOR0111A	Handle construction materials and safely dispose waste	Core	10
BCGCOR0201A	Use construction plants and equipment	Core	40
BCGCOR0081A	Use simple levelling devices	Core	10
BCGCOR0181A	Work safely around power sources, services and assets	Core	40
BCGCOR0051A	Use hand and power tools	Core	10
BCGMAS0131A	Prepare for solid plastering	Core	20
BCGCAR0011A	Handle carpentry materials	Core	10
BCGCAR0161A	Prepare for carpentry construction	Core	40
BCGCOR0212A	Prepare surfaces	Core	40
BCGCAR0442B	Construct and erect timber wall framing	Core	20
BCGCAR0202A	Assemble simple partition frames	Core	30
BCGCAR0662A	Erect/dismantle formwork	Core	20
BCGCAR0552A	Install exterior cladding	Core	20
BCGCAR0482A	Install sub floor framing	Core	20
BCGCOR1583A	Read and interpret plans	Core	20
ITICOR0011A	Carry out data entry and retrieval procedures	Elective	40
BCGSTW0011A	Handle steel fixing materials	Elective	20
BSBSBM0012A	Craft personal entrepreneurial strategies	Elective	50
BCGCAR0302A	Remove /Replace door, window and hardware	Elective	20

To achieve this qualification all core competency standards and a minimum of any one level 1 and any one level 2 electives must be achieved.

Nominal Training Hours (Institutional Delivery) include total hours of Core competencies and Electives selected.

Legend to Unit Code

Example: BCGCAR0032B



KEY: COR – Core; MAS – Masonry; CAR – Carpentry; STW – Steelwork; BSB – Business Services Business; SBM -Small Business Management

BCGCOR0011A: Carry out OH&S requirements

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

Competency Field: General and Civil Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Plan and prepare for safe work Practices	1.1	Quality assurance requirements associated with company's safety operations recognised and adhered to.
	1.2	Appropriate personal protective equipment selected, correctly fitted and/or made ready for use.
	1.3	Tools and equipment selected consistent with safe work practice requirements of job, checked for serviceability and any faults reported to supervisor.
	1.4	Appropriate barricades, hoardings and signage erected, where applicable, at required job location.
2. Use safe work practices to carry out work	2.1	Work carried out safely and in accordance with Statutory regulations for OH&S requirements and company policy.
	2.2	Safety hazards and workplace accidents/incidents identified in course of work and reported in accordance with company policy.
	2.3	Industry/site safety responsibilities known and applied.
	2.4	Fire fighting equipment selected and operated correctly according to type of fire.
	2.5	Current site emergency and first aid procedures known and followed.
	2.6	Signals/sirens for blasting operations recognised and adhered to.
3. Assume responsibility for safety of self and others	3.1	Appropriate protective equipment correctly selected fitted and used.

	3.2	Safe manual handling techniques used and guidelines for lifting and placing followed.
	3.3	All safety signs, symbols and alarms adhered to.
	3.4	Safety procedures for pre-use check and operation of specified power tools/plant, machinery and equipment followed.
	3.5	Recommended safe practices in handling chemical and potentially hazardous materials followed.
4. Work from ladder and work Platforms	4.1	Ladder and work platforms safely erected in planned location.
	4.2	Care taken to avoid overhead power lines and other obstructions.
	4.3	Head and base of ladder or work platform support secured against accidental movement.
	4.4	Work safely performed from ladder and work platform.
	4.5	Appropriate fall arrest equipment utilised in accordance with current OH&S guidelines.
5. Use electrical power supply Safely	5.1	Position of power pole/box identified for safe placement of leads.
	5.2	Framework support positioned to keep leads at correct height and prevent hazards.
	5.3	Power board visually checked for damage, water entry and stability. Area surrounding board checked for potential hazards.
	5.4	Leads checked for tags and visual damage. Earth leakage protection checked for serviceability.
	5.5	Work safely performed using electrical power supply.
6. Adhere to emergency Procedures	6.1	Emergency equipment able to be located and used as required.
	6.2	Current worksite emergency/evacuation procedures adhered to.

7. Carry out general Housekeeping	7.1	Waste material disposed of safely in accordance with requirements of site and regulatory legislation.
	7.2	Unused equipment and materials safely and correctly cleaned, maintained and stored.
	7.3	Requirements of site, regulatory bodies and Occupational Health and Safety requirements observed.

RANGE STATEMENT

Quality Assurance requirements may include:

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

Personal protective equipment may include but is not limited to:

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

Regulatory legislation may include:

- OH&S, Dangerous goods

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

Emergency equipment and procedures include:

- fire fighting
- medical and first aid
- evacuation

Ladders and work platforms include:

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

Power connections include:

- isolation transformer
- power pole
- switch board area

Safety responsibilities apply to:

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

Reporting of faults may be verbal or written.

EVIDENCE GUIDE

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

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(1) Critical Aspects of Evidence

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

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

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge
knowledge of:

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

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Skills
The ability to:

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

(4) Resource Implications

The following resources should be made available:

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

(5) Method of Assessment

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

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

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

(6) Context of Assessment

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

CRITICAL EMPLOYABILITY SKILLS

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

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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

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

BCGCOR0101A Work effectively in General Construction Industry

Competency Descriptor: This unit covers the competency, background and underpinning knowledge required to prepare for and sustain effective work within the General Construction Industry.

Competency Field: General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1 Identify the industry work context and setting	1.1	The scope and nature of the General Construction industry functions and activities are identified.
	1.2	The profile of the General Construction industry in terms of direct and indirect employment and national economic importance is identified.
	1.3	Trends in technology and processes, which are likely to impact on the General Construction industry are identified and comprehended.
	1.4	General Construction employment conditions, responsibilities and obligations are identified and clarified.
2 Organise and accept responsibility for own workload	2.1	Priorities and deadlines are established in consultation with others and recorded.
	2.2	Work activities are planned and progress of work is communicated to others whose personal work plans and timelines may be affected.
	2.3	Work is completed to the standard expected in the workplace and in accordance with any guidelines, directions and specifications.
	2.4	Variations and difficulties affecting work requirement are identified through regular reviews and action is taken to report these issues to appropriate personnel.
	2.5	Additional support to improve work outcomes is communicated clearly to the appropriate personnel.
3 Work in a team	3.1	Site goals and the contributions to be made by teams are identified and understood.

	3.2	Individual contributions to team activities are identified, agreed and reviewed periodically with the team.
	3.3	Defined roles and strengths of other team members are identified and acknowledged.
	3.4	Assistance and encouragement are provided to other team members wishing to enhance their role and the role of the team.
	3.5	Ground rules for team operations are reviewed and changes are made through team consultative processes.
	3.6	Team improvements are initiated and/or encouraged from team members.
	3.7	Causes of disharmony and other barriers to achievement are promptly resolved or referred to the appropriate party for resolution.
4 Participate in identifying and pursuing own development needs	4.1	The competencies for the workplace are identified.
	4.2	Steps are taken, in consultation with appropriate personnel, to identify own learning needs for future work requirements.
	4.3	Appropriate opportunities to learn and develop required competencies are identified and pursued with the appropriate people.
5 Participate in site meetings	5.1	Meeting procedures and objectives are identified, understood and observed.
	5.2	Points of view and comments, including agreement and dissent are presented in a logical, persuasive and orderly manner.
	5.3	Points of view of other members are given a fair hearing.

RANGE STATEMENTS

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and work places. It relates to the unit as a whole and facilitates holistic assessment. The following variables relate to this particular unit:

General Construction activities include:

- bricklaying/block laying
- carpentry
- formwork/false work
- concreting
- demolition
- dogging
- painting and decorating
- rigging
- roof tiling
- scaffolding
- steel fixing
- solid plastering
- wall and ceiling lining
- wall and floor tiling
- waterproofing

General Construction industry employment conditions are to include coverage of:

- enterprise agreement(s)
- workplace agreement(s)
- industrial award(s)
- bulletins and newsletters
- industry/workplace codes of practice
- enterprise procedures for handling industrial disputes
- enterprise procedures for handling grievance

Organisational requirements may be included in:

- goals
- objectives
- plans
- systems and processes
- legal and organisation policy/guidelines and requirements
- business and performance plans
- anti-discrimination and related policy
- access and equity principles and practice
- ethical standards
- standards and defined resource parameters
- quality and continuous improvement processes

Responsibilities and duties may include:

- job description and employment arrangements organisation's policy relevant to work role
- team structures

Supervision and accountability requirements including:

- occupational health and safety
- skills
- training and competencies
- codes of conduct

Workgroup members may include but are not limited
to:

- coach/mentor
- supervisor or manager
- employee representative
- peers/work colleagues/team/enterprise and other
  members of the organisation

Development processes include competency achievement/maintenance processes which may include:

- recognition of prior learning
- assessment processes
- on-the-job training and job rotation
- formal vocational education and training
- refresher training

Personal protective equipment is to include:

- that prescribed under legislation
- regulation
- workplace policies and practices
-

Emergency procedures are to include but may not
be limited to:

- fire fighting
- medical and first aid
- evacuation

Team is a generic term, which refers to the site work organisation. Teams may be:

- known/titled locally as crews
- gangs
- shifts
- other industrially and historically acceptable
  terms

Safety (OH&S)

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

- protective clothing and equipment
- use of tools and equipment
- workplace environment and safety
- handling of materials
- use of fire fighting equipment
- organisational first aid
- hazard control and hazardous materials
- and substances

Safe operating procedures are to include but not be
limited to:

- the conduct of operational risk assessment and
  treatments associated with power cables (including overhead service trays, cables and conduits) lighting
- earth leakage boxes
- trip hazards
- working with dangerous materials
- working in confined spaces
- surrounding structures
- restricted access barriers
- traffic control
- working at heights
- working in proximity to others
- worksite visitors
- the public

Environmental requirements are to include but are
not limited to:

- waste management
- noise
- dust
- vibration
- clean-up management

Regulatory authorities may include:

- Local Authorities administering the applicable
  acts, regulations and codes of practice.

On site meeting processes may include:

- notification/ scheduling (time, place, purpose)
- task discussions
- local coordination of procedural and operational issues

Information sources may include but not be limited to:

- verbal or written and graphical instructions
- signage
- work schedules/plans/specifications
- work bulletins
- memos
- material safety data sheets (MSDS)
- diagrams or sketches
- Safe work procedures related to the operations
  on construction sites

Quality requirements are to include but not be limited to:

- Relevant regulations including, internal company quality policy and standards, workplace operations and procedures and manufacturers specifications where specified.

Communications are to include but not limited to verbal and visual instructions and fault reporting and may include:

- mobile phone
- site specific instructions
- written instructions
- plans or instructions related to job/task
- two way radio
- hand signals
- work orders

- regulatory/legislative requirements pertaining
  to general construction operations and the environment
- manufacturers' specifications and instructions
- organisation work specifications and requirements
- instructions issued by authorised organisational or external personnel

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria, the Range Statement, and the Assessment Guidelines of the Training Package.

(1) Critical Aspects and Evidence

- location, interpretation and application of relevant information, standards and specifications
- compliance with site safety plan and OH&S legislation/regulations/codes of practice applicable to workplace operations
- compliance with organisational policies and procedures including quality requirements
- communication and working effectively and safely with others
- an explanation to others of the scope, employment and economic importance of the general construction industry
- the location and identification of site employment conditions and the source of these conditions
- setting personal and team work goals
- responding to personal conflict situations
- identifying personal development needs
- participating in site meetings

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge
Knowledge of:

The general construction industry size, scope of work and national economic importance:

- relevant industrial awards and enterprise agreements
- relevant legislative provisions covering discrimination and equal employment
- opportunity
- typical site/team work structure and methods
- typical site communication procedures
- Interpersonal communication skills
- typical site training/development systems
- basic job/skill analysis techniques
- basic conflict management
- site meeting procedures
- quality requirements
- general construction terminology
- safe work method statements

Skill
The ability to:

- locate, interpret and apply relevant information, standards and specification
- comply with site safety plans and OH&S regulations/legislation/ codes of practice relevant to workplace practice
- communicate and work effectively and safely with others and self
- set personal and team work goals
- identify personal development goals
- comply with organisational goals

(4) Resource Implications

- The following resources should be made available:
- workplace location or simulated workplace
- realistic tasks or simulated tasks covering the mandatory task requirements
- relevant specifications and work instructions

(5) Method of Assessment

Assessment must satisfy the endorsed assessment guidelines of the Building and Construction industry's General Construction Training Package.

Assessment may be applied under project related conditions (real or simulated) and require evidence of process.

Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.

Due to the nature of the mandatory requirements, assessment may require stage management and role-playing.

Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.

Assessment may be in conjunction with assessment of other units of competency, including those listed above.

(6) Context of Assessment

The application of competency is to be assessed in the workplace or realistically simulated construction site

Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints

Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context

Assessment is to comply with relevant regulatory requirements

CRITICAL EMPLOYABILITY SKILLS

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

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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

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

BCGCOR0021A: Plan and organise work

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

Construction Field: General Construction

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

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

RANGE STATEMENT

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

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

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

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

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

EVIDENCE GUIDE

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

(1) Critical Aspects and Evidence

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

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

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge
Knowledge of:

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

Skills
The ability to:

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

(4) Resource Implications

The following resources should be made available:

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

(5) Method of Assessment

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

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

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

(6) Context of Assessment

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

CRITICAL EMPLOYABILITY SKILLS

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

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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

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

BCGCOR0001A: Carry out interactive workplace communication

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

Competency Field: General Construction

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

RANGE STATEMENT

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

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

Signage may include but are not limited to:

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

Range of information sources may include:

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

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

- Notification (time, place, purpose)
- Item discussion
- Negotiation outcome

EVIDENCE GUIDE

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

(1) Critical Aspects and Evidence

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

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

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge
knowledge of:

- Workplace safety requirements
- Types of onsite meetings and their procedures
- How work schedules, charts, work
- bulletins and memos are used
- How instructions are conveyed in the Workplace

Skills
The ability to:

- Follow instructions for working safely
- Convey information in basic English to invoke correct actions

(4) Resource Implications

The following resources should be made available:

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

(5) Method of Assessment

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

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

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

(6) Context of Assessment

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

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

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

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

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

CRITICAL EMPLOYABILITY SKILLS

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

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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

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

BCGCOR0041B: Carry out measurements and calculations

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

Competency Field: General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Plan and prepare	1.1	Work instructions are confirmed and applied.
	1.2	Safety requirements are obtained from the site safety plan, other regulatory specifications or legal obligations and applied
	1.3	Measuring and calculating equipment selected to carry out tasks are consistent with the requirements of the job.
2. Obtain measurements	2.1	Method of obtaining the measurement is selected and applied.
	2.2	Accurate measurements obtained to job instruction using rule, tape and other measuring devices.
	2.3	Measurements are confirmed and recorded.
3. Perform simple calculations	3.1	Simple calculations involving length, perimeter, mass and volume using four basic operations (+,-, x, ÷), carried out.
	3.2	Material quantities for the project are correctly calculated using the appropriate factors.
	3.3	Results are confirmed and recorded.
4. Estimate approximate Quantities	4.1	Measurements or quantities estimated (approximately) on site or from job instruction.
	4.2	Information obtained correctly from job instruction.
	4.3	Measurements correctly identified/recorded without error.
	4.4	Quantities of materials suitable for work undertaken are calculated and recorded to job instructions.
	4.5	Costs for a simple project estimated to within + or – 10%.

RANGE STATEMENT

This unit applies to simple projects applicable to:

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

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

Calculations to include:

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

Job instruction may involve:

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

EVIDENCE GUIDE

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

(1) Critical Aspects of Evidence

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

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

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge
Knowledge of:

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

Skills
The ability to:

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

(4) Resource Implications

The following resources should be made available:

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

(5) Method of Assessment

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

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

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

(6) Context of Assessment

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

CRITICAL EMPLOYABILITY SKILLS

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

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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

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

BCGCOR0111A: Handle construction materials and safely dispose of Waste

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

Competency Field: General Construction

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

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

RANGE STATEMENT

Construction materials include but are not limited to:

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

Tools and equipment includes but is not limited to:

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

Protection of stacked/stored materials may include:

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

Dust suppression procedures may include:

- spraying with water
- covering
- use of vacuum cleaner

Waste material and debris include but are not limited to:

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

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

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

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

Reporting of faults may be verbal or written.

EVIDENCE GUIDE

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

(1) Critical Aspects and Evidence

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

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

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge
knowledge of:

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

Skills
The ability to:

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

(4) Resource Implications

The following resources should be made available:

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

(5) Method of Assessment

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

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

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

(6) Context of Assessment

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

CRITICAL EMPLOYABILITY SKILLS

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

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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

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

BCGCOR0201A: Use construction plants and equipment

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

Competency Field: General and Civil Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1 Plan and prepare for work	1.1	Work instructions and operational details are obtained, confirmed and applied.
	1.2	OH&S requirements for guarding and cut off switches identified.
	1.3	OH&S requirements for personal protective equipment associated with using machines identified.
	1.4	Material quantity requirements are calculated in accordance with plans and/or specifications
	1.5	Materials appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use.
2 Select plant and equipment	2.1	OH&S requirements for operating and using plant and equipment recognised and adhered to.
	2.2	Appropriate personal protective equipment selected, correctly fitted and used.
	2.3	Plant and equipment selected consistent with needs of job.
	2.4	Plant and equipment checked for serviceability/safety and faults reported to supervisor.
3 Identify, select and use plant and equipment	3.1	Plant and equipment are selected and used consistent with OH&S requirements and the needs of the job.
	3.2	Site hazards identified in use of plant and equipment and correct procedures used to eliminate or minimise risk.
	3.3	Plant and equipment safely located when not in immediate use.
4 Clean up	4.1	Plant and equipment cleaned, maintained and stored.

RANGE STATEMENT

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

Plant and equipment includes but is not limited to:

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

Personal protective equipment may include:

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

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

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

Reporting of faults may be written or verbal.

EVIDENCE GUIDE

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

(1) Critical Aspects of Evidence

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

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

(2) Pre-Requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge
A knowledge of:

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

Skills
The ability to:

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

(4) Resource Implications

The following resources should be made available:

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

(5) Method of Assessment

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

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

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

(6) Context of Assessment

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

CRITICAL EMPLOYABILITY SKILLS

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

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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

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

BCGCOR0081A: Use simple levelling devices

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

Competency Field: General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Plan and prepare work	1.1	Occupational Health and Safety (OH&S) requirements recognised and adhered to in accordance with application tasks and workplace environment.
	1.2	Requirements of job identified from drawings or instructions.
	1.3	Appropriate personal protective equipment selected, correctly fitted and used.
	1.4	Tools and equipment selected consistent with job requirements, checked for serviceability and any faults reported to supervisor.
	1.5	Quality Assurance requirements recognised and adhered to in accordance with company's construction operations.
2. Set up and use levelling Device	2.1	Heights to be transferred identified from given
	2.2	Device assembled and filled with water to required level with air bubbles removed.
	2.3	Height transferred to required locations to a tolerance of + or - 5mm over 3 metres.
3. Transfer heights with straight edge and spirit level	3.1	Heights to be transferred identified from given instructions/drawings or given marked level.
	3.2	Height transferred to required location to + or - 5mm over 3 metres.
4. Maintain given level or specified slope with boning rods	4.1	Heights of each end of line to be boned established to given levels.
	4.2	End of boning rods securely fixed to required heights.
	4.3	Heights of intermediate points sighted and marked with boning rods to a tolerance of + 10mm.

5. Clean-up	5.1	Tools and equipment cleaned, maintained and stored.

RANGE STATEMENT

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

Heights or levels may be given by:

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

Levelling and lining devices include:

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

Personal protective equipment may include:

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

Associated tools and equipment include:

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

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

Reporting of faults may be verbal or written.

EVIDENCE GUIDE

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

(1) Critical Aspects of Evidence

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

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

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge Knowledge of:	Skills The ability to:
• workplace and equipment safety requirements • hand tools • measurement and calculation • Quality Assurance • horizontal/vertical concepts • range of levelling devices	• work safely to instructions • measure accurately • use hand tools • communicate effectively

(4) Resource Implications

The following resources should be made available:

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

(5) Method of Assessment

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

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

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

(6) Context of Assessment

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

CRITICAL EMPLOYABILITY SKILLS

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

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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

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

BCGCOR0181A: Work safely around power sources, services and Assets

Competency Descriptor: This unit specifies the competency required to work with or operate plant in or around close proximity of power sources, services and assets for the general safety of personnel and equipment.

Competency Field: General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Plan and prepare	1.1	Work instructions, including plans, specifications, quality requirements and operational details are obtained, confirmed and applied.
	1.2	Safety requirements are followed in accordance with safety plans and policies.
	1.3	Signage/barricade requirements are identified and implemented.
	1.4	Plant, tools and equipment are selected to carry out tasks that are consistent with the requirements of the job, checked for serviceability and any faults are rectified or reported prior to commencement.
	1.5	Material quantity requirements are calculated in accordance with plans and/or specifications.
	1.6	Materials appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use.
	1.7	Environmental protection requirements are identified for the project in accordance with environmental plans and regulatory obligations and applied.
2. Apply safe working practices	2.1	GPS contacted to identify electrical source and type.
	2.2	Plant is positioned according to work method statement.
	2.3	Plant procedures are followed to comply with work method statement.

	2.4	Work is conducted in or around the power source/service/asset.
	2.5	Personnel, plant and equipment are retracted from powered area following safe work method statement.
3. Clean up		
	3.1	Work area is cleared and materials disposed of, reused or recycled in accordance with legislation/regulations/codes of practice and job specification.
	3.2	Plant, tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturers' recommendations and standard work practices.
	3.3	Work completion procedures are applied and relevant personnel notified that work is finished.

RANGE STATEMENTS

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables relate to this particular unit:

Planning and preparation is to include but not be limited to:

- worksite inspection
- equipment defect identification
- assessment of conditions and hazards
- determination of work requirements

Relevant authorities are to include but not be limited to:

- Grenada Public Service

Electrical sources may include but not be limited to:

- distribution towers
- poles
- underground conductors
- underground and overhead wires
- temporary services
- train and tram assets
- transmission towers
- sub stations
- generators
- all other services, sources and assets

Occupational Health and Safety (OH&S) requirements are to be in accordance with legislation/regulations/codes of practice, organisational safety policies and procedures and project safety plan. This may include:

- protective clothing and equipment
- use of tools and equipment
- workplace environment and safety
- handling of materials
- use of fire fighting equipment
- organisational first aid
- hazard control
- hazardous materials and substances

Personal protective equipment is to include that prescribed under legislation/regulation/codes of practice and workplace policies and practices

Regulatory authorities may include:

- Authorities administering the applicable acts
- regulations
- codes of practice

Quality requirements are to include but not be limited
to relevant regulations including:

- Standards
- internal company quality policy and standards
- workplace operations and procedures
- manufacturers specifications where specified

Safe operating procedures are to include but not be limited to:

- the conduct of operational risk assessment and treatments associated with power cables (including overhead service trays, cables and conduits)
- lighting
- earth leakage boxes
- trip hazards
- working with dangerous materials
- working in confined spaces
- surrounding structures
- restricted access barriers
- traffic control
- working at heights
- working in proximity to others
- worksite visitors
- the public

Emergency procedures related to this unit are to include but may not be limited to:

- extinguishing fires
- organisational first aid requirements
- evacuation

Tools and equipment are to include but not be limited to:

- those associated with the task at hand

Communications are to include but not limited to:

- verbal and visual instructions
- fault reporting
- mobile phone
- site specific instructions
- written instructions
- plans or instructions related to job/task
- two way radio
- hand signals

Plant may include but not be limited to:

- scaffold
- back hoes
- excavators
- booms
- cranes

On site meeting processes may include:

- notification/ scheduling (time, place, purpose)
- task discussions
- local coordination of procedural and operational
  Issues

Barriers are to include but not be limited to:

- isolation
- barricades
- other physical barriers
- site safety signage

Information sources may include but not be limited to:

- verbal or written and graphical instructions
- signage
- work schedules/plans/specifications
- work bulletins
- memos
- material safety data sheets (MSDS)
- diagrams or sketches
- Safe work procedures related to working safely around power
- regulatory/legislative requirements pertaining
  to working safely around power
- manufacturers' specifications and instructions
  where specified
- organisation work specifications and requirements
- instructions issued by authorised organisational or external personnel

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria, the Range Statement, and the Assessment Guidelines of the Training Package.

(1) Critical Aspects and Evidence

- Location, interpretation and application of relevant information, standards and specifications
- Compliance with site safety plan and OH&S legislation/regulations/codes of practice applicable to workplace operations
- Compliance with organisational policies and procedures including quality requirements
- Communication and working effectively and safely with others
- Contact with relevant authorities, application of work method statement to oversee plant positioning and operation for one project including erection and/or placement of barriers and safeguards.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- Workplace and equipment safety requirements
- Quality requirements
- General Construction terminology
- Plant, tools and equipment types, characteristics, uses and limitations
- Working with power techniques
- Material Safety Data Sheets
- Plans, drawings and specifications
- Materials handling, storage and environmentally friendly waste management
- Relevant acts, regulations and codes of practice
- Safe work method statements
- First aid including CPR
- Electrical safety and legislation
- Emergency procedures (site specific)
- Working at heights

Skill
The ability to:

- locate, interpret and apply relevant information, standards and specifications
- comply with site safety plan and OH&S legislation/ regulations/codes of practice
- applicable to workplace
- operations
- communicate and work effectively and safely with others

(4) Resource Implications

The following resources should be made available:

- workplace location or simulated workplace
- hand and power tools, plant and equipment appropriate to working around power
- realistic activities covering the mandatory task requirements
- specifications and work instructions

(5) Method of Assessment

Assessment must satisfy the endorsed assessment guidelines of the Building and Construction industry's General Construction Training Package and relevant standards where they apply.

Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge.

Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.

Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge

Assessment may be applied under project related conditions (real or simulated) and require evidence of process.

Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.

Assessment may be in conjunction with assessment of other units of competency, including those listed above.

(6) Context of Assessment

The application of competency is to be assessed in the workplace or realistically simulated construction site.

Assessment is to occur using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory requirements including specified Standards.

CRITICAL EMPLOYABILITY SKILLS

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

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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

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

BCGCOR0051A: Use hand and power tools

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

Competency Field: General Construction

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

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

RANGE STATEMENT

Hand tools include, but are not limited to:

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

OH&S requirements may include:

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

Power supply to include but not limited to:

- electricity
  compressed air

Reporting of faults may be verbal or written.

Power tools include:

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

Personal protective equipment may include:

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

EVIDENCE GUIDE

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

(1) Critical Aspects of Evidence

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

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

(2) Pre-requisite Relationship of Units

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

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

(3) Underpinning Knowledge and Skills

Knowledge
Knowledge of:

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

Skills
The ability to:

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

(4) Resource Implications

The following resources should be made available:

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

(5) Method of Assessment

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

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

(6) Context of Assessment

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

CRITICAL EMPLOYABILITY SKILLS

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

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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

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

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BCGMAS0131A: Prepare for solid plastering

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

Competency Field: General Construction

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

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

RANGE OF VARIABLES

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

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

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

Construction process includes:

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

Material preparation may include:

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

Work area preparation may include:

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

Tools and equipment may include but are not limited to:

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

Personal protective equipment may include:

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

Patching materials include but are not limited to:

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

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

Reporting of faults may be verbal or written.

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

EVIDENCE GUIDE

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

(1) Critical Aspects of Evidence

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

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

(2) Pre-requisite Relationship of Units

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

(3) Underpinning Knowledge and Skills

Knowledge
Knowledge of:

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

Skills
The ability to:

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

(4) Resource Implications

The following resources should be made available:

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

(5) Method of Assessment

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

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

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

(6) Context of Assessment

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

CRITICAL EMPLOYABILITY SKILLS

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

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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

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

BCGCAR0011A: Handle carpentry materials.

Competency Descriptor: This unit specifies the competency required to safely manually handle, store and apply environmental management principles associated with carpentry materials and components.

Competency Field: General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1 Plan and prepare	1.1	Work instructions and operational details are obtained, confirmed and applied.
	1.2	Safety requirements are followed in accordance with safety plans and policies.
	1.3	Signage/barricade requirements are identified and implemented.
	1.4	Tools and equipment selected to carry out tasks are consistent with the requirements of the job, checked for serviceability and any faults are rectified or reported prior to commencement.
	1.5	Material quantity requirements are calculated in accordance with plans and/or specifications.
	1.6	Materials appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use.
	1.7	Environmental protection requirements are identified for the project in accordance with environmental plans and regulatory obligations and applied.
2 Manually handle, sort and stack carpentry materials and components	2.1	Carpentry materials are moved to specified location applying safe manual handling techniques.
	2.2	Carpentry materials and components are sorted to suit material type and size, stacked for ease of identification and retrieval for task sequence and job location in accordance with job specifications.

	2.3	Carpentry materials and components are protected against physical and water damage and stored clear of access ways, for ease of identification, retrieval and distribution.
3 Prepare for mechanical handling of materials	3.1	Carpentry materials and components are stacked/banded for mechanical handling in accordance with the type of material and plant/equipment to be used.
	3.2	Carpentry materials and components are loaded, unloaded, moved or placed at specified location.
4 Clean up	4.1	Work area is cleared and materials disposed of, reused or recycled in accordance with legislation/regulations/codes of practice and job specification.
	4.2	Hazardous material is identified for separate handling
	4.3	Non-toxic materials are removed using correct procedures.
	4.4	Dust suppression procedures are used to minimise health risk to work personnel and others.
	4.5	Tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturers' recommendations and standard work practices.

RANGE STATEMENTS

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables relate to this particular unit:

Planning and preparation is to include but not be limited to:

- worksite inspection
- equipment defect identification
- assessment of conditions and hazards determination of work requirements

Materials are to include but not be limited to:

- timber
- reconstituted timber products and other sheet materials applicable to carpentry

It may include:

- building elements such as roof trusses
- lining materials
- flooring materials
- prefabricated elements
- drummed
- tinned materials

Handling procedures are to include but not be limited to:

- Material Safety Data Sheets (MSDS)
- calculation of quantities
- stacking
- storing of materials

Preparing for mechanical handling is to include but not be limited to:

- forklifts
- pallet jacks
- trucks

Non toxic materials include:

- general carpentry materials

Material protection is to include:

- correct handling and stacking techniques without damaging the material
- protecting with covers

Manual handling is to include but not be limited to:

- using pallets
- carrying materials using correct lifting techniques control of waste
- control of waste

Hazardous materials may include:

- solvents
- glues
- coatings
- inflammable materials

Dust suppression includes:

- keeping dust in the air to a minimum

Handling activities may require:

- assistance of others where size or weight is a factor

Occupational Health and Safety (OH&S) requirements are include:

- in accordance with National occupational health and safety regulations
- organisational safety policies and procedures
- project safety plan
- protective clothing and equipment
- use of tools and equipment
- workplace environment and safety
- handling of materials
- use of fire fighting equipment
- organisational first aid
- hazard control
- hazardous materials and substances

Personal protective equipment is to include:

- that prescribed under legislation/regulation/codes of practice
- workplace policies and practices

Emergency procedures are to include but may not be limited to:

- extinguishing fires
- organisational first aid requirements
- evacuation

Safe operating procedures are to include but not be limited to:

- the conduct of operational risk assessment and treatments associated with power cables (including overhead service trays, cables and conduits)
- lighting
- earth leakage boxes
- trip hazards
- working with dangerous materials
- working in confined spaces
- surrounding structures
- restricted access barriers
- working at heights
- personnel
- worksite visitors
- the public
- traffic control

Materials includes:

- scaffolding components
- metal sheeting
- insulation
- glass
- paints and sealants
- plaster or fibre cement sheeting
- reinforcement materials

Environmental requirements are to include but are not limited to:

- waste management
- noise
- dust
- clean-up management

Tools and equipment are to include but not be limited to:

- hammers
- pinch bars
- pallets
- wheelbarrows
- banders
- tin snips

Materials are to include but not be limited to:

- timber
- reconstituted timber products
- bricks and concrete masonry units
- joinery units
- structural steel sections/components
- concrete components

On site meeting processes may include:

- notification/ scheduling (time, place, purpose)
- task discussions
- local coordination of procedural and operational
  Issues

Quality requirements are to include but not be limited to:

- relevant regulations
- internal company quality policy and standards
  workplace operations and procedures
- manufacturers specifications where specified

Regulatory authorities may include:

- Authorities administering the applicable acts
- Regulations
- codes of practice

Communications are to include but not limited to:

- verbal and visual instructions
- and fault reporting
- mobile phone
- site specific instructions
- written instructions
- plans or instructions related to job/task
- two way radio
- hand signals

Information sources may include but not be limited to:

- verbal or written and graphical instructions
- signage
- work schedules/plans/specifications
- work bulletins
- memos
- material safety data sheets (MSDS)
- diagrams or sketches
- safe work procedures related to handling carpentry materials
- Regulatory/legislative requirements pertaining to handling carpentry materials
- manufacturers' specifications and instructions where specified
- organisation work specifications and requirements
- instructions issued by authorised organisational or external personnel
- relevant Standards

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria, the Range Statement, and the Assessment Guidelines of the Training Package.

(1) Critical Aspects and Evidence

- location, interpretation and application of relevant information, standards and specifications
- compliance with site safety plan and OH&S legislation/regulations/codes of practice applicable to workplace operations
- compliance with organisational policies and procedures including quality requirements
- safe and effective operational use of tools and equipment
- communication and working effectively and safely with others
- safe handling, sorting and stacking of varying lengths of timber, providing quick access and use
- safe moving and stacking of a given quantity of sheet material
- safe handling of carpentry components for one carpentry project

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- workplace and equipment safety requirements
- quality requirements
- general Construction terminology
- tools and equipment types, characteristics, uses and limitations
- carpentry materials handling techniques
- carpentry materials
- processes for the calculation of material requirements
- material Safety Data Sheets
- materials handling, storage and environmentally friendly waste management
- hazardous materials
- material sizes
- asbestos characteristics and removal
- Safe work method statement
- plans, drawings and specifications

Skill
The ability to:

- read and interpret work instruction
- identify carpentry materials
- safely stack and remove materials
- safely handle carpentry project
- carry out safe and effective operational use of tools and equipment
- communicate and work effectively
Others

(4) Resource Implications

The following resources should be made available:

- workplace location or simulated workplace
- materials relevant to carpentry handling activities
- equipment, hand and power tools appropriate to handling carpentry materials
- realistic activities covering the mandatory task requirements
- specifications and work instructions

(5) Method of Assessment

Assessment must satisfy the endorsed assessment guidelines of the Building and Construction industry's General Construction Training Package.

Assessment methods must confirm consistency and accuracy of performance together with application of underpinning knowledge.

Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.

Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.

Assessment may be applied under project related conditions (real or simulated) and require evidence of process.

Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.

Assessment may be in conjunction with assessment of other units of competency, including those listed above.

(6) Context of Assessment

The application of competency is to be assessed in the workplace or realistically simulated construction site.

Assessment is to occur using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context

Assessment is to comply with relevant regulatory requirements.

CRITICAL EMPLOYABILITY SKILLS

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

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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

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

BCGCAR0161A: Prepare for carpentry construction

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

Competency Field: General Construction

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

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

RANGE STATEMENT

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

Tools and equipment may include but are not limited to:

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

Personal protective equipment may include but not limited to:

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

Safety hazards may include but are not limited to:

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

Construction processes includes:

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

Material preparation may include:

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

Work area preparation may include:

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

Fixing/fasteners may include:

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

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

OH&S requirements are to be in accordance with Statutory Legislation and Regulations.
Reporting of faults may be verbal or written.

EVIDENCE GUIDE

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

(1) Critical Aspects of Evidence

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

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

(2) Pre-requisite Relationship of Units

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

(3) Underpinning Knowledge and Skills

Knowledge
Knowledge of:

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

Skills
The ability to:

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

(4) Resource Implications

The following resources should be made available:

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

(5) Method of Assessment

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

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

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

(6) Context of Assessment

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

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CRITICAL EMPLOYABILITY SKILLS

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

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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

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

BCGCOR0212A: Prepare surfaces

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

Competency Field: General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Plan and prepare work	1.1	Quality Assurance requirements of company's construction operations recognised and adhered to.
	1.2	Preparation requirements identified from drawings, work area and instructions/specifications extract.
	1.3	OH&S requirements recognised and adhered to in accordance with the application tasks and workplace environment.
	1.4	Appropriate personal protective equipment selected, correctly fitted and used.
	1.5	Tools and equipment selected to carry out processes consistent with requirements of job are checked for serviceability and any faults reported to supervisor.
	1.6	Safety hazards identified and correct procedures used to minimise risk to self and others in accordance with OH&S workplace operations.
	1.7	Materials appropriate to job application selected, safely handled and stored/located ready for application.
2. Prepare work area for application Processes	2.1	Hazards and attachments safely removed where applicable or arranged for removal from area.
	2.2	Work area prepared for application processes in accordance with finishing material and manufacturer's specifications.
3. Prepare surface by sanding/grinding	3.1	Correct abrasive disc/sheet or wheel selected in accordance with surface condition and work to be undertaken and fitted to sander/grinder.

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

6. Clean-up	6.1	Area cleaned free of debris.
	6.2	Waste and unwanted material disposed of safely using appropriate method according to relevant environmental regulations as required.
	6.3	Unused materials stored.
	6.4	Tools and equipment cleaned, maintained and stored.

RANGE STATEMENT

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

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

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

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

Material surfaces include:

- timber
- plasterboard/plaster-glass
- masonry
- brick
- metal (ferrous and non-ferrous)
- concrete
- solid plaster
- plastic

Surface preparation for application finishes includes the preparation for:

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

Tools include but are not limited to:

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

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

Personal protective equipment may include:

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

Waste and debris may include:

- spilt patching material
- cleared or scraped old paint
- discarded abrasive discs/sheets
- cardboard
- paper
- dirt and dust
- disused containers

Equipment includes but is not limited to:

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

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

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

Patching materials include but are not limited to:

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

Work area preparation may include:

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

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

Instructions and reporting of faults may be verbal or written.

EVIDENCE GUIDE

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

(1) Critical Aspects of Evidence

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

demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations

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

(2) Pre-requisite Relationship of Units

Prerequisites for this unit are:

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

(3) Underpinning Knowledge and Skills

Knowledge
Knowledge of:

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

Skills
The ability to:

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

(4) Resource Implications

The following resources should be made available:

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

(5) Method of Assessment

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

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

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

(6) Context of Assessment

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

CRITICAL EMPLOYABILITY SKILLS

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

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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

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

BCGCAR0442B: Construct and erect timber wall framing

Competency Descriptor: This unit deals with the knowledge, skills and attitudes required to construct and erect a timber wall framing, and applies to individuals working in the carpentry trade of the construction industry.

Competency Field: General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1 Plan and prepare work	1.1	Quality Assurance requirements for company's construction operations recognised and adhered to.
	1.2	OH&S requirements for workplace environment and construction and erection of timber wall framing recognised and adhered to.
	1.3	Materials and quantity requirements determined from job drawings and specifications
	1.4	Appropriate personal protective equipment selected, correctly fitted and used.
	1.5	Tools and equipment selected to carry out processes consistent with the requirements of job, checked for serviceability and any faults reported to supervisor.
2 Set out wall plates	2.1	Location of walls set out to dimensions from job drawings and marked on floor joists, flooring or slab.
	2.2	Material selected for straightness of wall plates to ensure as straight as practical.
	2.3	Wall plates marked and cut to length as pairs allowing for wall junction and joints to job assembly requirements and specifications.
	2.4	Top and bottom plates temporarily nailed together and placed in location position ready for setting out.
	2.5	Position of studs and openings set out on wall plates to dimensions from job drawings, specifications for spacing and to suit brickwork if required.
	2.6	Door and window openings set out to schedule of door and window widths with allowance for clearance of + 10mm each side.

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3 Set out and prepare studs and Trimmers	3.1	Walls constructed and erected in accordance with requirements of specifications/drawings.
	3.2	Housing in wall plates for studs carried out where required.
	3.3	Stud length determined in accordance with specified ceiling height.
	3.4	Opening and intermediate studs selected for straightness and cut to length to specification.
	3.5	Studs for door and window openings set out to heights for door and window sizes with clearance allowance at head of +10mm for wood and for metal.
	3.6	Studs for wall frames checked for straightness and bows/springs to one face of wall.
	3.7	Housing, notching, drilling of studs to accommodate trimmers, lintels and services carried out to requirements of drawings/ specification.
	3.8	Trimmers and short studs marked and cut to lengths to specifications.
	3.9	Standard spacing size noggins cut to length.
4 Construct walls	4.1	Wall plates, studs, trimmers and short studs assembled and fixed in accordance with specifications.
	4.2	Lintels, headers and ledgers above opening in walls installed in accordance with specifications.
	4.3	Noggins installed on flat in rows at 1.350m maximum centres or closer if cladding required and staggered not more than their own width.
	4.4	Walls squared and braced with braces fixed to walls in accordance with specifications.
	4.5	Wall framing around chimneys constructed to clear brickwork/block work by minimum 25mm.
5 Erect walls	5.1	Walls erected into location and temporarily braced into vertical position.
	5.2	Top wall plate junctions joined in accordance with specifications.
	5.3	Bottom wall plate fixed to location and line to specifications.

	5.4	Walls plumbed to + or – 2mm over 2.4 metres with wall bracing permanently fixed to specification.
	5.5	Corners blocked, where required, to tie junction studs together to specifications.
6 Clean up	6.1	Area cleared free of debris.
	6.2	Waste and unwanted materials disposed of safely.
	6.3	Unused materials stored/stacked.
	6.4	Tools and equipment cleaned, maintained and stored.

RANGE STATEMENT

This unit applies to walls constructed of stress graded, seasoned or unseasoned timber which may be prefabricated or built on site.

All work to be carried out in accordance with National Building Code.

Quality Assurance requirements may include:

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

Personal protective equipment may include:

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

Top wall plates may be joined by:

- halving
- lapping
- metal connections

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

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

Tools and equipment may include but are not limited to:

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

Floor bases for wall installation include:

- timber joists of sub floor framing
- steel joists of sub floor framing
- sheeting on sub floor framing
- concrete slab

Wall bracing materials include:

- timber
- metal tension straps
- metal angle sections
- plywood
- fibre cement sheet
- hardboard

Waste and debris may include:

- off cut materials
- nails
- empty containers
- timber packing and strapping
- cardboard paper

Work to be undertaken in a team situation.

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

EVIDENCE GUIDE

Competency is to be demonstrated by setting out, constructing and erecting walls for a nominated building involving door and window openings and at least one internal wall.

(1) Critical Aspects of Evidence

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

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- show compliance with organisational quality procedures and processes within the context of constructing and erecting timber walls
- identify location and details of wall construction for proposed building
- select and use appropriate processes, tools and equipment
- accurately set out and mark wall plates in compliance to specifications
- give particular attention to setting out for door and window frames and clearance allowance
- use safe and effective procedures to set out, prepare material, assemble and fix components for each wall
- adopt safe and effective procedures to erect walls and brace assembled structure
- give particular care and attention given to plumbing walls and fixing bracing
- identify typical faults and problems that occur and necessary action taken to rectify
- interactively communicate with others to ensure safe and effective operations with wall erection
- complete wall framing construction and erection processes to specifications

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge
A knowledge of:

- workplace and equipment safety requirements including relevant statutory regulations, codes and standards
- working drawing and specifications materials
- wall construction and bracing methods
- tools and equipment
- plant and equipment
- fixing and fasteners
- calculation of material requirements

Skills
The ability to:

- work safely
- read and interpret drawings and specifications
- organise work
- interpret documentation from a wide range of sources
- set out material
- use tools and equipment
- communicate effectively
- calculate material quantities

(4) Resource Implications

- prepared floor structure or slab for proposed activity
- tools and equipment appropriate for construction processes
- suitable materials appropriate for construc tion activity
- drawings and specifications of proposed activity

(5) Method of Assessment

Competency should be assessed while tasks are undertaken.

Assessment may involve:

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

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

(6) Context of Assessment

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

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

CRITICAL EMPLOYABILITY SKILLS

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

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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

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

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BCGCAR0202A: Assemble simple partition frames

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

Competency Field: General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Plan and prepare work	1.1	Quality Assurance requirements of company's construction operations recognised and adhered to.
	1.2	Occupational Health & Safety requirements recognised and adhered to in accordance with application tasks and workplace environment.
	1.3	Material requirements identified from instructions/job drawings and specifications.
	1.4	Appropriate personal protective equipment selected, correctly fitted and used.
	1.5	Tools and equipment selected to carry out processes consistent with job requirements, checked for serviceability and any faults reported to supervisor.
	1.6	Fixing/fastenings selected to specifications and job requirements.
2. Select materials and cut Components	2.1	Materials obtained from store or stack to quantity and specification requirements.
	2.2	Required lengths accurately marked or machine stops set to requirements of cutting list.
	2.3	Docking/drop saw used to accurately cut one or multiple components to length.
	2.4	Cut components distributed and stacked to suit job location and sequence of construction.
3. Assemble frames/partitions	3.1	Locations for frame member connections marked/prepared to designed measurement spacings.

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

RANGE STATEMENT

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

Quality Assurance requirements may include:

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

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

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

Material sections used for construction of frames include:

- timber
- light steel
- aluminium

Personal protective equipment may include:

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

Tools and equipment may include but are not limited to:

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

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

- nails
- screws
- self tapping screws
- pop rivets

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

Report of faults may be verbal or written.

EVIDENCE GUIDE

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

(1) Critical Aspects of Evidence

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

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

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

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

(3) Underpinning Knowledge and Skills

Knowledge
Knowledge of:

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

Skills
The ability to:

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

(4) Resource Implications

The following resources should be made available:

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

(5) Method of Assessment

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

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

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

(6) Context of Assessment

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

CRITICAL EMPLOYABILITY SKILLS

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

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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

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

BCGCAR0662A: Erect/dismantle formwork

Competency Descriptor: This unit deals with the skills and knowledge required to prepare, erect and/or dismantle formwork, and applies to individuals working in carpentry and masonry trades in the construction industry.

Competency Field: General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Select system, plan and prepare for work	1.1	Quality Assurance requirements for company's construction operations recognised and adhered to.
	1.2	Occupational Health & Safety (OH&S) requirements for erecting and dismantling formwork and workplace environment recognised and adhered to.
	1.3	Location and requirements of formwork construction identified from job drawings of structural concrete members.
	1.4	Selection of formwork system determined in accordance with job requirements and available structural support.
	1.5	Material/system quantity requirements determined in accordance with formwork required and specifications for formwork construction.
	1.6	Appropriate personal protective equipment selected correctly fitted and used.
	1.7	Tools and equipment selected to carry out processes consistent with job requirements, checked for serviceability and any faults reported to supervisor.
	1.8	Key set out points/lines/profiles/grids placed accurately to the requirements of job drawings.
2. Prepare for formwork erection	2.1	Formwork shutters constructed to designed form requirements and specified dimensions.
	2.2	Formwork support system sequentially erected according to initial set out and specification for formwork for concrete.
	2.3	Scaffolding and/or hand railing erected where applicable to OH&S regulations and job requirements.

	2.5	Support system set to correct height level and line within +/- 2 mm over any 3-metre length.
3. Erect formwork	3.1	Formwork for beams, drop panels, cantilevers etc. fabricated, positioned and fixed into place, according to specifications.
	3.2	Formwork for walls assembled, erected and fixed into place, plumb within +/- 2mm over 2.4 metres and to line within +/- over any 3 metre length.
	3.3	Soffit formwork cut to length, fabricated, positioned and fixed into place within specifications.
	3.4	Edge boxing to formwork fixed in correct position and braced to plumb alignment.
	3.5	Cast-ins, inserts and penetration blocks installed to locations to specified requirements.
4. Install metal decking as slab Soffit	4.1	Sheets prepared, where required, to manufacturers and/or job specifications.
	4.2	Metal decking installed to area and secured where required in accordance with manufacturer's and job specifications.
	4.3	Intermediary support provided to metal decking where required, in accordance with design specifications.
	4.4	Support to decking adjusted to ensure specified soffit alignment.
5. Inspect formwork	5.1	Erected formwork, and ensure that formwork support system is inspected for safety and quality of work in accordance with standards for formwork.
	5.2	Loose dirt, sawdust and other waste material removed safely with due care to the welfare of site personnel and public.
	5.3	Release agent applied to formwork in accordance with specifications.
	5.4	Formwork and support system supervised during concrete pour.
6. Stripping of formwork	6.1	Approval to remove formwork support system obtained from appropriate site authority.

	6.2	Edge boxing and braces carefully removed, denailed, cleaned and stored/stacked.
	6.3	Support system backed off to appropriate height to loosen soffit decking.
	6.4	Formwork removed safely and sequentially, denailed and relocated or stored.
7. Back prop formwork	7.1	Appropriate back propping system, selected where applicable, and installed according to standards and engineer's requirements.
8. Clean up	8.1	All stripped formwork components removed from work area.
	8.2	Loose debris and waste material removed and placed into job waste bins or rubbish stockpiles.
	8.3	Formwork components re-used, de-nailed, where appropriate, cleaned and stored correctly.
	8.4	Tools and equipment cleaned, maintained and stored.

RANGE STATEMENT

This unit applies to all types of above ground constructed or systemised formwork to form reinforced concrete structure.

All formwork construction is to be in accordance with standards for formwork for concrete.

Formwork types include:

- columns
- walls
- beams
- floor slabs
- beams and slab
- drop panels
- stairways and landings

Formwork materials may include but not limited to:

- timber
- steel
- plywood
- hardboard
- composite materials
- metal decking

Support systems may include:

- timber props
- timber bearers
- telescopic props
- steel sectional bearers
- steel frames

Personal protective equipment may include:

- safety goggles/glasses
- boots
- gloves
- hard hats
- respirators/dust masks

Tools and equipment may include but are not limited to:

- spanners
- measuring tape/rule
- form oil sprayer mop
- floor centres
- telescopic props
- levelling equipment
- string lines
- scaffolding
- nail guns
- power leads
- general hand tools
- air compressor and hoses
- power drills
- power saws

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

- protective equipment
- working platforms
- handling materials
- working from scaffolding
- safety hazards
- working with cranes
- use of plant and equipment

Quality Assurance requirements may include:

- work procedures
- safety requirements
- control of handling
- quality of materials
- detail to measurement
- specification finish
- soundness of construction

Preparation of metal decking sheets may include:

- cutting
- folding up ends
- forming tray ends

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

Work to be carried out in a team situation and in accordance with all relevant statutory regulations.

EVIDENCE GUIDE

Competency is to be demonstrated by erecting and dismantling formwork for a suspended slab, column, beam and wall proposed structures.

(1) Critical Aspects of Evidence

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

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace and formwork operations
- apply organisational quality procedures and processes within the context of erecting and dismantling formwork
- plan and sequence work in a logical manner

Critical Aspects of Evidence: (cont'd)

- select and use appropriate processes, tools and equipment
- construct and position formwork conforming to dimensions as specified in drawings and documentation
- select and use appropriate applications to ensure support structure rigid and stable
- give attention to accurate measurement, alignment and level and/or plumb of formwork
- clean and coat forms with release agent in preparation for placement of reinforcement
- avoid damage to forms when stripping through appropriate handling of materials
- identify common faults and problems that occur and necessary action taken to rectify
- interactively communicate with others to ensure that safe and effective processes are carried out

(2) Pre-requisite Relationship of Units

- BCGCOR0051A Use hand and power tools
- BCGCOR0071A Erect and dismantle restricted height scaffolding
- BCGCOR0081A Use simple levelling devices
- BCGCAR0161A Prepare for carpentry construction
- BCGCAR0252A Assist with erecting and stripping of formwork

(3) Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- workplace and equipment safety requirements including relevant statutory regulations and codes
- types of formwork
- formwork construction
- understanding of hydraulic pressure on formwork by concrete when placed
- National Standards for Formwork for Concrete
- company's quality system and role of
- tools and equipment
- materials
- drawings and specifications
- individual within that system
- fixing and fasteners
- calculation of material requirements
- measuring and levelling

Skills
The ability to:

- work safely
- interpret drawings and specifications
- organise work
- set out work
- use tools and equipment
- communicate effectively
- calculate material quantities
- measure and level relative to formwork
- fix materials

(4) Resource Implications

The following resources should be provided:

- workplace location for installation of formwork
- plant, equipment and tools appropriate to the construction and erection processes
- materials/system formwork appropriate to formwork construction
- drawings and specifications of concrete structural members and proposed formwork

(5) Method of Assessment

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

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

(6) Context of Assessment

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

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

CRITICAL EMPLOYABILITY SKILLS

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

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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

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

BCGCAR0552A: Install exterior cladding

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

Competency Field: General Construction

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

3. Fix timber plinth, flashing and Insulation	3.1	Location of timber plinth, where required, determined in accordance with cladding material, sub-floor structure and specifications.
	3.2	Material for plinth marked and cut to length to specification with mitred joints made at fixing locations to frame.
	3.3	Plinth fixed to specification to level and line within + or - 2mm tolerance over any 3 metre length.
	3.4	Flashing, where applicable, prepared to length, positioned and secured to specifications.
	3.5	Wall insulation, where required, cut, lapped and fixed to specifications.
4. Set out and prepare for Horizontal panelling/weatherboards	4.1	Cover for weatherboards/panelling determined from recommended lap, type and profile of board or effective covering of interlocking panelling and height of wall.
	4.2	Weatherboard or panelling stops, where applicable, cut to length, fitted and fixed into place according to specifications.
	4.3	Locations of each board or starting board marked on frame or stop to determined or specified position.
	4.4	Board or panelling designed is set out for same cover appearance at top of wall.
	4.5	Wall face checked for conformity to specified flashings at doors and windows.
5. Fix horizontal panelling/weatherboards	5.1	Panelling/boards cut to full length where practical to fit length of wall faces.
	5.2	Joining of timber boards made by butt joints at centre of studs to tolerance of -1mm with joint flush to face and line.
	5.3	Joining of other material panelling and boards made by use of manufacturer's recommended joining profiles fitted to specification, maintaining alignment.
	5.4	Panelling/boards cut, fitted and fixed to manufacturer's and job specifications to line and level + or - 2mm over any 3 metre length.

	5.5	Material, subject to splitting/predrilled for fixing at end junction or butt joints to avoid splitting.
	5.6	Junction at eaves finished to drawing details and specifications.
	5.7	Internal and external corners finished to manufacturer's recommendations and job specifications.
	5.8	Timber weather boards, where specified, prepared with specified primer to cover overlaps and end joints.
6. Fix vertical panelling/boards	6.1	Starting position of first panel/board determined in accordance with specified design and finished effect against windows, doors and corners.
	6.2	Panelling/boards cut to full length, where practical, to fit height of wall.
	6.3	Abutting joints of panelling/boards made to manufacturer's specification requirements covering flashing.
	6.4	Panelling/boards cut, fitted and fixed to manufacturer's recommendations and job specification maintaining plumb to tolerance + or - 2mm over 2.4m unless otherwise specified.
7. Clean-up	7.1	Area cleared and waste material disposed of safely.
	7.2	Unused material stored/stacked.
	7.3	Tools and equipment cleaned, maintained and stored.

RANGE STATEMENT

This unit applies to the cladding of exterior surfaces of framed wall structures.

Cladding to include:

- timber weatherboards
- tongue and grooved timber boards
- vinyl weatherboards and cladding
- aluminium weatherboards
- metal panelling
- fibre cement sheet panels and planks
- tempered hardboard strips

Quality Assurance requirements may include:

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

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

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

Personal protective equipment may include:

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

Tools and equipment may include but are not limited to:

- measuring tape/rule
- hammer
- spirit level
- squares
- nail bag
- chisels
- hand saws
- saw stools
- power saws
- power drill
- power planer
- nail gun
- air compressor and hoses
- power leads
- scaffolding
- string lines
- chalk line
- tin snips

Panelling or boards, where suitable for application, may also be fixed at an angle onto the face of wall.

Wall insulation with cladding may involve double-sided aluminium foil sheeting.

Fixing of cladding will differ in accordance with timber or steel framing and type of material being fixed.

Fasteners for fixing may include but are not limited to:

- nails
- screws
- self tapping screws
- patented clips

EVIDENCE GUIDE

Competency is to be demonstrated by installing at least two (2) types of material finishes of those listed in the range of variables statement, to nominated external wall surfaces. One is to be of horizontal boards and the other of sheeted material.

(1) Critical Aspects of Evidence

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

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- show compliance with organisational quality procedures and processes within the context of installing external cladding

Critical Aspects of Evidence: (cont'd)

- identify location and details of materials and wall framing involved with installation
- select and use appropriate processes, tools and equipment
- use safe and effective procedures to fix, fit and install wall cladding finish
- give attention to flashing connections and finish at junctions with walls, doors and window frames
- identification of typical faults and problems that occur and necessary action taken to rectify
- interactively communicate with others to ensure safe and effective workplace operations
- complete wall cladding to specifications

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BCGCOR0051A Use hand and power tools
- BCGCOR0061A Use small plant and equipment
- BCGCOR0071A Erect and dismantle restricted height scaffolding
- BCGCAR0161A Prepare for construction process (carpentry)

(3) Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- workplace and equipment safety requirements
- working drawings and specifications
- materials
- wall frame construction
- window and door frames
- tools and equipment
- fasteners and fixing
- calculation of material requirements
- scaffolding
- measuring and levelling
- methods of fixing materials

Skills
The ability to:

- work safely
- organise and set out work
- use tools and equipment
- calculate material quantities
- measure and level in accordance with external cladding processes
- erect scaffolding
- communicate effectively

(4) Resource Implications

The following resources should be provided:

- workplace location with framed wall/s ready with door and /or window frames installed
- scaffolding appropriate to proposed activities
- tools and equipment appropriate to installation processes
- materials appropriate to proposed cladding processes
- drawings and specifications relevant to proposed activities

(5) Method of Assessment

Competency should be assessed while tasks are undertaken.

Assessment may involve:

- observation of application process
- questioning related to underpinning knowledge

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

(6) Context of Assessment

Competency should be assessed in the normal or simulated workplace environment. Assessment should be while tasks are undertaken either individually or while working with a partner.

CRITICAL EMPLOYABILITY SKILLS

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

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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

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

BCGCAR0482A: Install sub-floor framing

Competency Descriptor: This unit deals with the skills and knowledge required to install sub floor frame to specifications, and applies to individuals working in the carpentry trade in the construction industry.

Competency Field: General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Plan and prepare work	1.1	Quality Assurance requirements for company's construction operations recognised and adhered to.
	1.2	Occupational Health and Safety (OH&S) requirements for workplace environment and construction of sub floor framing recognised and adhered to.
	1.3	Materials and quantity requirements identified from job drawings, specifications and in accordance with the Standard Building Code.
	1.4	Appropriate personal protective equipment selected, correctly fitted and used.
	1.5	Tools and equipment selected to carry out processes consistent with job requirements, checked for serviceability and any faults reported to supervisor.
	1.6	Termite protections installed as required.
	1.7	Damp proof barriers installed to specifications.
2. Install timber bearers	2.1	Bearer material selected with bows/springs up, marked and cut to lengths for joining and specifications where required.
	2.2	Bearers located and fixed in a straight and parallel line in accordance with job drawings and specifications.
3. Install timber floor joists	3.1	Location for floor joists set out to spacing from job drawings and specifications.
	3.2	Material lengths for floor joists selected with bows/springs placed upwards, where applicable.
	3.3	Outside floor joists selected for straightness, located, fitted and fixed to line and level to specifications.
	3.4	String lines used to determine levels and alignment of tops of floor joists over bearer positions.

	3.5	Floor joists prepared, located and securely fixed to bearers to line and level in accordance with specifications.
	3.6	Block or herringbone strutting installed to deep floor joists in accordance with specifications.
	3.7	Trimmed openings constructed using half housing joints, mortice and tenon joints or metal connections to specifications.
4. Install steel bearers and joists/ladder frames	4.1	Bearers positioned on supporting structure/piers, marked and cut to length, where applicable.
	4.2	Bearers installed straight and level using approved packing to job specifications.
	4.3	Joists installed straight and level to specified spacing and fixing.
	4.4	Ladder frames positioned on bearers to specified spacing and fixed to specification.
	4.5	Continuous angle trim fixed to end of ladder frames to manufacturers' and job specifications.
5. Install bearers and 'drop-in' Joists	5.1	Bearers set out according to length of drop in joists.
	5.2	Bearers cut to length as required, located and packed over supports to achieve level plane.
	5.3	Drop-in joists positioned and fixed to bearers according to specification.
6. Install site assembled bearers and joists (long span)	6.1	Bearers positioned to the required spacings and cut to length.
	6.2	Bearers located according to specifications.
	6.3	'C' section joists set out to required spacings and fixed to specification.
	6.4	Bearers packed using approved packing to achieve level plane.
7. Clean up	7.1	Area cleared and waste material disposed of safely.
	7.2	Unused materials stored/stacked.
	7.3	Tools and equipment cleaned, maintained and stored.

RANGE OF STATEMENT

This unit applies to timber and/or steel sub-floor framing construction.

Sub-floor types of construction support includes:

- square or round timber stumps
- concrete stumps
- masonry base with piers
- steel posts on concrete pedestals/base

Sub-floor framed construction may include:

- timber bearer and joists
- steel beams for bearers
- steel bearers and joists
- steel ladder frames

All timber floor construction to be carried out to the requirements of the National Building Code.

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

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

Quality Assurance requirements may include:

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

Tools and equipment may include but are not limited to:

- measuring tape/rule
- hammers
- power drills
- levelling equipment
- squares
- nail bags
- chisels
- string lines
- air compressor and hoses
- power leads
- power saws
- nail gun
- saw stools
- hand saws

Personal protective equipment may include but is not limited to:

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

Termite protections to be in accordance with Building Code - Protection of Buildings from Termites.

Timber construction connections may include:

- nails/spikes
- bolts and nuts
- metal rods
- metal connections

Steel construction connections may include:

- bolts
- screws
- self tapping screws
- welding
- patent metal connecting plates

Structure may be to receive structural strip or sheet/panel flooring or flooring boards.

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

Work may be undertaken working with a partner or in a team.

EVIDENCE GUIDE

Competency is to be demonstrated by installing bearers and joists or ladder frames for sub-floor framing to a nominated building project.

(1) Critical Aspects of Evidence

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

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- show compliance with organisational quality procedures and processes within the context of installing sub floor framing
- identify location and details of sub floor framing members, sizes, spacing, and established bearer base
- select and use appropriate processes, tools and equipment
- adopt and use safe and effective procedures to prepare bearers and joists and to fix to position
- give attention to timber construction details to conform to requirements
- give attention to ensure installation to line and level
- identify typical faults and problems that occur and necessary action taken to rectify
- interactively communicate with others to ensure work carried out safely and effectively
- complete sub-floor frame installation to specifications

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BCGCOR0031A Read and interpret drawings
- BCGCOR0051A Use hand and power tools
- BCGCOR0111A Handle construction materials and safe disposal of non-toxic waste
- BCGCAR0161A Prepare for construction process (carpentry)
- BCGCOR0242A Carry out levelling

(3) Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- workplace and equipment safety requirements
- working drawings and specifications
- National Building Code
- types of sub floor construction
- materials
- fixing and fasteners
- tools and equipment
- measuring and levelling
- calculation of material requirements

Skills
The ability to:

- work safely
- organise work
- read and interpret drawings and specifications
- interpret documentation from a wide range of sources
- use tools and equipment
- set-out material
- communicate effectively
- calculate material quantities
- carry out measuring and levelling

(4) Resource Implications

The following resources should be provided:

- established sub-floor base for proposed construction
- tools and equipment appropriate to construction processes
- construction materials appropriate to construction processes
- drawings and specifications of proposed activity

(5) Method of Assessment

Competency should be assessed while tasks are undertaken.
Assessment may involve:

- observation of application processes
- questioning related to underpinning knowledge

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

(6) Context of Assessment

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

Assessment should be while tasks are undertaken either individually or while working with a partner.

CRITICAL EMPLOYABILITY SKILLS

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

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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

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

BCGCOR1583A: Read and interpret plans

Competency Descriptor: This unit deals with the skills and knowledge required to effectively read and interpret building plans and drawings, and applies to all individuals working in the general construction industry.

Competency Field: General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Identify types of drawings and their functions	1.1	Main types of plans and drawings used in the construction industry identified.
	1.2	Key functions of each type of drawing identified.
	1.3	Key users of these drawings identified.
2. Recognise commonly used symbols and abbreviations	2.1	Commonly used symbols and abbreviations recognised.
	2.2	Function of legend understood and explained.
3. Locate and identify key features on a site plan	3.1	Key features and dimensions of site identified and located.
	3.2	Orientation of site identified.
	3.3	Access from roadways to worksite located and identified.
	3.4	Services identified.
4. Identify and locate key features from sectional details and elevations	4.1	Specific key features identified correctly from sectional details and elevations.
	4.2	Structural features and horizontal/vertical measurements located.
5. Recognise amendments	5.1	Title panel checked. Verification that drawing used is latest amendment.
6. Read and interpret specifications	6.1	Purpose of specifications identified.
	6.2	Types of details identified from specifications.

RANGE STATEMENT

Types of drawings include:

- site plans
- elevations
- floor plans
- sectional plans/elevations
- details and specification providing illustrations and dimensions

Orientation of site includes:

- relationship to 'north'
- location of roads
- relationship to roads and neighbouring sites

Key features of site plans may involve:

- shape of site
- proposed building/s
- roads
- easements
- existing buildings/structures
- services
- dimensions

Key features of plans and elevations may involve:

- type of structure – structural members
- shape of building/structure
- type of construction
- layout of rooms
- service requirements
- location of plant or machinery
- vertical and horizontal measurements

Types of structures include:

- single storey buildings
- double storey buildings
- multi storey buildings
- bridges
- fabricated towers

Types of construction include but are not limited to:

- structural steel framed
- light steel framed
- timber framed
- reinforced concrete
- pre-cast concrete
- solid brick
- brick veneer

Services may include:

- drainage
- sewerage
- gas
- water
- electricity

Types of details include but are not limited to:

- structural steelwork
- timber framework
- brickwork
- concrete work
- plastering

EVIDENCE GUIDE

Competency is to be demonstrated by effectively reading and interpreting drawings to locate or identify nominated features or functions in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

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

- identify and understand various types of drawings
- identify dimensions, symbols, abbreviations and key features
- identify title panel and reference date as to up-to-date copy of drawings
- indicate sound understanding of purpose of specifications in accordance with the work orientation

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- a range of drawings
- materials relative to drawings/specifications
- measurements and calculations
- symbols, dimensions and terminology

Skills
The ability to:

- read and interpret drawings
- measure accurately
- communicate effectively

(4) Resource Implications

The following resources should be made available:

- Suitable range of drawings and specifications

(5) Method of Assessment

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

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

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

(6) Context of Assessment

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

CRITICAL EMPLOYABILITY SKILLS

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

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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

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

ITICOR0011A: Carry out data entry and retrieval procedures

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

Competency Field: Information Technology and Communications - Operations

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

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

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

RANGE STATEMENT

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

Equipment:

- install supplied computer
- install supplied peripherals

Work environment:

- equipment
- furniture
- cabling
- power supply

Input devices:

- keyboard
- mouse
- scanner
- microphone
- camera

Data:

- textual
- numerical
- graphical

Software systems to include for:

- word processing
- spread sheet
- internet access

File operations:

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

Files save on:

- network
- magnetic media
- personal PC

Maintenance:

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

EVIDENCE GUIDE

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

(1) Critical Aspects and Evidence

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

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

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge
Knowledge of:

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

Skills
The ability to:

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

(4) Resource Implications

Files saved on network, magnetic media, personal Computer

Input devices: Keyboard, mouse, other selection devices

(5) Method of Assessment

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

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

(6) Context of Assessment

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

CRITICAL EMPLOYABILITY SKILLS

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

Levels of Competency		
Level 1.	Level 2.	Level 3.
' Carries out established processes ' Makes judgement of quality using given criteria	' Manages process ' Selects the criteria for the evaluation process	' Establishes principles and procedures ' Evaluates and reshapes process ' Establishes criteria for evaluation

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

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

BCGSTW0011A: Handle steel fixing materials

Competency Descriptor: This unit deals with the skills and knowledge required to effectively handle steel fixing materials in the construction process and applies to all individuals carrying out basic activities in steel-fixing work.

Competency Field: General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1 Plan for construction process	1.1	Quality Assurance requirements for company's construction operations recognised and adhered to.
	1.2	Job requirements identified from drawings/work location and/or supervisor's instructions.
	1.3	OH&S requirements identified and adhered to in accordance with application tasks and workplace environment.
	1.4	Safety hazards identified and correct procedures adopted to minimise risk to self and others and environment.
	1.5	Materials selected to supervisor's instructions, safely handled and stored/located ready for application.
2 Prepare materials selected for construction process	2.1	Activities for material preparation identified from specifications and/or supervisor's instructions.
	2.2	Material preparation carried out to satisfy requirements of construction process.
3 Prepare work area suitable for construction process	3.1	Activities to be carried out in work area identified from drawing details of proposed construction and supervisor's instructions.
	3.2	Work area prepared for construction process to supervisor's instruction.
4 Select materials and cut Components	4.1	Materials obtained from stack/store to instruction.
	4.2	Correct manual handling techniques used to move and place material.
	4.3	Materials safely moved to work area.

	4.4	Abrasive 'cut off'/bolt cutter saw used to accurately cut off one or multiple components to the same length to instruction.
5. Distribute components	5.1	Cut components distributed and stacked to suit job location and sequence of work application.
6. Clean up	6.1	Unused and off-cut materials stacked/stored for re-use or disposal.
	6.2	Work area cleared.
	6.3	Waste disposed of using appropriate method to EPA and OH&S requirements.

RANGE STATEMENT

This unit applies to the handling of steel fixing materials associated with steel fixing work.

Construction processes includes:

- worksite preparation
- materials preparation
- constructing fabricated components
- assembling of fabricated components

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

- reinforced footing and foundation
- reinforcing columns and beams
- reinforced concrete slab
- reinforced concrete wall

Quality Assurance requirements may include:

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

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

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

Hazards may include but are not limited to:

- pathway obstacles
- off-cut material
- movement of other work personnel

Personal protective equipment may include:

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

Materials would involve rolled steel sections.

Tools and equipment may inc lude but are not limited to:

- measuring tape/rule
- squares
- abrasive cut off saw
- hammers
- support stands
- clamps
- bolt cutters
- axe saw
- work bench

Work area preparation may include:

- clearing area
- setting up equipment
- material storage

Material preparation may include:

- selecting and straightening of material
- measuring and marking
- cutting to lengths
- grinding of edges
- stacking of material tag

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

Reporting of faults may be verbal or written.

EVIDENCE GUIDE

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

(1) Critical Aspects of Evidence

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

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

(1) Pre-requisite Relationship of Units

- Nil

(2) Underpinning Knowledge and Skills

Knowledge
A knowledge of:

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

Skills
The ability to:

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

(3) Resource Implications

The following resources should be made available:

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

(5) Method of Assessment

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

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

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

(6) Context of Assessment

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

CRITICAL EMPLOYABILITY SKILLS

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

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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

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

BSBSBM0012A: Craft personal entrepreneurial strategy

Competency Descriptor: This unit deals with the skills and knowledge required to craft an entrepreneurial strategy that fits with entrepreneur's attitudes, behaviours, management competencies and experience necessary to meet the requirements and demands of a specific opportunity.

Competency Field: Small Business Operations

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1 Demonstrate knowledge of the nature of entrepreneurship	1.1	Concepts associated with entrepreneurship are clearly defined.
	1.2	Factors which influence entrepreneurship in and outside of Grenada are correctly identified and explained.
	1.3	The importance of entrepreneurship to economic development and employment explained clearly.
	1.4	The findings of research conducted on entrepreneurial ventures and successes in Grenada are clearly presented in an appropriate format.
	1.5	Differences between wage employment and entrepreneurial ventures are correctly stated.
2 Identify and assess entrepreneurial characteristics	2.1	Relevant researched carried out and required entrepreneurial characteristics identified.
	2.2	Entrepreneurial characteristics identified are assessed and ranked.
	2.3	An understanding of the process and discipline that puts an individual in charge of evaluating and shaping choices and initiating action that makes sense is correctly demonstrated.
	2.4	Factors which will help an entrepreneur to manage the risk and uncertainties of the future while maintaining a future orientated frame of mind are identified.
3 Develop self-assessment Profile	3.1	Self-assessment tools/methods to identify personal entrepreneurial potential are identified and properly used.
	3.2	The ability to apply creativity and problem solving techniques and principles to solve business related problems is demonstrated.

	3.3	Feedback from others for the purpose of becoming aware of blind spots/reinforcing or changing existing perceptions of both strengths and weaknesses is appropriately obtained.
4 Craft an entrepreneurial Strategy	4.1	A profile of the past which includes accomplishments and preferences in terms of life and work styles, coupled with a look into the future and an identification of what one would like to be doing is developed.
	4.2	The level of commitment, determination and perseverance; orientation towards goals; taking initiative and accepting personal responsibility; recognizing management competencies and identifying areas for development is determined.
	4.3	Guidelines to obtain feedback which is solicited, honest, straightforward, and helpful but not all positive or negative and in writing to facilitate reviews are developed.
	4.4	Framework and process for setting goals, which demand time, self-discipline, commitment, dedication and practice are developed.
	4.5	Distinct steps which are involved in the goal setting process are included.
	4.6	Goals established are specific and concrete, measurable, relate to time, realistic and attainable.
	4.7	Priorities, including identifying conflicts and trade-offs and how these may be resolved are established.
	4.8	Potential problems and obstacles that could prevent goals from being attained are identified.
	4.9	Specified action steps that are to be performed in order to accomplish goals are identified.
	4.10	The method by which results will be measured is indicated.
	4.11	Milestones for reviewing progress and tying these to specific dates on a calendar are established.
	4.12	Risks in meeting goals are identified.

4.13 Sources of help to obtain resources are identified.

4.14 Evidence of the ability to review process and periodically revise goals is demonstrated.

RANGE STATEMENT

At this stage of the entrepreneurial process the entrepreneur must be able to conduct a self-assessment profile, examine the frame work for self assessment and develop a personal entrepreneurial strategy, identify data to be collected in the self-assessment process and learn about receiving feedback and setting goals.

Concept associated to include:

- risk
- entrepreneur
- macro-screening
- micro-screening
- competition
- wage employment

Influencing factors to include:

- market conditions
- markets – demand/supply
- global trends
- level of economic activities
- funding
- economic stability
- social stability
- resources availability

The entrepreneur must be able to:

- understand the extreme complexity in predicting or aligning themselves to specific careers in an environment of constant change
- determine the kind of entrepreneur he or she wants to become based on attitudes, behaviours, competencies, experience and how these fit with the requirements and demands for a specific opportunity
- evaluate thoroughly his or her attraction to entrepreneurship
- effectively develop personal plan
- utilize available information that will enhance his or her ability to achieve success

The entrepreneur may encounter setbacks if planning process is not effectively pursued.

Pitfalls may include:

- proceeding without effective planning may result in commitment to uncertainty
- commitment to a premature path with the desirability of flexibility can lead to disaster
- personal plans fail for the same reasons as business plans including frustration if the plan appears not to be working immediately and problems of changing behaviour from an activity-oriented routine to one that is goal oriented developing plans that fail to anticipate
- obstacles, and those that lack progress milestones and reviews

EVIDENCE GUIDE

Competency is to be demonstrated when the entrepreneur is able to critically undertake a personal entrepreneurial assessment exercise to determine if he or she possesses the necessary credentials to be a successful entrepreneur. This stage of the entrepreneurial process is extremely critical since experience has show that the founder is one of the critical forces if the venture is to succeed and prosper.

(1) Critical Aspects of Evidence

The entrepreneur will be assessed by his/her action in developing an orchestrated plan in order to effectively pursuing the business concept

(2) Pre-requisite Relationship of Units

The entrepreneur is required to develop an understanding of the requirements to achieve success as an entrepreneur.

Unit Code Understanding the Entrepreneurial Process

(3) Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- Personal entrepreneurial profile systems
- Effective management systems: marketing; operations/productions; finance; administration; law
- Measuring feedback
- Developing a personal plan
- Developing a business plan
- Understanding of the difference between entrepreneurial culture and the management culture

Skills
The ability to:

- Determine barriers to entrepreneurship
- Minimize exposure to risk for being an entrepreneur
- Exploit any available resource pool
- Tailor reward systems to meet a particular situation
- Effectively plan and execute activities
- Use computer technology to undertake Assessments

(4) Resource Implications

The following resources should be made available:

- Personal computer with the internet and appropriate software that will enable him/her to conduct the necessary analysis with access to the internet

(5) Method of Assessment

A useful method of assessment is to determine if the venture can stand up to the test of critical evaluation.

(6) Context of Assessment

This stage of the entrepreneurial process is assessed when comparisons are made between actual outcomes with plans and projections

CRITICAL EMPLOYABILITY SKILLS

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

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

BCGCAR0302A: Remove/replace door and window hardware

Competency Descriptor: This unit deals with the skills and knowledge required to effectively identify, remove and replace doors and windows hardware, and applies to individuals working in carpentry/joinery trades in the construction industry.

Competency Field: General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Plan and prepare work	1.1	Quality Assurance requirements recognised and adhered to.
	1.2	Occupational Health & Safety requirements for removing and replacing door/window hardware recognised and adhered to.
	1.3	Door and window hardware requirements assessed in accordance with finish schedule and specifications.
	1.4	Personal protective equipment selected, correctly fitted and used.
	1.5	Tools and equipment selected consistent with job requirements, checked for serviceability and any faults reported.
	1.6	Safety hazards identified and correct procedures used to reduce hazards to self and others.
2. Remove doors, shutters and Hardware	2.1	Ladders or scaffolding erected, where required, to OH&S regulations.
	2.2	Insect screens and fittings carefully removed and stored safely.
	2.3	Window hardware carefully located and removed and or stored safely.
	2.4	Window shutters and sashes, where applicable and practical, carefully removed and handled safely to designated location for finishing.
	2.5	Door hardware carefully removed and located or stored safely.
	2.6	Doors carefully removed, identified and handled safely to location for finishing.

3. Replace doors, shutters and Hardware	3.1	Doors carefully handled and replaced back in original place.
	3.2	Door hardware fitted and placed to specifications without marking door or surrounds.
	3.3	Where removed, window shutters and sashes re-fixed in original place.
	3.4	Window hardware re-fitted back into place to specifications without marking window surfaces or surrounds.
	3.5	Insect screens carefully replaced and secured in position without damage to surrounds.
4. Clean up	4.1	Area cleared.
	4.2	Tools and equipment cleaned, maintained and stored.

RANGE STATEMENT

This unit applies to the practical application finishes to doors and windows that require removal or the removal of hardware.

Door hardware includes but not limited to:

- hinges
- locks
- latches
- handles
- closers
- safety chains

Window hardware includes:

- catches
- handles
- stays
- hinges
- locks/bolts
- brackets

Hinges and brackets may be the type to be painted over or kept in own natural finished state.

EVIDENCE GUIDE

Competency is to be demonstrated by removing hardware from both a nominated door and a nominated window for the purpose of painting, replacing and refitting doors/shutters, where applicable.

(1) Critical Aspects of Evidence

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

- compliance with Occupational Health and Safety regulations applicable to workplace operations

Critical Aspects of Evidence Cont'd.

- compliance with organisational quality procedures and processes for removing and/or painting of doors and windows
- identification of location and details of door and window to be removed/refurbished
- selection and use of appropriate processes, tools and equipment
- safe and effective procedures used to remove hardware and door
- appropriate attention given to locating hardware safely for replacing
- safe and effective procedures used to replace door and replace respective hardware
- identification of typical faults and problems that occur and necessary action taken to rectify them

(2) Pre-requisite Relationship of Units

Prerequisites for this unit are:

- BCGCOR0051A Use hand and power tools

(3) Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- workplace and equipment safety requirements
- features of doors and windows
- door and window hardware
- tools and equipment

Skills
The ability to:

- work safely
- organise work
- use tools and equipment

(4) Resource Implications

The following resources should be made available:

- installed door
- installed window
- insect screen
- appropriate door and window hardware

(5) Method of Assessment

Competency should be assessed while tasks are being done under indirect supervision.

Assessment may involve:

- observation of the application process
- inspection of the completed work
- questioning related to underpinning knowledge

(6) Context of Assessment

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

Assessment should be while tasks are being done, under indirect supervision.

CRITICAL EMPLOYABILITY SKILLS

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Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

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

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