



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CPCCPB3010A Manually sand plaster work**

**Release: 1**

## **CPCCPB3010A Manually sand plaster work**

### **Modification History**

Not Applicable

### **Unit Descriptor**

**Unit descriptor** This unit of competency specifies the outcomes required to hand sand joins in plaster walls, ceilings or cornices.

### **Application of the Unit**

**Application of the unit** This unit supports the attainment of skills and knowledge to safely and efficiently manually sand plasterboard while working with others as a member of a team.

### **Licensing/Regulatory Information**

Not Applicable

### **Pre-Requisites**

#### **Prerequisite units**

CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
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## Employability Skills Information

**Employability skills**      This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

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Elements describe the essential outcomes of a unit of competency.

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

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare.	<p>1.1. Work instructions and operational details are obtained using relevant <b>information</b>, confirmed and applied for <b>planning and preparation</b> purposes.</p> <p>1.2. <b>Safety (OHS)</b> requirements are followed in accordance with safety plans and policies.</p> <p>1.3. Signage and barricade requirements are identified and implemented.</p> <p>1.4. <b>Tools and equipment</b> 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.</p> <p>1.5. Material quantity requirements are calculated in accordance with plans and specifications and <b>quality requirements</b>.</p> <p>1.6. <b>Materials</b> appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use.</p> <p>1.7. <b>Environmental requirements</b> are identified for the project in accordance with environmental plans and regulatory obligations and applied.</p>
2. Determine work requirements.	<p>2.1. Work area is inspected to determine work requirements.</p> <p>2.2. Level of finish as specified in the contract or job order is noted and any mismatches between quality of fixing and finishing are recorded and reported or rectified as appropriate.</p> <p>2.3. Personal protective equipment suitable for the task is selected based on manufacturers' recommended and employer-approved specification.</p>
3. Sand joins.	<p>3.1. Work site access is gained using approved workplace methods based on the risk assessment for the task, site and circumstance.</p> <p>3.2. Sanding floats and required dust protection or warning signs are set up for use.</p> <p>3.3. Sanding is completed to required standard of finish.</p>
4. Inspect work and clean up work area.	<p>4.1. Completed sanding work is inspected for compliance with workplace and customer requirements, including contracted level of finish.</p> <p>4.2. <b>Problems</b> are identified and reported.</p> <p>4.3. Sanded area is brushed down.</p>

ELEMENT	PERFORMANCE CRITERIA
5. Clean up.	<p>5.1. Work area is cleared and materials are disposed of, reused or recycled in accordance with legislation, regulations, codes of practice and job specification.</p> <p>5.2. Sanding dust is cleaned up and contained for disposal in accordance with approved workplace procedures, with any hazardous material identified for separate handling.</p> <p>5.3. Non-toxic materials are removed using correct procedures.</p> <p>5.4. Dust suppression procedures are used to minimise health risk to work personnel and others.</p> <p>5.5. Tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturer recommendations and standard work practices.</p>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

Required skills for this unit are:

- communication skills to:
  - follow instructions
  - read and interpret:
    - documentation from a variety of sources
    - drawings and specifications
  - recognise procedures
  - report faults
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication, such as hand signals
  - written skills to record results of checks and tests and relevant work completion procedures
- evaluate own actions and make judgments about performance and necessary improvements

## REQUIRED SKILLS AND KNOWLEDGE

- identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials
- organisational skills, including the ability to plan and set out work
- respond to change and contribute to workplace responsibilities, such as current work site environmental and sustainability frameworks and management systems
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technological skills to:
  - use a range of mobile technology, such as two-way radio and mobile phones
  - voice and hand signals to access and understand site-specific instructions.

### Required knowledge

Required knowledge for this unit is:

- application of product and process knowledge to identify problems and predict consequences
- effects of glancing light on plasterboard joins when paint is applied
- factors that influence level of finish
- identifying from workplace information and labels the type and purpose of materials and potential for health and safety risks
- implications on work quality requirements for instruction to be followed
- job safety analysis (JSA) and safe work method statements
- manufacturers' product mixing and application procedures and nominated specifications for the work process
- manufacturer and supplier instructions for plant and equipment
- requirements for a systematic approach to planning own work
- safely use equipment, shift and handle products and materials.

# Evidence Guide

## EVIDENCE GUIDE

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The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### Overview of assessment

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

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

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- select and use appropriate sanding materials and work methods
- operate from basic instruction without constant supervision
- identify requirements to achieve specified level of finish
- identify faults in plasterboard fixing, joining and finishing
- execute work within agreed timeframes and standards
- interpret delivery documentation and work orders
- locate relevant materials
- explain warranty, guarantee and liability requirements for plastering work
- apply knowledge of industry requirements to identify:
  - condition and colour of the top coat when set
  - manufacturers' components and materials
  - contract compliance requirements
  - reasons for use of P1 rating (protection against mechanically generated particles) or P2 rating (protection against mechanically and thermally generated particles) mask and protective clothing when sanding topcoats
  - common faults in materials and work and problems that require reporting

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- follow work instructions, operating procedures and inspection practices to:
  - prevent damage to goods, equipment or products
  - select and use appropriate personal protective equipment
  - work effectively alone or with others and minimise the risk of injury
  - modify work activities to cater for variations in work site procedures, contexts and environment
  - identify and use appropriate behaviour for interactions with other workers, supervisors, clients and members of the public.

### Context of and specific resources for assessment

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- stopped plasterboard walls and ceilings
- sanding materials
- access methods.

Assessment of this unit of competency may be in conjunction with assessment of other units commonly performed at the same time in normal job roles.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

### Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or



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simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application

- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

### Guidance information for assessment

This unit could be assessed on its own or in combination with other units relevant to the job function, for example:

- CPCCCM2010A Work safely at heights.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified

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equipment and other physical resources, and the provision of appropriate assessment support.

Assessment processes and techniques should, as far as is practical, take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

## Range Statement

### RANGE STATEMENT

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The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Information*** includes:

- diagrams or sketches
- instructions issued by authorised organisational or external personnel
- manufacturer specifications and instructions, where specified
- material safety data sheets (MSDS)
- memos
- regulatory and legislative requirements pertaining to sanding plaster work
- relevant Australian standards
- safe work procedures relating to sanding plaster work
- signage
- verbal, written and graphical instructions
- work bulletins
- work schedules, plans and specifications.

***Planning and preparation*** include:

- assessment of conditions and hazards
- determination of work requirements and safety plans and policies
- grade of paper to be used
- joins to be hand sanded
- method of accessing work site

## RANGE STATEMENT

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**Safety (OHS)** is to be in accordance with state and territory legislation and regulations and project safety plan and may include:

- readiness of topcoat for sanding
- work site inspection equipment defect identification.
- emergency procedures, including extinguishing fires, organisational first aid requirements and evacuation
- hazard control
- hazardous materials and substances
- organisational first aid
- PPE prescribed under legislation, regulations and workplace policies and practices
- safe operating procedures, including the conduct of operational risk assessment and treatments associated with:
  - concealed services (water, power and gas)
  - lighting
  - traffic control
  - restricted access barriers
  - trip hazards
  - work site visitors and the public
  - working at heights
  - working in confined spaces
  - working in proximity to others
- use of firefighting equipment
- use of tools and equipment
- workplace environmental requirements and safety.

**Tools and equipment** include:

- broad knives
- brooms
- electric screw guns
- hand and power drills
- hand saws
- keyhole saws
- measuring tapes and rules
- paintbrushes
- plasterboard hammers
- plasterer's trowels
- scaffold planks
- T squares
- taping knives

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## RANGE STATEMENT

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**Quality requirements** include relevant regulations, including:

- trestles.
- Australian standards
- internal company quality policy and standards
- manufacturer specifications
- workplace operations and procedures.

**Materials** include:

- beads
- cement render
- fibre cement sheets
- finishing materials
- plaster compounds
- plasterboard
- plasterglass sheets
- water resistant plasterboard.

**Environmental requirements** include:

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

**Problems** with completed work include:

- sand-through areas.

## Unit Sector(s)

Unit sector

Construction

## Functional area

Functional area