



Australian Government

Department of Education, Employment and Workplace Relations

CPCCCM2008A Erect and dismantle restricted height scaffolding

Release: 1

CPCCCM2008A Erect and dismantle restricted height scaffolding

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to erect and dismantle restricted height scaffolding to provide work platforms for various occupational applications. It includes placement of safety barriers and only involves modular scaffolding restricted to a height of 4 metres.

Application of the Unit

Application of the unit This unit of competency supports achievement of skills to handle, erect and dismantle a range of restricted height scaffolding systems, which may include working with others and 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

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, including plans, specifications, quality requirements and operational details, are obtained from relevant sources of <i>information</i>, confirmed and applied for <i>planning and preparation</i> purposes.</p> <p>1.2. <i>Safety (OHS)</i> 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. Plant, <i>tools and equipment</i> are selected to carry out tasks consistent with job requirements, are checked for serviceability, and any faults are rectified or reported prior to commencement.</p> <p>1.5. <i>Scaffolding</i> quantity requirements are calculated in accordance with plans, specifications and <i>quality requirements</i>.</p> <p>1.6. Materials appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use.</p> <p>1.7. <i>Environmental requirements</i> are identified for the project in accordance with environmental plans and <i>statutory and regulatory authority</i> obligations, and are applied.</p>
2. Erect scaffolding.	<p>2.1. <i>Purpose for scaffolding</i> is confirmed and associated work tasks are identified.</p> <p>2.2. Expected loading on scaffold and supporting structure is determined using load tables.</p> <p>2.3. Site access and egress routes are identified.</p> <p>2.4. Scaffolding and components are selected and inspected with damaged components labelled and rejected or repaired.</p> <p>2.5. Adequate footing is established in accordance with Australian standard for scaffolding.</p> <p>2.6. Scaffolding is erected in accordance with regulations, planned hazard prevention and control measures, acceptable safe work practices and manufacturer requirements.</p>
3. Inspect, repair and alter scaffolding.	<p>3.1. Critical structural and safety areas of scaffolding are inspected for damage, corrosion and wear.</p> <p>3.2. Current use of scaffolding is checked for compliance with type of scaffolding equipment.</p>

ELEMENT	PERFORMANCE CRITERIA
4. Dismantle scaffolding.	3.3. Inspection log and handover are completed. 3.4. Scaffolding is reviewed to determine if changes or modifications were scheduled as per original planning. 3.5. Alteration or repair is carried out where specified.
5. Clean up.	4.1. Scaffolding is dismantled using reverse procedure as for erection. 5.1. Work area is cleared and materials disposed of, reused or recycled in accordance with legislation, regulations, codes of practice and job specification. 5.2. Plant, tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturer recommendations and standard work practices.

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:
 - determine requirements
 - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
 - follow instructions
 - read and interpret:
 - documentation from a variety of sources
 - drawings and specifications
 - report faults
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication, such as hand signals
 - written skills to record maintenance in logbooks
- identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials
- numeracy skills to apply measurements and make calculations

REQUIRED SKILLS AND KNOWLEDGE

- organisational skills, including the ability to plan and set out work
- 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:

- general construction terminology
- job safety analysis (JSA) and safe work method statements
- material safety data sheets (MSDS)
- materials storage and environmentally friendly waste management
- plans, specifications and drawings
- processes for the calculation of material requirements
- quality requirements
- relevant Acts, regulations and codes of practice
- scaffolding equipment
- scaffolding techniques
- shifting devices
- types, characteristics, uses and limitations of plant, tools and equipment
- workplace and equipment safety requirements.

Evidence Guide

EVIDENCE GUIDE

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:

- locate, interpret and apply relevant information, standards and specifications
- comply with site safety plan and OHS legislation, regulations and codes of practice applicable to workplace operations
- comply with organisational policies and procedures, including quality requirements
- safely and effectively use tools, plant and equipment
- communicate and work effectively and safely with others
- complete planning, erection and dismantling of a modular scaffolding system, in accordance with JSA and safe work method statements and regulations, including a minimum of:
 - three bays (one with a return)
 - one lift with ladder
 - fall and edge protection.

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.

EVIDENCE GUIDE

Resource implications for assessment include:

- an induction procedure and requirement
- realistic tasks or simulated tasks covering the mandatory task requirements
- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry related systems information.

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 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

EVIDENCE GUIDE

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.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, 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
- engineers' design specifications and manufacturer specifications and instructions, where specified
- instructions issued by authorised organisational or external personnel
- memos
- MSDS
- regulatory and legislative requirements pertaining to erecting and dismantling restricted height scaffolding

RANGE STATEMENT

Planning and preparation include:

- relevant Australian standards
- safe work procedures related to erecting and dismantling restricted height scaffolding
- signage
- verbal or written and graphical instructions
- work bulletins
- work schedules, plans and specifications.
- work site inspection, equipment defect identification, assessment of conditions and hazards, and determination of work requirements
- erection of scaffolding to a maximum height of 4 metres, including placement, sequencing, squaring, levelling and the reverse for dismantling
- establishment of footings, including review of JSAs to determine bearing capacity of ground or working surfaces
- alteration and repair, which may be required due to storm damage, accidents, misuse and process changes.

Safety (OHS) is to be in accordance with legislation, regulations, codes of practice, organisational safety policies and procedures, and project safety plan and may include:

- emergency procedures, including extinguishing fires, organisational first aid requirements and evacuation
- handling of materials
- hazard control
- hazardous materials and substances
- safe operating procedures, including the conduct of operational risk assessment and treatments associated with:
 - earth leakage boxes
 - lighting
 - power cables, including overhead service trays, cables and conduits
 - restricted access barriers
 - surrounding structures
 - traffic control
 - trip hazards
 - work site visitors and the public
 - working at heights
 - working in confined spaces

RANGE STATEMENT

- working in proximity to others
 - working with dangerous materials
 - organisational first aid
 - personal protective clothing and equipment prescribed under legislation, regulations and workplace policies and practices
 - use of firefighting equipment
 - use of tools and equipment
 - workplace environment and safety.
- Tools and equipment*** include:
- aluminium modular scaffolding equipment
 - hammers
 - ladders
 - scaffolding planks
 - shovels and spanners
 - spirit levels
 - steel box spanners
 - tape measures.
- Scaffolding*** type and quantity requirements:
- types of restricted height scaffolding may include systems scaffolding, A frame, H frame, tube and coupler, and aluminium (and modular to a maximum height of 4 metres).
- Quality requirements*** include relevant regulations, including:
- Australian standards
 - internal company quality policy and standards
 - manufacturer specifications, where specified
 - workplace operations and procedures.
- Environmental requirements*** include:
- clean-up protection
 - noise and dust
 - waste management.
- Statutory and regulatory authorities*** include:
- federal, state and local authorities administering applicable Acts, regulations and codes of practice.
- Purpose for scaffolding*** includes:
- work platforms for various occupational applications.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area