



Australian Government

Department of Education, Employment and Workplace Relations

CPCCPB3007A Apply levels of finish standards to planning and inspection of own work

Release: 1

CPCCPB3007A Apply levels of finish standards to planning and inspection of own work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to identify the level of finish standards and their application to the planning and inspection of own work.

Application of the Unit

Application of the unit This unit supports the attainment of skills and knowledge to apply quality finish standards for plasterboard work.

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 and operational details are obtained using relevant information, confirmed and applied for planning and preparation purposes.</p> <p>1.2. Safety (OHS) 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. 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.</p> <p>1.5. Material quantity requirements are calculated in accordance with plans and specifications and quality requirements.</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. Environmental requirements are identified for the project in accordance with environmental plans and regulatory obligations and applied.</p>
2. Identify levels of finish.	<p>2.1. Level of finish documentation is accessed.</p> <p>2.2. Features of each level of finish are identified.</p> <p>2.3. Differences between levels of finish are identified from photographs and personal observation.</p>
3. Establish level of finish requirements.	<p>3.1. Workplace documents, specifications, contract and/or supervisors are used to establish customer levels of finish requirements.</p> <p>3.2. Recommended work practices to produce required level of finish required by the customer are identified.</p> <p>3.3. Required modifications to materials or work processes to meet required level of finish are identified.</p> <p>3.4. Required modifications to materials or work methods are communicated to appropriate personnel.</p>
4. Inspect completed work for level of finish.	<p>4.1. Distinguishing features of levels of finish are identified in the completed work.</p> <p>4.2. Effects of framing tolerances, windows, light fittings and location of joints on finish of plasterboard are explained.</p> <p>4.3. Identified features are compared to level of finish descriptions.</p> <p>4.4. Build-up on joints is inspected for influence on level</p>

ELEMENT

PERFORMANCE CRITERIA

of finish.
4.5. Level of finish classification is allocated to inspected work.

ELEMENT

PERFORMANCE CRITERIA

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| 5. Provide advice for surface finishing. | 5.1. Requirements for painting are identified.
5.2. Explanations are provided to customer and painter. |
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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 and diagrams in manual for equipment and installation of plasterboard
 - 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
- 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 SKILLS AND KNOWLEDGE

Required knowledge

Required knowledge for this unit is:

- adjusting work activity to maintain quality standards
- application of product and process knowledge to predict consequences and identify improvements
- identification of architectural styles, structures and fittings that will influence glancing light
- identifying and applying appropriate safety precautions to safely use equipment, and shift and handle products and materials
- identifying and reading manufacturers' product installation procedures and nominated specifications for the work process to produce level 4 and 5 finishes
- identifying faults in building structure, materials quality and finished joints and edges
- job safety analysis (JSA) and safe work method statements.

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:

- explain key differences and typical application of level 3, 4 and 5 finishes
- select and use appropriate level of finish standard
- plan and execute work within agreed timeframe and to a high standard under general supervision
- apply a broad knowledge of industry products to identify:
 - manufacturers' components and materials
 - warranty compliance issues
 - suitable materials for a wide range of applications
- identify problems to level of finish and suggest appropriate alternative rectifications
- interpret work order and locate and apply relevant information from building plans and delivery documents
- follow work instructions, operating procedures and inspection practices to:
 - prevent damage to goods, equipment or products
 - meet required work output and product quality
 - select and use appropriate personal protective equipment
 - minimise the risk of injury to self or others

EVIDENCE GUIDE

- work effectively with other workers on and off site
- modify work activities to cater for variations in work site procedures, personnel, contexts and environment
- maintain workplace records in relation to materials, plant and equipment use
- follow safe handling requirements of equipment, products and materials.

EVIDENCE GUIDE

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:

- completed plasterwork and planned work
- level of finish standards.

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 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

EVIDENCE GUIDE

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.

EVIDENCE GUIDE

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 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

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 plasterboard
- relevant Australian standards
- safe work procedures relating to plasterboard
- signage
- verbal, written and graphical instructions
- work bulletins
- work schedules, plans and specifications.
- assessment of conditions and hazards

Planning and preparation

RANGE STATEMENT

include:

- determination of work requirements and safety plans and policies
- equipment defect identification
- work site inspection.

RANGE STATEMENT

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

- 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
- trestles.

Quality requirements include relevant regulations, including:

- Australian standards, including AS/NZS2589.1:1997

RANGE STATEMENT

Materials include:

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

Unit Sector(s)

Unit sector Construction

Functional area

Functional area