



Australian Government

Department of Education, Employment and Workplace Relations

RTF2208A Lay paving

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of laying modular paving. Modular paving being pre-cut paving bricks that come in range of sizes and colours.

The work is likely to be under routine supervision with intermittent checking. Competency is demonstrated by the application of knowledge and skills to a range of setting out and laying tasks when paving.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Plan and prepare for paving work	1.1 Required workplace information is interpreted and confirmed with supervisor. 1.2 Tools and equipment are prepared and used according to supervisors instructions. 1.3 The quantity and quality of materials are checked to ensure they conform to the requirements of the job. 1.4 OHS hazards are identified, risks assessed and reported to the supervisor. 1.5 Personal protective clothing and equipment is selected, used and maintained.
2 Set out and prepare paving area	2.1 The area to be paved is marked out according to the site plan. 2.2 The marked out area is checked with the supervisor for compliance with the site plan and OHS requirements, and adjusted where necessary. 2.3 The reduced levels of the proposed paving area are calculated and pegged from the survey benchmark using the rise and fall method in a closed level run.
3 Undertake ground preparation	3.1 The area is excavated to shape, depth and dimensions to sub base level according to minimal industry standards. 3.2 The sub base is trimmed to the designated level and falls to ensure that the final level of paving can be achieved. 3.3 Drainage systems are constructed as necessary according to the site plan. 3.4 Base material is placed and compacted to the required finished level according to minimal industry standards.

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| 4 Lay bedding material | 4.1 Bedding material is spread loosely over the area to ensure the designated bedding depth can be attained according to minimal industry standards. |
| | 4.2 Screed rails are established to ensure the bedding course is maintained. |
| | 4.3 Bedding material is levelled to the designated level and falls and in accordance with minimal industry standards. |
| 5 Lay pavers to a given pattern | 5.1 Grid string lines are set to required levels to ensure the designated pattern of the project is attained, and to maintain straight lines of components. |
| | 5.2 Pavers are set out to the required dimensions and pattern according to the site plan. |
| | 5.3 Whole pavers are laid and compacted to the established finish level. |
| | 5.4 Pavers are marked, cut and fitted to accurately fill gaps in the pattern within tolerances nominated within the site plan. |
| | 5.5 Permanent edge constraints are installed to prevent movement of pavers. |
| 6 Clean site and store tools and equipment | 6.1 Paving is swept thoroughly to produce a clean and flat surface free of debris. |
| | 6.2 Sand is spread evenly of the paved area and compacted to the finished level. |
| | 6.3 Soil and waste material from the site is disposed of or recycled to ensure minimal impact on the environment. |
| | 6.4 All tools and equipment are cleaned and stored according to supervisors instructions. |

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in laying pavers requires evidence that work can be planned and prepared, that the paving area can be set out, the ground can be prepared, bedding material can be laid, and pavers can be laid to a given pattern.

The skills and knowledge required to lay pavers must be **transferable** to a different work environment. For example, this could include different pavers, locations and paved structures.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- OHS responsibilities of employees

- OHS regulations regarding the erection of signs and barriers around the area to be paved

- the environmental impact of soil disturbance when preparing to pave, and the environmental effects of altering water flow when installing new drainage systems

- methods of disposing of soil and waste materials in order to minimise damage to the environment.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

read, interpret and apply information from a site plan that is to scale

calculate the amount of materials required, prepare the paving site, and follow a designated pattern

install modular pavers

sort soil and waste material from the excavation site in an environmentally aware and sensitive manner, such as sorting it into organic, inorganic, and recyclable piles.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

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| 1. How can communication of ideas and information (1) be applied? | Ideas and information about the tasks to be performed when paving should be discussed with other members of the work team and/or the supervisor. |
| 2. How can information be collected, analysed and organised (1) ? | The instructions for the paving work should be interpreted, and clarification sought as necessary. |
| 3. How are activities planned and organised (1) ? | The paving tasks are applied in a logical order. |
| 4. How can team work (1) be applied? | Teamwork may be required to complete specified paving tasks on time and within budget. |
| 5. How can the use of mathematical ideas and techniques (1) be applied? | Mathematical techniques should be used to measure and calculate areas to be paved, and the quantity of bedding material and pavers required. |
| 6. How can problem-solving skills (1) be applied? | Problems may arise when interpreting the site plan and paving to a pattern. |
| 7. How can the use of technology (1) be applied? | Technology may be used in the design of the pattern to be achieved when paving. |

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available

What **workplace information** might be required for this standard?

Workplace information may include site plans, specifications, procedures for disposing of waste materials, work instructions, or verbal instructions from the supervisor.

What **tools and equipment** are likely to be used when paving?

Tools and equipment may include brick and concrete saws, mallets, compactors, concrete mixers, stiff brooms, spirit levels, and bricklayers string.

What **OHS hazards** may be associated with paving installation?

Hazards may include heavy paving materials and equipment, slippery or uneven surfaces, moving machinery and vehicles, solar radiation, dust and noise.

What are the **personal protective clothing and equipment** requirements associated with the installation of paving?

Personal protective clothing and equipment may include steel capped boots/shoes, overalls, gloves, sun hat, sunscreen lotion, safety goggles, face mask and ear muffs.

What type of **site plan** may be referred to?

A site plan may include job drawings, a landscape design, a computer generated plan, a concept plan, or any other plan of the site drawn to scale.

What are the **OHS requirements** in relation to an area to be paved?

The OHS requirements may include the erection of signage, barriers, witches hats and safety lights.

What may be used as a **survey benchmark**?

A survey benchmark may include a boundary line, a building or structure, a temporary benchmark, or a datum point.

What are **minimal industry standards**?

Minimal industry standards are usually between 20ml and 25ml in depth. The pavers to be used may determine a minimal standard outside these parameters.

What type of **drainage systems** may be constructed?

Drainage systems may include run off points to agri-drains, stormwater drains, and sumps.

What type of **screed rails** may be used? Screed rails may be wooden or metal straps.

What type of **pavers** may be used? Pavers may include clay or brick paving bricks.

What are **permanent edge constraints** made of? Permanent edge constraints may include concrete, timber or steel constraints.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.