



Australian Government

Department of Education, Employment and Workplace Relations

UEPOPS216A Perform Intermediate Scaffolding

Release: 1

UEPOPS216A Perform Intermediate Scaffolding

Modification History

Not Applicable

Unit Descriptor

- **Unit Descriptor** 1)

This unit deals with the skills and knowledge required to erect and dismantle scaffolding work in an environment where electricity is being generated including, but not limited to, tube and coupler scaffolds, cantilevered and spurred scaffolds, barrow ramps and sloping platforms, mast climbers.

Application of the Unit

- **Application of the Unit** 3)

This unit is intended to augment formally acquired competencies. It is suitable for employment-based programs under an approved contract of training.

- **License to practise** 3.1)

The skills and knowledge described in this unit may require a licence to practise in the workplace in some States or Territories. There may also be additional assessment activities required by regulatory authorities for the issue of the licence to practise.

Practice in this unit is subject to regulations directly related to Occupational Health and Safety and where applicable contracts of training such as apprenticeships and the like.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

- Prerequisite Unit(s) 2)

Competencies 2.1)

Competency in this unit shall be assessed only after the following competencies have been acquired.

UEPOPS215A Perform basic scaffolding

Employability Skills Information

Refer to the Evidence Guide

Elements and Performance Criteria Pre-Content

5) Elements describe the essential outcomes of a competency standard unit. Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

- | • ELEMENT | • PERFORMANCE CRITERIA |
|---------------------------------|---|
| 1 Plan and prepare for the work | 1.1 Work requirements are identified from request/work orders or equivalent and clarified/confirmed with appropriate parties or by site inspection |
| | 1.2 Occupational Health and Safety standards, statutory requirements, relevant Australian standards, codes of practice, manufacturers' specifications, environmental requirements and |

• ELEMENT	• PERFORMANCE CRITERIA
	enterprise procedures are identified, applied and monitored throughout the work procedure
1.3	Resources required to satisfy the work plan are identified, obtained and inspected for compliance with the job specifications
1.4	Relevant plans, drawings and text are selected and interpreted in accordance with the work plan
1.5	Correct size, type and quantity of materials/components are determined, obtained and inspected for compliance with the job specifications
1.6	Work is planned in detail including sequencing and prioritising and considerations made, where appropriate, for the maintenance of plant security and capacity in accordance with system/site requirements
1.7	Co-ordination requirements, including requests for isolations where appropriate, are resolved with others involved, affected or required by the work
1.8	Potential hazards are identified and prevention and/or control measures are selected in accordance with the work plan and site procedures
1.9	Work area is prepared in accordance with work requirements and site procedures
1.10	Where appropriate the teams and individuals roles and responsibilities within the team are identified and, where required, assist in the provision of on-the-job training
2 Erect, secure and inspect scaffolding	2.1 Expected loading on the scaffold/equipment and supporting structure is determined and limitation identified using load tables and calculations in accordance with the work plan
	2.2 Footings are established for the scaffolding/equipment in accordance with Australian standards and the work plan

• ELEMENT	• PERFORMANCE CRITERIA
	2.3 Scaffolding/equipment and components are inspected for safety and compliance with job and statutory requirements
	2.4 Safety nets and static lines are erected as required in accordance with Australian standards
	2.5 Alterations and/or repairs are carried out with due regard to the critical safety and structural areas of the scaffolding/equipment in accordance with the job requirements and scaffolding principles
	2.6 Scaffolding/equipment is inspected to confirm stability in accordance with the work plan
	2.7 Inspection log is completed in accordance with requirements.
3 Dismantle scaffolding	3.1 Scaffolding/equipment is inspected for damage, corrosion or wear prior to dismantling in accordance with statutory requirements and the work plan
	3.2 Dismantling is performed with due regard for critical structure and safety areas of the scaffolding/equipment in accordance with the work plan
4 Complete the work	4.1 Work is completed and appropriate personnel notified in accordance with site/enterprise requirements
	4.2 Work area is cleared of waste, cleaned, restored and secured in accordance with site/enterprise procedures
	4.3 Plant, tools and equipment are maintained and stored in accordance with site/enterprise procedures
	4.4 Work completion details are finalised in accordance with site/enterprise procedures

Required Skills and Knowledge

• REQUIRED SKILLS AND KNOWLEDGE

6) This describes the essential skills and knowledge and their level, required for this unit.

Evidence shall show that knowledge has been acquired of performing intermediate scaffolding.

The extent of the Essential Knowledge and Associated Skills required follows:

Evidence shall show that knowledge has been acquired for safe working practices of:

- Occupational Health and Safety standards
- Relevant standards, legislative requirements and codes of practice
- Scaffolding tools and equipment
- Scaffolding assembly and dismantling techniques
- Inspection techniques
- Lifting and slinging techniques
- Hazard identification and control techniques
- Appropriate communication techniques
- Safety equipment

Specific skills needed to achieve the Performance Criteria:

- Apply Occupational Health and Safety standards
- Apply relevant standards, legislative requirements and codes of practice
- Use relevant plant, tools and equipment
- Assemble and dismantle scaffolding
- Apply inspection procedures
- Work at heights
- Sling and direct loads
- Identify hazards
- Use appropriate communication techniques
- Carry out work

Evidence Guide

• EVIDENCE GUIDE

8) This provides essential advice for assessment of the competency standard unit and must be read in conjunction with the Performance Criteria and the Range Statement of the competency standard unit and the Training Package Assessment Guidelines.

The Evidence Guide forms an integral part of this competency standard unit and shall be used in conjunction with all components parts of this unit and, performed in accordance with the Assessment Guidelines of this Training Package.

Overview of Assessment

8.1)

Longitudinal competency development approaches to assessment, such as Profiling, require data to be reliably gathered in a form that can be consistently interpreted over time. This approach is best utilised in Apprenticeship programs and reduces assessment intervention. It is the Industry's preferred model for apprenticeships. However, where summative (or final) assessment is used it is to include the application of the competency in the normal work environment or, at a minimum, the application of the competency in a realistically simulated work environment. It is recognised that, in some circumstances, assessment in part or full can occur outside the workplace. However, it must be in accord with Industry and, Regulatory policy in this regard.

Methods chosen for a particular assessment will be influenced by various factors. These include the extent of the assessment, the most effective locations for the assessment activities to take place, access to physical resources, additional safety measures that may be required and the critical nature of the competencies being assessed.

The critical safety nature of working with electricity, electrical equipment, gas or any other hazardous substance/material carries risk in deeming a person competent. Hence, sources of evidence need to be 'rich' in nature so as to minimise error in judgment.

Activities associated with normal every day work have a bearing on the decision as to how much and how detailed the data gathered will contribute to its 'richness'. Some skills are more critical to safety and operational requirements while the same skills may be more or less frequently practised. These points are raised for the assessors to consider when choosing an assessment method and developing assessment instruments. Sample assessment instruments are included for Assessors in

- **EVIDENCE GUIDE**

the Assessment Guidelines of this Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

8.2)

Before the critical aspects of evidence are considered all prerequisites shall be met.

Evidence for competence in this unit shall be considered holistically. Each Element and associated Performance Criteria shall be demonstrated on at least two occasions in accordance with the "Assessment Guidelines - UEP06". Evidence shall also comprise:

- A representative body of Performance Criteria demonstrated within the timeframes typically expected of the discipline, work function and industrial environment. In particular this shall incorporate evidence that shows a candidate is able to:

Critical aspects of evidence required to demonstrate competency in this**8.2)**

Before the critical aspects of evidence are considered all prerequisites shall be met.

- Implement Occupational Health and Safety workplace procedures and practices including the use of risk control measures as specified in the Performance Criteria and Range Statement
- Apply sustainable energy principles and practices as specified in the Performance Criteria and Range Statement
- Demonstrate an understanding of the Essential Knowledge and Associated Skills as described in 6) Essential Knowledge and Associated Skills of this unit
- Demonstrate an appropriate level of skills enabling employment
- Conduct work observing the relevant Anti Discrimination legislation, regulations, policies and workplace procedures
- Demonstrated performance across a representative range of contexts from the prescribed items below:
 - Knowledge and application of relevant sections of: Occupational, health and safety legislation; Statutory legislation; Enterprise/site safety procedures; Enterprise/site emergency procedures
 - Assembling and dismantling scaffolding
 - Working at heights
 - Applying inspection procedures
 - Dealing with an unplanned event by drawing on Essential Knowledge and Skills to provide appropriate solutions incorporated in the holistic assessment with the above listed items.

Context of and specific resources for assessment**8.3)**

This unit should be assessed as it relates to normal work practice using procedures, information and resources typical of a workplace. This should include:

- OHS policy and work procedures and instructions.
- Suitable work environment, facilities, equipment and materials to undertake actual work as prescribed by this competency standard unit.

Competency Standards should be assessed in the workplace or simulated workplace and under the normal range of workplace

Critical aspects of evidence required to demonstrate competency in this**8.2)**

Before the critical aspects of evidence are considered all prerequisites shall be met.
conditions.

Assessment of this unit will be supported with documentary evidence, by means of endorsement stating type and application of work.

In addition to the resources listed above in Context of assessment', evidence should show competency working, in confined spaces, with different structural/construction types and method and in a variety of environments.

Method of assessment**8.4)**

This unit shall be assessed by methods given in Volume 1, Part 3 Assessment Guidelines.

Note:

Competent performance with inherent safe working practices is expected in the Industry to which this competency standard unit applies. This requires that the specified Essential Knowledge and Associated Skills are assessed in a structured environment which is primarily intended for learning/assessment and incorporates all necessary equipment and facilities for learners to develop and demonstrate the Essential Knowledge and Skills described in this unit.

Concurrent assessment and relationship with other units**8.5)**

There are no recommended concurrent assessments with this unit, however in some cases efficiencies may be gained in terms of learning and assessment effort being concurrently managed with allied competency standard units where listed.

Nil

Critical aspects of evidence required to demonstrate competency in this

8.2)

Before the critical aspects of evidence are considered all prerequisites shall be met.

Key competencies

8.6)

Evidence that particular key competencies have been achieved within this competency standard unit is in the context of the following Performance Criteria of evidence. See Volume 2, Part 4 for an explanation of Key competencies and levels of this Training Package.

Key competencies	Example of Application	Performance Level
How are ideas and information communicated within this competency?	Refer to the following example of application: Sharing information orally or in writing in simple English to confirm work requirements. Discussion may take place with supervisors or others in the work group.	1

How can information be collected, analysed and organised?	Refer to the following example of application: Accessing information required for operating the plant / equipment, including operating procedures and work instructions.	1
How are activities planned and organised?	Refer to the following example of application: Planning the required activity, to include co-ordination and use of equipment, materials and tools to avoid backtracking and rework.	1
How is team work used within this competency?	Refer to the following example of application: Teamwork may be applied in communicating the methods and procedures for the operation of the plant and equipment.	1
How are mathematical ideas and techniques used?	Refer to the following example of application: Calculation of time to complete tasks, estimation of distances, levels, loads and material requirements.	1

How can information be	Refer to the following example of application:	
How are problem solving skills applied?	Refer to the following example of application: Follow established operational procedures.	1
How is use of technology applied?	Refer to the following example of application: Access, communicate, measure and record information with regard to operations and performance of plant and equipment.	1

Skills Enabling Employment

8.7)

Evidence that competency in this unit incorporates skills enabling employment is in the context of the following performance. See Volume 2, Part 5 for definitions and an explanation of skills enabling employment.

Skills for Employment		Example of Application
1	Developing and using skills within a real workplace	Refer to the following example of application: Completion of tasks within an acceptable timeframe and performance under supervision.
2	Learning to learn in the workplace	Refer to the following example of application: Recalling of knowledge and development of practical skills.
3	Reflecting on the outcome and process of work task	Refer to the following example of application: Recognition that performance of a work task meets the accepted standard.
4	Interacting and understanding of the context of the work task	Refer to the following example of application: Completion of work tasks to meet the team's goals.
5	Planning and organising the meaningful work task	Refer to the following example of application: Achievement of work tasks in a timely manner which contributes to the team's objectives.

How can	Refer to the following example of application:	
6 Performing the work task in non-routine or contingent situations	Refer to the following example of application: Complete the assigned work task to meet timelines and to seek supervisor assistance as required.	

Range Statement

• RANGE STATEMENT

7) This relates to the competency standard unit as a whole providing the range of contexts and conditions to which the Performance Criteria apply. It allows for different work environments and situations that will affect performance.

Potential hazards may include trees; overhead services such as power, steam, gas, water and telephone; uneven and unstable ground; dynamic loading such as concrete pump lines; other personnel; environmental influences such as weather, lighting, noise and dust; and surrounding buildings, vessels and structures.

Hazard control measures may include erection of barriers, signage and tags.

Components may include steel and aluminium tube, couplers and accessories, scaffolding planks, ropes, chains, shackles, straps and other overhead attachment gear, scaffold hoists, gin wheels, swing boat, boatswain chair, cradles, portable ladders and chairs.

Intermediate scaffolding work may include prefabricated scaffolds; tube and coupler scaffolds, including tube and coupler covered ways and gantries; cantilevered hoist with working load limit not exceeding 500kgs (material only); ropes; gin wheels; safety nets and static lines; bracket scaffolds (tank and formwork); cantilevered crane loading platforms; cantilevered and spurred scaffolds; barrow ramps and sloping platforms; scaffolding associated with perimeter safety screens; and shutters and mast climbers.

Work completion details may include plant and maintenance records, job cards, check sheets updates and reporting and/or documenting equipment defects.

Generic terms are used throughout this Training Package for vocational standard shall be regarded as part of the Range Statement in which competency is demonstrated. The definition of these and other terms are given in Volume 2, Part 1.

Unit Sector(s)

Not Applicable

Literacy and numeracy skills

Literacy and numeracy skills 2.2)

Participants are best equipped to achieve this unit if they have reading, writing and numeracy skills indicated by the following scales. Description of each scale is given in Volume 2, Part 3 Literacy and Numeracy

Reading 2 Writing 2 Numeracy 2

Competency Field

Competency Field 4)

Operations.