Construction 2010

Current as at September 2010

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Construction

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Construction

Teacher training information

Entry

The *entry benchmark* for the VET Teacher Training program for VET Construction is by academic transcript. Teachers entering via the benchmark should have a major (6 units) of study in the related area. (ie: practical woodwork and/or construction). Teachers must have required subject content for a teaching qualification in Industrial Arts with at least six semester units of studies of timber/wood.

Teachers who do not meet this entry benchmark can apply for entry based on recent and relevant industry experience and/or qualifications. Applications for Non-Standard Entry or Exemption (NSE) are made to and reviewed by the Industry Curriculum Implementation Committee (ICIC). Training Nominations and application forms are available from diocesan VET Advisors.

Training

The teacher training program has been negotiated with industry and training partners and includes:

- 2 days Methodology Orientation – Mandatory Component
- 5 days Industry Specific Training
- 1 day OHS Construction Induction Certificate

Note: First Aid is no longer within the training package. Teachers are required to have a current Emergency Care qualification which is now deemed as sufficient.

ALL deliverers of Australian Qualifications Framework (AQF) qualifications must hold a *Certificate IV in Training and Education (TAE), Training and Assessment for the previous qualifications Certificate IV in Assessment and Workplace Training*. This can be completed through a program negotiated by VET Teacher Training and conducted by your diocese. If you already hold this qualification, evidence must be submitted with the Nomination forms.

Funding

The cost of VET teacher training is available from your VET Advisor. The cost may be reduced on successful application of RPL resulting in exemptions.

*Training programs are regularly monitored and reviewed to ensure they meet the requirements of National Training Packages.*
Qualifications and units of competency required for Construction teachers.

Teachers completing this training program will be
- issued with a Certificate II in Construction Pathways (CPC20208) and additional relevant units from this training package
- eligible to deliver and assess the following units of competency in the Construction Industry Curriculum Framework.

Please note that the Resources and Equipment checklist (ICIG) relates only to units in Certificate II Construction Pathways (CPC20208)

Compulsory units of competency in the 120/240 hours course
- CPCCCM1002A Work effectively and sustainably in the construction industry
- CPCCCM1003A Plan and organise work
- CPCCCM1004A Conduct workplace communication
- CPCCCM1005A Carry out measurements and calculations
- CPCCCM2001A Read and interpret plans and specifications
- CPCCCM2005A Use construction tools and equipment
- CPCCOHS1001A Work safely in the construction industry
- CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

Elective pool
- CPCCCA2001A Handle carpentry materials
- CPCCCA2002A Use carpentry tools and equipment
- CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground
- CPCCCA3002A Carry out setting out
- CPCCCA3023A Carry out levelling operations
- CPCCCM2002A Carry out excavation
- CPCCCM2004A Handle construction materials
- CPCCCM2005A Use construction tools and equipment
- CPCCOHS2001A Carry out concreting to simple forms
- CPCCPD2001A Handle painting and decorating materials
- CPCCPD2002A Use painting and decorating tools and equipment
- CPCCPD2003A Remove and replace doors and door and window components
- CPCCSF2004A Place and fix reinforcement materials
- CPCCSF2005A Prepare surfaces for plastering
- CPCCSF2006A Apply basic levelling procedures
- CPCCWF2001A Handle wall and floor tiling materials
- CPCCWF2002A Use wall and floor tiling tools and equipment
- BCCCM2004B Drain and dewater site

Specialisation Study
- CPCCCO3013A Slump test concrete
- CPCCSF2003A Cut and bend materials using oxy-LPG equipment

Teachers wishing to deliver any units of competency from the elective pool or specialisation study that are not listed above must:
1. Have achieved the unit(s) of competency and hold a transcript for the unit(s) of competency
2. Discuss the delivery of the unit(s) of competency with their vocational education consultant prior to delivery

If delivery is supported by the RTO, provide a copy of the transcript for the unit(s) of competency to their school sector to obtain additional accreditation and approval to deliver the requested unit(s) of competency.

Maintaining industry currency
The requirement for current knowledge will be met initially through completion of the approved teacher training program. Thereafter it is the responsibility of individual teachers to maintain industry currency.
Teachers can maintain industry currency
- through industry contact and liaison
- collegial networks with a professional development focus
- interaction with colleagues through the VET teachers website at www.govet.nsw.edu.au
- supervision and assessment of students in the workplace.

Contact the vocational education consultant for more information.

Qualifications and industry experience
Teachers who have recent and relevant qualifications or experience may seek entry to or exemption from some components of training or may claim eligibility to teach additional units of competency through the process of recognition of prior learning (RPL). All teachers are required to complete an orientation program.

VET Teacher Training  Current as at September 2010
Assessor qualifications

Consistent with VETAB requirements, the NSW Department of Education and Training, Catholic Education Commission and Association of Independent Schools require that all staff assessing training package qualifications hold a Certificate IV in Training and Assessment TAA40104 (or Certificate IV Assessment and Workplace Training BSZ40198). Teachers can gain this qualification through an approved teacher training program or through a process of recognition from an external RTO.

Prospective teachers who already hold Certificate IV in Training and Assessment TAA40104 (or Certificate IV Assessment and Workplace Training BSZ40198) should send a copy to the region or diocese VET consultant as evidence of the qualification.

Using qualified assessors

Assessment for national recognition purposes (qualifications) must be undertaken by, or partnered through, a Registered Training Organisation (RTO). It is the RTO’s responsibility to make arrangements and to ensure that a quality assessment process is in place.

The following outlines the different ways that the requirement to use qualified assessors may be met.

Single Assessor – an individual assessor conducts the assessment

An Assessor is:

- required to hold formal recognition of competence in the relevant units in the Training and Assessment Training Package;
- deemed competent and, where possible, holds formal recognition of competence in the specific units of competency in this Training Package, at least to the level being assessed.

In addition, it is recommended that the assessor is able to:

- demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed;
- demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts; and
- demonstrate the necessary interpersonal and communication skills required in the assessment process.

Partnership arrangement – an assessor works with a technical expert to conduct the assessment

An Assessor is required to:

- hold formal recognition of competence in the relevant units in the Training and Assessment Training Package.

In addition, it is recommended that the assessor is able to:

- demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts; and
- demonstrate the interpersonal and communication skills required in the assessment process.

A technical expert shall be a person:

- is deemed competent and, where possible, hold formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed.

In addition, it is recommended that the technical expert is able to:

- demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed;
- communicate and liaise with the assessor throughout the assessment process.
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Partnership arrangement – an assessor works with workplace supervisor in collecting evidence for valid assessment

An assessor is required to:
- hold formal recognition of competence in the relevant units in the Training and Assessment Training Package; and
- make the assessment decisions.

In addition, it is recommended that the assessor is able to:
- demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts;
- demonstrate the interpersonal and communication skills required in the assessment process;
- communicate and liaise, where appropriate, with the workplace supervisor throughout the assessment process.

A workplace supervisor is required to:
- be deemed competent and, where possible, is to hold formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed.

In addition, it is recommended that the workplace supervisor is able to:
- demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed;
- communicate and liaise, where appropriate, with the assessor throughout the assessment process; and
- use agreed practices to gather and record evidence for the assessor to use in making a valid judgment on competency.

Assessment team/panel – a team or panel working together to conduct the assessment

Members of an assessment team or panel that comprises assessment and industry experience and expertise works together in the collection of evidence and in making judgments about competency.

The members of the team must include at least one person who:
- holds formal recognition of competence in the relevant units of the Training and Assessment Training Package;
- is deemed competent and, where possible, holds formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed.

In addition, it is recommended that members of the assessment team or panel involved in the assessment are able to:
- demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed;
- demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts;
- demonstrate the interpersonal and communication skills required in the assessment process and liaise with other team/panel members throughout the assessment process.

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School: .......................................................... ..........................................................
RTO:  ............................................................................................................................
Principal’s Name: .......................................................... .................................................
Principal’s Signature.......................................................... Date:....................................

Industry Curriculum Implementation Guide (04/10 – added 09/10)
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Quality assurance requirements

The implementation of HSC VET courses must be monitored to ensure compliance with the Australian Quality Training Framework (AQTF) and the Board of Studies HSC requirements.

The following checklists have been designed to assist schools in this process:

- teacher qualifications
- AQF VET qualification(s)
- resources/equipment.
- student work placement
- student assessment

The checklists have been designed to be photocopied and completed by teachers implementing this course. Principals should use these checklists to monitor the implementation of HSC VET courses to ensure compliance with AQTF and the Board of Studies HSC requirements.

It is the responsibility of the principal to complete the following forms and to forward them to the RTO office:

- checklists for the Construction industry curriculum framework to be delivered in that year
- Principal’s Confirmation of Quality Assurance Requirements
- Monitoring Higher School Certificate Requirements (distributed to schools in February each year).

In addition, at the start of each year as part of the Board of Studies student entry requirements, schools are required to indicate via Schools On-line the qualification and units of competency intended for delivery in that calendar year. This requires the completion of the competencies entered component of the eBOS-VCS. At the end of each year schools are required to indicate via Schools On-line which units of competency have been successfully achieved by each student. This information will be used to generate an AQF Statement of Attainment or Certificate.
# Construction checklist

1. **Teacher qualifications**

   Teachers delivering and assessing the Construction industry curriculum framework must meet the teacher qualifications requirements. Only teachers who have (i) completed the approved training program, (ii) commenced the approved training program, or (iii) been approved to deliver and assess on the basis of recognition of prior learning (RPL) may deliver this course. Teachers delivering and assessing this course must maintain industry currency.

   List the names of teachers delivering Construction in the current year and indicate their training status and maintenance of industry currency by placing a ✓ in the appropriate box.

<table>
<thead>
<tr>
<th>Name of teacher</th>
<th>Approved Training Program</th>
<th>Approved to deliver/assess through RPL</th>
<th>Industry Currency</th>
</tr>
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<tbody>
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*Industry Curriculum Implementation Guide (04/10 – added 09/10)*

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## Construction Checklist

### 2. AQF VET qualification(s)

The school must be clear about which AQF VET qualification(s) the students will be working towards for each of the HSC course(s) they are undertaking.

For each HSC course being offered indicate the AQF VET qualification(s) and the anticipated qualification outcome for the qualification (\checkmark appropriate boxes).

<table>
<thead>
<tr>
<th>HSC VET Course</th>
<th>Intended AQF VET Qualification</th>
<th>Anticipated Qualification Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Certificate</td>
</tr>
<tr>
<td>Construction</td>
<td>Statement of Attainment towards Certificate II in Construction (CPC20108)</td>
<td>Statement of Attainment</td>
</tr>
<tr>
<td>(120 hours)</td>
<td>Statement of Attainment towards Certificate II in Construction Pathways (CPC20108)</td>
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<tr>
<td></td>
<td>Statement of Attainment towards Certificate II in Concreting (CPC20408)</td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td>Certificate II in Construction (CPC20108)</td>
<td></td>
</tr>
<tr>
<td>(240 hours)</td>
<td>Certificate II in Construction Pathways (CPC20108)</td>
<td></td>
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<tr>
<td></td>
<td>Certificate II in Concreting (CPC20408)</td>
<td></td>
</tr>
<tr>
<td>Specialisation Study</td>
<td>Statement of Attainment towards Certificate III in Carpentry</td>
<td></td>
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<tr>
<td>(60, 120, 180 or 240</td>
<td>indicative hours)</td>
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School: .................................................................................................................................
RTO: ........................................................................................................................................
Principal’s Name: ........................................................................................................................
Principal’s Signature: .................................................................................................................... Date: ........................................

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Construction Checklist

3 Resources and equipment requirements

Introduction

Schools delivering units of competency in Construction courses must have access to specific resources/equipment. Students must have sufficient access to the specified resources/equipment to enable them to acquire and demonstrate competency.

The resources/equipment listed for each unit of competency are required to deliver and assess that unit. Resources/equipment may be accessible either on-site (at school) or off-site (including while the student is on work placement).

Where relevant, the range statement in a unit of competency contains a complete list of tools and equipment required to be addressed in student learning. The actual tools and equipment which must be used and assessed against are set out in the critical aspects of evidence in each unit.

All resources/equipment selected MUST:

- comply with RTO policy and procedures
- be appropriate to the unit of competency being assessed and the circumstances of the assessment.

All resources/equipment lists are to be read in conjunction with

- Board of Studies Construction Syllabus (Parts A & B)
- Current OHS Equipment Safety in Schools advice provided by your RTO/school. Extracts from the DET Equipment Safety in Schools database (ESIS) included as PDF documents.
- advice about high risk construction work listed in ESIS under Construction Work
- DET Safety Alert 19 Working at Heights [included in appendix as a PDF]
- OHS advice on Chemical Safety in Schools provided by your RTO/school. The document refers to the DET Chemical Safety Package. Catholic schools do not have access to this resource.

NOTE: The DET Equipment Safety in Schools Database (ESIS) in Catholic Schools.

The Construction ICIG refers throughout to the DET Equipment Safety in Schools Database (ESIS). This database outlines the OHS usage controls that apply to government schools.

Catholic schools rely on advice from diocesan or school OHS experts, and are not bound directly by the ESIS database. However, NSW WorkCover has advised that Catholic schools must take ESIS into account when formulating their OHS policies.

Catholic schools do not have access to the ESIS database, though negotiations to make this available are taking place. However, DET has provided written extracts from ESIS relevant to the Construction ICIG, and these are provided as an appendix to this document and electronically in PDF format.

The usage controls for any tools and equipment marked with an asterisk * should be checked on the ESIS appendix and diocesan/school OHS lists prior to use in Catholic schools.

Those marked with a sigma ∑ are currently being risk assessed by DET ESIS staff and until the outcome is known, equipment should be treated with caution. Diocesan/ school advice regarding use should be followed.

Items asterisked for reference to ESIS database include:

- asbestos

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- compressors *
- air compressors and hoses *
- power grinders *
- power sanders *
- wet and dry diamond saws *
- power drills *
- power saws *
- pneumatic tools
- concrete saws *
- angle grinders *
- nail guns
- concrete mixers
- electric planer
- working at heights
- high risk construction work.

Common resources for all units of competency

Some resources/equipment are required for ALL units. They are listed below.

The following resources and equipment must be available and contextualised for delivery of ALL units of competency:

- current and relevant OH&S legislation and codes of practice
- materials and equipment relevant to following OH&S policies and procedures including organisation/company bulletins/memos, site safety management plan, security fencing, lockable gates, security lighting, screens and hoardings, as appropriate, Material Safety Data Sheets (MSDS), job safety analysis (JSA)/safe work method statements (SWMS), fire safety equipment.
- specifications and work instructions related to the unit of competence including manufacturer/organisation/site guidelines, policies and procedures, work schedules, job sheet/plans/specifications and work instructions, diagrams/sketches/maps
- relevant quality assurance regulations including Building Code of Australia (BCA), Australian Standards, advice from regulatory authorities, internal company policy and standards, workplace operations and procedures and manufacturers’ specifications
- appropriate signage relating to hazard identification, emergency information (exits, equipment and first aid), regulations regarding prohibited, mandatory or restricted activities, on-site traffic and other appropriate warning signs and symbols
- school environmental policies and practices particularly relevant to the construction industry including waste management, noise, dust, vibration, clean-up management, storm-water management.
- personal protective equipment (PPE) required under legislation/codes of practice and workplace policy/practices and appropriate to the task.

Personal protective equipment (PPE)

Teachers must ensure that students are wearing personal protective equipment appropriate to the task being undertaken or the unit of competency being assessed. Please note that all PPE must meet Australian Standards.

Appropriate PPE includes but is not limited to:

- steel cap footwear – predominantly leather upper
- high visibility vests (limit time worn in hot weather)
- hard hat/cap
- eye protection/safety glasses/goggles
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- gloves appropriate for the task e.g. for chemical hazards, physical handling, thermal hazards
- hearing protection e.g. ear muffs/plugs
- dust mask/respirator
- sun protection.

Important note regarding Electrical Safety
All electrical tools and equipment must have a current electrical safety tag and should be operated through portable/fixed earth leakage circuit breaker (ELCB)/residual current device (RCD). All cables must be rated for length and load requirements appropriate for the task. WorkCover NSW requires that all electrical leads be placed on stands. An assessment must be made regarding the availability of enough stands for any job to be undertaken.
## Resources and Equipment Checklist for Certificate II Construction Pathways (CPC20208)

(Units held by standard trained teachers)

### Prerequisite for CIC card (Mandatory for the HSC)

<table>
<thead>
<tr>
<th>CPCCOHS1001A Work safely in the construction industry</th>
<th>Access On Site</th>
<th>Access Off Site*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre requisite unit: None</td>
<td></td>
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</tbody>
</table>

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the Introduction, plus any tools and equipment relevant to the nature of the project/task and to the critical aspects of evidence.

**Other resources**
- Support materials appropriate to the activity including but not limited to:
  - General OHS Induction Training for Construction Work resource package

*if access is Off Site provide details, e.g. locations, times etc

### Compulsory units of competency

<table>
<thead>
<tr>
<th>CPCCCM1002A Work effectively and sustainably in the construction industry</th>
<th>Access On Site</th>
<th>Access Off Site*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre requisite unit: CPCCOHS1001A Work safely in the construction industry</td>
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</tbody>
</table>

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the Introduction, plus any tools and equipment relevant to the nature of the project/task and to the critical aspects of evidence.

**Other resources**
- Support materials appropriate to the activity including but not limited to:
  - information about the construction industry, job roles and employment conditions
  - information about using resources efficiently.

*if access is Off Site provide details, e.g. locations, times etc

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## Industry Curriculum Implementation Guide (04/10 – added 09/10)

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### CPCCCMM1003A Plan and organise work

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<thead>
<tr>
<th>Access On Site</th>
<th>Access Off Site*</th>
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</table>

**Pre requisite unit:** CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction**, plus any tools and equipment relevant to the **nature of the project / task** and to the **critical aspects of evidence**.

*If access is Off Site provide details, e.g. locations, times etc*

### CPCCCMM1004A Conduct workplace communication

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<th>Access On Site</th>
<th>Access Off Site*</th>
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</table>

**Pre requisite unit:** CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction**, plus any tools and equipment relevant to the **nature of the project / task** and to the **critical aspects of evidence**.

**Tools and equipment**

Tools and equipment relevant to the task but excluding those prohibited or not yet risk assessed in ESIS:

- telephones (including mobiles)
- email
- facsimile
- internet
- two-way radios.

*If access is Off Site provide details, e.g. locations, times etc*

### CPCCCMM1005A Carry out measurements and calculations

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<th>Access On Site</th>
<th>Access Off Site*</th>
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</table>

**Pre requisite unit:** CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction**, plus any tools and equipment relevant to the **nature of the project / task** and to the **critical aspects of evidence**.
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**Tools and equipment**

Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:

- calculators and laser equipment
- rulers
- tape measures
- trundle wheels.

*if access is Off Site provide details, e.g. locations, times etc*

<table>
<thead>
<tr>
<th>CPCCCM2001A Read and interpret plans and specifications</th>
<th>Access On Site</th>
<th>Access Off Site*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre requisite unit: None</td>
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The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction**, plus any tools and equipment relevant to the **nature of the project / task** and to the **critical aspects of evidence**.

**Other resources**

Support materials appropriate to the activity may include:

- construction plans
- cross-sectional plans
- dimensions and notes
- illustrations
- longitudinal plans
- project specifications
- site plans
- scale rule
- symbols and abbreviations
- structural detail and specification providing illustrations and dimensions.

*if access is Off Site provide details, e.g. locations, times etc*

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**School:** .........................................................................................................................

**RTO:** ...............................................................................................................................  

**Principal’s Name:** .......................................................................................................... 

**Principal’s Signature** ....................................................................................................  **Date:** ...........................................................................

*Industry Curriculum Implementation Guide (04/10 – added 09/10)*

*Please ensure that this is the most current version of this document by referring to the online version.*
## CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

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<tr>
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<th>Access On Site</th>
<th>Access Off Site*</th>
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<tr>
<td>Pre requisite unit: None</td>
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</table>

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the Introduction, plus any tools and equipment relevant to the nature of the project / task and to the critical aspects of evidence.

### Other resources

Support materials appropriate to the activity including but not limited to:

- General OHS Induction Training for Construction Work resource

*If access is Off Site provide details, e.g. locations, times etc*
Elective units Carpentry field of work

<table>
<thead>
<tr>
<th>CPCCCA2001A Handle carpentry materials</th>
<th>Access On Site</th>
<th>Access Off Site*</th>
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</thead>
<tbody>
<tr>
<td><strong>Pre requisite unit:</strong> None</td>
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</table>

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction**, plus any tools and equipment relevant to the **nature of the project / task** and to the **critical aspects of evidence**:

- safely handle, sort and stack **varying lengths of timber**, providing quick access and use
- safely move and stack a given quantity of **sheet material**
- safely handle **carpentry components** for one carpentry project.

**Note:** The usage controls for any tools and equipment marked with an asterisk * should be checked on the ESIS database prior to use in schools. Those marked with a sigma ∑ are currently being risk assessed and until the outcome is known, should not be used in schools.

### Tools and equipment

Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:

- banders
- hammers
- pallets
- pinch bars
- tin snips
- wheelbarrows*

### Other resources

Materials appropriate to the work application may include:

- bricks and concrete masonry units
- concrete components
- glass
- insulation
- joinery units
- metal sheeting
- paints and sealants
- plaster or fibre cement sheeting
- reconstituted timber products
- reinforcement materials
- scaffolding components
- structural steel sections and components
- timber.

*If access is Off Site provide details, e.g. locations, times etc
### CPCCCA2002A Use carpentry tools and equipment

<table>
<thead>
<tr>
<th>Access</th>
<th>On Site</th>
<th>Off Site*</th>
</tr>
</thead>
</table>

#### Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction**, plus any tools and equipment relevant to the nature of the project/task and to the critical aspects of evidence:

- identify and select **hand tools** for given tasks
- safely use and maintain a minimum of rules, tapes, squares, hammers, hand saws, hand plane and chisels for given tasks
- identify **power and pneumatic tools** for a given task
- safely use and maintain a minimum of a power saw, electric plane *β*, impact power drill, nail gun and compressor for given tasks, with maintenance including grading and sharpening of a hand plane, chisel, a hand saw and one non-tungsten tip power saw blade.

**Note:** The following advice applies to DET schools but should be taken into account when formulating OHS policy for Catholic schools. Links to ESIS information is provided where available.

The usage controls for any tools and equipment marked with an asterisk * should be checked on the ESIS database prior to use in schools. Those marked with a sigma ∑ are currently being risk assessed and until the outcome is known, should not be used in schools.

*β:* This tool is now listed with new VET usage controls. Please do not allow students to use this tool until you have noted the new usage controls on the ESIS database.

#### Tools and equipment

Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:

- **Hand tools:**
  - cutting, planing, boring, shaping, fixing, fastening and percussion tools
  - material shifting and holding tools
  - setting out, marking out and levelling tools.

**Power Tools (portable and static)** *Firstly check status of specific tool/s and equipment in ESIS and if not found, assume ∑ status:*

- electrical and pneumatic, gas driven tools, including their leads and hoses.

**Plant and equipment** *Firstly check status of specific tool/s and equipment in ESIS and if not found, assume ∑ status:*

- 240v power supplied
- compressors *
- generators *
- hand held or small single person operated equipment
- pneumatic driven.*

#### Other resources

Materials appropriate to the work application may include:

- bricks
- concrete components
- concrete masonry units
- glass
- insulation
- joinery units
### CPCCCA2002A Use carpentry tools and equipment

<table>
<thead>
<tr>
<th>Access On Site</th>
<th>Access Off Site*</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

- metal sheeting
- paints and sealants
- plaster or fibre cement sheeting
- reconstituted timber products
- reinforcement materials
- scaffolding components
- structural steel sections and components
- timber.

*If access is Off Site provide details, eg locations, times etc

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### CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground

<table>
<thead>
<tr>
<th>Access On Site</th>
<th>Access Off Site*</th>
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</thead>
<tbody>
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</tbody>
</table>

**Pre requisite unit:** CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the Introduction, plus any tools and equipment relevant to the nature of the project / task and to the critical aspects of evidence:

- **form up a slab on ground a minimum of 9 square metres**, incorporating an edge rebate and internal corner to specifications
- **form up a step** to a foundation excavation to specified masonry units.

**Note:** The usage controls for any tools and equipment marked with an asterisk * should be checked on the ESIS database prior to use in schools. Those marked with a sigma ∑ are currently being risk assessed and until the outcome is known, should not be used in schools.

**Tools and equipment**

Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:

- air compressors and hoses *
- automatic levels
- levels
- bevels
- chisels
- hammers
- hand saws
- laser levels *
- marking equipment
- measuring tapes and rules
- nail bags
- nail guns *
- pinch bars
- power drills *
- power saws *
- power leads *
- saw stools
- shovels
- spanners
- squares (combination/tri)
- steel squares
- string lines.
Construction (2010 Implementation)

<table>
<thead>
<tr>
<th>CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground</th>
<th>Access On Site</th>
<th>Access Off Site*</th>
</tr>
</thead>
</table>

**Other resources**

Materials appropriate to the work application may include:

- termite barriers
- formwork/boxing: timber, metal, masonry, fibre cement sheeting or reconstituted timber products
- bolts and nuts
- coach screws
- metal brackets
- nails and spikes
- patented metal fasteners
- steel tie rods.

*If access is Off Site provide details, eg locations, times etc*

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**Elective units – Solid plastering field of work**

<table>
<thead>
<tr>
<th>CPCCSP2003A Prepare surfaces for plastering</th>
<th>Access On Site</th>
<th>Access Off Site*</th>
</tr>
</thead>
</table>

**Pre requisite unit:** CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction**, plus any tools and equipment relevant to the **nature of the project / task** and to the **critical aspects of evidence**:

- prepare surfaces for plastering for either solid plastering (masonry or concrete) or sheet plastering (timber, steel or masonry) including:
- both wall and ceiling surfaces to a level and plumb surface finish
- patching or filling holes and depressions.

**Note:** The usage controls for any tools and equipment marked with an asterisk * should be checked on the ESIS database prior to use in schools. Those marked with a sigma ∑ are currently being risk assessed and until the outcome is known, should not be used in schools.

**Tools and equipment**

Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:

- brooms
- brushes
- buckets
- chisels
- filling blades
- hammers
- power grinders *
- power sanders *
- sanding blocks
- scrapers
- shovels
- sponges
- trowels

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Industry Curriculum Implementation Guide (04/10 – added 09/10)

Please ensure that this is the most current version of this document by referring to the online version.
### CPCCSP2003A Prepare surfaces for plastering

<table>
<thead>
<tr>
<th>Access On Site</th>
<th>Access Off Site*</th>
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</thead>
<tbody>
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</tbody>
</table>

- May also include:
  - hoses
  - ladders (see DET OHS Safety alert No 19 – Working at heights)
  - planks
  - trestles
  - water sprayers

Elevated work platforms. (See DET OHS Safety alert No 19 – Working at heights)

**Other resources**

Materials appropriate to the work application may include:

- caulking compounds
- cellulose and plaster
- lime putty
- plaster
- proprietary fillers
- sand and cement
- sheet materials.

*If access is Off Site provide details, eg locations, times etc

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**School:**

**RTO:**

**Principal’s Name:**

**Principal’s Signature:**

**Date:**

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*Industry Curriculum Implementation Guide (04/10 – added 09/10)*

*Please ensure that this is the most current version of this document by referring to the online version.*
Elective unit Wall and floor tiling field of work

<table>
<thead>
<tr>
<th>CPCCWF2001A</th>
<th>Handle wall and floor tiling materials</th>
<th>Access</th>
<th>Access</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>On Site</td>
<td>Off Site*</td>
</tr>
</tbody>
</table>

Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the Introduction, plus any tools and equipment relevant to the nature of the project / task and to the critical aspects of evidence:

- as a minimum, given the plans and specifications for a bathroom wall and floor to be tiled, receive and confirm quantity and quality compliance; handle, sort, stack and distribute the tiles, materials and components to support the performance of the task; prepare and mix the required adhesives and mortar, grouting and finishes required for the job; and clean up and store or dispose of excess and waste materials on the completion of the job, ensuring:
  - correct identification of tiling requirement
  - correct selection and use of appropriate processes, tools and equipment
  - completing all work to specification
  - compliance with regulations, standards and organisational quality procedures and processes.

Note: The usage controls for any tools and equipment marked with an asterisk * should be checked on the ESIS database prior to use in schools. Those marked with a sigma ∑ are currently being risk assessed and until the outcome is known, should not be used in schools.

### Tools and equipment

Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:

- scissors
- cutting blades
- wheelbarrows *
- ladders (See DET OHS Safety alert No 19 – Working at heights)
- planks
- elevated work platforms (See DET OHS Safety alert No 19 – Working at heights)
- brooms
- forklifts (Special licensing required) *
- pallet jacks ∑
- buckets

### Other resources

Materials appropriate to the work application include:

- adhesives
- caulking compound
- cement mortar (with and without additives)
- grout
- tiles.

Materials appropriate to the work application may include:

- scaffolds * (See DET OHS Safety alert No 19 – Working at heights)
- concrete mixers *
- adhesive mixers.
### CPCCWF2001A Handle wall and floor tiling materials

*if access is Off Site provide details, eg locations, times etc*

### CPCCWF2002A Use wall and floor tiling tools and equipment

Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the Introduction, plus any tools and equipment relevant to the nature of the project / task and to the critical aspects of evidence:

- as a minimum, follow work instructions, operating procedures and inspection practices to use the wall and floor tiling tools and equipment listed in the range statement for their appropriate application, ensuring:
- correct identification, selection and use of appropriate processes, tools and equipment
- correct selection and use of appropriate processes, tools and equipment
- completing all work to specification
- compliance with regulations, standards and organisational quality procedures and processes.

**Note:** The usage controls for any tools and equipment marked with an asterisk * should be checked on the ESIS database prior to use in schools. Those marked with a sigma ∑ are currently being risk assessed and until the outcome is known, should not be used in schools.

#### Tools and equipment

Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:

- buckets
- caulking guns
- levelling equipment: eg straight edges, line levels, stringlines, spirit levels, water levels
- lump hammers
- measuring tapes and rules
- nippers
- pointed grouters
- rags
- rubber mallets
- scrapers
- shovels
- spacers and wedges
- sponges, squeegees
- squares, straight edges
- tile cutters and scribes
- trowels
- wet and dry diamond saws *
- wooden floats.

May also include:

- adhesive mixers
- beating machines *
- concrete mixers *
- grouting machines *
- masonry drill bits
- screeding machines *

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Industry Curriculum Implementation Guide (04/10 – added 09/10)

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Industry Curriculum Implementation Guide (04/10 – added 09/10)

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<table>
<thead>
<tr>
<th>CPCCWF2002A Use wall and floor tiling tools and equipment</th>
<th>Access On Site</th>
<th>Access Off Site*</th>
</tr>
</thead>
<tbody>
<tr>
<td>plant and equipment, including:</td>
<td></td>
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<tr>
<td>small petrol or diesel engines</td>
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<tr>
<td>small compressors *</td>
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<tr>
<td>power tools, including:</td>
<td></td>
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<tr>
<td>power drills *</td>
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<tr>
<td>power leads</td>
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<tr>
<td>small generators. *</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other resources

Materials appropriate to the work application may include:

- tiles
- ceramics
- slate
- adhesives
- grout
- cement mortar.

*if access is Off Site provide details, eg locations, times etc
## General Electives

<table>
<thead>
<tr>
<th>CPCCCM2004A Handle construction materials</th>
<th>Access On Site</th>
<th>Access Off Site*</th>
</tr>
</thead>
</table>

**Pre requisite unit:** CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the Introduction, plus any tools and equipment relevant to the nature of the project / task and to the critical aspects of evidence:

- safely handle, sort and stack varying lengths of timber, providing quick access and use
- safely move and stack a given quantity of sheet material
- safely handle other building and construction components and materials for one construction project.

**Note:** The usage controls for any tools and equipment marked with an asterisk * should be checked on the ESIS database prior to use in schools. Those marked with a sigma ∑ are currently being risk assessed and until the outcome is known, should not be used in schools.

### Tools and equipment

Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:

- banders
- hammers
- pallets
- pinch bars
- tin snips
- wheelbarrows *

Preparation of materials for mechanical handling by equipment such as:

- scaffolding *(See DET OHS Safety alert No 19 – Working at heights)*
- forklifts *(Special licensing required)*
- pallet jacks ∑
- trucks *(Special licensing required)*

**Note:** Students are not required to use these pieces of plant and equipment but to prepare for materials only.

### Other resources

Materials appropriate to the work application may include:

- timber
- reconstituted timber products and other building and sheet materials
- bricks
- bagged materials
- sand, soil and aggregates
- solvents, glues, coatings.

May also include building elements such as:

- roof trusses
- lining materials
- flooring materials
- prefabricated elements
- boxed, drummed and tinned materials

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*Industry Curriculum Implementation Guide (04/10 – added 09/10)*

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### CPCCCM2004A Handle construction materials

<table>
<thead>
<tr>
<th>Concept</th>
<th>Access On Site</th>
<th>Access Off Site*</th>
</tr>
</thead>
<tbody>
<tr>
<td>concrete masonry units</td>
<td></td>
<td></td>
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<tr>
<td>joinery units</td>
<td></td>
<td></td>
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<tr>
<td>floor and wall tiles</td>
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<tr>
<td>roofing tiles</td>
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<td></td>
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<tr>
<td>steel sections/components</td>
<td></td>
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<tr>
<td>insulation</td>
<td></td>
<td></td>
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<tr>
<td>glass.</td>
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</tbody>
</table>

*if access is Off Site provide details, eg locations, times etc

### CPCCCM2006A Apply basic levelling procedures

**Pre requisite unit:** CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction**, plus any tools and equipment relevant to the **nature of the project/task** and to the **critical aspects of evidence**:

- transfer levels and record differences in height on one project to job specifications using:
  - a spirit level and straight edge
  - levelling with water technique
  - laser levelling devices *
  - optical levelling devices
  - confirm accuracy of the readings taken for all above, including set-up and movement of device in two locations
  - conduct a two peg test with an automatic level to confirm that instrument meets manufacturers' tolerances
  - accurately record the results of each levelling procedure to organisational requirements.

**Note:** The usage controls for any tools and equipment marked with an asterisk * should be checked on the ESIS database prior to use in schools. Those marked with a sigma ∑ are currently being risk assessed and until the outcome is known, should not be used in schools.

**Tools and equipment**

Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:

- chalk lines
- hammers
- marking equipment
- cleaning agents
- measuring tapes and rules, spirit levels and straight edges
- plumb bobs
- levelling staff
- saws, bolt cutters and saw stools
- signage for laser levelling
- string lines and laser targets
- levels: spirit, water, laser, optical and automatic
- wooden and steel survey pegs.
Industry Curriculum Implementation Guide (04/10 – added 09/10)

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### Industry Curriculum Implementation Guide (04/10 – added 09/10)

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**Construction (2010 Implementation)**

#### Other resources

Support materials appropriate to the activity including but not limited to:
- demolition plan
- demolition method statement.

*If access is Off Site provide details, eg locations, times etc*

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**BCCCM2004B Drain and dewater site**

<table>
<thead>
<tr>
<th>Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</th>
</tr>
</thead>
</table>

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction**, plus any tools and equipment relevant to the **nature of the project / task** and to the **critical aspects of evidence**:
- As a minimum, drain surface water from a site using surface drains and dewater a trench or pit, using at least one type of pump on two separate projects
- Establishment of sedimentation controls for at least one project
- Construct a sump
- Safe and effective operational use of tools, plant and equipment
- Communication and working effectively and safely with others.

**Note:** The usage controls for any tools and equipment marked with an asterisk * should be checked on the ESIS database prior to use in schools. Those marked with a sigma ∑ are currently being risk assessed and until the outcome is known, should not be used in schools.

#### Tools and equipment

Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:
- submersible pump *
- vacuum pump *
- surface pump *
- sludge pump *

Also:
- hoses
- hand excavation equipment eg shovel
- broom
- wheelbarrow *

Traffic signs and devices:
- temporary warning signs
- regulatory signs
- traffic cones
- barricades

#### Other resources

Materials appropriate to the work application may include:
- straw bales
- silt fences
- rocks

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**School: ..............................................................**

**RTO: ..............................................................**

**Principal’s Name: ...............................................**

**Principal’s Signature........................................ Date:........................................................**
<table>
<thead>
<tr>
<th>BCCCM2004B Drain and dewater site</th>
<th>Access On Site</th>
<th>Access Off Site*</th>
</tr>
</thead>
<tbody>
<tr>
<td>• plastic piping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• stakes/peggs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• plastic sheeting.</td>
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</tr>
</tbody>
</table>

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Industry Curriculum Implementation Guide (04/10 – added 09/10)
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Resources and equipment requirements for additional units of competency (CPC08)

<table>
<thead>
<tr>
<th>CPCCSF2004A Place and fix reinforcement materials</th>
<th>Access On Site</th>
<th>Access Off Site*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</td>
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</tbody>
</table>

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the Introduction, plus any tools and equipment relevant to the nature of the project / task and to the critical aspects of evidence:

- place and fix reinforcement materials to specification on a minimum of three different jobs and involving deformed bars, rods and mesh sheets.

**Tools and equipment**

Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:

- bolt cutters
- measuring tapes and rules
- mesh guillotines
- reinforcement benders
- tie wire reels
- wire nippers

May also include:

- general hand and power tools
- manual metal arc welding (MMAW) machines
- oxy-acetylene setting and cutting attachments

**Other resources**

Materials appropriate to the work application may include:

- bar chairs
- deformed bars
- ligatures
- mesh sheets of deformed bars
- mesh sheets of plain bars
- plain rods
- spacer/spreader assemblies
- wire ties

May also include:

- pipe sections
- scaffolding components
- structural steel sections

*If access is Off Site provide details, eg locations, times etc
### CPCCSF2003A Cut and bend materials using Oxy/LPG equipment

<table>
<thead>
<tr>
<th>Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.</td>
</tr>
<tr>
<td>To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the <a href="#">Introduction</a>, plus any tools and equipment relevant to the nature of the project / task and to the critical aspects of evidence:</td>
</tr>
<tr>
<td>- use both oxy-acetylene and LPG systems to cut to specification a range of bars up to and including 36mm</td>
</tr>
<tr>
<td>- heat and bend a minimum of three bars to specification including at least one 36mm bar.</td>
</tr>
</tbody>
</table>

#### Tools and equipment

Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:

- cylinders
- regulators
- gas tubing
- cutting blowpipes
- flint lighters
- measuring tapes and rules
- clamps and support stands
- correct fire extinguishers for work activity

**Other resources**

Materials appropriate to the work application may include:

- cutting consumables
- deformed bars
- mesh sheets of deformed bars
- mesh sheets of plain bars
- plain rods
  
May also include:

- pipe sections
- scaffolding components
- structural steel sections

*If access is Off Site provide details, eg locations, times etc*

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**School:** .................................................................................................................................................................

**RTO:** ...........................................................................................................................................................................

**Principal’s Name:** .......................................................................................................................................................

**Principal’s Signature** ...............................................................  Date:.............................................................

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*Industry Curriculum Implementation Guide (04/10 – added 09/10)*

*Please ensure that this is the most current version of this document by referring to the online version.*
**Construction (2010 Implementation)**

<table>
<thead>
<tr>
<th>CPCCPD2003A Remove and replace doors and door and window components</th>
<th>Access On Site</th>
<th>Access Off Site*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre requisite unit: CPCCOHS1001A Work safely in the construction industry</strong></td>
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<tr>
<td>The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.</td>
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<tr>
<td>To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the Introduction, plus any tools and equipment relevant to the nature of the project / task and to the critical aspects of evidence:</td>
<td></td>
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</tr>
<tr>
<td>- remove and replace components ensuring surrounding areas and furniture components remain undamaged</td>
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<tr>
<td>- safely and effectively remove and replace a minimum of:</td>
<td></td>
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<tr>
<td>- one door with an independent screen</td>
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<tr>
<td>- furniture from two different door types</td>
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<tr>
<td>- furniture from two different window types with at least one having independent screens</td>
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<td></td>
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<tr>
<td>- glazing from a timber door or window.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tools and equipment</strong></td>
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<td></td>
</tr>
<tr>
<td>Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:</td>
<td></td>
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<tr>
<td><strong>Other resources</strong></td>
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<td></td>
</tr>
<tr>
<td>Materials appropriate to the work application including</td>
<td></td>
<td></td>
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<tr>
<td>- doors with independent screens</td>
<td></td>
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<tr>
<td>- variety of door types</td>
<td></td>
<td></td>
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<tr>
<td>- door furniture including</td>
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<tr>
<td>- closers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- handles</td>
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<td></td>
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<tr>
<td>- hinges</td>
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<tr>
<td>- latches</td>
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<tr>
<td>- locks</td>
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<tr>
<td>- safety chains</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- screens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- variety of window types</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- window furniture including</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- brackets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- catches</td>
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<td></td>
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<tr>
<td>- handles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- locks</td>
<td></td>
<td></td>
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<tr>
<td>- screens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- stays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- windows with independent screens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- glazed timber doors or windows</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>If access is Off Site provide details, eg locations, times etc</em></td>
<td></td>
<td></td>
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</tbody>
</table>

*Industry Curriculum Implementation Guide (04/10 – added 09/10)*

*Please ensure that this is the most current version of this document by referring to the online version.*
### CPCCPD2002A Use painting and decorating tools and equipment

**Pre requisite unit:** CPCCOHS1001A Work safely in the construction industry

<table>
<thead>
<tr>
<th>Access On Site</th>
<th>Access Off Site*</th>
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</tbody>
</table>

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction**, plus any tools and equipment relevant to the nature of the project / task and to the critical aspects of evidence:

- use and maintain the mandatory tools listed in the range statement
- use and maintain at least two of the mechanical sanding equipment types listed in the range statement
- use, operate and maintain conventional and airless spray equipment.

**Note:** The usage controls for any tools and equipment marked with an asterisk * should be checked on the ESIS database prior to use in schools. Those marked with a sigma ∑ are currently being risk assessed and until the outcome is known, should not be used in schools.

**Tools and equipment**

Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:

- brushware
- brushware accessories
- buckets
- covers
- drop sheets
- duster brushes
- filling knives and blades
- hammers
- hand sanders
- heat guns ∑
- mechanical sanders, including:
  - belt *
  - disc *
  - orbital *
  - random orbital *
- nail punches
- paint pots and buckets
- paint stirrers
- putty knives
- roller accessories
- roller frames
- scrapers
- wire brushes
- airless spray equipment
- conventional spray equipment (e.g. compressor)*
- water blasters

**Other resources**

Materials appropriate to the work application.

*If access is Off Site provide details, eg locations, times etc
CPCCPD2001A Handle painting and decorating materials

Pre requisite unit: CPCCOHS1001A Work safely in the construction industry

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the Introduction, plus any tools and equipment relevant to the nature of the project/task and to the critical aspects of evidence:

- safely and effectively identify, handle, store and distribute painting and decorating materials, which are to include a range of coatings and two each of:
  - cleaning solvents
  - fillers
  - adhesives.
- dispose of all paint types in an environmentally sustainable way compliant with relevant local legislation and regulations
- clean and store painting equipment using environmentally sustainable methods and work practices including waste reticulation systems.

Tools and equipment

Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:

- brushware
- natural bristle
- nylon
- microcellular synthetic bristles
- coverings
- waste disposal equipment

Other resources

Materials appropriate to the work application may include:

- aggregates
- cleaning solvents
- coatings
- fillers and adhesives
- paints
- water-based
- solvent-based
- two-pack
- textures
- low odour and low-VOC (Volatile Organic Compound) paint
- no-VOC paint
- non-toxic paint
- alternative and natural paint and paint materials

Refer to Chemical Safety in Schools Package

May also include

- wall and decorative covering materials

*If access is Off Site provide details, eg locations, times etc
### CPCCCO2003A Carry out concreting to simple forms

<table>
<thead>
<tr>
<th>Access On Site</th>
<th>Access Off Site*</th>
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</thead>
<tbody>
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</tbody>
</table>

**Pre requisite unit: CPCCOHS1001A Work safely in the construction industry**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction**, plus any tools and equipment relevant to the **nature of the project / task** and to the **critical aspects of evidence**:

- prepare subgrade; erect formwork; cut, place and tie reinforcement; place and hand screed concrete for a slab of (4 square metres is recommended) and a minimum depth of 100mm to the required finished level and job specification.

**Tools and Equipment**

Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:

- brooms
- chutes
- edging tools
- shovels
- trowels
- wheelbarrows *

May also include:

- bull floats
- hand floats
- kibbles
- line pumps
- stipple devices
- trowelling machines

**Other resources**

Materials appropriate to the work application may include:

- bar chairs
- bracing
- edge form/boards
- fabric sheet mesh
- pegs
- spacers
- reinforcing bars

*If access is Off Site provide details, eg locations, times etc*
### CPCCCO2002A Use concreting tools and equipment

| Pre requisite unit: CPCCOHS1001A Work safely in the construction industry |
|-------------------------------------------------|-----------------|
| **Access** On Site | **Access** Off Site* |

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction**, plus any tools and equipment relevant to the **nature of the project / task** and to the **critical aspects of evidence**.

- Identify and apply OHS requirements for safe use of floats, shovels, screeds and vibrating equipment.

**Note:** The usage controls for any tools and equipment marked with an asterisk * should be checked on the ESIS database prior to use in schools. Those marked with a sigma ∑ are currently being risk assessed and until the outcome is known, should not be used in schools.

### Tools and equipment

Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:

- bolt cutters
- crow bars
- cutting knives
- edging tools
- floats
- grinders
- hammers
- jointers
- kneel boards
- levelling equipment
- long handled shovels
- measuring tapes
- nail bags
- picks
- pinch bars
- pliers
- rakes
- screeds
- sledge hammers
- steel fixing reels
- string lines
- trowels
- vibrators *

#### Hand and power tools (portable and static)

*Firstly check status of specific tool/s and equipment in ESIS and if not found, assume ∑ status:

- digging, transporting, levering, cutting, shaping, fixing, fastening and percussion tools
- electrically operated portable and static power tools and leads
- material shifting, holding tools and finishing tools
- setting out, marking out and levelling tools

#### Plant and equipment

*Firstly check status of specific tool/s and equipment in ESIS and if not found, assume ∑ status:

- 240v power supplied, hand held or small single person operated equipment
- compressor *
- generator *

**Other resources**

Materials appropriate to the work application.
### CPCCCO2001A Handle concreting materials

<table>
<thead>
<tr>
<th>Access</th>
<th>Access Off Site*</th>
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</thead>
<tbody>
<tr>
<td>On Site</td>
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<tr>
<td>Off Site</td>
<td></td>
</tr>
</tbody>
</table>

**Pre requisite unit: CPCCOHS1001A Work safely in the construction industry**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction**, plus any tools and equipment relevant to the **nature of the project / task** and to the **critical aspects of evidence**.
- safely handle the materials and components in the mandatory tasks.

**Tools and equipment**

Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:

- brooms
- rakes
- shovels
- tarpaulins and covers
- wheelbarrows *

**Other resources**

Materials appropriate to the work application may include:

- aggregates
- cement
- form release agents
- general concreting materials
- sand
- water
- bar chairs
- bracing
- plastic membrane
- reinforcement mesh
- spacers
- steel and timber formwork

May also include:

- additives
- curing compound
- oxides
- bar steel
- decking
- key joints
- push-pull props
- reinforcement bars
- scaffolding *(see DET OHS Safety alert No 19 – Working at heights)*
- support props
- tilt panels

*if access is Off Site provide details, eg locations, times etc*
### CPCCCM2005A Use construction tools and equipment

<table>
<thead>
<tr>
<th>Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.</td>
</tr>
<tr>
<td>To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the Introduction, plus any tools and equipment relevant to the nature of the project/task and to the critical aspects of evidence:</td>
</tr>
<tr>
<td>- safely use and maintain a minimum of rule, tape, square, hammer, hand saw, hand plane, chisel, shovel, wheelbarrow, sledge hammer, pick, mattock, crow bar and pinch bar for given tasks</td>
</tr>
<tr>
<td>- identify power and pneumatic tools, including electrical and compressed air safety, for a given task</td>
</tr>
<tr>
<td>- safely use and maintain a minimum of a:</td>
</tr>
<tr>
<td>- power saw *</td>
</tr>
<tr>
<td>- electric plane <strong>β</strong></td>
</tr>
<tr>
<td>- impact power drill *</td>
</tr>
<tr>
<td>- nail gun *</td>
</tr>
<tr>
<td>- impact hammer *</td>
</tr>
<tr>
<td>- generator *</td>
</tr>
<tr>
<td>- compressor *</td>
</tr>
</tbody>
</table>

**Note:** The usage controls for any tools and equipment marked with an asterisk * should be checked on the ESIS database prior to use in schools. Those marked with a sigma ∑ are currently being risk assessed and until the outcome is known, should not be used in schools.

"**β:** This tool is now listed with new VET usage controls. Please do not allow students to use this tool until you have noted the new usage controls on the ESIS database."

### Tools and equipment

Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:

**Hand tools:**
- cutting, planing, boring, shaping, fixing, fastening and percussion tools
- material shifting and holding tools
- setting out, marking out and levelling tools

**Power and pneumatic tools** *Firstly check status of specific tool/s and equipment in ESIS and if not found, assume ∑ status:*
- portable, electrical, pneumatic and gas driven tools, including leads and hoses

**Plant and equipment** *Firstly check status of specific tool/s and equipment in ESIS and if not found, assume ∑ status:*
- 240v power supplied
- compressors *
- generators *
- hand held or small single person operated equipment
- pneumatic driven *

### Other resources

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**Industry Curriculum Implementation Guide (04/10 – added 09/10)**

*Please ensure that this is the most current version of this document by referring to the online version.*
### CPCCCM2005A Use construction tools and equipment

<table>
<thead>
<tr>
<th>Access On Site</th>
<th>Access Off Site*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials appropriate to the work application may include:</td>
<td></td>
</tr>
<tr>
<td>- drill bits</td>
<td></td>
</tr>
<tr>
<td>- saw blades</td>
<td></td>
</tr>
<tr>
<td>- nails</td>
<td></td>
</tr>
<tr>
<td>- screws</td>
<td></td>
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<tr>
<td>- adhesives</td>
<td></td>
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<tr>
<td>- abrasives</td>
<td></td>
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<tr>
<td>- grinding wheels</td>
<td></td>
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<tr>
<td>- fuels and lubricants</td>
<td></td>
</tr>
</tbody>
</table>

*If access is Off Site provide details, eg locations, times etc

### CPCCCM2002A Carry out excavation

<table>
<thead>
<tr>
<th>Access On Site</th>
<th>Access Off Site*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</td>
<td></td>
</tr>
<tr>
<td>The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.</td>
<td></td>
</tr>
<tr>
<td>To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the <strong>Introduction</strong>, plus any tools and equipment relevant to the <strong>nature of the project / task</strong> and to the <strong>critical aspects of evidence</strong>:</td>
<td></td>
</tr>
<tr>
<td>- safely and effectively use tools, plant and equipment</td>
<td></td>
</tr>
<tr>
<td>- communicate and work effectively and safely with others</td>
<td></td>
</tr>
<tr>
<td>- determine from an existing set out, a mark out and then excavate site as part of an overall project to job specifications without damaging services.</td>
<td></td>
</tr>
<tr>
<td><strong>Note:</strong> The usage controls for any tools and equipment marked with an asterisk * should be checked on the ESIS database prior to use in schools. Those marked with a sigma ∑ are currently being risk assessed and until the outcome is known, should not be used in schools.</td>
<td></td>
</tr>
<tr>
<td>Tools and equipment</td>
<td></td>
</tr>
<tr>
<td>Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:</td>
<td></td>
</tr>
<tr>
<td>- automatic levels</td>
<td></td>
</tr>
<tr>
<td>- brooms</td>
<td></td>
</tr>
<tr>
<td>- buckets</td>
<td></td>
</tr>
<tr>
<td>- crow bars</td>
<td></td>
</tr>
<tr>
<td>- hammers</td>
<td></td>
</tr>
<tr>
<td>- hoses</td>
<td></td>
</tr>
<tr>
<td>- laser levels *</td>
<td></td>
</tr>
<tr>
<td>- levels</td>
<td></td>
</tr>
<tr>
<td>- measuring tapes and rules</td>
<td></td>
</tr>
<tr>
<td>- picks</td>
<td></td>
</tr>
<tr>
<td>- profiles</td>
<td></td>
</tr>
<tr>
<td>- saws</td>
<td></td>
</tr>
<tr>
<td>- set out pegs</td>
<td></td>
</tr>
<tr>
<td>- shovels</td>
<td></td>
</tr>
<tr>
<td>- staff</td>
<td></td>
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<tr>
<td>- straight edges</td>
<td></td>
</tr>
<tr>
<td>- string lines</td>
<td></td>
</tr>
<tr>
<td>- wheelbarrows *</td>
<td></td>
</tr>
</tbody>
</table>

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**Industry Curriculum Implementation Guide (04/10 – added 09/10)**

*Please ensure that this is the most current version of this document by referring to the online version.*
## Construction (2010 Implementation)

### CPCCCM2002A Carry out excavation

<table>
<thead>
<tr>
<th>Other resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials suitable to the task may include:</td>
</tr>
<tr>
<td>- nails</td>
</tr>
<tr>
<td>- pegs</td>
</tr>
<tr>
<td>- sheet material shoring (timber and metal)</td>
</tr>
<tr>
<td>- timber</td>
</tr>
<tr>
<td>- safety barriers</td>
</tr>
<tr>
<td>- signage/markers for services that may be damaged or interfered with by excavation.</td>
</tr>
</tbody>
</table>

*If access is Off Site provide details, eg locations, times etc

### CPCCCO3013A Slump test concrete

<table>
<thead>
<tr>
<th>Access On Site</th>
<th>Access Off Site*</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.</td>
<td></td>
</tr>
<tr>
<td>To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the Introduction, plus any tools and equipment relevant to the nature of the project / task and to the critical aspects of evidence:</td>
<td></td>
</tr>
<tr>
<td>- complete three slump tests from different batches in accordance with specifications.</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** The usage controls for any tools and equipment marked with an asterisk * should be checked on the ESIS database prior to use in schools. Those marked with a sigma ∑ are currently being risk assessed and until the outcome is known, should not be used in schools.

<table>
<thead>
<tr>
<th>Tools and equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:</td>
</tr>
<tr>
<td>- include:</td>
</tr>
<tr>
<td>- bullet nosed rod (600mm x 16mm)</td>
</tr>
<tr>
<td>- sampling scoops</td>
</tr>
<tr>
<td>- standard slump cones</td>
</tr>
<tr>
<td>- steel rule</td>
</tr>
<tr>
<td>- steel slump plate (500mm x 500mm)</td>
</tr>
<tr>
<td>- may include:</td>
</tr>
<tr>
<td>- brushes</td>
</tr>
<tr>
<td>- buckets</td>
</tr>
<tr>
<td>- sponges</td>
</tr>
<tr>
<td>- trowels, including steel trowels</td>
</tr>
<tr>
<td>- wooden floats.</td>
</tr>
</tbody>
</table>

*If access is Off Site provide details, eg locations, times etc

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School: .................................................................
RTO: ...........................................................................
Principal’s Name: ....................................................
Principal’s Signature................................. Date:..........................
### Industry Curriculum Implementation Guide (04/10 – added 09/10)

**Please ensure that this is the most current version of this document by referring to the online version.**

<table>
<thead>
<tr>
<th>CPCCCA3023A Carry out levelling operations</th>
<th>Access On Site</th>
<th>Access Off Site*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction**, plus any tools and equipment relevant to the **nature of the project / task** and to the **critical aspects of evidence**:

- set up and test levelling equipment
- transfer levels and record differences in height undertaking a closed traverse using both the rise and fall method and the height of instrument method on a minimum of three projects
- confirm accuracy of the readings taken, including set up and movement of device in two locations
- accurately record the results of each levelling procedure to organisational requirements
- calculate distances using an optical levelling instrument and levelling staff.

**Note:** The usage controls for any tools and equipment marked with an asterisk * should be checked on the ESIS database prior to use in schools. Those marked with a sigma ∑ are currently being risk assessed and until the outcome is known, should not be used in schools.

### Essential tools and equipment

**Tools and equipment**

Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:

- automatic level
- levelling staff
- signage for laser levelling
- bolt cutters
- chalk lines
- hammers
- laser levels *
- laser targets
- marking equipment
- measuring tapes and rules, spirit levels and straight edges
- plumb bobs
- saw stools
- saws
- string lines
- water levels
- wooden and steel pegs

*If access is Off Site provide details, eg locations, times etc
Construction Checklist

4. Student assessment

☐ An assessment program has been developed using appropriate assessment tasks to allow students to properly demonstrate achievement of units of competency and has been issued to all participating students.

☐ Student achievement of units of competency is being progressively updated in Competency Record Books.

☐ Information on intended qualifications, units of competency to be delivered and units of competency achieved is being progressively entered into eBOS-VCS via Schools Online in accordance with the timeline advised by the Board of Studies.
Construction Checklist

5. Student work placement

Securing the appropriate work placement for the particular qualification greatly depends upon the relationship between the school, the Registered Training Organisation and local community partnerships.

It is the responsibility of RTO representatives and teachers to communicate the types of work placement settings they will require over a two year period for the students they are training.

RTOs need to ensure that, where required, evidence from “the workplace” may be gathered for the qualification being sought.

Students have been fully informed of the:

- mandatory work placement hours required for this course
- purposes of the work placement, and the
due dates for completion of the work placement.

The school has procedures in place for the class teachers, work placement coordinators and workplace supervisors to reach agreement on the:

- structure and timing of the work placements
- competencies to be addressed during work placements
- procedures to address the relevant occupational health and safety regulations.

The school has procedures in place to ensure that the:

- Employer’s Guide to Workplace Learning has been provided to the host employer prior to placement commencing
- Student Placement Record is fully completed prior to placement (ie. signed by the host employer, school principal or nominee, student and parent or care giver) and stored according to Departmental requirements following placement.

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Industry Curriculum Implementation Guide (04/10 – added 09/10)
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Construction (2010 Implementation)

Construction Checklist Cover

Principal’s Confirmation of Quality Assurance Requirements

I have referred to the Industry Curriculum Implementation Guidelines (ICIG) or previous version ICFIP). I have discussed with relevant staff the quality assurance requirements for each AQF qualification on the school’s approval to run and sighted the following evidence for each qualification:

- the AQF qualification is within the RTO’s scope of registration
- a list of the specific units of competency to be delivered
- original copies of staff qualifications to deliver (including Certificate IV in Training and Assessment (TAA 40104 or equivalent) AQF qualifications on the school ATR in accordance with the ICIG/ICFIP and ICIC requirements
- physical resources/equipment on site or place to be accessed identified
- competency based assessment strategies
- student work placement arrangements

I affirm that to the best of my knowledge all the quality assurance requirements of the Australian Quality Training Framework (AQTF) and the Higher School Certificate are complied with for all students studying the following HSC VET courses in this school for the _______________ calendar year:

<table>
<thead>
<tr>
<th>FRAMEWORK OR COURSE</th>
<th>TICK</th>
<th>TICK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Services</td>
<td></td>
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<tr>
<td>Construction</td>
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<tr>
<td>Entertainment</td>
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<tr>
<td>Hospitality</td>
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<tr>
<td>Information Technology</td>
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<tr>
<td>Metal and Engineering</td>
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<tr>
<td>Primary Industries</td>
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<tr>
<td>Retail</td>
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</tr>
</tbody>
</table>

Please return this covering statement, together with a copy of the signed checklists from the industry specific sections of the ICIG to your RTO by the end of term 1 in the year of course.

Industry Curriculum Implementation Guide (04/10 – added 09/10)

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