

# **22614VIC Certificate II in Building and Construction Pre-apprenticeship**

**Version 1.1**

**This course has been accredited under Part 4.4 of the  
*Education and Training Reform Act 2006.***

**Accredited for the period: 01 July 2023 – 30 June 2028**

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## Section A – Copyright and course classification information

<b>1. Copyright owner of the course</b>	<p>Copyright of this material is held by the Department of Education and Training, Victoria</p> <p>© State of Victoria (Department of Education and Training) 2022.</p>
<b>2. Address</b>	<p>Deputy CEO Victorian Skills Authority Department of Jobs, Skills, Industries and Regions (DJSIR) GPO Box 4509 MELBOURNE VIC 3001</p> <p>Organisational contact Manager, National Systems Engagement &amp; Reform Unit Engagement &amp; Reform Branch Victorian Skills Authority Department of Jobs, Skills, Industry and Regions (DJSIR) Email: <a href="mailto:course.enquiry@djsir.vic.gov.au">course.enquiry@djsir.vic.gov.au</a></p> <p>Day-to-day contact: Specialist Adviser: Vocational Qualifications and Skills Reform (VQSR) Natural &amp; Built environment Melbourne Polytechnic Email: <a href="mailto:SA@melbournepolytechnic.edu.au">SA@melbournepolytechnic.edu.au</a></p>
<b>3. Type of submission</b>	<p>This submission is for re-accreditation of 22338VIC Certificate II in Building and Construction Pre-apprenticeship.</p>
<b>4. Copyright acknowledgement</b>	<p>The following units of competency:</p> <ul style="list-style-type: none"> <li>• CPCCOM1014 Conduct workplace communication</li> <li>• CPCCOM1015 Carry out measurements and calculations</li> <li>• CPCCCM2006 Apply basic levelling procedures</li> <li>• CPCCSP2003 Prepare surfaces for plastering</li> <li>• CPCCST2004 Lay stone</li> <li>• CPCCST2006 Identify and use stone products</li> <li>• CPCCST3003 Split stone manually</li> <li>• CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry</li> <li>• CPCWHS1001 Prepare to work safely in the construction industry</li> </ul> <p>have been imported from the CPC Construction, Plumbing and Services Training Package administered by the Commonwealth of Australia.</p> <p>The following unit of competency:</p> <ul style="list-style-type: none"> <li>• CUAACD313 Produce technical drawings</li> </ul> <p>has been imported from the CUA Creative Arts and Culture Training</p>



	<p>Package administered by the Commonwealth of Australia.</p> <p>The following unit of competency:</p> <ul style="list-style-type: none"> <li>HLTAID010 Provide basic emergency life support</li> </ul> <p>has been imported from the HLT Health Training Package administered by the Commonwealth of Australia.</p> <p>© Commonwealth of Australia</p>
<b>5. Licensing and franchise</b>	<p>Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Training) 2022.</p> <p>This work is licensed under a Creative Commons Attribution-No Derivatives 4.0 International licence (see Creative Commons for more information).</p> <p>You are free to re-use the work under the licence, on the condition that you credit the State of Victorian (Department of Education and Training), provide a link to the licence, indication if changes were made, and comply with all other licence terms. You must not distribute modified material.</p> <p>Request for other use should be addressed to:</p> <p>Deputy CEO Victorian Skills Authority Department of Jobs, Skills, Industries and Regions (DJSIR) GPO Box 4509 MELBOURNE VIC 3001</p> <p>Email: <a href="mailto:course.enquiry@djsir.vic.gov.au">course.enquiry@djsir.vic.gov.au</a></p>
<b>6. Course accrediting body</b>	Victorian Registration and Qualifications Authority
<b>7. AVETMISS information</b>	<p>ANZSCO code – 330000 Construction Trades Workers</p> <p>ASCED code – 0403 Building</p> <p>National course code - 22614VIC</p>
<b>8. Period of accreditation</b>	1 July 2023 to 30 June 2028



## Section B – Course information

<b>1. Nomenclature</b>	<b>Standard 4.1 and 5.8 AQTF 2021 Standards for Accredited Courses</b>
<b>1.1 Name of the qualification</b>	Certificate II in Building and Construction Pre-apprenticeship
<b>1.2 Nominal duration of the course</b>	530 – 613 nominal hours
<b>2. Vocational or educational outcomes</b>	<b>Standard 5.1 AQTF 2021 Standards for Accredited Courses</b>
<b>2.1 Outcome(s) of the course</b>	<p>The course is a pathways qualification, designed to provide learners with the skills and knowledge to undertake an apprenticeship within the building and construction industry sectors.</p> <p>The combined skills and knowledge of the pre-apprenticeship course does not provide for a job outcome as a qualified tradesperson as this course is intended to prepare individuals for further training.</p> <p>The pre-apprenticeship course consists of a core of common cross sector units of competency that provide skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• applying basic leveling procedures</li> <li>• carrying out basic measurements and calculations</li> <li>• communicating in the workplace</li> <li>• erecting and safely using working platforms</li> <li>• interpreting basic plans and drawings</li> <li>• preparing and applying for work in the construction industry</li> <li>• working effectively and sustainably in the construction industry</li> <li>• onsite workplace safety practices.</li> </ul> <p>The course also includes a range of units that introduce the learner to the application of specific materials, tools and equipment, and techniques used in specific trade sectors, that underpin the Certificate III qualifications in the following trade sectors:</p> <ul style="list-style-type: none"> <li>• Bricklaying</li> <li>• Carpentry</li> <li>• Painting and decorating</li> <li>• Wall and ceiling lining</li> <li>• Wall and floor tiling</li> <li>• Solid plastering</li> <li>• Stonemasonry</li> <li>• Joinery/shopfitting/stairbuilding.</li> </ul>
<b>2.2 Course description</b>	The aim of the Certificate II in Building and Construction Pre-apprenticeship is to provide learners with basic industry specific skills and knowledge to enable transition into an apprenticeship of a particular trade stream within one of the building and construction industry sectors



	at the Certificate III level.
<b>3. Development of the course</b>	<b>Standards 4.1, 5.1, 5.2, 5.3 and 5.4 AQTF 2021 Standards for Accredited Courses</b>
<b>3.1 Industry, education, legislative, enterprise or community needs</b>	<p>Based on the monitoring and evaluation processes conducted by the CMM, Building Industries as described in Section B:9 Ongoing monitoring and evaluation, the Victorian Department of Education and Training (DET), as copyright holder for this Victorian Crown Copyright accredited course, has determined that there is a continuing need for the Certificate II in Building and Construction Pre-apprenticeship.</p> <p>The outcomes of the formal evaluations have determined that the course, which has had multiple accreditation cycles, continues to be the preferred pre-apprenticeship program for the Victorian building and construction industry with demand continuing to be strong.</p> <p>This course allows learners to specialise and prepares them to be workplace ready in a particular trade within the building and construction industry rather than train more generally across trade sectors.</p> <p>Typical learners who undertake the Certificate II in Building and Construction Pre-apprenticeship include:</p> <ul style="list-style-type: none"> <li>• school leavers aiming to enter the bricklaying, carpentry, painting and decorating, wall and floor tiling, wall and ceiling lining, solid plastering, stonemasonry, joinery, shopfitting and stairbuilding trades within the construction industry</li> <li>• secondary students completing a Victorian Certificate of Education (VCE) VET program which contributes to the VCE, VCE Vocational Major (VM) or the Victorian Pathways Certificate (VPC) commonly undertaken in years 10, 11 or 12</li> <li>• early school leavers working in labouring roles looking for an apprenticeship or opportunity to up skill</li> <li>• career changers wanting to experience a trade within the building and construction industry.</li> </ul> <p>This course has one of the highest enrolments compared to other pre-apprenticeship courses and a high success rate of graduates employed upon completing the course.</p> <p>The building industry has had a long association with, and has offered considerable support for, pre-apprenticeship training. Whilst it is not the only pathway to employment, stakeholders encourage new entrants to have a range of basic skills that promote safety and an understanding of how the industry works before commencing a full-time apprenticeship.</p> <p>This course has been placed on the Free TAFE Courses List for a third year running and has attracted an average annual enrolment total of approximately 7900 students since accreditation. Course enrolment figures appear impervious to the effects of COVID in 2020, with 7075 total enrolments recorded, being 1975 enrolments less than 2019. Total</p>



course enrolments increased by 847 enrolments from 2020 to 2021, with half year enrolment figures for 2022 representing a substantial increase of the previous year's enrolment total.

This trend is expected to continue due to the Federal and State stimulus programs either extended or initiated to propel sector activity. Those of note include:

- The Home Builder Grant - over 120,000 Australians have applied for the Home Builder grant, which is expected to support over \$30 billion in residential construction activity. This has helped drive private sector house approvals to the highest level on record with 14,117 houses approved in March 2021.
- Schools / Education Building - \$1.6 billion for school infrastructure, including upgrades at 52 schools, and building 13 new schools across Victoria
- Hospitals - \$556 million to build and expand 10 community hospitals
- Victorian Social Housing Growth Fund – increasing social housing by 6000 homes, including (in part) 68 new and redeveloped public housing properties in Preston and the renewal of up to 2500 ageing public housing dwellings.

Recent reports of macro-economic factors such as interest rate rises, lack of building supplies and their increased cost, inflationary pressure and low wages growth have some economists predicting a contraction in demand for house construction in the short term, refer House Construction in Australia Industry Outlook (2022 – 2027)<sup>1</sup>.

However, building approval data released by the Australian Bureau of Statistics for the month of April 2022 for detached houses and multi-units covering all states and territories evidence otherwise. The Housing Industry Australia (HIA) interpretation of this data notes the following:

- “Detached house approvals increased by 1.4 per cent in the three months to April 2022 to be 16.8 per cent higher than the same three months in 2019.
- The value of renovations approvals jumped by 6.6 per cent in April 2022 and up over the last 18 months by 42.6 per cent on pre-pandemic levels<sup>2</sup>.”

Course demand is expected to remain strong in the short term. This pathway-course feeds apprenticeship trade training.

In 2022 there are 34 RTOs listed on the national register (training.gov.au) with scope to deliver 22338VIC Certificate II in Building

<sup>1</sup> <https://www.ibisworld.com/au/industry/house-construction/309/>

<sup>2</sup> <https://hia.com.au/our-industry/newsroom/economic-research-and-forecasting/2022/05/builders-to-remain-busy-into-2023>



	<p>and Construction Pre-apprenticeship. These include TAFEs, private training organisations and secondary schools registered as RTOs.</p> <p>The project for the redevelopment of the Certificate II in Building and Construction Pre-apprenticeship was overseen by a project steering committee comprising of the following industry and RTO representatives:</p> <table border="0"> <tr> <td>Clint Joyce (Chair)</td> <td>Master Painters Association Victoria and Tasmania</td> </tr> <tr> <td>Andrew Val</td> <td>Wall and Ceiling Lining Association</td> </tr> <tr> <td>Ian Hartwig</td> <td>Melbourne Polytechnic</td> </tr> <tr> <td>Derek Rylah</td> <td>Victorian Bricklaying Teachers Network</td> </tr> <tr> <td>Matt Hague</td> <td>Bendigo/Kangan Institute</td> </tr> <tr> <td>Liam O'Hearn</td> <td>Construction, Forestry, Maritime, Mining and Energy Union</td> </tr> <tr> <td>Daniel Bonnici</td> <td>Carpentry Teachers Network Victoria</td> </tr> <tr> <td>Daryl Sutton</td> <td>Victorian Curriculum and Assessment Authority</td> </tr> <tr> <td>Timothy Clark</td> <td>Master Builders Victoria, Outreach and Pathways Manager</td> </tr> </table> <p>In attendance:</p> <p>Teresa Signorello      Executive Officer, CMM, Building Industries.</p> <p>As well as face-to-face and email consultations, the members of the steering committee met formally on three occasions to review and confirm the required skills and knowledge outcomes of the course, course structure and final accreditation submission.</p> <p>Teacher networks as well as other industry stakeholders were also consulted and participated in the refinement of the technical content and assessment requirements of the new units.</p> <p>This course:</p> <ul style="list-style-type: none"> <li>• does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification</li> <li>• is not a subset of a single training package qualification that could be recognised through one or more statements of attainment or a skill set</li> <li>• does not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification</li> <li>• does not comprise units that duplicate units of competency of a training package qualification.</li> </ul>	Clint Joyce (Chair)	Master Painters Association Victoria and Tasmania	Andrew Val	Wall and Ceiling Lining Association	Ian Hartwig	Melbourne Polytechnic	Derek Rylah	Victorian Bricklaying Teachers Network	Matt Hague	Bendigo/Kangan Institute	Liam O'Hearn	Construction, Forestry, Maritime, Mining and Energy Union	Daniel Bonnici	Carpentry Teachers Network Victoria	Daryl Sutton	Victorian Curriculum and Assessment Authority	Timothy Clark	Master Builders Victoria, Outreach and Pathways Manager
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Daniel Bonnici	Carpentry Teachers Network Victoria																		
Daryl Sutton	Victorian Curriculum and Assessment Authority																		
Timothy Clark	Master Builders Victoria, Outreach and Pathways Manager																		
<p><b>3.2 Review for re-accreditation</b></p>	<p>The review and redevelopment of the Certificate II in Building and Construction Pre-apprenticeship was informed by the outcomes of monitoring and evaluation, and consultation and validation processes to ensure the course remains relevant and continues to meet the needs of</p>																		



the Victorian construction industry.

The CMM Building Industries carried out the monitoring and evaluation processes for the course during its accreditation period that included consultations with industry and RTOs. Overall, the feedback from these consultations were favourable; the course outcomes and delivery are appropriate to the needs of learners entering the industry.

The following table identifies a comparison of enrolments for 22338VIC Certificate II in Building and Construction Pre-apprenticeship for Government funded, Fee for Service and VET Delivered in Secondary School (VETDSS) programs.

Year	Government subsidy	Fee for service	VETDSS	Total
2018	1141	2629	5317	9087
2019	763	3010	5276	9049
2020	944	674	5457	7075
2021	1248	960	5714	7922
2022	569	529	5488	6586

Minor editorial changes to the course were required during the accreditation period, resulting in Version 1.1 and an amendment to course expiry date, resulting in Version 1.2 of the course document.

Changes made to the updated course structure/course during consultation and validation processes include the:

- removal of the unit, CPCCCM1012A Work effectively and sustainably in the construction industry to remove duplication of content, resulting in a decrease in total number of core units to be completed from 10 to 9 units
- updating of all enterprise units to reflect the revised Standards for Accredited courses unit template
- inclusion of current versions of endorsed units of competency where they have been updated.

The 22614VIC Certificate II in Building and Construction Pre-apprenticeship supersedes and is equivalent to 22338VIC Certificate II in Building and Construction Pre-apprenticeship.

The following table shows the unit mapping against 22614VIC and 22338VIC to indicate equivalence and non-equivalence.

22338VIC Certificate II in Building and Construction Pre-apprenticeship unit code and title	22614VIC Certificate II in Building and Construction Pre-apprenticeship unit code and title	Comment in relation to equivalence Equivalent (E) Not Equivalent (NE)
CPCCCM1012A Work effectively and		Unit removed. Content covered in



sustainably in the construction industry		VU1 Prepare for work in the building and construction industry.
CPCCCM1014A Conduct workplace communication	CPCCOM1014 Conduct workplace communication	E - updated
CPCCCM1015A Carry out measurements and calculations	CPCCOM1015 Carry out measurements and calculations	E - updated
CPCCCM2006 Apply basic levelling procedures	CPCCCM2006 Apply basic levelling procedures	E – no change
CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry	CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry	E - updated
CPCCSP2003A Prepare surfaces for plastering	CPCCSP2003 Prepare surfaces for plastering	E - updated
CPCCST2004A Lay stone	CPCCST2004 Lay stone	E - updated
CPCCST2006A Identify and use stone products	CPCCST2006 Identify and use stone products	E - updated
CPCCST3003A Split stone manually	CPCCST3003 Split stone manually	E - updated
CPCCWHS1001 Prepare to work safely in the construction industry	CPCWHS1001 Prepare to work safely in the construction industry	E – updated
CUAACD303 Produce technical drawings	CUAACD313 Produce technical drawings	E - updated
HLTAID002 Provide basic emergency life support	HLTAID010 Provide basic emergency life support	E - updated
VU22014 Prepare for work in the building and construction industry	VU23312 Prepare for work in the building and construction industry	NE - updated to meet revised Standards for Accredited Courses.  Content relating to environmental sustainability added.



VU22015 Interpret and apply basic plans and drawings	VU23313 Interpret and apply basic plans and drawings	E - updated to meet revised Standards for Accredited Courses.
VU22016 Erect and safely use working platforms	VU23314 Erect and safely use working platforms	E - updated to meet revised Standards for Accredited Courses.
VU22017 Identify and handle bricklaying tools and equipment	VU23315 Identify and handle bricklaying tools and equipment	E - updated to meet revised Standards for Accredited Courses.
VU22018 Apply basic bricklaying techniques	VU23316 Apply basic bricklaying techniques	E - updated to meet revised Standards for Accredited Courses.
VU22019 Apply brick veneer construction techniques	VU23317 Apply brick veneer construction techniques	E - updated to meet revised Standards for Accredited Courses.
VU22020 Apply cavity brick construction techniques	VU23318 Apply cavity brick construction techniques	E - updated to meet revised Standards for Accredited Courses.
VU22021 Apply masonry blockwork techniques	VU23319 Apply masonry blockwork techniques	E - updated to meet revised Standards for Accredited Courses.
VU22022 Identify and handle carpentry tools and equipment	VU23320 Identify and handle carpentry tools and equipment	E - updated to meet revised Standards for Accredited Courses
VU22023 Perform basic setting out	VU23321 Perform basic setting out	E - updated to meet revised Standards for Accredited Courses.
VU22024 Construct basic sub-floor	VU23322 Construct basic sub-floor	E - updated to meet revised Standards for Accredited Courses.
VU22025 Construct basic wall frames	VU23323 Construct basic wall frames	E - updated to meet revised Standards for Accredited Courses.
VU22026 Construct a basic roof frame	VU23324 Construct basic roof frames	E - updated to meet revised Standards for Accredited Courses.
VU22027 Install basic external cladding	VU23325 Install basic external cladding	E - updated to meet revised Standards for Accredited Courses.
VU22028 Install basic window and door frames	VU23326 Install basic window and door frames	E - updated to meet revised Standards for Accredited Courses.
VU22029 Install	VU23327 Install	E - updated to meet revised Standards for



interior fixings	interior fixings	Accredited Courses.
VU22030 Carry out basic demolition for timber structures	VU23328 Dismantle basic timber structures	E - updated to meet revised Standards for Accredited Courses. Title change.
VU22031 Construct basic formwork for concreting	VU23329 Construct basic formwork for concreting	E - updated to meet revised Standards for Accredited Courses.
VU22032 Identify and handle painting and decorating tools and equipment	VU23330 Identify and handle painting and decorating tools and equipment	E - updated to meet revised Standards for Accredited Courses.
VU22033 Apply basic surface preparation skills for painting and decorating	VU23331 Apply basic surface preparation skills for painting and decorating	E - updated to meet revised Standards for Accredited Courses.
VU22034 Mix basic paint colours	VU23332 Mix basic paint colours	E - updated to meet revised Standards for Accredited Courses.
VU22035 Develop basic paint application techniques	VU23333 Develop basic paint application techniques	E - updated to meet revised Standards for Accredited Courses.
VU22036 Develop basic timber staining and clear finishing skills	VU23334 Develop basic timber staining and clear finishing skills	E - updated to meet revised Standards for Accredited Courses.
VU22037 Develop basic protective metal coating skills	VU23335 Develop basic protective metal coating skills	E - updated to meet revised Standards for Accredited Courses.
VU22038 Apply basic spray painting application skills	VU23336 Apply basic spray painting application skills	E - updated to meet revised Standards for Accredited Courses.
VU22039 Apply basic wallpaper	VU23337 Apply basic wallpaper	E - updated to meet revised Standards for Accredited Courses.
VU22040 Identify and handle wall and ceiling lining tools and equipment	VU23338 Identify and handle wall and ceiling lining tools and equipment	E - updated to meet revised Standards for Accredited Courses.
VU22041 Apply wall and ceiling lining installation techniques	VU23339 Apply wall and ceiling lining installation techniques	E - updated to meet revised Standards for Accredited Courses.
VU22042 Install	VU23340 Install	E - updated to meet



basic suspension ceilings	basic suspension ceilings	revised Standards for Accredited Courses.
VU22043 Apply basic wall and ceiling lining stopping techniques	VU23341 Apply basic wall and ceiling lining stopping techniques	E - updated to meet revised Standards for Accredited Courses.
VU22044 Construct basic archways	VU23342 Construct basic archways	E - updated to meet revised Standards for Accredited Courses.
VU22045 Identify and handle wall and floor tiling tools and equipment	VU23344 Identify and handle wall and floor tiling tools and equipment	E - updated to meet revised Standards for Accredited Courses.
VU22046 Apply substrate preparation techniques for tiling	VU23345 Apply substrate preparation techniques for tiling	E - updated to meet revised Standards for Accredited Courses.
VU22047 Develop basic wall tiling skills	VU23346 Develop basic wall tiling skills	E - updated to meet revised Standards for Accredited Courses.
VU22048 Develop basic floor tiling skills	VU23347 Develop basic floor tiling skills	E - updated to meet revised Standards for Accredited Courses.
VU22049 Identify and handle solid plastering tools and equipment	VU23348 Identify and handle solid plastering tools and equipment	E - updated to meet revised Standards for Accredited Courses.
VU22050 Apply cement rendering techniques	U23349 Apply cement rendering techniques	E - updated to meet revised Standards for Accredited Courses.
VU22051 Apply acrylic rendering techniques	VU23350 Apply acrylic rendering techniques	E - updated to meet revised Standards for Accredited Courses.
VU22052 Apply finishing coats for solid plastering	VU23351 Apply finishing coats for solid plastering	E - updated to meet revised Standards for Accredited Courses.
VU22053 Apply basic restoration and renovation techniques to solid plastering	VU23352 Apply basic restoration and renovation techniques to solid plastering	E - updated to meet revised Standards for Accredited Courses.
VU22054 Identify and handle stonemasonry tools and equipment	VU23353 Identify and handle stonemasonry tools and equipment	E - updated to meet revised Standards for Accredited Courses.
VU22055 Machine and finish stone	VU23354 Machine and finish stone	E - updated to meet revised Standards for Accredited Courses.



VU22056 Construct concrete footings and formwork for monumental installation	VU23355 Construct concrete footings and formwork for monumental installation	E - updated to meet revised Standards for Accredited Courses.
VU22057 Install prepared monument	VU23356 Install prepared monument	E - updated to meet revised Standards for Accredited Courses.
VU22058 Produce basic castings and run castings	VU23343 Produce basic castings and run castings	E - updated to meet revised Standards for Accredited Courses.
VU22059 Use aluminium sections for fabrication	VU23357 Use aluminium sections for fabrication	E - updated to meet revised Standards for Accredited Courses.
VU22060 Operate basic static machines	VU23358 Operate basic static machines	E - updated to meet revised Standards for Accredited Courses
VU22061 Carry out basic construction processes	VU23359 Carry out basic construction processes	E - updated to meet revised Standards for Accredited Courses
VU22062 Construct basic doors and windows	VU23360 Construct basic doors and windows	E - updated to meet revised Standards for Accredited Courses
VU22063 Construct a basic shopfitting display unit	VU23361 Construct a basic shopfitting display unit	E - updated to meet revised Standards for Accredited Courses
VU22064 Construct a basic stair	VU23362 Construct a basic stair	E - updated to meet revised Standards for Accredited Courses

<b>4. Course outcomes</b>	<b>Standards 5.5, 5.6 and 5.7 AQTF 2021 Standards for Accredited Courses</b>
<b>4.1 Qualification level</b>	<p>This qualification has been developed to enable participants to achieve the underpinning skills, knowledge and ability to meet AQF Level 2 requirements and to provide them with a solid foundation from which to undertake future apprenticeship training at the Certificate III level.</p> <p>The course outcomes of the revised Certificate II in Building and Construction Pre-apprenticeship are consistent with the distinguishing features of the learning outcomes specified in the Australian Qualifications Framework.</p> <p>Graduates of the Certificate II in Building and Construction Pre-apprenticeship will have:</p> <ul style="list-style-type: none"> <li>knowledge and skills for work in a defined context and/or further learning.</li> </ul>



- basic factual, technical and procedural knowledge of a defined area of work and learning within the building and construction industry. For example:
  - safety requirements on a work site
  - sustainability principles on a work site
  - awareness of building codes and standards
- basic cognitive, technical and communication skills to apply appropriate methods, tools, materials and readily available information to undertake a defined range of skills. For example:
  - safe handling of selected hand and power tools
  - interpreting workplace documents and plans
  - performing building related calculations
  - communicating effectively in the workplace
- provide solutions to a limited range of predictable problems that may arise in a building and construction environment. For example:
  - reporting incidences and faults
  - recognising and responding to life threatening emergencies using basic life support measures
- apply knowledge and skills to demonstrate autonomy and limited judgement in structured and stable contexts and within narrow parameters. For example,
  - identifying and obtaining the appropriate materials, tools and equipment for the task
  - planning and completing tasks in appropriate sequence.

The volume of learning for this qualification is typically 0.5 to 1 year and incorporates a range of learning activities such as:

- structured activities to develop the technical skills of the course and the theoretical knowledge that underpins performance
- unstructured activities to reinforce and practice skills and collect and consider information about different employment areas and work opportunities.

<p><b>4.2 Foundation skills</b></p>	<p>Foundation skills applicable to the outcomes of this course are identified in the performance criteria or within the Foundation Skills section of the units of competency where not explicit in the performance criteria.</p>
<p><b>4.3 Recognition given to the course (if applicable)</b></p>	<p>N/A</p>
<p><b>4.4 Licensing/regulatory requirements (if applicable)</b></p>	<p>There are no licensing or regulatory requirements for this course, however completion of the general construction induction training program is required by anyone carrying out construction work.</p>



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Achievement of CPCWHS1001 Prepare to work safely in the construction industry meets this requirement.

For information visit WorkSafe website [here](#)

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<b>5. Course rules</b>	<b>Standards 5.8 and 5.9 AQTF 2021 Standards for Accredited Courses</b>
<b>5.1 Course structure</b>	<p>To achieve the 22614VIC Certificate II in Building and Construction Pre-apprenticeship, the following units of competency must be completed:</p> <ul style="list-style-type: none"> <li>• 9 core units</li> <li>• all units from 1 selected trade stream.</li> </ul> <p>Where the full course is not completed, a VET Statement of Attainment will be issued for each unit successfully completed.</p>

Unit of competency code	Unit of competency title	Field of Education code (six-digit)	Pre-requisite	Nominal hours
<b>Core units</b>				
CPCCOM1014	Conduct workplace communication	120505		20
CPCCOM1015	Carry out measurements and calculations	010101		20
CPCCCM2006	Apply basic levelling procedures	040301		8
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	061301		20
CPCWHS1001	Prepare to work safely in the construction industry	061301		6
HLTAID010	Provide basic emergency life support	069907		12
VU23312	Prepare for work in the building and construction industry	120599		18
VU23313	Interpret and apply basic plans and drawings	040301		25
VU23314	Erect and safely use working platforms	040329		24
<b>Total core nominal hours</b>				<b>153</b>

**Trade stream (select one)****Bricklaying stream (complete all units)**

VU23315	Identify and handle bricklaying tools and equipment	040309		76
VU23316	Apply basic bricklaying techniques	040309		126



VU23317	Apply brick veneer construction techniques	040309		80
VU23318	Apply cavity brick construction techniques	040309		80
VU23319	Apply masonry blockwork techniques	040309		50
<b>Total bricklaying stream nominal hours</b>				<b>412</b>

**Carpentry stream (complete all units)**

VU23320	Identify and handle carpentry tools and equipment	040311		100
VU23321	Perform basic setting out	040399		24
VU23322	Construct basic sub-floor	040311		48
VU23323	Construct basic wall frames	040311		48
VU23324	Construct a basic roof frame	040311		40
VU23325	Install basic external cladding	040399		24
VU23326	Install basic window and door frames	040311		24
VU23327	Install interior fixings	040311		40
VU23328	Dismantle basic timber structures	040399		20
VU23329	Construct basic formwork for concreting	040311		40
<b>Total carpentry stream nominal hours</b>				<b>408</b>

**Painting and decorating stream (complete all units)**

VU23330	Identify and handle painting and decorating tools and equipment	040325		80
VU23331	Apply basic surface preparation skills for painting and decorating	040325		60



VU23332	Mix basic paint colours	040325		20
VU23333	Develop basic paint application techniques	040325		140
VU23334	Develop basic timber staining and clear finishing skills	040325		30
VU23335	Develop basic protective metal coating skills	040325		30
VU23336	Apply basic spray painting application skills	040325		30
VU23337	Apply basic wallpaper	040325		20
<b>Total painting and decorating stream nominal hours</b>				<b>410</b>

#### Wall and ceiling lining stream (complete all units)

VU23338	Identify and handle wall and ceiling lining tools and equipment	040317		100
VU23339	Apply wall and ceiling lining installation techniques	040317		150
VU23340	Install basic suspension ceilings	040317		32
VU23341	Apply basic wall and ceiling lining stopping techniques	040317		80
VU23342	Construct basic archways	040317		32
VU23343	Produce basic castings and run castings	040317		50
<b>Total wall and ceiling lining stream nominal hours</b>				<b>444</b>

#### Wall and floor tiling stream (complete all units)

VU23344	Identify and handle wall and floor tiling tools and equipment	040301		100
VU23345	Apply substrate preparation techniques for tiling	040301		40
VU23346	Develop basic wall tiling skills	040301		128
VU23347	Develop basic floor tiling skills	040301		128



<b>Total wall and floor tiling stream nominal hours</b>				<b>396</b>
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**Solid plastering stream (complete all units)**

VU23348	Identify and handle solid plastering tools and equipment	040301		80
CPCCS2003	Prepare surfaces for plastering	040317	CPCCWHS2001	40
VU23349	Apply cement rendering techniques	040301		100
VU23350	Apply acrylic rendering techniques	040301		100
VU23351	Apply finishing coats for solid plastering	040301		60
VU23352	Apply basic restoration and renovation techniques to solid plastering	040301		40
<b>Total solid plastering stream nominal hours</b>				<b>420</b>

**Stonemasonry stream (complete all units)**

VU23353	Identify and handle stonemasonry tools and equipment	040309		100
CPCCS2006	Identify and use stone products	040309	CPCCWHS2001	12
CPCCS3003	Split stone manually	040309	CPCCWHS2001	20
VU23354	Machine and finish stone	040309		105
CPCCS2004	Lay stone	040309	CPCCWHS2001	40
VU23355	Construct concrete footings and formwork for monumental installation	040309		50
VU23356	Install prepared monument	040309		50
<b>Total stonemasonry stream nominal hours</b>				<b>377</b>

**Joinery/shopfitting/stairbuilding stream (complete all units)**

VU23320	Identify and handle carpentry tools and equipment	040311		100
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CUAACD313	Produce technical drawings	100501		50
VU23357	Use aluminium sections for fabrication	040311		40
VU23358	Operate basic static machines	040311	CPCCWHS2001	60
VU23359	Carry out basic construction processes	040311		90
VU23360	Construct basic doors and windows	040311		40
VU23361	Construct a basic shopfitting display unit	040311		40
VU23362	Construct a basic stair	040311		40
<b>Total joinery/shopfitting/stairbuilding stream nominal hours</b>				<b>460</b>

### Standard 5.11 AQTF 2021 Standards for Accredited Courses

#### 5.2 Entry requirements

There are no entry requirements for the 22614VIC Certificate II in Building and Construction Pre-apprenticeship.

Learners enrolling in the 22614VIC Certificate II in Building and Construction Pre-apprenticeship are best equipped to successfully undertake the qualification if they have minimum language, literacy, and numeracy (LLN) skills that align to Level 2 of the Australian Core Skills Framework (ACSF).

The following is a general guide to entry in relation to the LLN skills of learners aligned to the ACSF, details of which can be accessed from: <https://www.education.gov.au/australian-core-skills-framework>.

Indicators of ACSF Level 2 could include:

- ability to write brief systems related texts using an established format, for example, an order form or an OHS incident report on a standard workplace form/pro-forma
- listening to short, explicit instructions for new work procedures and asks questions to clarify
- familiar and simple length, volume/capacity measures
- measure and estimate length/sizes and time, using simple instruments graduated in familiar units, for examples, centimetres, metres, millilitres, or hours/minutes/seconds
- reading an email from the teacher/trainer about a change of class time.

Learners with LLN skills at lower levels than those suggested will require additional support to successfully undertake the qualification.



**6. Assessment****Standard 5.12 AQTF 2021 Standards for Accredited Courses****6.1 Assessment strategy**

All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:

- Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers,

or

- the Standards for Registered Training Organisations 2015 (SRTOs),

or

- the relevant standards and Guidelines for RTOs at the time of assessment.

The nature of work undertaken in the building and construction industries is hands-on and practical and therefore, the assessment strategies should reflect this. It is recommended that assessment be a holistic process that integrates a number of units in practical tasks or projects. Assessment strategies should be developed within the context of the range of variables, the underpinning skills and knowledge and the assessment requirements specified in each unit.

Assessment strategies should be designed to:

- cover a range of skills and knowledge required to demonstrate the intended course outcomes
- be appropriate to the skills, knowledge, methods of delivery and needs/characteristics of learners
- assist assessors to interpret evidence consistently
- recognise prior learning
- be equitable to all groups of learners
- be valid, reliable, flexible, and fair
- inform learners of the context and purpose of the assessment and the assessment process
- provide feedback to learners about the outcomes of the assessment process and guidance given for future options
- allow reasonable time to complete a task which specifically reflects the industry context in which the task takes place.

The following assessment methods are appropriate for units of competency in this accredited course:

- written and/or oral questioning to assess required knowledge
- direct observation of practical tasks
- role play/simulated activities
- problem solving activities.

Assessment strategies for the imported units from training packages should be consistent with the Assessment Requirements for the relevant training packages.



<p><b>6.2 Assessor competencies</b></p>	<p>Assessment must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> <li>Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET Providers,</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>the Standards for Registered Training Organisations 2015 (SRTOs),</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>the relevant standards and Guidelines for RTOs at the time of assessment.</li> </ul> <p>In addition, assessors must:</p> <ul style="list-style-type: none"> <li>hold a Certificate III trade qualification in the trade stream they are assessing</li> <li>have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are assessing.</li> </ul> <p>All assessment of units of competency imported from training packages must reflect the requirements for assessors specified in the relevant training packages.</p>
<p><b>7. Delivery</b></p>	<p><b>Standards 5.12, 5.13 and 5.14 AQTF 2021 Standards for Accredited Courses</b></p>
<p><b>7.1 Delivery modes</b></p>	<p>There are no restrictions on the delivery for the Certificate II in Building and Construction Pre-apprenticeship.</p> <p>The 22614VIC Certificate II in Building and Construction Pre-apprenticeship may be delivered either on a full time or part time basis using a combination of delivery modes, including:</p> <ul style="list-style-type: none"> <li>face-to-face, classroom-based delivery</li> <li>practical demonstration</li> <li>blended or flexible (e-learning) delivery</li> <li>delivery in a simulated workplace.</li> </ul> <p>It is recommended that the units in this course be delivered in the order that reflects the sequence of work tasks in industry.</p> <p>Adequate supervision must be provided whenever learners are using tools and/or equipment, working near dangerous machinery or substances or in potentially hazardous environments, particularly as the learners may have little or no experience in work conditions and practices. Each unit of competency details the range of personal protective equipment (PPE) and clothing that must be worn where the work situation warrants it to achieve the learning outcomes.</p> <p>The units have been developed to support a variety of applications within the context of the suggested range of variables. This may involve the use of practical industry-based activities and/or projects to develop skills and knowledge. Units can be delivered as stand-alone units or</p>



combined.

It is recommended that the practical exercises take the form of realistic and holistic projects to provide the participants with a simulated real-work experience under supervision.

Learners who engage in Structured Workplace Learning (SWL) recommended in the VCE VET program schedule, as well as other learners, must complete CPCWHS1001 Prepare to work safely in the construction industry prior to visiting, commencing training or assessment in the workplace.

Registered Training Organisations must use additional educational support mechanisms, such as transition classes, mentoring, or counselling to maximise each learner's completion of the course where there may be language, literacy and numeracy gaps and/or the need for any reasonable adjustment that does not compromise the integrity of course. This includes learners from differing cultural backgrounds to learn effectively within an Australian educational context, and persons from an indigenous background in having their cultural traditions respected at all times.

## 7.2 Resources

Resources that are essential for the delivery of the 22614VIC Certificate II in Building and Construction Pre-apprenticeship include:

- industry materials, tools and equipment
- classroom facilities
- workshop facilities
- a simulated workplace environment
- computers with internet access.

Personal Protective Equipment is identified in each of the specific units. The use of these OHS resources and the safe use of tools and equipment are implicit in every unit within the pre-apprenticeship and must be incorporated with the introduction of any new task or activity.

Trainers/assessors should refer to the individual units of competency for specific resource requirements.

Training must be undertaken by a person or persons in accordance with:

- Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers,

OR

- the Standards for Registered Training Organisations 2015 (SRTOs),

OR

- the relevant standards and Guidelines for RTOs at the time of assessment.

In addition, trainers must:

- hold a Certificate III trade qualification in the trade stream they are assessing



	<ul style="list-style-type: none"> <li>• have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.</li> </ul> <p>The units of competency imported from training packages must reflect the requirements for resources/trainers specified in that training package.</p>
<p><b>8. Pathways and articulation</b></p>	<p><b>Standard 5.10 AQTF 2021 Standards for Accredited Courses</b></p> <p>The Certificate II in Building and Construction Pre-apprenticeship includes units of competency from the CPC Construction, Plumbing and Services, CUA Creative Arts and Culture and HLT Health Training Packages. Completion of those units provide credit transfers/pathways into any qualifications or courses containing those units.</p>
<p><b>9. Ongoing monitoring and evaluation</b></p>	<p><b>Standard 5.15 AQTF 2021 Standards for Accredited Courses</b></p> <p>The CMM for Building Industries is responsible for the ongoing monitoring and evaluation of the 22614VIC Certificate II in Building and Construction Pre-apprenticeship.</p> <p>Formal course evaluations will be undertaken halfway through the accreditation period and will be based on student and teacher evaluation surveys and industry stakeholder surveys/consultations.</p> <p>The Victorian Registration and Qualifications Authority (VRQA) will be notified of any changes to the course.</p>



## Section C – Units of competency

The following is a list of imported units of competency for this course, which can be downloaded from the National Register (training.gov.au):

- CPCCOM1014 Conduct workplace communication
- CPCCOM1015 Carry out measurements and calculations
- CPCCCM2006 Apply basic levelling procedures
- CPCCSP2003 Prepare surfaces for plastering
- CPCCST2004 Lay stone
- CPCCST2006 Identify and use stone products
- CPCCST3003 Split stone manually
- CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry
- CPCWHS1001 Prepare to work safely in the construction industry
- CUAACD313 Produce technical drawings
- HLTAID010 Provide basic emergency life support.

The following is a list of the units of competency developed for the course, which comply with the AQTF 2021 Standards for Accredited Courses - Unit of Competency Template.

- VU23312 Prepare for work in the building and construction industry
- VU23313 Interpret and apply basic plans and drawings
- VU23314 Erect and safely use working platforms
- VU23315 Identify and handle bricklaying tools and equipment
- VU23316 Apply basic bricklaying techniques
- VU23317 Apply brick veneer construction techniques
- VU23318 Apply cavity brick construction techniques
- VU23319 Apply masonry blockwork techniques
- VU22320 Identify and handle carpentry tools and equipment
- VU22321 Perform basic setting out
- VU22322 Construct basic sub-floor
- VU22323 Construct basic wall frames
- VU22324 Construct a basic roof frame
- VU22325 Install basic external cladding
- VU22326 Install basic window and door frames
- VU22327 Install interior fixings
- VU22328 Dismantle basic timber structures
- VU22329 Construct basic formwork for concreting
- VU23330 Identify and handle painting and decorating tools and equipment
- VU23331 Apply basic surface preparation skills for painting and decorating
- VU23332 Mix basic paint colours
- VU23333 Develop basic paint application techniques
- VU23334 Develop basic timber staining and clear finishing skills
- VU23335 Develop basic protective metal coating skills
- VU23336 Apply basic spray painting application skills
- VU23337 Apply basic wallpaper
- VU23338 Identify and handle wall and ceiling lining tools and equipment
- VU23339 Apply wall and ceiling lining installation techniques
- VU23340 Install basic suspension ceilings



- VU23341 Apply basic wall and ceiling lining stopping techniques
  - VU23342 Construct basic archways
  - VU23343 Produce basic castings and run castings
  - VU23344 Identify and handle wall and floor tiling tools and equipment
  - VU23345 Apply substrate preparation techniques for tiling
  - VU23346 Develop basic wall tiling skills
  - VU23347 Develop basic floor tiling skills
  - VU23348 Identify and handle solid plastering tools and equipment
  - VU23349 Apply cement rendering techniques
  - VU23350 Apply acrylic rendering techniques
  - VU23351 Apply finishing coats for solid plastering
  - VU23352 Apply basic restoration and renovation techniques to solid plastering
  - VU23353 Identify and handle stonemasonry tools and equipment
  - VU23354 Machine and finish stone
  - VU23355 Construct concrete footings and formwork for monumental installation
  - VU23356 Install prepared monument
  - VU23357 Use aluminium sections for fabrication
  - VU23358 Operate basic static machines
  - VU23359 Carry out basic construction processes
  - VU23360 Construct basic doors and windows
  - VU23361 Construct a basic shopfitting display unit
  - VU23362 Construct a basic stair
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<b>Unit code</b>	<b>VU23312</b>
<b>Unit title</b>	<b>Prepare for work in the building and construction industry</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to prepare to work in the building and construction industries in regard to developing knowledge of the industry sectors and environmental sustainability practices. It includes the ability to determine opportunities and pathways, take responsibility for own workplace learning and skill development and apply for work in the building and construction industries.</p> <p>The unit applies to learners who develop basic skills and knowledge to prepare them for the working environment in the building and construction industries.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Core

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review sectors, roles and responsibilities of workers for the building and construction industries	1.1	Identify the different streams and sectors of the building and construction industries.
		1.2	Identify the range of roles and responsibilities of workers in the building and construction industries.
		1.3	Review industry expectations for entry level positions in the building and construction industries.
2.	Identify environmental sustainability practices	2.1	Identify codes and/or standards relating to environmental sustainability in the building and construction industries.
		2.2	Identify environmental and resources efficiency requirements for entry level positions in the building and construction industries.
		2.3	Identify workplace practices that reduce environmental impacts.
		2.4	Identify procedures for reporting inefficient use of resources.
3.	Identify future employment opportunities	3.1	Locate services and opportunities provided by employment organisations to assist with job seeking.



		3.2	Locate and use resources to identify employment opportunities in the building and construction industries.
4.	Develop a plan for a career pathway	4.1	Explore career options in the building and construction industries.
		4.2	Identify learning opportunities for career development.
		4.3	Identify potential barriers for career progression to develop appropriate strategies.
		4.4	Document a career plan that includes timelines for action.
5.	Develop a resume and interview skills	5.1	Research standard formats of cover letters and resumes
		5.2	Develop a resume that includes work experience, education, skills and achievements for a prospective employer.
		5.3	Gain feedback from others on the resume and incorporate constructive feedback, as required.
		5.4	Identify job interview requirements in preparation for participation in job interview.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from information resources</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>use clear language, basic grammar and punctuation to develop career plan, resume and cover letter</li> <li>record key information on key research findings</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>listen for specific information during practice job interview</li> <li>ask questions to clarify and confirm instructions and feedback</li> </ul>
Technology skills to:	<ul style="list-style-type: none"> <li>use the internet and web-based resources to source information</li> <li>use information technology to develop basic documents and record notes</li> </ul>

### Unit Mapping Information

Code and Title	Code and Title	Comments
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	Current Version	Previous Version	
	VU23312 Prepare for work in the building and construction industry	VU22014 Prepare for work in the building and construction industry	Not equivalent  Updated to meet revised Standards for Accredited Courses  Content relating to environmental sustainability added.



## Assessment Requirements Template

<b>Title</b>	<b>Assessment Requirements for VU23312 Prepare for work in the building and construction industry</b>
<b>Performance Evidence</b>	<p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of:</p> <ul style="list-style-type: none"> <li>• outline the different streams and sectors in the building and construction industries</li> <li>• identify common environmental and resource efficiency requirements and work practices that apply to the building and construction industries</li> <li>• identify employment services and opportunities</li> <li>• develop a career pathway plan in the building and construction sectors based on personal goals</li> <li>• develop a resume for work in the building and construction industries</li> <li>• apply job interview skills at a simulated job interview.</li> </ul>
<b>Knowledge Evidence</b>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>• streams and sectors of the building and construction industry</li> <li>• roles and responsibilities within the building and construction industries</li> <li>• employer and employee obligations and expectations in the building and construction industries</li> <li>• basic principles of environmental sustainability and sustainable work practices which apply to a construction work site</li> <li>• relevant regulations, legislation, standards and codes of practice relating to the building and construction industries</li> <li>• employment organisations, resources, financial incentives and learning opportunities available to assist apprentices and trainees</li> <li>• content and techniques used to develop a resume</li> <li>• job interview techniques</li> <li>• industry and organisational specific policies and procedures regarding training and employment.</li> </ul>
<b>Assessment Conditions</b>	<p>Assessment of this unit must include access to:</p> <ul style="list-style-type: none"> <li>• resources about the building and construction industries and job services and opportunities</li> <li>• information technologies.</li> </ul> <p><b>Assessor requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>



<b>Unit code</b>	<b>VU23313</b>
<b>Unit title</b>	<b>Interpret and apply basic plans and drawings</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to read and interpret basic plans and drawings used for building and construction and apply the techniques to produce plans and drawings for basic structures.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the building and construction industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Core

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Identify elements used to interpret plans and drawings	1.1	Review type and purpose of plans and drawings.
		1.2	Identify terminology used for building and construction in plans and drawings.
		1.3	Identify and apply commonly used symbols and abbreviations used in plans and drawings.
		1.4	Identify key features and scales on plans and drawings.
		1.5	Identify types of structures on plans and drawings.
2.	Develop basic building plans	2.1	Identify drawing techniques according to type and purpose of basic building plans.
		2.2	Select and prepare equipment and materials for developing basic building plans.
		2.3	Develop basic building plans using required drawing techniques and selected equipment and materials.

### Range of Conditions

N/A



## Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from symbols, abbreviations and text in drawings, documentation, and specifications</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>use symbols, abbreviations and text in drawings and plans</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>use building and construction terminology for interpreting and developing basic plans and drawings</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>determine measurements when interpreting and developing basic plans and drawings</li> </ul>

## Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23313 Interpret and apply basic plans and drawings	VU22015 Interpret and apply basic plans and drawings	Equivalent Updated to meet revised Standards for Accredited Courses



<b>Assessment Requirements Template</b>	
<b>Title</b>	<b>Assessment Requirements for VU23313 Interpret and apply basic plans and drawings</b>
<b>Performance Evidence</b>	<p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• read and interpret the symbols and features of a minimum of two different sets of house plans</li> <li>• select and use the required drawing techniques to develop basic plans for a minimum of one site plan, one floor plan and one elevation plan for a structure containing floor, walls and roof.</li> </ul>
<b>Knowledge Evidence</b>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>• types, purposes and characteristics of building plans, and drawings and specifications</li> <li>• commonly used symbols and abbreviations featured in plans and drawings</li> <li>• commonly used terminology applied in plans and drawings</li> <li>• components of building structures, including footing, flooring, wall and roofing structures</li> <li>• relevant Australian Standards and the National Construction Code (NCC) in relation to work to be undertaken</li> <li>• drawing techniques used in construction plans</li> <li>• equipment and materials used for plans and drawings.</li> </ul>
<b>Assessment Conditions</b>	<p>Skills in this unit must be demonstrated in a building and construction industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> <li>• relevant codes, standards and/or regulations</li> <li>• relevant materials and equipment for producing drawings</li> </ul> <p><b>Assessor requirements</b></p> <p>As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:</p> <ul style="list-style-type: none"> <li>• hold a Certificate III trade qualification in the trade stream they are assessing</li> <li>• have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.</li> </ul>



<b>Unit code</b>	<b>VU23314</b>
<b>Unit title</b>	<b>Erect and safely use working platforms</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to erect and safely use restricted height working platforms, that include trestles and planks, step and extension ladders and mobile and modular scaffolds of up to four metres.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the building and construction industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Core

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements to erect and use working platforms	1.1	Identify work instructions and specifications for erecting and safely using restricted height working platforms.
		1.2	Identify the occupational health and safety (OHS) requirements for erecting and using working platforms.
		1.3	Identify the relevant codes and/or standards for erecting and using working platforms up to four metres.
		1.5	Identify and use appropriate terminology for erecting and using working platforms.
2.	Prepare to erect working platforms	2.1	Identify type of working platform to be used according to work instructions and relevant codes and/or standards.
		2.2	Select and use personal protective equipment (PPE) for erecting and using working platforms.
		2.3	Select and prepare working platform components, materials, tools and equipment according to work instructions and safety requirements.
3.	Erect working platforms	3.1	Position platform to work location.
		3.2	Ensure adequate footing in accordance to Australian



			Standards.
		3.3	Erect platform to the required height according to work instructions, manufacturers' specifications, regulatory and safety requirements and under supervision.
		3.4	Check working platform for stability, reliability and condition prior to, and during use, and report for repair, as required.
4.	Work safely at heights	4.1	Fit and adjust fall protection during work on platform, as required.
		4.2	Use safe methods when moving materials, tools and equipment to platform to minimise risk of falling objects and hazardous carrying of materials on platforms.
		4.3	Store tools and materials safely on platform to minimise the risk of items being knocked down and damaged.
		4.4	Carry out work tasks on platforms according to work instructions, regulatory and safety requirements.
5.	Clean up	5.1	Clear work area and dispose of, reuse or recycle materials according to work instructions.
		5.2	Disassemble platform, clean and store plant, tools and equipment after use by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>use measuring tools to calculate height and weight requirements when selecting, erecting and using restricted height working platforms.</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments



	VU23314 Erect and safely use working platforms	VU22016 Erect and safely use working platforms	Equivalent Updated to meet revised Standards for Accredited Courses
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## Assessment Requirements Template

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p><b>Assessment Requirements for VU23314 Erect and safely use working platforms</b></p> <p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>erect a working platform of no more than four metres in height according to work requirements</li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>complied with relevant safety regulations, codes of practice, work plans and manufacturers' specifications</li> <li>applied safety work practices</li> <li>communicated and worked effectively with others</li> <li>selected and used the required tools and equipment</li> <li>cleaned up and stored tools and equipment after use.</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>types, uses and limitations of restricted height working platforms, including extension ladders, mobile scaffold, modular scaffold, step ladders and trestles and planks</li> <li>plans, drawings, manufacturers' specifications and used for erecting restricted height working platforms</li> <li>workplace safety requirements and OHS legislation in relation to erecting and safely using restricted height working platforms, including the required PPE</li> <li>relevant Australian Standards in relation to restricted height working platforms</li> <li>terminology used for erecting and using working platforms</li> <li>techniques and tools and equipment used for erecting restricted height working platforms.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Skills in this unit must be demonstrated in a building and construction industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> <li>industry restricted height working platform tools and equipment, including PPE</li> <li>job tasks, including relevant plans and specifications</li> <li>Australian Standards and manufacturers' specifications.</li> </ul> <p><b>Assessor requirements</b></p> <p>As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the</p>



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relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification have worked in a trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency that trade stream.
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<b>Unit code</b>	<b>VU23315</b>
<b>Unit title</b>	<b>Identify and handle bricklaying tools and equipment</b>
<b>Application</b>	<p>This unit specifies the outcomes required to identify and safely handle bricklaying hand and power tools and plant and equipment. It does not include the maintenance of tools and equipment.</p> <p>It includes the ability to plan for, prepare and handle tools and equipment, clean up after use, and report on faulty tools and equipment.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the bricklaying industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Bricklaying

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements to handle tools and equipment	1.1	Review supervisor's instructions and specifications for preparing and handling bricklaying tools and equipment for specific tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for preparing and handling bricklaying tools and equipment.
		1.3	Identify the relevant codes and/or standards for preparing and handling bricklaying tools and equipment.
		1.4	Identify and apply relevant principles of sustainability in preparing and handling bricklaying tools and equipment.
		1.5	Identify and use terminology for bricklaying tools and equipment.
2.	Identify and prepare tools	2.1	Identify the functions and applications of bricklaying hand and power tools.
		2.2	Select and use the appropriate personal protective equipment (PPE) for specific tools and equipment.
		2.3	Select and prepare the required tools, equipment and materials appropriate for the tasks according to



			supervisor's instructions.
		2.4	Complete pre-operational checks according to supervisor's instructions and as required by manufacturers' specifications.
3.	Handle tools	3.1	Use hand tools safely and appropriate to the tasks and materials.
		3.2	Use power tools safely and appropriate to the tasks and materials.
4.	Select and use plant and equipment	4.1	Identify the functions, applications and operating methods of general bricklaying plant and equipment.
		4.2	Select and prepare plant and equipment appropriate for the tasks according to supervisor's instructions and safety requirements.
		4.3	Check plant and equipment for safety before use and report any faults, as required.
		4.4	Use plant and equipment according to manufacturers' specifications and ensuring the safety of self and others.
5.	Clean up	5.1	Clear work area and dispose of, reuse or recycle materials according to supervisor's instructions.
		5.2	Clean and store machinery, tools and equipment according to manufacturer's specifications and by following safe working practices.
		5.3	Identify malfunctions or damage to tools and equipment and report as required

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>



<b>Unit Mapping Information</b>	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23315 Identify and handle bricklaying tools and equipment	VU22017 Identify and handle bricklaying tools and equipment	Equivalent Updated to meet revised Standards for Accredited Courses



## Assessment Requirements Template

### Title

### Assessment Requirements for VU23315 Identify and handle bricklaying tools and equipment

### Performance Evidence

The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:

- identify and correctly handle each of the following bricklaying tools and equipment listed below during construction tasks:
  - hand and power tools:
    - brushes
    - chisels and bolsters
    - hammers
    - hand saws
    - jointing tools
    - levels (spirit and automatic)
    - marking tools
    - measuring tapes/rulers
    - shovels
    - trowels
  - equipment:
    - brick carrier
    - clamps
    - line block and string line
    - mortarboards
    - profiles
    - scrapers
    - straight edges
  - materials:
    - cement
    - lime
    - sand
  - plant:
    - cement mixer
    - compacter
    - handling and shifting equipment, such as hand trolleys or pallet jacks
    - portable mixers
    - safety signage
    - wheelbarrows



- portable generators

In completing the above, there must also be evidence that the learner has:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and used the required PPE
- communicated and worked effectively with others, including using appropriate terminology
- performed checks on tools and equipment, prior and after handling
- cleaned and stored tools and equipment after use.

### Knowledge Evidence

The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:

- workplace safety requirements and OHS legislation in relation to handling bricklaying tools and equipment, including the required PPE and safety requirement for power supplies
- relevant Australian Standards in relation to handling bricklaying tools and equipment
- principles of sustainability relevant to preparing and handling bricklaying tools and equipment
- terminology used for bricklaying tools and equipment
- characteristics and functions of bricklaying tools and equipment
- types of pre-occupational checks required prior to using bricklaying tools and equipment
- safe handling and maintenance checks of bricklaying tools and equipment, including reporting procedures.

### Assessment Conditions

Skills in this unit must be demonstrated in a bricklaying industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

This includes access to:

- industry bricklaying tools and equipment, including PPE
- job tasks, including relevant specifications
- manufacturers' specifications
- materials appropriate for bricklaying using hand and power tools.

#### Assessor requirements

As well as meeting the requirements of the *AQTF Conditions and Standards for Registered Training Organisations*, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in bricklaying
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.



<b>Unit code</b>	<b>VU23316</b>
<b>Unit title</b>	<b>Apply basic bricklaying techniques</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to apply bricklaying techniques for basic brickwork construction.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the bricklaying industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Bricklaying

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for brickwork construction	1.1	Identify work instructions, plans and specifications for basic brickwork construction tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for brickwork construction.
		1.3	Identify the relevant codes and/or standards for brickwork construction.
		1.4	Identify and apply sustainable practices to work preparation and construction applications.
		1.5	Identify and use appropriate terminology during bricklaying tasks.
2.	Prepare for brickwork construction	2.1	Select and use personal protective equipment (PPE) for brickwork construction.
		2.2	Identify and obtain the required quantities of materials for brickwork construction.
		2.3	Select and prepare the required tools and equipment for brickwork construction according to work instructions and safety requirements.
		2.4	Confirm the location and dimensions from work instructions, plans and specifications.



		2.5	Set out brickwork to a line, square and gauge.
		2.6	Mix mortar following manufacturers or job specifications, codes and/or standards.
3.	Construct brickwork	3.1	Place bricks to set out, ensuring that they are straight and level according to codes and/or standards.
		3.2	Build the brickwork construction to the required standard ensuring safety for self and others.
4.	Clean up	4.1	Clear work area and dispose of, reuse or recycle materials according to work instructions.
		4.2	Clean and store tools and equipment after use by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23316 Apply basic bricklaying techniques	VU22018 Apply basic bricklaying techniques	Equivalent Updated to meet revised Standards for Accredited Courses



## Assessment Requirements Template

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p><b>Assessment Requirements for VU23316 Apply basic bricklaying techniques</b></p> <p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>construct an internal/external corner wall, 7 courses high with one stopped end</li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>complied with relevant safety regulations, codes of practice, work plans and manufacturers' specifications</li> <li>applied safety and sustainable work practices</li> <li>communicated and worked effectively with others</li> <li>selected and used the required materials, tools and equipment for construction processes</li> <li>mixed the mortar batch to specifications</li> <li>set out and laid out brickwork to a line, square and gauge</li> <li>cleaned up and stored tools and equipment after brickwork construction.</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>plans, drawings and specifications used in brickwork construction</li> <li>workplace safety requirements and OHS legislation in relation to brickwork construction, including the required PPE</li> <li>relevant Australian Standards and/or building codes in relation to brickwork construction</li> <li>principles of sustainability relevant to brickwork construction</li> <li>terminology used for basic brickwork construction</li> <li>characteristics and purposes of bricklaying materials</li> <li>common processes for calculating size and quantity of materials required</li> <li>components, characteristics, and functions of mortar, including mixing and curing processes</li> <li>function, purpose and safe handling of bricklaying tools and equipment</li> <li>purpose of an accurate set out for brickwork construction</li> <li>set out techniques and processes for brickwork construction</li> <li>use of spirit levelling devices for setting out</li> <li>bricklaying techniques for basic brickwork construction, including gauge, internal and external corners and bond.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Skills in this unit must be demonstrated in a bricklaying industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> <li>industry materials, tools and equipment used for bricklaying, including PPE</li> </ul>



- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

**Assessor requirements**

As well as meeting the requirements of the *AQTF Conditions and Standards for Registered Training Organisations*, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in bricklaying
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.



<b>Unit code</b>	<b>VU23317</b>
<b>Unit title</b>	<b>Apply brick veneer construction techniques</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to apply brick veneer construction techniques to basic brickwork construction.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the bricklaying industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Bricklaying

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for brick veneer construction	1.1	Identify work instructions, plans and specifications for basic brick veneer construction tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for brick veneer construction.
		1.3	Identify the relevant codes and/or standards for brick veneer construction.
		1.4	Identify and apply sustainable practices to work preparation and construction applications.
		1.5	Identify and use appropriate terminology during brick veneer preparation and construction tasks.
2.	Prepare for brick veneer construction	2.1	Select and use the required personal protective equipment (PPE) for brick veneer construction.
		2.2	Identify and obtain the required quantities of materials for brick veneer construction.
		2.3	Select and prepare the required tools and equipment for brick veneer construction according to work instructions and safety requirements.
		2.4	Confirm the location and dimensions from work instructions, plans and specifications.



3.	Construct base	3.1	Mix mortar following manufacturers' or job specifications, codes and/or standards.
		3.2	Set out and construct base brickwork with bearer piers.
		3.3	Locate and build sub-floor access for brick veneer construction according to work instructions and standards.
4.	Construct veneer brickwork	4.1	Check structural frame is ready for brick veneer construction.
		4.2	Locate and build vents, veneer ties and control joints for veneer construction according to work instructions and standards.
		4.3	Build the brick veneer construction to the required standard ensuring safety for self and others.
5.	Clean up	5.1	Clear work area and dispose of, reuse or recycle materials according to work instructions.
		5.2	Clean and store tools and equipment after use by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23317 Apply brick veneer construction	VU22019 Apply brick veneer construction	Equivalent Updated to meet revised Standards for



	techniques	techniques	Accredited Courses
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**Assessment Requirements Template**

**Title**

**Assessment Requirements for VU23317 Apply brick veneer construction techniques**

**Performance Evidence**

The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:

- set out and lay veneer brickwork with one external wall and one opening containing a window or door with flashing over the opening. The brick veneer structure is to be a minimum of 3 metres in total length and a minimum of 1.7 metres high, and include a brick sill that is a minimum of 600 mm wide. A control joint and brick veneer ties are to be included in this brick veneer structure
- set out and construct base brickwork with bearer piers of a minimum of 3 metres in length and a height of 6 courses, incorporating vents.

In completing the above, there must also be evidence that the learner has:

- complied with relevant safety regulations, codes of practice, work plans and manufacturers' specifications
- applied safety and sustainable work practices
- communicated and worked effectively with others
- selected and used the required materials, tools and equipment for construction processes
- cleaned up and stored tools and equipment after brickwork construction

**Knowledge Evidence**

The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:

- plans, drawings and specifications used for brick veneer construction
- workplace safety requirements and OHS legislation in relation to brick veneer construction, including the required PPE
- relevant Australian Standards and/or building codes in relation to brick veneer construction
- terminology used for brick veneer construction
- principles of sustainability relevant to brick veneer construction
- characteristics and purposes of materials used for brick veneer construction
- common processes for calculating size and quantity of materials required
- function, purpose and safe handling of bricklaying tools and equipment
- purpose of an accurate set out for brick veneer construction
- set out techniques and processes for brick veneer construction
- methods of base brickwork, including slab on ground and strip footing construction



	<ul style="list-style-type: none"> <li>• bricklaying techniques for brick veneer construction, including, damp-proofing, base brickwork, control joints, flashing, gauge brickwork, piers, sills, brick veneer ties, ventilation and weep holes</li> <li>• brick blending techniques to achieve uniform colour distribution for basic brick veneer construction.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Skills in this unit must be demonstrated in a bricklaying industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> <li>• industry materials, tools and equipment used for brick veneer construction, including PPE</li> <li>• job tasks, including relevant plans and specifications</li> <li>• Australian Standards and manufacturers' specifications.</li> </ul> <p><b>Assessor requirements</b></p> <p>As well as meeting the requirements of the <i>AQTF Conditions and Standards for Registered Training Organisations</i>, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:</p> <ul style="list-style-type: none"> <li>• hold a Certificate III trade qualification in bricklaying</li> <li>• have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.</li> </ul>



<b>Unit code</b>	<b>VU23318</b>
<b>Unit title</b>	<b>Apply cavity brick construction techniques</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to apply cavity brick construction techniques to basic brickwork construction. It does not include the construction of brickwork or block bases.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the bricklaying industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Bricklaying

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for cavity brick construction	1.1	Identify work instructions, plans and specifications for basic cavity brick construction tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for applying cavity brick construction.
		1.3	Identify the relevant codes and/or standards for cavity brick construction.
		1.4	Identify and apply sustainable practices to work preparation and construction applications.
		1.5	Identify and use appropriate terminology during cavity brick construction tasks.
2.	Prepare for cavity brick construction	2.1	Select and use the appropriate personal protective equipment (PPE) for cavity brick construction.
		2.2	Identify and obtain the required quantities of materials for cavity brick construction.
		2.3	Select and prepare the appropriate tools and equipment for cavity brick construction according to work instructions and safety requirements.
		2.4	Confirm the location and dimensions from work



			instructions, plans and specifications.
		2.5	Mix mortar following manufacturers' or job specifications, codes and/or standards.
3.	Construct cavity brickwork	3.1	Locate window and door frames and build in to cavity wall.
		3.2	Build a cavity brick construction to the required standard ensuring safety for self and others.
		3.3	Cut sill bricks and lay according to work instructions and standards.
4.	Clean up	4.1	Clear work area and dispose of, reuse or recycle materials according to work instructions.
		4.2	Clean and store tools and equipment after use by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23318 Apply cavity brick construction techniques	VU22020 Apply cavity brick construction techniques	Equivalent Updated to meet revised Standards for Accredited Courses



## Assessment Requirements Template

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p><b>Assessment Requirements for VU23318 Apply cavity brick construction techniques</b></p> <p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• set out and lay cavity brickwork with one opening containing a window or door with flashing over the openings. This cavity brick structure must be a minimum of 3 metres in total length and a minimum of 1.7 metres high and include a brick sill that is a minimum of 600 mm wide.</li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>• complied with relevant safety regulations, codes of practice and work plans</li> <li>• applied safety and sustainable work practices</li> <li>• communicated and worked effectively with others</li> <li>• selected and used the required materials, tools and equipment for construction processes</li> <li>• cleaned up and stored tools and equipment after brickwork construction.</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>• plans, drawings and specifications used for cavity brick construction</li> <li>• workplace safety requirements and OHS legislation in relation to cavity brick construction, including the required PPE</li> <li>• relevant Australian Standards and/or building codes in relation to cavity brick construction</li> <li>• terminology used for cavity brick construction</li> <li>• principles of sustainability relevant to cavity brick construction</li> <li>• characteristics and purposes of bricklaying materials used in cavity brick construction</li> <li>• common processes for calculating size and quantity of materials required for cavity brick construction</li> <li>• function, purpose and safe handling of bricklaying tools and equipment used for cavity brick construction</li> <li>• purpose of an accurate set out for cavity brick construction</li> <li>• set out techniques and processes for cavity brick construction</li> <li>• characteristics and functions of base brickwork</li> <li>• methods of base brickwork, including slab on ground and strip footing construction</li> <li>• bricklaying techniques for cavity brick construction, including control joints, installing roof tie downs, piers, damp-proofing, flashing, gauge brickwork, installing cavity brick ties, sills and weep holes.</li> </ul>



**Assessment  
Conditions**

Skills in this unit must be demonstrated in a bricklaying industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

This includes access to:

- industry materials, tools and equipment used for cavity brick construction, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

**Assessor requirements**

As well as meeting the requirements of the *AQTF Conditions and Standards for Registered Training Organisations*, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in bricklaying
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.



<b>Unit code</b>	<b>VU23319</b>
<b>Unit title</b>	<b>Apply masonry blockwork techniques</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to apply masonry blockwork techniques to basic masonry blockwork construction. It does not include the construction of the brickwork or block base.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the bricklaying industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Bricklaying

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for masonry blockwork construction	1.1	Identify and confirm work instructions, plans and specifications for basic masonry blockwork tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for basic masonry blockwork construction.
		1.3	Identify the relevant codes and/or standards for masonry blockwork construction.
		1.4	Identify and apply sustainable practices to work preparation and construction applications.
		1.5	Identify and use appropriate terminology during masonry blockwork tasks.
2.	Prepare for masonry blockwork construction	2.1	Select and use the required personal protective equipment (PPE) for masonry blockwork construction.
		2.2	Identify and obtain the required quantities of materials for masonry blockwork construction.
		2.3	Select and prepare the required tools and equipment for masonry blockwork construction according to work instructions and safety requirements.
		2.4	Confirm the location and dimensions from work



			instructions, plans and specifications.
		2.5	Set out masonry blockwork to a line, square and gauge.
		2.6	Mix mortar following manufacturers' or job specifications, codes and/or standards.
3.	Construct masonry blockwork	3.1	Place masonry blocks to set out, ensuring that they are straight and level according to codes and/or standards.
		3.2	Form corners maintaining bond and perpendicular intersection of both.
		3.3	Build the basic masonry blockwork construction to work instructions and the required standard ensuring safety for self and others.
4.	Clean up	4.1	Clear work area and dispose of, reuse or recycle according to work instructions.
		4.2	Clean and store tools and equipment after use by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23319 Apply masonry blockwork techniques	VU22021 Apply masonry blockwork techniques	Equivalent Updated to meet revised Standards for Accredited Courses



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## Assessment Requirements Template

### Title

### Assessment Requirements for VU23319 Apply masonry blockwork techniques

### Performance Evidence

The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:

- set out and lay at least two masonry blockwork walls, one with internal corner wall using 200 mm series with a length of 1990 mm and an internal return of 800 mm and one with external corner using 150 mm series with a length of 1940 mm and an external return of 740 mm to a line and gauge. Both walls must be a minimum of 4 courses high and include two stopped ends.

In completing the above, there must also be evidence that the learner has:

- complied with relevant safety regulations, codes of practice and work plans
- applied safety and sustainable work practices
- communicated and worked effectively with others
- selected and used the required materials, tools and equipment for construction processes
- mixed the mortar batch to specifications
- set out and lay out masonry blockwork to a line, square and gauge.
- cleaned up and stored tools and equipment after blockwork construction.

### Knowledge Evidence

The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:

- plans, drawings and specifications used in bricklaying construction
- workplace safety requirements and OHS legislation in relation to masonry blockwork construction, including the required PPE
- relevant Australian Standards and/or building codes in relation to masonry blockwork construction
- principles of sustainability relevant to masonry blockwork construction
- terminology used for masonry blockwork construction
- characteristics and purposes of masonry blockwork materials
- common processes for calculating size and quantity of materials required
- components, characteristics, and functions of mortar, including mixing and curing processes
- function, purpose and safe handling of masonry blockwork tools and equipment
- purpose of an accurate set out for masonry blockwork construction
- set out techniques and processes for masonry blockwork construction
- use of spirit levelling devices for setting out masonry blockwork
- masonry blockwork techniques used for basic masonry blockwork construction, including bonding of blockwork, gauge blockwork and jointing/finishing.



**Assessment  
Conditions**

Skills in this unit must be demonstrated in a bricklaying industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

This includes access to:

- industry materials, tools and equipment used for masonry blockwork construction, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

**Assessor requirements**

As well as meeting the requirements of the *AQTF Conditions and Standards for Registered Training Organisations*, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in bricklaying
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.



<b>Unit code</b>	<b>VU23320</b>
<b>Unit title</b>	<b>Identify and handle carpentry tools and equipment</b>
<b>Application</b>	<p>This unit specifies the outcomes required to identify and safely handle carpentry hand and power tools and plant and equipment. It does not include the maintenance of tools and equipment.</p> <p>It includes the ability to plan for, prepare and handle tools and equipment, clean up after use, and report on faulty tools and equipment.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the carpentry industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Carpentry

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements to handle tools and equipment	1.1	Review supervisor's instructions and specifications for preparing and handling carpentry tools and equipment for specific tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for preparing and handling carpentry tools and equipment.
		1.3	Identify the relevant codes and/or standards for preparing and handling carpentry tools and equipment.
		1.4	Identify and apply relevant principles of sustainability in preparing and handling carpentry tools and equipment.
		1.5	Identify and use terminology for carpentry tools and equipment.
2.	Identify and prepare tools	2.1	Identify the functions and applications of carpentry hand and power tools.
		2.2	Select and use the appropriate personal protective equipment (PPE) for specific tools and equipment.
		2.3	Select and prepare the required tools, equipment and materials appropriate for the tasks according to



			supervisor's instructions.
		2.4	Complete pre-operational checks according to supervisor's instructions and as required by manufacturers' specifications.
3.	Handle tools	3.1	Use hand tools safely and appropriate to the tasks and materials.
		3.2	Use power tools safely and appropriate to the tasks and materials.
4.	Select and use plant and equipment	4.1	Identify the functions, applications and operating methods of general construction plant and equipment.
		4.2	Select and prepare plant and equipment appropriate for the tasks according to supervisor's instructions and safety requirements.
		4.3	Check plant and equipment for safety before use and report any faults, as required.
		4.4	Use plant and equipment according to manufacturers' specifications and ensuring the safety of self and others.
5.	Clean up	5.1	Clear work area and dispose of, reuse or recycle materials according to supervisor's instructions.
		5.2	Clean and store machinery, tools and equipment according to manufacturers' specifications and by following safe working practices.
		5.3	Identify malfunctions or damage to tools and equipment and report as required

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>



<b>Unit Mapping Information</b>	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23320 Identify and handle carpentry tools and equipment	VU22022 Identify and handle carpentry tools and equipment	Equivalent Updated to meet revised Standards for Accredited Courses



## Assessment Requirements Template

### Title

### Assessment Requirements for VU23320 Identify and handle carpentry tools and equipment

### Performance Evidence

The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:

- identify and correctly handle each of the following carpentry tools and equipment listed below during construction tasks:
  - hand tools:
    - carpentry pencil
    - chisels
    - hand planes
    - hand saws
    - holding tools (clamps, vices etc.)
    - marking gauge
    - measuring tapes/rulers
    - nail punch
    - oil stone/diamond stone
    - screw drivers
    - squares and bevels
    - straight edges
    - hammers
  - powered mains or battery tools:
    - planners
    - electric/battery drills
    - impact driver
    - nail guns and powered and pneumatic
    - portable power saws
    - reciprocating saws
    - routers
    - sanders
    - sliding compound mitre saws.
  - plant:
    - drill press
    - handling and shifting equipment, such as hand trolleys or pallet jacks
    - portable air compressors
    - safety signage/barricades
    - wheelbarrows
    - bench grinder/wet grinder
    - portable generators



- equipment/materials:
  - clamps/vices
  - glues and adhesives
  - metals
  - nails, screws and staples
  - plywoods
  - saw stools
  - timber
  - workbench.

In completing the above, there must also be evidence that the learner has:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and used the required PPE
- communicated and worked effectively with others, including using appropriate terminology
- performed checks on tools and equipment, prior and after handling
- cleaned and stored tools and equipment after use.

**Knowledge Evidence**

The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:

- workplace safety requirements and OHS legislation in relation to handling carpentry tools and equipment, including the required PPE and safety requirement for power supplies
- relevant Australian Standards in relation to handling carpentry tools and equipment
- principles of sustainability relevant to preparing and handling carpentry tools and equipment
- terminology used for carpentry tools and equipment
- characteristics and functions of carpentry tools and equipment
- types of pre-occupational checks required prior to using carpentry tools and equipment
- safe handling and maintenance checks of carpentry tools and equipment.

**Assessment Conditions**

Skills in this unit must be demonstrated in a carpentry industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

This includes access to:

- industry carpentry tools and equipment, including PPE
- job tasks, including relevant specifications
- manufacturers' specifications
- materials appropriate for carpentry hand and power tools.

**Assessor requirements**

As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the



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relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in carpentry
  - have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.
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<b>Unit code</b>	<b>VU23321</b>
<b>Unit title</b>	<b>Perform basic setting out</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to carry out basic setting out for a building site.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the carpentry industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Carpentry

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for setting out	1.1	Identify work instructions, plans and specifications for basic setting out tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for setting out.
		1.3	Identify and apply relevant principles of sustainability to work preparation and construction applications.
		1.4	Identify and use appropriate terminology for setting out tasks.
2.	Prepare for basic setting out	2.1	Select and use personal protective equipment (PPE) for setting out.
		2.2	Identify and obtain appropriate materials, tools and equipment for basic setting out according to work instructions.
		2.3	Identify and locate building site boundaries according to work instructions, plans and specifications.
		2.4	Set string lines into position using hurdles or profiles to identify site boundaries.
3.	Set out building sites	3.1	Set out first side of building using string lines, profile or hurdles that are set to a pre-determined height using appropriate levelling device.



		3.2	Set out second side of building at right angles to first side applying the 3, 4, 5 triangulation method.
		3.3	Use string lines, profiles or hurdles that are set to a pre-determined height using appropriate levelling device.
		3.4	Complete setting out of remaining sides ensuring parallel measurements are correct and diagonal measurements are identical.
		3.5	Check building lines are taut, square and accurate, making adjustments, as required.
4.	Clean up	4.1	Clear work area and dispose of, reuse or recycle materials according to work instructions.
		4.2	Clean and store tools and equipment after use by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>measure and estimate length using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23321 Perform basic setting out	VU22023 Perform basic setting out	Equivalent Updated to meet revised Standards for Accredited Courses



## Assessment Requirements Template

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p><b>Assessment Requirements for VU23321 Perform basic setting out</b></p> <p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>complete set out for one rectangular and one L-shaped building according to a plan for a specific building.</li> <li>square a corner of a building set out using the 3, 4, 5 triangle method.</li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>complied with relevant safety regulations, codes of practice and work plans</li> <li>applied safety and sustainable work practices</li> <li>communicated and worked effectively with others</li> <li>selected and used required materials, tools and equipment for set out, including levelling device</li> <li>checked heights of profiles or hurdles are transferred</li> <li>cleaned up and stored tools and equipment after setting out.</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>plans, drawings and specifications used in the building and construction industry</li> <li>workplace safety requirements and OHS legislation in relation to carpentry, including the required PPE</li> <li>principles of sustainability relevant to setting out sites</li> <li>terminology used for setting out sites</li> <li>characteristics and purposes of materials used for setting out sites</li> <li>common processes for calculating size and quantity of materials required</li> <li>function, purpose and safe handling of setting out tools and equipment</li> <li>use and types of levelling devices for setting out, including spirit, automatic and laser levels</li> <li>setting out processes and techniques used for building sites.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Skills in this unit must be demonstrated in a carpentry industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> <li>industry materials, tools and equipment used for setting out, including PPE</li> <li>job tasks, including relevant plans and specifications.</li> </ul> <p><b>Assessor requirements</b></p> <p>As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the</p>



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relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in carpentry
  - have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.
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<b>Unit code</b>	<b>VU23322</b>
<b>Unit title</b>	<b>Construct basic sub-floor</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to apply basic sub-floor framing skills for a rectangular shaped building.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the carpentry industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Carpentry

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for sub-floor framing	1.1	Identify work instructions, plans and specifications for basic sub-floor framing tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for sub-floor framing.
		1.3	Identify the relevant codes and/or standards for sub-floor framing.
		1.4	Identify and apply relevant principles of sustainability to work preparation and construction applications.
		1.5	Identify and use appropriate terminology for sub-floor framing tasks.
2.	Prepare for sub-floor framing	2.1	Select and use personal protective equipment (PPE) for sub-floor framing.
		2.2	Identify and obtain the required quantities of materials for sub-floor framing.
		2.3	Select and prepare the appropriate tools and equipment for sub-floor framing according to work instructions and safety requirements.
		2.4	Set out building, locate position of stumps, and dig stump holes according to work instructions and specifications.



		2.5	Install soleplates and stumps to set out lines for building according to work instructions and specifications.
3.	Construct sub-floor framing	3.1	Install bearer material to correct position over stumps using one bearer joining method.
		3.2	Set out floor joists for a fitted floor or platform floor according to work instructions and specifications.
		3.3	Install floor joists according to relevant codes and/or standards.
		3.4	Install required solid blocking around doorways and openings according to work instructions and specifications.
		3.5	Check sub-floor joists are flat and level.
		3.6	Carry out sub-floor framing procedures to the required standard ensuring safety for self and others.
4.	Clean up	4.1	Clear work area and dispose of, reuse or recycle materials according to work instructions.
		4.2	Clean and store tools and equipment after use by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>measure and estimate length and volume for material requirements</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments



	VU23322 Construct basic sub-floor	VU22024 Construct basic sub-floor	Equivalent Updated to meet revised Standards for Accredited Courses
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## Assessment Requirements Template

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p><b>Assessment Requirements for VU23322 Construct basic sub-floor</b></p> <p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• set out, level, dig stump holes, position soleplates, install and backfill stumps and construct sub-floor framing for one rectangular shaped building</li> <li>• install bearers showing at least one joining method</li> <li>• install floor joist to suit fitted and/or platform floors.</li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>• complied with relevant safety regulations, codes of practice and work plans</li> <li>• applied safety and sustainable work practices</li> <li>• communicated and worked effectively with others</li> <li>• use selected and appropriate materials, tools and equipment for sub-floor framing processes</li> <li>• cleaned up and stored tools and equipment after construction.</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>• plans, drawings and specifications used in sub-floor framing</li> <li>• workplace safety requirements and OHS legislation in relation to sub-floor framing, including the required PPE</li> <li>• relevant Australian Standards and/or building codes in relation to sub-floor framing</li> <li>• principles of sustainability relevant to sub-floor framing</li> <li>• terminology used for sub-floor framing</li> <li>• characteristics and purposes of materials used for sub-floor framing</li> <li>• common processes for calculating size and quantity of materials required</li> <li>• function, purpose and safe handling of sub-floor framing tools and equipment</li> <li>• sub-floor framing processes and techniques used for buildings</li> <li>• bearer and joist joining techniques, including butt, halving and splayed</li> <li>• joist straightening techniques.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Skills in this unit must be demonstrated in a carpentry industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> <li>• industry materials, tools and equipment used for sub-floor framing, including PPE</li> <li>• job tasks, including relevant plans and specifications</li> </ul>



- Australian Standards and manufacturers' specifications.

**Assessor requirements**

As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in carpentry
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.



<b>Unit code</b>	<b>VU23323</b>
<b>Unit title</b>	<b>Construct basic wall frames</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to construct basic wall frames for a building.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the carpentry industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Carpentry

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for wall framing	1.1	Identify work instructions, plans and specifications for basic wall framing tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for wall framing.
		1.3	Identify the relevant codes and/or standards for wall framing.
		1.4	Identify and apply relevant principles of sustainability to work preparation and construction applications.
		1.5	Identify and use appropriate terminology for wall framing tasks.
2.	Prepare for wall framing	2.1	Select and use personal protective equipment (PPE) for wall framing.
		2.2	Identify and obtain the required quantities of materials for wall framing.
		2.3	Select and prepare the appropriate tools and equipment for wall framing according to work instructions and safety requirements.
3.	Construct wall framing	3.1	Identify wall frame components according to work instructions and specifications.
		3.2	Set out location of walls on slab or sub-floor frame



			according to work instructions and specifications.
		3.3	Cut wall plates to length, locate in position and set out openings, wall junctions and stud positions on plates.
		3.4	Cut required amount of studs to length and assemble walls.
		3.5	Install lintels, head, sill trimmers and noggins according to work instructions and specifications.
		3.6	Stand walls up, straighten and plumb corners and temporary brace.
		3.7	Install bracing according to work instructions and specifications.
4.	Clean up	4.1	Clear work area and dispose of, reuse or recycle materials according to work instructions.
		4.2	Clean and store tools and equipment after use by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>measure and estimate length for material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23323 Construct basic wall frames	VU22025 Construct basic wall frames	Equivalent Updated to meet revised Standards for



			Accredited Courses
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## Assessment Requirements Template

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p><b>Assessment Requirements for VU23323 Construct basic wall frames</b></p> <p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• set out and construct wall framing for one rectangular shaped building that includes: <ul style="list-style-type: none"> <li>○ one door and one window opening, including a lintel</li> <li>○ one external corner for weatherboard and/or one external corner for brick veneer</li> <li>○ one internal wall with junction</li> <li>○ wall bracing.</li> </ul> </li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>• complied with relevant safety regulations, codes of practice and work plans</li> <li>• participated in sustainable work practices</li> <li>• selected and appropriately used PPE</li> <li>• communicated and worked effectively with others, including using appropriate terminology</li> <li>• selected and used appropriate materials, tools and equipment for wall framing</li> <li>• cleaned up and stored tools and equipment after wall framing construction.</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>• plans, drawings and specifications used in wall framing</li> <li>• workplace safety requirements and OHS legislation in relation to wall framing, including the required PPE</li> <li>• relevant Australian Standards and/or building codes in relation to wall framing</li> <li>• principles of sustainability relevant to wall framing</li> <li>• terminology used for wall framing</li> <li>• characteristics and purposes of materials used for wall framing</li> <li>• common processes for calculating size and quantity of materials required to limit waste</li> <li>• function, purpose and safe handling of wall framing tools and equipment</li> <li>• wall framing processes and techniques used for building sites.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Skills in this unit must be demonstrated in a carpentry industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p>



- industry materials, tools and equipment used for wall framing, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

**Assessor requirements**

As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in carpentry
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.



<b>Unit code</b>	<b>VU23324</b>
<b>Unit title</b>	<b>Construct basic roof frames</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to construct a basic hip and gable end roof frame.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the carpentry industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Carpentry

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for roof framing	1.1	Identify work instructions, plans and specifications for basic roof framing tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for roof framing.
		1.3	Identify the relevant codes and/or standards for roof framing.
		1.4	Identify and apply relevant principles of sustainability to work preparation and construction applications.
		1.5	Identify and use appropriate terminology for roof framing tasks.
2.	Prepare for roof framing	2.1	Select and use personal protective equipment (PPE) for roof framing.
		2.2	Identify and obtain the required quantities of materials for roof framing.
		2.3	Select and prepare the appropriate tools and equipment for roof framing according to work instructions and safety requirements.
		2.4	Develop roof bevels, rafter lengths and shortenings for specified roof.
3.	Set out and construct roof	3.1	Set out and cut pattern rafter to length according to work



			instructions and specifications.
		3.2	Set out jack and gable end rafters prior to setting out common, hips, creeper rafters and ceiling joists on top plates.
		3.3	Cut and install ceiling joists to specifications.
		3.4	Mark out and cut ridge board to length.
		3.5	Cut common and jack rafters to length, erect gable end rafters and jack rafters and erect ridge.
		3.6	Erect remaining common rafters.
		3.7	Cut and fix hip rafters to specifications.
		3.8	Cut and fix creeper rafter allowing for overhang.
		3.9	Construct gable end wall and install outriggers.
4.	Complete roof frames	4.1	Cut and install collar ties to specifications.
		4.2	Set out for eave width and cut to straight line.
		4.3	Install fascia and barge boards to specifications.
		4.4	Complete roof framing by installing remaining blocks and trimmers.
5.	Clean up	5.1	Clear work area and dispose of, reuse or recycle materials according to work instructions.
		5.2	Clean and store tools and equipment after use by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>measure and estimate length for material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>



**Unit Mapping Information**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23324 Construct basic roof frames	VU22026 Construct a basic roof frame	Equivalent Updated to meet revised Standards for Accredited Courses



## Assessment Requirements Template

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p><b>Assessment Requirements for VU23324 Construct basic roof frames</b></p> <p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• set out and construct a hip and gable roof, including ceiling framing, outriggers, collar ties, infill gable wall, fascia and barge boards</li> <li>• set out and construct a pattern rafter</li> <li>• construct a roof boat</li> <li>• mark and cut rafter tails and outriggers to a specified length.</li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>• complied with relevant safety regulations, codes of practice and work plans</li> <li>• participated in sustainable work practices</li> <li>• selected and appropriately used PPE</li> <li>• communicated and worked effectively with others, including using appropriate terminology</li> <li>• selected and used appropriate materials, tools and equipment for roof framing</li> <li>• cleaned up and stored tools and equipment after roof framing construction.</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>• plans, drawings and specifications used in roof framing</li> <li>• workplace safety requirements and OHS legislation in relation to roof framing, including the required PPE</li> <li>• relevant Australian Standards and/or building codes in relation to roof framing</li> <li>• principles of sustainability relevant to roof framing</li> <li>• terminology used for roof framing</li> <li>• types of roof structures</li> <li>• characteristics and purposes of materials used for roof framing</li> <li>• common processes for calculating size and quantity of materials required</li> <li>• common process for developing roof bevels and calculating member lengths</li> <li>• function, purpose and safe handling of roof framing tools and equipment</li> <li>• processes for setting out a pattern rafter</li> <li>• roof framing processes and techniques used for building sites.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Skills in this unit must be demonstrated in a carpentry industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p>



This includes access to:

- industry materials, tools and equipment used for roof framing, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

**Assessor requirements**

As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in carpentry
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.



<b>Unit code</b>	<b>VU23325</b>
<b>Unit title</b>	<b>Install basic external cladding</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to install basic timber or manufactured external cladding.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the carpentry industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Carpentry

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for external cladding	1.1	Identify work instructions, plans and specifications for basic external cladding tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for external cladding.
		1.3	Identify the relevant codes and/or standards for external cladding.
		1.4	Identify and apply relevant principles of sustainability to work preparation and construction applications.
		1.5	Identify and use appropriate terminology for external cladding tasks.
2.	Prepare for external cladding	2.1	Select and use personal protective equipment (PPE) for external cladding installation.
		2.2	Identify and obtain the required quantities of materials for external cladding.
		2.3	Select and prepare the appropriate tools and equipment for external cladding according to work instructions and safety requirements.
3.	Prepare external wall	3.1	Check timber wall frame is straightened and trimmers, noggins and blocks are installed.



		3.2	Check corner studs are plumb, straight and trimmed out to take weatherboard stop.
		3.3	Prepare and secure weatherboard stops according to specifications.
		3.4	Cut, fit and secure flashing according to work instructions and specifications.
4.	Prepare, cut and fix weatherboards	4.1	Identify and confirm cover for weatherboard according to work instructions, specifications, codes and/or standards.
		4.2	Mark out weatherboard stops to determine position and lap.
		4.3	Cut weatherboards to fit external wall ensuring board length is tight, neat and cuts parallel to stop or opening.
5.	Clean up	5.1	Clear work area and dispose of, reuse or recycle materials according to work instructions.
		5.2	Clean and store tools and equipment after use by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>measure and estimate length for material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23325 Install basic external cladding	VU22027 Install basic external cladding	Equivalent Updated to meet



			revised Standards for Accredited Courses
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## Assessment Requirements Template

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p><b>Assessment Requirements for VU23325 Install basic external cladding</b></p> <p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• straighten (plane and pack) wall in preparation to receive weatherboards</li> <li>• install and set out weatherboard stop showing spacing of weatherboards and lap</li> <li>• install weatherboards to stops on a wall frame and two openings (one for a window and one for a door) with flashings.</li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>• complied with relevant safety regulations, code of practice and work plans</li> <li>• participated in sustainable work practices</li> <li>• selected and appropriately used PPE</li> <li>• communicated and worked effectively with others, including using appropriate terminology</li> <li>• selected and used appropriate materials, tools and equipment for external cladding</li> <li>• cleaned up and stored tools and equipment after external cladding installation.</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>• plans, drawings and specifications used in external cladding</li> <li>• workplace safety requirements and OHS legislation in relation to external cladding, including the required PPE</li> <li>• relevant Australian Standards and/or building codes in relation to external cladding</li> <li>• principles of sustainability relevant to external cladding</li> <li>• terminology used for external cladding</li> <li>• characteristics and purposes of materials used for external cladding</li> <li>• common processes for calculating size and quantity of materials required</li> <li>• function, purpose and safe handling of external cladding tools and equipment</li> <li>• external cladding processes and techniques used for building sites, including processes for preserving and protecting cut surfaces.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Skills in this unit must be demonstrated in a carpentry industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> <li>• industry materials, tools and equipment used for external cladding installation, including PPE</li> </ul>



- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

**Assessor requirements**

As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in carpentry
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.



<b>Unit code</b>	<b>VU23326</b>
<b>Unit title</b>	<b>Install basic window and door frames</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to install basic windows and door frames to parts of a building.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the carpentry industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Carpentry

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for window and door frame installation	1.1	Identify work instructions, plans and specifications for basic window and door frame installation tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for window and door frame installation.
		1.3	Identify the relevant codes and/or standards for window and door frame installation.
		1.4	Identify and apply relevant principles of sustainability to work preparation and construction applications.
		1.5	Identify and use appropriate terminology for window and door frame installation tasks.
2.	Prepare for window and door frame installation	2.1	Select and use personal protective equipment (PPE) for window and door frame installation.
		2.2	Identify and obtain the required quantities of materials for window and door frame installation.
		2.3	Select and prepare the appropriate tools and equipment for window and door frame installation according to work instructions and safety requirements.
3.	Fit and install window frame	3.1	Check window is flashed.
		3.2	Check and confirm window has the required minimum



			clearance on all sides.
		3.3	Install window to opening ensuring bottom and sides of window are packed and secured to the required standard and frame is plumb level and inwind.
4.	Install external door frame	4.1	Check and confirm door frame opening size according to work instructions and specifications.
		4.2	Install door frame according to work instruction, specifications and standards.
		4.3	Fix, square and brace frame.
		4.4	Flash, position, pack, level, plumb and fix door frame allowing for minimum clearance, checking frame is inwind.
5.	Clean up	5.1	Clear work area and dispose of, reuse or recycle materials according to work instructions.
		5.2	Clean and store tools and equipment after use by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>measure and estimate length for material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23326 Install basic window and door	VU22028 Install basic window and door	Equivalent Updated to meet



	frames	frames	revised Standards for Accredited Courses
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## Assessment Requirements Template

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p><b>Assessment Requirements for VU23326 Install basic window and door frames</b></p> <p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>install as a minimum, one window and one external door frame into a wall frame, ensuring frames are flashed, packed, levelled, plumbed and inwind.</li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>complied with relevant safety regulations, codes of practice and work plans</li> <li>participated in sustainable work practices</li> <li>selected and appropriately used PPE</li> <li>communicated and worked effectively with others, including using appropriate terminology</li> <li>selected and used appropriate materials, tools and equipment for window and door frame installation</li> <li>cleaned up and stored tools and equipment after window and door frame installation.</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>plans, drawings and specifications used in window and door frame installation</li> <li>workplace safety requirements and OHS legislation in relation to window and door frame installation, including the required PPE</li> <li>relevant Australian Standards and/or building codes in relation to window and door frame installation</li> <li>principles of sustainability relevant to window and door frame installation</li> <li>terminology used for window and door frame installation</li> <li>characteristics and purposes of materials used for window and door frame installation</li> <li>common processes for calculating size and quantity of materials required</li> <li>function, purpose and safe handling of window and door frame installation tools and equipment</li> <li>window and door frame installation processes and techniques.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Skills in this unit must be demonstrated in a carpentry industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> <li>industry materials, tools and equipment used for window and door installation, including PPE</li> </ul>



- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

**Assessor requirements**

As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in carpentry
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.



<b>Unit code</b>	<b>VU23327</b>
<b>Unit title</b>	<b>Install interior fixings</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to prepare, cut and install standard interior fixings.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the carpentry industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Carpentry

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for interior fixing	1.1	Identify work instructions, plans and specifications for interior fixing tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for interior fixing.
		1.3	Identify the relevant codes and/or standards for interior fixing.
		1.4	Identify and apply relevant principles of sustainability to work preparation and construction applications.
		1.5	Identify and use appropriate terminology for interior fixing tasks.
2.	Prepare for interior fixing	2.1	Select and use personal protective equipment (PPE) for interior fixing.
		2.2	Identify and obtain the required quantities of materials for interior fixing.
		2.3	Select and prepare the appropriate tools and equipment for interior fixing according to work instructions and safety requirements.
3.	Install hinged door unit	3.1	Mark jamb and cut to length allowing for door height, clearances, floor covering and floor level.
		3.2	Fit hinges to door and jamb stile allowing for the



			specified clearance at head.
		3.3	Assemble door jamb and fix to specifications with jamb and head edges flush.
		3.4	Fix jamb into position, packed, plumb, level and flush with wall lining and inwind.
		3.5	Hang door with correct margins.
		3.6	Fit passage set and stop to manufacturers' specifications.
		3.7	Mark, cut, fit and fix architraves to specifications with mitres closed and specified quirk uniform around door jamb.
4.	Install window architraves and furniture	4.1	Ensure that window frame can accommodate architraves.
		4.2	Mark, cut, fit and fix architraves to specifications, with mitres closed and specified quirk uniform around window frame.
5.	Install lining boards and mouldings	5.1	Mark, cut to length and/or shape, fit and position lining material to specifications.
		5.2	Install lining boards with no gaps and vertical joints v-jointed to specified size, where applicable.
		5.3	Secure and fix lining to job according to manufacturers' specifications.
		5.4	Install mouldings to specifications, ensuring joins are tight and flush.
6.	Fit and fix skirting	6.1	Prepare skirting, cut, fitted and fix skirting against wall lining.
		6.2	Cut and fit scribe joints to form internal corners.
		6.3	Set out, mark and mitre joints.
		6.4	Install skirting using internal scribe joints and external mitre joints.
7.	Clean up	7.1	Clear work area and dispose of, reuse or recycle materials according to work instructions.
		7.2	Clean and store tools and equipment after use by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.



Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>measure and estimate length for material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

**Unit Mapping Information**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23327 Install interior fixings	VU22029 Install interior fixings	Equivalent Updated to meet revised Standards for Accredited Courses



## Assessment Requirements Template

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p><b>Assessment Requirements for VU23327 Install interior fixings</b></p> <p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• install each of the following interior fixing: <ul style="list-style-type: none"> <li>○ one internal door jamb and door complete with architraves and passage set</li> <li>○ window architraves</li> <li>○ skirting with a minimum of one internal scribe and one external mitred corner</li> <li>○ lining boards and trim using at least two different types of timber mouldings.</li> </ul> </li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>• complied with relevant safety regulations, codes of practice and work plans</li> <li>• participated in sustainable work practices</li> <li>• selected and appropriately used PPE</li> <li>• communicated and worked effectively with others, including using appropriate terminology</li> <li>• selected and used appropriate materials, tools and equipment for installing interior fixings</li> <li>• cleaned up and stored tools and equipment after installing interior fixings.</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>• plans, drawings and specifications used in interior fixing</li> <li>• workplace safety requirements and OHS legislation in relation to interior fixing, including the required PPE</li> <li>• relevant Australian Standards and/or building codes in relation to interior fixing</li> <li>• principles of sustainability relevant to interior fixing</li> <li>• terminology used for interior fixing</li> <li>• characteristics and purposes of materials used for interior fixing</li> <li>• common processes for calculating size and quantity of materials required</li> <li>• function, purpose and safe handling of interior fixing tools and equipment</li> <li>• interior fixing processes and techniques.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Skills in this unit must be demonstrated in a carpentry industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p>



- industry materials, tools and equipment used for installing interior fixings, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

**Assessor requirements**

As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in carpentry
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.



<b>Unit code</b>	<b>VU23328</b>
<b>Unit title</b>	<b>Dismantle basic timber structures</b>
<b>Application</b>	<p>This unit specifies the outcomes required to prepare and carry out basic demolition of timber structures that includes de-nailing, reclaiming and stacking of salvaged materials.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the carpentry industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Carpentry

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for basic demolition	1.1	Identify work instructions, plans and specifications for basic demolition tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for basic demolition.
		1.3	Identify the relevant codes and/or standards for basic demolition.
		1.4	Identify and apply relevant principles of sustainability to work preparation and construction applications.
		1.5	Identify and use appropriate terminology for basic demolition tasks.
2.	Prepare for basic demolition	2.1	Select and use personal protective equipment (PPE) for basic demolition.
		2.2	Select and prepare the appropriate tools and equipment for basic demolition according to work instructions and safety requirements.
3.	Carry out demolition	3.1	Select the appropriate demolition techniques for removing building components.
		3.2	Remove building components in the directed sequence.



		3.3	Relocate removed components to storage, disposal area or stacked and ready for transport according to work instructions.
4.	Clean up	4.1	Clear work area and dispose of, reuse or recycle materials according to work instructions.
		4.2	Clean and store tools and equipment after use by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23328 Dismantle basic timber structures	VU22030 Carry out basic demolition for timber structures	Equivalent Updated to meet revised Standards for Accredited Courses. Title change.



## Assessment Requirements Template

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p><b>Assessment Requirements for VU23328 Dismantle basic timber structures</b></p> <p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>demolish a timber structure, that includes de-nailing, reclaiming and stacking of salvaged materials.</li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>complied with relevant safety regulations, codes of practice and work plans</li> <li>participated in sustainable work practices</li> <li>selected and appropriately used PPE</li> <li>communicated and worked effectively with others, including using appropriate terminology</li> <li>selected and used appropriate tools and equipment for basic demolition</li> <li>cleaned up and stored tools and equipment after basic demolition.</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>plans, drawings and specifications used in basic demolition</li> <li>workplace safety requirements and OHS legislation in relation to basic demolition, including the required PPE</li> <li>relevant Australian Standards and/or building codes in relation to basic demolition</li> <li>principles of sustainability relevant to basic demolition</li> <li>terminology used for basic demolition</li> <li>common processes for calculating size and quantity of materials required</li> <li>function, purpose and safe handling of basic demolition tools and equipment</li> <li>basic dismantling processes and techniques.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Skills in this unit must be demonstrated in a carpentry industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> <li>industry materials, tools and equipment for basic demolition, including PPE</li> <li>job tasks, including relevant plans and specifications</li> <li>Australian Standards or codes of practice.</li> </ul> <p><b>Assessor requirements</b></p> <p>As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:</p>



- 
- hold a Certificate III trade qualification in carpentry
  - have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.
- 



<b>Unit code</b>	<b>VU23329</b>
<b>Unit title</b>	<b>Construct basic formwork for concreting</b>
<b>Application</b>	<p>This unit specifies the outcomes required to set out and construct basic formwork for concreting.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the carpentry industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Carpentry

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for construction of formwork	1.1	Identify work instructions, plans and specifications for constructing basic formwork for concreting.
		1.2	Identify the occupational health and safety (OHS) requirements for constructing formwork for concreting.
		1.3	Identify the relevant codes/standards for constructing formwork for concreting.
		1.4	Identify and apply relevant principles of sustainability to work preparation and construction applications.
		1.5	Identify and use appropriate terminology for constructing formwork for concreting.
2.	Prepare for formwork construction	2.1	Select and use personal protective equipment (PPE) for concrete footings and formwork.
		2.2	Identify and obtain the required quantities of materials that includes components of concrete for formwork construction.
		2.3	Select and prepare the appropriate tools and equipment for formwork construction according to work instructions and safety requirements.
3.	Set out formwork	3.1	Identify and confirm the location for concrete slab



			according to work instructions and specifications.
		3.2	Set out position of concrete slab.
		3.3	Excavate area ensuring adequate depth of slab can be obtained to include substrate, and all organic material is removed.
		3.4	Place required amount of substrate in excavated area and compact until required compaction is achieved.
4.	Construct formwork for concrete	4.1	Use hurdles and string lines to establish the final position of the formwork according to specifications.
		4.2	Erect timber formwork to suit a slab of 100 mm in depth on compacted substrate already placed.
		4.3	Install vapour barrier.
		4.4	Install bar chairs and reinforcement according to plans, codes and specifications ensuring adequate concrete cover is achieved.
5.	Clean up	5.1	Strip timber formwork and de-nail.
		5.2	Stack timber, clear work area and dispose of, reuse or recycle materials according to work instructions.
		5.3	Clean and store tools and equipment after use by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>measure and estimate lengths, and volume for material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>



<b>Unit Mapping Information</b>	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23329 Construct basic formwork for concreting	VU22031 Construct basic formwork for concreting	Equivalent Updated to meet revised Standards for Accredited Courses



## Assessment Requirements Template

### Title

### Assessment Requirements for VU23329 Construct basic formwork for concreting

### Performance Evidence

The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:

- complete set out to achieve levels and other specified dimensions for the construction of formwork for a minimum of 100mm deep rectangular concrete slab
- excavate and prepare substrate using compaction
- install reinforcement, including bar chairs to formwork.

In completing the above, there must also be evidence that the learner has:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for the construction of formwork for concrete
- cleaned up and stored tools and equipment after concrete formwork construction.

### Knowledge Evidence

The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:

- plans, drawings and specifications used for the construction of formwork for concrete
- workplace safety requirements and OHS legislation in relation to concrete footings and formwork, including the required PPE
- relevant Australian Standards/building codes in relation to the construction of formwork for concrete
- principles of sustainability relevant to the construction of formwork for concrete
- terminology used for the construction of formwork for concrete
- characteristics, purposes and functions of materials used for concrete slabs and formwork
- basic principles and components of concrete, including mixing ratios
- common processes for calculating size and quantity of materials required
- function, purpose and safe handling of tools and equipment used for the construction of formwork for concrete
- set out and construction of formwork for concrete
- sequence of concrete placement and curing.



**Assessment  
Conditions**

Skills in this unit must be demonstrated in a carpentry industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

This includes access to:

- industry materials, tools and equipment for the construction of formwork for concrete, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

**Assessor requirements**

As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in carpentry
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.



<b>Unit code</b>	<b>VU23330</b>
<b>Unit title</b>	<b>Identify and handle painting and decorating tools and equipment</b>
<b>Application</b>	<p>This unit specifies the outcomes required to identify and safely handle painting and decorating hand and power tools and plant and equipment. It does not include the maintenance of tools and equipment.</p> <p>It includes the ability to plan for, prepare and handle tools and equipment, clean up after use, and report on faulty tools and equipment.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the painting and decorating industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Painting and decorating

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements to handle tools and equipment	1.1	Review supervisor's instructions and specifications for preparing and handling painting and decorating tools and equipment for specific tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for preparing and handling painting and decorating tools and equipment.
		1.3	Identify the relevant codes and/or standards for preparing and handling painting and decorating tools and equipment.
		1.4	Identify and apply relevant principles of sustainability in preparing and handling painting and decorating tools and equipment.
		1.5	Identify and use terminology for painting and decorating tools and equipment.
2.	Identify and prepare tools	2.1	Identify the functions and applications of painting and decorating hand and power tools.
		2.2	Select and use the appropriate personal protective equipment (PPE) for specific tools and equipment.



		2.3	Select and prepare the required tools, equipment and materials appropriate for the tasks according to supervisor's instructions.
		2.4	Complete pre-operational checks according to supervisor's instructions and as required by manufacturers' specifications.
3.	Handle tools	3.1	Use hand tools safely and appropriate to the tasks and materials.
		3.2	Use power tools safely and appropriate to the tasks and materials.
4.	Select and use plant and equipment	4.1	Identify the functions, applications and operating methods of general painting and decorating plant and equipment.
		4.2	Select and prepare plant and equipment appropriate for the tasks according to supervisor's instructions and safety requirements.
		4.3	Check plant and equipment for safety before use and report any faults, as required.
		4.4	Use plant and equipment according to manufacturers' specifications and ensuring the safety of self and others.
5.	Clean up	5.1	Clear work area and dispose of, reuse or recycle materials according to supervisor's instructions.
		5.2	Clean and store machinery, tools and equipment according to manufacturers' specifications and by following safe working practices.
		5.3	Identify malfunctions or damage to tools and equipment and report as required

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>



**Unit Mapping Information**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23330 Identify and handle painting and decorating tools and equipment	VU22032 Identify and handle painting and decorating tools and equipment	Equivalent Updated to meet revised Standards for Accredited Courses



## Assessment Requirements Template

### Title

### Assessment Requirements for VU23330 Identify and handle painting and decorating tools and equipment

### Performance Evidence

The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:

- identify and correctly handle each of the following painting and decorating tools and equipment listed below during construction tasks:
  - hand and hand held power tools:
    - caulking guns
    - chalk lines
    - cutting tools
    - duster brushes
    - extension poles
    - filling tools
    - hammers
    - levels
    - marking tools
    - measuring tapes/rulers
    - paint pots
    - pole sander
    - punches
    - putty knives
    - roller trays
    - rollers
    - sanding tools
    - scrapers
    - straight edges
    - brushes
    - cleaning tools
  - plant:
    - handling and shifting equipment
    - portable mixers
    - safety signage.

In completing the above, there must also be evidence that the learner has:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and used the required PPE
- communicated and worked effectively with others, including using appropriate terminology
- performed checks on tools and equipment, prior and after handling



<p><b>Knowledge Evidence</b></p>	<ul style="list-style-type: none"> <li>• cleaned and stored tools and equipment after use.</li> </ul> <p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>• workplace safety requirements and OHS legislation in relation to handling painting and decorating tools and equipment, including the required PPE and safety requirement for power supplies</li> <li>• relevant Australian Standards in relation to handling painting and decorating tools and equipment</li> <li>• principles of sustainability relevant to preparing and handling painting and decorating tools and equipment</li> <li>• terminology used for painting and decorating tools and equipment</li> <li>• characteristics and functions of painting and decorating tools and equipment</li> <li>• types of pre-occupational checks required prior to using painting and decorating tools and equipment</li> <li>• safe handling and maintenance checks of painting and decorating tools and equipment, including reporting procedures.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Skills in this unit must be demonstrated in a painting and decorating industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> <li>• industry painting and decorating tools and equipment, including PPE</li> <li>• job tasks, including relevant specifications</li> <li>• manufacturers' specifications</li> <li>• materials appropriate for painting and decorating hand and power tools.</li> </ul> <p><b>Assessor requirements</b></p> <p>As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:</p> <ul style="list-style-type: none"> <li>• hold a Certificate III trade qualification in painting and decorating</li> <li>• have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.</li> </ul>

<b>Unit code</b>	<b>VU23331</b>
<b>Unit title</b>	<b>Apply basic surface preparation skills for painting and decorating</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to prepare a range of substrates for painting.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the painting and decorating industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Painting and decorating

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for surface preparation	1.1	Identify work instructions and specifications for surface preparation tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for surface preparation.
		1.3	Identify the relevant codes and/or standards for painting and decorating.
		1.4	Identify and apply sustainable practices to work preparation and applications.
		1.5	Identify and use the appropriate terminology for surface preparation tasks.
2.	Prepare surface preparation	2.1	Select and confirm compatible surface coatings for substrates according to work instructions and manufacturers' specifications.
		2.2	Identify any surface defects and determine surface preparation methods to achieve the desired finish.
		2.3	Select and use the appropriate personal protective equipment (PPE) for surface preparation.
		2.4	Identify and obtain the required materials for surface preparation.



		2.5	Select and prepare the required tools and equipment for surface preparation according to work instructions and safety requirements.
3.	Prepare new surfaces for painting	3.1	Prepare surface according to manufacturers' specifications and to achieve the required finish.
		3.2	Select and apply surface stopping or filling materials to surface defects according to manufacturers' specifications, as required.
		3.3	Sand to a smooth finish and clean surfaces.
		3.4	Apply appropriate primer or sealer coat ready for painting.
4.	Prepare coated surfaces for painting	4.1	Remove existing surface coatings using the appropriate coating removal method for the surface material, as required.
		4.2	Select and apply surface stopping or filling materials to surface defects according to manufacturers' specifications, as required.
		4.3	Sand to a smooth finish and clean surfaces.
		4.4	Apply appropriate primer or sealer coat ready for painting.
5.	Clean up	5.1	Clear work area and dispose of, reuse or recycle materials according to environmental requirements, codes of practice and work instructions.
		5.2	Clean painting tools and equipment with correct solutions and store according to manufacturers' specifications and by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> </ul>



	<ul style="list-style-type: none"> <li>using measuring tools to determine dimensions against specifications</li> </ul>
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**Unit Mapping Information**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23331 Apply basic surface preparation skills for painting and decorating	VU22033 Apply basic surface preparation skills for painting and decorating	Equivalent Updated to meet revised Standards for Accredited Courses



## Assessment Requirements Template

### Title

### Assessment Requirements for VU23331 Apply basic surface preparation skills for painting and decorating

### Performance Evidence

The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:

- stop, fill, sand and clean new plasterboard and timber surface ready for coating on a minimum of two occasions
- remove existing surface coatings, stop, fill, sand and clean existing previously coated surfaces ready for coating on a minimum of two occasions
- apply appropriate primer/sealer coatings to each prepared surface.

In completing the above, there must also be evidence that the learner has:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for surface preparation
- cleaned up and stored tools and equipment after surface preparation.

### Knowledge Evidence

The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:

- workplace safety requirements and OHS legislation in relation to surface preparation, including the required PPE
- industry standard for the surface coating and other relevant industry and Australian Standards in relation to surface preparation
- principles of sustainability relevant to surface preparation
- terminology used for surface preparation
- types of surface defects, their causes and remedies
- types, characteristics and purposes of surface preparation materials, including abrasive and stopping and filling materials
- characteristics of surface coatings and their application for specific surface materials
- function, purpose and safe handling of surface preparation tools and equipment
- surface preparation techniques for painting and decorating:
  - washing down methods
  - stripping
  - stopping and filling
  - sanding.



**Assessment  
Conditions**

Skills in this unit must be demonstrated in a painting and decorating industry work or industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

This includes access to:

- industry materials, tools and equipment used for surface preparation, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

**Assessor requirements**

As well as meeting the requirements of the *AQTF Conditions and Standards for Registered Training Organisations*, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in painting and decorating
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.



<b>Unit code</b>	<b>VU23332</b>
<b>Unit title</b>	<b>Mix basic paint colours</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to apply colour theory to mixing water-based paint colours to match basic colours.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the painting and decorating industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Painting and decorating

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for colour mixing	1.1	Identify work instructions and specifications for mixing basic paint colours for water-based paints.
		1.2	Identify the occupational health and safety (OHS) requirements for mixing paint colours.
		1.3	Identify and apply sustainable practices to mixing paint colours.
		1.4	Identify and use the appropriate terminology during paint colour mixing tasks.
2.	Prepare for colour mixing	2.1	Select and use the appropriate personal protective equipment (PPE) for paint colour mixing tasks.
		2.2	Obtain the required materials for mixing paint colours according to work instructions and specifications.
		2.3	Select and prepare the required tools and equipment for paint colour mixing tasks according to work instructions and safety requirements.
3.	Apply colour mixing principles to match colour	3.1	Identify base colour from sample.
		3.2	Select colourants to achieve desired colour.
		3.3	Mix colour to match sample.
		3.4	Check accuracy of desired colour against sample.



4.	Clean up	4.1	Clear work area and dispose of, reuse or recycle materials according to environmental requirements, codes of practice and work instructions.
		4.2	Clean painting tools and equipment with correct solutions and store according to manufacturers' specifications and by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>measure and estimate volume for material requirements using simple instruments</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23332 Mix basic paint colours	VU22034 Mix basic paint colours	Equivalent Updated to meet revised Standards for Accredited Courses



## Assessment Requirements Template

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p><b>Assessment Requirements for VU23332 Mix basic paint colours</b></p> <p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• using appropriate terminology, explain the colour mixing principles to achieve a specified water-based paint colour</li> <li>• match a minimum of two selected colour samples.</li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>• complied with relevant safety regulations, codes of practice and work plans</li> <li>• participated in sustainable work practices</li> <li>• selected and appropriately used PPE</li> <li>• selected and used appropriate materials, tools and equipment for mixing paint colours</li> <li>• cleaned up and stored tools and equipment after paint application.</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>• workplace safety requirements and OHS legislation in relation to mixing paint colours, including the required PPE</li> <li>• industry standard for the surface coating and other relevant industry and Australian Standards in relation to mixing paint colours</li> <li>• principles of sustainability relevant to mixing paint colours</li> <li>• terminology used in relation to mixing paint colours</li> <li>• ingredients, characteristics and function of paints and colourants</li> <li>• colour theory, including the colour wheel and colour mixing principles</li> <li>• types of colourants for different applications</li> <li>• manufacturers' specifications for mixing paint colours</li> <li>• function, purpose, safe handling and care of tools and equipment used for mixing paint colours</li> <li>• basic paint colour mixing techniques.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Skills in this unit must be demonstrated in a painting and decorating industry work or industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> <li>• industry materials, tools and equipment used for mixing paint colours, including PPE</li> <li>• job tasks, including relevant plans and specifications</li> <li>• Australian Standards and manufacturers' specifications.</li> </ul> <p><b>Assessor requirements</b></p> <p>As well as meeting the requirements of the <i>AQTF Conditions and Standards</i></p>



*for Registered Training Organisations*, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in painting and decorating
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.



<b>Unit code</b>	<b>VU23333</b>
<b>Unit title</b>	<b>Develop basic paint application techniques</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to develop basic application techniques for oil and water-based paints. It includes the ability to select the appropriate paint products for specific substrates based on an understanding of paint principles and formulations.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the painting and decorating industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Painting and decorating

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for painting	1.1	Identify work instructions and specifications for basic paint application tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for paint application.
		1.3	Identify the relevant codes and/or standards for painting and decorating.
		1.4	Identify and apply sustainable practices to work preparation and applications.
		1.5	Identify and use the appropriate terminology during paint application tasks.
2.	Prepare for painting	2.1	Select and use the appropriate personal protective equipment (PPE) for paint application.
		2.2	Obtain the required materials for paint application based on the specified substrate according to work instructions and specifications.
		2.3	Select and prepare the required tools and equipment for paint application according to work instructions and safety requirements.
		2.4	Ensure adequate ventilation and determine other



			required safety measures.
		2.5	Protect adjacent surfaces that are not to be painted.
3.	Apply paint	3.1	Use the appropriate brushes and rollers according to surface and area to be painted.
		3.2	Apply paint to achieve a uniform consistent coat according to Australian Standards and manufacturers' specifications.
		3.3	Allow drying time between coats according to manufacturers' specifications.
4.	Clean up	4.1	Clear work area and dispose of, reuse or recycle materials according to environmental requirements, codes of practice and work instructions.
		4.2	Clean painting tools and equipment with correct solutions and store according to manufacturers' specifications and by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23333 Develop basic paint application techniques	VU22035 Develop basic paint application techniques	Equivalent Updated to meet revised Standards for Accredited Courses



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## Assessment Requirements Template

### Title

### Assessment Requirements for VU23333 Develop basic paint application techniques

### Performance Evidence

The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:

- apply oil-based paints by brush and roller to two different surfaces to industry standard. The surfaces must be of no less than 4 square meters each and to a minimum of ten lineal meters of skirting/architrave.
- apply water-based paints by brush and roller to two different surfaces to industry standard. The surfaces must be of no less than 20 square meters each and to a minimum of 10 lineal meters of skirting/architrave.

In completing the above, there must also be evidence that the learner has:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate brushes, materials, tools and equipment for paint application
- cleaned up and stored tools and equipment after paint application.

### Knowledge Evidence

The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:

- workplace safety requirements and OHS legislation in relation to paint application, including the required PPE
- industry standard for the surface coating and other relevant industry and Australian Standards in relation to paint application
- principles of sustainability relevant to paint application
- terminology used in relation to paint types and application
- ingredients used in the manufacture of paint types, including pigments, binders, solvents and additives
- characteristics and functions of paint types, including oil-based, water-based, spirit-based and gloss levels
- types and characteristics of surfaces requiring paint application
- paint characteristics of specific substrates or surfaces
- manufacturers' specifications for oil and water-based paints
- function, purpose, safe handling and care of tools and equipment used for oil and water-based paint application
- paint application techniques:
  - for oil and water-based paints
  - using brushes and rollers



	<ul style="list-style-type: none"> <li>○ used for a range of surfaces</li> <li>• paint drying processes for oil and water-based paints: <ul style="list-style-type: none"> <li>○ environmental and surface conditions effects on the drying process, including porous/non-porous, internal/external, heat, moisture, chemical and coastal environment</li> <li>○ precautions to be taken to ensure an effective drying process</li> </ul> </li> <li>• paint film defects: <ul style="list-style-type: none"> <li>○ wet/dry film defects, including blistering, lack of drying, picture framing, poor opacity, sheerness and staining</li> <li>○ causes of paint film defects</li> <li>○ precautions to be taken to avoid the formation of paint defects.</li> </ul> </li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Skills in this unit must be demonstrated in a painting and decorating industry work or industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> <li>• industry materials, tools and equipment used for paint application, including PPE</li> <li>• job tasks, including relevant plans and specifications</li> <li>• Australian Standards and manufacturers' specifications.</li> </ul> <p><b>Assessor requirements</b></p> <p>As well as meeting the requirements of the <i>AQTF Conditions and Standards for Registered Training Organisations</i>, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:</p> <ul style="list-style-type: none"> <li>• hold a Certificate III trade qualification in painting and decorating</li> <li>• have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.</li> </ul>

<b>Unit code</b>	<b>VU23334</b>
<b>Unit title</b>	<b>Develop basic timber staining and clear finishing skills</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to apply timber staining and clear finishing for timber preservation.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the painting and decorating industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Painting and decorating

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for timber staining and clear finishing	1.1	Identify work instructions and specifications for timber staining and clear finishing tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for timber staining and clear finishing.
		1.3	Identify the relevant codes and/or standards for painting and decorating.
		1.4	Identify and apply sustainable practices to work preparation and applications.
		1.5	Identify and use the appropriate terminology during timber staining and clear finishing tasks.
2.	Prepare for timber staining and clear finishing	2.1	Select and use the appropriate personal protective equipment (PPE) for timber staining and clear finishing.
		2.2	Identify and obtain the required materials for timber staining and clear finishing appropriate for the timber type and surface areas to be applied.
		2.3	Select and prepare the required tools and equipment for timber staining and clear finishing according to work instructions and safety requirements.
		2.4	Check adequate ventilation and determine other required safety measures.



		2.5	Protect adjacent surfaces that are not to be stained.
		2.6	Remove existing surface coatings using the appropriate removal method for the surface material, as required.
		2.7	Complete surface preparations ready for staining and clear finish.
3.	Apply stain	3.1	Select and prepare stain according to manufacturers' specifications.
		3.2	Use the appropriate application techniques according to surface and area to be stained according to manufacturers' specifications.
		3.3	Apply stain to prepared timber surface according to manufacturers' specifications.
4.	Apply clear finish	4.1	Apply clear finish to achieve the desired result according to manufacturers' specifications.
		4.2	Allow drying time between coats according to manufacturers' specifications and job instructions.
5.	Clean up	5.1	Clear work area and dispose of, reuse or recycle materials according to environmental requirements, codes of practice and work instructions.
		5.2	Clean painting tools and equipment with correct solutions and store according to manufacturers' specifications and by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>



**Unit Mapping  
Information**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23334 Develop basic timber staining and clear finishing skills	VU22036 Develop basic timber staining and clear finishing skills	Equivalent Updated to meet revised Standards for Accredited Courses



## Assessment Requirements Template

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p><b>Assessment Requirements for VU23334 Develop basic timber staining and clear finishing skills</b></p> <p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• apply oil-based stains and clear finishes on prepared timber to two different timber types</li> <li>• apply water-based stains and clear finishes on prepared timber to two different timber types.</li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>• complied with relevant safety regulations, codes of practice and work plans</li> <li>• participated in sustainable work practices</li> <li>• selected and appropriately used PPE</li> <li>• communicated and worked effectively with others, including using appropriate terminology</li> <li>• selected and used appropriate brushes, materials, tools and equipment for timber staining and clear finishing</li> <li>• cleaned up and stored tools and equipment after timber staining and clear finishing.</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>• workplace safety requirements and OHS legislation in relation to timber staining and clear finishing, including the required PPE</li> <li>• fire risks associated with the incorrect use of rags/cloths after application and clean up processes</li> <li>• industry standard for the surface coating and other relevant industry and Australian Standards in relation to timber staining and clear finishing</li> <li>• principles of sustainability relevant to timber staining and clear finishing</li> <li>• terminology used for timber staining and clear finishing</li> <li>• manufacturers' specifications for oil and water-based stains and clear coatings</li> <li>• characteristics and purposes of timber staining and clear finishing materials</li> <li>• types and characteristics of timber requiring staining and clear finishing</li> <li>• function, purpose, safe handling and care of tools and equipment used for timber staining and clear finishing</li> <li>• timber staining and clear finishing techniques.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Skills in this unit must be demonstrated in a painting and decorating industry work or industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and</p>



environmental constraints.

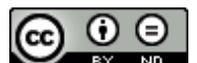
This includes access to:

- industry materials, tools and equipment used for timber staining and clear finishing, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

**Assessor requirements**

As well as meeting the requirements of the *AQTF Conditions and Standards for Registered Training Organisations*, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in painting and decorating
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.



<b>Unit code</b>	<b>VU23335</b>
<b>Unit title</b>	<b>Develop basic protective metal coating skills</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to apply protective coatings to metal surfaces.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the painting and decorating industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Painting and decorating

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for protective metal coating applications	1.1	Identify work instructions and specifications for protective metal coating tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for the application of protective metal coatings.
		1.3	Identify the relevant codes and/or standards for protective metal coatings.
		1.4	Identify and apply sustainable practices to work preparation and applications.
		1.5	Identify and use the appropriate terminology during protective metal coating application tasks.
2.	Prepare for protective metal coatings	2.1	Select and use the appropriate personal protective equipment (PPE) for the application of protective metal coatings.
		2.2	Obtain the required materials for protective metal coatings appropriate for the metal type and surface areas to be applied.
		2.3	Select and prepare the required tools and equipment for the application of protective metal coatings according to work instructions and safety requirements.



		2.4	Check location to ensure adequate ventilation and determine other required safety measures.
		2.5	Prepare surface using the appropriate surface preparation method, as required.
3.	Apply protective metal coating	3.1	Use the appropriate application techniques according to paint, surface and area to be painted according to manufacturers' specifications.
		3.2	Apply compatible paint primer coating according to manufacturers' specifications.
		3.3	Apply protective finish coating to achieve the desired result according to manufacturers' specifications.
4.	Clean up	4.1	Clear work area and dispose of, reuse or recycle materials according to environmental requirements, codes of practice and work instructions.
		4.2	Clean painting tools and equipment with correct solutions and store according to manufacturers' specifications and by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23335 Develop basic protective metal coating skills	VU22037 Develop basic protective metal coating skills	Equivalent Updated to meet revised Standards for



			Accredited Courses
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## Assessment Requirements Template

<b>Title</b>	<b>Assessment Requirements for VU23335 Develop basic protective metal coating skills</b>
<b>Performance Evidence</b>	<p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• apply protective metal coatings to two different metal types that includes application to an old and a new metal surface to a minimum of 6 square metres.</li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>• complied with relevant safety regulations, codes of practice and work plans</li> <li>• participated in sustainable work practices</li> <li>• selected and appropriately used PPE</li> <li>• communicated and worked effectively with others, including using appropriate terminology</li> <li>• selected and used appropriate brushes, materials, tools and equipment for protective metal coating application</li> <li>• cleaned up and stored tools and equipment after metal coating application.</li> </ul>
<b>Knowledge Evidence</b>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>• workplace safety requirements and OHS legislation in relation to the application of protective metal coatings, including the required PPE</li> <li>• fire risks associated with application and clean up processes</li> <li>• industry standard for the surface coating and other relevant industry and Australian Standards in relation to protective metal coatings</li> <li>• principles of sustainability relevant to protective metal coatings</li> <li>• terminology used for protective metal coatings</li> <li>• manufacturers' specifications for protective metal coating</li> <li>• characteristics and purposes of protective metal coatings materials</li> <li>• types and characteristics of metal surfaces requiring protective metal coatings</li> <li>• function, purpose, safe handling and care of tools and equipment used for protective metal coatings</li> <li>• protective metal coating application techniques.</li> </ul>
<b>Assessment Conditions</b>	<p>Skills in this unit must be demonstrated in a painting and decorating industry work or industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p>



- industry materials, tools and equipment used for protective metal coating applications, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

**Assessor requirements**

As well as meeting the requirements of the *AQTF Conditions and Standards for Registered Training Organisations*, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in painting and decorating
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.



<b>Unit code</b>	<b>VU23336</b>
<b>Unit title</b>	<b>Develop basic spray painting application skills</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to apply basic spray painting application skills for a range of surfaces.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the painting and decorating industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Painting and decorating

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for spray painting	1.1	Identify work instructions and specifications for spray painting tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for spray paint application.
		1.3	Identify the relevant codes and/or standards for painting and decorating.
		1.4	Identify and apply sustainable practices to work preparation and applications.
		1.5	Identify and use the appropriate terminology during spray painting tasks.
2.	Prepare for spray painting	2.1	Select and use the appropriate personal protective equipment (PPE) for spray painting application.
		2.2	Obtain the required materials for spray painting application.
		2.3	Identify and prepare the required tools and equipment for spray painting application according to work instructions and safety requirements.
		2.4	Prepare and set up surface area for application, according to manufacturers' specifications.
		2.5	Cover or mask off adjacent surfaces that are not to be spray painted.



		2.6	Prepare paint according to manufacturers' specifications.
3.	Apply paint using spray equipment	3.1	Operate spray equipment according to manufacturers' specifications.
		3.2	Apply paint to surface to achieve the desired result according to manufacturers' specifications.
		3.3	Allow drying time between coats according to manufacturers' specifications.
		3.4	Identify defects in the finished coating and take corrective action, as required.
4.	Clean up	4.1	Clear work area and dispose of, reuse or recycle materials according to environmental requirements, codes of practice and work instructions.
		4.2	Dismantle, clean and check spray painting tools and equipment and store according to manufacturers' specifications and by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23336 Develop basic spray painting application skills	VU22038 Develop basic spray painting application skills	Equivalent Updated to meet revised Standards for Accredited Courses



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## Assessment Requirements Template

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p><b>Assessment Requirements for VU23336 Develop basic spray painting application skills</b></p> <p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>use two different types of spray painting equipment to paint two different types of surfaces. The surfaces must be a minimum of 4 square metres.</li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>complied with relevant safety regulations, codes of practice and work plans</li> <li>participated in sustainable work practices</li> <li>selected and appropriately used PPE</li> <li>communicated and worked effectively with others, including using appropriate terminology</li> <li>selected and used appropriate materials, tools and equipment for spray paint application</li> <li>tested spray painting tools and equipment prior to application</li> <li>cleaned up and stored tools and equipment after spray paint application.</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>workplace safety requirements and OHS legislation in relation to spray paint application, including the required PPE</li> <li>industry standard for the surface coating and other relevant industry and Australian Standards in relation to spray paint application</li> <li>principles of sustainability relevant to spray paint application</li> <li>terminology used in relation to spray paint application</li> <li>types and characteristics of spray equipment</li> <li>types and characteristic of surfaces compatible with spray paint application</li> <li>function, purpose, safe handling and care of tools and equipment used for spray paint application</li> <li>spray paint application techniques used for specific surfaces</li> <li>paint drying processes relevant to spray painting</li> <li>paint film defects relevant to spray painting.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Skills in this unit must be demonstrated in a painting and decorating industry work or industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> <li>industry materials, tools and equipment used for spray painting, including PPE</li> </ul>



- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

**Assessor requirements**

As well as meeting the requirements of the *AQTF Conditions and Standards for Registered Training Organisations*, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in painting and decorating
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.



<b>Unit code</b>	<b>VU23337</b>
<b>Unit title</b>	<b>Apply basic wallpaper</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to develop basic skills in hanging pre-pasted or 'paste the wall' wallpaper to a range of surfaces.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the painting and decorating industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Painting and decorating

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for paperhanging	1.1	Identify work instructions and specifications for hanging pre-pasted or 'paste the wall' wallpaper.
		1.2	Identify the occupational health and safety (OHS) requirements for paperhanging.
		1.3	Identify the relevant codes and/or standards for application of wallpaper.
		1.4	Identify and apply sustainable practices to work preparation and applications.
		1.5	Identify and use the appropriate terminology during paperhanging tasks.
2.	Prepare for paperhanging	2.1	Select and use the appropriate personal protective equipment (PPE) for paperhanging.
		2.2	Identify and obtain the required wallpaper for paperhanging.
		2.3	Select and prepare the required tools and equipment for paperhanging according to work instructions and safety requirements.
		2.4	Prepare surface area using the appropriate surface preparation methods based on existing conditions and according to manufacturers' specifications.



3.	Apply wallpaper	3.1	Apply wallpaper size to surface according to manufacturers' specifications.
		3.2	Apply wallpaper to surface, ensuring an even surface, and pattern matched and hung vertically to a plumb line.
		3.3	Apply wallpaper to internal and external corners.
		3.4	Trim accurately to cornice, skirting boards, and around light switches.
4.	Clean up	4.1	Clear work area and dispose of, reuse or recycle materials according to environmental requirements, codes of practice and work instructions.
		4.2	Clean and check tools and equipment and store according to manufacturers' specifications and by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23337 Apply basic wallpaper	VU22039 Apply basic wallpaper	Equivalent Updated to meet revised Standards for Accredited Courses



## Assessment Requirements Template

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p><b>Assessment Requirements for VU23337 Apply basic wallpaper</b></p> <p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• apply pre-pasted or 'paste the wall' wallpaper to a minimum area of 8 square metres that includes interior and external corners vertically to a plumb line</li> <li>• trimmed wallpaper to fit cornice or skirting board.</li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>• complied with relevant safety regulations, codes of practice and work plans</li> <li>• participated in sustainable work practices</li> <li>• selected and appropriately used PPE</li> <li>• communicated and worked effectively with others, including using appropriate terminology</li> <li>• selected and used appropriate materials, tools and equipment for paperhanging application</li> <li>• cleaned up and stored tools and equipment after paperhanging.</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>• workplace safety requirements and OHS legislation in relation to paperhanging, including the required PPE</li> <li>• industry standard for the surface coating and other relevant industry and Australian Standards in relation to paperhanging</li> <li>• principles of sustainability relevant to paperhanging</li> <li>• terminology used in relation to paperhanging</li> <li>• types and characteristics of surfaces compatible with paperhanging</li> <li>• common processes for calculating size and quantity of materials required</li> <li>• function, purpose, safe handling and care of tools and equipment used for paperhanging</li> <li>• characteristics and functions of surface preparations required for paperhanging</li> <li>• manufacturers' specifications for wall covering adhesives and pre-treatments</li> <li>• application techniques used for paperhanging.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Skills in this unit must be demonstrated in a painting and decorating industry work or industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p>



- industry materials, tools and equipment used for paperhanging, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

**Assessor requirements**

As well as meeting the requirements of the *AQTF Conditions and Standards for Registered Training Organisations*, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in painting and decorating
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.



<b>Unit code</b>	<b>VU23338</b>
<b>Unit title</b>	<b>Identify and handle wall and ceiling lining tools and equipment</b>
<b>Application</b>	<p>This unit specifies the outcomes required to identify and safely handle wall and ceiling lining hand and power tools and plant and equipment. It does not include the maintenance of tools and equipment.</p> <p>It includes the ability to plan for, prepare and handle tools and equipment, clean up after use, and report on faulty tools and equipment.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the painting and decorating industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Wall and ceiling lining

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements to handle tools and equipment	1.1	Review supervisor's instructions and specifications for preparing and handling wall and ceiling lining tools and equipment for specific tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for preparing and handling wall and ceiling lining tools and equipment.
		1.3	Identify the relevant codes and/or standards for preparing and handling wall and ceiling lining tools and equipment.
		1.4	Identify and apply relevant principles of sustainability in preparing and handling wall and ceiling lining tools and equipment.
		1.5	Identify and use terminology for wall and ceiling lining tools and equipment.
2.	Identify and prepare tools	2.1	Identify the functions and applications of wall and ceiling lining hand and power tools.
		2.2	Select and use the appropriate personal protective equipment (PPE) for specific tools and equipment.



		2.3	Select and prepare the required tools, equipment and materials appropriate for the tasks according to supervisor's instructions.
		2.4	Complete pre-operational checks according to supervisor's instructions and as required by manufacturers' specifications.
3.	Handle tools	3.1	Use hand tools safely and appropriate to the tasks and materials.
		3.2	Use power tools safely and appropriate to the tasks and materials.
4.	Select and use plant and equipment	4.1	Identify the functions, applications and operating methods of general wall and ceiling lining plant and equipment.
		4.2	Select and prepare plant and equipment appropriate for the tasks according to supervisor's instructions and safety requirements.
		4.3	Check plant and equipment for safety before use and report any faults, as required.
		4.4	Use plant and equipment according to manufacturers' specifications and ensuring the safety of self and others.
5.	Clean up	5.1	Clear work area and dispose of, reuse or recycle materials according to supervisor's instructions.
		5.2	Clean and store machinery, tools and equipment according to manufacturers' specifications and by following safe working practices.
		5.3	Identify malfunctions or damage to tools and equipment and report as required

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>



**Unit Mapping Information**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23338 Identify and handle wall and ceiling lining tools and equipment	VU22040 Identify and handle wall and ceiling lining tools and equipment	Equivalent Updated to meet revised Standards for Accredited Courses



## Assessment Requirements Template

### Title

### Assessment Requirements for VU23338 Identify and handle wall and ceiling lining tools and equipment

### Performance Evidence

The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:

- identify and correctly handle each of the following wall and ceiling lining tools and equipment listed below during construction tasks:
  - hand and hand held power tools:
    - corner tools – internal angle
    - hand finishing tools
    - hammers – plasterboard, claw, hatchet
    - hand sanders
    - hawks
    - internal angle tools
    - knives – broad, cutting, joint, taping
    - levels – laser, spirit, straight edge, water
    - measuring tapes/rule
    - mitre box
    - rasps
    - saws – plasterboard, cornice
    - screw guns – cordless, electric, collated feed, single feed
    - small tools
    - squares – adjustable/T-squares
    - staple guns
    - straight/flat trowels and floats
    - tin snips
  - plant:
    - handling and shifting equipment
    - plaster lifter
    - safety signage
    - wheelbarrows
    - portable generators.

In completing the above, there must also be evidence that the learner has:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and used the required PPE
- communicated and worked effectively with others, including using appropriate terminology
- performed checks on tools and equipment, prior and after handling



<p><b>Knowledge Evidence</b></p>	<ul style="list-style-type: none"> <li>• cleaned and stored tools and equipment after use.</li> </ul> <p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>• workplace safety requirements and OHS legislation in relation to handling wall and ceiling lining tools and equipment, including the required PPE and safety requirement for power supplies</li> <li>• relevant Australian Standards in relation to handling wall and ceiling lining tools and equipment</li> <li>• principles of sustainability relevant to preparing and handling wall and ceiling lining tools and equipment</li> <li>• terminology used for wall and ceiling lining tools and equipment</li> <li>• characteristics and functions of wall and ceiling lining tools and equipment</li> <li>• types of pre-occupational checks required prior to using wall and ceiling lining tools and equipment</li> <li>• safe handling and maintenance checks of wall and ceiling lining tools and equipment, including reporting procedures.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Skills in this unit must be demonstrated in a wall and ceiling lining industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> <li>• industry wall and ceiling lining tools and equipment, including PPE</li> <li>• job tasks, including relevant specifications</li> <li>• manufacturers' specifications</li> <li>• materials appropriate for wall and ceiling lining hand and power tools.</li> </ul> <p><b>Assessor requirements</b></p> <p>As well as meeting the requirements of the <i>AQTF Conditions and Standards for Registered Training Organisations</i>, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:</p> <ul style="list-style-type: none"> <li>• hold a Certificate III trade qualification in wall and ceiling lining</li> <li>• have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.</li> </ul>

<b>Unit code</b>	<b>VU23339</b>
<b>Unit title</b>	<b>Apply wall and ceiling lining installation techniques</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to install plasterboard lining and finish to common wall and ceiling substrates.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the painting and decorating industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Wall and ceiling lining

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for wall and ceiling lining installation	1.1	Identify work instructions and specifications for basic wall and ceiling lining installation tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for wall and ceiling lining installation.
		1.3	Identify the relevant codes and/or standards for wall and ceiling lining installation.
		1.4	Identify and apply relevant principles of sustainability to work preparation and construction applications.
		1.5	Identify and use terminology for wall and ceiling lining installation tasks.
2.	Prepare for wall and ceiling lining installation	2.1	Confirm work dimensions and suitability of substrate for lining according to work instructions and manufacturers' specifications.
		2.2	Select and use the appropriate personal protective equipment (PPE) for wall and ceiling lining installation.
		2.3	Identify and obtain the required quantities of lining materials for wall and ceiling lining installation.
		2.4	Select and prepare the required tools and equipment for wall and ceiling lining installation according to work



			instructions and safety requirements.
3.	Prepare and fix lining	3.1	Measure and mark lining size from work instructions, plans and specifications, ensuring minimum waste.
		3.2	Use cutting method according to manufacturers' specifications, minimising dust exposure and ensuring the safety of self and others.
		3.3	Fix lining with the appropriate installation components according work instructions and manufacturers' specifications.
4.	Finish joins	4.1	Identify and confirm the appropriate finishing techniques to be followed.
		4.2	Apply the appropriate finishing techniques to joins according to manufacturers' specifications.
5.	Clean up	5.1	Clear work area and dispose of, reuse or recycle materials according to work instructions.
		5.2	Clean and store tools and equipment after use by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23339 Apply wall and ceiling lining	VU22041 Apply wall and ceiling lining	Equivalent Updated to meet



	installation techniques	installation techniques	revised Standards for Accredited Courses
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**Assessment Requirements Template**

**Title**

**Assessment Requirements for VU23339 Apply wall and ceiling lining installation techniques**

**Performance Evidence**

The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:

- install ceiling lining and finish joins in accordance with manufacturers' specifications to two ceilings of 6 metres, each with one flush join and one butt join
- install wall linings to manufacturers' specifications to a minimum of 30 m<sup>2</sup>, including internal and external corners, flush wall joins and one butt join
- install to manufacturers' specifications a minimum of 8 lineal metres of scotia cornice.

In completing the above, there must also be evidence that the learner has:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for wall and ceiling lining installation
- cleaned up and stored tools and equipment after set out.

**Knowledge Evidence**

The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:

- plans, drawings and specifications used in the wall and ceiling lining industry
- workplace safety requirements and OHS legislation in relation to wall and ceiling lining, including the required PPE
- relevant Australian Standards in relation to wall and ceiling lining installation, including AS/NZS 2589:2007 and AS/NZS 2589.1:1997.
- principles of sustainability relevant to wall and ceiling lining installation
- terminology used for wall and ceiling lining installation
- characteristics of substrates and materials used for wall and ceiling lining applications
- common processes for calculating size and quantity of materials required
- function, purpose and safe handling of tools and equipment used for wall and ceiling lining installation
- wall and ceiling lining installation and finishing techniques.



**Assessment  
Conditions**

Skills in this unit must be demonstrated in a wall and ceiling lining industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

This includes access to:

- industry materials, tools and equipment used for wall and ceiling lining installation, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

**Assessor requirements**

As well as meeting the requirements of the *AQTF Conditions and Standards for Registered Training Organisations*, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in wall and ceiling lining
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.



<b>Unit code</b>	<b>VU23340</b>
<b>Unit title</b>	<b>Install basic suspension ceilings</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to install basic suspended ceiling systems.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the painting and decorating industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Wall and ceiling lining

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for suspension ceilings	1.1	Identify work instructions, plans and specifications for basic suspension ceiling tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for suspension ceilings.
		1.3	Identify the relevant codes and/or standards for suspension ceilings.
		1.4	Identify and apply relevant principles of sustainability to work preparation and construction applications.
		1.5	Identify and use appropriate terminology for suspension ceiling tasks.
2.	Prepare for suspension ceiling	2.1	Select and use the appropriate personal protective equipment (PPE) for suspended ceiling.
		2.2	Identify and obtain the required components and materials for suspension ceilings.
		2.3	Select and prepare the required tools and equipment for suspended ceiling systems according to work instructions and safety requirements.
		2.4	Set out ceiling grid and alignment levels according to



			manufacturers' specifications and work instructions.
3.	Construct suspension ceilings	3.1	Assemble and fix suspension rods according to manufacturers' specifications and work instructions.
		3.2	Fix suspension rods to service ducts to support suspension system.
4.	Install lining	4.1	Install lining material according to work instructions, plans and specifications.
		4.2	Cut and finish lining materials to pre-finished edges.
5.	Clean up	5.1	Clear work area and dispose of, reuse or recycle materials according to work instructions.
		5.2	Clean and store tools and equipment after use by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23340 Install basic suspension ceilings	VU22042 Install basic suspension ceilings	Equivalent Updated to meet revised Standards for Accredited Courses



## Assessment Requirements Template

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p><b>Assessment Requirements for VU23340 Install basic suspension ceilings</b></p> <p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>install two suspended ceilings that includes one exposed and one concealed type, to a minimum of 3 metre square.</li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>complied with relevant safety regulations, codes of practice and work plans</li> <li>participated in sustainable work practices</li> <li>selected and appropriately used PPE</li> <li>communicated and worked effectively with others, including using appropriate terminology</li> <li>selected and used appropriate materials, tools and equipment for suspended ceiling systems</li> <li>cleaned up and stored tools and equipment after set out.</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>plans, drawings and specifications used in the wall and ceiling lining industry</li> <li>workplace safety requirements and OHS legislation in relation to wall and ceiling lining, including the required PPE</li> <li>relevant Australian Standards in relation to suspended ceiling systems</li> <li>principles of sustainability relevant to suspended ceiling systems</li> <li>terminology used for suspended ceiling systems</li> <li>characteristics of components and materials used for the construction of suspended ceilings</li> <li>manufacturers' specifications for materials used in suspension systems</li> <li>common processes for calculating size and quantity of materials required</li> <li>function, purpose and safe handling of tools and equipment used for suspended ceiling systems</li> <li>suspended ceiling construction, installation and lining techniques.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Skills in this unit must be demonstrated in a wall and ceiling lining industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> <li>industry materials, tools and equipment used for suspended ceiling systems, including PPE</li> <li>job tasks, including relevant plans and specifications</li> </ul>



- Australian Standards and manufacturers' specifications.

**Assessor requirements**

As well as meeting the requirements of the *AQTF Conditions and Standards for Registered Training Organisations*, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in wall and ceiling lining
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.



<b>Unit code</b>	<b>VU23341</b>
<b>Unit title</b>	<b>Apply basic wall and ceiling lining stopping techniques</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to carry out basic wall and ceiling lining stopping techniques.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the painting and decorating industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Wall and ceiling lining

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for wall and ceiling stopping	1.1	Identify work instructions, plans and specifications for basic wall and ceiling stopping tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for wall and ceiling stopping.
		1.3	Identify the relevant codes and/or standards for wall and ceiling stopping.
		1.4	Identify and apply relevant principles of sustainability to work preparation and construction applications.
		1.5	Identify and use appropriate terminology for wall and ceiling stopping tasks.
2.	Prepare for wall and ceiling stopping	2.1	Inspect lining to determine appropriate lining stopping techniques to be used.
		2.2	Select and use the appropriate personal protective equipment (PPE) for wall and ceiling stopping.
		2.3	Identify and obtain the required components and materials for wall and ceiling stopping.
		2.4	Select and prepare the required tools and equipment for wall and ceiling stopping systems according to work instructions and safety requirements.



3.	Prepare and finish lining	3.1	Dust surfaces to remove grit and debris.
		3.2	Prefill any gaps in lining joints, nail holes and patches.
		3.3	Sand lining to the required standard of finish.
		3.4	Inspect work against compliance with standards and report any problems, as required.
4.	Clean up	4.1	Clear work area and dispose of, reuse or recycle materials according to work instructions.
		4.2	Clean and store tools and equipment after use by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23341 Apply basic wall and ceiling lining stopping techniques	VU22043 Apply basic wall and ceiling lining stopping techniques	Equivalent Updated to meet revised Standards for Accredited Courses



## Assessment Requirements Template

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p><b>Assessment Requirements for VU23341 Apply basic wall and ceiling lining stopping techniques</b></p> <p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• apply wall and ceiling stopping techniques to a minimum of two different linings, including:</li> <li>• refilling of lining joints, nail holes and patches</li> <li>• finishing of lining.</li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>• complied with relevant safety regulations, codes of practice and work plans</li> <li>• participated in sustainable work practices</li> <li>• selected and appropriately used PPE</li> <li>• communicated and worked effectively with others, including using appropriate terminology</li> <li>• selected and used appropriate materials, tools and equipment for wall and ceiling stopping systems</li> <li>• cleaned up and stored tools and equipment after set out.</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>• plans, drawings and specifications used in the wall and ceiling lining industry</li> <li>• workplace safety requirements and OHS legislation in relation to wall and ceiling lining, including the required PPE</li> <li>• relevant Australian Standards in relation to wall and ceiling stopping systems</li> <li>• principles of sustainability relevant to wall and ceiling stopping systems</li> <li>• terminology used for wall and ceiling stopping systems</li> <li>• characteristics of components and materials used for wall and ceiling stoppings</li> <li>• manufacturers' specifications for materials used in wall and ceiling stopping systems</li> <li>• common processes for calculating size and quantity of materials required</li> <li>• function, purpose and safe handling of tools and equipment used for wall and ceiling stopping systems</li> <li>• lining preparation for wall and ceiling stopping techniques</li> <li>• wall and ceiling stopping techniques.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Skills in this unit must be demonstrated in a wall and ceiling lining industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p>



This includes access to:

- industry materials, tools and equipment used for wall and ceiling stopping systems, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

**Assessor requirements**

As well as meeting the requirements of the *AQTF Conditions and Standards for Registered Training Organisations*, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in wall and ceiling lining
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.



<b>Unit code</b>	<b>VU23342</b>
<b>Unit title</b>	<b>Construct basic archways</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to construct basic archway using lining.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the painting and decorating industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Wall and ceiling lining

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for archway construction	1.1	Identify work instructions, plans and specifications for basic archway construction tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for archway construction.
		1.3	Identify the relevant codes and/or standards for archway construction.
		1.4	Identify and apply relevant principles of sustainability to work preparation and construction applications.
		1.5	Identify and use appropriate terminology for archway construction tasks.
2.	Prepare for archway construction	2.1	Select and use the appropriate personal protective equipment (PPE) for archway construction.
		2.2	Identify and obtain the required quantities of materials for archway construction.
		2.3	Select and prepare the required tools and equipment for archway construction according to work instructions and safety requirements.
		2.4	Check wall frame is straight and plumb and report any faults, as required.



		2.5	Prepare work area and substrates for lining.
3.	Prepare and fix plasterboards to arches	3.1	Measure and mark plasterboard size to fit specified arch from work instructions, plans and specifications, ensuring minimum waste.
		3.2	Use cutting method and clearance to fit arch locations according to manufacturers' specifications.
		3.3	Fix plasterboards to specified arch locations according to work instructions and manufacturers' specifications.
4.	Finish joins and materials	4.1	Identify and confirm the appropriate finishing techniques to be followed.
		4.2	Apply the appropriate finishing techniques to joins according to manufacturers' specifications.
5.	Clean up	5.1	Clear work area and dispose of, reuse or recycle materials according to work instructions.
		5.2	Clean and store tools and equipment after use by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23342 Construct basic archways	VU22044 Construct basic archways	Equivalent Updated to meet revised Standards for



## Assessment Requirements Template

### Title

### Assessment Requirements for VU23342 Construct basic archways

### Performance Evidence

The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:

- construct a minimum of one basic archway using one of the following styles:
  - elliptical
  - gothic
  - segmental
  - semi-circular
  - Tudor.

In completing the above, there must also be evidence that the learner has:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for archway construction
- cleaned up and stored tools and equipment after construction.

### Knowledge Evidence

The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:

- plans, drawings and specifications used in the wall and ceiling lining industry
- workplace safety requirements and OHS legislation in relation to wall and ceiling lining, including the required PPE
- relevant Australian Standards in relation to archway construction
- principles of sustainability relevant to archway construction
- terminology used for archway construction
- common styles for archways
- characteristics and functions of materials and substrates used for archway construction
- manufacturers' specifications for materials used for archway construction
- common processes for calculating size and quantity of materials required
- function, purpose and safe handling of tools and equipment used for archway construction



	<ul style="list-style-type: none"> <li>• plotting processes for archway construction techniques</li> <li>• construction and finishing techniques used in archways.</li> </ul>
<b>Assessment Conditions</b>	<p>Skills in this unit must be demonstrated in a wall and ceiling lining industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> <li>• industry materials, tools and equipment used for archway construction, including PPE</li> <li>• job tasks, including relevant plans and specifications</li> <li>• Australian Standards and manufacturers' specifications.</li> </ul> <p><b>Assessor requirements</b></p> <p>As well as meeting the requirements of the <i>AQTF Conditions and Standards for Registered Training Organisations</i>, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:</p> <ul style="list-style-type: none"> <li>• hold a Certificate III trade qualification in wall and ceiling lining</li> <li>• have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.</li> </ul>



<b>Unit code</b>	<b>VU23343</b>
<b>Unit title</b>	<b>Produce basic castings and run castings</b>
<b>Application</b>	<p>This unit specifies the outcomes required to produce basic castings and run castings using casting plaster.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the painting and decorating industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Wall and ceiling lining

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for plaster casting and run casting	1.1	Identify work instructions, plans and specifications for basic plaster casting and run casting tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for plaster casting and run casting.
		1.3	Identify the relevant codes and/or standards for plaster casting and run casting.
		1.4	Identify and apply relevant principles of sustainability to work preparation and construction applications.
		1.5	Identify and use appropriate terminology for plaster casting and run casting tasks.
2.	Prepare for plaster casting and run casting	2.1	Select and use the appropriate personal protective equipment (PPE) for plaster casting and run casting.
		2.2	Identify and obtain the required quantities of materials for plaster casting and run casting.
		2.3	Select and prepare the required tools and equipment for plaster casting and run casting according to work instructions and safety requirements.
3.	Prepare plaster moulds	3.1	Select and prepare plaster casting moulds appropriate for the applications of plaster castings.



		3.2	Use the appropriate plaster casting techniques for the application, ensuring the safety of self and others.
		3.3	Remove the plaster casting from moulds cleanly, avoiding breakage.
4.	Prepare and run castings	4.1	Produce accurate drawings of the profile patterns according to work instructions and specifications.
		4.2	Cut metal template based on drawings.
		4.3	Assemble run casting moulds to the work instructions and specifications.
		4.4	Apply run casting techniques to the required standard ensuring safety of self and others.
5.	Clean up	5.1	Clear work area and dispose of, reuse or recycle materials according to work instructions.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23343 Produce basic castings and run castings	VU22058 Produce basic castings and run castings	Equivalent Updated to meet revised Standards for Accredited Courses



<b>Assessment Requirements Template</b>	
<b>Title</b>	<b>Assessment Requirements for VU23343 Produce basic castings and run castings</b>
<b>Performance Evidence</b>	<p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• prepare and produce at least two casting from prepared moulds that includes one gauge and two gauge castings on two separate occasions</li> <li>• prepare and produce a run casting that includes:</li> <li>• produced drawings of the profile pattern</li> <li>• cutting of metal template and assembling of run casting mould.</li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>• complied with relevant safety regulations, codes of practice and work plans</li> <li>• participated in sustainable work practices</li> <li>• selected and appropriately used PPE</li> <li>• communicated and worked effectively with others, including using appropriate terminology</li> <li>• selected and used appropriate materials, tools and equipment for plaster casting and run casting</li> <li>• cleaned up and stored tools and equipment after casting and run casting production.</li> </ul>
<b>Knowledge Evidence</b>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>• plans, drawings and specifications used in the wall and ceiling lining industry</li> <li>• workplace safety requirements and OHS legislation in relation to wall and ceiling lining, including the required PPE</li> <li>• relevant Australian Standards in relation to plaster casting and run casting</li> <li>• principles of sustainability relevant to plaster casting and run casting</li> <li>• terminology used for plaster casting and run casting</li> <li>• characteristics of materials used for plaster casting and run casting</li> <li>• manufacturers' specifications for materials used for plaster casting and run casting</li> <li>• common processes for calculating size and quantity of materials required</li> <li>• function, purpose and safe handling of tools and equipment used for plaster casting and run casting</li> <li>• preparation and construction of moulds</li> <li>• applications of plaster casting and run casting</li> <li>• techniques for plaster casting and run casting.</li> </ul>
<b>Assessment Conditions</b>	Skills in this unit must be demonstrated in a wall and ceiling lining industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental



constraints.

This includes access to:

- industry materials, tools and equipment for producing casting and run casting, including PPE
- job tasks, including relevant plans and specifications
- Australian Standards and manufacturers' specifications.

**Assessor requirements**

As well as meeting the requirements of the *AQTF Conditions and Standards for Registered Training Organisations*, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in wall and ceiling lining
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.



<b>Unit code</b>	<b>VU23344</b>
<b>Unit title</b>	<b>Identify and handle wall and floor tiling tools and equipment</b>
<b>Application</b>	<p>This unit specifies the outcomes required to identify and safely handle wall and floor tiling hand and power tools and plant and equipment. It does not include the maintenance of tools and equipment.</p> <p>It includes the ability to plan for, prepare and handle tools and equipment, clean up after use, and report on faulty tools and equipment.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the wall and floor tiling industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Wall and floor tiling

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements to handle tools and equipment	1.1	Review supervisor's instructions and specifications for preparing and handling wall and floor tiling tools and equipment for specific tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for preparing and handling wall and floor tiling tools and equipment.
		1.3	Identify the relevant codes and/or standards for preparing and handling wall and floor tiling tools and equipment.
		1.4	Identify and apply relevant principles of sustainability in preparing and handling wall and floor tiling tools and equipment.
		1.5	Identify and use terminology for wall and floor tiling tools and equipment.
2.	Identify and prepare tools	2.1	Identify the functions and applications of wall and floor tiling hand and power tools.
		2.2	Select and use the appropriate personal protective equipment (PPE) for specific tools and equipment.



		2.3	Select and prepare the required tools, equipment and materials appropriate for the tasks according to supervisor's instructions.
		2.4	Complete pre-operational checks according to supervisor's instructions and as required by manufacturers' specifications.
3.	Handle tools	3.1	Use hand tools safely and appropriate to the tasks and materials.
		3.2	Use power tools safely and appropriate to the tasks and materials.
4.	Select and use plant and equipment	4.1	Identify the functions, applications and operating methods of general wall and floor tiling plant and equipment.
		4.2	Select and prepare plant and equipment appropriate for the tasks according to supervisor's instructions and safety requirements.
		4.3	Check plant and equipment for safety before use and report any faults, as required.
		4.4	Use plant and equipment according to manufacturers' specifications and ensuring the safety of self and others.
5.	Clean up	5.1	Clear work area and dispose of, reuse or recycle materials according to supervisor's instructions.
		5.2	Clean and store machinery, tools and equipment according to manufacturers' specifications and by following safe working practices.
		5.3	Identify malfunctions or damage to tools and equipment and report as required

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>



**Unit Mapping Information**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23344 Identify and handle wall and floor tiling tools and equipment	VU22045 Identify and handle wall and floor tiling tools and equipment	Equivalent Updated to meet revised Standards for Accredited Courses



## Assessment Requirements Template

### Title

### Assessment Requirements for VU23344 Identify and handle wall and floor tiling tools and equipment

### Performance Evidence

The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:

- identify and correctly handle each of the following wall and floor tiling tools and equipment listed below during construction tasks:
  - hand and hand held power tools:
    - angle grinder
    - carpenters square
    - caulking gun
    - chalk liners
    - claw hammer and chisel
    - concrete mixers
    - electric water saw
    - fibre board cutter
    - floats
    - glue mixing drill
    - heavy duty trimming knife
    - levels – spirit, water and laser
    - mechanical tile cutter
    - mortarboards
    - rubber mallet
    - straight edges
    - string line
    - tile nippers
    - trowels
  - plant:
    - drill press
    - handling and shifting equipment, such as hand trolleys or pallet jacks
    - portable mixers
    - safety signage
    - wheelbarrows
    - bench grinder
    - portable generators.

In completing the above, there must also be evidence that the learner has:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices



	<ul style="list-style-type: none"> <li>• selected and used the required PPE</li> <li>• communicated and worked effectively with others, including using appropriate terminology</li> <li>• performed checks on tools and equipment, prior and after handling</li> <li>• cleaned and stored tools and equipment after use.</li> </ul>
<b>Knowledge Evidence</b>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>• workplace safety requirements and OHS legislation in relation to handling wall and floor tiling tools and equipment, including the required PPE and safety requirement for power supplies</li> <li>• relevant Australian Standards in relation to handling wall and floor tiling tools and equipment</li> <li>• principles of sustainability relevant to preparing and handling wall and floor tiling tools and equipment</li> <li>• terminology used for wall and floor tiling tools and equipment</li> <li>• characteristics and functions of wall and floor tiling tools and equipment</li> <li>• types of pre-occupational checks required prior to using wall and floor tiling tools and equipment</li> <li>• safe handling and maintenance checks of wall and floor tiling tools and equipment, including reporting procedures.</li> </ul>
<b>Assessment Conditions</b>	<p>Skills in this unit must be demonstrated in a wall and floor tiling industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> <li>• industry wall and floor tiling tools and equipment, including PPE</li> <li>• job tasks, including relevant specifications</li> <li>• manufacturers' specifications</li> <li>• materials appropriate for wall and floor tiling hand and power tools.</li> </ul> <p><b>Assessor requirements</b></p> <p>As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:</p> <ul style="list-style-type: none"> <li>• hold a Certificate III trade qualification in wall and floor tiling</li> <li>• have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.</li> </ul>

<b>Unit code</b>	<b>VU23345</b>
<b>Unit title</b>	<b>Apply substrate preparation techniques for tiling</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to prepare a range of substrates for wall and floor tiling.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the wall and floor tiling industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Wall and floor tiling

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for tile substrate preparation	1.1	Identify work instructions, including plans and specifications for preparing substrates for tiling.
		1.2	Identify the occupational health and safety (OHS) requirements for tiling.
		1.3	Identify the relevant codes and/or standards for tiling.
		1.4	Identify and apply sustainable practices to work preparation and applications.
		1.5	Identify and use the appropriate terminology during substrate preparation for tiling tasks.
2.	Set up for substrate preparation	2.1	Select and confirm compatible substrate materials for tiling application according to work instructions and manufacturers' specifications.
		2.2	Identify any tiling substrate defects and determine appropriate solutions to remedy defects.
		2.3	Select and use the appropriate personal protective equipment (PPE) for substrate preparation.
		2.4	Identify and obtain the required quantities of materials for substrate preparation.
		2.5	Select and prepare the required tools and equipment for



			substrate preparation according to work instructions and safety requirements.
3.	Prepare substrates for tiling	3.1	Prepare materials according to work instructions and manufacturers' specifications.
		3.2	Clean substrate surfaces to remove any waste materials, as required.
		3.3	Remedy any identified substrate defects according to manufacturers' specifications, as required.
		3.4	Apply underlay or render coatings according to work instructions and manufacturers' specifications.
		3.5	Finish substrate surface according to substrate and tile type, work instructions and manufacturers' specifications.
4.	Clean up	4.1	Clear work area and dispose of, reuse or recycle materials according to work instructions.
		4.2	Clean and store tools and equipment after use by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23345 Apply substrate preparation techniques for tiling	VU22046 Apply substrate preparation techniques for tiling	Equivalent Updated to meet revised Standards for



			Accredited Courses
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**Assessment Requirements Template**

<b>Title</b>	<b>Assessment Requirements for VU23345 Apply substrate preparation techniques for tiling</b>
<b>Performance Evidence</b>	<p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• apply appropriate substrate preparation techniques to three different substrates</li> <li>• use appropriate solutions to remedy substrate defects</li> <li>• use appropriate finishing techniques based on substrate and tile application type.</li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>• complied with relevant safety regulations, codes of practice and work plans</li> <li>• participated in sustainable work practices</li> <li>• selected and appropriately used PPE</li> <li>• communicated and worked effectively with others, including using appropriate terminology</li> <li>• selected and used appropriate materials, tools and equipment for substrate preparation</li> <li>• cleaned up and stored tools and equipment after substrate preparation.</li> </ul>
<b>Knowledge Evidence</b>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>• plans, drawings and specifications used in substrate preparation</li> <li>• workplace safety requirements and OHS legislation in relation to substrate preparation, including the required PPE</li> <li>• relevant Australian Standards in relation to substrate preparation for tiling</li> <li>• principles of sustainability relevant to substrate preparation for tiling</li> <li>• terminology used for substrate preparation for tiling</li> <li>• types of tiling substrate defects, their causes and remedies</li> <li>• characteristics and purposes of wall and floor tiling substrate materials</li> <li>• substrates compatible with tiling applications</li> <li>• common processes for calculating size and quantity of materials required</li> <li>• function, purpose and safe handling of wall and floor tools and equipment in the preparation of substrates</li> <li>• substrate preparation techniques for tiling.</li> </ul>
<b>Assessment Conditions</b>	Skills in this unit must be demonstrated in a wall and floor tiling industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental



constraints.

This includes access to:

- industry materials, tools and equipment used for used for substrate preparation, including PPE
- job tasks, including relevant specifications
- manufacturers' specifications
- materials appropriate for wall and floor tiling hand and power tools.

**Assessor requirements**

As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in wall and floor tiling
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.



<b>Unit code</b>	<b>VU23346</b>
<b>Unit title</b>	<b>Develop basic wall tiling skills</b>
<b>Application</b>	<p>This unit specifies the outcomes required to apply wall tiling techniques to a range of substrates. It does not include tile application to internal and external corners.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the wall and floor tiling industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Wall and floor tiling

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for wall tiling	1.1	Identify work instructions and specifications for basic wall tiling tasks.
		1.2	Identify work instructions and specifications for wall tiling.
		1.3	Identify the relevant codes and/or standards for wall tiling.
		1.4	Identify and apply sustainable practices to work preparation and construction applications.
		1.5	Identify and use appropriate terminology during wall tiling tasks.
2.	Prepare for wall tiling	2.1	Identify substrate to determine the appropriate adhesive to be used.
		2.2	Select and use the appropriate personal protective equipment (PPE) for wall tiling.
		2.3	Identify and obtain the required quantities of materials for wall tiling.
		2.4	Select and prepare the required tools and equipment for wall tiling according to work instructions and safety requirements.
3.	Prepare substrate	3.1	Prepare and prime area to be tiled according to work



			instructions and manufacturers' specifications.
		3.2	Identify and set out work grid patterns to be balanced and level.
4.	Cut and fix wall tiles	4.1	Cut tiles to size and shape by hand or machine, according to work instructions and manufacturers' specifications.
		4.2	Prepare and apply mortar or adhesive to the substrate according to manufacturers' specifications.
		4.3	Fix tiles to wall maintaining work grid pattern and even spacing between tiles, openings and fittings.
5.	Grout wall tiles	5.1	Clean and prepare joints to receive grout according to manufacturers' specifications.
		5.2	Mix and apply grout according to manufacturers' specifications.
		5.3	Clean and polish tiles according to manufacturers' specifications.
6.	Clean up	6.1	Clear work area and dispose of, reuse or recycle materials according to work instructions.
		6.2	Clean and store tools and equipment after use by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title

Code and Title

Comments



Current Version	Previous Version	
VU23346 Develop basic wall tiling skills	VU22047 Develop basic wall tiling skills	Equivalent Updated to meet revised Standards for Accredited Courses



## Assessment Requirements Template

### Title

### Assessment Requirements for VU23346 Develop basic wall tiling skills

### Performance Evidence

The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:

- prepare and apply wall tiles to two of the following areas:
  - commercial processing areas
  - domestic external walls
  - domestic internal walls
  - domestic wet areas
- apply mortar/adhesive to the required Australian Standard
- apply grout and clean wall tile surface.

In completing the above, there must also be evidence that the learner has:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for wall tiling
- cleaned up and stored tools and equipment after wall tiling.

### Knowledge Evidence

The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:

- plans, drawings and specifications used in wall tiling
- workplace safety requirements and OHS legislation in relation to wall tiling, including the required PPE
- relevant Australian Standards and codes in relation to wall tiling
- principles of sustainability relevant to wall tiling
- terminology used for basic wall tiling
- characteristics and purposes of wall tiling materials
- common processes for calculating size and quantity of materials required
- types, characteristics, and functions of adhesives and their compatibility with tiles and substrates
- function, purpose and safe handling of tiling tools and equipment
- tiling adhesive application techniques
- wall tiling techniques for specific substrates
- wall tiling finishing techniques.

### Assessment Conditions

Skills in this unit must be demonstrated in a wall and floor tiling industry workplace or simulated environment that complies with standard and



authorised work practices, safety requirements and environmental constraints.

This includes access to:

- industry materials, tools and equipment used for used for wall tiling, including PPE
- job tasks, including relevant specifications
- manufacturers' specifications
- materials appropriate for wall and floor tiling hand and power tools.

#### **Assessor requirements**

As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in wall and floor tiling
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.

<b>Unit code</b>	<b>VU23347</b>
<b>Unit title</b>	<b>Develop basic floor tiling skills</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to apply floor tiling techniques to a range of substrates.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the wall and floor tiling industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Wall and floor tiling

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for floor tiling	1.1	Identify work instructions, including plans and specifications for basic floor tiling tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for floor tiling.
		1.3	Identify the relevant codes and/or standards for floor tiling.
		1.4	Identify and apply sustainable practices to work preparation and construction applications.
		1.5	Identify and use appropriate terminology during floor tiling tasks.
2.	Prepare for floor tiling	2.1	Identify substrate to determine the appropriate adhesive to be used.
		2.2	Select and use the appropriate personal protective equipment (PPE) for floor tiling.
		2.3	Identify and obtain the required quantities of materials for floor tiling.
		2.4	Select and prepare the required tools and equipment for floor tiling according to work instructions and safety requirements.
3.	Prepare substrate	3.1	Prepare and prime area to be tiled and substrate to work



			instructions and manufacturers' specifications.
		3.2	Identify and set out work grid patterns to be balanced and level.
4.	Cut and fix floor tiles	4.1	Cut tiles to size and shape by hand or machine, according to work instructions and manufacturers' specifications.
		4.2	Prepare and apply mortar or adhesive to the substrate according to manufacturers' specifications.
		4.3	Fix tiles to floor maintaining work grid pattern and even spacing between tiles, opening and fittings.
5.	Grout floor tiles	5.1	Clean and prepare joints to receive grout according to manufacturers' specifications.
		5.2	Mix and apply grout according to manufacturers' specifications.
		5.3	Clean and polish tiles according to manufacturers' specifications.
6.	Clean up	6.1	Clear work area and dispose of, reuse or recycle materials according to work instructions.
		6.2	Clean and store tools and equipment after use by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title

Code and Title

Comments



Current Version	Previous Version	
VU23347 Develop basic floor tiling skills	VU22048 Develop basic floor tiling skills	Equivalent Updated to meet revised Standards for Accredited Courses



## Assessment Requirements Template

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p><b>Assessment Requirements for VU23347 Develop basic floor tiling skills</b></p> <p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• prepare and apply floor tiles to two of the following areas: <ul style="list-style-type: none"> <li>○ external floor areas</li> <li>○ internal floor areas</li> <li>○ internal wet areas</li> </ul> </li> <li>• apply mortar/adhesive to the required Australian Standard</li> <li>• apply grout and clean floor tile surface.</li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>• complied with relevant safety regulations, codes of practice and work plans</li> <li>• participated in sustainable work practices</li> <li>• selected and appropriately used PPE</li> <li>• communicated and worked effectively with others, including using appropriate terminology</li> <li>• selected and used appropriate materials, tools and equipment for floor tiling</li> <li>• cleaned up and stored tools and equipment after floor tiling.</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>• plans, drawings and specifications used in floor tiling</li> <li>• workplace safety requirements and OHS legislation in relation to floor tiling, including the required PPE</li> <li>• relevant Australian Standards and codes in relation to floor tiling</li> <li>• principles of sustainability relevant to floor tiling</li> <li>• terminology used for basic floor tiling</li> <li>• characteristics and purposes of floor tiling materials</li> <li>• common processes for calculating size and quantity of materials required</li> <li>• types, characteristics, and functions of adhesives and their compatibility with tiles and substrates</li> <li>• function, purpose and safe handling of tiling tools and equipment</li> <li>• tiling adhesive application techniques</li> <li>• floor tiling techniques for specific substrates</li> <li>• floor tiling finishing techniques.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Skills in this unit must be demonstrated in a wall and floor tiling industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental</p>



constraints.

This includes access to:

- industry materials, tools and equipment used for used for floor tiling, including PPE
- job tasks, including relevant specifications
- manufacturers' specifications
- materials appropriate for wall and floor tiling hand and power tools.

**Assessor requirements**

As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in wall and floor tiling
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.



<b>Unit code</b>	<b>VU23348</b>
<b>Unit title</b>	<b>Identify and handle solid plastering tools and equipment</b>
<b>Application</b>	<p>This unit specifies the outcomes required to identify and safely handle solid plastering hand and power tools and plant and equipment. It does not include the maintenance of tools and equipment.</p> <p>It includes the ability to plan for, prepare and handle tools and equipment, clean up after use, and report on faulty tools and equipment.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the solid plastering industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Solid plastering

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements to handle tools and equipment	1.1	Review supervisor's instructions and specifications for preparing and handling solid plastering tools and equipment for specific tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for preparing and handling solid plastering tools and equipment.
		1.3	Identify the relevant codes and/or standards for preparing and handling solid plastering tools and equipment.
		1.4	Identify and apply relevant principles of sustainability in preparing and handling solid plastering tools and equipment.
		1.5	Identify and use terminology for solid plastering tools and equipment.
2.	Identify and prepare tools	2.1	Identify the functions and applications of solid plastering hand and power tools.
		2.2	Select and use the appropriate personal protective equipment (PPE) for specific tools and equipment.



		2.3	Select and prepare the required tools, equipment and materials appropriate for the tasks according to supervisor's instructions.
		2.4	Complete pre-operational checks according to supervisor's instructions and as required by manufacturers' specifications.
3.	Handle tools	3.1	Use hand tools safely and appropriate to the tasks and materials.
		3.2	Use power tools safely and appropriate to the tasks and materials.
4.	Select and use plant and equipment	4.1	Identify the functions, applications and operating methods of general solid plastering plant and equipment.
		4.2	Select and prepare plant and equipment appropriate for the tasks according to supervisor's instructions and safety requirements.
		4.3	Check plant and equipment for safety before use and report any faults, as required.
		4.4	Use plant and equipment according to manufacturers' specifications and ensuring the safety of self and others.
5.	Clean up	5.1	Clear work area and dispose of, reuse or recycle materials according to supervisor's instructions.
		5.2	Clean and store machinery, tools and equipment according to manufacturers' specifications and by following safe working practices.
		5.3	Identify malfunctions or damage to tools and equipment and report as required

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>



**Unit Mapping  
Information**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23348 Identify and handle solid plastering tools and equipment	VU22049 Identify and handle solid plastering tools and equipment	Equivalent Updated to meet revised Standards for Accredited Courses



## Assessment Requirements Template

### Title

### Assessment Requirements for VU23348 Identify and handle solid plastering tools and equipment

### Performance Evidence

The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:

- identify and correctly handle each of the following solid plastering tools and equipment listed below during construction tasks:
  - hand and hand held power tools:
    - floats
    - hammers
    - levels
    - measuring tapes/rulers
    - power drills
    - power grinders
    - power mixers
    - sanders – hand and electric
    - saws – hand and electric
    - shovels
    - small tools
    - straight edges
    - tin snips
    - trowels
  - plant:
    - compacter
    - handling and shifting equipment, such as hand trolleys or pallet jacks
    - portable mixers
    - safety signage
    - wheelbarrows
    - portable generators.

In completing the above, there must also be evidence that the learner has:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and used the required PPE
- communicated and worked effectively with others, including using appropriate terminology
- performed checks on tools and equipment, prior and after handling
- cleaned and stored tools and equipment after use.



<b>Knowledge Evidence</b>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>• handling solid plastering tools and equipment, including the required PPE and safety requirement for power supplies</li> <li>• relevant Australian Standards in relation to handling solid plastering tools and equipment</li> <li>• principles of sustainability relevant to preparing and handling solid plastering tools and equipment</li> <li>• terminology used for solid plastering tools and equipment</li> <li>• characteristics and functions of solid plastering tools and equipment</li> <li>• types of pre-occupational checks required prior to using solid plastering tools and equipment</li> <li>• safe handling and maintenance checks of solid plastering tools and equipment, including reporting procedures.</li> </ul>
<b>Assessment Conditions</b>	<p>Skills in this unit must be demonstrated in a solid plastering industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> <li>• industry solid plastering tools and equipment, including PPE</li> <li>• job tasks, including relevant specifications</li> <li>• manufacturers' specifications</li> <li>• materials appropriate for solid plastering hand and power tools.</li> </ul> <p><b>Assessor requirements</b></p> <p>As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:</p> <ul style="list-style-type: none"> <li>• hold a Certificate III trade qualification in solid plastering</li> <li>• have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.</li> </ul>

<b>Unit code</b>	<b>VU23349</b>
<b>Unit title</b>	<b>Apply cement rendering techniques</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to apply basic cement rendering techniques for solid plastering.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the solid plastering industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Solid plastering

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for cement rendering	1.1	Identify work instructions and specifications for basic cement rendering tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for cement rendering.
		1.3	Identify the relevant codes and/or standards for solid plastering.
		1.4	Identify and apply sustainable practices to work preparation and applications.
		1.5	Identify and use the appropriate terminology during cement rendering tasks.
2.	Prepare for cement rendering	2.1	Select and confirm compatible surface coatings for substrate according to work instructions and manufacturers' specifications.
		2.2	Determine surface preparation methods for solid plastering to achieve the desired finish.
		2.3	Select and use the appropriate personal protective equipment (PPE) for cement rendering.
		2.4	Identify and obtain the required quantities of materials for cement rendering.



		2.5	Select and prepare the required tools and equipment for cement rendering according to work instructions and safety requirements.
3.	Prepare surface for cement rendering	3.1	Remove loose or protruding material using the appropriate removal method for the surface material, as required.
		3.2	Prepare the splash coat mixture and apply according to manufacturers' specifications and work instructions.
4.	Apply cement rendering	4.1	Mix mortar to ratio according to manufacturers' specifications.
		4.2	Apply cement rendering coatings using the appropriate application techniques according to manufacturers' specifications.
		4.3	Level the surface, leave to set and roughen surface ready for next coat.
		4.4	Allow each coat to dry for the required period according to manufacturers' specifications.
		4.5	Apply the appropriate finishing techniques on the final coat to achieve the desired finish.
5.	Clean up	5.1	Clear work area and dispose of, reuse or recycle materials according to environmental requirements, codes of practice and work instructions.
		5.2	Clean solid plastering tools and equipment with correct solutions and store according to manufacturers' specifications and by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>



**Unit Mapping  
Information**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23349 Apply cement rendering techniques	VU22050 Apply cement rendering techniques	Equivalent Updated to meet revised Standards for Accredited Courses



## Assessment Requirements Template

<b>Title</b>	<b>Assessment Requirements for VU23349 Apply cement rendering techniques</b>
<b>Performance Evidence</b>	<p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>select and use appropriate cement rendering techniques to a minimum of three different substrates.</li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>complied with relevant safety regulations, codes of practice and work plans</li> <li>participated in sustainable work practices</li> <li>selected and appropriately used PPE</li> <li>communicated and worked effectively with others, including using appropriate terminology</li> <li>selected and used appropriate materials, tools and equipment for cement rendering</li> <li>prepared surfaces for rendering</li> <li>cleaned up and stored tools and equipment after cement rendering.</li> </ul>
<b>Knowledge Evidence</b>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>plans, drawings and specifications used in cement rendering</li> <li>workplace safety requirements and OHS legislation in relation to cement rendering, including the required PPE</li> <li>relevant Australian Standards in relation to cement rendering</li> <li>principles of sustainability relevant to cement rendering</li> <li>terminology used for cement rendering</li> <li>range of substrates used for cement rendering</li> <li>characteristics and purposes of cement rendering materials</li> <li>characteristics of cement render for their use with specific substrates</li> <li>common processes for calculating size and quantity of materials required</li> <li>function, purpose and safe handling of cement rendering tools and equipment</li> <li>cement rendering techniques for solid plastering.</li> </ul>
<b>Assessment Conditions</b>	<p>Skills in this unit must be demonstrated in a solid plastering industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> <li>industry materials, tools and equipment used for used for cement rendering, including PPE</li> </ul>



- job tasks, including relevant specifications
- manufacturers' specifications
- materials appropriate for solid plastering hand and power tools.

**Assessor requirements**

As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in solid plastering
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.



<b>Unit code</b>	<b>VU23350</b>
<b>Unit title</b>	<b>Apply acrylic rendering techniques</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to apply basic acrylic rendering techniques for the application of jointing and coating systems using pre-mixed products.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the solid plastering industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Solid plastering

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for acrylic rendering	1.1	Identify work instructions and specifications for acrylic rendering.
		1.2	Identify the occupational health and safety (OHS) requirements for acrylic rendering.
		1.3	Identify the relevant codes and/or standards for solid plastering.
		1.4	Identify and apply sustainable practices to work preparation and applications.
		1.5	Identify and use the appropriate terminology during acrylic rendering tasks.
2.	Prepare for acrylic rendering	2.1	Select and confirm compatible acrylic render for substrate according to work instructions and manufacturers' specifications.
		2.2	Determine surface preparation methods for acrylic rendering to achieve the desired finish.
		2.3	Select and use the appropriate personal protective equipment (PPE) for acrylic rendering.
		2.4	Identify and obtain the required quantities of materials for



			acrylic rendering.
		2.5	Select and prepare the required tools and equipment for acrylic rendering according to work instructions and safety requirements.
3.	Prepare surface for acrylic rendering	3.1	Prepare substrate surface according to manufacturers' specifications, as required.
		3.2	Prepare the splash coat mixture and apply according to manufacturers' specifications and work instructions.
4.	Apply acrylic rendering	4.1	Mix coating materials to ratio according to manufacturers' specifications.
		4.2	Apply coating using the appropriate application techniques according to manufacturers' specifications.
		4.3	Finish and cure the coating to achieve the desired finish.
5.	Clean up	5.1	Clear work area and dispose of, reuse or recycle materials according to environmental requirements, codes of practice and work instructions.
		5.2	Clean solid plastering tools and equipment with correct solutions and store according to manufacturers' specifications and by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments



	VU23350 Apply acrylic rendering techniques	VU22051 Apply acrylic rendering techniques	Equivalent Updated to meet revised Standards for Accredited Courses
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## Assessment Requirements Template

<b>Title</b>	<b>Assessment Requirements for VU23350 Apply acrylic rendering techniques</b>
<b>Performance Evidence</b>	<p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• apply acrylic render to a minimum of three different substrates</li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>• complied with relevant safety regulations, codes of practice and work plans</li> <li>• participated in sustainable work practices</li> <li>• selected and appropriately used PPE</li> <li>• communicated and worked effectively with others, including using appropriate terminology</li> <li>• selected and used appropriate materials, tools and equipment for acrylic rendering</li> <li>• prepared surfaces for rendering</li> <li>• cleaned up and stored tools and equipment after acrylic rendering.</li> </ul>
<b>Knowledge Evidence</b>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>• plans, drawings and specifications used in acrylic rendering</li> <li>• workplace safety requirements and OHS legislation in relation to acrylic rendering, including the required PPE</li> <li>• relevant Australian Standards in relation to acrylic rendering</li> <li>• principles of sustainability relevant to acrylic rendering</li> <li>• terminology used for acrylic rendering</li> <li>• range of substrates used for acrylic rendering</li> <li>• characteristics and purposes of acrylic rendering materials</li> <li>• characteristics of acrylic render for their use with specific substrates</li> <li>• common processes for calculating size and quantity of materials required</li> <li>• function, purpose and safe handling of acrylic rendering tools and equipment</li> <li>• installation and fixing techniques for different substrates.</li> </ul>
<b>Assessment Conditions</b>	<p>Skills in this unit must be demonstrated in a solid plastering industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> <li>• industry materials, tools and equipment used for used for acrylic rendering, including PPE</li> <li>• job tasks, including relevant specifications</li> </ul>



- manufacturers' specifications
- materials appropriate for solid plastering hand and power tools.

**Assessor requirements**

As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in solid plastering
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.



<b>Unit code</b>	<b>VU23351</b>
<b>Unit title</b>	<b>Apply finishing coats for solid plastering</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to apply finishing coats for solid plastering.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the solid plastering industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Solid plastering

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for finishing coat application	1.1	Identify work instructions and specifications for finishing coat tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for finishing coat application.
		1.3	Identify the relevant codes and/or standards for finishing coats for solid plastering.
		1.4	Identify and apply sustainable practices to work preparation and applications.
		1.5	Identify and use appropriate terminology during finishing coat application tasks.
2.	Prepare for finishing coat application	2.1	Select and confirm compatible surface coating for substrate according to work instructions and manufacturers' specifications.
		2.2	Determine surface preparation methods for finishing coat application to achieve the desired finish.
		2.3	Select and use the appropriate personal protective equipment (PPE) for finishing coat application.
		2.4	Identify and obtain the required quantities of materials for finishing coat application.



		2.5	Select and prepare the required tools and equipment for finishing coat application according to work instructions and safety requirements.
3.	Prepare backgrounds for finishing coat	3.1	Prepare substrate surface according to the required finishing coating to be used.
		3.2	Clean, wet down and check surface for level of suction appropriate to the setting coating being used and according to manufacturers' specifications and work instructions.
4.	Apply finishing coat	4.1	Mix coating materials to ratio according to manufacturers' specifications.
		4.2	Apply coatings using the appropriate application techniques according to work instructions and manufacturers' specifications.
		4.3	Finish and cure the coating to achieve the desired finish.
5.	Clean up	5.1	Clear work area and dispose of, reuse or recycle materials according to environmental requirements, codes of practice and work instructions.
		5.2	Clean solid plastering tools and equipment with correct solutions and store according to manufacturers' specifications and by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title	Code and Title	Comments



Current Version	Previous Version	
VU23351 Apply finishing coats for solid plastering	VU22052 Apply finishing coats for solid plastering	Equivalent Updated to meet revised Standards for Accredited Courses



## Assessment Requirements Template

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p><b>Assessment Requirements for VU23351 Apply finishing coats for solid plastering</b></p> <p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>prepare surface and apply finishing coatings to a minimum of three different substrates.</li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>complied with relevant safety regulations, codes of practice and work plans</li> <li>participated in sustainable work practices</li> <li>selected and appropriately used PPE</li> <li>communicated and worked effectively with others, including using appropriate terminology</li> <li>selected and used appropriate materials, tools and equipment for finishing coat application</li> <li>cleaned up and stored tools and equipment after finishing coat application.</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>plans, drawings and specifications used in finishing coat application</li> <li>workplace safety requirements and OHS legislation in relation to finishing coat application, including the required PPE</li> <li>relevant Australian Standards in relation to finishing coat application</li> <li>principles of sustainability relevant to finishing coat application</li> <li>terminology used for finishing coat application</li> <li>range of substrates used for finishing coat application</li> <li>characteristics and purposes of finishing coat application materials</li> <li>characteristics of finishing coats for their use with specific substrates</li> <li>common processes for calculating size and quantity of materials required</li> <li>function, purpose and safe handling of finishing coat application tools and equipment</li> <li>finishing coat application techniques for different substrates.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Skills in this unit must be demonstrated in a solid plastering industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> <li>industry materials, tools and equipment used for used for finishing coating applications, including PPE</li> </ul>



- job tasks, including relevant specifications
- manufacturers' specifications
- materials appropriate for solid plastering hand and power tools.

**Assessor requirements**

As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in solid plastering
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.



<b>Unit code</b>	<b>VU23352</b>
<b>Unit title</b>	<b>Apply basic restoration and renovation techniques to solid plastering</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to safely undertake basic restoration and renovation tasks in solid plastering. It includes the ability to identify risks and hazardous materials.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the solid plastering industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Solid plastering

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for restoration and renovation	1.1	Identify work instructions and specifications for basic restoration and renovation tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for restoration and renovation.
		1.3	Identify the relevant codes and/or standards for restoration and renovation for solid plastering.
		1.4	Identify and apply sustainable practices to work preparation and applications.
		1.5	Identify and use the appropriate terminology during restoration and renovation tasks.
2.	Prepare for restoration and renovation	2.1	Examine the site to confirm scope and type of restoration or renovation work, including the identification of risks and any hazardous materials.
		2.2	Determine and confirm restoration and renovation method based on site examination and work instructions.
		2.3	Select and use the appropriate personal protective equipment (PPE) for restoration and renovation tasks.



		2.4	Identify and obtain the required quantities of materials for restoration and renovation.
		2.5	Select and prepare the required tools and equipment for restoration and renovation according to work instructions and safety requirements.
3.	Apply restoration and renovation techniques	3.1	Prepare and mix materials according to quality requirements and manufacturers' specifications.
		3.2	Use appropriate application techniques to restore damaged plaster work to original condition according to work instructions.
		3.3	Apply finish to match original surfaces and details.
		3.4	Construct and fit moulds to finish according to work instructions and manufacturers' specifications.
4.	Clean up	4.1	Clear work area and dispose of general waste and hazardous materials in accordance with legislation, regulations, environmental requirements, codes of practice and work instructions.
		4.2	Clean solid plastering tools and equipment with correct solutions and store according to manufacturers' specifications and by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments



	VU23352 Apply basic restoration and renovation techniques to solid plastering	VU22053 Apply basic restoration and renovation techniques to solid plastering	Equivalent Updated to meet revised Standards for Accredited Courses
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## Assessment Requirements Template

### Title

### Assessment Requirements for VU23352 Apply basic restoration and renovation techniques to solid plastering

### Performance Evidence

The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:

- apply restoration and renovation techniques to restore plasterwork that include the following tasks:
- match existing surfaces and finish
- construct and fix moulds.

In completing the above, there must also be evidence that the learner has:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- identified any potential risks and hazardous materials and applied measures to reduce any impact of these
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for restoration and renovation
- cleaned up and stored tools and equipment after restoration and renovation.

### Knowledge Evidence

The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:

- plans, drawings and specifications used in restoration and renovation
- workplace safety requirements and OHS legislation in relation to restoration and renovation, including the required PPE
- relevant Australian Standards in relation to restoration and renovation
- hazardous materials found in solid plastering restoration and renovation
- risks associated with working with solid plaster in restoration and renovation, and appropriate solutions to manage these
- removal and disposal procedure for hazardous materials
- principles of sustainability relevant to restoration and renovation
- terminology used for restoration and renovation
- characteristics of period and heritage buildings, include Italianate, homestead, federation, old English, abstract and Californian bungalow style
- types of materials used in restoration and renovation
- characteristics of materials used in solid plastering
- suitability of materials for specific tasks
- common processes for calculating size and quantity of materials required



	<ul style="list-style-type: none"> <li>• function, purpose and safe handling of restoration and renovation tools and equipment</li> <li>• restoration and renovation techniques for different materials.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Skills in this unit must be demonstrated in a solid plastering industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> <li>• industry materials, tools and equipment used for used for restoration and renovation in solid plastering, including PPE</li> <li>• job tasks, including relevant specifications</li> <li>• manufacturers' specifications</li> <li>• materials appropriate for solid plastering hand and power tools.</li> </ul> <p><b>Assessor requirements</b></p> <p>As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:</p> <ul style="list-style-type: none"> <li>• hold a Certificate III trade qualification in solid plastering</li> <li>• have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.</li> </ul>



<b>Unit code</b>	<b>VU23353</b>
<b>Unit title</b>	<b>Identify and handle stonemasonry tools and equipment</b>
<b>Application</b>	<p>This unit specifies the outcomes required to identify and safely handle stonemasonry hand and power tools and plant and equipment. It does not include the maintenance of tools and equipment.</p> <p>It includes the ability to plan for, prepare and handle tools and equipment, clean up after use, and report on faulty tools and equipment.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the stonemasonry industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Stonemasonry

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements to handle tools and equipment	1.1	Review supervisor's instructions and specifications for preparing and handling stonemasonry tools and equipment for specific tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for preparing and handling stonemasonry tools and equipment.
		1.3	Identify the relevant codes and/or standards for preparing and handling stonemasonry tools and equipment.
		1.4	Identify and apply relevant principles of sustainability in preparing and handling stonemasonry tools and equipment.
		1.5	Identify and use terminology for stonemasonry tools and equipment.
2.	Identify and prepare tools	2.1	Identify the functions and applications of stonemasonry hand and power tools.
		2.2	Select and use the appropriate personal protective equipment (PPE) for specific tools and equipment.



		2.3	Select and prepare the required tools, equipment and materials appropriate for the tasks according to supervisor's instructions.
		2.4	Complete pre-operational checks according to supervisor's instructions and as required by manufacturers' specifications.
3.	Handle tools	3.1	Use hand tools safely and appropriate to the tasks and materials.
		3.2	Use power tools safely and appropriate to the tasks and materials.
4.	Select and use plant and equipment	4.1	Identify the functions, applications and operating methods of general stonemasonry plant and equipment.
		4.2	Select and prepare plant and equipment appropriate for the tasks according to supervisor's instructions and safety requirements.
		4.3	Check plant and equipment for safety before use and report any faults, as required.
		4.4	Use plant and equipment according to manufacturers' specifications and ensuring the safety of self and others.
5.	Clean up	5.1	Clear work area and dispose of, reuse or recycle materials according to supervisor's instructions.
		5.2	Clean and store machinery, tools and equipment according to manufacturers' specifications and by following safe working practices.
		5.3	Identify malfunctions or damage to tools and equipment and report as required

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>



**Unit Mapping Information**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23353 Identify and handle stonemasonry tools and equipment	VU22055 Identify and handle stonemasonry tools and equipment	Equivalent Updated to meet revised Standards for Accredited Courses



## Assessment Requirements Template

### Title

### Assessment Requirements for VU23353 Identify and handle stonemasonry tools and equipment

### Performance Evidence

The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:

- identify and correctly handle each of the following stonemasonry tools and equipment listed below during construction tasks:
  - hand and hand held power tools:
    - angle
    - chisels: lettering, pitching, punching, shaping
    - crow bars and leveraging bars
    - drills: pneumatic, electric – corded and cordless
    - grinders and various sized discs/blades
    - hammers
    - levels
    - mash hammers of various weight
    - measuring tapes/rulers
    - plugs and feathers for splitting stone
    - pokey and sledge of various weights
    - power assisted hammers: pneumatic, electric
    - sanders and grinders – hand, electric and pneumatic for grinding and polishing stone
    - saws – hand, electric and petrol powered
    - shovels
    - spalling of various weights
    - square and straight edge
    - V-cut letters
  - plant:
    - compacter
    - handling and shifting equipment, such as hand trolleys or pallet jacks
    - portable mixers
    - safety signage
    - wheelbarrows
    - portable generators.

In completing the above, there must also be evidence that the learner has:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and used the required PPE



	<ul style="list-style-type: none"> <li>• communicated and worked effectively with others, including using appropriate terminology</li> <li>• performed checks on tools and equipment, prior and after handling</li> <li>• cleaned and stored tools and equipment after use.</li> </ul>
<b>Knowledge Evidence</b>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>• workplace safety requirements and OHS legislation in relation to handling stonemasonry tools and equipment, including the required PPE and safety requirement for power supplies</li> <li>• relevant Australian Standards in relation to handling stonemasonry tools and equipment</li> <li>• principles of sustainability relevant to preparing and handling stonemasonry tools and equipment</li> <li>• terminology used for stonemasonry tools and equipment</li> <li>• characteristics and functions of stonemasonry tools and equipment</li> <li>• types of pre-occupational checks required prior to using stonemasonry tools and equipment</li> <li>• safe handling and maintenance checks of stonemasonry tools and equipment, including reporting procedures.</li> </ul>
<b>Assessment Conditions</b>	<p>Skills in this unit must be demonstrated in a stonemasonry industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> <li>• industry stonemasonry tools and equipment, including PPE</li> <li>• job tasks, including relevant specifications</li> <li>• manufacturers' specifications</li> <li>• materials appropriate for stonemasonry hand and power tools.</li> </ul> <p><b>Assessor requirements</b></p> <p>As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:</p> <ul style="list-style-type: none"> <li>• hold a Certificate III trade qualification in stonemasonry</li> <li>• have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.</li> </ul>

<b>Unit code</b>	<b>VU23354</b>
<b>Unit title</b>	<b>Machine and finish stone</b>
<b>Application</b>	<p>This unit specifies the outcomes required to develop machining and finishing stone techniques for basic stonemasonry tasks.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the stonemasonry industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Stonemasonry

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for machining and finishing stone	1.1	Identify work instructions, plans and specifications for basic machining and finishing stone tasks.
		1.2	Identify the occupational health and safety (OHS) requirements for machining and finishing stone.
		1.3	Identify the relevant codes and/or standards for machining and finishing stone.
		1.4	Identify and apply relevant principles of sustainability to work preparation and construction applications.
		1.5	Identify and use appropriate terminology for machining and finishing stone tasks.
2.	Prepare for machining and finishing stone	2.1	Select and use personal protective equipment (PPE) for machining and finishing stone.
		2.2	Identify and obtain the required quantities of materials for machining and finishing stone.
		2.3	Select and prepare the appropriate machining and tools and equipment to complete the tasks according to work instructions and safety requirements.
3.	Machine stone	3.1	Read drawings to determine set out and sequence of actions.



		3.2	Measure and mark out stone according to plan or template.
		3.3	Operate equipment or machinery to shape stone.
4.	Finish stone	4.1	Identify type of finish required according to job specifications.
		4.2	Use hand or power tools to finish stone to required standard.
5.	Clean up	5.1	Clear work area and dispose of, reuse or recycle materials according to work instructions.
		5.2	Clean and store tools and equipment after use by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23354 Machine and finish stone	VU22055 Machine and finish stone	Equivalent Updated to meet revised Standards for Accredited Courses



## Assessment Requirements Template

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p><b>Assessment Requirements for VU23354 Machine and finish stone</b></p> <p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• safely machine and finish two or more stone projects according to a plan and specifications using appropriate machinery, tools and techniques. The end products for the projects may include a marble pastry board or granite bookend.</li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>• complied with relevant safety regulations, codes of practice and work plans</li> <li>• participated in sustainable work practices</li> <li>• selected and appropriately used PPE</li> <li>• communicated and worked effectively with others, including using appropriate terminology</li> <li>• selected and used appropriate materials, tools and equipment for machining and finishing stone</li> <li>• cleaned up and stored tools and equipment after machining and finishing stone construction.</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>• plans, drawings and specifications used in machining and finishing stone</li> <li>• workplace safety requirements and OHS legislation in relation to machining and finishing stone, including the required PPE</li> <li>• relevant Australian Standards and/or building codes in relation to machining and finishing stone</li> <li>• principles of sustainability relevant to machining and finishing stone</li> <li>• terminology used for machining and finishing stone</li> <li>• characteristics of stone</li> <li>• stonemasonry tools and equipment for machining and finishing stone</li> <li>• manufacturers' specifications for machining and finishing stone</li> <li>• characteristics and purposes of stone</li> <li>• common processes for calculating size of stone accurately</li> <li>• function, purpose and safe handling of stonemasonry tools and equipment</li> <li>• machining and finishing stone processes and techniques.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Skills in this unit must be demonstrated in a stonemasonry industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p>



- industry materials, tools and equipment used for used for machining and finishing stone, including PPE
- job tasks, including relevant specifications
- manufacturers' specifications.

**Assessor requirements**

As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in stonemasonry
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.



<b>Unit code</b>	<b>VU23355</b>
<b>Unit title</b>	<b>Construct concrete footings and formwork for monumental installation</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to construct a basic concrete footing and formwork for monument installation.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the stonemasonry industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Stonemasonry

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for concrete footings and formwork	1.1	Identify work instructions, plans and specifications for basic concrete footings and formwork for stone monument installation.
		1.2	Identify the occupational health and safety (OHS) requirements for concrete footings and formwork for stone monument installation.
		1.3	Identify the relevant codes and/or standards for concrete footings and formwork for stone monument installation.
		1.4	Identify and apply relevant principles of sustainability to work preparation and construction applications.
		1.5	Identify and use appropriate terminology for concrete footings and formwork tasks.
2.	Prepare for concrete footings and formwork	2.1	Identify and confirm the location for site for monument installation according to work instructions and specifications.
		2.2	Select and use personal protective equipment (PPE) for concrete footings and formwork.
		2.3	Identify and obtain the required quantities of materials for concrete footings and formwork.



		2.4	Select and prepare the appropriate tools and equipment for concrete footings and formwork according to work instructions and safety requirements.
3.	Construct footings and formwork for concreting	3.1	Establish the position and set out footings and formwork according to specifications.
		3.2	Excavate for footings and build formwork for concreting according to specifications.
		3.3	Erect and strip formwork.
		3.4	Handle and position reinforcing components.
		3.5	Place concrete in formwork to specific depth and screed to the alignment of the formwork.
		3.6	Finish surface of concrete according to specifications.
4.	Clean up	4.1	Clear work area and dispose of, reuse or recycle materials according to work instructions.
		4.2	Clean and store tools and equipment after use by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23355 Construct concrete footings and formwork for	VU22056 Construct concrete footings and formwork for	Equivalent Updated to meet revised Standards for



	monumental installation	monumental installation	Accredited Courses
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**Assessment Requirements Template**

<p><b>Title</b></p>	<p><b>Assessment Requirements for VU23355 Construct concrete footings and formwork for monumental installation</b></p>
<p><b>Performance Evidence</b></p>	<p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• complete a set out to achieve levels and other specified dimensions according to instructions</li> <li>• construct formwork for a basic rectangular shaped monument</li> <li>• add concrete in formwork and finish surface of monument.</li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>• complied with relevant safety regulations, codes of practice and work plans</li> <li>• participated in sustainable work practices</li> <li>• selected and appropriately used PPE</li> <li>• communicated and worked effectively with others, including using appropriate terminology</li> <li>• selected and used appropriate materials, tools and equipment for concrete footings and formwork</li> <li>• cleaned up and stored tools and equipment after concrete footings and formwork construction.</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>• plans, drawings and specifications used in concrete footings and formwork for stone monument installation</li> <li>• workplace safety requirements and OHS legislation in relation to concrete footings and formwork, including the required PPE</li> <li>• relevant Australian Standards and/or building codes in relation to concrete footings and formwork for stone monument installation</li> <li>• principles of sustainability relevant to concrete footings and formwork</li> <li>• terminology used for concrete footings and formwork</li> <li>• characteristics and purposes of materials used for concrete footings and formwork</li> <li>• common processes for calculating size and quantity of materials required</li> <li>• function, purpose and safe handling of stonemasonry tools and equipment</li> <li>• concrete footings and formwork processes and techniques for stone monument installation.</li> </ul>



**Assessment  
Conditions**

Skills in this unit must be demonstrated in a stonemasonry industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

This includes access to:

- industry materials, tools and equipment used for used for concrete footings and formwork construction, including PPE
- job tasks, including relevant specifications
- manufacturers' specifications
- materials appropriate for stonemasonry hand and power tools.

**Assessor requirements**

As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in stonemasonry
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.



<b>Unit code</b>	<b>VU23356</b>
<b>Unit title</b>	<b>Install prepared monument</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to apply basic construction skills to install a prepared monument.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the stonemasonry industry. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Stonemasonry

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for monument installation	1.1	Identify work instructions, plans and specifications for basic monument installation.
		1.2	Identify the occupational health and safety (OHS) requirements for monument installation.
		1.3	Identify the relevant codes and/or standards for monument installation.
		1.4	Identify and apply relevant principles of sustainability to work preparation and construction applications.
		1.5	Identify and use appropriate terminology for monument installation tasks.
2.	Prepare for monument installation	2.1	Identify and confirm the location of monument according to work instructions and specifications.
		2.2	Select and use personal protective equipment (PPE) for monument installation.
		2.3	Identify and obtain the required quantities of materials for monument installation.
		2.4	Select and prepare the appropriate tools and equipment for monument installation according to work instructions and safety requirements.



3.	Install monument	3.1	Move monument to location and position using appropriate materials handling equipment.
		3.2	Apply installation techniques to the required standard.
		3.3	Square off monument in final position.
4.	Clean up	4.1	Clear work area and dispose of, reuse or recycle materials according to work instructions.
		4.2	Clean and store tools and equipment after use by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23356 Install prepared monument	VU22057 Install prepared monument	Equivalent Updated to meet revised Standards for Accredited Courses



## Assessment Requirements Template

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p><b>Assessment Requirements for VU23356 Install prepared monument</b></p> <p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• prepare for, position, and install a basic prepared monument.</li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>• complied with relevant safety regulations, codes of practice and work plans</li> <li>• participated in sustainable work practices</li> <li>• selected and appropriately used PPE</li> <li>• communicated and worked effectively with others, including using appropriate terminology</li> <li>• selected and used appropriate materials, tools and equipment for monument installation</li> <li>• cleaned up and stored tools and equipment after monument installation construction.</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>• plans, drawings and specifications used in monument installation</li> <li>• workplace safety requirements and OHS legislation in relation to monument installation, including the required PPE</li> <li>• relevant Australian Standards and/or building codes in relation to monument installation</li> <li>• principles of sustainability relevant to monument installation</li> <li>• terminology used for monument installation</li> <li>• characteristics and purposes of materials used for monument installation</li> <li>• common processes for calculating size and quantity of materials required</li> <li>• function, purpose and safe handling of stonemasonry tools and equipment</li> <li>• materials handling tools and equipment used in monument installation</li> <li>• monument installation processes and techniques.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Skills in this unit must be demonstrated in a stonemasonry industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> <li>• industry materials, tools and equipment used for used for monument installation, including PPE</li> <li>• job tasks, including relevant specifications</li> <li>• manufacturers' specifications</li> <li>• materials appropriate for stonemasonry hand and power tools.</li> </ul>



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**Assessor requirements**

As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in stonemasonry
  - have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.
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<b>Unit code</b>	<b>VU23357</b>
<b>Unit title</b>	<b>Use aluminium sections for fabrication</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to use aluminium sections in fabricated structures. It includes methods for joining the sections.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the joinery/shopfitting/stairbuilding industries. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Joinery/shopfitting/stairbuilding

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for aluminium fabrication	1.1	Identify work instructions, plans and specifications for aluminium fabrication.
		1.2	Identify the occupational health and safety (OHS) requirements for aluminium fabrication.
		1.3	Identify the relevant codes and/or standards for aluminium fabrication.
		1.4	Identify and apply relevant principles of sustainability to work preparation and construction applications.
		1.5	Identify and use appropriate terminology for aluminium fabrication tasks.
2.	Prepare for aluminium fabrication	2.1	Select and use personal protective equipment (PPE) for aluminium fabrication.
		2.2	Identify and obtain the required materials for aluminium fabrication.
		2.3	Select and prepare the appropriate tools and equipment for aluminium fabrication.
3.	Identify extruded aluminium sections	3.1	Identify types of aluminium sections for sectional size and design.



		3.2	Identify uses of various sections with their specific design.
4.	Identify methods of joining sections	4.1	Identify characteristics of sections for method of joining.
		4.2	Identify means of securing of joints with types of sections.
5.	Use sections to construct frames	5.1	Set out aluminium sections designed for frames and prepare for joining.
		5.2	Set out and prepare door and sash type sections for joining.
		5.3	Make and secure joints to structural design requirements.
6.	Clean up	6.1	Clear work area and dispose of, reuse or recycle materials according to work instructions.
		6.2	Clean and store tools and equipment after use by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23357 Use aluminium sections for fabrication	VU22059 Use aluminium sections for fabrication	Equivalent Updated to meet revised Standards for



			Accredited Courses
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**Assessment Requirements Template**

**Title**

**Assessment Requirements for VU23357 Use aluminium sections for fabrication**

**Performance Evidence**

The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:

- identify designed purpose and assemble four different types of aluminium extruded sections.

In completing the above, there must also be evidence that the learner has:

- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- selected and appropriately used PPE
- communicated and worked effectively with others, including using appropriate terminology
- selected and used appropriate materials, tools and equipment for aluminium fabrication
- identified methods of joining different sections
- used safe techniques in preparing component sections for joining
- used safe and effective application in the fitting and securing of four different types of construction joints
- displayed safe and effective handling applications to minimise opportunities for damage of material surfaces
- cleaned up and stored tools and equipment after aluminium fabrication.

**Knowledge Evidence**

The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:

- plans, drawings and specifications used in aluminium fabrication
- workplace safety requirements and OHS legislation in relation to aluminium fabrication, including the required PPE
- relevant Australian Standards and/or building codes in relation to aluminium fabrication
- principles of sustainability relevant to aluminium fabrication
- terminology used for aluminium fabrication
- types and performance of materials relevant to aluminium fabrication
- design and use of aluminium extrusions
- common processes for calculating size and quantity of materials required
- function, purpose and safe handling of tools and equipment used for aluminium fabrication



	<ul style="list-style-type: none"> <li>processes and joining techniques used for aluminium fabrication, including measuring and marking processes related to aluminium fabrication.</li> </ul>
<b>Assessment Conditions</b>	<p>Skills in this unit must be demonstrated in a joinery/shopfitting/stairbuilding industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> <li>industry materials, tools and equipment used for used for aluminium fabrication, including PPE</li> <li>job tasks, including relevant plans and specifications</li> <li>Australian Standards and manufacturers' specifications.</li> </ul> <p><b>Assessor requirements</b></p> <p>As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:</p> <ul style="list-style-type: none"> <li>hold a Certificate III trade qualification in joinery/shopfitting/stairbuilding</li> <li>have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.</li> </ul>



<b>Unit code</b>	<b>VU23358</b>
<b>Unit title</b>	<b>Operate basic static machines</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to identify, safely set up and operate basic static machines used in the joinery/shopfitting/stairbuilding industries under supervision.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the joinery/shopfitting/stairbuilding industries. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Joinery/shopfitting/stairbuilding

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for static machine use	1.1	Identify work instructions and specifications for using basic static machines.
		1.2	Identify and follow occupational health and safety (OHS) requirements and pre and post operation checks for basic static machine use.
		1.3	Identify the relevant codes and/or standards for basic static machines.
		1.4	Select and use personal protective equipment (PPE) for the specified construction work processes.
		1.5	Identify and apply relevant principles of sustainability to work preparation for basic static machine application.
		1.6	Select and inspect materials to be machined for quality.
2.	Identify basic static machinery	2.1	Identify basic static machine types to match task requirements.
		2.2	Identify and use appropriate terminology related to basic static machine use.
		2.3	Follow safety precautions applicable to basic static machines to ensure safety of self and others.



		2.4	Determine basic static machine applications to match the joinery/shopfitting/stairbuilding industry task requirements.
		2.5	Select and check cutting tools for safe and effective operation.
3.	Set up machines	3.1	Determine safety requirements of power supplies in preparation of basic static machine use.
		3.2	Check selected machines for serviceability, precision settings, maintenance compliance and safety.
		3.3	Follow supervisor's instructions and set up procedures to set up for basic static machines.
		3.4	Make necessary adjustments to machine settings, as required.
4.	Operate machines	4.1	Carry out machine start up procedure according to supervisor's instructions.
		4.2	Run machines according to supervisor's and manufacturers' operating procedures to achieve required work outcome.
		4.3	Follow safety procedures for operating requirements to ensure outcomes are achieved.
		4.4	Conduct trial runs under supervision to check machine operation, accuracy and quality of finished work.
		4.5	Identify and report problems with the required work and/or the operation of the machine to supervisor.
5.	Clean up	5.1	Clear work area and dispose of, reuse or recycle materials according to work instructions.
		5.2	Identify and report faulty machinery and equipment to supervisor.
		5.3	Clean and store equipment after use by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>



Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>collate data</li> <li>use measuring tools to complete measurements and calculate area</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23358 Operate basic static machines	VU22060 Operate basic static machines	Equivalent Updated to meet revised Standards for Accredited Courses

## Assessment Requirements Template

### Title

### Assessment Requirements for VU23358 Operate basic static machines

### Performance Evidence

The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:

- use a basic static machine to process at least one piece of material under supervision.

In completing the above, there must also be evidence that the learner has:

- read and interpreted cutting lists and job specifications
- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- communicated and worked effectively with others, including using appropriate terminology
- selected and appropriately used PPE
- selected and used appropriate basic static machines and materials for specific use
- complied with basic set up procedures
- cleaned up and stored tools and equipment after construction project.

### Knowledge Evidence

The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:

- plans, drawings and specifications used for construction processes in the joinery/shopfitting/stairbuilding industries
- workplace safety requirements and OHS legislation in relation to basic static machine use, including:
  - required PPE
  - machine guarding required for common machine operation
  - adjustments to machinery to achieve good set up prior to use
  - use of emergency stop buttons and lock out devices, local exhaust
  - ventilation system (LEV), e.g. dust extraction systems
  - machine malfunction triggers or indicators range of appropriate work objects for use on machine
  - accessories required for correct operation, e.g. push sticks
- relevant Australian Standards and/or building codes in relation to joinery/shopfitting/stairbuilding construction processes
- terminology used in relation to joinery/shopfitting/stairbuilding construction processes
- principles of sustainability relevant in relation to joinery/shopfitting/stairbuilding construction processes



	<ul style="list-style-type: none"> <li>• range, characteristics, uses and limitations of basic static machines used in the joinery/shopfitting/stairbuilding industries</li> <li>• characteristics of materials for machining and uses of products produced</li> <li>• set up and operating procedures for static machines</li> <li>• the application of construction work processes using static machines within the joinery/shopfitting/stairbuilding industries.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Skills in this unit must be demonstrated in a joinery/shopfitting/stairbuilding industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> <li>• Australian Standards and manufacturers' specifications</li> <li>• job tasks, including relevant plans, specifications and drawings</li> <li>• basic static machinery and unprocessed materials</li> <li>• relevant industry materials, tools and equipment, including PPE</li> </ul> <p><b>Assessor requirements</b></p> <p>As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:</p> <ul style="list-style-type: none"> <li>• hold a Certificate III trade qualification in joinery/shopfitting/stairbuilding</li> <li>• have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.</li> </ul>



<b>Unit code</b>	<b>VU23359</b>
<b>Unit title</b>	<b>Carry out basic construction processes</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to identify, prepare and apply basic construction work processes used by the joinery/shopfitting/stairbuilding industries.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the joinery/shopfitting/stairbuilding industries. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Joinery/shopfitting/stairbuilding

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements for construction work processes	1.1	Identify work instructions and specifications for joinery/shopfitting/stairbuilding construction work processes.
		1.2	Identify and follow occupational health and safety (OHS) requirements for joinery/shopfitting/stairbuilding construction work processes.
		1.3	Identify the relevant codes and/or standards joinery/shopfitting/stairbuilding construction work processes.
		1.4	Identify and apply relevant principles of sustainability to work preparation and construction work applications.
		1.5	Identify appropriate construction related terminology for use during work processes.
2.	Prepare for construction work processes	2.1	Select and use personal protective equipment (PPE) for the specified construction work processes.
		2.2	Identify basic principles of construction processes for the specific project application.
		2.3	Prepare material list according to work instructions and specifications.



		2.4	Identify, obtain and set out required materials prior to construction, according to work instructions and specifications.
		2.5	Select safety handle and locate required tools and equipment ready for use in accordance with work instructions.
		2.6	Discuss and define construction processes to ensure clarity of task requirements.
3.	Apply construction work process techniques	3.1	Use hand and power tools correctly and safely during construction work.
		3.2	Use equipment correctly and safely and according to manufacturers' specifications during construction work.
		3.3	Apply appropriate construction processes, methods and techniques during construction work to ensure work process efficiency and the safety of self and others.
4.	Clean up	4.1	Clear work area and dispose of, reuse or recycle materials according to work instructions.
		4.2	Clean and store tools and equipment after use by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
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	VU23359 Carry out basic construction processes	VU22061 Carry out basic construction processes	Equivalent Updated to meet revised Standards for Accredited Courses
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## Assessment Requirements Template

### Title

### Assessment Requirements for VU23359 Carry out basic construction processes

### Performance Evidence

The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:

- complete one of the following basic construction projects, according to specifications using drawings and sketches
  - commercial display unit
  - cubby house
  - garden gazebo
  - garden shed.

In completing the above, there must also be evidence that the learner has:

- confirmed work requirements, scheduling of information and requests to other workers during operations
- complied with relevant safety regulations, codes of practice and work plans
- participated in sustainable work practices
- communicated and worked effectively with others, including using appropriate terminology
- selected and appropriately used PPE
- selected and used appropriate materials, tools and equipment and safe and effective procedures for construction project
- cleaned up and stored tools and equipment after construction project.

### Knowledge Evidence

The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:

- plans, drawings and specifications used for construction processes in the joinery/shopfitting/stairbuilding industries
- workplace safety requirements and OHS legislation in relation to joinery/shopfitting/stairbuilding construction process
- relevant Australian Standards and/or building codes in relation to joinery/shopfitting/stairbuilding construction processes
- terminology used in relation to joinery/shopfitting/stairbuilding construction processes
- principles of sustainability relevant in relation to joinery/shopfitting/stairbuilding construction processes
- common calculations used in relation to joinery/shopfitting/stairbuilding construction processes
- use of levelling devices and processes
- functions and application of hand and small plant and portable tools and equipment



	<ul style="list-style-type: none"> <li>• applications of construction work practices used within the joinery, shopfitting and stairbuilding industries, including set out and take off procedures.</li> </ul>
<b>Assessment Conditions</b>	<p>Skills in this unit must be demonstrated in a joinery/shopfitting/stairbuilding industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> <li>• Australian Standards and manufacturers' specifications</li> <li>• job tasks, including relevant plans, specifications and drawings</li> <li>• relevant industry materials, tools and equipment, including PPE</li> </ul> <p><b>Assessor requirements</b></p> <p>As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:</p> <ul style="list-style-type: none"> <li>• hold a Certificate III trade qualification in joinery/shopfitting/stairbuilding</li> <li>• have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.</li> </ul>



<b>Unit code</b>	<b>VU23360</b>
<b>Unit title</b>	<b>Construct basic doors and windows</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to plan, prepare, set out and construct basic doors and windows using basic construction methods and manufacturing processes.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the joinery/shopfitting/stairbuilding industries. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Joinery/shopfitting/stairbuilding

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements to construct basic doors and windows	1.1	Identify work instructions and specifications for basic door and window construction tasks.
		1.2	Identify and follow occupational health and safety (OHS) requirements for door and window construction.
		1.3	Identify the relevant codes and/or standards for door and window construction.
		1.4	Identify and apply relevant principles of sustainability to work preparation and construction applications.
		1.5	Identify and use appropriate terminology during door and window construction tasks.
2.	Follow set out activities for door and window construction	2.1	Select and use personal protective equipment (PPE) for the construction of doors and windows for specified tasks.
		2.2	Identify and obtain appropriate materials and set out prior to construction.
		2.3	Select and safely handle and prepare appropriate tools and equipment for use, in accordance with work instructions.



		2.4	Identify and apply basic principles of door and window construction for set out processes of door and window construction.
		2.5	Select safety handle and locate required tools and equipment ready for use in accordance with work instructions.
		2.6	Discuss and define construction processes to ensure clarity of task requirements.
3.	Apply basic construction techniques for doors and windows	3.1	Select and use appropriate components in the construction of doors and windows.
		3.2	Apply appropriate construction methods and manufacturing processes during the construction of doors and windows to ensure safety of self and others.
4.	Clean up	4.1	Clear work area and dispose of, reuse or recycle materials according to work instructions.
		4.2	Clean and store tools and equipment after use by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

### Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23360 Construct basic doors and	VU22062 Construct basic doors and	Equivalent Updated to meet



	windows	windows	revised Standards for Accredited Courses
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**Assessment Requirements Template**

<p><b>Title</b></p>	<p><b>Assessment Requirements for VU23360 Construct basic doors and windows</b></p>
<p><b>Performance Evidence</b></p>	<p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• set out and construct at least one door and one window.</li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>• located, interpreted and applied relevant information</li> <li>• complied with relevant safety regulations, codes of practice and work plans</li> <li>• participated in sustainable work practices</li> <li>• communicated and worked effectively with others, including using appropriate terminology</li> <li>• selected and appropriately used PPE</li> <li>• selected and used appropriate materials, tools and equipment and safe and effective procedures to construct basic doors and windows</li> <li>• followed appropriate construction processes according to work instructions</li> <li>• cleaned up and stored tools and equipment after door and window construction.</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>• plans, drawings and specifications used in the construction of doors and windows</li> <li>• workplace safety requirements and OHS legislation in relation to the construction of basic doors and windows</li> <li>• relevant Australian Standards and/or building codes in relation to door and window construction</li> <li>• terminology used in the construction of doors and windows</li> <li>• principles of sustainability relevant to door and window construction</li> <li>• applications of common door and window construction practices used</li> <li>• components used in the construction of doors and windows</li> <li>• characteristics of door and window construction</li> <li>• construction techniques used for the construction of doors and windows</li> <li>• manual handling procedures in relation to the construction of basic doors and windows, including safe handling techniques for glass</li> </ul>



	<ul style="list-style-type: none"> <li>types, function and purpose of tools used in the construction of doors and windows.</li> </ul>
<b>Assessment Conditions</b>	<p>Skills in this unit must be demonstrated in a joinery/shopfitting/stairbuilding industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.</p> <p>This includes access to:</p> <ul style="list-style-type: none"> <li>Australian Standards and manufacturers' specifications</li> <li>job tasks, including relevant plans, specifications and drawings</li> <li>relevant industry materials, tools and equipment, including PPE</li> </ul> <p><b>Assessor requirements</b></p> <p>As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:</p> <ul style="list-style-type: none"> <li>hold a Certificate III trade qualification in joinery/shopfitting/stairbuilding</li> <li>have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.</li> </ul>



<b>Unit code</b>	<b>VU23361</b>
<b>Unit title</b>	<b>Construct a basic shopfitting display unit</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to apply shopfitting skills for the construction of a basic shopfitting display unit.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the joinery/shopfitting/stairbuilding industries. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Joinery/shopfitting/stairbuilding

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements to construct shopfitting display unit	1.1	Identify work instructions and specifications for basic shopfitting construction tasks.
		1.2	Identify and follow occupational health and safety (OHS) requirements for shopfitting construction.
		1.3	Identify the relevant codes and/or standards for shopfitting construction.
		1.4	Identify and apply relevant principles of sustainability to work preparation and construction applications.
		1.5	Identify and use appropriate shopfitting construction terminology during tasks.
2.	Identify shopfitting display units	2.1	Discuss and define styles and characteristics of display units prior to commencement of construction.
		2.2	Discuss and define characteristics of materials and components used in the construction of shopfitting display units prior to commencement of construction.
		2.3	Identify construction techniques and methods required for the construction of shopfitting display unit prior to commencement of construction to ensure safety of self and others.



3.	Prepare to construct shopfitting display unit	3.1	Select and use personal protective equipment (PPE) for the construction of specified shopfitting tasks.
		3.2	Identify and obtain the appropriate materials and set out prior to construction.
		3.3	Set out showing the required sectional specifications.
		3.4	Produce accurate cutting/costing lists to meet task specifications.
		3.5	Machine materials in preparation for assembly of shopfitting unit.
4.	Apply construction techniques to shopfitting display unit	4.1	Appropriate construction techniques and methods are selected and used in the construction of the shopfitting display unit.
		4.2	Appropriate sequence of assembly processes is applied to suit the selected construction technique.
		4.3	Appropriate tools and equipment are selected, safely handled and used in the process of shopfitting construction activities.
5.	Clean up	5.1	Clear work area and dispose of, reuse or recycle materials according to work instructions.
		5.2	Clean and store tools and equipment after use by following safe working practices.

### Range of Conditions

N/A

### Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>



<b>Unit Mapping Information</b>	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23361 Construct a basic shopfitting display unit	VU22063 Construct a basic shopfitting display unit	Equivalent Updated to meet revised Standards for Accredited Courses



## Assessment Requirements Template

<p><b>Title</b></p>	<p><b>Assessment Requirements for VU23361 Construct a basic shopfitting display unit</b></p>
<p><b>Performance Evidence</b></p>	<p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• construct at least one shopfitting display unit that meets design specifications, fastening methods and industry standards.</li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>• located, interpreted and applied relevant information</li> <li>• interpreted workshop drawings and sketches</li> <li>• accurately applied measurements and calculations to the task</li> <li>• complied with relevant safety regulations, codes of practice and work plans</li> <li>• used appropriate manual handling procedures</li> <li>• participated in sustainable work practices</li> <li>• communicated and worked effectively with others, including using appropriate terminology</li> <li>• selected and appropriately used PPE</li> <li>• selected and used appropriate materials, tools and equipment and safe and effective procedures to construct basic shopfitting</li> <li>• followed appropriate construction processes according to work instructions</li> <li>• cleaned up and stored tools and equipment after shopfitting construction.</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>• plans, drawings and specifications used in the construction of shopfitting display units</li> <li>• workplace safety requirements and OHS legislation in relation to the shopfitting construction, including safe work method statement (SWMS)</li> <li>• relevant Australian Standards and/or building codes in relation to shopfitting</li> <li>• terminology used in the construction of shopfittings</li> <li>• principles of sustainability relevant to shopfitting</li> <li>• characteristics of display unit construction materials</li> <li>• application of display unit construction process within the joinery/shopfitting/stairbuilding industries</li> <li>• function and application of hand tools, basic static machines and portable power tools</li> <li>• manual handling procedures for construction of display units</li> <li>• set out procedures.</li> </ul>



**Assessment  
Conditions**

Skills in this unit must be demonstrated in a joinery/shopfitting/stairbuilding industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

This includes access to:

- Australian Standards and manufacturers' specifications
- job tasks, including relevant plans, specifications and drawings
- relevant industry materials, tools and equipment, including PPE

**Assessor requirements**

As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in joinery/shopfitting/stairbuilding
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.



<b>Unit code</b>	<b>VU23362</b>
<b>Unit title</b>	<b>Construct a basic stair</b>
<b>Application</b>	<p>This unit describes the skills and knowledge required to assemble a basic timber stair to meet stair design specifications, tolerances, and industry standards applicable to the joinery/shopfitting/stairbuilding industries.</p> <p>This unit applies to pre-apprentices who under close supervision and guidance, develop a defined and limited range of skills and knowledge in preparing them for entering the working environment within the joinery/shopfitting/stairbuilding industries. They use little judgement and follow instructions specified by the supervisor. On entering the industry, it is intended that further training will be required for this specific skill to ensure trade level standard.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Pre-requisite Unit(s)</b>	N/A
<b>Unit Sector</b>	Joinery/shopfitting/stairbuilding

<b>Element</b>		<b>Performance Criteria</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Review work instructions and requirements to construct and assemble a timber stair	1.1	Identify work instructions and specifications for basic stair design construction.
		1.2	Identify and follow occupational health and safety (OHS) requirements for stair construction.
		1.3	Identify the relevant codes and/or standards for stair construction.
		1.4	Identify and apply relevant principles of sustainability to work preparation and construction applications.
		1.5	Identify and use appropriate terminology during stair construction tasks.
2.	Prepare to construct a timber stair	2.1	Determine materials and quantities from job drawings and specifications.
		2.2	Select and apply personnel protective equipment (PPE) relevant to the specific tool, material and task.
		2.3	Select appropriate tools to perform cutting, dressing and securing timber.
		2.4	Determine full size set out and cutting list from set out to calculate material and refer back to, whilst making and



			assembling the stair.
		2.5	Check calculations and mark outs prior to cutting, dressing or securing timber step components.
3.	Apply cutting, dressing and assembly techniques	3.1	Secure materials to perform cutting, dressing and assembly.
		3.2	Apply cutting, dressing and securing techniques in a sequential manner to construct stairs and complete the job task.
		3.3	Check components are plumb and level.
4.	Clean up	4.1	Clear work area and dispose of, reuse or recycle materials according to work instructions.
		4.2	Clean and store tools and equipment after use by following safe working practices.

**Range of Conditions**

N/A

**Foundation Skills**

Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>locate and interpret key information from documentation, drawings, specifications and instructions</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete workplace documentation using clear language and terminology</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask questions to identify and confirm task requirements</li> <li>use clear language to report problems, hazards or faults</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>estimate material requirements using simple instruments</li> <li>using measuring tools to determine dimensions against specifications</li> </ul>

**Unit Mapping Information**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23362 Construct a basic stair	VU22064 Construct a basic stair	Equivalent Updated to meet revised Standards for Accredited Courses



## Assessment Requirements Template

<p><b>Title</b></p> <p><b>Performance Evidence</b></p>	<p><b>Assessment Requirements for VU23362 Construct a basic stair</b></p> <p>The learner must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• construct at least one basic timber stair design that meets stair design specifications, tolerances, and industry standards with a minimum of two risers</li> </ul> <p>In completing the above, there must also be evidence that the learner has:</p> <ul style="list-style-type: none"> <li>• complied with relevant safety regulations, codes of practice and work plans</li> <li>• participated in sustainable work practices</li> <li>• followed instructions in a sequential manner</li> <li>• planned and organised work in an efficient manner</li> <li>• applied basic skills in cutting, dressing and assembling a stair</li> <li>• selected appropriate tools and equipment to use with materials relevant to stair construction and assembly</li> <li>• communicated and worked effectively with others, including using appropriate terminology relation to stair construction</li> <li>• cleaned up and stored tools and equipment after stair construction.</li> </ul>
<p><b>Knowledge Evidence</b></p>	<p>The learner must be able to apply essential knowledge required to effectively do the tasks outlined in elements, performance criteria and foundation skills of this unit, including knowledge of:</p> <ul style="list-style-type: none"> <li>• plans, drawings and specifications used in stair construction</li> <li>• workplace safety requirements and OHS legislation in relation to stair construction, including:             <ul style="list-style-type: none"> <li>○ hazards/risks associated with stair design</li> <li>○ placement of steps</li> </ul> </li> <li>• relevant Australian Standards and/or building codes in relation to stair construction</li> <li>• principles of sustainability relating to stair construction</li> <li>• relevant Building Code of Australia (BCA) and Australian Standards related to stair construction</li> <li>• hand and portable power tools related to stairbuilding</li> <li>• static machines set up</li> <li>• stairbuilding methodology:             <ul style="list-style-type: none"> <li>○ drawings and specifications</li> <li>○ comprehension of gravity and levels</li> <li>○ fixings, fasteners and adhesives</li> <li>○ antislip methods.</li> </ul> </li> </ul>



**Assessment  
Conditions**

Skills in this unit must be demonstrated in a joinery/shopfitting/stairbuilding industry workplace or simulated environment that complies with standard and authorised work practices, safety requirements and environmental constraints.

This includes access to:

- Australian Standards and manufacturers' specifications
- job tasks, including relevant plans, specifications and drawings
- relevant industry materials, tools and equipment, including PPE

**Assessor requirements**

As well as meeting the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, assessors must also:

- hold a Certificate III trade qualification in joinery/shopfitting/stairbuilding
- have worked in the trade stream for at least seven years, inclusive of apprentice duration, where they have applied the skills and knowledge of the unit/s of competency they are delivering.

