**Student Pack**

What is the purpose of this document?

The StudentPack is the document you, the student, needs to complete to demonstrate competency. This document includes the context and conditions of your assessment, the tasks to be completed by you and an outline of the evidence to be gathered.

The information includes the following:

* Information related to the unit of competency
* Guidelines and instructions to complete each task and activity
* A student evaluation form

**Student Evaluation Form**

These documents are designed after conducting thorough industry consultation. Students are encouraged to evaluate this document and provide constructive feedback to their training organisation if they feel that this document can be improved.

**Link to other unit documents**

* The Student Pack is a document for students to complete to demonstrate their competency. This document includes context and conditions of assessment, tasks to be administered to the student, and an outline of the evidence to be gathered from the student.
* The Unit Mapping is a document that contains information and comprehensive mapping with the training package requirements.
* The Unit Requirements is a document that contains information related to the unit of competency for the Training Organisation staff and students.

**Document Usage**

CAQA Resources

<https://caqaresources.com.au/>

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# **Student and trainer details**

|  |  |
| --- | --- |
| **Student details** | |
| Full name: |  |
| Student ID: |  |
| Contact number: |  |
| Email address: |  |
| **Trainer details** | |
| Full name: |  |

# **Qualification and unit of competency**

|  |  |
| --- | --- |
| **Qualification/Course/Program Details** | |
| Code: |  |
| Name: |  |
| **Unit of competency** | |
| Code: | CPCCBL3006 |
| Name: | Lay multi-thickness walls and piers |
| Releases: | 1.0 |
| Release date: | 27/Nov/2020 |

# **Assessment Submission Method**

|  |
| --- |
| By hand to trainer/assessor  By email to trainer/assessor  Online submission via Learning Management System (LMS)  Any other method \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Please describe here) |

# **Student declaration**

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| * I have read and understood the information in the Unit Requirements prior to commencing this Student Pack * I certify that the work submitted for this assessment pack is my own. I have clearly referenced any sources used in my submission. I understand that a false declaration is a form of malpractice; * I have kept a copy of this Student Pack and all relevant notes, attachments, and reference material that I used in the production of this Student Pack; * For the purposes of assessment, I give the trainer/assessor permission to:   + Reproduce this assessment and provide a copy to another member of staff; and   + Take steps to authenticate the assessment, including communicating a copy of this assessment to a plagiarism checking service (which may retain a copy of the assessment on its database for future plagiarism checking).   Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Date: \_\_\_\_/\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

# **Assessment Plan**

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| --- | --- | --- | --- |
| The student must be assessed as satisfactory in each of the following assessment methods in order to demonstrate competence in a variety of ways. | | | |
| **Evidence number/ Task number** | **Assessment method/ Type of evidence/ Task name** | | **Sufficient evidence recorded/Outcome** |
| Assessment task 1 | Knowledge Test (KT) | | S / NS (First Attempt)  S / NS (Second Attempt) |
| Assessment task 2 | Skills Test (ST) | | S / NS (First Attempt)  S / NS (Second Attempt) |
| **Outcome** | C  NYC | Date assessed: | Trainer signature: |

# **Completion of the Assessment Plan**

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| --- |
| Your trainer is required to fill out the Assessment Plan Outcome records above, when:   * You have completed and submitted all the requirements for the assessment tasks for this cluster or unit of competency. * Your work has been reviewed and assessed by your trainer/assessor. * You have been assessed as either satisfactory or unsatisfactory for each assessment task within the unit of competency. * You have been provided with relevant and detailed feedback.   Every assessment has a “Feedback to Student” section used to record the following information. Your trainer/assessor must also ensure that all sections are filled in appropriately, such as:   * Result of Assessment (satisfactory or unsatisfactory) * Student name, signature and date * Assessor name, signature and date * Relevant and detailed feedback |

# **Unit Requirements**

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| --- |
| You, the student, must read and understand all of the information in the Unit Requirements before completing the Student Pack. If you have any questions regarding the information, see your trainer/assessor for further information and clarification. |

Pre-Assessment Checklist: Task 1 - Knowledge Test

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| --- |
| **The purpose of this checklist** |
| The pre-assessment checklist helps students determine if they are ready for assessment. The trainer/assessor must review the checklist with the student before the student attempts the assessment task. If any items of the checklist are incomplete or not clear to the student, the trainer/assessor must provide relevant information to the student to ensure they understand the requirements of the assessment task. The student must ensure they are ready for the assessment task before undertaking it. |
| **Section 1: Information for Students** |
| Make sure you have completed the necessary prior learning before attempting this assessment.  Make sure your trainer/assessor clearly explained the assessment process and tasks to be completed.  Make sure you understand what evidence is required to be collected and how.  Make sure you know your rights and the Complaints and Appeal process.  Make sure you discuss any special needs or reasonable adjustments to be considered during the assessment (refer to the Reasonable Adjustments Strategy Matrix - Appendix A and negotiate these with your trainer/assessor).  Make sure that you have access to a computer and the internet (if you prefer to type the answers).  Make sure that you have all the required resources needed to complete this assessment task.  The due date of this assessment task is in accordance with your timetable.  In exceptional (compelling and compassionate) circumstances, an extension to submit an assessment can be granted by the trainer/assessor. Evidence of the compelling and compassionate circumstances must be provided together with your request for an extension to submit your assessment work.  The request for an extension to submit your assessment work must be made before the due date. |
| **Section 2: Reasonable adjustments** |
| I confirm that I have reviewed the **Reasonable Adjustments guidelines and criteria** as provided in Appendix A and attached relevant evidence as required and select the correct checkbox.  I do require reasonable adjustment  I do not require reasonable adjustment |
| **Declaration (Student to complete)**  I confirm that the purpose and procedure of this assessment task has been clearly explained to me.  I confirm that I have been consulted about any special needs I might have in relation to the assessment process.  I confirm that the criteria used for this assessment has been discussed with me, as have the consequences and possible outcomes of this assessment.  I confirm I have accessed and understand the assessment information as provided in the Training Organisation’s Student Handbook.  I confirm I have been given fair notice of the date, time, venue and/or other arrangements for this assessment.  I confirm that I am ready for assessment.  **Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

Assessment method-based instructions and guidelines: Knowledge Test

|  |
| --- |
| **Assessment type** |
| * Written Questions |
| **Instructions provided to the student:** |
| Assessment task description: |
| * This is the first (1) assessment task you must successfully complete to be deemed competent in this unit of competency. * The Knowledge Test is comprised of ten (10 )written questions * You must respond to all questions and submit them to your Trainer/Assessor. * You must answer all questions to the required level, e.g. provide an answer within the required word limit, to be deemed satisfactory in this task * You will receive your feedback within two (2) weeks, and you will be notified by your Trainer/Assessor when your results are available. |
| Applicable conditions: |
| * All knowledge tests are untimed and are conducted as open book assessment (this means you can refer to your textbook during the test). * You must read and respond to all questions. * You may handwrite/use a computer to answer the questions. * You must complete the task independently. * No marks or grades are allocated for this assessment task. The outcome of the task will be Satisfactory or Not Satisfactory. * As you complete this assessment task, you are predominately demonstrating your written skills and knowledge to your trainer/assessor. |
| Resubmissions and reattempts: |
| * Where a student’s answers are deemed not satisfactory after the first attempt, a resubmission attempt will be allowed. * The student may speak to their trainer/assessor if they have any difficulty in completing this task and require reasonable adjustments. * For more information, please refer to the Training Organisation’s Student Handbook. |
| Location: |
| * This assessment task may be completed in:   a classroom  learning management system (i.e. Moodle),  workplace,  or an independent learning environment.   * Your trainer/assessor will provide you with further information regarding the location for completing this assessment task. |
| Instructions for answering the written questions: |
| * Complete a written assessment consisting of a series of questions. * You will be required to answer all the questions correctly. * Do not start answering questions without understanding what is required. Read the questions carefully and critically analyse them for a few seconds; this will help you to identify what information is needed in the answer. * Your answers must demonstrate an understanding and application of the relevant concepts and critical thinking. * Be concise, to the point and write answers within the word-limit given to each question. Do not provide irrelevant information. Remember, quantity is not quality. * You must write your responses in your own words. * Use non-discriminatory language. The language used should not devalue, demean, or exclude individuals or groups based on attributes such as gender, disability, culture, race, religion, sexual preference or age. Gender-inclusive language should be used. * When you quote, paraphrase, summarise or copy information from other sources to write your answers or research your work, always acknowledge the source. |
| Purpose of the assessment |
| This assessment task is designed to evaluate student’s knowledge essential to the Lay multi-thickness walls and piersin a range of contexts and industry settings and knowledge regarding the following:   * Knowledge of the characteristics, applications and limitations of approved materials used for multi-thickness walls and pier construction * Knowledge of the processes and techniques for:   + multi-thickness brick and pier construction   + installing specified reinforcing   + laying bricks to specified bond to provide structural stability   + damp-proofing, installing drainage pipes and weep holes * Knowledge of the construction terminology relating to multi-thickness wall and pier construction * Knowledge of the brick bond patterns:   + Flemish   + Flemish garden wall   + English bond   + English garden wall bond   + Monk bond   + Dutch   + 1/3 bond   + Stretcher * Knowledge of the functional and operational features of plant, equipment and hand and power tools * Knowledge of the workplace safety:   + job safety and environmental analysis (JSEA)   + working at heights   + hazardous manual tasks   + dust suppression   + exposure to silica   + exposure to loud noise * Knowledge of the features of working drawings and specification * Knowledge of the relevant and current building, brick and block laying standards and codes * Knowledge of the key features of National Construction Code (NCC) relating to multi-thickness walls and piers * Knowledge of the environmental requirements for workplace processes and waste disposal.. |

|  |
| --- |
| Task instructions |
| * This is an individual assessment. * To ensure your responses are satisfactory, consult a range of learning resources and other information such as handouts, textbooks, learner resources etc. * To be assessed as Satisfactory in this assessment task, all questions must be answered correctly. |

Assessment Task 1: Knowledge Test

**Provide your response to each question in the box below.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Q1: | Write two (2) characteristics, applications and limitations each of the of specified materials for lay multi-thickness walls and piers given in column 1 of table.   |  |  |  |  | | --- | --- | --- | --- | | **Material** | **Characteristics (Two)** | **Application (Two)** | **Limitation (Two)** | | Aggregate |  |  |  | | Cement |  |  |  | | Lime |  |  |  | | Clay and masonry bricks |  |  |  | | Satisfactory response | |
| **Yes** | **No** |
|  | | | |
| Q2: | Write processes and techniques for the following in 100-200 words each:   1. Stretcher bond 2-by-1-brick pier construction 2. Installing steel reinforcing 3. Laying bricks to header bond to provide structural stability 4. Damp-proofing, installing drainage pipes and weep holes | **Satisfactory response** | |
| **Yes** | **No** |
|  | | | |
| Q3: | Explain the construction terminology relating to laying multi-thickness walls and piers given in the column 1 of the table.   |  |  | | --- | --- | | **Construction terminology** | **Explanation (1-2 sentences each)** | | Aggregates |  | | Cement |  | | Clay bricks |  | | Lime |  | | Masonry blocks |  | | Reinforcing materials |  | | Waterproofing materials |  | | **Satisfactory response** | |
| **Yes** | **No** |
|  | | | |
|  | | | |
| Q4: | Explain the following brick bond patterns in 1-2 sentences each.   * Flemish * Flemish garden wall * English bond * English garden wall bond * Monk bond * Dutch * 1/3 bond * Stretcher bond | **Satisfactory response** | |
| **Yes** | **No** |
|  | | | |
| Q5: | Discuss two (2) applications and functions of the following two (2) battery operated tools use in laying multi-thickness walls and piers.   1. Circular saw 2. Drilling machine | **Satisfactory response** | |
| **Yes** | **No** |
|  | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Q6: | Answer the following questions:  6.1. Explain the purpose of job safety and environmental analysis (JSEA) in 50-100 words.  6.2. Explain the workplace safety requirements for working at heights in 100-150 words.  6.3. Discuss four (4) ways you can identify hazardous manual tasks on the worksite in 100-150words.  6.4. Explain the purpose of dust suppression systems in 50-100 words.  6.5. Discuss exposure of silica to bricklayer. How can you control the risks associated with exposure to silica? Write your answer in 50-100 words.  6.6. Discuss three (3) administrative and personal hearing protective controls for reducing exposure to loud noise. | Satisfactory response | | | | |
| **Yes** | | **No** | | |
|  | | | | | | |
| Q7: | Answer the following questions:  7.1. What are plans and specifications? Write your answer in 50-100 words.  7.2. Explain the purpose of the following plans and specifications in 40-80 words each.   1. Site Plan 2. Floor Plan 3. Cross Section 4. Elevation | | **Satisfactory response** | | |
| **Yes** | | **No** |
|  | | | | | |
| Q8: | Answer the following questions:  8.1. Discuss the relevant and current building, brick and block laying standards and codes related to the following in 70-120 words:   1. Standard brick size 2. Masonry structures   8.2. What are the requirements for compliance and conformance according to National Construction Code (NCC)? Write your answer in 30-50 words. | | **Satisfactory response** | | |
| **Yes** | | **No** |
|  | | | | | |
| Q9: | What are the key features of National Construction Code (NCC) relating to multi-thickness walls and piers fir masonry construction? Write your answer in 30-50 words. | | **Satisfactory response** | | |
| **Yes** | | **No** |
|  | | | | | |
| Q10: | Answer the following questions:  10.1. How should the environmental issues be addressed at the worksite? Write your answer in 30-50 words.  10.2. How can you identify the environmental requirements for workplace processes and waste disposal? Write your answer in a single sentence. | | **Satisfactory response** | | |
| **Yes** | | **No** |
|  | | | | | |

* 1. Assessment Results Sheet

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome** | |  | | --- | | First attempt: |   Outcome (make sure to tick the correct checkbox):  Satisfactory (S)  or Not Satisfactory (NS)  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_(year)  Feedback:   |  | | --- | | Second attempt: |   Outcome (please make sure to tick the correct checkbox):  Satisfactory (S)  or Not Satisfactory (NS)  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_(year)  Feedback: |
| **Student Declaration** | * I declare that the answers I have provided are my own work. Where I have accessed information from other sources, I have provided references and/or links to my sources. * I have kept a copy of all relevant notes and reference material that I used as part of my submission. * I have provided references for all sources where the information is not my own. I understand the consequences of falsifying documentation and plagiarism. I understand how the assessment is structured. I accept that the work I submit may be subject to verification to establish that it is my own. * I understand that if I disagree with the assessment outcome, I can appeal the assessment process, and either re-submit additional evidence undertake gap training and or have my submission re-assessed. * All appeal options have been explained to me. |
| **Student Signature** |  |
| **Date** |  |
| **Trainer/Assessor Name** |  |
| **Trainer/Assessor Declaration** | I hold:  Vocational competencies at least to the level being delivered  Current relevant industry skills  Current knowledge and skills in VET, *and undertake*  Ongoing professional development in VET  *I declare that I have conducted an assessment of this student’s submission. The assessment tasks were deemed current, sufficient, valid and reliable. I declare that I have conducted a fair, valid, reliable, and flexible assessment. I have provided feedback to the student.* |
| **Trainer/Assessor Signature** |  |
| **Date** |  |
| **Office Use Only** | The outcome of this assessment has been entered into the Student Management System  on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (insert date)  by (insert Name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Pre-Assessment Checklist: Task 2 - Skills Test

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| --- |
| **The purpose of this checklist** |
| The pre-assessment checklist helps students determine if they are ready for assessment. The trainer/assessor must review the checklist with the student before the student attempts the assessment task. If any items of the checklist are incomplete or not clear to the student, the trainer/assessor must provide relevant information to the student to ensure they understand the requirements of the assessment task. The student must ensure they are ready for the assessment task before undertaking it. |
| **Section 1: Information for Students** |
| Make sure you have completed the necessary prior learning before attempting this assessment.  Make sure your trainer/assessor clearly explained the assessment process and tasks to be completed.  Make sure you understand what evidence is required to be collected and how.  Make sure you know your rights and the Complaints and Appeal process.  Make sure you discuss any special needs or reasonable adjustments to be considered during the assessment (refer to the Reasonable Adjustments Strategy Matrix and negotiate these with your trainer/assessor).  Make sure that you have access to a computer and the internet (if you prefer to type the answers).  Make sure that you have all the required resources needed to complete this Assessment Task (AT).  The due date of this assessment task is in accordance with your timetable.  In exceptional (compelling and compassionate) circumstances, an extension to submit an assessment can be granted by the trainer/assessor. Evidence of the compelling and compassionate circumstances must be provided together with your request for an extension to submit your assessment work.  The request for an extension to submit your assessment work must be made before the due date. |
| **Section 2: Reasonable adjustments** |
| I confirm that I have reviewed the **Reasonable Adjustments guidelines and criteria** as provided in Appendix A and attached relevant evidence as required and select the correct checkbox.  I do require reasonable adjustment  I do not require reasonable adjustment |
| **Declaration (Student to complete)**  I confirm that the purpose and procedures of this assessment task has been clearly explained to me.  I confirm that I have been consulted about any special needs I might have in relation to the assessment process.  I confirm that the criteria used for this assessment has been discussed with me, as have the consequences and possible outcomes of this assessment.  I confirm I have accessed and understand the assessment information as provided in the Training Organisation’s Student Handbook.  I confirm I have been given fair notice of the date, time, venue and/or other arrangements for this assessment.  I confirm that I am ready for assessment.  **Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

Assessment method-based instructions and guidelines: Skills Test

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| **Assessment type** |
| * Skills Test- lay multi-thickness walls and piers. |
| **Instructions provided to the student:** |
| Assessment task description: |
| * This is the second (2) assessment task you must successfully complete to be deemed competent in this unit of competency. * This assessment task is a Skills Test. * This assessment task consists of seven (7) practical demonstration activities.   + - Activity 1: Safe Work Procedures (SWPs) Sign-Off     - Activity 2: Job Hazard Analysis (JHA)     - Activity 3: Records of Tool-Box Talk (TBT)     - Activity 4: Prepare for work     - Activity 5: Set out brickwork     - Activity 6: Construct walls and piers     - Activity 7: Clean up * You will receive your feedback within two (2) weeks, and you will be notified by your trainer/assessor when your results are available. * You must attempt all activities of the project for your trainer/assessor to assess your competence in this assessment task. |
| Applicable conditions: |
| * This skill test is untimed and is conducted as an open book assessment (this means you are able to refer to your textbook or other learner materials during the test). * You will be assessed independently on this assessment task. * No marks or grades are allocated for this assessment task. The outcome of the task will be Satisfactory or Not Satisfactory. * As you complete this assessment task, you are predominately demonstrating your skills, techniques and knowledge to your trainer/assessor. * Your trainer/assessor may ask you relevant questions during this assessment task |
| Resubmissions and reattempts: |
| * Where a student’s answers are deemed not satisfactory after the first attempt, a resubmission attempt will be allowed. * The student may speak to their trainer/assessor if they have any difficulty in completing this task and require reasonable adjustments. * For more information, please refer to the Training Organisation’s Student Handbook. |
| Location: |
| * This assessment task may be completed in:   a classroom  learning management system (i.e. Moodle),  workplace,  or an independent learning environment.   * Your Trainer/Assessor will provide you with further information regarding the location for completing this assessment task. |
| Purpose of the assessment |
| The purpose of this assessment task is to assess the student’s knowledge and skills essential to lay multi-thickness walls and piers.in a range of contexts and industry settings.   * Skills to personal protective equipment (PPE) that is appropriate for the job should be chosen, fitted correctly, and used. * Skills to read, interpret, and apply requirements for multi-thickness wall and pier construction from current plans, specifications, standards, and codes. * Skills to comply with workplace safety and environmental documentation, as well as workplace procedures. * Skills to calculate material quantities, use measurements and formulas. * Skills to determine job priorities and job tasks in consultation with others on the job site. * Skills to determine and implement control measures after identifying potential hazards. * Skills to select and inspect the condition of plant, equipment, and tools, and report any damage or faults to the appropriate person. * Skills to check the materials' conformity to the specifications and place them in preparation for the work. * Skills to determine the brick bond from the plans and lay out and mark the position of the brickwork on the footing. * Skills to install engaged and isolated piers to the specified height and gauge. * Skills to quality and consistency of the mortar should be adjusted to meet the needs of the job. * Skills to straighten, level, and plumb walls with engaged piers. * Skills to lay out isolated piers square and plumb to the specified height while keeping gauge. * Skills to remove any excess mortar before drying. * Skills to finish joints according to the specified profile and depth. * Skills to before the mortar dries, brush down and clean the brickwork. * Skills to clear the work area and dispose of, reuse, or recycle materials in accordance with workplace and environmental standards. * Skills to clean tools and equipment, inspect them for serviceability, and report any damage or flaws. * Skills to tools and equipment should be stored and secured in accordance with workplace procedures |

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| Task instructions |
| * This is an individual assessment. * This assessment task requires the student to lay multi-thickness walls and piers. * The student is required to complete the following seven (7) activities in this assessment task: * Activity 1: Safe Work Procedures (SWPs) Sign-Off * Activity 2: Job Hazard Analysis (JHA) * Activity 3: Records of Tool-Box Talk (TBT) * Activity 4: Prepare for work * Activity 5: Set out brickwork * Activity 6: Construct walls and piers * Activity 7: Clean up * The trainer/assessor (Supervisor) will induct you to the worksite. * You will be required to complete all parts of this assessment task. * The templates for each activity are provided along with this assessment task. * The student must comply with the written and verbal reporting requirements and procedures. * The student must wear appropriate PPE clothing when performing this task. * The trainer/assessor will provide the details regarding the timeframe to conduct the levelling operations. * The student must follow the instructions of the trainer/assessor (Supervisor). * The trainer/assessor must assess the performance of the student as per the performance checklist provided and verbal questioning. |

Assessment Task 2 - Skills Test

Skills Test:

This assessment task requires the student to lay multi-thickness walls and piers. To do so, you will be required to complete the following activities:

* Activity 1: Safe Work Procedures (SWPs) Sign-Off
* Activity 2: Job Hazard Analysis (JHA)
* Activity 3: Records of Tool-Box Talk (TBT)
* Activity 4: Prepare for work
* Activity 5: Set out brickwork.
* Activity 6: Construct walls and piers
* Activity 7: Clean up

**Workplace scenario and job specifications:**

You are working as a bricklayer in a construction company. You have received a project to Lay multi-thickness walls and piers. The following are the job specifications of the client related to the Laying multi-thickness walls and piers:

* a candidate must meet the performance criteria of this unit by laying three 230 mm thick brick walls, to a minimum height of 634 mm.
* lay one English bond wall to minimum length of 2100 mm with one 900 return external corner to the same height and a minimum length of 700 mm
* lay one Flemish bond wall to a minimum length of 1700 mm which incorporates a 590 mm (minimum) squint corner return; wall to be finished with a brick on edge capping finish with symmetrically mitred cuts over squint corner
* lay one wall in chosen bond (not stretcher) to a minimum length of 2100 mm with a ‘T’ junction with a minimum length of 600 mm
* engaged one pier to each wall at the same height of wall
* set out and lay one isolated pier in the same bond for each wall, to the set-out wall height
* comply to the brickwork tolerances stated in the current Australian Standards and codes.

**Workplace requirements**

The trainer/assessor or training organisation is required to provide a workplace or a close simulation of the workplace environment to replicate construction workplace conditions and standards, materials, activities, responsibilities, procedures, safety requirements and environmental considerations to each student.

The training organisation will take you to the location of the construction worksite.

Further, the training organisation must ensure the construction site must meet the requirements given in the table below.

|  |  |
| --- | --- |
| The training organisation must ensure that the construction site provides the opportunity to the student to lay multi-thickness walls and piers to the following specifications:   * a candidate must meet the performance criteria of this unit by laying three 230 mm thick brick walls, to a minimum height of 634 mm. * lay one English bond wall to minimum length of 2100 mm with one 900 return external corner to the same height and a minimum length of 700 mm * lay one Flemish bond wall to a minimum length of 1700 mm which incorporates a 590 mm (minimum) squint corner return; wall to be finished with a brick on edge capping finish with symmetrically mitred cuts over squint corner * lay one wall in chosen bond (not stretcher) to a minimum length of 2100 mm with a ‘T’ junction with a minimum length of 600 mm * engaged one pier to each wall at the same height of wall * set out and lay one isolated pier in the same bond for each wall, to the set-out wall height * comply to the brickwork tolerances stated in the current Australian Standards and codes |  |
| Arrangements are in place for the laying multi-thickness walls and piers. to the following specifications. |  |
| Access to the equipment and materials specified in the assessment task. |  |
| The site and its surroundings are accessible and clear of hazards, so far as reasonably practicable. |  |
| The site must have realistic workplace conditions and standards, materials, activities, responsibilities, procedures, safety requirements and environmental considerations. |  |
| An experienced employee is available to provide adequate guidance and supervision to less experienced employees. |  |
| The students understand the specific SWMS. |  |
| The students have the clothing and footwear required. The clothing and footwear are in good condition and suitable for the task. |  |
| Appropriate supervision has been arranged to ensure adherence to the SWMS. |  |

**Instructions for the trainer/assessor:**

At the construction worksite, the student will lay multi-thickness walls and piers based on the job specifications.

You must carefully analyse the information given in the ‘drawings and specifications’ before initiating the work.

The trainer will supervise/observe the work by standing near the working location. The student will be required to bring all necessary PPE’s required to complete this activity.

**Tool and equipment required to Lay multi-thickness walls and piers:**

* Bolsters
* Brick grabs
* Buckets
* Builder's squares
* Builders' lines
* Concrete mixers
* Dumpy levels
* Elevators
* Hammers (brickies, club and scutch)
* Hoses
* Jointing tools
* Line blocks
* Line pins
* Mason's squares
* Masonry saws
* Measuring tapes and rules
* Mortar boards
* Plumb rules
* Margin or raking tools
* Profiles
* Shovels
* Spirit levels
* Straight edges
* String lines
* Trowels
* Wheelbarrows
* May include:
* Brick buggies
* Forklifts
* Materials hoists
* Pallet trolleys
* Scaffolds
* Small petrol or diesel engines, compressors or mixers.

**Material required to Lay multi-thickness walls and piers**

* Aggregates
* Cement
* Clay bricks
* Lime
* Reinforcing materials
* Waterproofing materials

**Task requirements**

For each task, the student will pair up in a group of four (4) students, assigning designated roles to each student. At the conclusion of each task, each student will switch their roles with the other student and re-do the same task to ensure both the students experiences each role fully.

The trainer/assessor will observe you performing the task.

The trainer/assessor will also verbally ask each student a series of questions during the student’s performance of each task. These questions are designed to assess the knowledge students are employing in the performance of the task.

The trainer/assessor will mark the student’s responses to verbal questions on the verbal questions record sheet included in the student’s assessment pack.

The trainer/assessor must provide a verbal briefing on each assessment prior to commencement. Each specific task is described in the Activity section.

**Roles and responsibilities (Student):**

You will be evaluated for your skills to plan and schedule tasks, follow instructions, participate in tool-box meetings and contribute to workplace responsibilities. You will be required to use communication skills to interpret and follow plans and specifications.

As part of your job role, you have the following job responsibilities:

* Personal protective equipment (PPE) that is appropriate for the job should be chosen, fitted correctly, and used.
* Read, interpret, and apply requirements for multi-thickness wall and pier construction from current plans, specifications, standards, and codes.
* Comply with workplace safety and environmental documentation, as well as workplace procedures.
* To calculate material quantities, use measurements and formulas.
* Determine job priorities and job tasks in consultation with others on the job site.
* Determine and implement control measures after identifying potential hazards.
* Select and inspect the condition of plant, equipment, and tools, and report any damage or faults to the appropriate person.
* Check the materials' conformity to the specifications and place them in preparation for the work.
* Determine the brick bond from the plans and lay out and mark the position of the brickwork on the footing.
* Install engaged and isolated piers to the specified height and gauge.
* The quality and consistency of the mortar should be adjusted to meet the needs of the job.
* Straighten, level, and plumb walls with engaged piers.
* Lay out isolated piers square and plumb to the specified height while keeping gauge.
* Remove any excess mortar before drying.
* Finish joints according to the specified profile and depth.
* Before the mortar dries, brush down and clean the brickwork.
* Clear the work area and dispose of, reuse, or recycle materials in accordance with workplace and environmental standards.
* Clean tools and equipment, inspect them for serviceability, and report any damage or flaws.
* Tools and equipment should be stored and secured in accordance with workplace procedures.

You will further have the responsibility to instruct the other team member. The team member will be from different cultural and ethnic backgrounds and with varying physical and mental abilities.

Working with the team members, you must:

* Use two-way radio and voice and hand signals to:
  + Communicate with the other team members.
  + Give instructions.
* Using language and concepts appropriate to cultural differences.
* Demonstrate communication skills:
  + Use questioning to identify and confirm requirements using suitable industry and workplace language.
  + Understand and follow spoken instructions.
  + Identify and confirm requirements, share information, listen and understand.
* Follow instructions from the trainer/assessor.

**Roles and responsibilities (Supervisor):**

The Supervisor must:

* Ensure that the student is clear about the job specifications.
* Ensure that the student understands and sign-off the SWMS for high-risk construction work.
* Assign a Supervisor or supervise the student performing each activity.
* Observe the student performing each activity and assess them against the observation checklist provided after each activity.

**Task:**

This assessment task requires the student to safely and effectively carry out lay multi-thickness walls and piers.

To do so, you must successfully complete the following activities:

* Activity 1: Safe Work Procedures (SWPs) Sign-Off
* Activity 2: Job Hazard Analysis (JHA)
* Activity 3: Records of Tool-Box Talk (TBT)
* Activity 4: Prepare for work.
* Activity 5: Set out brickwork.
* Activity 6: Construct walls and piers
* Activity 7: Clean up

When carrying out the activities mentioned above, you must follow the instructions provided by your trainer/assessor (Supervisor).

**Activity 1: Safe Work Procedures (SWPs) Sign-Off**

Students are to check the tools and equipment, review the physical worksite, attend a tool-box meeting, review the SWPs and complete and sign-off the SWPs form given as Appendix C. The trainer/assessor must advise students of the practical worksite review and tool-box meeting timing and provide students time to fill out the SWPs in the classroom after you complete the work site review and tool-box meeting. Students may choose to take the SWPs with them while reviewing the worksite. Once students have reviewed all relevant information, they are to sign off the SWPs form to confirm their understanding.

**Note:**

* The SWPs are provided as Appendix C to this assessment.
* The student must review the SWPs and complete and sign-off the SWPs form.

Performance Criteria/Performance Checklist: Activity 1

|  |  |  |  |
| --- | --- | --- | --- |
| This task must address the following performance criteria/ performance checklist. | | | |
| To be assessed as satisfactory (S) in this assessment task, the participant needs to demonstrate competency in the following critical aspects of evidence | S | N/S | Trainer/Assessor to complete  (Comment and feedback to students) |
| 1. Student checked the tools and equipment and identified any faults, if any. |  |  |  |
| 1. Reviewed the physical worksite and reviewed the SWPs. |  |  |  |
| 1. Completed and signed-off the SWPs after reviewing the worksite. |  |  |  |

|  |  |
| --- | --- |
| The student’s performance was: | * Not satisfactory * Satisfactory |
| Feedback to student: | |
| Student signature |  |
| Observer signature |  |

**Activity 2**: **Job Hazard Analysis (JHA)**

To perform this activity, the trainer/assessor shall show the required tools and equipment and the work location to each student so that they are able to identify potential hazards and consider adequate control measures.

The purpose of conducting Job Hazard Analysis (JHA) is to inspect work site, locate services, assess hazards and apply risk controls, including required signage and barricades.

The trainer/assessor must ensure that prior to commencing Activity 4-7, the hazards and faults have been built into the assessment activities. The fault will be rectified in Activity 4; however, they need to be set up for planning and review purposes.

Students are to review the physical worksite and tools and equipment, attend a tool-box meeting, review the instructions manual and complete the Job Hazard Analysis (JHA) form/checklist on the following page. The student must place a “√” in the checkbox if the hazard listed is relevant and leave it blank/empty if it is not relevant. If the student identifies any hazards not on the checklist, they must add them to one of the blank spaces available in the checklist. Students must write up the control measures they think should be implemented. If the students think there are no control measures required, they must write “not applicable” in the form as any blank boxes will be marked as unsatisfactory.

The trainer/assessor will advise students of the timing of the practical worksite review and tool-box meeting.

The trainer/assessor must provide time for students to fill out the JHA form in the classroom after they complete the work site review and tool-box meeting. Alternatively, students may choose to keep their assessment package with them while you escort them through the work site review.

**Note:**

* The Job Hazard Analysis (JHA) is provided as Appendix D to this assessment.
* Assessors are to show students the work site so that they can identify potential hazards and consider control measures.
* The student must identify potential hazards and consider adequate control measures and complete Job Hazard Analysis (JHA) provided as Appendix D to this assessment.

Performance Criteria/Performance Checklist: Activity 2

|  |  |  |  |
| --- | --- | --- | --- |
| This task must address the following performance criteria/ performance checklist. | | | |
| To be assessed as satisfactory (S) in this assessment task, the participant needs to demonstrate competency in the following critical aspects of evidence | S | N/S | Trainer/Assessor to complete  (Comment and feedback to students) |
| 1. Inspected required tools and equipment and the work location. |  |  |  |
| 1. Inspected work site, located services, assessed hazards and applied risk controls, including required signage and barricades.  * Physical site review was conducted. * Located services. * Potential hazards identified took general and work task hazards into consideration. * Control measures had the ability to address the potential hazards. |  |  |  |
| 1. Completed the JSA form after the work site review and tool-box meeting. |  |  |  |

|  |  |
| --- | --- |
| The student’s performance was: | * Not satisfactory * Satisfactory |
| Feedback to student: | |
| Student signature |  |
| Observer signature |  |

**Activity 3: Record of Tool-Box Meeting**

The trainer/assessor, acting as the worksite supervisor, will run a toolbox meeting for students. The students are to listen carefully to the information provided and then fill out the “Record Toolbox Meeting” form below. The student must place a “√” against each item they think the Supervisor has covered. The student must place an “X” against any item that is not covered. If the Supervisor (trainer) discusses an item that is not included on the form, the student must add a comment in the “Comment/Discussion” section at the bottom of the form to briefly identified what was discussed.

If the student thinks there were no additional items discussed, be sure to write “not applicable” in the form as any blank boxes will be marked as unsatisfactory.

The student will be given time to fill out the “Record Toolbox Meeting” in the classroom after they complete the toolbox meeting. Students are allowed to take the “Record Toolbox Meeting” form with them to the tool-box meeting.

At the conclusion of the meeting, the trainer/assessor will ask each student to repeat or paraphrase one item from the list of items. The student will need to respond verbally by summarising their understanding of what was said about that specific item. This also provides the opportunity for the student to demonstrate their verbal communication with the rest of the group.

The trainer/assessor will make a note on the assessment record of which question each student was asked to paraphrase, in addition to comparing the student’s response to the exemplar answer contained in the assessor guide.

|  |
| --- |
| **Exemplar responses** |

**The trainer/assessor must run the tool-box meeting using the script attached at Appendix E this Assessor Guide**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment 2 Activity 3 - RECORD TOOL-BOX MEETING** | | | |
| **Date:** *Students must insert the date that the meeting occurred.* | **Name of Supervisor running the meeting:** *Students must insert the name of the Supervisor (Trainer/Assessor) who presented the meeting script* | | |
| **Items Discussed** | | | **Please √ or X** |
| 1. Daily Work requirements | | |  |
| 1. Project-specific details & site safety | | |  |
| 1. Safety hazards & control strategies | | |  |
| 1. Mobile phones & safety | | |  |
| 1. PPE/water /fatigue | | |  |
| 1. Weather conditions and impact on job | | |  |
| 1. Fitness for work/alcohol/drugs /fatigue/illness | | |  |
| 1. Worker conduct and behaviour | | |  |
| 1. Incident & accident reporting | | |  |
| 1. Risk assessments | | |  |
| 1. Emergency procedures to be followed in case of fire/accident/emergency | | |  |
| 1. Breaks/conveniences/medical facility/first aid personnel | | |  |
| 1. Select, and check for faults, equipment and/or attachments for work activities | | |  |
| 1. Housekeeping activities | | | *✓* |
| **TOOL-BOX SIGN OFF** | | | |
| **Student Signature** | |  | |

Performance Criteria/Performance Checklist: Activity 3

|  |  |  |  |
| --- | --- | --- | --- |
| This task must address the following performance criteria/ performance checklist. | | | |
| To be assessed as satisfactory (S) in this assessment task, the participant needs to demonstrate competency in the following critical aspects of evidence | S | N/S | Trainer/Assessor to complete  (Comment and feedback to students) |
| 1. The student was attentive during the tool-box meeting. |  |  |  |
| 1. Added a comment in the “Comment / Discussion” section at the bottom of the form to briefly identify what was discussed. |  |  |  |
| 1. Correctly answered the questions asked by the trainer/assessor. |  |  |  |
| 1. Responded verbally by summarising their understanding of what was said about that specific item. |  |  |  |

|  |  |
| --- | --- |
| The student’s performance was: | * Not satisfactory * Satisfactory |
| Feedback to student: | |
| Student signature |  |
| Observer signature |  |

|  |
| --- |
| **Exemplar responses** |

**The trainer/assessor must run the tool-box meeting using the script attached at Appendix D this Assessor Guide**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment 2 Activity 3 - RECORD TOOL-BOX MEETING** | | | |
| **Date:** *Students must insert the date that the meeting occurred.* | **Name of supervisor running the meeting:** *Students must insert the name of the supervisor (Trainer/Assessor) who presented the meeting script* | | |
| **Items Discussed** | | | **Please √ or X** |
| 1. Daily Work requirements | | |  |
| 1. Project-specific details & site safety | | |  |
| 1. Safety hazards & control strategies | | |  |
| 1. Mobile phones & safety | | |  |
| 1. PPE/water /fatigue | | |  |
| 1. Weather conditions and impact on job | | |  |
| 1. Fitness for work/alcohol/drugs /fatigue/illness | | |  |
| 1. Worker conduct and behaviour | | |  |
| 1. Incident & accident reporting | | |  |
| 1. Risk assessments | | |  |
| 1. Emergency procedures to be followed in case of fire/accident/emergency | | |  |
| 1. Breaks/conveniences/medical facility/first aid personnel | | |  |
| 1. Select, and check for faults, equipment and/or attachments for work activities | | |  |
| 1. Housekeeping activities | | |  |
| 1. NCC Requirements | | |  |
| **TOOL-BOX SIGN OFF** | | | |
| **Student Signature** | |  | |

**Activity 4: Prepare for work** **for laying** **multi-thickness walls and piers**

This activity requires you to prepare for laying multi-thickness walls and piers.

This activity must be completed in accordance with the outcomes of Activity 1-Activity 3.

To complete this activity, you are required to:

* Complete the steps given in the ‘Checklist 2’ provided.
* Follow the safety (OHS/WHS requirements).
* Wear PPE appropriate for the job.

While completing each step, you must place a tick mark against each step given in the checklist once completed.

Your trainer/assessor (Supervisor) will observe you performing this activity and sign off the checklist after ensuring each step is completed.

*Checklist 1: Prepare for laying multi-thickness walls and piers*

|  |  |
| --- | --- |
| **Steps** | **Tick mark, when completed** |
| Select personal protective equipment (PPE) as required for carrying out cavity brick construction and document using Template 1. |  |
| Read and interpret cavity brick construction requirements from current plans, specifications, standards and codes.  Use ‘Template 1’ to document cavity brick construction requirements.   * Current plans, specifications, standards and codes reviewed. * cavity brick construction requirements |  |
| Determine workplace safety and environmental requirements from the following documents and plan and document using Template 1.   * Workplace safety procedures * Environmental requirements, including:   + clean-up protection   + noise and dust   + vibration   + waste management. |  |
| Calculate material quantities for the following materials for the task and document using Template 1.   * aggregates * cement * clay bricks * lime * masonry blocks * reinforcing materials * waterproofing materials.   Apply appropriate formulas for calculating the quantities. |  |
| Determine job priorities and sequence tasks with the team members on the construction site. Further, document the following using Template 1.   * Job priorities * Sequence of task |  |
| Select plant, tools and equipment to carry out tasks and document the selected plant, tools and equipment for the following projects using Template 1. |  |
| Check plant, tools and equipment for serviceability, and report any faults for the following projects. Complete Template 1. |  |
| Check materials against the delivery docket and report damage and inconsistencies to Supervisor for the following projects.  Record the following information using Template 1.   * Materials delivered on-site and checked against docket delivery. * Damage and inconsistencies, if any. |  |
| Sign off:  Date: | |

*Template 1: Prepare for laying multi-thickness walls and piers*

|  |  |
| --- | --- |
| **Prepare for laying multi-thickness walls and piers** | |
| Client Name: *Student to fill*  Address: *Student to fill*  Phone Number: *Student to fill*  Date(dd/mm/yyyy) *Student to fill*  Worker name: | Job Details:  Prepare for laying multi-thickness walls and piers    Worker signature: |
| PPE Requirements |  |
| Current plans, specifications, standards and codes reviewed. Cavity brick construction requirements |  |
| Workplace safety procedures |  |
| Environmental requirements, including:   * clean-up protection * noise and dust * vibration * waste management. |  |

|  |  |  |
| --- | --- | --- |
| **Material quantity requirements** | | |
| *Materials* | *Quantity* | |
|  |  | |
|  |  | |
|  |  | |
|  |  | |
|  |  | |
|  |  | |
|  |  | |
|  |  | |
| **Sequence of job tasks** |  | |
| **Job priorities** |  | |
| **Tools and equipment selected** | | |
| *Tools and equipment* | *Checked for serviceability* | *Any faults (if any)* |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| Faults reported to: | | |
| **Materials delivered on-site and checked against docket delivery.** |  | |
| **Damage and inconsistencies, if any.** |  | |
| Sign off:  Date: | | |

Performance Criteria/Performance Checklist: Activity 4

|  |  |  |  |
| --- | --- | --- | --- |
| This task must address the following performance criteria/ performance checklist. | | | |
| To be assessed as satisfactory (S) in this assessment task, the participant needs to demonstrate competency in the following critical aspects of evidence | S | N/S | Trainer/Assessor to complete  (Comment and feedback to students) |
| Selected PPE was in accordance with the task requirements. |  |  |  |
| Read and interpreted cavity brick construction requirements from current plans, specifications and codes. |  |  |  |
| Determined workplace safety and environmental requirements from the following documents and plan.   * Workplace safety procedures * Environmental requirements, including:   + clean-up protection   + noise and dust   + vibration   + waste management. |  |  |  |
| Calculated material quantities for the following materials.   * aggregates * cement * clay bricks * lime * masonry blocks * reinforcing materials * waterproofing materials.   Used appropriate formula |  |  |  |
| Determined job priorities and sequence tasks with the team members on the construction site. Further, documented the following using Template 1.   * Job priorities * Sequence of task |  |  |  |
| Checked plant, tools and equipment for serviceability and reported any faults.   * Followed manufacturer instructions. |  |  |  |
| Checked materials against the delivery docket and report damage and inconsistencies to Supervisor. |  |  |  |

|  |  |
| --- | --- |
| The student’s performance was: | * Not satisfactory * Satisfactory |
| Feedback to student: | |
| Student signature |  |
| Observer signature |  |

**Activity 5: Set out brickwork.**

This activity requires you to set out brickwork. The work must be completed as per the site plans and specifications.

To complete this activity, you are required to:

* Complete the steps given in the ‘Checklist 2’ provided.
* Follow the safety (OHS requirements).
* Wear PPE appropriate for the job.

While completing each step, you must place a tick mark against each step given in the checklist once completed.

Your trainer/assessor (Supervisor) will observe you performing this activity and sign off the checklist after ensuring each step is completed.

*Checklist 2: Set out brickwork*

|  |  |
| --- | --- |
| **Steps** | **Tick mark, when completed** |
| **Step 1:** Identify brick bond from plans and set out and mark position of brickwork on footing.  Instructions:   * Select the different type of bond which is suitable for construction * Place the bricks and materials required for brickwork in appropriate way * Set out and mark brickwork on footing * Mark the position of the brickwork on the prepared base * Set out each course of the brickwork * Corbelling of brickwork should be done according to Australian Standards   Further, document the procedure you followed to identify brick bond from plans and set out and mark position of brickwork on footing. using Template 2. |  |
| **Step 2:** Set out engaged and isolated piers to specified height and gauge.  Instructions:   * Select gauge board for markings * Place the rod at the corner for measuring the correct height   Further, document the procedure you followed to set out engaged and isolated piers to specified height and gauge using Template 2. |  |
| Sign off:  Date: | |

**Template 2: Set out brickwork**

|  |  |
| --- | --- |
| **Set out brickwork** | |
| Client Name: *Student to fill*  Address: *Student to fill*  Phone Number: *Student to fill*  Date(dd/mm/yyyy) *Student to fill*  Worker name: | Job Details:  **Set out brickwork**    Worker signature: |
| **Identify brick bond from plans and set out and mark position of brickwork on footing (50-100 words)** | |
|  | |
| **Set out engaged and isolated piers to specified height and gauge (50-100 words)** | |
|  | |
| Sign off:  Date: | |

Performance Criteria/Performance Checklist: Activity 5

|  |  |  |  |
| --- | --- | --- | --- |
| This task must address the following performance criteria/ performance checklist. | | | |
| To be assessed as satisfactory (S) in this assessment task, the participant needs to demonstrate competency in the following critical aspects of evidence | S | N/S | Trainer/Assessor to complete  (Comment and feedback to students) |
| a) Identified brick bond from plans and set out and marked position of brickwork on footing.  Instructions:   * Selected different type of bond which is suitable for construction. * Placed bricks and materials required for brickwork in appropriate way * Set out and marked brickwork on footing * Marked position of the brickwork on the prepared base * Set out each course of the brickwork * Calculated load bearing of the brick work * Corbelling of brickwork done according to Australian Standards |  |  |  |
| b) Set out engaged and isolated piers to specified height and gauge.   * Selected gauge board for markings * Placed rod at the corner for measured height. |  |  |  |

|  |  |
| --- | --- |
| The student’s performance was: | * Not satisfactory * Satisfactory |
| Feedback to student: | |
| Student signature |  |
| Observer signature |  |

**Activity 6: Construct walls and piers.**

This activity requires you to safely construct walls and piers.

To complete this activity, you are required to:

* Complete the steps given in the ‘Checklist 3’ provided.
* Follow the safety (OHS requirements).
* Wear PPE appropriate for the job.

While completing each step, you must place a tick mark against each step given in the checklist once completed.

Your trainer/assessor (Supervisor) will observe you performing this activity and sign off the checklist after ensuring each step is completed.

*Checklist 3: Construct walls and piers*

|  |  |
| --- | --- |
| **Steps** | **Tick mark, when completed** |
| **Step 1:** Mix mortar quality and consistency to job requirements.  Instructions:   * Select the suitable Grade for mortar mix * Mix material carefully in exact proportion * Apply the material as soon as possible on bricks   Further, document the procedure followed to mix mortar to specified consistency using Template 3. |  |
| **Step 2:** Lay walls with engaged piers straight, level and plumb.  Instructions:   * Begin building your brick wall from the corners. * Combine the mortar ingredients. * Put down the first layer of bedding mortar. * Build the pillars out of bricks. * Cut bricks * Maintain a single route for the pillars. * Double-check that you're using 10mm mortar joints. * Finish with a coping stone   Further, document the procedure followed to lay walls with engaged piers straight, level and plumb using Template 3. |  |
| **Step 3:** Lay isolated piers square and plumb to the specified height maintaining gauge.  Instructions:   * Began by placing the front two stretchers to gauge, level, in line, and to the proper length. * Squared the side bricks from the front bricks. * Used the spirit level as a straight-edge, the rear brick may be easily ‘run-in' to the ends of the side bricks. * As a last check, measured from corner to corner across both diagonals, which should be equal if the first course is square.   Further, document the procedure followed to lay isolated piers square and plumb to the specified height maintaining gauge using Template 3. |  |
| **Step 4:** Remove excess mortar prior to drying.  Instructions:   * After drenching your brick wall with water, gently peel off mortar with light chisel taps. * Make sure to wear protective eyewear while doing that. * After that carefully remove tiny spots with a wire brush without damaging the brick.   Further, document the procedure followed to remove excess mortar prior to drying using Template 3. |  |
| **Step 5:** Finish joints to specified profile and depth.  Instructions:   * Racking depth should be between 20 to 25 mm * Remove all debris from brickwork * Adjust the depth of raking in the robust pin * The board is pulled out straight to create a raked joint * Remove mortar * Repeat the process   Further, document the procedure followed to finish joints to specified profile and depth using Template 3. |  |
| **Step 6:** Brush down and clean brickwork prior to mortar drying.  Instructions:   * Use the water and sponge to clean the face of the brickwork. * Before Cleaning, wet the surface of brickwork with simple plain water. * Before Cleaning, wet the surface of brickwork with simple plain water. * Start applying the solution from the bottom of the wall, then move upwards. * Leave the solution on the surface for 2 to 3 minutes * Take a stiff fibre brush and start scrubbing to remove mortar * Rinse all the brickwork thoroughly to clear out solution and other stains.   Further, document the procedure followed to brush down and clean brickwork prior to mortar drying using Template 3. |  |
| Sign off:  Date: | |

**Template 3: Construct walls and piers**

|  |  |
| --- | --- |
| **Construct walls and piers** | |
| Client Name: *Student to fill*  Address: *Student to fill*  Phone Number: *Student to fill*  Date(dd/mm/yyyy) *Student to fill*  Worker name: | Job Details:  **Construct walls and piers**    Worker signature: |
| **Mix mortar quality and consistency to job requirements (50-100 words)** | |
|  | |
| **Lay walls with engaged piers straight, level and plumb (50-100 words)** | |
|  | |
| **Lay isolated piers square and plumb to the specified height maintaining gauge (50-100 words)** | |
|  | |
| **Remove excess mortar prior to drying (50-100 words)** | |
|  | |
| **Finish joints to specified profile and depth (50-100 words)** | |
|  | |
| **Brush down and clean brickwork prior to mortar drying (50-100 words)** | |
|  | |
| Sign off:  Date: | |

Performance Criteria/Performance Checklist: Activity 6

|  |  |  |  |
| --- | --- | --- | --- |
| This task must address the following performance criteria/ performance checklist. | | | |
| To be assessed as satisfactory (S) in this assessment task, the participant needs to demonstrate competency in the following critical aspects of evidence | S | N/S | Trainer/Assessor to complete  (Comment and feedback to students) |
| a)Mixed mortar quality and consistency to job requirements.   * Selected suitable Grade for mortar mix * Mixed material in exact proportion * Applied material on bricks |  |  |  |
| b) Laid walls with engaged piers straight, level and plumb.   * Began building your brick wall from the corners. * Combined mortar ingredients. * Put down the first layer of bedding mortar. * Built the pillars out of bricks. * Cut bricks * Maintained a single route for the pillars. * Double-checked that you're using 10mm mortar joints. * Finished with a coping stone * Decorative brick soldier course * How to Finish the Mortar Beds   Further, document the procedure followed to lay walls with engaged piers straight, level and plumb using Template 3. |  |  |  |
| **Step 3:** Lay isolated piers square and plumb to the specified height maintaining gauge.  Instructions:   * Ensure that the straightness of the isolated pier is checked properly at proper time and at specific height. |  |  |  |
| d) Removed excess mortar prior to drying.   * After drenching your brick wall with water, gently peeled off mortar with light chisel taps. * Make sure to wear protective eyewear while doing that. * After that carefully removed tiny spots with a wire brush without damaging the brick. |  |  |  |
| e) Finished joints to specified profile and depth.   * Racked depth should be between 20 to 25 mm * Removed debris from brickwork * Adjusted depth of raking in the robust pin * The board pulled out straight to create a raked joint * Removed mortar * Repeated the process |  |  |  |
| f)Brush down and cleaned brickwork prior to mortar drying.   * Used water and sponge to clean the face of the brickwork. * Before Cleaning, wet the surface of brickwork with simple plain water. * Started applying the solution from the bottom of the wall, then move upwards. * Left the solution on the surface for 2 to 3 minutes * Took a stiff fibre brush and start scrubbing to remove mortar * rinsed all the brickwork thoroughly to clear out solution and other stains. |  |  |  |

|  |  |
| --- | --- |
| The student’s performance was: | * Not satisfactory * Satisfactory |
| Feedback to student: | |
| Student signature |  |
| Observer signature |  |

**Activity 7: Clean up**

This activity requires you to perform housekeeping activities at the worksite after laying multi-thickness walls and piers.

To complete this activity, you are required to:

* Complete the steps given in the ‘Checklist 6’ provided.
* Follow the safety (OHS requirements).
* Wear PPE appropriate for the job.

While completing each step, you must place a tick mark against each step given in the checklist once completed.

Your trainer/assessor (Supervisor) will observe you performing this activity and sign off the checklist after ensuring each step is completed.

*Checklist 4: Clean up*

|  |  |
| --- | --- |
| **Steps** | **Tick mark, when completed** |
| Step 1: Clear the work area, and dispose of, reuse or recycle materials following workplace and environmental requirements.  Instructions:   * Ensure that the work area is cleaned properly. * The material was disposed of properly. * Recycle or reuse materials. * Ensure that all these activities are conducted keeping in mind environmental requirements.   Document the records of materials recycled, reused or disposed of using Template 4. |  |
| Step 2: Check, maintain and store tools and equipment and report any faults.  Instructions:   * Ensure that the tool and equipment are properly checked for any fault. * Follow “Operations manual”. * Report any issues with the plant tools or equipment to the trainer/assessor (Supervisor). |  |
| Step 3: Store, secure and protect tools, equipment and materials following workplace procedures.  Instructions:   * Ensure that the tools, equipment and materials are properly stored, secured and protected as per the manufacturer specifications.   Further document the procedures implemented to store, secure, and protect tools, equipment, and materials per the manufacturer specifications using Template 4. |  |

|  |
| --- |
| Sign off:  Date: |

**Template 4: Clean up**

|  |  |
| --- | --- |
| **Clean up** | |
| Client Name: *Student to fill*  Address: *Student to fill*  Phone Number: *Student to fill*  Date(dd/mm/yyyy): *Student to fill*  Worker  name: | Job Details:  Clean up  Worker Signature: |
| Work Area cleaned:   𐄂 Yes           𐄂 No  Material disposal Legislations:  *Student to complete*  **Material record:**   |  |  |  |  | | --- | --- | --- | --- | | **Type of Material** | **Type of Activity** | **Location** | **Total Quantities** | |  |  |  |  | |  |  |  |  | |  |  |  |  |   **Tools and equipment record**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Tools/Equipment | Tools cleaned and checked (Yes /No ) | Any faults  (Yes/No) | Details of Faults (if applicable) | Workplace instruction to store | Manufacturer instruction to store the tools | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | | |
| **Procedures implemented to store, secure and protect tools, equipment and materials as per the manufacturer specifications (50-100 words)** | |
|  | |

Performance Criteria/Performance Checklist: Activity 7

|  |  |  |  |
| --- | --- | --- | --- |
| This task must address the following performance criteria/ performance checklist. | | | |
| To be assessed as satisfactory (S) in this assessment task, the participant needs to demonstrate competency in the following critical aspects of evidence | S | N/S | Trainer/Assessor to complete  (Comment and feedback to students) |
| 1. Cleaned up meeting all legislative and workplace requirements for safety, waste disposal and materials handling.  * Worksite should be cleared, and waste material should be disposed of according to the site environmental plan. * Cleared the work area and disposed of any reused or recycled materials. |  |  |  |
| 1. Checked, maintained and stored tools and equipment and report any faults.  * Followed “Operations manual”. * Reported any issues with the plant tools or equipment to the trainer/assessor (Supervisor). |  |  |  |
| 1. Ensured that the tools, equipment and materials are properly stored, secured and protected as per the manufacturer specifications. |  |  |  |

|  |  |
| --- | --- |
| The student’s performance was: | * Not satisfactory * Satisfactory |
| Feedback to student: | |
| Student signature |  |
| Observer signature |  |

|  |
| --- |
| **Assessment 2 : (Verbal question record)** |

When you have completed this assessment, your trainer/assessor will provide a mark in the boxes provided (on the right). Your mark will be correct or incorrect.

|  |  |  |
| --- | --- | --- |
| **Assessor to mark**  **✓ If Satisfactory X Not Satisfactory** | Description: Macintosh HD:Users:homefolder:Desktop:box tick.png | Description: Macintosh HD:Users:homefolder:Desktop:box cross.png |
| 1. Which document needs to be completed before carrying out high-risk construction work? | **󠆻S** | **󠆻NYS** |
| 1. Name the document that specifies the environmental requirements to be followed at the worksite. | **󠆻S** | **󠆻NYS** |
| 1. What type of PPE must be work if the lighting at the workplace is not good? | **󠆻S** | **󠆻NYS** |
| 1. How should the plumb and level bevels be formed? | **󠆻S** | **󠆻NYS** |
| 1. Name the equipment that you will use to communicate with a fellow worker who is out of your sight. | **󠆻S** | **󠆻NYS** |
| 1. Name two (2) documents that specify the instructions that need to be followed when cleaning up on-site. | **󠆻S** | **󠆻NYS** |
| 1. Name the document in which you will record faults in equipment. | **󠆻S** | **󠆻NYS** |
| Comments: | | |

* 1. Assessment Results Sheet

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome** | |  | | --- | | First attempt: |   Outcome (make sure to tick the correct checkbox):  Satisfactory (S)  or Not Satisfactory (NS)  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_\_\_\_\_\_(year)  Feedback:   |  | | --- | | Second attempt: |   Outcome (make sure to tick the correct checkbox):  Satisfactory (S)  or Not Satisfactory (NS)  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_\_\_\_\_\_(year)  Feedback: |
| **Student Declaration** | * I declare that the answers I have provided are my own work. Where I have accessed information from other sources, I have provided references and or links to my sources. * I have kept a copy of all relevant notes and reference material that I used as part of my submission. * I have provided references for all sources where the information is not my own. I understand the consequences of falsifying documentation and plagiarism. I understand how the assessment is structured. I accept that the work I submit may be subject to verification to establish that it is my own. * I understand that if I disagree with the assessment outcome, I can appeal the assessment process, and either re-submit additional evidence undertake gap training and or have my submission re-assessed. * All appeal options have been explained to me. |
| **Student Signature** |  |
| **Date** |  |
| **Trainer/Assessor Name** |  |
| **Trainer/Assessor Declaration** | I hold:  Vocational competencies at least to the level being delivered  Current relevant industry skills  Current knowledge and skills in VET, *and undertake*  Ongoing professional development in VET  *I declare that I have conducted an assessment of this student’s submission. The assessment tasks were deemed current, sufficient, valid and reliable. I declare that I have conducted a fair, valid, reliable, and flexible assessment. I have provided feedback to the student.* |
| **Trainer/Assessor Signature** |  |
| **Date** |  |
| **Office Use Only** | The outcome of the assessment has been entered into the Student Management System  on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (insert date)  by (insert Name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Appendix A: Reasonable Adjustments

|  |
| --- |
| **Write (task name and number) where reasonable adjustments have been applied:** |
|  |
| **Reasonable Adjustments** |
| * Students with carer responsibilities, cultural or religious obligations, English as an additional language, disability etc. can request for reasonable adjustments. * Please note, academic standards of the unit/course will not be lowered to accommodate the needs of any student, but there is a requirement to be flexible about the way in which it is delivered or assessed. * The Disability Standards for Education requires institutions to take reasonable steps to enable the student with a disability to participate in education on the same basis as a student without a disability. * The trainer/assessor must complete the section below “Reasonable Adjustment Strategies Matrix” to ensure the explanation and correct strategy have been recorded and implemented. * The trainer/assessor must notify the administration/compliance and quality assurance department for any reasonable adjustments made. * All evidence and supplementary documentation must be submitted with the assessment pack to the administration/compliance and quality assurance department. |

|  |  |  |
| --- | --- | --- |
| Reasonable Adjustment Strategies Matrix (Trainer/Assessor to complete) | | |
| **Category** | **Possible Issue** | **Reasonable Adjustment Strategy**  **(select as applicable)** |
| 🞎 LLN | 🞎 Speaking  🞎 Reading  🞎 Writing  🞎 Confidence | 🞎 Verbal assessment  🞎 Presentations  🞎 Demonstration of a skill  🞎 Use of diagrams  🞎 Use of supporting documents such as wordlists |
| 🞎 Non-English Speaking Background | 🞎 Speaking  🞎 Reading  🞎 Writing  🞎 Cultural background  🞎 Confidence | 🞎 Discuss with the student and supervisor (if applicable) whether language, literacy and numeracy are likely to impact on the assessment process  🞎 Use methods that do not require a higher level of language or literacy than is required to perform the job role  🞎 Use short sentences that do not contain large amounts of information  🞎 Clarify information by rephrasing, confirm understanding  🞎 Read any printed information to the student  🞎 Use graphics, pictures and colour coding instead of, or to support, text  🞎 Offer to write down, or have someone else write, oral responses given by the student  🞎 Ensure that the time available to complete the assessment, while meeting enterprise requirements, takes account of the student’s needs |
| 🞎 Indigenous | 🞎 Knowledge and understanding  🞎 Flexibility  🞎 Services  🞎 Inappropriate training and assessment | 🞎 Culturally appropriate training  🞎 Explore understanding of concepts and practical application through oral assessment  🞎 Flexible delivery  🞎 Using group rather than individual assessments  🞎 Assessment through completion of practical tasks in the field after demonstration of skills and knowledge. |
| 🞎 Age | 🞎 Educational background  🞎 Limited study skills | 🞎 Make sure font size is not too small  🞎 Trainer/Assessor should refer to the student’s experience  🞎 Ensure that the time available to complete the assessment takes account of the student’s needs  🞎 Provision of information or course materials in an accessible format.  🞎 Changes in teaching practices, e.g. wearing an FM microphone to enable a student to hear lectures  🞎 Supply of specialised equipment or services, e.g. a note-taker for a student who cannot write  🞎 Changes in lecture schedules and arrangements, e.g. relocating classes to an accessible venue  🞎 Changes to course design, e.g. substituting an assessment task  🞎 Modifications to the physical environment, e.g. installing lever taps, building ramps, installing a lift |
| 🞎 Educational background | 🞎 Reading  🞎 Writing  🞎 Numeracy  🞎 Limited study skills and/or learning strategies | 🞎 Discuss with the Student previous learning experience  🞎 Ensure learning and assessment methods meet the student’s individual need |
| 🞎 Disability | 🞎 Speaking  🞎 Reading  🞎 Writing  🞎 Numeracy  🞎 Limited study skills and/or learning strategies | 🞎 Identify the issues  🞎 Create a climate of support  🞎 Ensure access to support that the student has agreed to  🞎 Appropriately structure the assessment  🞎 Provide information or course materials in an accessible format, e.g. a textbook in braille  🞎 Changes in teaching practices, e.g. wearing an FM microphone to enable a student to hear lectures  🞎 Supply of specialised equipment or services, e.g. a note-taker for a student who cannot write  🞎 Changes in lecture schedules and arrangements, e.g. relocating classes to an accessible venue  🞎 Changes to course design, e.g. substituting an assessment task  🞎 Modifications to the physical environment, e.g. installing lever taps, building ramps, installing a lift |

| **Explanation of reasonable adjustments strategy used** |
| --- |
|  |

|  |  |
| --- | --- |
| **Trainer/Assessor Name** |  |
| **Trainer/Assessor Declaration** | *I declare that I have attached all relevant evidence to provide reasonable adjustment. The training package guidelines and criteria have not been compromised in the process of providing reasonable adjustment to the student. I declare that I have conducted a fair, valid, reliable, and flexible assessment. I have provided explanation of reasonable adjustments strategy used, as required.* |
| **Trainer/Assessor Signature** |  |
| **Date** |  |

Appendix B: Learner Evaluation Form

Please complete this evaluation form as thoroughly as you can, in order for us to continuously improve our training quality. The purpose of the evaluation form is to evaluate the areas below:

* logistics and support
* facilitation
* training material
* assessment

Your honest and detailed input is therefore, of great value to us, and we appreciate your assistance in completing this evaluation form!

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Unit of Competency Name | |  | Trainer/Assessor Name | |  | | | |
| Student Name (Optional) | |  | **Dates of Training** | |  | | | |
| Employer/Work site (if applicable) | |  | **Date of Evaluation** | |  | | | |
| A | **Logistics and Support Evaluation** | | | | | | | |
| No. | **Criteria/Question** | | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| 1 | The communication regarding the required attendance and time to study to pass this unit was correct | | |  |  |  |  |  |
| 2 | The staff were efficient and helpful. | | |  |  |  |  |  |
| 3 | The training equipment and material used was effective and prepared. | | |  |  |  |  |  |
| 4 | The training venue was conducive to learning (set-up for convenience of students, comfortable in terms of temperature, etc.) | | |  |  |  |  |  |
| Additional Comments on Logistics and Support | | | | | | | | |

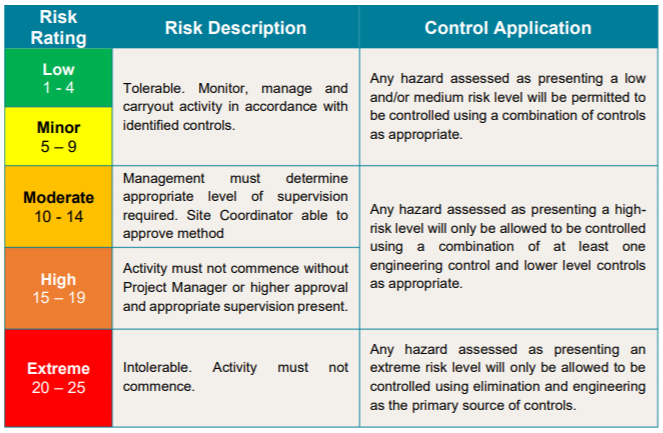
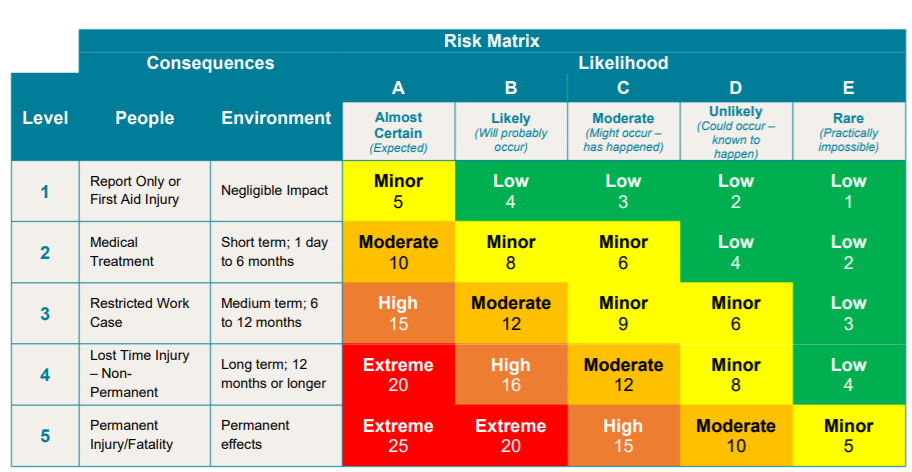
|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No. | Criteria/Question | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| B | **Trainer/Assessor Evaluation** | | | | | |
| 1 | The trainer/assessor was prepared and knowledgeable on the subject of the program |  |  |  |  |  |
| 2 | The trainer/assessor encouraged student participation and input |  |  |  |  |  |
| 3 | The trainer/assessor made use of a variety of methods, exercises, activities and discussions |  |  |  |  |  |
| 4 | The trainer/assessor used the material in a structured and effective manner |  |  |  |  |  |
| 5 | The trainer/assessor was approachable and respectful of the learners |  |  |  |  |  |
| 6 | The trainer/assessor was punctual and kept to the schedule |  |  |  |  |  |
| 7 | The trainer/assessor was easy to understand and used the correct language |  |  |  |  |  |
| Additional Comments on Training | | | | | | |
|  | | | | | | |

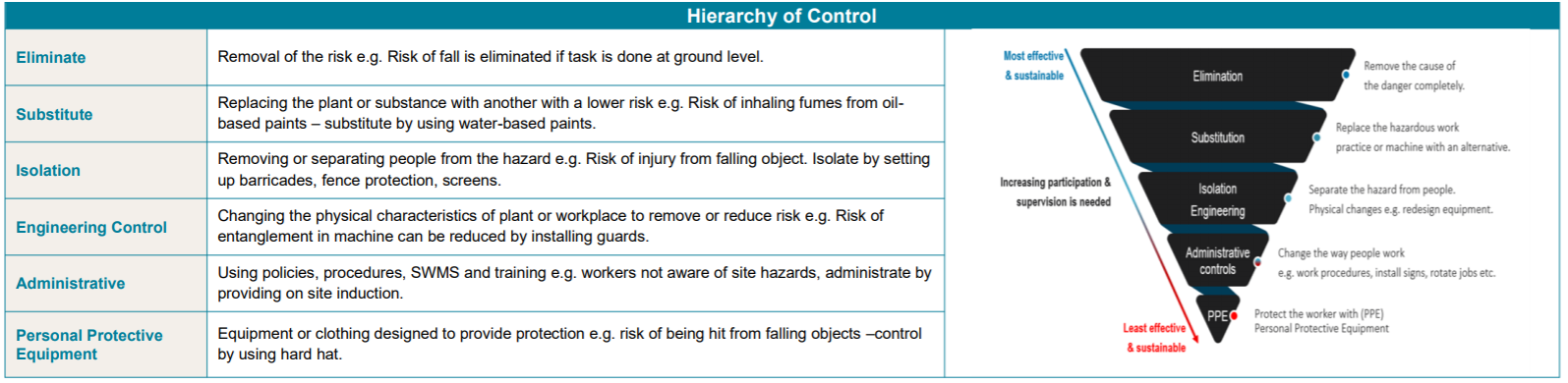
|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No. | Criteria/Question | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| C | **Learning Evaluation** | | | | | |
| 1 | The learning outcomes of the unit are relevant and suitable. |  |  |  |  |  |
| 2 | The content of the unit was relevant and suitable for the target group. |  |  |  |  |  |
| 3 | The length of the training was suitable for the unit. |  |  |  |  |  |
| 4 | The learning material assisted in the learning of new knowledge and skills to apply in a practical manner. |  |  |  |  |  |
| 5 | The learning material was free from spelling and grammar errors |  |  |  |  |  |
| 6 | Handouts and exercises were clear, concise and relevant to the outcomes and content. |  |  |  |  |  |
| 7 | Learning material was generally of a high standard, and user-friendly |  |  |  |  |  |
| Additional Comments on Learning Evaluation | | | | | | |
|  | | | | | | |

Appendix C: Safe Work Method Statement (SWMS) sign-off

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| NOTE: Work must be performed in accordance with this SWMS.  This SWMS must be kept and be available for inspection until the high-risk construction work to which this SWMS relates is completed. If the SWMS is revised, all versions should be kept.  If a notifiable incident occurs in relation to the high-risk construction work in this SWMS, the SWMS must be kept for at least two years from the date of the notifiable incident. | | | | | | | | |
| **[PCBU Name, contact details]** | | | | **Principal Contractor (PC)** | | **Name, contact details]** | | |
| **Works Manager:**  **Contact phone:** |  | | | **Date SWMS provided to PC:** | |  | | |
| **Work activity:** | [Job description] | | | **Workplace location:** | |  | | |
| **High-risk construction work:** | ⬜ **Risk of a person falling more than 2 metres (*Note:* in some jurisdictions, this is 3 metres)** | | ⬜ Work on a telecommunication tower | | | | ⬜ Demolition of the load-bearing structure | |
| ⬜ Likely to involve disturbing asbestos | | ⬜ Temporary load-bearing support for structural alterations or repairs | | | | ⬜ Work in or near a confined space | |
| ⬜ Work in or near a shaft or trench deeper than 1.5 m or a tunnel | | ⬜ Use of explosives | | | | ⬜ Work on or near pressurised gas mains or piping | |
| ⬜ Work on or near chemical, fuel or refrigerant lines | | ⬜ Work on or near energised electrical installations or services | | | | ⬜ Work in an area that may have a contaminated or flammable atmosphere | |
| ⬜ Tilt-up or precast concrete elements | | ⬜ Work on, in or adjacent to a road, railway, shipping lane or other traffic corridors in use by traffic other than pedestrians | | | | ⬜ Work in an area with the movement of mobile-powered plant | |
| ⬜ Work in areas with artificial extremes of temperature | | ⬜ Work in or near water or other liquid that involves a risk of drowning | | | | ⬜ Diving work | |
| **The person responsible for ensuring compliance with SWMS:** | |  | | | **Date SWMS received:** | | |  |
| **What measures are in place to ensure compliance with the SWMS?** | |  | | | | | | |
| **Person responsible for reviewing SWMS control measures:** | |  | | | **Date SWMS received by reviewer:** | | |  |
| **How will the SWMS control measures be reviewed?** | |  | | | | | | |
| **Review date:** | |  | | | **Reviewer’s signature:** | | |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Required Personal Protective Equipment (PPE):** | | | | | | |
| **Description: hand protection**  **☒ Gloves** | **☒ Face Masks** | **Description: safety goggles**  **☒ Eye Protection** | **Description: face shield**   * **Face Shield** | **Description: foot protection**  **☒ Appropriate Footwear** | **Description: hearing prot**  **☒ Hearing Protection** | **Description: safety apron**   * **Protective Clothing** |
| **☒ High Visibility** | **harness**   * **Harness** | **half face mask respirator**   * **Respirator** | **head protection**  **☒ Hard hat** | **protective clothing**   * **Overalls** | * **UV Protection** | **breathing app**   * **Breathing Apparatus** |

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TASK / ACTIVITY**  **Job Steps** | **HAZARD RISK** | **PRE-CONTROL RATING** | **CONTROL MEASURES**  **List the control measures required to eliminate or minimize the risk of injury arising from the Identified hazard.** | **RESIDUAL RISK** | **WHO IS RESPONSIBLE** |
| 1. Pre-job planning | * Poor communication and planning leading to workers being underprepared to commence work. | HIGH 16 | * Ensure the site safety plans as well as any other plans are reviewed prior to works * Discuss tasks to be done and what safety precautions are required * Considerations can include:   + Walls previously identified on the design drawings as needing temporary supports   + Any features of the wall that may affect its strength – e.g. control joints, lintels, damp proof course, bond type or openings   + Worker walkways or access paths   + Plant, equipment, and material movement, including delivery and storage areas   + The proposed sequence for the wall construction, including whether you will build cross walls or returns at the same time as the wall so that they support each other, the rate of construction and proposed stop heights, the structural adequacy of the foundations.   + Existing or proposed excavations   + Walls adjacent to another property or a public area   + Likely weather conditions for the location and season – e.g. wind, extreme temperatures, and rain   + The proposed height, width, and layout of walls | LOW 4 |  |
| * Workers are not yet deemed competent to complete the work | HIGH 16 | * Ensure workers who are not yet competent to complete tasks, are provided training, instruction, and supervision. | LOW 4 |  |
| 2. Arrival on site | * Parking in unauthorised areas * Parking in areas that may be hazardous for members of the public or staff * Entering restricted areas of the worksite * Work in an area with movement of powered mobile plant   HIGH RISK CONSTRUCTION WORK | HIGH 16 | * Vehicle should be parked legally in a safe location, clear of passing vehicles, other trades, and pedestrians. * If required, all site staff to undertake a site-specific induction. * Review the site safety management plan if available * Set up temporary fencing, barriers, safety tape etc to ensure public are kept safe | LOW 4 |  |
| 3. Site-Specific Job Safety Analysis (JSA) / Risk Assessment | * Entry to site prior to induction or site- specific Risk Assessment may lead to unidentified hazards resulting in injuries * Fall from Height   HIGH RISK CONSTRUCTION WORK | MODERATE 12 | * Undertake site-specific Risk Assessment to determine further controls that may be required. The following are some, but not all hazards you may want to consider in your risk assessment:   + Adherence to general housekeeping practices   + Weather and wind conditions that may affect freshly laid brick walls   + Where materials will be delivered   + Understand emergency procedures | LOW 3 |  |
|  |  |  | * Identifying uneven ground conditions for slips and trips * Identifying overhead and underground services * First aid provisions * PPE Requirements for the site * Potential openings and penetrations causing a fall risk |  |  |
| 4. Work area set up | * Slips, trips & falls * Being struck by equipment * Crush injuries * Lacerations and cuts * Musculoskeletal injuries * Work in an area with movement of powered mobile plant   HIGH RISK CONSTRUCTION WORK | HIGH 16 | * Establish the work area in a practical location, preferably not in a high traffic area * Review what mobile plant is being used in area, communicate with operator, and establish movements and if any restricted travel paths need to be established * Create exclusion zones as required * Use appropriate PPE including gloves and safety footwear * Manual handling training and team lifting * Use battery powered tools where possible. * Use lead stands where possible to reduce risk of trip hazard * Ensure adequate lighting is present * Any cords for electrically powered equipment introduced are contained/raised to avoid creating an additional trip hazard. | LOW 4 |  |
| 5. Work area set up – WORKING AT HEIGHTS | * Fall from height over 2m   HIGH RISK CONSTRUCTION WORK | HIGH 16 | * Select appropriate working at height methodology i.e. Scaffold, Mobile Scaffold, Platform Ladders conforming to Australian Standards * Ensure all staff are inducted to site and trained in relevant trade. * Where appropriate create a perimeter underneath where work is being done at height. * Always ensure work at height equipment is set up on firm, level ground * Always follow the manufacturer’s instructions when erecting work at heights equipment * Staff working underneath a work at heights activity, should wear an appropriate hard hat * Ensure openings and penetrations are securely covered * Do not climb on any scaffold   SCAFFOLD   * If over 4m must be erected and signed off by qualified persons * Use supplied access ladder only * Do not carry materials on ladders * Do not remove ANY parts of scaffold – competent / qualified scaffold persons may only do this   MOBILE SCAFFOLD   * Do not move with people on the scaffold and always check for clear travel path above and in front * Do not use near penetrations or edges of floor surface height differences * Ensure wheel locks are engaged before accessing   TRESTLE WORK   * Ensure appropriate thickness of planks to spans used * Follow manufactures instructions | LOW 4 |  |
|  |  |  | * Always use 2 planks wide * Ensure the toe boards and guardrails are in place |  |  |
| * Electrocution – working near live electricity   HIGH RISK CONSTRUCTION WORK | HIGH 16 | * Check for overhead power lines prior to erecting any work at heights equipment. * Ensure all live-circuits at risk of impact are isolated by a licenced electrician * If overhead powerlines are present, ensure the minimum distances away from the services is maintained per the Code of Practice. | LOW 4 |  |
| * Scaffold safety * Overloading * Scaffold collapse * Overload on scaffold bays (do not exceed limit of scaffold bays while working on scaffold) | HIGH 16 | * Stacks to be loaded correctly on scaffold * Never stack over the safe working load of scaffold * Any materials stacked on bays must not reach height of side handrails on scaffold | LOW 4 |  |
| 6. Manual Handling | * Muscular injuries caused by manual handling | HIGH 16 | THIS IS THE GREATEST SOURCE OF RISK FOR BRICKLAYERS AND ACCOSIATED TRADES.   * Utilise mechanical lifting devices where possible to minimise the need for manual work * Utilise a two person lift for heavy or awkward loads when mechanical lifting devices are not available. * Ensure loads do not to exceed perimeters of pallets used for transport and are to be restrained using ratchet straps * Ensure personnel are trained not to lift any item that they feel may be to heavy and carrying of any load is to be avoided wherever possible * Always plan movements and ensure paths of movement are clear from obstructions prior to lifting/handling loads * Ensure wheelbarrow tyre pressures are correct * Always utilise correct Manual Handling techniques and practice manual handling safety * Pushing is preferred to be pulling, heavier items are to be stored between hip and shoulder height wherever practicable * Maintain housekeeping on site to ensure clear access around the work area and especially around equipment and materials that require frequent lifting/handling * Raise any concerns if you consider a task is potentially hazardous, report the issue to supervisor and discuss possible alternate controls | LOW 4 |  |
| 7. Unload all equipment on site | * Slips, trips, and falls * Cuts, crush injuries to hands * Struck by mobile plant * Electrocution   HIGH RISK CONSTRUCTION WORK | HIGH 16 | * Position brick elevators, mixers, and saws in appropriate positions – stable ground and close to work area * Moving mixers and saws is a two man task * Use ramps where possible * Ensure electrical leads are protected and all electrical equipment is plugged into an RCD * All electrical equipment to have current test tags * Ensure all employees are trained in manual handling procedures * When unloading on site ensure correct PPE is worn | LOW 4 |  |
|  |  |  | * Ensure when unloading equipment that area is clear |  |  |
| 8. Delivery of materials | * Slips, trips, and falls * Cuts, crush injuries to hands * Muscular damage caused by manual handling injuries * Struck by mobile plant   HIGH RISK CONSTRUCTION WORK | HIGH 16 | * All storage areas must be clean and dry with a clear path for access and egress. * Set up exclusion zones for workers and public as required. * Certified forklift operator or crane (HIAB) operator must remove brick pallets from truck. * Bricks and other materials to be located as close as possible to work area. * All staff to be trained in correct manual handling techniques. * Wheelbarrow and hoist to be used to move bricks around site. * 20kgs bags to be moved via wheelbarrows where possible and not lifted. * Supervision for public and other trades in the same area. | LOW 4 |  |
| 9. Re-positioning of brick blocks and other materials to work areas | * Slips, trips, and falls * Cuts, crush injuries to hands * Muscular damage caused by manual handling injuries * Hazardous substances that can cause skin, lung, and eye irritation | HIGH 16 | * Follow Step 5 for manual handling risks * Ensure wheelbarrow tyres are at recommended pressure * Ensure a clear path for wheelbarrow * Set up exclusion zones where required * Ensure Safety Data Sheets are available for cements and additives * Always wear correct PPE for the task * When working with dust ensure you use a P2 mask respirator | LOW 4 |  |
| 10. Mortar mixing | * Back and muscle strained * Electrocution * Hearing Damage * Inhalation from debris/dust causing respiratory damage * Slips and trips * Dermatitis | HIGH 15 | * Follow Step 5 for manual handling risks * Use electric mortar mixer – minimise hand mixing to reduce muscular stress * Always wear all PPE required for task including hard hat, high vis vest, eye protection, hearing protection, P2 mask, gloves * Consult Safety Data Sheets for PPE requirements if needed * Always keep work area clean of debris and other rubbish * Ensure electric leads do not come into contact with water * Rotate task between workers * Keep area clean | LOW 3 |  |
| 11. Cutting - using angle grinder, trowel, hammer, or bolster | * Back and muscle strained * Hearing damage * Inhalation from debris/dust causing respiratory damage * Slips and trips | MODERATE 12 | * Follow Step 5 for manual handling risks * Always wear all PPE required for task including hard hat, high vis vest, eye protection, hearing protection, P2 mask * Always keep work area clean of debris and other rubbish * Ensure electric leads do not come into contact with water * Rotate task between workers * Keep area clean | LOW 3 |  |
| 12. Using electric brick and block saws | * Back and muscle strained * Electrocution * Eye damage from projectiles * Hearing damage * Inhalation from debris/dust causing respiratory damage * Slips and trips | MODERATE 12 | * Follow Step 5 for manual handling risks * Use electric mortar mixer – minimise hand mixing to reduce muscular stress * Always wear all PPE required for task including hard hat, high vis vest, eye protection, hearing protection, P2 mask * Consult Safety Data Sheets for PPE requirements if needed * Always keep work area clean of debris and other rubbish * Ensure electric leads do not come into contact with water * Rotate task between workers * Keep area clean | **LOW 3** |  |
| 13. Using brick elevator | * Electrocution * Elevator dislocation from upper attachment – crush injuries * Pinch hazards * Falling objects | HIGH 16 | * Pre-start inspection should include electric wires to be free of damage or cuts, frame is free of cracks, belt is free from damage. Do not operate and report to manager if fault is found. * Ensure locking pin is in place between upper and lower sections. * Ensure machine is connected to RCD and has current test tags * Ensure wheels at bottom of elevator are locked and attachment at top is secure * Do not stand under elevator while in use * Create a no go zone for other workers and public while in use * Do not operate in high wind | **LOW 4** |  |
| 1. Brick laying    * Shoring up free standing walls    * Steel strengthening rod insertions | * Collapse of freshly laid walls * Free standing wall falling over by weather such as high wind * Free standing wall falling over by mobile plant on site * Injuries caused by falling materials * Cuts and abrasions * Jarring of fingers * Fall from height   HIGH RISK CONSTRUCTION WORK | HIGH 16 | * Ensure working at heights controls and PPE are adhered to. * Ensure that any no-go zone extends – at right angles to the wall on both sides – at least the distance equivalent to the total unsupported wall height plus 1.2 m. * If winds exceed acceptable strength establish a no-go zone – regardless of any wall supports already in place. * Consider individual no-go zones for each wall, isolating specific areas or isolating the entire site. * Do not let anyone within the no-go zones. * Build walls at the same time as cross walls or returns, or nailing-off frame ties in veneer construction, so that they support each other * Install temporary supports * Establish stop heights to allow mortar to gain adequate strength before further construction – e.g. at lintel height * Stack materials away from unsupported masonry walls – i.e. no leaning materials against walls * Prevent inadvertent impact on walls by plant such as wheelbarrows, cranes, or pallet trolleys – e.g. using dedicated travel paths and storage areas * Monitor weather conditions – e.g. wind, extreme temperatures, and heavy rain – and amending work practices to suit * Stop work if the existing top course is affected by rain to the point where the mortar bond strength will be impaired * Prevent the collapse of excavation behind masonry retaining walls * Always wear gloves and PPE specific to the task | **LOW 4** |  |
| 15. Brick cleaning using hydrochloric acid | * Dangerous goods * Burns to skin * Eye damage * Lung damage * Acid overspray | HIGH 16 | * Avoid skin and eye contact and breathing in vapour, mists, and aerosols. * Wear appropriate PPE per Safety Data Sheet e.g. safety glasses, face shield, goggles as required, PVC, neoprene or nitrile rubber gloves, waterproof coat/coveralls. * Hydrochloric acid is classed as a dangerous good (class 8) and should be stored in a well ventilated area, 5m away from other dangerous goods classes e.g. petrol, transported in a secure labelled plastic container, and decanting should not occur in the vehicle or confined space * Hydrochloric container should be clearly labelled * Contain spills and prevent run off. Recover spilled liquid for safe disposal in a plastic container. Remainder can be soaked with an inert substance (sand) and residual washed off. * Do not acid wash in high wind | LOW 4 |  |
| 16. Cleaning up of work site at end of day | * Slips Trips and Falls * Injuries to the body caused by any falling materials * Dust inhalation caused by various tasks * Irritation of the eyes caused by various tasks such as sweeping * Muscular injuries caused by any manual handling tasks | MINOR 9 | * Tools, materials must be packed away at end of shift * Remove larger offcuts from area * Ensure the site is left in a tidy condition * Always follow the manufacturer’s instructions when dismantling work at heights equipment * Wear appropriate PPE e.g. dust masks, gloves, eye protection * Use mechanical aids such as trolley as able * Ensure access to vehicle is clear * Ensure ground level ladders on scaffold are removed | LOW 3 |  |

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| **Applicable Law** *(change National Model Law to QLD, NSW, ACT, TAS, SA, NT as required)***, Codes of Practice** *(delete or add others as required),* **Australian Standards** *(delete or add others as required)*  **NB:** These lists are not exhaustive | | | | | | | |
| **Law** | WHS Act (National Model Law) | WHS Regulations (National Model Law) | | | OHS Act (VIC) | OHS Regulations (VIC) | |
|  | OSH Act (WA) | OSH Regulations (WA) | | |  |  | |
| **Code of Practice** | How to Manage Work Health and Safety Risks | Safety Consultation, Cooperation and Coordination | | | First Aid in the Workplace | Managing Risks of Plant in the Workplace | |
|  | Hazardous Manual Tasks | Managing the Work Environment and Facilities | | | Managing Noise and Preventing Hearing Loss | Labelling of Workplace Hazardous Chemicals | |
|  | Manage and Control Asbestos in the Workplace | Managing Risks of Hazardous Chemicals in the Workplace | | | Managing Risk of Falls at Workplaces | Managing Risk of Falls in Housing Construction | |
|  | How to Safely Remove Asbestos | Confined Spaces | | | Construction Work | Managing Electrical Risks in the Workplace | |
|  | Excavation Work | Demolition Work | | | Welding Processes | Abrasive Blasting | |
|  | Spray Painting and Powder Coating | Safe Design of Structures | | | Managing Risks in Stevedoring |  | |
|  |  |  | | |  |  | |
| **Australian Standards** | **ERGONOMICS OFFICE:** AS/NZS4442: Office Desks | **WORK AT HEIGHTS:** AS4084 Steel Storage Racking | | | **PLANT/EQUIPMENT:** AS4204: Safety of Machinery Series | **FIRE/EMERGENCY:** AS3745 Planning for Emergencies | |
|  | AS/NZS4438: Height Adjustable Swivel Chairs | AS/NZS 4576: Guidelines for Scaffolding | | | AS60204.1: Safety Machinery Electrical Equipment Machines | AS4083: Planning for Emergencies Health Care | |
|  | **PPE:** AS/NZS1715: Respiratory Protective Equipment | AS6001: Working Platforms for Housing Construction | | | AS1755: Conveyors Safety Requirements | AS2444: Portable Fire Extinguishers and Fire Blankets | |
|  | AS/NZS1336: Eye and Face Protection | AS/NZ1891.4: Industrial Fall Arrest Systems and Devices | | | **CRANES/HOISTS:** AS2550.10 Safe Use EWP | **DANGEROUS GOODS**: | |
|  | AS/NZS1800: Occupational Protective Helmets | AS/NZ1891.1: Harnesses and Ancillary Equipment | | | AS2550.3 Safe Use Bridge, Gantry, Portal, Jib Cranes | AS1940: Flammable and Combustible Liquids | |
|  | AS/NZS4602: High Visibility Safety Garments | AS/NZS1892 Series: Portable Ladders / Step Ladders | | | AS2550.2: Safe Use Mobile Cranes | AS3780: Storage Handling Corrosive Substances | |
|  | AS/NZS2161.1 Occupational Protective Gloves | AS1657: Fixed Platforms, Walkways, Stairways and Ladders | | | AS2550.4: Safe Use Tower Cranes | AS4326: Storage Handling Oxidising Agents | |
|  | AS/NZS2210 Series: Occupational Protective Footwear | AS/NZS 4994 Series Edge Protection Systems | | | **FORKLIFTS:** AS2359: Powered Industrial Truck Series | AS/NZS1596: Storage Handling LP Gas | |
|  |  | AS/NZS 4488.2: Industrial Rope Access Systems | | | **SAFETY SIGNS:** AS1319: Safety Signs for Work Environment |  | |
|  | **ELECTRICITY:** AS/NZS3760: In Service Safety Inspection and Testing of Electrical Equipment | | | | **WELDING:** AS1674 Series: Welding and Allied Processes |  | |
|  | AS/NZ4836: Safe Working on or near Low Voltage Electrical Installations and Equipment | | | |  |  | |
| **Hazardous Materials / Dangerous Goods** | | | **SDS Available** | **Hazardous Materials / Dangerous Goods** | | | **SDS Available** |
|  | | | ☐ |  | | | ☐ |
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| **Emergency Response – Call 000** | | | | | | | |
| **Emergency Response:** All accidents/near misses must be reported immediately to Site Manager and all work in the area stopped. All personnel to be familiar with site evacuation procedures and muster points (Site Specific Induction). Evacuation Plans & Procedures located on site notice boards.  **NB: Refer to Site Specific Emergency Response Plan** | | | | **Ensure the following on site.**   * First aiders and first aid kits * Firefighting equipment * Working at Heights Rescue Plan if applicable * Check mobile phone has reception / find alternate communication if not | | | |

**To be completed *prior* to starting work as outlined in this Safe Work Method Statement**

**The following personnel have been consulted in the development and trained in the implementation of the procedures, hazards and control measures outlined in this Safe Work Method Statement and understand all requirements. Outcomes of any consultation that occurred during the training and any agreements made regarding the implementation of this SWMS should be documented and attached.**

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| **Name of Worker** | | **Worker signature** | **Date reviewed by**  **worker:** | **Name of Worker** | | **Worker signature** | **Date reviewed by**  **worker:** |
| **1.** |  |  |  | **26.** |  |  |  |
| **2.** |  |  |  | **27.** |  |  |  |
| **3.** |  |  |  | **28.** |  |  |  |
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Appendix D: Job Hazard Analysis (JHA)

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| Business details |  |  |  |  |  |
|  |  |  |  |  |  |
| Business name: |  |  |  |  |  |
|  |  |  |  |  |  |
| ABN: |  |  | Contact person: |  |  |
|  |  |  |  |  |  |
| Address: |  |  | Contact position: |  |  |
|  |  |  |  |  |  |
| Contact phone number |  |  | Contact email |  |  |
|  |  | address: |  |  |
|  |  |  |  |  |
|  |  |  |  |  |  |
| **Job Hazard Analysis details** |  |  |  |  |  |
|  |  |  |  | |  |
| Work activity: |  |  | Location: |  |  |
|  |  |  |  |  |  |
| Who are involved in the  activity: |  |  | This job analysis has been authorised by: | |  |
|  |  | Name: | | |
|  |  |  | |  |
| Plant and equipment used: |  |  |  |
|  |  |  |  |  |
|  |  |  | Position: | |  |
| Maintenance checks required: |  |  |  | | |
|  |  |  |  |  |
|  |  |  | Signature: | |  |
| Tools used: |  |  |  | | |
|  |  | Date: . | | |
|  |  |  |  | |  |
|  |  |  |  |  |  |
| **Materials used:** |  |  |  |  |  |
|  |  |  |  |  |  |
| Personal protective  equipment: |  |  |  |  |  |
|  | | | | |
|  |  |  |  |  |  |
| Certificates, permits  and/approvals required |  | | | | |
|  |  |  |  |  |
| Relevant legislation, codes,  standard MSDSs etc  applicable to this activity |  | | | | |
|  |



**Risk assessment: \*\*Use the risk rating table to assess the level of risk for each job step.**

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|  |  |  |  |  |  |  |  |  | **Likelihood** | |  |  |  |  |  |  |
|  |  | **1** | |  | **2** | |  | **3** | |  | **4** | |  | **5** | |  |
|  | **Consequence** |  | **Rare** | |  | **Unlikely** | |  | **Moderate** | |  | **Likely** | |  | **Almost Certain** | |
|  |  | **The event may occur in** | |  | **The event could occur** | |  | **The event should occur** | |  | **The event will probably occur** | |  | **The event is expected to** | |
|  |  |  | **exceptional circumstances** | |  | **sometimes** | |  | **sometimes** | |  | **in most circumstances** | |  | **occur in most circumstances** | |
| **1** | **Insignificant** |  | **LOW** |  |  | **LOW** |  |  | **LOW** |  |  | **LOW** |  |  | **MODERATE** |  |
|  | **No injuries or health** |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **issues** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2** | **Minor** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **First aid treatment** |  | **LOW** |  |  | **LOW** |  |  | **MODERATE** |  |  | **MODERATE** |  |  | **HIGH** |  |
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| **3** | **Moderate** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Medical treatment,** |  | **LOW** |  |  | **MODERATE** |  |  | **HIGH** |  |  | **HIGH** |  |  | **CRITICAL** |  |
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|  | **potential LTI** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4** | **Major** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Permanent disability or** |  | **LOW** |  |  | **MODERATE** |  |  | **HIGH** |  |  | **CRITICAL** |  |  | **CATASTROPHIC** |  |
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|  | **disease** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5** | **Extreme** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Death** |  | **MODERATE** |  |  | **HIGH** |  |  | **CRITICAL** |  |  | **CATASTROPHIC** |  |  | **CATASTROPHIC** |  |
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**Risk rating:**

Low risk: Acceptable risk and no further action required as long as risk has been minimised as possible. Risk needs to be reviewed periodically.

Moderate risk: Tolerable with further action required to minimise risk. Risk needs to be reviewed periodically.

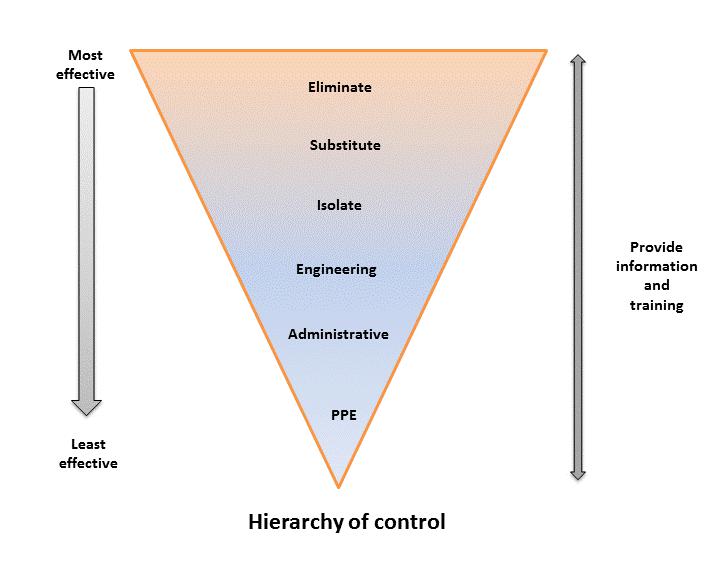
High risk: Tolerable with further action required to minimise risk. Risk needs to be reviewed continuously.

Critical risk: Unacceptable risk and further action required immediately to minimise risk.

Catastrophic: Unacceptable risk and urgent action required to minimise risk.

**Risk controls**

The hierarchy of control can be used as an effective tool to deal with health and safety issues at work. Use the type of control suggested as measures to deal with the hazard. Aim to use control measures from as high on the hierarchy of control list as possible. If that is not possible, the next option down the list or a combination of the measures should be implemented. The least effective control measure is the use of personal protective equipment (PPE), and it should be used as a last resort or support to other control measures. Information and training should be integrated with all levels of control to explain how controls work.



1. Eliminate – if it is possible, the hazard should be removed completely. For example, get rid of dangerous machines.
2. Substitute – replace something that produces the hazard with something that does not produce a hazard. For example, replacing solvent-based paint with water-based paint. Risk assessment on the substitution must be conducted to ensure that it will not pose another hazard.
3. Engineering control – isolate a person from the hazard by creating a physical barrier or making changes to process, equipment or plant to reduce the hazard. For example, install ventilation systems.
4. Administrative control – change the way a person works by establishing policies and procedures to minimise the risks. For example, job scheduling to limit exposure and posting hazard signs.
5. Use personal protective equipment (PPE) – protect a person from the hazard by wearing PPE. For example, wearing gloves, safety glasses, hard hats and high-visibility clothing. PPE must be correctly fitted, used and maintained to provide protection.

**JSA – Action steps**

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|  | **Step No** |  |  | **Job step details** |  |  | **Potential hazards** |  |  | **Risk** |  |  | **How to control risks\*\*\*** |  |  | **Name of persons responsible for** |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | **rating\*\*** |  |  |  |  | **work** |  |
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| --- | --- | --- |
| **This job hazard analysis has been developed through consultation with our employees and has been read, understood and signed by all employees undertaking the works:** | | |
| **Print Names:** | **Signatures:** | **Dates:** |
|  |  |  |
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Appendix E: Assessor Script for Tool Box Meeting

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| **Topics to be covered** | **Specific advice to be provided to student’s script** |
| * + 1. Daily Work requirements | * + 1. Explain the tasks for each student and the sequence of assessment for everyone.     2. Briefing on task details as required by the Work Instruction. |
| * + 1. Project-specific details & site safety | * + 1. Brief on the construction task that is being conducted.     2. Operating techniques used to operate small plant and equipment.     3. Reminder of the SWMS and reading and signing it.     4. Check White card/CIC is held. |
| * + 1. Safety hazards & control strategies | * + 1. Hazards are detailed in the SWMS, site to be inspected for any other hazards on arrival at the site.     2. Control strategies to be discussed with the supervisor, agreed to and implemented. |
| * + 1. Mobile phone s& safety | * + 1. On duty worker is not to be in possession of a mobile phone. |
| * + 1. PPE/water /fatigue | * + 1. Hi-Viz vests to be worn.     2. Safety boots to worn.     3. Helmet to worn.     4. Safety glasses are optional.     5. A minimum of 3 litres of water per person is to carry.     6. Drink plenty of water to prevent fatigue. |
| * + 1. Weather conditions and impact on job | * + 1. The briefing will be dependent on the day due to the climate. |
| * + 1. Fitness for work/alcohol/drugs   /fatigue/illness | * + 1. It is your responsibility to maintain your personal fitness levels.     2. Company alcohol and drug policy is zero tolerance on the job.     3. As this job is of very short-term fatigue will be minimal.     4. Inform supervisor immediately if you feel ill at any time during work hours. |
| * + 1. Worker conduct and behaviour | * + 1. Clean presentable clothing to be worn.     2. Courtesy to all operators, and others always.     3. Do not become involved in any arguments or altercations. |
| * + 1. Incident & accident reporting | * + 1. As per company procedures.     2. All incident/accidents are to be verbally reported to your supervisor as soon as practicable. |
| * + 1. Risk assessments | * + 1. Risk assessments are to be completed for any identified hazard on site that is not covered by the SWMS. |
| * + 1. Emergency procedures to be followed in case   of fire/accident/emergency | * + 1. Australian legislation, codes and guidance materials.     2. Emergency warning systems installed in most buildings. |
| * + 1. Breaks/conveniences/medical facility/first aid   personnel | *Give no information on this subject*  *Students are to mark this as not given on their checklist and ask questions at the end of the briefing.* |
| * + 1. Select, and check for faults, equipment   and/or attachments for work activities | * + 1. Work activity to be carried out.     2. The basis for selecting the tool     3. General faults frequent in tools for work activity. |
| * + 1. Housekeeping activities | * + 1. Environmental management plan     2. Statutory and regulatory requirements |
| Additional items: | |