### Training Package
General Construction (BCG03)

### Title
Use carpentry tools and equipment

### Unit code
BCGCA2002B

### Unit Descriptor
This unit specifies the competency required to safely select and use carpentry tools and equipment. The unit includes hand tools, power tools, pneumatic tools, plant and equipment.

### HSC Indicative Hours
15

### Evidence Guide
The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria, the Range Statement, and the Assessment Guidelines of the Training Package.

<table>
<thead>
<tr>
<th>Specific knowledge required to achieve the performance criteria</th>
<th>Relationship to other units</th>
<th>Specific resource requirements for this unit</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
</table>
| A knowledge of:  
- workplace and equipment safety requirements  
- quality requirements  
- general construction terminology  
- plant, tools and equipment types, characteristics, uses and limitations  
- carpentry tool use techniques  
- carpentry materials  
- processes for the calculation of material requirements  
- Material Safety Data Sheets  
- plans, drawings and specifications  
- materials handling, storage and environmentally friendly waste management  
- relevant acts, regulations and codes of practice  
- tools and equipment safety manuals and instructions  
- JSA's/Safe work method statement. | Pre-requisite units are:  
- BCGCM1001B Follow OH&S policies and procedures.  
Competency in this unit may be assessed in conjunction with other functional units which together form part of the holistic work role. | The following resources should be made available:  
- workplace location or simulated workplace  
- materials relevant to using carpentry tools and equipment  
- hand and power tools, plant and equipment  
- realistic activities covering the mandatory task requirements  
- specifications and work instructions. | Key Terms and Concepts  
- barricades  
- carpentry  
- carpentry materials  
- clean up  
- clean, maintain and store carpentry tools and equipment  
- communication  
- environmental protection  
- features, purpose and working knowledge of carpentry tools and equipment  
- grinding/sharpening tools  
- hand, power and pneumatic tools  
- identify and rectify/report faults  
- identification, selection and use of plant and equipment  
- Material Safety Data Sheets (MSDS)  
- occupational health and safety (OHS)  
- personal protective equipment (PPE) |
<table>
<thead>
<tr>
<th>Context of assessment</th>
<th>Critical aspects of evidence required to demonstrate competency in this unit</th>
<th>Methods of assessment</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
</table>
| The application of competency is to be assessed in the workplace or realistically simulated construction site. Assessment is to occur using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory requirements including specified Australian Standards. | Location, interpretation and application of relevant information, standards and specifications. Compliance with site safety plan and OH&S legislation/regulations/codes of practice applicable to workplace operations. Compliance with organisational policies and procedures including quality requirements. Safe and effective operational use of tools, plant and equipment. Communication and working effectively and safely with others. Identification and selection of hand tools for given tasks. Safe use and maintenance of a minimum of rules, tapes, squares, hammer, hand saw, hand plane and chisels for given tasks. Identification of power and pneumatic tools for a given task. Safe use and maintenance of a minimum of power saw, electric plane, impact power drill, nail gun and compressor for given tasks. Maintenance including grinding and sharpening of a hand plane, chisel, a hand saw and one non tungsten tip power saw blade. | Assessment must satisfy the endorsed assessment guidelines of the Building and Construction industry's General Construction Training Package. Assessment methods must confirm consistency and accuracy of performance together with application of underpinning knowledge. Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies. Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge. Assessment may be applied under project related conditions (real or simulated) and require evidence of process. Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances. Assessment may be in conjunction with assessment of other units of competency, including those listed above. | • plan and prepare  
• pre-operational checks  
• project/site safety plan  
• quality assurance  
• safe work practices  
• safety/lockout tagging  
• signage  
• waste management  
• work instructions. |
Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes that are learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are to be applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:
Level 1 – relates to working effectively within set conditions and processes;
Level 2 – relates to the management or facilitation of conditions and processes; and
Level 3 – relates to the design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? **The candidate will need to:**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Level</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect, analyse and organise information</td>
<td>Level 1</td>
<td>Collect, organise, interpret and understand the information required for using carpentry tools and equipment, including work instructions, plans/sketches/diagrams, safety instructions, signage, labels, quality procedures, manufacturer's instructions, material safety data sheets and equipment instructions</td>
</tr>
<tr>
<td>Communicate ideas and information</td>
<td>Level 1</td>
<td>Communicate ideas and information orally and in writing, in simple English to enable confirmation of work requirements, passage of information and requests to other workers during operations and the reporting and recording of work outcomes</td>
</tr>
<tr>
<td>Plan and organise activities</td>
<td>Level 1</td>
<td>Conduct activities associated with using carpentry tools and equipment, including the co-ordination and use of equipment, materials and tools to avoid backtracking and rework</td>
</tr>
<tr>
<td>Work with others and in a team</td>
<td>Level 1</td>
<td>Work with others and in a team by recognising dependencies and using co-operative approaches to optimise satisfaction and productivity</td>
</tr>
<tr>
<td>Solve problems</td>
<td>Level 1</td>
<td>Establish safe and effective work processes which anticipate likely problems and blockages and systematically work around these to avoid or minimise reworking and avoid wastage</td>
</tr>
<tr>
<td>Use mathematical ideas and techniques</td>
<td>Level 1</td>
<td>Use mathematical ideas and techniques to correctly calculate time to complete tasks, estimate measurements, distances and levels, calculate material requirements and establish quality checks</td>
</tr>
<tr>
<td>Use technology</td>
<td>Level 1</td>
<td>Use mathematical ideas and techniques to correctly calculate time to complete tasks, estimate measurements, distances and levels, calculate material requirements and establish quality check</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
<td>Range Statement</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
<td>-----------------</td>
</tr>
</tbody>
</table>
| 1 Plan and prepare | 1.1 Work instructions and operational details are obtained, confirmed and applied | The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables relate to this particular unit:  
**Unit scope**  
- Planning and preparation *is to include* but not be limited to worksite inspection, equipment defect identification, assessment of conditions and hazards and determination of work requirements  
**Quality Requirements**  
- Quality requirements *are to include* but not be limited to relevant regulations including Australian Standards, internal company quality policy and standards, workplace operations and procedures and manufacturers specifications where specified  
**Communications**  
- Communications *are to include* but not limited to verbal and visual instructions and fault reporting and *may include* mobile phone, site specific instructions, written instructions, plans or instructions related to job/task, two way radio and hand signals  
- On site meeting processes *may include* notification/scheduling (time, place, purpose), task discussions and local coordination of procedural and operational issues  
**Information**  
- Information sources *may include* but not be limited to verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, material safety data sheets (MSDS), diagrams or sketches  
- safe work procedures related to using carpentry tools and equipment  
- regulatory/legislative requirements pertaining | Learning experiences for the HSC must address:  
A range of sources for work instructions including:  
- work schedules  
- job sheet/plans/specifications  
- organisation/company bulletins/memos  
- Material Safety Data Sheets (MSDS)  
- diagrams/sketches/maps  
- job safety analysis (JSA)/safe work method statements  
- regulations/legislation  
- manufacturer/organisation/site guidelines, policies and procedures  
- Australian Standards.  
An awareness of various modes of communication to receive work instructions including:  
- verbal  
  - face-to-face (supervisor to employee)  
  - telephone/mobile phone  
  - two-way radio  
  - on-site meetings  
- written communication  
  - work plans  
  - memos/messages  
  - job descriptions/statements  
  - workplace forms  
  - rosters  
  - facsimile  
  - email  
  - intranet  
- non-verbal  
  - gestures  
  - signals  
  - signage  
  - diagrams.  
Planning and preparation for a range of carpentry projects.  
A basic overview of the role of employees in quality assurance.
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
<th>Range Statement</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
</table>
| 1.2     | Safety requirements are followed in accordance with safety plans and policies | **Safety (OH&S)**  
- OH&S requirements are to be in accordance with legislation/regulations/codes of practice, organisational safety policies and procedures and project safety plan. This may include protective clothing and equipment, use of tools and equipment, workplace environment and safety, handling of materials, use of fire fighting equipment, organisational first aid, hazard control and hazardous materials and substances  
- Personal protective equipment is to include that prescribed under legislation/regulation/codes of practice and workplace policies and practices  
- Safe operating procedures are to include but not be limited to the conduct of operational risk assessment and treatments associated with power cables (including overhead service trays, cables and conduits), lighting, earth leakage boxes, trip hazards, working with dangerous materials, working in confined spaces, surrounding structures, restricted access barriers, working at heights, traffic control, working at heights, working in proximity to others, worksite visitors and the public  
- Emergency procedures related to equipment operation are to include but may not be limited to emergency shutdown and stopping, extinguishing fires, organisational first aid requirements and evacuation  
**Statutory/Regulatory Authorities**  
- Statutory/regulatory authorities may include | **Learning experiences for the HSC must address:**  
A basic awareness of occupational health and safety (OHS) regulations and legislation relevant to the construction industry.  
An awareness of project/site safety plan.  
An awareness of safe work practices including:  
- OHS induction training (general, work activity and site-specific)  
- selection, use and maintenance of personal protective equipment (PPE)  
- access to appropriate communication devices  
- selection of appropriate tools for the task  
- correct use, maintenance and storage of tools, equipment and machinery  
- correct handling, application, transport and storage of hazardous and non-hazardous materials  
- safe posture (sitting, standing, bending, twisting and lifting)  
- correct manual handling (lifting and transferring)  
- correct selection and use of fire fighting equipment  
  - fire blanket  
  - fire extinguisher/s  
  - fire hydrant and hose  
- hazard identification and risk control  
- basic first aid training and access to first aid kits  
- access to sufficient drinking water  
- procedures to follow in the event of an emergency  
- effective communication and teamwork  
- adherence to work instructions and organisation/
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
<th>Range Statement</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Federal, State and Local Authorities administering the applicable acts, regulations and codes of practice</td>
<td>company policy and standard operating procedures.</td>
</tr>
</tbody>
</table>
| 1.3     | Signage/barricade requirements are identified and implemented | **Communications**  
- Communications **are to include** but not limited to verbal and visual instructions and fault reporting and **may include** mobile phone, site specific instructions, written instructions, plans or instructions related to job/task, two way radio and hand signals | **Learning experiences for the HSC must address:**  
Standard signage and barricades common to the general construction industry as well as specific to carpentry projects:  
- legislative requirements  
- meaning of colour and shape  
- appropriate placement and positioning. |
| 1.4     | Plant, tools and equipment selected to carry out tasks are consistent with the requirements of the job, checked for serviceability and any faults are rectified or reported prior to commencement | **Unit scope**  
- Hand tools **are to include** but not be limited to setting out, marking out and levelling tools, cutting, planing, boring, shaping, fixing, fastening and percussion tools and holding tools  
- Power and pneumatic tools (portable and static) **are to include** but not be limited to electrical and pneumatic operated tools, leads and hoses and **may include** gas driven tools  
- Plant and equipment **are to include** but not be limited to generator, compressor, pneumatic driven, 240v power supplied, hand held or small single person operated equipment  
**Communications**  
- Communications **are to include** but not limited to verbal and visual instructions and fault reporting and **may include** mobile phone, site specific instructions, written instructions, plans or instructions related to job/task, two way radio and hand signals | **Learning experiences for the HSC must address:**  
General features, purpose, maintenance and working knowledge of a range of carpentry tools and equipment.  
Procedures and documentation for identifying faulty tools and equipment including:  
- malfunctions  
- worn, broken or missing components  
- broken or missing safety guards.  
An awareness of the signs of poor performance and inefficiency including:  
- noise  
- quality of end product  
- appearance  
- vibration  
- rough running  
- failure to start  
- presence of smoke and odours  
- consumption of fuel and other consumables  
- blockages  
- amount of maintenance required  
- time taken to complete the job.  
The importance of acting within level of authority in terms of:  
- taking initiative  
- problem-solving  
- decision-making. |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
<th>Range Statement</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
</table>
| 1.5     | Material quantity requirements are calculated in accordance with plans and/or specifications | Environmental Requirements  
- Environmental requirements are to include but are not limited to waste management, noise, dust, vibration and clean-up management  
- Materials are to include but not be limited to timber, reconstituted timber products and may include bricks and concrete masonry units, joinery units, structural steel sections/components, concrete components, reinforcement materials, scaffolding components, metal sheeting, insulation, glass, paints and sealants, plaster or fibre cement sheeting  
- Safety (OH&S)  
  - OH&S requirements are to be in accordance with legislation/regulations/codes of practice, organisational safety policies and procedures and project safety plan. This may include protective clothing and equipment, use of tools and equipment, workplace environment and safety, handling of materials, use of fire fighting equipment, organisational first aid, hazard control and hazardous materials and recording calculations. | Personnel to whom problems should be reported:  
- supervisor/manager  
- supplier/manufacturer.  
Reporting of serious faults including:  
- verbal notification to appropriate personnel  
- recorded on job card/maintenance log  
- safety/lockout tagging where appropriate.  
Reasons for safety/lockout tagging including:  
- ease of identification  
- evidence of serviceability  
- preventing use until repaired.  
Solutions to a range of potential faults. |
|          | Learning experiences for the HSC must address:  
- A working knowledge of the following to enable the calculation of quantities for carpentry projects:  
  - measuring tools  
  - appropriate units of measurement  
  - scale drawings  
  - stock sizes  
  - materials lists  
  - mathematical concepts and formulae  
  - tolerances  
  - waste minimisation  
  - working with geometric and irregular shapes.  
Measurements, calculations and determination of material quantities for a range of projects of varying complexity.  
An awareness of the consequences of incorrect measurements and calculations for the:  
- client  
- organisation/company  
- environment.  
Recording calculations. |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
<th>Range Statement</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
</table>
| 1.6     | Materials appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use | substances | **Learning experiences for the HSC must address:**  
Correct handling, application, transport and storage of hazardous and non-hazardous materials used in carpentry projects.  
An awareness of information provided in Material Safety Data Sheets (MSDS):  
- manufacturer's/supplier's details  
- physical description and properties  
- identification of substance  
- use  
- ingredients  
- health hazard information  
- first aid  
- precautions for use  
- safe handling information  
- control point.  
How and where to obtain required MSDS. |
| 1.7     | Environmental protection requirements are identified for the project in accordance with environmental plans and regulatory obligations and applied | Environmental Requirements  
- Environmental requirements **are to include** but are not limited to waste management, noise, dust, vibration and clean-up management  
**Statutory/Regulatory Authorities**  
- Statutory/regulated authorities **may include** Federal, State and Local Authorities administering the applicable acts, regulations and codes of practice | **Learning experiences for the HSC must address:**  
Environmental hazards/threats including:  
- chemical/gas spillage/leakage  
- faulty tools, equipment and machinery  
- flood  
- fire  
- wildlife habitat destruction  
- discharge into waterways  
- pollution  
- soil erosion.  
Consequences of poor environmental planning for the following:  
- waterways  
- wildlife habitats  
- neighbouring properties  
- roads and amenities.  
An awareness of project environment management plan. |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
<th>Range Statement</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
</table>
| 2       | Identify and select hand, power and pneumatic tools | Hand, power and pneumatic tools, their functions, operations and limitations are identified and selected | Strategic minimisation of potential negative environmental impacts including:  
- Environmental hazard identification and risk minimisation and reporting  
- Minimisation strategies  
  - Regular maintenance of machinery and equipment  
  - Use of biodegradable/non-toxic materials  
  - Silt control  
  - Habitat protection  
- Re-vegetation and stabilisation  
- Waste minimisation  
  - Accurate measurements and calculations  
  - Recycling  
  - Using recyclable products  
  - Resource efficiency  
- Improvement strategies  
- Environmental monitoring  
- Emergency procedures.  
  
A basic awareness of the roles and responsibilities of the  
- NSW Department of Environment and Conservation [incorporating Environment Protection Authority (EPA)]  
- Local council/government. |

**Unit scope**  
Planning and preparation is to include but not be limited to worksite inspection, equipment defect identification, assessment of conditions and hazards and determination of work requirements  
Hand tools are to include but not be limited to setting out, marking out and levelling tools, cutting, planing, boring, shaping, fixing, fastening and percussion tools and holding tools  

**Safety (OH&S)**  
OH&S requirements are to be in accordance with legislation/regulations/codes of practice, organisational safety policies and procedures and project safety plan. This may include  

**Learning experiences for the HSC must address:**  
Understanding of the difference between hand, power and pneumatic tools.  
Knowledge of the use of hand, power and pneumatic tools in carpentry including:  
- Building frames  
- Fitting doors and windows  
- Fixing of internal surfaces  
- Panelling.  
A basic knowledge of a range of hand, power and pneumatic tools including:  
- Name  
- Characteristics  
- Use
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
<th>Range Statement</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
</table>
|         | protective clothing and equipment, use of tools and equipment, workplace environment and safety, handling of materials, use of fire fighting equipment, organisational first aid, hazard control and hazardous materials and substances | • Safe operating procedures are to include but not be limited to the conduct of operational risk assessment and treatments associated with power cables (including overhead service trays, cables and conduits), lighting, earth leakage boxes, trip hazards, working with dangerous materials, working in confined spaces, surrounding structures, restricted access barriers, working at heights, traffic control, working at heights, working in proximity to others, worksite visitors and the public | • limitations  
• hazard controls  
• maintenance.  
Hand tools including:  
• rules  
• tapes  
• squares  
• hammer  
• hand saw  
• hand plane  
• chisels.  
Power and pneumatic tools including:  
• power saw  
• electric plane  
• impact power drill  
• nail gun  
• compressor.  
Considerations for the selection of hand, power and pneumatic tools including:  
• skills/training  
• licensing requirements  
• time  
• cost  
• OHS requirements  
  - job safety analysis (JSA)/safe work method statement  
  - risk assessment  
• appropriateness for purpose. |
| 2.2     | OH&S requirements for using hand, power and pneumatic tools are recognized and adhered to | Learning experiences for the HSC must address:  
Importance of safe work practices for the operation of hand, power and pneumatic tools.  
A range of PPE for the use of hand, power and pneumatic tools including:  
• footwear  
• head protection  
• hearing protection  
• gloves  
• masks/ respirators |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
<th>Range Statement</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3</td>
<td>Lubricants, hydraulic fluid and water are checked according to manufacturers recommendations</td>
<td>Learning experiences for the HSC must address: Pre-operational checks including: - safety - consumables - adjustment/alignment for job task.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Use tools</td>
<td>Learning experiences for the HSC must address: Hazards associated with the use of: - electricity - compressed air.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.1 Hand tools used are appropriate to the task, the materials and are in accordance with OH&amp;S requirements</td>
<td>Unit scope - Hand tools are to include but not be limited to setting out, marking out and levelling tools, cutting, planing, boring, shaping, fixing, fastening and percussion tools and holding tools - Power and pneumatic tools (portable and static) are to include but not be limited to electrical and pneumatic operated tools, leads and hoses and may include gas driven tools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2 Power and pneumatic tools are safely and effectively used in accordance with manufacturers recommendations and State or Territory OH&amp;S requirements</td>
<td>Materials - Materials are to include but not limited to timber, reconstituted timber products and may include bricks and concrete masonry units, joinery units, structural steel sections/ components, concrete components, reinforcement materials, scaffolding components, metal sheeting, insulation, glass, paints and sealants, plaster or fibre cement sheeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Safety (OH&amp;S) - OH&amp;S requirements are to be in accordance with legislation/regulations/codes of practice, organisational safety policies and procedures and project safety plan. This may include protective clothing and equipment, use of tools and equipment, workplace environment and safety, handling of materials, use of fire fighting equipment, organisational first aid, hazard control and hazardous materials and</td>
<td></td>
</tr>
</tbody>
</table>

Acknowledgement of the importance of securing work pieces when working with power/pneumatic tools.
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
<th>Range Statement</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
</table>
| 3.3     | Tools are sharpened and maintained | Substances | Learning experiences for the HSC must address: Procedures for grinding/sharpening a range of tools including:  
- hand plane  
- chisel  
- hand saw  
- non tungsten tip power saw blade. |
| 4.1     | Plant and equipment are selected and used consistent with OH&S requirements and the needs of the job | Unit scope  
- Plant and equipment are to include but not be limited to generator, compressor, pneumatic driven, 240v power supplied, hand held or small single person operated equipment  
Safety (OH&S)  
- OH&S requirements are to be in accordance with legislation/regulations/codes of practice, organisational safety policies and procedures and project safety plan. This may include protective clothing and equipment, use of tools and equipment, workplace environment and safety, handling of materials, use of fire fighting equipment, organisational first aid, hazard control and hazardous materials and substances  
- Safe operating procedures are to include but not be limited to the conduct of operational risk assessment and treatments associated with power cables (including overhead service trays, cables and conduits), lighting, earth leakage boxes, trip hazards, working with dangerous materials, working in confined spaces, surrounding structures, restricted access barriers, working at heights, traffic control, working at heights, working in proximity to others, worksite visitors and the public | Learning experiences for the HSC must address:  
A basic knowledge of a range of plant and equipment including:  
- name  
- characteristics  
- use  
- limitations  
- hazard controls  
- maintenance. |
| 4.2     | Lubricants, hydraulic fluid and water are checked according to manufacturers recommendations |  | Considerations for the selection of plant and equipment including:  
- skills/training  
- licensing requirements  
- time  
- cost  
- OHS requirements  
- job safety analysis (JSA)/safe work method statement  
- risk assessment  
- emergency procedures  
- environmental factors  
- confined space  
- noise restrictions  
- pollution. |

Draft Construction Curriculum Framework May 2004 BCGCA2002B Use carpentry tools and equipment 243
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
<th>Range Statement</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
</table>
| 4.3     | Plant and equipment are maintained in accordance with manufacturers recommendations and standard work practices | **Unit scope**  
- Plant and equipment **are to include** but not be limited to generator, compressor, pneumatic driven, 240v power supplied, hand held or small single person operated equipment | **Learning experiences for the HSC must address:**  
- Security of plant and equipment including  
  - guards  
  - lock up procedures  
  - protective covers. |
| 5       | Clean up             | **Statutory/Regulatory Authorities**  
- Statutory/regulatory authorities **may include** Federal, State and Local Authorities administering the applicable acts, regulations and codes of practice | **Learning experiences for the HSC must address:**  
- An awareness of procedures for minimisation of impact on the environment including:  
  - replacing disturbed or removed soil  
  - removal and disposal of non-reusable materials in a responsible manner  
    - work materials  
    - plant debris and other organic matter  
    - chemicals  
  - safe storage of reusable materials in accordance with company policy  
  - containment of loose materials on site (such as mud, dust, litter and waste material).  
- Environmental requirements for dealing with waste including:  
  - recycling  
    - paper-based products  
    - plastic  
    - worn components  
    - metal components  
    - construction materials  
    - building components  
  - approved disposal of  
    - hazardous material  
    - non-hazardous material. |
| 5.1     | Work area is cleared and materials disposed of, reused or recycled in accordance with legislation/regulations/codes of practice and job specification | **Materials**  
- Materials **are to include** but not be limited to timber, reconstituted timber products and **may include** bricks and concrete masonry units, joinery units, structural steel sections/components, concrete components, reinforcement materials, scaffolding components, metal sheeting, insulation, glass, paints and sealants, plaster or fibre cement sheeting  
- **Environmental Requirements**  
  - Environmental requirements **are to include** but are not limited to waste management, noise, dust, vibration and clean-up management  
- **Unit scope**  
  - Hand tools **are to include** but not be limited to setting out, marking out and levelling tools, cutting, planing, boring, shaping, fixing, fastening and percussion tools and holding tools  
  - **Power and pneumatic tools (portable and static) are to include** but not be limited to electrical and pneumatic operated tools, leads and hoses and **may include** gas driven tools  
  - Plant and equipment **are to include** but not be limited to generator, compressor, pneumatic driven, 240v power supplied, hand held or small single person operated equipment | **Learning experiences for the HSC must address:**  
- Clean-up procedures with due consideration to the environment and OHS.  
- A range of cleaning techniques including:  
  - wiping  
  - washing  
  - brushing |
| 5.2     | Plant, tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturers' recommendations and standard work practices | **Statutory/Regulatory Authorities**  
- Statutory/regulatory authorities **may include** Federal, State and Local Authorities administering the applicable acts, regulations and codes of practice  
- **Materials**  
  - Materials **are to include** but not be limited to timber, reconstituted timber products and **may include** bricks and concrete masonry units, joinery units, structural steel sections/components, concrete components, reinforcement materials, scaffolding components, metal sheeting, insulation, glass, paints and sealants, plaster or fibre cement sheeting  
- **Environmental Requirements**  
  - Environmental requirements **are to include** but are not limited to waste management, noise, dust, vibration and clean-up management  
- **Unit scope**  
  - Hand tools **are to include** but not be limited to setting out, marking out and levelling tools, cutting, planing, boring, shaping, fixing, fastening and percussion tools and holding tools  
  - **Power and pneumatic tools (portable and static) are to include** but not be limited to electrical and pneumatic operated tools, leads and hoses and **may include** gas driven tools  
  - Plant and equipment **are to include** but not be limited to generator, compressor, pneumatic driven, 240v power supplied, hand held or small single person operated equipment | **Learning experiences for the HSC must address:**  
- Clean-up procedures with due consideration to the environment and OHS.  
- A range of cleaning techniques including:  
  - wiping  
  - washing  
  - brushing |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
<th>Range Statement</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>sweeping</td>
<td></td>
<td>• sweeping</td>
</tr>
<tr>
<td></td>
<td>scraping</td>
<td></td>
<td>• scraping</td>
</tr>
<tr>
<td></td>
<td>use of cleaning agents (chemicals, solvents and detergents).</td>
<td></td>
<td>• use of cleaning agents (chemicals, solvents and detergents).</td>
</tr>
<tr>
<td></td>
<td>Cleaning equipment including:</td>
<td></td>
<td>Cleaning equipment including:</td>
</tr>
<tr>
<td></td>
<td>high pressure water cleaner</td>
<td></td>
<td>• high pressure water cleaner</td>
</tr>
<tr>
<td></td>
<td>wet/dry vacuum</td>
<td></td>
<td>• wet/dry vacuum</td>
</tr>
<tr>
<td></td>
<td>brooms and brushes.</td>
<td></td>
<td>• brooms and brushes.</td>
</tr>
<tr>
<td></td>
<td>Plant, tools and equipment cleaning/maintenance requirements as necessary including:</td>
<td></td>
<td>Plant, tools and equipment cleaning/maintenance requirements as necessary including:</td>
</tr>
<tr>
<td></td>
<td>removal of dirt, dust, grease and oil</td>
<td></td>
<td>• removal of dirt, dust, grease and oil</td>
</tr>
<tr>
<td></td>
<td>sharpening</td>
<td></td>
<td>• sharpening</td>
</tr>
<tr>
<td></td>
<td>anti-rust treatments</td>
<td></td>
<td>• anti-rust treatments</td>
</tr>
<tr>
<td></td>
<td>repair and/or replacement of missing/damaged parts</td>
<td></td>
<td>• repair and/or replacement of missing/damaged parts</td>
</tr>
<tr>
<td></td>
<td>scheduled servicing</td>
<td></td>
<td>• scheduled servicing</td>
</tr>
<tr>
<td></td>
<td>refuel and top-up consumables.</td>
<td></td>
<td>• refuel and top-up consumables.</td>
</tr>
<tr>
<td></td>
<td>An awareness of issues relating to storage of plant, tools and equipment including:</td>
<td></td>
<td>An awareness of issues relating to storage of plant, tools and equipment including:</td>
</tr>
<tr>
<td></td>
<td>climatic effects</td>
<td></td>
<td>• climatic effects</td>
</tr>
<tr>
<td></td>
<td>OHS considerations</td>
<td></td>
<td>• OHS considerations</td>
</tr>
<tr>
<td></td>
<td>stability</td>
<td></td>
<td>• stability</td>
</tr>
<tr>
<td></td>
<td>security</td>
<td></td>
<td>• security</td>
</tr>
<tr>
<td></td>
<td>ease of access.</td>
<td></td>
<td>• ease of access.</td>
</tr>
</tbody>
</table>

Draft Construction Curriculum Framework May 2004 BCGCA2002B Use carpentry tools and equipment 245