CSTC

# ASSESSMENT WORKBOOK

## Copyright



## Version Control & Document History

| Date | Summary of Modifications | Version |
|---|---|---|
| 9 February 2021 | Version 1.0 released for publishing | 1.0 |

# Table of Contents

## Introduction

The assessments in this workbook are divided into three categories: Knowledge Assessment and Practical Assessment.

The **Knowledge Assessment** is a set of general and workplace questions testing your knowledge and understanding of the general theory behind the unit.

**You must answer all Knowledge Assessment Questions using your own words.** However, you may refer to your Learner Guide and other relevant resources and learning materials to complete this assessment.

Some questions cover processes you would likely encounter in a workplace. Ideally, you should be able to answer these questions based on the processes that are currently in place in your workplace. However, if you do not currently have access to a workplace, then answer the questions based on processes that should be implemented in a typical workplace setting.

The **Practical Assessment** is made up of the **Practical Assignment, Workplace Assessment, and Practical Oral Assessment.** This assessment tests your practical skills with respect to the requirements of the unit of competency relevant in this workbook.

The Practical Assessment requires you to complete and submit workplace documents and other documentation relevant to the unit of competency.

**The evidence you submit must be your own work except where due reference is made and where you are required to submit supplementary workplace documents such as policies and procedures.**

**When completing the assessments included in this workbook:**

1. Read the instructions provided in each task carefully before attempting to complete the task. The instructions will guide you on how to answer the question or complete the task satisfactorily.
2. Follow the steps provided in each task.
    - If the question instructs you to describe, provide a description as your response. If the question instructs you to list, provide a list as your response.
    - Where there is a number of required responses, provide the required number of responses. For example, if you are asked to list three responses, provide three responses.

3. Ensure that all your submissions for this assessment indicate your first and last name and that these submissions have been named according to the file naming convention prescribed in each task.

# Competency-Based Assessments

**Definition of Competency**

Assessment in this context can be defined as the fair, valid, reliable, and flexible gathering and recording of evidence to support the judgement on whether competency has been achieved. Skills and knowledge (developed in a structured learning situation, at work, or in some other context) are assessed against national standards of competence required by industry, rather than compared with the skills and knowledge of other candidates.

**The features of a competency-based assessment system are:**

- It is focused on what candidates can do and whether it meets the criteria specified by the industry as competency standards.
- Assessment should mirror the environment the candidate will encounter in the workplace.
- Assessment criteria should be clearly stated to the candidate at the beginning of the learning process.
- Assessment should be holistic. That is, it aims to assess as many elements and/or units of competency as is feasible at one time.
- In competency assessment, a candidate receives one of only two outcomes – 'competent' or 'not yet competent.'
- The basis of assessment is in applying knowledge for some purpose. In a competency system, knowledge for the sake of knowledge is seen to be ineffectual unless it assists a person in performing a task to the level required in the workplace.
- The emphasis in assessment is on assessable outcomes that are clearly stated for the trainer and candidate. Assessable outcomes are tied to the relevant industry competency standards where these exist. Where such competencies do not exist, the outcomes are based upon those identified in a training needs analysis.

## Assessing Nationally-Recognised Training

Developing and conducting assessment, in an Australian Vocational Education and Training (VET) context, is founded on the Principles of Assessment and the Rules of Evidence:

**Principles of Assessment**

1. **Assessment must be valid**
    - Assessment must include the full range of skills and knowledge needed to demonstrate competency.
    - Assessment must include the combination of knowledge and skills with their practical application.
    - Assessment, where possible, must include judgements based on evidence drawn from a number of occasions and across a number of contexts.
2. **Assessment must be reliable**
    - Assessment must be reliable and must be regularly reviewed to ensure that assessors are making decisions in a consistent manner.
    - Assessors must be trained in national competency standards for assessors to ensure reliability.
3. **Assessment must be flexible**
    - Assessment, where possible, must cover both the on- and off-the-job components of training within a course.
    - Assessment must provide for the recognition of knowledge, skills, and attitudes regardless of how they have been acquired.
    - Assessment must be made accessible to candidates through a variety of delivery modes, so they can proceed through modularised training packages to gain competencies.
    - Assessment must be mutually developed and agreed upon between assessor and the assessed.
    - Assessment must be able to be challenged. Appropriate mechanisms must be made for reassessment as a result of challenge.
4. **Assessment must be fair**
    - Assessment process must consider the individual needs of the candidate.

- Assessment must provide for reasonable adjustments, where appropriate, to consider the individual candidate's needs.

*(Source: Standards for RTOs 2015, Clauses 1.8 – 1.12)*

**Rules of Evidence**

When collecting evidence, certain rules apply to that evidence. All evidence must be valid, sufficient, authentic, and current:

1. **Valid**

   Evidence gathered should meet the requirements of the unit of competency. This evidence should match, or at least reflect, the type of performance that is to be assessed, whether it covers knowledge, skills, or attitudes.

2. **Sufficient**

   This rule relates to the amount of evidence gathered. Enough evidence must be gathered to satisfy the requirements that the candidate be competent in all aspects of the unit of competency.

3. **Authentic**

   When evidence is gathered, the assessor must be satisfied that evidence is the candidate's own work.

4. **Current**

   This relates to the recency of the evidence and whether the evidence relates to current abilities.

*(Source: Training in Australia by M Tovey, D Lawlor)*

## Dimensions of Competency

The national concept of competency includes all aspects of work performance and not only narrow task skills. The four dimensions of competency are:

1. Task skills
2. Task management skills

3. Contingency management skills
4. Job or role environment skills

# Reasonable Adjustment

'Reasonable adjustment' in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a candidate with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities or installing a particular type of software on a computer for a person with vision impairment.

**Why make a reasonable adjustment?**

We make reasonable adjustments in VET to make sure that candidates with a disability have:

- The same learning opportunities as candidates without a disability, and
- The same opportunity to perform and complete assessments as those without a disability.

**Reasonable adjustment applied to participation in teaching, learning, and assessment activities can include:**

- Customising resources and assessment activities within the training package or accredited course
- Modifying the presentation medium
- Learner support
- Use of assistive/adaptive technologies
- Making information accessible both before enrolment and during the course
- Monitoring the adjustments to ensure candidate needs continue to be met

**Assistive/Adaptive Technologies**

Assistive/Adaptive technology means 'software or hardware that has been specifically designed to assist people with disabilities in carrying out daily activities' (World Wide Web Consortium - W3C). It includes screen readers, magnifiers, voice recognition software, alternative keyboards, devices for grasping, visual alert systems, digital note-takers.

*(Adapted Reasonable Adjustment in teaching, learning and assessment for learners with a disability - November 2010 - Prepared by - Queensland VET Development Centre)*

**IMPORTANT:**

**Reasonable adjustment made for collecting candidate assessment evidence must not impact on the standard expected by the workplace, as expressed by the relevant unit(s) of competency. For example, if the assessment were gathering evidence of the candidate's competency in writing, allowing the candidate to complete the assessment verbally would not be a valid assessment method. The method of assessment used by any reasonable adjustment must still meet the competency requirements.**

## The Unit of Competency

The units of competency specify the standards of performance required in the workplace.

This assessment addresses the following unit of competency:

**CPCCBC4012 – Read and interpret plans and specifications (Release 1.0)**

1. Identify types of plans
2. Read and interpret the plan
3. Identify structural details
4. Identify non-structural details

**A complete copy of the above unit of competency can be downloaded from the TGA website:**

https://training.gov.au/Training/Details/CPCCBC4012

## The Context of Assessment

To complete the assessments in this workbook, students need to have access to their learning materials and the Internet. The Knowledge Assessment may be completed wholly at the candidate's home or chosen place of study. The Practical Assessment must be completed in a workplace or a simulated environment.

## Assessment Methods

This workbook uses the following assessment method/s:

1. **Knowledge Assessment**

   A set of general and workplace questions testing the candidate's general knowledge and understanding of the general theory behind the unit.

2. **Practical Assignment**

   A series of written practical tests assessing the candidate's practical knowledge and understanding of the unit of competency.

3. **Workplace Assessment**

   A set of tasks or activities completed according to set instructions and guidelines to meet the requirements of the relevant unit. These tasks and activities require you to have access to a workplace or a similar environment.

4. **Practical Oral Assessment**

   A series of oral assessment tasks testing the candidate's practical knowledge and understanding of the unit of competency. The candidate needs to provide their responses to these assessment tasks orally while being observed by the assessor. The assessor will then record important details from the candidate's oral response.

## Resources Required for Assessment

**The Training Organisation to provide/organise candidate with access to:**

- Assessor to supervise and observe candidate as they complete assessments, where required.
- Workplace, or a similar environment, where the candidate can complete the assessments, and that will allow them access to:
    - Building and construction project
    - Relevant construction personnel whom the candidate will be meeting with in the planning phase of the building and construction project.
    - Relevant construction personnel whom the candidate will be confirming the currency of plans, specifications and amendments with.
    - Relevant construction personnel whom the candidate will be verifying details on the construction plans and specifications with.
    - Construction plans
    - Construction specifications
    - Detail drawings
    - Organisational policies and procedures relevant to the supervising of construction works
    - Workplace safety requirements relevant to safe design in planning building and construction
    - Workplace's processes for preparing building construction plans
    - Documentation templates, including:
        - Meeting minutes template
        - Construction Plan Details Verification Checklist
        - Material Quantity Takeoff Form
    - Means to record any comments or issues found while supervising construction works (e.g. pen and paper)

- Relevant government building and construction and contract legislation
- Current building and construction codes and standards
- The National Construction Code (NCC)
- Computers, applications and software to access CAD.

**The candidate will need access to:**

- Computer with Internet, email access, and a working web browser
- Installed software: MS Word, Adobe Acrobat Reader

# Assessment Workbook Cover Sheet

**To the candidate:** Print this cover sheet and complete it by filling in all the required information and signing in the space provided. Your signature must be handwritten. Scan the completed cover sheet and submit it along with your evidence submissions. Use the filename: **CPCCBC4012 Cover Sheet**

| | |
|---|---|
| Workbook | CPCCBC4012 |
| Title | Read and interpret plans and specifications (Release 1.0) |
| First and Last Name | Noreen Abu-Obeid |
| Phone | 0415818248 |
| Email | nabuobeid@gmail.com |

**Please read the Candidate Declaration below and if you agree to the terms of the declaration, sign and indicate the date in the spaces provided.**

**By submitting this work, I declare that:**

- I have been advised of the assessment requirements, have been made aware of my rights and responsibilities as an assessment candidate, and choose to be assessed at this time.
- I am aware that there is a limit to the number of submissions that I can make for each assessment, and I am submitting all documents required to complete this Assessment Workbook.
- I have organised and named the files I am submitting according to the instructions provided. I am aware that my assessor will not assess work that cannot be identified and may request the work be resubmitted according to the correct process.
- This work is my own and contains no material written by another person except where due reference is made. I am aware that a false declaration may lead to the withdrawal of qualification or statement of attainment.
- I am aware that there is a policy of checking the validity of qualifications that I submit as evidence as well as the qualifications/evidence of parties who verify my performance or observable skills. I give my consent to contact these parties for verification purposes.

| **Name:** Noreen Abu-Obeid | **Signature:**  | **Date signed:** 7/11/2022 |
|---|---|---|

## Knowledge Assessment

1. Answer the following questions about concept drawing/sketches.

| | |
|---|---|
| i. | What is the significance of concept drawing/sketches?<br><br>This is a free hand drawing that allows you to visualize the building features easily, while portraying your ideas on the building project. |
| ii. | What are sketch plans?<br><br>These are scaled drawings or sketch plans which will provide a more realistic picture of what you drew/sketched earlier and present a more detailed plan of what your building components look like. |
| iii. | How do you create presentation drawings?<br><br>Presentation drawings are created using CAD revealing the features such as elevations, sections, and landscaping. This usually captures the feel of the building. |

2. Answer the following questions about architectural plans.

| | |
|---|---|
| i. | What is an architectural plan?<br><br>These are drawings that capture details on the architectural features such as floor plan, site plans, elevations, sections windows, doors and details view of elements that form part of the building project. |
| ii. | List down four details contained in an architectural plan.<br><br>a. Architectural floor plan<br>b. Site plan<br>c. Elevations<br>d. Section |

3. Answer the following questions about structural plans.

i. What is a structural plan?

These are drawings that include structural aspects of a building lincluding load-bearing elements

ii. How is a structural plan different from an architectural plan?

Structural plans are concerned with structure of the building that make it strong and stable building; while architectural plans are more aesthetic, function and feel of the building

iii. List four details that can be found in a structural plan.

a. Structural floor plan
b. Foundation plan
c. Connection details
d. Elevations

4. Answer the following questions about civil plans.

| | |
|---|---|
| i. | What is a civil plan?<br>These are drawings provided to Civil engineers and show the construction site features and how they come together during the construction phase |
| ii. | List two details contained in a civil plan that can be found in an architectural plan.<br>a. Landscape contours<br>b. Reduced level |
| iii. | List two details contained in a civil plan that can be found in a structural plan.<br>a. Beams<br>b. Footings |

5. Answer the following questions about mechanical plans.

| | |
|---|---|
| i. | What is a mechanical plan?<br>These are drawings that have specifications related to mechanical equipment eg heating, cooling, ventilation |

ii. List down two types of equipment included in a mechanical plan.

a. Air conditions

b. ventilators

iii. List down three details that are included in a mechanical plan.

a. Ducting – size, type and layout

b. HVAC layout

c. Heat-loss and heat-gain calculations

6. Answer the following questions about electrical plans.

i. What is an electrical plan?

These are drawings that involve the electrical systems/circuits in a building eg) power, lighting

ii. List down three details contained in an electrical plan.

a. Wiring layout for power

b. Wiring layout for lighting

c. Locations of panels and switches

7. Answer the following questions about plumbing and drainage plans.

i. What is a plumbing and drainage plan?

These are drawings that represents elements related to the plumbing and drainage systems including pipes, fixtures, sanitary ware

ii. What is the purpose of a plumbing and drainage plan?

They are used as a guide to installation of water supply and drainage eg) pipes, fixtures, valves, sanitaryware

iii. What are the two primary concerns addressed by a plumbing and drainage plan?

a. Water supply system

b. Drainage system

| | |
|---|---|
| iv. | List down two details contained in a plumbing and drainage plan that are related to water supply system.<br>a. Size of water pipes<br>b. Layout of water pipes |
| v. | List down two details contained in a plumbing and drainage plan that are related to drainage system.<br>a. Septic tank layout<br>b. Sanitary fixtures layout |

8. Answer the following questions about parts of a plan.

i. What is a site plan?

This is a drawing of the entire property showing all elements in the construction of the building project and the scope of works involved in the entire project.

ii. List five key features of a site plan.

a. Block number of the land
b. Boundary of the block of land
c. Road identification
d. Proposed building outline and location
e. Finished floor levels

iii. What is a floor plan?

This is graphical representation of a building looking at it from the top view, showing the arrangement of the building and spaces eg) walls, windows, doors, rooms

iv. What information can be acquired from a floor plan? List five.

a. Furniture arrangement
b. Location of Appliances
c. Wall layout
d. Doors and windows dimensions

| | |
|---|---|
| | e. Stairs dimensions |
| v. | What are two key differences between elevation view and section view?<br>a. Elevations show the vertical projection of the building as seen on the outside; while sections show you what the interior of a structure looks like through an imaginary vertical cutting plane<br>b. In elevations you can analyse the relationships of components found on the building exterior; while sections show you the relationships the interior elements of the building. |
| vi. | List three types of information that can be found in an elevation view.<br>a. Wall finish<br>b. Floor to ceiling height<br>c. Roof height |
| vii. | List three types of information that can be found in a section view.<br>a. Floor to ceiling height<br>b. Door and window dimensions<br>c. Fixture dimensions |
| viii. | What is the purpose of detail views?<br>The purpose is to look deeper into a component of a building in minute details and to understand how the scope of works is to be done accurately and properly. |

9. Answer the following questions about datum and reduced levels (RL).

| | |
|---|---|
| i. | What is the purpose of a datum in construction?<br>The purpose of the datum is to be able to use a reference point for all vertical measurements in a construction and building project |
| ii. | List two ways of how datum can be established in construction drawings.<br>a. By setting the datum at ground floor of the building and will be considered as 0.0 meters elevation<br>b. By setting the datum at a location outside the project site |
| iii. | What are reduced levels (RL)?<br>The vertical measurements made, based on the datum are known as reduced levels |
| iv. | List two ways of establishing reduced levels in construction drawings.<br>a. Above or below a reference point and using positive and negative symbols to demonstrate this reduced level<br>b. Just stating whether the reduced level is above or below the refernce point eg) 1 metre above RL 2.5 meters |

10. Answer the following questions about title blocks.

| | |
|---|---|
| i. | What is a title block?<br>This is a block on the drawing that gives you the general information about the drawing and the specific information about the drawing sheet or page. |
| ii. | Where is a title block usually located?<br>It is normally located at the bottom Right hand side of the drawing sheet |
| iii. | List five types of information that can be obtained from the title block.<br>a. Project title<br>b. Project site address<br>c. Date of publication<br>d. Scale<br>e. Name of draftsman |

11. Answer the following questions about scale and dimension drawing conventions.

i. What are scale drawings used for?

These are used to show the real-life building components and its size based on a scaled ratio.

ii. Describe each ratio of standard scale ranges below.

| Ratio | Description |
|---|---|
| i. 1:100 | For one unit of the drawing, the real size of the object is 100 times bigger |
| ii. 1:2 | For one unit of the drawing, the real size of the object is two times bigger |
| iii. 1:1000 | For one unit of the drawing, the real size of the object is 1000 times bigger |
| iv. 1:50 | For one unit of the drawing, the real size of the object is 50 times bigger |

iii. What is the importance of dimensions in construction drawings?

The importance is that it defines the entire size of the object eg0 height, width, length, thickness

| | |
|---|---|
| iv. | What system of measurement is used for dimensions in Australian construction drawings?<br>Metric system |
| v. | List three ways of how dimensions can be displayed in construction drawings.<br>a. Using decimal points<br>b. Using commas<br>c. Using slash / dimension terminators |

12. Listed below are the different types of plans. Identify the corresponding terminologies used and the equivalent abbreviation for the type of plan indicated.

| Type of Plan | Building and construction terminology | Abbreviation |
|---|---|---|
| a. Architectural | Downpipe | DP |
| | Plasterboard | PB |
| b. Structural | Wall tie | WT |
| | Universal beam | UV |
| a. Mechanical | Air condition unit | ACU |
| | Access panel | A/P |

| | | |
|---|---|---|
| b. Electrical | General power outlet | GPO |
| | Main switch board | MSB |
| c. Plumbing and drainage | Water closet | WC |
| | Polyvinylchloride pipes | PVC Pipes |

13. Answer the following questions about utilities and services plans and specifications.

i. What is the difference between a utilities plan and a services plan in the context of building construction?

Utilities plan provide information about the supply for electricity, water, gas, sewage; while services plan provides information about systems required for smooth flow of construction operations like fire safety detection and protection, lighting, security and alarms

| | |
|---|---|
| ii. | What is the importance of utilities specifications?<br>They contain information about utilities that cannot be presented in drawings |
| iii. | What is the importance of services specifications?<br>They contain information about services that cannot be presented in drawings |

14. Describe the aspects of drawings provided below.

| Aspects of Drawings | Description |
|---|---|
| i. Isometric drawings | These are 3D drawings on a 2D sheet with the same scale used and set out using 30 degree angles |
| ii. Oblique drawings | These are 2D projections of 3D drawings, showing true shape and form of the object based on the observers view and represents looking at the object based on the observers view. |

| | |
|---|---|
| iii. Perspective drawings | These are 3D drawings showing an object as it is seen by the eye and represents realistic look |
| iv. Orthographic drawings | These are 3D images presented in 2D form displaying the top, front and side views and usually represents how building spaces look from a top, front or side view. |

15. Answer the following questions about CAD drawings.

| |
|---|
| i. What does CAD stands for?<br>Computer aided design |
| ii. What are CAD drawings?<br>These are drawings with the use of computer software. They can be 2D or 3D or models |

iii. How is CAD used in building and construction?

Can be used by engineers, architects, and construction managers to create drawings and allow one to view parts of the building more accurately from different views or angles. They can be easily modified and accessed therefore allow faster modifications and transmission to construction workers.

16. Provide a brief description of the given classes of buildings according to the National Construction Code.

| Building Class | Description |
|---|---|
| i. Class 1a building | Single dwelling being a detached house; or one of a group of attached dwellings being a town house or row house, separated by a fire-resisting wall |
| ii. Class 1b building | Boarding house, guest house or hostel that has a floor area less than 300sqm and less than 12 people living in it; or 4 or more single dwellings located on one allotment which are used for short-term holiday accommodation.<br>Class 1b buildings cannot be located above or below another dwelling or another building class (except private garage) |
| iii. Class 2 building | Apartment building, multi-unit residential buildings where people live above and below each other and also a single storey attached dwellings with a common space below, each being a separate dwelling |
| iv. Class 3 building | These are residential buildings other than those under class 1 or 2. They are a common place of long term or transient living for a number of unrelated people eg) hostel, backpackers; also, a 'care-type' facility for children, elderly, residential parts of motels, hotels, hospitals and which are not a class 9 building |

| | |
|---|---|
| v. Class 4 building | This is a sole dwelling or residence within a building of a non-residential nature eg) caretakers' residence in a storage facility. This class 4 building is the only dwelling or residence can located within a class 5 to 9 building |
| vi. Class 5 building | These are office building used for professional or commercial purposes, except for buildings of Class 6 – 9 inclusive eg) law office, GP clinics |
| vii. Class 6 building | These are shops, restaurants, hairdressers, malls and cafes with a place for the sale of retail goods or supply of services to the public |
| **Building Class** | **Description** |
| viii. Class 7a building | These are storage type buildings, and the buildings are carparks |
| ix. Class 7b building | These are storage type buildings and the buildings are warehouses, storage building or buildings that display goods for wholesale |

| | |
|---|---|
| x. Class 8 building | These are factories; a building in which a process is carried out for the trade or sale eg) food processing, abattoir, mechanic workshop, factories |
| xi. Class 9a building | These are buildings of a public nature and mainly hospitals or day surgery clinics or health-care buildings. They are buildings in which occupants undergo medical treatment and may need to evacuate in case of an emergency |
| xii. Class 9b building | These are buildings of a public nature mainly assembly buildings in which people gather for social, political, religious, theatrical or civil purposes eg) schools, universities, pre-schools, sporting and club facilities, public transport buildings |
| xiii. Class 9c building | These are buildings of a public nature mainly residential care buildings that may contain residents who have various care level needs and whereby 10% or more of the residents there will need physical assistance in conducting their daily activities eg) aged care facility |
| xiv. Class 10a building | These are non habitable buildings or structures including sheds, carports and garages |

| Building Class | Description |
|---|---|
| xv. Class 10b building | These are non habitable buildings or structures including fence, retaining wall, swimming pool |
| xvi. Class 10c building | These are non habitable buildings or structures including private bushfire shelter |

17. The Building Code of Australia is divided into three volumes. Briefly describe the scope of each volume.

| Volume | Description |
|---|---|
| i. Volume One | Applies to and contains the technical design and construction requirements for Class 2 to 9 (multi-residential, commercial, industrial and public) buildings and structures, including access requirements for people with disability in class 1b and 10a buildings and 10b structures like swimming pools. |

| | |
|---|---|
| ii. Volume Two | Applies to and contains the technical design and construction requirements for Class 1 (residential) and 10 (non habitable) buildings and structures, other than that in volume 1 above, and 10c bushfire shelters |
| iii. Volume Three | Applies to technical requirements for the design and construction for plumbing and drainage systems in new and existing buildings for all classes of buildings. It also applies to sites where water services are constructed independent of buildings. |

18. Explain how the Building Code of Australia is relevant to construction drawings.

It represents the technical design and construction provisions, rules, and codes for buildings. It sets the minimum required level for safety, health, amenity, accessibility, and sustainability of buildings. It is used by architects, builders, plumbers, surveyors etc in their drawings and its reflection on the drawings in regard to the design and technical requirements to be followed and adhered to and assists in the understanding of how the technical requirements of these codes should be applied to in any given situation or part(s) of the drawings. It provides the required rules and instruction to comply with the building code and standards

19. Answer the following questions about NCC requirements.

| |
|---|
| i. Explain what the General Requirements of buildings are.<br><br>These contain the rules and instructions for using and complying with NCC and guide us in understanding how the technical requirements should be applied in any given situation.<br><br>These are areas that cover the basic use of abbreviations, materials, layout, interpretation, reference documents, acceptance of design and construction, documentation and classification of buildings within the NCC. Those that meet a basic functional requirement in terms of durability, moisture or damp prevention, security, sound insulation, strength and stability. |
| ii. Explain what the Performance Requirements of buildings are.<br><br>These are the minimum level of performance that buildings and building elements must meet, including plumbing and drainage installations. These are areas whereby there is no obligation to adopt any particular material, component, design factor or construction method and providing various compliance pathways to select from using evidence of suitability, verification method, expert judgement or comparison with the Deemed-to-satisfy provisions |
| iii. Explain the relationship between a building's Performance Requirements and compliance options (e.g. performance solutions, deemed-to-satisfy solutions).<br><br>Compliance is satisfied when it is achieved by complying with the NCC governing requirements and the performance requirements including performance solutions, deemed-to-satisfy solution or both through the assessment methods including evidence of suitability of use of material, product, plumbing product, expert judgement and provisions that satisfy these performance requirements. These can be met through preparing a performance-based design brief with stakeholders or carry out analysis and preparation of final report or inspection report including the findings of the above. |

20. Answer the following questions about standards applicable to building and construction projects.

i. Explain the importance of complying with standards during a building and construction project.
It provides the minimum necessary requirements for safety and health, sustainability in the design, construction, performance of the building

It ensures the quality and consistency of best practice

It ensures the buildings are safe, healthy and durable

It ensures the products and materials are right for its purpose

It achieves safety, sustainability and proper functionality

ii. List two current standards relevant to the specification and interpretation of engineering drawings.

a. Dimensions AS 1100.1010-1992

b. AS ISO 128.20-2005

21. Specify your state/territory, and:

i. Identify three building and construction regulations that apply in your state/territory.

ii. Summarise the regulatory requirements relevant to building drawings and sketches under each regulation you identified.

iii. Provide a URL where you sourced your responses.

| State/territory | QLD | |
|---|---|---|
| **Regulations** | **Regulatory requirements** | **URL/Source** |
| i. Queensland Building and Construction Commission Act 1991 | Before entering into the contract, the building contractor must obtain the foundations data that is appropriate for the building site, having regard to the following—<br>(a)the Building Code of Australia;<br>(b)the need for a drainage plan;<br>(c)the need for engineer's drawings and computations;<br>(d)the need for information on the fall of the land at the building site.<br><br>Maximum penalty—100 penalty units. | https://www.legislation.qld.gov.au/view/html/inforce/current/act-1991-098?query=((Repealed%3DN%20AND%20PrintType%3D%22act.reprint%22%20AND%20PitValid%3D%40pointInTime(20221018000000))%20OR%20(Repealed%3DN%20AND%20PrintType%3D%22reprint%22%20AND%20PitValid%3D%40pointInTime(20221018000000)))%20AND%20Content%3D(%22building%22%20AND%20%22drawings%22)&q-collection%5B%5D=inforceActs&q-collection%5B%5D=inforceSLs&q-documentTitle=&q-prefixCcl=&q-searchfor=building%20drawings&q-searchin=Content&q-searchusing=allwords&q-year=&q-no=&q-point-in-time=18%2F10%2F2022&q-searchform=basic#sch.1B-sec.31 |

| | | | |
|---|---|---|---|
| ii. | Building Regulation 2006 | Information to be given by the State—Act, s 255<br><br>For section 255(2) of the Act, the following information is prescribed—<br><br>1. (a) a 1:100 scale drawing of the building or structure showing floor plans and elevations, unless the Minister responsible for the building work mentioned in section 255 of the Act considers it would not be in the public interest to give the information; and<br>2. (b) a site plan of a scale enabling the local government to provide water supply, sewerage and stormwater drainage for the land on which the building work is to be carried out. | https://www.legislation.qld.gov.au/view/pdf/inforce/current/sl-2021-0126 |
| iii. | Building Act 1975 | *73 Obligation to make current drawing available for inspection*<br><br>The applicant for a building development approval must ensure 1 legible set of the current drawings for the building is, while the building work is being carried out, available for inspection by anyone who, under an Act, is entitled to inspect the relevant building site. | http://classic.austlii.edu.au/au/legis/qld/consol_act/ba197591/s73.html |

22. Answer the following questions about building information modelling (BIM).

| |
|---|
| i. What is building information and modelling (BIM)?<br>It is used for creation and management of construction drawings and is a 3D based process that uses tools to create these digital representations of the building. |
| ii. What is BIM used for?<br>It is used to design and document building and infrastructure designs and analysis to review design options and generate more visualisations that assist the stakeholders to better understand the project. |

23. Listed in the table below are common building and construction methods you usually encounter when reading and interpreting plans. Briefly describe each method.

| Building and construction methods | Description |
|---|---|
| a. Paintworks | This is application of paint or coating to relevant areas |
| b. Tilework | This is application of tiles to relevant areas |
| c. Steelworks | This is the methods used to the construction of steel building elements like welding, tie-down installation |
| d. Concrete works | This is the methods related to the construction of concrete building elements like concrete pouring, forms installation, post-tensioning |

# Practical Assessment

## Candidate Instructions

The Practical Assessment is a set of tasks that must be completed in a workplace, or in an environment with conditions similar to that of a real workplace.

This assessment will help you demonstrate skill requirements relevant to reading and interpreting plans and specifications.

The Practical Assessment includes the following:

1. **Practical Assignment**

   A series of written practical tests assessing the candidate's practical knowledge and understanding of the unit of competency.

2. **Workplace Assessment**

   A set of tasks or activities completed according to set instructions and guidelines to meet the requirements of the relevant unit. These tasks and activities require you to have access to a workplace or a similar environment.

3. **Practical Oral Assessment**

   A series of oral assessment tasks testing the candidate's practical knowledge and understanding of the unit of competency. The candidate needs to provide their responses to these assessment tasks orally while being observed by the assessor. The assessor will then record important details from the candidate's oral response.

## Preliminary Assessment Information

The tasks in this practical assessment must be completed in a workplace (or a similar environment) and in the context of a building and construction project which you are currently a part of.

*E.g. You are a builder, a site manager in training, foreperson, or an apprentice in this project, etc.*

Please approach your Training Provider for further assistance on accessing the resources required for this assessment.

Before starting the practical assessment, record the following information for your assessor's reference.

When completing the tasks in this practical assessment ensure that your responses and performance must align with the information you have provided below.

For example (but not limited to):

- If the task asks you to refer to building and construction legislation and regulatory requirements, refer to the requirements that apply to the state/territory where your nominated building and construction project is undertaken.
- If the task requires you to follow organisational policies and procedures, refer to the policies and procedures in your nominated organisation/workplace.

| | |
|---|---|
| Work role/title | ADMINISTRATION |
| Organisation/workplace | Knights Construction & Building inspections |
| Building and construction project | Knights Construction Project |
| Project overview | Residential Building/Renovation projects – New build Townhouses |
| Building classification | 1a |
| Project site address | Bunya Road, Everton Hills |
| State/territory where this project is being undertaken | QLD |

# Practical Assignment

## Overview

**The goal of this assessment is to assess your practical knowledge of:**

- Workplace safety requirements
- Workplace processes
- Environmental requirements

**This assessment has three tasks:**

- Task 1 – Workplace Safety Requirements
- Task 2 – Workplace Processes
- Task 3 – Environmental Requirements

This task must be completed in the context of the workplace you have nominated in the "Preliminary Assessment Information" section.

**You are required to:**

- Access and review your workplace's safety requirements relevant to safe design in planning building and construction
- Access and review your workplace's processes for preparing building construction plans
- Review the task instructions included in this Practical Assignment.
- Record your response as required in the instructions.

**Resources required for assessment**

- Workplace documents:
    - Workplace safety requirements relevant to safe design in planning building and construction
    - Workplace processes for preparing building construction plan

1. Access and review your workplace's safety requirements relevant to safe design in planning building and construction and answer the following questions.

| | |
|---|---|
| i. | Explain how your workplace meets safe design at the concept development phase of a structure or building.<br><br>It helps to control and minimize risks to health and safety throughout of the structure or building being designed including its practicability, aesthetics and looks, functionality and materials used. The duty includes carrying out testing and analysis and being able to provide specific information about the building or structure to the workers involved. It helps us to identify hazards, assess the risk, eliminate the risk and control the risk and review these control measures therefore making it safe and healthy.<br><br>Being able to foresee hazards that may occur at any stage of the structure and building phases, whether in built, uses, repair, maintaining, modifying, demolishing, disposing, recycling etc, helps to control and minimize any risks within this journey, keeping in mind the legislations regulations and codes of practice requirements |
| ii. | Explain your workplace's processes for achieving a safe design.<br><br>Identifying hazards and outlining its risk management outlining how it will be eliminated or minimized through your safety in design checklist<br><br>Testing, analysing, or examining in accordance with the WHS Act<br><br>Discussing the design options and how it could influence risks and finalize design accordingly<br><br>Recording of identified hazards, action taken, control measures and implementation of solutions as per standards and codes of practice<br><br>Document a safety report as per WHS Regulation, Risk register, safety data sheets, manuals and procedures<br><br>Consulting with the workers and relevant stakeholders<br><br>Communicating the potential risks and solutions<br><br>Updating your documentation, policy and procedures accordingly, as required |

| | |
|---|---|
| iii. | What performance requirements must the building design meet in relation to movement to and within a building?<br><br>Ensure you provide adequate clearance between the structure and eg overhead electric lines by either burying, disconnecting or re-routing the cables before construction begins<br><br>Ensure safe access and exits<br><br>Reduce or limit the size of prefabricated wall panels where site access is restricted<br><br>Design sperate traffic areas for vehicles and pedestrians and loading bays<br><br>Using non-slip material on floors or wet areas<br><br>Providing safe outdoor space for large machinery and equipment's and watch for confined spaces<br><br>Provide adequate lighting<br><br>Noise control<br><br>Design adequate access in and out of the building and seating as required<br><br>Ensure floor loadings are designed to carry the appropriate required weights<br><br>Site security<br><br>Access to amenities and facitlities |
| iv. | What performance requirements must the building design meet in relation to fall prevention barriers?<br><br>By designing parts that can be prefabricated off-site or on the ground in order to avoid assembling or erecting these structures at heights in order to reduce worker exposure to falls from heights or struck by falling objects<br><br>Notifying management of any working at heights risk that you become aware of<br>By designing parapets to a height that complies with guardrail requirements<br><br>Window heights and cleaning<br><br>By using continual support beams by extra bolting or adding a beam seat as this helps to eliminate falls due to vibrations, misalignment or any unexpected construction loads<br><br>By constructing eg stairways to help prevent falls that are more commonly seen with temporary stairs or scaffolding<br><br>Reduce space between roof trusses and battens to reduce risk of internal falls during roof construction and safe roofing materials<br><br>By designing and positioning permanent anchorage and hoisting points into structures at heights |

| | |
|---|---|
| | Ensuring that workers who are required to work at heights have been provided with the required training and induction to do so safely, in particular regarding the use of fall prevention and arrest equipment, and personal protective equipment. |

2. Access and review your workplace's processes for preparing building construction plans and answer the following questions.

| | |
|---|---|
| i. | What types of building construction documents does your workplace produce?<br>Drawing/Plans from Architect/Engineer/Draftsman<br>Specifications<br>Quotations with Scope of Works<br>Contracts including commencement dates<br>Copy of Consumer Building Guide<br>Specification document |
| ii. | Summarise below your workplace's processes for creating building construction plans, including drawings and sketches.<br>Drawings and sketches are made on site during a site visit, using pen and paper, entering details, features and specifications in terms of dimensions, outlining the construction or installation processes as notes. During the planning stage, the drawings and sketches should show that the design, materials, or construction meets the relevant Performance requirement or Deemed-to-Satisfy provisions).<br>At this point brief descriptions will be entered, and methods of construction will be identified, based on the preliminary ideas regarding the project. Other plan types are outsourced to the relevant areas of construction accordingly.<br>Despite this, the currency of plans in incorporated and checked before we proceed with construction and any amendments or rectifications are made prior. |

| | |
|---|---|
| iii. | What types of software does your workplace use to create building construction plans?<br><br>Nil – we are a small business currently and only do the pen and paper sketches and drawings and interact with the Architecture, designer, engineer for plans |

3. List all the local and or state/territory environmental requirements that your workplace must meet to conduct building and construction work.

| | |
|---|---|
| i. | Environmental Protection Act 1994 |
| ii. | Waste Reduction and Recycling Act 2011 |
| iii. | Environmental offsets Act 2014 |
| iv. | National Environment Protection Council (Queensland) Act 1994 |
| v. | Nature Conservation Act 1992 |

# Workplace Assessment

## Overview

**The goal of this assessment is to assess your practical knowledge and skills in:**

- Identifying types of plans
- Reading and interpreting the plan

**This workplace assessment is made up of five workplace tasks:**

Task 1 – Confirm Currency of Plans, Specifications, and Amendments

Task 2 – Confirm Details on Plans Comply with the Specifications

Task 3 – Examine Detail Drawings to Determine Sizes and Thickness

Task 4 – Discuss Details During the Planning Phase

Task 5 – Supervise Construction Works

Each task comes with a set of instructions. You are to follow and perform these instructions while being observed by the assessor and submit any required documentation.

Before starting this assessment, your assessor will also discuss with you these tasks as well as instructions and guidance for satisfactorily completing them. They will also organise the resources required for this assessment (listed below).

**You are required to:**

- Complete the tasks within the time allowed, as scheduled in-class roll.
- Review the instructions in each task.
- Identify types of plans.
- Read and interpret the plan.
- Perform the workplace task according to the instructions provided
- Complete and submit any required documentation.

**Resources required for assessment:**

To complete this assessment, you will need access to the following:

- A workplace or a similar environment that will allow you access to:
    - Building and construction project
    - Relevant construction personnel whom the candidate will be meeting with in the planning phase of the building and construction project.
    - Relevant construction personnel whom the candidate will be confirming the currency of plans, specifications and amendments with.

- Relevant construction personnel whom the candidate will be verifying details on the construction plans and specifications with.
- Construction plans
- Construction specifications
- Detail drawings
- Organisational policies and procedures relevant to the supervising of construction works
- Documentation templates, including:
    - Meeting minutes template
    - Construction Plan Details Verification Checklist
    - Material Quantity Takeoff Form
- Means to record any comments or issues found while supervising construction works (e.g. pen and paper)
- Relevant government building and construction and contract legislation
- Current building and construction codes and standards
- The National Construction Code (NCC)
- Computers, applications and software to access CAD.

### Task 1 Confirm Currency of Plans, Specifications, and Amendments

Meet with relevant construction personnel to confirm the currency of plans, specifications and amendments, while being observed by the assessor. The construction personnel to be consulted with must be:

- Architects for architectural plan
- Structural Designers for structural plan
- Mechanical Engineer for mechanical plan
- Electrical Engineer for electrical plans
- Plumbing Engineer for plumbing and drainage plans
- The developer of the specifications for the verifying of specifications

Use your organisation's template for documenting meeting minutes, or you may use the **Generic Meeting Minutes** template provided along with this workbook.

You will be assessed on:

- Practical knowledge of building and construction plans

- Practical skills in confirming the currency of plans, specifications and amendments with relevant construction personnel

Before starting this task, review the **Workplace Assessment Task 1 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task.

Your assessor will also:

- Provide you with a copy of policies and procedures relevant to contacting and consulting relevant construction personnel and discuss these policies and procedures with you.
- Provide you with copies of the construction plans and specifications.
- Organise workplace resources required for you to complete this assessment.
- Discuss with you the requirements listed in the Observation Form prior to the assessment.
- Address your queries and concerns regarding this task.

After completing this task, submit the following to your assessor:

- Meeting minutes of your discussion with relevant construction personnel
- Construction plans and specifications you used in the meeting

### Task 2 Confirm Details on Plans Comply with the Specifications

Obtain a copy of the **Construction Plan Details Verification Checklist** from your assessor. Use this checklist to verify whether details on the construction plans comply with the specifications.

You will be assessed on:

- Practical knowledge of building and construction plans and specifications
- Practical skills in confirming the compliance of the details specified in construction plans with the construction specifications

Before starting this task, review the **Workplace Assessment Task 2 – Assessor's Checklist** provided along with this workbook. This form lists the criteria your Construction Plan Details Verification Checklist submission must address to complete this task satisfactorily.

Your assessor will also:

- Provide you with copies of the construction plans and specifications.
- Organise workplace resources required for you to complete this assessment.
- Discuss with you the requirements listed in the Assessor's Checklist prior to the assessment.
- Address your queries and concerns regarding this task.

After completing this task, submit the following to your assessor:

- Completed Construction Plan Details Verification Checklist
- Construction plans you reviewed
- Project specifications used as reference for this assessment task

## Task 3 Examine Detail Drawings to Determine Sizes and Thickness

Obtain a copy of the **Material Quantity Takeoff Form** from your assessor. Use this form to record the sizes, thickness, and quantity of the materials from the detail drawings used on the building and construction project.

You will be assessed on:

- Practical knowledge of the sizes, thickness and quantity of construction items
- Practical skills in examining detail drawings to determine sizes and thickness
- Practical skills in interpreting two-dimensional and three-dimensional drawings and applying to estimation

Before starting this task, review the **Workplace Assessment Task 3 – Assessor's Checklist** provided along with this workbook. This form lists the criteria your Material Quantity Takeoff Form submission must address to complete this task satisfactorily.

Your assessor will also:

- Provide you with copies of the detail drawings.
- Organise workplace resources required for you to complete this assessment.
- Discuss with you the requirements listed in the Assessor's Checklist prior to the assessment.
- Address your queries and concerns regarding this task.

After completing this task, submit the following to your assessor:

- Completed Material Quantity Takeoff Form
- Detail drawings you used as basis in determining the sizes, thickness and quantity of materials

## Task 4 Discuss Details During the Planning Phase

While being observed by your assessor, discuss the details of your Material Quantity Takeoff Form submission with relevant construction personnel during the planning phase of the construction project.

You will be assessed on:

- Practical knowledge of two-dimensional and three-dimensional drawings
- Practical skills in interpreting two-dimensional and three-dimensional drawings and applying to planning

Before starting this task, review the **Workplace Assessment Task 4 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task.

Your assessor will also:

- Provide you with copies of the construction plans and detail drawings, for your reference.
- Organise workplace resources required for you to complete this assessment.
- Discuss with you the practical skills listed in the Observation Form prior to the assessment.
- Address your queries and concerns regarding this task.

After completing this task, submit the following to your assessor:

- Material Quantity Takeoff Form you used during the discussion
- Construction plans and detail drawings you used as reference during the discussion

## Task 5 Supervise Construction Works

While being observed by your assessor, supervise the construction of the items specified in your Material Quantity Takeoff Form submission.

Activities you supervise may include but are not limited to:

- Installation of cabinetry and appliances (e.g. oven, refrigeration, dishwashing)
- Installation of walls (e.g. bricks, panels, framing)
- Installation of tiles (e.g. wall tiles, floor tiles)

You will be assessed on:

- Practical knowledge of the sizes, thickness and quantity of construction items
- Practical skills in interpreting two-dimensional and three-dimensional drawings and applying to supervisory tasks

Before starting this task, review the **Workplace Assessment Task 5 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task.

Your assessor will also:

- Provide you with the a copy of policies and procedures relevant to the supervising of construction works, for your reference; and discuss these policies and procedures with you.
- Provide you with copies of the construction plans and detail drawings, for your reference.
- Organise workplace resources required for you to complete this assessment.
- Discuss with you the practical skills listed in the Observation Form prior to the assessment.
- Address your queries and concerns regarding this task.

After completing this task, submit the following to your assessor:

- A record of your comments or any issues found while supervising the construction works
- Material Quantity Takeoff Form you used during the supervising of construction works
- Construction plans and detail drawings you used during the supervising of construction works

# Practical Oral Assignment

## Overview

**The goal of this assessment is to assess your practical knowledge and skills in:**

- Identifying types of plans
- Reading and interpreting plans
- Identifying structural details
- Identifying non-structural details

This assessment is divided into 12 oral assessment tasks.

Task 1 – Types of Plans and Aspects

Task 2 – Construction Plans

Task 3 – Materials from Specifications

Task 4 – Concrete Footing and Slab

Task 5 – Load Bearing Points

Task 6 – Load Bearing Information

Task 7 – Wind Bracing and Tie-Down Requirements

Task 8 – Wind Bracing Materials and Tie-Down Methods

Task 9 – Provisional Sum and Prime Cost Items

Task 10 – Installation and Connection Points of Services

Task 11 – Location of Fixtures

Task 12 – Details of Finishes

The assessment items included in this assessment will require you to demonstrate your knowledge and skills relevant to reading and interpreting plans.

This assessment will be conducted by your assessor. You will not record anything in this workbook when completing the assessments here. However, you will be required to provide your responses to the assessments orally while being observed by your assessor. Your assessor will then record important details from your response which will then be assessed.

**You are required to:**

- Complete the tasks within the time allowed, as scheduled in class roll.
- Listen carefully to your assessor's instructions for each assessment task.
- Provide the responses as required in the instructions for each assessment task.

**Resources required for assessment:**

To complete this assessment, you will need access to the following:

- Construction plans, including:
  - Site plan
  - Floor plan
  - Detail drawings
  - Structural drawings
- Construction specifications
- Wind bracing table
- Construction contract

## Task 1 Types of Plans and Aspects

Review the construction plans for the project you are undertaking for this assessment.

Your assessor will be asking you a series of questions about these construction plans. Answer each question carefully and as instructed by your assessor.

Your assessor will record your responses in the spaces provided in each item.

You will be assessed on:

- Practical knowledge of the types of plans and aspects of drawings
- Practical skills in identifying the types of plans and aspects of drawings specific for the intended purpose

1. While being observed by your assessor:
    i. Identify what type of plan each one is.
    ii. Explain the purpose of each plan.

    Your assessor will record your responses below.

| | Type of Plan | Did the candidate identify this plan correctly? | Purpose |
|---|---|---|---|
| 1 | Concept drawing/sketches | x YES ☐ NO | These are simple drawing using pen and paper to draw out your idea and it expresses the main building features easily and quickly. Basically quickly putting ideas to pen and paper to give you an idea of what the building will look like. |
| 2 | Architectural plans | x YES ☐ NO | The purpose of architectural plans is to provide details on a plan that cover site plan, floor plan, elevations, sections, details like windows and doors and the related sizes, dimensions etc |
| 3 | Structural plans | x YES ☐ NO | The purpose of the structural plans is to provide the structural aspects of the building eg) load bearing walls and parts that provide strength and stability to the building. Usually consists of foundations, columns, structural floor plans, elevations, sections, connections and materials like main beams, footing etc |
| 4 | Civil plans | x YES ☐ NO | The purpose of the civil plan is to be able to have an overview and big picture of all the construction elements and how each of these elements are integrated in the entire construction project. |

| | Type of Plan | Did the candidate identify this plan correctly? | Purpose |
|---|---|---|---|
| 5 | Mechanical plans | x YES ☐ NO | The purpose of the Mechanical plan is to be able to identify the mechanical structures of a plan including heating/cooling/ventilating systems, HVAC, air conditioning etc and its sizes, layout and location in the plan |
| 6 | Electrical plans | x YES ☐ NO | The purpose of the electrical plan is to be able to identify all the connection points, electrical systems, power, lighting and communication points of the construction project plan including its wiring layout for power, wiring layout for lighting, switch locations, loads, number of lights required in the building etc |
| 7 | Plumbing and draining plans | x YES ☐ NO | The purpose of the plumbing and drainage plans is to identify the draining and plumbing systems and its location, size, pipes, fixtures, pumps, filters, septic tank layout etc within the construction project |
| | | | |
| | OBSERVER DETAILS AS PER INSTRUCTIONS FOR ONLINE COURSE | | OBSERVER NAME: FARIS ABU-OBEID<br>OBSERVER LICENCE: QBCC CARPENTER LICENCE<br>SIGNATURE:<br>DATE: 26/10/2022 |

2. While being observed by your assessor:
    i. Identify what aspect of drawing each one is.
    ii. Explain the purpose of each aspect.

| | Aspects of Drawings | Did the candidate identify this aspect of drawings correctly? | Purpose |
|---|---|---|---|
| 1 | Site plan | x YES ☐ NO | The purpose of the site plan is to give you a full picture or overview of the entire property and project with all the scopes of works that will be involved in that project. It includes the block itself, its adjacent roads, boundary of your site/property, main power lines, where Dantum is calculated from, North direction, any tress that need to remain or be removed, contour lines etc |
| 2 | Floor plan | x YES ☐ NO | The purpose of the floor plan is to give you a birds eye view of the layout of your building projects and includes all the partition walls, doors, windows, kitchen/laundry layouts and where the appliances will be, living spaces, dimensions etc |
| 3 | Elevations | x YES ☐ NO | The purpose of the elevations is that it provides you the front, back and side view of the outside or exterior of the building and what it looks like from the outside including its exterior finishings and what it looks like. From this you can determine the floor to ceiling height, the roof height, roof slope, etc |
| 4 | Sections | x YES ☐ NO | The purpose of the sections is to give you the layering effect of the building if it were sliced/sectioned through by an imaginary line. So you basically see the inside or interior of the components of the building. You can see the dimensions of eg) doors, windows furniture's, fixtures etc |

| | Aspects of Drawings | Did the candidate identify this aspect of drawings correctly? | Purpose |
|---|---|---|---|
| 5 | Details | x YES ☐ NO | The purpose of the detailed drawing is that you can see the clearer, detailed, enlarged, deeper, layered information of parts of the building component as required. It allows you to detail out the complex components easily and clearly and hence one is able to perform its construction accurately and minimizes errors. |
| 6 | Isometric drawings | x YES ☐ NO | The purpose of isometric drawings is to draw 3D drawings on a 2D plane and are set out at 30 degree angles to enable the objects in the drawing are not distorted and look realistic |
| 7 | Oblique drawings | x YES ☐ NO | The purpose of oblique drawings is to draw 3D drawings on a 2D plane and are set out at 30 to 60 degrees, however, the objects show the true shape of the object as viewed, with the main vertical/horizontal axis at 90 degrees |
| 8 | Perspective drawings | x YES ☐ NO | The purpose of the perspective drawing represents the building as it is perceived by the eye and gives you a realistic look and feel of the building. |

| | Aspects of Drawings | Did the candidate identify this aspect of drawings correctly? | Purpose |
|---|---|---|---|
| 9 | Orthographic drawings | x YES ☐ NO | The purpose of the orthographic drawings is one that shows 2D representations of 3D drawings showing all structures appearing in that view or plane being viewed and could be top, side or front views. It shows the elements of the building components as it looks from the top, front or side view and their relationships in that view. |

| | |
|---|---|
| OBSERVER DETAILS AS PER INSTRUCTIONS FOR ONLINE COURSE | OBSERVER NAME: FARIS ABU-OBEID<br>OBSERVER LICENCE: QBCC CARPENTER LICENCE<br>SIGNATURE:<br>DATE: 27/10/2022 |

## Task 2 Construction Plans

Review the construction plans for the project you are undertaking for this assessment.

Your assessor will be asking you a series of questions about these construction plans. Answer each question carefully and as instructed by your assessor.

Your assessor will record your responses in the spaces provided in each item.

You will be assessed on:

- Practical knowledge of the construction plans
- Practical skills in reading and interpreting the plans

1. While being observed by your assessor, identify one key feature for each of the following plans:
    i. Concept drawing/sketches
    ii. Architectural plans
    iii. Structural plans
    iv. Civil plans
    v. Mechanical plans
    vi. Electrical plans
    vii. Plumbing and draining plans
    viii. Utilities and services plans

    Explain how each indicated key feature distinguishes the plan from other types of plans.

| Type of Plan | Key Feature | How does this key feature distinguish the plan from the other types of plans? |
|---|---|---|
| i. Concept Drawing/Sketches | Design concept | It is a concept drawing and is simple with idea components shown on the drawing |

| Type of Plan | Key Feature | How does this key feature distinguish the plan from the other types of plans? |
|---|---|---|
| ii. Architectural Plans | Floor plan | The floor plan shows the top view of the layout of the building including its walls, doors, windows, spaces, furniture, appliances etc |
| iii. Structural Plans | Foundation plan | The foundation plan demonstrates the strength and stability of the building and its foundation including the footings, slab, columns etc |
| iv. Civil Plans | Site plans | The site plan will demonstrate the entire scope of works required for the building project and all the Architectural and structural works which are incorporated in the civil plans |
| v. Mechanical Plans | Size, type of ducting | It shows the size, type of ducting to be used for the various mechanical systems to be installed including its locations and layouts |
| vi. Electrical Plans | Wiring layout for power and lighting | It shows the wiring layout of all the power and lighting systems within the building and how it will be installed |
| i. Plumbing and Draining Plans | Pipe sizes | It shows the size of the pipes and its layout for the water and drainage systems including the location of fixtures and slopes of drainage pipes as shown |
| ii. Utilities and Services Plans | Electric, water, plumbing, gas utilities and services | It shows the location and connection layouts of the electric, water, plumbing, gas utilities including the specifications of the installation and materials required for the various systems. |

| | |
|---|---|
| OBSERVER DETAILS AS PER INSTRUCTIONS FOR ONLINE COURSE | OBSERVER NAME: FARIS ABU-OBEID<br>OBSERVER LICENCE: QBCC CARPENTER LICENCE<br>SIGNATURE:<br>DATE: 28/10/2022 |

2. While being observed by your assessor, answer the following questions about site plans.

| Questions | Candidate Responses |
|---|---|
| What is the address of the building project? | 27 and street number to be confirmed with amalgamation, as per site plan provided in the Plans folder in the course |
| What is the block number of the land where the building is to be constructed? | Does not clearly show however noting the adjacent LOTS are 101 and 103, this is LOT 103 |
| What is the name of the road adjacent to the block of land? | Street number to be confirmed with amalgamation |
| Based on the north point, describe the orientation of: | |
| a. The proposed building | The front of the building is NW |
| b. The road used to access the entrance of the property | The front of the building is facing the road and is also NW |
| What is the elevation of the datum? | 13 |
| What are the elevations (reduced levels) of the site contours? | 13.4 |
| Describe the contour of the land based on the site contour. | Widely spaced therefore gradual sloping, and not meeting or intersecting therefore no cliffs in the area. One narrowing area that shows it is more sloping in that region of the land. There are no major U or V contours, therefore no ridges or valleys on the land. The back of the property is at 14 and the front of the property towards 11/12, therefore gently sloping |

| | |
|---|---|
| | from the back left corner to the front right corner of the property. |

| Questions | Candidate Responses |
|---|---|
| What are the site features to be removed? | Existing crossover to be removed |
| What are the site features to be retained? | Council street trees to remain x2<br>Reinstating kerb and verge to council's requirements |

| | |
|---|---|
| OBSERVER DETAILS AS PER INSTRUCTIONS FOR ONLINE COURSE | OBSERVER NAME: FARIS ABU-OBEID<br>OBSERVER LICENCE: QBCC CARPENTER LICENCE<br>SIGNATURE:<br>DATE: 28/10/2022 |

3. While being observed by your assessor, answer the following questions about floor plans.

| Questions | Candidate Responses |
|---|---|
| Describe the shape of the layout of the building. | The main living spaces are rectangular in shape with two protrusions on the right side of the building, being the garage and the Alfresco, as per the Floor plan in the Plans Folder in the course |
| Identify all the building spaces in the floor plan and their corresponding dimensions. | Building Space: Master Suite (less private lounge)<br>Dimensions: 2320 x 3685 |
| | Building Space: Master Suite W/R<br>Dimensions: 2320 x 1250 |
| | Building Space: Ensuite |

| | |
|---|---|
| | Dimensions: 2505 x 2820 |
| | Building Space: Private lounge<br>Dimensions: 2020 x 6430 |
| | Building Space: Kitchen<br>Dimensions: 4430 x 3400 |
| | Building Space: Passage<br>Dimensions: 1510 x 1100 |
| | Building Space: Utility<br>Dimensions: 2250 x 2705 |
| | Building Space: Pantry<br>Dimensions: 1590 x 1150 |
| | Building Space: Toilet (W/C)<br>Dimensions: 1150 x 1500 |
| | Building Space: Walk in linen<br>Dimensions: 1460 x 1055 |
| | Building Space: FR<br>Dimensions: 1055 x 790 |
| | Building Space: Bath<br>Dimensions: 1980 x 2540 |
| | Building Space: Broom<br>Dimensions: 930 x 930 |
| | Building Space: vanity<br>Dimensions: 1620 x 330 |
| | Building Space: W/C<br>Dimensions: 1500 x 940 |
| | Building Space: Passage<br>Dimensions: 1050 x 1960 |
| | Building Space: Bedroom 2<br>Dimensions: 3200 x 3440 |

| | |
|---|---|
| | Building Space: Bedroom 2 Recess area<br>Dimensions: 1850 x 330 |
| | Building Space: Bedroom 2 Robe<br>Dimensions: 1140 x 620 |
| | Building Space: Passage near My space<br>Dimensions: 2400 x 940 |
| | Building Space: My space<br>Dimensions: 2500 x 2000 |
| | Building Space: Bedroom 3<br>Dimensions: 3800 x 3020mm |
| | Building Space: Bedroom 3 robe<br>Dimensions: 970 x 960mm |
| | Building Space: Bedroom 4<br>Dimensions: 3040 x 3690mm |
| | Building Space: Bedroom 4 robe<br>Dimensions: 970 x 600mm |
| | Building Space: Garage<br>Dimensions: 5990 x 6090mm |
| | Building Space: multi-media room<br>Dimensions: 3980 x 4070 mm |
| | Building Space: Alfresco<br>Dimensions: 4300 x 3610mm |
| | Building Space: Dining/living space<br>Dimensions: 9210 x 5010mm |
| | Building Space: Lobby<br>Dimensions: 2600 x 2970mm |
| | Building Space: Porch<br>Dimensions: 1400 x 1560 |
| | |

| | |
|---|---|
| OBSERVER DETAILS AS PER INSTRUCTIONS FOR ONLINE COURSE | OBSERVER NAME: FARIS ABU-OBEID<br>OBSERVER LICENCE: QBCC CARPENTER LICENCE<br>SIGNATURE:<br>DATE: 29/10/2022 |

4. While being observed by your assessor, answer the following questions about internal linings, external cladding and roof materials.

| Questions | Candidate Responses |
|---|---|
| What materials are used for the internal linings of the building? | Timber boards |
| | Plasterboards |
| What materials are used for the external cladding of the building? | Weatherboards |
| | Bricks |
| What are the different roof materials used in the building project? | Timber Rafters |
| | Purlins |
| | Roof tiles |
| | Sarking |
| | Metal sheeting |
| | Steel Rafters |
| | |
| OBSERVER DETAILS AS PER INSTRUCTIONS FOR ONLINE COURSE | OBSERVER NAME: FARIS ABU-OBEID<br>OBSERVER LICENCE: QBCC CARPENTER LICENCE<br>SIGNATURE:<br>DATE: 29/10/2022 |

5. Based on the detail drawings, what are the methods of construction applied for the building project?

| |
|---|
| Bricklaying construction as per bricklaying detailed diagram shows internal leaf of brickwork in plaster and external cladding with Hardies Scyon 150 linea weatherboards – Reverse Brick Veneer |

| |
|---|
| Roof construction as per roof detail diagram showing using steel purlin with steel angles and materials used are zincalume flashing, silicon purpose made colorbond flashing, Zincalume Klip-Lok roof sheeting |
| Wall construction as per wall detail diagram shows bottom plate to be fixed to floor joists at 1200max crs and with internal plasterboard wall and ceiling linings and external cladding. Also to provide insulation to the wall in accordance with energy efficiency report |
| Roofing construction as per tie down detail diagram which shows top plate to floor frame at each corner; roof trusses at 900 crs to top plates and battens to roof trusses. Lintels to be fixed as per standard table referenced and top plate to be bolted to lintel within 100mm of each truss/rafter; roof bracing to be installed and looped strap applied. |
| Framing construction as per Panel fixing detail diagram which shows sheet lying parallel to joists to be screwed at 450mm around edges and through centre of sheets; those lying across to be fixed with 3 screws per joist for 900mm wide sheets and 4 screws per joist for 1200mm wide sheets; floor framing timber to be durability class H2 or better |
| Framing construction as per Bracing detail diagram which shows plywood sheet bracing to be fixed as per AS 1684.2 method A; FC 6mm thick sheeting with rods, metal angle bracing fixed as per AS 1684.2; use of 2.4x1.2m long blockwork with rods and 230 double brick wall with rods |

| | |
|---|---|
| OBSERVER DETAILS AS PER INSTRUCTIONS FOR ONLINE COURSE | OBSERVER NAME: FARIS ABU-OBEID<br>OBSERVER LICENCE: QBCC CARPENTER LICENCE<br>SIGNATURE:<br>DATE: 30/10/2022 |

## Task 3 Materials from Specifications

Review the specifications document for the project you are undertaking for this assessment.

While being observed by your assessor, answer the following questions. Your assessor will record your responses in the spaces provided below.

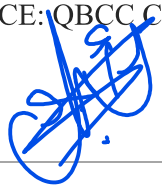
You will be assessed on:

- Practical knowledge of the specifications document
- Practical skills in identifying materials from the specifications document

| Questions | Candidate Responses |
|---|---|
| | As per Specification list sample provided under Plans folder of the course: |

| | |
|---|---|
| What materials are used for the internal linings of the building? | Plaster |
| | Cyprock ceilings |
| What materials are used for the external cladding of the building? | Maxi or Verticor Brick |
| | Painted (painted render) |
| What are the different roof materials used in the building project? | Colorbond sheet metal roofing at 30 degree pitch |
| | Sarking |
| | Ceiling insulation |
| | Colorbond fascia and gutters |
| | Colourbond downpipes standard 90x45 |
| | |

| | |
|---|---|
| OBSERVER DETAILS AS PER INSTRUCTIONS FOR ONLINE COURSE | OBSERVER NAME: FARIS ABU-OBEID<br>OBSERVER LICENCE: QBCC CARPENTER LICENCE<br>SIGNATURE:<br>DATE: 30/10/2022 |



## Task 4 Concrete Footing and Slab

Review the construction plans for the project you are undertaking for this assessment, and while being observed by your assessor:

1. Identify the position of each footing and slab-on-ground in the plans by pointing to each of them.
2. For each one located, identify the following:
    - Size of footing
    - Size of slab-on-ground
    - The type of reinforcing applied

Your assessor will record your responses in the spaces provided below.

You will be assessed on:

- Practical knowledge of concrete footing and slab sizes and position and type of reinforcing
- Practical skills in identifying the concrete footing and slab sizes and position and type of reinforcing

| Identify the position of each footing and slab-on-ground in the plans by pointing to each of them – identified and pointed to all. | | | |
|---|---|---|---|
| **Footing (as per Footing plan provided under Plans folder of the course)** | | | |
| **Position** | **Candidate was able to identify the footing in this position** | **Size** | **Type of reinforcing** |
| 1 - SF1 | X YES ☐ NO | 800 x 300mm | L8TM top and bottom |
| 2 - PF1 | X YES ☐ NO | 1200 x 1200 x 300mm | N12-200 CTS bottom each way |
| 3 - PF3 | X YES ☐ NO | 1200 x 1200 x 300mm | N12-200 CTS bottom each way |
| 4 - SF2 | X YES ☐ NO | 600 x 300mm | L8TM bottom |

| **Slab-on-ground (as per Slab plan provided under Plans folder of the course)** | | | |
|---|---|---|---|
| **Position** | **Candidate was able to identify the slab in this position** | **Size** | **Type of reinforcing** |
| 1 - Office Slab | X YES ☐ NO | 100mm | SL62 |
| 2 - Warehouse slab | X YES ☐ NO | 125mm | SL72 mesh top |

| | |
|---|---|
| OBSERVER DETAILS AS PER INSTRUCTIONS FOR ONLINE COURSE | OBSERVER NAME: FARIS ABU-OBEID<br>OBSERVER LICENCE: QBCC CARPENTER LICENCE<br>SIGNATURE:<br>DATE: 31/10/2022 |

## Task 5 Load Bearing Points

Review the construction plans for the project you are undertaking for this assessment, and while being observed by your assessor, locate the load bearing points (or columns) in the plans by pointing to each of them in the plan.

Your assessor will record your responses in the spaces provided below.

You will be assessed on:

- Practical knowledge of the load bearing points of the building
- Practical skills in identifying the load bearing points of the building

| As above - locate the load bearing points (or columns) in the plans by pointing to each of them in the plan. (as per plan provided in the course training material for task 5) | Identified and pointed all |
|---|---|
| **Load bearing points (or columns)** | **The candidate correctly locates this load bearing point in the plan.** |
| C1 | x YES ☐ NO |
| C1 | X YES ☐ NO |
| C1 | X YES ☐ NO |
| C1 | X YES ☐ NO |
| C1 | X YES ☐ NO |
| C1 | X YES ☐ NO |
| C1 | X YES ☐ NO |
| C1 | x YES ☐ NO |
| C1 | x YES ☐ NO |

| OBSERVER DETAILS AS PER INSTRUCTIONS FOR ONLINE COURSE | OBSERVER NAME: FARIS ABU-OBEID<br>OBSERVER LICENCE: QBCC CARPENTER LICENCE<br>SIGNATURE:<br>DATE: 31/10/2022 |
|---|---|

## Task 6 Load Bearing Information

Review the structural drawings of structural members (e.g. columns, beams) and the specifications document for the project you are undertaking for this assessment.

While being observed by your assessor:

1. Identify the strength of steel and concrete from the structural drawings.
2. Indicate whether the strength of steel and concrete identified from the structural drawings are consistent with the information in the project specifications.

   If your answer is NO, explain why the information in the structural drawings are not consistent with the specifications.

Your assessor will record your responses in the spaces provided below.

You will be assessed on:

- Practical knowledge of load bearing information from plans and specifications
- Practical skills in identifying structural load bearing information of the building and comparing information from specifications

| **Strength of Steel:** | **100 x 4 SHS** |
|---|---|
| Is the strength of steel specified in the structural drawings, consistent with the information in the project specifications?<br>X YES ☐ NO<br>Explanation (Candidate to explain if their response is no) | |
| **Strength of Concrete:** | N25 |
| Is the strength of concrete specified in the structural drawings, consistent with the information in the project specifications?<br>X YES ☐ NO<br>Explanation (Candidate to explain if their response is no) | |

| | |
|---|---|
| OBSERVER DETAILS AS PER INSTRUCTIONS FOR ONLINE COURSE | OBSERVER NAME: FARIS ABU-OBEID<br>OBSERVER LICENCE: OBCC CARPENTER LICENCE<br>SIGNATURE:<br>DATE: 1/11/2022 |

## Task 7 Wind Bracing and Tie-Down Requirements

Review the construction plans and specifications for the project you are undertaking for this assessment.

While being observed by the assessor, identify the wind bracing requirements and tie-down requirements for the building project. Your assessor will record your responses in the spaces provided below.

You will be assessed on:

- Practical knowledge of wind bracing and tie-down requirements
- Practical skills in identifying wind bracing and tie-down requirements

| **What are the wind bracing requirements?** |
|---|
| xB.1 – dimension of 30 x 1mm ; cross bracings are to be strap bracing – single set out at 45 degrees |
| xB.3 – dimension of 30 x 1mm; cross bracing are to be strap bracing- triple set out |
| All straps wrapped over sides of all rafters - typical |
| **What are the tie-down requirements?** |
| All strap bracing to be fully tensioned and installed to manufacturers specification |
| 2.No 35 x 3.15 diameter galvanised nails to each crossing rafter – wrap ends over side of rafters |
| 6.No 35 x 3.15 diameter galvanised nails to each wrapping connections |
| Strapping to be provided between rafters and battens – typical all locations |
| |

| | |
|---|---|
| OBSERVER DETAILS AS PER INSTRUCTIONS FOR ONLINE COURSE | OBSERVER NAME: FARIS ABU-OBEID<br>OBSERVER LICENCE: QBCC CARPENTER LICENCE<br>SIGNATURE:<br>DATE: 31/10/2022 |

## Task 8 Wind Bracing Materials and Tie-Down Methods

Review the construction plans and specifications for the project you are undertaking for this assessment.

Confirm whether the wind bracing materials and tie-down methods found in the plans and specifications are accurate against the wind bracing table provided by your assessor.

Your assessor will record your responses in the spaces provided below.

You will be assessed on:

- Practical knowledge of wind bracing and tie-down requirements
- Practical skills in identifying wind bracing and tie-down requirements

| **Wind bracing materials as per Table 8.18 (pg 143) provided in the course**<br>(Assessor to list wind bracing materials below) | **Candidate's confirmation to whether the wind bracing material is accurate against the wind bracing table** |
|---|---|
| 45 x 19mm hardwood timber | Yes |
| 18 x 16 x 1.2mm Galvanized metal angle brace | Yes |
| 30 x 0.8mm tensioned metal brace | Yes |
| 70 x 19mm hardwood timber | Yes |
| 75 x 15mm F8 brace | Yes |
| | |

| **Tie-down methods**<br>(Assessor to list tie-down methods below.) | **Candidate's confirmation to whether the tie-down method is accurate against the wind bracing table** |
|---|---|
| 1/50 x 2.8mm galvanized flat-head nail driven to fix brace to stud and plate | Yes |
| 2/30 x 2.8mm galvanised flat-head nail driven to fix brace to plate | Yes |
| 1/30 x 2.8mm nail driven to fix brace to studs | Yes |

| | |
|---|---|
| OBSERVER DETAILS AS PER INSTRUCTIONS FOR ONLINE COURSE | OBSERVER NAME: FARIS ABU-OBEID<br>OBSERVER LICENCE: QBCC CARPENTER LICENCE<br>SIGNATURE:<br>DATE: 1/11/2022 |

## Task 9 Provisional Sum and Prime Cost Items

Review the construction plans and specifications, as well as the construction contract, for the project you are undertaking for this assessment.

Identify the following based on the documents you reviewed:

- Provisional sum (PS) items
- Prime cost (PC) items

Your assessor will record your responses in the spaces provided below.

You will be assessed on:

- Practical knowledge of provisional sum and prime cost items
- Practical skills in identifying provisional sum and prime cost items

| **What are the prime cost items?** |
|---|
| Kitchen sink |
| Wall tiles |
| Bathroom vanity basins |
| **What are the provisional sums items?** |
| Demolition |
| Landscaping |
| Swimming pool excavation |
| Plumbing services |

| | |
|---|---|
| OBSERVER DETAILS AS PER INSTRUCTIONS FOR ONLINE COURSE | OBSERVER NAME: FARIS ABU-OBEID<br>OBSERVER LICENCE: QBCC CARPENTER LICENCE<br>SIGNATURE:<br>DATE: 1/11/2022 |

## Task 10 Installation and Connection Points of Services

Review the construction plans for the project you are undertaking for this assessment, and while being observed by your assessor:

- Locate the installation points of services by pointing to each one in the plan
- Locate the connection points of services by pointing to each one in the plan

Your assessor will record your responses in the spaces provided below.

You will be assessed on:

- Practical knowledge of the installation and connection points of building services
- Practical skills in locating the installation and connection points of building services

| **Installation Points of Services**<br>(Assessor to list all installation points of services) | The candidate correctly locates this installation point in the plan. |
|---|---|
| Hot water system connection service | X YES ☐ NO |
| Light points, lighting, smoke detectors, ceiling exhaust fans and power points | X YES ☐ NO |
| Gas supply in kitchen | X YES ☐ NO |

| **Connection Points of Services**<br>(Assessor to list all connection points of services) | The candidate correctly locates this connection point in the plan. |
|---|---|
| Sewer connection point | X YES ☐ NO |
| Mains and power connection from consumer pole | X YES ☐ NO |
| Water supply connection point | X YES ☐ NO |
| Telstra Pit | X YES ☐ NO |
| | |

| | |
|---|---|
| OBSERVER DETAILS AS PER INSTRUCTIONS FOR ONLINE COURSE | OBSERVER NAME: FARIS ABU-OBEID<br>OBSERVER LICENCE: QBCC CARPENTER LICENCE<br>SIGNATURE:<br>DATE: 1/11/2022 |

## Task 11 Location of Fixtures

Review the construction plans for the project you are undertaking for this assessment, and while being observed by your assessor, locate fixtures in the plans by pointing each one in the plan

Your assessor will record your responses in the spaces provided below.

You will be assessed on:

- Practical knowledge of fixtures
- Practical skills in identifying the location of fixtures from plans

| **Fixtures, as per floor plan provided in the course**<br>(Assessor to list all fixtures) | The candidate correctly locates this fixture in the plan. |
|---|---|
| Water closet (WC) | X YES ☐ NO |
| Shower | X YES ☐ NO |
| Floor waste (FW) | X YES ☐ NO |
| Bath sinks | X YES ☐ NO |
| Wall partitions | X YES ☐ NO |
| Bathtub | X YES ☐ NO |
| Smoke detector | X YES ☐ NO |
| Walk in Linen cabinetry | X YES ☐ NO |
| Light fittings | X YES ☐ NO |
| Doors | X YES ☐ NO |
| Windows | X YES ☐ NO |
| Plumbing pipes for plumbing installations | X YES ☐ NO |
| Gas pipes for gas installations | X YES ☐ NO |
| Rangehood | X YES ☐ NO |
| Kitchen sink | X YES ☐ NO |
| Laundry sink | X YES ☐ NO |
| Washing machine | X YES ☐ NO |
| Wardrobes | X YES ☐ NO |
| Solar HWS | X YES ☐ NO |
| Gas hood | X YES ☐ NO |
| Electric meterbox | X YES ☐ NO |

| | |
|---|---|
| Vanity basins | X YES ☐ NO |
| Hot water system | X YES ☐ NO |

| | |
|---|---|
| OBSERVER DETAILS AS PER INSTRUCTIONS FOR ONLINE COURSE | OBSERVER NAME: FARIS ABU-OBEID<br>OBSERVER LICENCE: QBCC CARPENTER LICENCE<br>SIGNATURE:<br>DATE: 2/11/2022 |

## Task 12 Details of Finishes

Review the specifications document for the project you are undertaking for this assessment.

Identify details of finishes from the specifications. Your assessor will record your responses in the spaces provided below.

You will be assessed on:

- Practical knowledge of wind bracing and tie-down requirements
- Practical skills in identifying wind bracing and tie-down requirements

| **Finishes** | **Details of finishes from the specifications (as specs provided in the course)** |
|---|---|
| Bricklaying external walls | Maxi or Verticor with painted render |
| Bricklaying internal walls | Maxi or Verticor with hardwall plaster |
| External sills | Sloping render on 2c sill bricks |
| Internal sills | MDF nosing to living areas with tiled sills in wet areas |
| Metalwork - Internal door frame | Standard metal door frames |
| Metalwork - External entrance door | Selected 28c x 1200 wide pivot door |

| | |
|---|---|
| Metal work - Windows | Jason or similar powder coated aluminium windows, Anotech dark grey colour, key locks and fly screens, clear glazing/obscure to bathrooms ensuite and powder room |
| Metalwork – Garage door | Colorbond panel door |
| Sill linings | MDF nosing to all living rooms |
| Skirtings | MDF splayed skirting |
| Door furniture | Lockwood – Ovation series door; furniture style Cuji-HO8; finish stainless steel |
| Mian entrance door | Entry set |
| Internal door | Passage set except for bathroom, ensuite and toilet to be privacy set |
| Door furniture - Towel rails | Sunny Bathroom Ware - chrome |
| Door furniture - Toilet paper holders | Sunny Bathroom Ware - chrome |
| Door furniture - Bedroom | Full height sliding mirror doors |
| Door furniture - Linen | Dummy handles to match passage set |
| External Entrance Frame – Main entrance | Powder coat commercial aluminium frame to suit pivot door |
| External doors – main entrance doors | 28c x 1200 pivot door solid core external door |
| External doors – garage doors | Matching entrance door only hinged |
| External doors – alfresco door | 28c Bi-fold stacking 6mm clear laminated glass dors |
| Internal doors | Corinthian Milan 104 and metal door frames |
| Kitchen cabinets | Laminex bench tops with malimine internal finish and full gloss vinyl wrapped doors with “C” handles finished in stainless steel |
| Main roof covering | Colorbond sheet metal roofing at 30 degree pitch |
| Gutters | Colorbond fascia and gutters |
| Exposed downpipes | Standard 90 x 45 colorbond downpipes connect to soakwells where shown on plans and match wall colours |
| Toilet suites | Coroma profile No 4 vitreous china toilet suite in white |

| | |
|---|---|
| Cisterns | Coroma profile No 4 Dual Flush in white |
| Bathroom vanity basins | Fowler Wentworth oval 525 white with right hand soap holder and chrome accessories |
| Main kitchen sink | Oliveri s/s 1 ½ bowl sink with 1 tap hole |
| External walls | Painted rendered finish |
| Internal walls | Plaster smooth float and set |
| Bath and WC wall Tiling | 200 x 200mm in white grout - 200mm high skirting tiles with 2 tiles over hand basins and bath; 1800 high to showers |
| Bath and WC floor | 200 x 200mm in white grout - Floor tiles |
| Kitchen wall tiling | 200 x 200mm laid in white gout – 2 tiles hight above bench top |
| Frameless mirrors | 800mm high full width of vanity to bathrooms |
| Shower screens | Clear pivot doors and fixed panels |
| Painting - External woodwork | Prepare and sand down for one coat of undercoat and one coat of full gloss enamel |
| Painting - External metalwork | Brush clean and apply one coat of poxy 4 primer and 2 coats of acrathane |
| Painting – rendered brick | Apply 2 coats of weathershield |
| Paint colour – external wall | Dulux cargo river |
| Paint colour – gutter facia | Deep ocean colorbond |
| Paint colour - corbels | Dulux calf skin |
| Painting – internal wood/metalwork | Prepare and sand down for one coat of primer or one undercoat and one coat of gloss |
| Painting - ceilings | Seal all over with pigmented sealer and apply 2 coats of white painting |
| Painting – wet areas | Apply 2 coats of semi gloss enamel to ceilings |
| Painting - walls | 2 coats of low sheen acrylic wall paint |

| | |
|---|---|
| OBSERVER DETAILS AS PER INSTRUCTIONS FOR ONLINE COURSE | OBSERVER NAME: FARIS ABU-OBEID<br>OBSERVER LICENCE: QBCC CARPENTER LICENCE<br>SIGNATURE:<br>DATE: 3/11/2022 |

## Assessment Workbook Checklist

**TO THE CANDIDATE**

When you have completed this assessment workbook, review your work, and ensure that:

- ☐ **You have completed all the Knowledge Assessments Questions. YES**
- ☐ **You have completed the Practical Assessments in this workbook**
  - ☐ Practical Assignment
    - ☐ Workplace Safety Requirements YES
    - ☐ Workplace Processes. YES
    - ☐ Environmental Requirements. YES
  - ☐ Workplace Assessment
    - ☐ Confirm Currency of Plans, Specifications, and Amendments YES
    - ☐ Confirm Details on Plans Comply with the Specifications. YES
    - ☐ Examine Detail Drawings to Determine Sizes and Thickness. YES
    - ☐ Discuss Details During the Planning Phase. YES
    - ☐ Supervise Construction Works. YES
  - ☐ Practical Oral Assignment
    - ☐ Types of Plans and Aspects. YES
    - ☐ Construction Plans. YES
    - ☐ Materials from Specifications. YES
    - ☐ Concrete Footing and Slab. YES
    - ☐ Load Bearing Points. YES
    - ☐ Load Bearing Information. YES
    - ☐ Wind Bracing and Tie-Down Requirements. YES
    - ☐ Wind Bracing Materials and Tie-Down Methods. YES
    - ☐ Provisional Sum and Prime Cost Items. YES
    - ☐ Installation and Connection Points of Services. YES
    - ☐ Location of Fixtures. YES.
    - ☐ Details of Finishes. YES

- ☐ **You have saved and submitted the following evidence:**
  - ☐ This completed workbook. YES

- ☐ Assessment Workbook Cover Sheet signed and scanned. YES

☐ **You have saved and submitted the following evidence:**

- ☐ Workplace Assessment Task 1
  - ☐ Meeting minutes of your discussion with relevant construction personnel. YES
  - ☐ Construction plans and specifications you used in the meeting. YES
- ☐ Workplace Assessment Task 2
  - ☐ Completed Construction Plan Details Verification Checklist. YES
  - ☐ Construction plans you reviewed YES.
  - ☐ Project specifications used as reference for this assessment task. YES
- ☐ Workplace Assessment Task 3
  - ☐ Completed Material Quantity Takeoff Form. YES
  - ☐ Detail drawings you used as basis in determining the sizes, thickness and quantity of materials. YES
- ☐ Workplace Assessment Task 4
  - ☐ Material Quantity Takeoff Form you used during the discussion. YES
  - ☐ Construction plans and detail drawings you used as reference during the discussion. YES
- ☐ Workplace Assessment Task 5
  - ☐ A record of your comments or any issues found while supervising the construction works. YES
  - ☐ Material Quantity Takeoff Form you used during the supervising of construction works. YES
  - ☐ Construction plans and detail drawings you used during the supervising of construction works. YES

**IMPORTANT:**

**You must achieve a satisfactory result in ALL assessment tasks to be deemed COMPETENT for the unit/s relevant to this workbook.**

To be deemed competent in the unit/s of competency relevant to this workbook, you must successfully complete all the requirements listed above according to the prescribed benchmarks provided to the assessor.

**TO THE ASSESSOR**

When you have completed assessing the assessment workbook, review the candidate's submission against the checklist below:

- ☐ **The candidate has completed all the Knowledge Assessments Questions.**
- ☐ **The candidate has completed the Practical Assessments in this workbook**
  - ☐ Practical Assignment
    - ☐ Workplace Safety Requirements
    - ☐ Workplace Processes
    - ☐ Environmental Requirements
  - ☐ Workplace Assessment
    - ☐ Confirm Currency of Plans, Specifications, and Amendments
    - ☐ Confirm Details on Plans Comply with the Specifications
    - ☐ Examine Detail Drawings to Determine Sizes and Thickness
    - ☐ Discuss Details During the Planning Phase
    - ☐ Supervise Construction Works
  - ☐ Practical Oral Assignment
    - ☐ Types of Plans and Aspects
    - ☐ Construction Plans
    - ☐ Materials from Specifications
    - ☐ Concrete Footing and Slab
    - ☐ Load Bearing Points
    - ☐ Load Bearing Information
    - ☐ Wind Bracing and Tie-Down Requirements
    - ☐ Wind Bracing Materials and Tie-Down Methods
    - ☐ Provisional Sum and Prime Cost Items
    - ☐ Installation and Connection Points of Services
    - ☐ Location of Fixtures
    - ☐ Details of Finishes
- ☐ **The candidate has saved and submitted the following evidence:**
  - ☐ This completed workbook
  - ☐ Assessment Workbook Cover Sheet signed and scanned
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- ☐ Workplace Assessment Task 1
  - ☐ Meeting minutes of their discussion with relevant construction personnel
  - ☐ Construction plans and specifications they used in the meeting
- ☐ Workplace Assessment Task 2
  - ☐ Completed Construction Plan Details Verification Checklist
  - ☐ Construction plans they reviewed
  - ☐ Project specifications used as reference for this assessment task
- ☐ Workplace Assessment Task 3
  - ☐ Completed Material Quantity Takeoff Form
  - ☐ Detail drawings they used as basis in determining the sizes, thickness and quantity of materials
- ☐ Workplace Assessment Task 4
  - ☐ Material Quantity Takeoff Form they used during the discussion
  - ☐ Construction plans and detail drawings they used as reference during the discussion
- ☐ Workplace Assessment Task 5
  - ☐ A record of their comments or any issues found while supervising the construction works
  - ☐ Material Quantity Takeoff Form they used during the supervising of construction works
  - ☐ Construction plans and detail drawings they used during the supervising of construction works

**IMPORTANT:**

**The candidate must achieve a satisfactory result in ALL assessment tasks to be deemed COMPETENT for the unit/s relevant to this workbook.**

To be deemed competent in the unit/s of competency relevant to this workbook, the candidate must successfully complete all the requirements listed above according to the prescribed benchmarks.

# Record of Assessment (Assessor's Use Only)

| RECORD OF ASSESSMENT | |
|---|---|
| **Candidate's Name** | |
| **RTO Name** | |
| **RTO Contact Number** | |
| **RTO Email Address** | |
| **Assessor's Name** | |
| **Unit of Competency** | CPCCBC4012 - Read and interpret plans and specifications (Release 1.0) |

| **Knowledge Assessment** | **S** | **NYS** |
|---|---|---|
| Question 1 | ☐ | ☐ |
| Question 2 | ☐ | ☐ |
| Question 3 | ☐ | ☐ |
| Question 4 | ☐ | ☐ |
| Question 5 | ☐ | ☐ |
| Question 6 | ☐ | ☐ |
| Question 7 | ☐ | ☐ |
| Question 8 | ☐ | ☐ |
| Question 9 | ☐ | ☐ |
| Question 10 | ☐ | ☐ |
| Question 11 | ☐ | ☐ |
| Question 12 | ☐ | ☐ |
| Question 13 | ☐ | ☐ |
| Question 14 | ☐ | ☐ |
| Question 15 | ☐ | ☐ |
| Question 16 | ☐ | ☐ |
| Question 17 | ☐ | ☐ |
| Question 18 | ☐ | ☐ |
| Question 19 | ☐ | ☐ |
| Question 20 | ☐ | ☐ |
| Question 21 | ☐ | ☐ |
| Question 22 | ☐ | ☐ |
| Question 23 | ☐ | ☐ |

| Practical Assessment | | |
|---|---|---|
| **Practical Assignment** | **S** | **NYS** |
| Task 1 | ☐ | ☐ |
| Task 2 | ☐ | ☐ |
| Task 3 | ☐ | ☐ |
| **Workplace Assessment** | **S** | **NYS** |
| Task 1 | ☐ | ☐ |
| Task 2 | ☐ | ☐ |
| Task 3 | ☐ | ☐ |
| Task 4 | ☐ | ☐ |
| Task 5 | ☐ | ☐ |
| **Practical Oral Assignment** | **S** | **NYS** |
| Task 1 | ☐ | ☐ |
| Task 2 | ☐ | ☐ |
| Task 3 | ☐ | ☐ |
| Task 4 | ☐ | ☐ |
| Task 5 | ☐ | ☐ |
| Task 6 | ☐ | ☐ |
| Task 7 | ☐ | ☐ |
| Task 8 | ☐ | ☐ |
| Task 9 | ☐ | ☐ |
| Task 10 | ☐ | ☐ |
| Task 11 | ☐ | ☐ |
| Task 12 | ☐ | ☐ |

| **Rules of Evidence** | **S** | **NYS** |
|---|---|---|
| All knowledge and skills evidence submissions are valid | ☐ | ☐ |
| All knowledge and skills evidence submissions are authentic | ☐ | ☐ |
| All knowledge and skills evidence submissions are sufficient | ☐ | ☐ |
| All knowledge and skills evidence submissions are current | ☐ | ☐ |

**Signature Authentication Checklist**

This checklist will guide you in authenticating the signatures provided by the candidate in their assessment workbook and evidence submissions.

Read each checklist item and tick the box only if you confirm that the item is a true and accurate reflection of the signature authentication you have conducted.

| Checklist | Completed |
|---|---|
| I have checked the signature provided by the candidate in the Assessment Workbook Cover Sheet against the signature they provided to the Training Provider. | ☐ |
| I confirm the signature provided by the candidate in the Assessment Workbook Cover Sheet matches the signature they provided to the Training Provider. | ☐ |
| I confirm ALL signatures provided by the candidate in their evidence submissions match with the signature they provided to the Training Provider. | ☐ |

**Third-Party Verification Log**

**Instructions for the Assessor:**

You are required to contact all third-party personnel involved in the candidate's assessment to verify the candidate's performance and evidence submissions and to confirm with them whether the candidate's evidence submissions are true and accurate.

Complete this Third-Party Verification Log to document your completion of this process. When completing this log, provide all of the following required information for each third-party personnel:

- Name of third-party personnel contacted
- Role in the candidate's assessment (e.g. workplace supervisor, observer, or candidate)
- Contact details (phone number or email address)
- Date contacted

You must also confirm that third-party personnel have verified the candidate's evidence submissions are true and accurate.

| Name of Third-party Contacted | Role in the Candidate's Assessment | Contact Details (Phone number or email address) | Date contacted | Third-Party verifies evidence submissions of the candidate are true and accurate? |
|---|---|---|---|---|
| | | | | Yes ☐ No ☐<br>Assessor's Notes |
| | | | | Yes ☐ No ☐<br>Assessor's Notes |
| | | | | Yes ☐ No ☐<br>Assessor's Notes |
| | | | | Yes ☐ No ☐<br>Assessor's Notes |

| Overall Result for this Workbook | S | NYS |
|---|---|---|
| Overall Result | ☐ | ☐ |

| Assessor's comments/feedback |
| --- |
| |

| Assessor Declaration<br>I declare that the results recorded in this *Record of Assessment* are true and accurate. | |
| --- | --- |
| Assessor's name | Assessor's signature |
| Date signed | |

End of Record of Assessment (For the Assessor's Use Only)

**End of Document**