1. Student and trainer details

Student details	
Full name:	Adnan Khalid
Student ID:	20240186
Contact number:	
Email address:	Adnandaniadnandani75@gmail.com
Trainer details	
Full name:	G S Garcha

2. Qualification and unit of competency

Qualification/Course/Program Details	
Code:	CPCCCA2002
Name:	Use carpentry tools and equipment
Unit of competency	
Code:	CPCCCA2002
Name:	Use carpentry tools and equipment
Releases:	2.0
Release date:	26/Nov/2020

3. Assessment Submission Method

☐ By hand to trainer/assessor ☐ By email to trainer/assessor

☐ Online submission via Learning Management System (LMS)

☐ Any other method _____

(Please describe here)

4. Student declaration

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

Student signature: Adnan Khalid

Date: 27/11/24

5. Assessment Plan

The student must be assessed as satisfactory in each of the following assessment methods in order to demonstrate competence in a variety of ways.

Evidence number/ Task number	**Assessment method/ Type of evidence/ Task name**		**Sufficient evidence recorded/Outcome**
Assessment task 1	Knowledge Test (KT)		S / NS (First Attempt) S / NS (Second Attempt)
Assessment task 2	Project (PT)		S / NS (First Attempt) S / NS (Second Attempt)
Assessment task 3	Practical Demonstration		S / NS (First Attempt) S / NS (Second Attempt)
Outcome	C ☐ NYC ☐	Date assessed:	Trainer signature:

6. Completion of the Assessment Plan

Your trainer is required to fill out the Assessment Plan Outcome records above, when:

- You have completed and submitted all the requirements for the assessment tasks for this cluster or unit of competency.
- Your work has been reviewed and assessed by your trainer/assessor.
- You have been assessed as either satisfactory or unsatisfactory for each assessment task within the unit of competency.
- You have been provided with relevant and detailed feedback.

Every assessment has a "Feedback to Student" section used to record the following information. Your trainer/assessor must also ensure that all sections are filled in appropriately, such as:

- Result of Assessment (satisfactory or unsatisfactory)
- Student name, signature and date
- Assessor name, signature and date
- Relevant and detailed feedback

7. Unit Requirements

You, the student, must read and understand all of the information in the unit Requirements before completing the Student Pack. If you have any questions regarding the information, see your

trainer/assessor for further information and clarification.

Pre-Assessment Checklist: Task 2 - Project

The purpose of this checklist

The pre-assessment checklist helps students determine if they are ready for assessment. The trainer/assessor must review the checklist with the student before the student attempts the assessment task. If any items of the checklist are incomplete or not clear to the student, the trainer/assessor must provide relevant information to the student to ensure they understand the requirements of the assessment task. The student must ensure they are ready for the assessment task before undertaking it.

Section 1: Information for Students

☒ Make sure you have completed the necessary prior learning before attempting this assessment.

☒ Make sure your trainer/assessor clearly explained the assessment process and tasks to be completed.

☒ Make sure you understand what evidence is required to be collected and how.

☒ Make sure you know your rights and the Complaints and Appeal process.

☒ Make sure you discuss any special needs or reasonable adjustments to be considered during the assessment (refer to the Reasonable Adjustments Strategy Matrix and negotiate these with your trainer/assessor).

☒ Make sure that you have access to a computer and the internet (if you prefer to type the answers).

☒ Make sure that you have all the required resources needed to complete this assessment task.

☒ The due date of this assessment task is in accordance with your timetable.

☒ In exceptional (compelling and compassionate) circumstances, an extension to submit an assessment can be granted by the trainer/assessor. Evidence of the compelling and compassionate circumstances must be provided together with your request for an extension to submit your assessment work.

☒ The request for an extension to submit your assessment work must be made before the due date.

Section 2: Reasonable adjustments

I confirm that I have reviewed the **Reasonable Adjustments guidelines and criteria** as provided in Appendix A and attached relevant evidence as required and select the correct checkbox.

☒ I do require reasonable adjustment

☒ I do not require reasonable adjustment

Declaration (Student to complete)

☒ I confirm that the purpose and procedures of this assessment task has been clearly explained to me.

☒ I confirm that I have been consulted about any special needs I might have in relation to the assessment process.

☒ I confirm that the criteria used for this assessment has been discussed with me, as have the consequences and possible outcomes of this assessment.

☒ I confirm I have accessed and understand the assessment information as provided in the Training Organisation's Student Handbook.

☒ I confirm I have been given fair notice of the date, time, venue and/or other arrangements for this assessment.

☒ I confirm that I am ready for assessment.

Student Name: Adnan Khalid

Student Signature: Adnan Khalid

Assessment method-based instructions and guidelines: Project

Assessment type

- Project – Prepare to use carpentry tools and equipment

Instructions provided to the student:

Assessment task description:

- This is the second (2) assessment task you must successfully complete to be deemed competent in this unit of competency.
- This assessment task requires you to complete a project.
- You are required to plan and prepare to use carpentry tools and equipment in this assessment task.
- You will receive your feedback within two weeks, and you will be notified by your trainer/assessor when results are available.
- You must attempt all activities of the project for your trainer/assessor to assess your competency in this assessment task.

Applicable conditions:

- This project is untimed and is conducted as an open book assessment (this means you are able to refer to your textbook).
- You must read and respond to all the criteria of the project.
- You may handwrite/use computers to answer the criteria of the project.
- You must complete the task independently.
- No marks or grades are allocated for this assessment task. The outcome of the task will be Satisfactory or Not Satisfactory.
- As you complete this assessment task, you are predominately demonstrating your practical skills, techniques and knowledge to your trainer/assessor.
- The trainer/assessor may ask you relevant questions on this assessment task to ensure that this is your own work.

Resubmissions and reattempts:

- Where a student's answers are deemed not satisfactory after the first attempt, a resubmission attempt will be allowed.
- The student may speak to their trainer/assessor if they have any difficulty in completing this task and require reasonable adjustments.
- For more information, please refer to the Training Organisation's Student Handbook.

Location:

- This assessment task may be completed in:

  □ a classroom
  □ learning management system (i.e. Moodle),
  □ workplace,
  □ or an independent learning environment.

- Your trainer/Assessor will provide further student information regarding the location for completing this assessment task.

Purpose of the assessment

This assessment task is designed to evaluate student's following skills and abilities:

- Skills to review work instructions to use tools and equipment
- Skills to plan all work to comply with laws and regulations, national construction codes, Australian Standards, work health and safety (WHS) and environmental requirements, manufacturers' specifications and workplace requirements
- Skills to select and use personal protective equipment (PPE) for each part of the task.
- Skills to inspect work site, locate services, assess hazards and apply risk controls, including required signage and barricades.

Task instructions

- This is an individual assessment.
- This assessment task requires the student to plan and prepare for different activities to be completed in assessment task 3.
- The student is required to complete the following three (3) activities in this assessment task:
  - Activity 1: Safe Work Method Statement Sign-Off
  - Activity 2: Job Hazard Analysis (JSA)
  - Activity 3: Record of Toolbox Meeting
- The trainer/assessor (Supervisor) will induct you to the worksite.
- You will be required to complete all parts of this assessment task.
- The student must review the physical worksite to complete the JHA and SWMS.
- The student must be concise, to the point and write answers according to the given word limit to each question and not provide irrelevant information.
- You must write your responses in your own words.
- The trainer/assessor will assess your work according to the given performance criteria/ performance checklist.

Assessment Task 2 - Project

Project Task:

Assessment 2 for this unit requires students to complete a task which consists of three (3) activities to familiarise themselves with the tools to be used, the work area and identify the work requirements, which collectively is the Project.

The purpose of this assessment task is to plan all work to comply with laws and regulations, national construction codes, Australian Standards, work health and safety (WHS) and environmental requirements, manufacturers' specifications and workplace requirements.

The assessor shall act as the worksite supervisor and show students around the worksite and the tools. After the work site review, the assessor will conduct a tool-box meeting for the group of students. The tool-box meeting will be conducted in accordance with the script attached at Appendix C to this assessor Guide. The students must check the tools, review the worksite, attend the tool-box meeting and then complete the following three (3) activities:

- **Activity 1**: Safe Work Procedures (SWPs) Sign-Off
- **Activity 2**: Job Hazard Analysis (JHA)
- **Activity 3**: Records of Tool Box Talk (TBT)

The assessor/instructor must provide to each student, the safe work procedures and operator-manual for the tools that shall be used in Task 1 of Assessment 3. Students must then use the information they gained during the site visit and reading the SWPs and the operator-manual to complete each activity and associated document and submit their Project to the assessor. Before commencing Assessment 2, students will need to read through Assessment 3. (This will provide them with the context for filling out the forms required in Assessment 2).

Activity 1: **Safe Work Procedures Sign-Off**

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

The Safe Work Procedures for the below tools and equipment are provided in the subsequent pages:

- Hand Saw
- Circular Saw (Electric)
- Power Drill
- Battery/Gas powered Nail / Pin Gun
- Compound mitre saw
- Jigsaw
- Reciprocating saw
- Hammer Drill

SAFE WORK PROCEDURE – Hand Saw

Description of Work:	Using a hand saw

Potential Hazards:
- Sharp edges and burrs.
- Cuts, bruises and laceration

Personal Protective Equipment (PPE) Required *(Check the box for required PPE)*:

Gloves	Face Masks	Eye Protection	Welding Mask	Appropriate Footwear	Hearing Protection	Protective Clothing
☒	☐	☐	☐	☒	☐	☒

Safe Work Procedure Checklist:

1. PRE-Operation:
   - Locate and ensure you are familiar with the tools needed for the job.
   - Ensure blade is sharp and not worn-out.
   - Check workspaces and walkways to ensure no slip/trip hazards are present.
   - Ensure the material is tightly clamped in the work vice.
2. Operation:
   - Keep the saw rigid and the frame properly aligned.
   - Cut using strong, steady strokes directed away from you.
   - Use the entire length of the blade in each cutting stroke.
3. POST-Operation:
   - Leave the tools and work area in a safe, clean and tidy state.

Competent Persons (The following persons are authorised to operate, supervise and test students on the equipment/process).

Name:	**Title:**	**Contact Details:**
Adnan Khalid	Supervisor	+61234255657
James How	Assistant	+61243546567

DO NOT use this machine unless you have been trained in its safe use and operation.

SAFE WORK PROCEDURE – Circular Saw (Electric)	
Description of Work:	Using a Circular Saw

Potential Hazards: Exposed moving parts and electrical hazard with the potential to cause harm through exposure to heat, noise, dust, projectiles and sharp objects.

Personal Protective Equipment (PPE) Required *(Check the box for required PPE)*:

Gloves	Face Masks	Eye Protection	Welding Mask	Appropriate Footwear	Hearing Protection	Protective Clothing
☐	☒	☒	☐	☒	☒	☒

Safe Work Procedure Checklist:

1. PRE-Operation:
   - Task (e.g. Drawings, instructions, specifications etc.) is clearly understood.
   - Ensure guarding is in place.
   - Ensure the appropriate blade is being used for the task.
   - Identify ON/OFF switch.
2. Operation:
   - Check that saw runs 'true' and does not wobble.
   - Keep hands clear of the workpiece and away from the rotating blade.
   - Ensure guarding in place before saw is restarted.
3. POST-Operation:
   - Switch off the saw before removing waste material/workpiece.
   - Ensure good housekeeping practices are in place to minimise dust build-up.

Competent Persons (The following persons are authorised to operate, supervise and test students on the equipment/process).

Name:	**Title:**	**Contact Details:**
Adnan Khalid	Supervisor	+61234255657
James How	Assistant	+61243546567

DO NOT use this machine unless you have been trained in its safe use and operation.

SAFE WORK PROCEDURE – Power Drill

Description of Work:	Using a power drill.

Potential Hazards: Exposed moving parts and electrical hazard with the potential to cause harm through entanglement, impact and cutting, exposure to heat, dust, projectiles and sharp objects

Personal Protective Equipment (PPE) Required *(Check the box for required PPE)*:

 Gloves	 Face Masks	 Eye Protection	 Welding Mask	 Appropriate Footwear	 Hearing Protection	 Protective Clothing
☐	☐	☒	☐	☒	☒	☒

Safe Work Procedure Checklist:

1. PRE-Operation:
   - Task (e.g. Drawings, instructions, specifications etc.) is clearly understood.
   - Ensure drill bit is installed tightly into chuck and chuck key has been removed (if applicable).
   - The workpiece is secured.
   - Correct drill speed has been set.
   - Where necessary, depth stop for drill has been set or wood to be drilled is rested on scrap.
   - The correct drill bit has been selected for the material being drilled.
   - Identify ON/OFF switch and emergency stop button (if applicable).

2. Operation:
   - Check that drill bit runs 'true' and does not wobble.
   - Keep hands clear of the workpiece and away from the rotating tool.
   - Back out frequently on deep cuts to clean and cool drill bit.
   - Turn off drill before speed settings or bit is changed.
   - Exercise caution when removing hot drill bit.
3. POST-Operation:
   - Switch off drill before removing waste material from the drill table.
   - Ensure good housekeeping practices are in place to minimise dust build-up.
   - Return clean drill bit to drill rack and clamps to their storage area.

Competent Persons (The following persons are authorised to operate, supervise and test students on the equipment/process).

Name:	**Title:**	**Contact Details:**
Adnan Khalid	Supervisor	+61234255657

DO NOT use this machine unless you have been trained in its safe use and operation.

SAFE WORK PROCEDURE – Battery/Gas powered Nail / Pin Gun	
Description of Work:	Using a nail gun (battery/gas)

Potential Hazards: Discharged nails and pressurised gas with the potential to cause harm through direct nail projectiles and indirect ricochets

Personal Protective Equipment (PPE) Required *(Check the box for required PPE)*:

Gloves	Face Masks	Eye Protection	Welding Mask	Appropriate Footwear	Hearing Protection	Protective Clothing
☐	☐	☒	☐	☒	☐	☒

Safe Work Procedure Checklist:

1. PRE-Operation:
   - Ensure task (e.g. Drawings, instructions, specifications etc.) is clearly understood.
   - Nails have been correctly loaded into the gun.
   - The gas cartridge is in good condition and free from damage.
   - Gas cartridge and the battery has been correctly fitted to the gun.
   - The workpiece is secured in the jig and identify trigger switch in one-shot mode.
2. Operation:
   - Do not use in close proximity to other workers.
   - Use jigs to hold workpieces.
   - Keep hands clear of the workpiece and away from the nail gun.
   - Hold a gun to object to being nailed and hold steady when firing.
   - Do not carry or re-position the nail gun with the trigger depressed.
3. POST-Operation:
   - Place nail gun down before preparing the next workpiece.
   - Ensure good housekeeping practices are in place to minimise waste build-up.
   - Remove the battery from the nail/pin gun to avoid accidental firing. Regularly inspect and maintain nail gun and parts.
   - Return nail gun to the storage area.

Competent Persons (The following persons are authorised to operate, supervise and test students on the equipment/process).

Name:	**Title:**	**Contact Details:**
Adnan Khalid	Supervisor	+61234255657
James	Assistant	+61243546567

How		

DO NOT use this machine unless you have been trained in its safe use and operation.

SAFE WORK PROCEDURE – Compound mitre saw	
Description of Work:	Using a compound mitre saw

Potential Hazards:

- Saw may grab and 'kick-back' toward the operator.
- Flying chips and airborne dust.
- Contact with the rotating blade.
- Eye injuries.
- Noise.

Personal Protective Equipment (PPE) Required *(Check the box for required PPE)*:

 Gloves	 Face Masks	 Eye Protection	 Welding Mask	 Appropriate Footwear	 Hearing Protection	 Protective Clothing
☐	☒	☒	☐	☒	☒	☒

Safe Work Procedure Checklist:

1. PRE-Operation:
   - Locate and ensure you are familiar with all machine operations and controls.
   - Ensure all guards are fitted, secure and functional. Do not operate if guards are missing or faulty.
   - Ensure the saw is properly secured to a work table by bolts/clamps at approximately hip height.
   - Ensure the saw is operated on an RCD protected circuit.
   - Check workspaces and walkways to ensure no slip/trip hazards are present.
   - Keep table and work area clear of all tools, off-cut timber and sawdust.
   - Start the dust extraction unit before using the machine.
2. Operation:
   - Ensure all adjustments are secure before making a cut.
   - Use clamps to secure and support the workpiece to a stable platform. Do not use a length stop on the free scrap end of a clamped workpiece.
   - Before turning on the saw, perform a dry run of the cutting operation to ensure no problems will occur when the cut is made.
   - Avoid reaching over the saw line. Do not cross arms when cutting.
   - When pulling the saw down with your right hand, keep the left hand, especially the thumb, well clear of the line of cut.
   - If the workpiece is bowed or warped, clamp it with the outside bowed face toward the fence.
   - After finishing the cut, release the switch, hold the saw arm down and wait for blade to stop before removing work or off-cut piece.
   - Before making any adjustments, disconnect the plug from the power source and bring the machine to a complete standstill.
3. POST-Operation:
   - Switch off the saw before removing waste material/workpiece.
   - Ensure good housekeeping practices are in place to minimise dust build-up.

Competent Persons (The following persons are authorised to operate, supervise and test students on the equipment/process).		
Name:	**Title:**	**Contact Details:**
Adnan Khalid	Supervisor	+61234255657
James How	Assistant	+61243546567

DO NOT use this machine unless you have been trained in its safe use and operation.

SAFE WORK PROCEDURE – Jigsaw	
Description of Work:	Using a jigsaw

Potential Hazards:

- Noise.
- Gravity - Being hit by objects, flying debris, falls, slips and trips.
- Machinery and equipment - Being caught by moving parts of machinery.
- Extreme temperatures - Heat can cause burns.
- Electricity – electric shock.

Personal Protective Equipment (PPE) Required *(Check the box for required PPE)*:

 Gloves	 Face Masks	 Eye Protection	 Welding Mask	 Appropriate Footwear	 Hearing Protection	 Protective Clothing
☐	☒	☒	☐	☒	☒	☒

Safe Work Procedure Checklist:

1. PRE-Operation:
   - Locate and ensure you are familiar with all machine operations and controls.
   - Ensure a suitable and safe work area.
   - Examine the power lead and plugs for obvious damage.
   - Ensure the cords are tested and tagged.
   - Ensure all guards are fitted, secure and functional.
   - Make sure blade is intact and suits the material to be cut. Jigsaw blades are prone to be broken if excessive forces are applied.
2. Operation:
   - Ensure no person or animal is endangered when operating equipment.
   - Examine the material to be cut for splits, loose knots & nails, etc.
   - Check the underside of the cut to ensure that the blade will not cause any damage or be obstructed.
   - Ensure the material is secure and well supported.
   - Allow the machine to reach full speed before starting a cut – always saw at a moderate rate.
   - Keep hands away from in front of the cutting operation.
   - Do not apply excessive force to the material being cut.
   - Take care when cutting curves to ensure that the blade does not twist or bind - if necessary drill small holes.
   - If the blade binds, release the switch immediately – free the blade and inspect for damage.
   - Regularly clean up the waste on or around the saw blade or the workpiece.
   - Metal and wood cutting require different cutting blades, make sure you use the correct type for the job.
   - There is a limit to the thickness of material that the jigsaw can handle, read carefully the user manual to avoid damage.
   - Keep proper footing and balance at all times.
   - Always make sure the cable is out of the cutting region.
   - Wear a mask and safety goggles to prevent the fine dust entering the nose and eyes. Use

dust extraction if required

3. Post-Operation:
   - Switch off the saw before removing waste material/workpiece.
   - Ensure good housekeeping practices are in place to minimise dust build-up.

Competent Persons (The following persons are authorised to operate, supervise and test students on the equipment/process).

Name:	**Title:**	**Contact Details:**
Adnan Khalid	Supervisor	+61234255657
James How	Assistant	+61243546567

DO NOT use this machine unless you have been trained in its safe use and operation.

SAFE WORK PROCEDURE – Reciprocating saw	
Description of Work:	Using a Reciprocating saw

Potential Hazards:

- Exposed moving parts and electrical hazard with the potential to cause harm through entanglement, impact and cutting, exposure to projectiles and sharp objects.

Personal Protective Equipment (PPE) Required *(Check the box for required PPE)*:

 Gloves	 Face Masks	 Eye Protection	 Welding Mask	 Appropriate Footwear	 Hearing Protection	 Protective Clothing
☐	☒	☒	☐	☒	☒	☒

Safe Work Procedure Checklist:

1. PRE-Operation:
   - Task (e.g. Drawings, instructions, specifications etc.) is clearly understood.
   - Ensure guarding is in place (if applicable).
   - Ensure the appropriate blade is being used for the task.
   - Identify ON/OFF switch and emergency stop button (if applicable).
2. Operation:
   - Check that blade runs 'true' and does not wobble.
   - Check that the cord is always well away from the blade.
   - Keep hands clear of work piece and away from blade.
   - Stop operation immediately if blade or cord is damaged.
3. Post-Operation:
   - Switch off saw before removing waste material from the table.
   - Ensure good housekeeping practices are in place to minimise dust build-up.

Competent Persons (The following persons are authorised to operate, supervise and test students on the equipment/process).

Name:	**Title:**	**Contact Details:**
Adnan Khalid	Supervisor	+61234255657
James How	Assistant	+61243546567

DO NOT use this machine unless you have been trained in its safe use and operation.

SAFE WORK PROCEDURE – Hammer Drill	
Description of Work:	Using a hammer drill.

Potential Hazards:

- Over-exertion/strain injury
- Slip, trip and falls
- Dust, flying objects
- Noise
- Electric shock, etc

Personal Protective Equipment (PPE) Required *(Check the box for required PPE)*:

 Gloves	 Face Masks	 Eye Protection	 Welding Mask	 Appropriate Footwear	 Hearing Protection	 Protective Clothing
☐	☐	☒	☐	☒	☒	☒

Safe Work Procedure Checklist:

1. PRE-Operation:
   - Check casing for damage, cracks and missing screws.
   - Inspect chuck segments for wear, nicks or distortion, and ensure chuck is secure.
   - Inspect drill bit – ensure that segments are not overly worn or chipped, and that
   - drill stem is clean and undamaged.
   - Use correct chuck key to tighten chuck – nip all positions to ensure chuck is tight.
2. Operation:
   - Adopt comfortable posture when using drills – avoid bending where possible.
   - Use leg or load support when using large drill to drill into walls, etc.
   - Keep floor area clear of leads or hoses, and do not allow dust to accumulate.
   - Provide sound working platform with fall prevention when working above ground.
   - Suitable protective equipment must be worn when drilling stone, brick or concrete.
   - Hearing protection will be required when drilling hard materials such as brick,
   - stone or concrete or when using larger drills in all media.
   - Check for cables, conduits or pipes in or behind walls, etc, before drilling.
3. POST-Operation:
   - Repairs to electric tools are to be carried out by a competent person only.
   - Avoid breathing dust when cleaning or disassembling power tools.
   - Use brush to remove dust – avoid use of compressed air when cleaning tools.

Competent Persons (The following persons are authorised to operate, supervise and test students on the equipment/process).

Name:	**Title:**	**Contact Details:**
Adnan Khalid	Supervisor	+61234255657
James How	Assistant	+61243546567

Objective:
To ensure all students are familiar with and understand the Safe Work Procedures (SWPs) for various tools and equipment, review the physical worksite, attend a toolbox meeting, and confirm their understanding by completing the SWPs sign-off form.

Steps to Complete Activity 1
Preparation for the Activity:
Review SWPs Documentation:
Distribute and explain the SWPs for the listed tools and equipment:

Hand Saw
Circular Saw (Electric)
Power Drill
Battery/Gas Powered Nail/Pin Gun
Compound Mitre Saw
Jigsaw
Reciprocating Saw
Hammer Drill
Ensure students have a clear understanding of each tool's SWP, including potential hazards, required PPE, and operational checklists.

Schedule Worksite Review and Toolbox Meeting:
Announce the time and location for the practical worksite review and toolbox meeting. Ensure students bring their SWPs documentation for the review.

Toolbox Meeting:
Conduct a toolbox meeting covering:
Purpose: Emphasize the importance of safe work practices, hazard identification, and correct tool usage.
Site-Specific Hazards: Identify any potential hazards on the physical worksite. Discuss mitigation measures.
Safety Protocols: Explain the importance of proper PPE usage and adherence to operational procedures.

Worksite Review:
Lead the students on a physical inspection of the worksite, highlighting:
Slip, trip, and fall hazards.
Tool storage and housekeeping practices.
Secure placement of materials and workspace organization.
Demonstrate how each tool will be used in the designated areas.
Encourage students to ask questions about specific tools, hazards, or procedures.
Completion of SWPs Form:
Provide time for students to review and complete the SWPs form, either in the classroom or during the worksite review.

Students must:
Check PPE Boxes: Tick the appropriate PPE required for each tool, such as gloves, eye protection, face masks, etc.
Read Operational Checklists: Review pre-operation, operation, and post-operation steps for each tool.
Sign and Date: Students must write their name, sign, and date the form to confirm they have read and understood the SWPs.
SWPs for Each Tool:

Hand Saw
Hazards: Cuts, bruises, and lacerations.

PPE: Gloves, appropriate footwear, protective clothing.

Checklist:
Pre-Operation: Ensure sharp blade, secure material in vice, clear workspace.
Operation: Use steady strokes, maintain blade alignment, cut away from yourself.
Post-Operation: Clean the work area and store the saw safely.
Circular Saw (Electric)
Hazards: Moving parts, noise, dust, projectiles, electrical hazards.
PPE: Gloves, eye protection, hearing protection, appropriate footwear.

Checklist:
Pre-Operation: Check blade type, ensure guards are in place, familiarize with switches.
Operation: Keep hands clear, maintain proper posture, avoid distractions.
Post-Operation: Turn off and clean the area, store the saw securely.

Power Drill
Hazards: Entanglement, projectiles, electrical shock.
PPE: Gloves, face masks, eye protection, hearing protection.

Checklist:
Pre-Operation: Check drill bit and chuck, secure the workpiece, set correct speed.
Operation: Drill steadily, avoid overheating the bit, use safety stops as needed.
Post-Operation: Clean and store the drill, minimize dust buildup.
Battery/Gas Powered Nail/Pin Gun
Hazards: Nail projectiles, pressurized gas.
PPE: Gloves, eye protection, protective clothing.

Checklist:
Pre-Operation: Load nails and gas correctly, check the workpiece and safety switch.
Operation: Maintain clear space, do not reposition the gun with a depressed trigger.
Post-Operation: Remove the battery, inspect the tool, and store safely.
Compound Mitre Saw
Hazards: Kickbacks, flying debris, blade contact, noise.
PPE: Eye protection, hearing protection, gloves, dust mask.

Checklist:
Pre-Operation: Secure the saw to the table, check guards and dust extraction.
Operation: Use clamps, avoid cross-arm cutting, ensure stable footing.
Post-Operation: Wait for blade to stop before removing material, clean workspace.
Jigsaw
Hazards: Flying debris, burns, electric shock, entanglement.
PPE: Gloves, face masks, eye protection, protective clothing.

Checklist:
Pre-Operation: Ensure intact blade, examine material, secure workspace.
Operation: Cut steadily, avoid excessive force, ensure clear blade path.
Post-Operation: Turn off and clean the area, inspect the tool.

Reciprocating Saw
Hazards: Moving parts, projectiles, entanglement.
PPE: Gloves, face masks, eye protection, hearing protection.
Checklist:
Pre-Operation: Check the blade and guards, familiarize with switches.
Operation: Avoid blade wobbling, secure the workpiece, stop if damaged.

Post-Operation: Clean and store safely.
Hammer Drill
Hazards: Overexertion, dust, electrical shock.
PPE: Gloves, face masks, hearing protection, protective clothing.
Checklist:
Pre-Operation: Inspect the tool and bit, ensure safe work posture.
Operation: Drill at a steady rate, secure footing, avoid tangled cords.
Post-Operation: Clean the drill, check for wear, and return to storage.
Post-Activity Review:
Collect and review the signed SWPs forms to ensure all students have completed and understood them.
Address any questions or uncertainties students may have regarding the procedures.

Sign-Off Sheet: Safe Work Procedures			
Sign-off by Workers	Name	Signature	Date
	Adnan Khalid	Supervisor	27/11/24
	James How	Assistant	27/11/24

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

This activity requires you to conduct a Job Hazard Analysis (JHA).

The purpose of conducting of Job Hazard Analysis (JHA) is to:

- Inspect work site
- Locate services
- Assess hazards and apply risk controls, including required signage and barricades.

The Job Hazard Analysis (JHA) is to be completed for each activity to be performed in Assessment task 3.

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

The trainer/assessor must ensure that prior to commencing assessment 2, the hazards and faults have been built into the assessment activities. The fault will be rectified in assessment 3; however, they need to be set-up for planning and review purposes.

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

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

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

Assessors are to show students the work site so that they can identify potential hazards and consider control measures.

Job Hazard Analysis (JHA)					
Company name:	*Trinity Institute*	Date:	*27/11/2024*	JSA no.	~~*0112*~~
Site name:	*Best field*	Permit to work requirement:	*Yes*		
Student	*Adnan Khalid*	Trainer/Assessor			
Activity:	Operation and Maintenance of Power Tools				

Documentation		
Relevant Legislation/Standards	**Y / N**	**Comments**
Is plant required to be registered?	Y ☐ N☒	
Is a user license required?	Y ☐ N☒	
Key reference material?		
Plant Documentation	**Y / N**	**Comments**
Are operator's manuals accessible?	Y ☒ N☐	
Is this a restricted use item?	Y ☒ N☐	
Does this item require safe use documents/test?	Y ☒ N☐	

Hazards Inspected		Risk Assessment			Description of Risk	Control Measures
		Cons	Like	Risk Level		
ENTANGLEMENT Can anyone's hair, clothing, gloves, cleaning brushes, tools, rags or other materials become entangled with moving parts of the plant or materials?	Y ☒ N☐				*Risk of head or foot injury from falling materials.*	*Use helmets and steel-toe boots; secure materials on tools.*
IMPACT AND CUTTING INJURIES Can anyone be crushed/cut/struck etc. due to:					*May cause crush injuries.*	*Install safety locks and use stable platforms.*
• Material falling off the plant (power-tool)?	Y ☒ N☐					
• Uncontrolled/unexpected movement of plant/load?	Y ☐ N☒				*Risk of injury to nearby workers.*	*Secure plant; inspect stability before operation.*
• Lack of capacity to slow, stop or immobilise plant?	Y ☐ N☒				*Injury from debris or ejected workpieces.*	*Use safety glasses and shields; enforce safe zones.*
• The plant tipping or rolling over?	Y ☐ N☒					
• Parts of the plant disintegrating or collapsing?	Y ☐ N☒					
• Contact with moving parts during testing, inspection, operation, maintenance, cleaning or	Y ☒ N☐					

Hazards Inspected		Risk Assessment			Description of Risk	Control Measures
repair?						
• Being thrown off or under the plant?	Y ☐ N☒					
• Contact with sharp or flying objects? (e.g. work pieces being ejected)	Y ☒ N☐					
• The mobility of the plant?	Y ☐ N☒					
• Inappropriate parts and accessories being used?	Y ☐ N☒					
• Other	Y ☐ N☒					

Hazards Inspected		Risk Assessment			Description of Risk	Control Measures
		Cons	Like	Risk Level		
SHEARING Can anyone's body parts be sheared between two parts of plant, or between a part of the plant and a work piece or structure?	Y ☐ N☒				Body parts may get trapped between moving components or structures.	Install guards, maintain safe distance, and use lockout procedures during maintenance.
PRESSURISED CONTENT Can anyone come into contact with fluids or gases under high pressure, due to plant failure or misuse of the plant?	Y ☒ N☐				*Contact with fluids or gases under high pressure could cause injury.*	*Ensure proper equipment maintenance and use pressure relief valves.*
ELECTRICITY Can anyone be injured or burnt due to:					*Risk of electrical shock from exposed wires.* *Risk of accidental contact or arcing injuries.* *Increased risk of electrical shock or fire.* *Inability to shut off power during maintenance.*	*Inspect wires, repair damaged parts, and avoid contact.* *Maintain safe working distances and use insulated tools.* *Regular inspection and immediate replacement of damaged cables.* *Regular inspection and immediate replacement of damaged cables.*
• Live electrical conductors? (*e.g.* exposed wires)	Y ☐ N☒					
• Working in close proximity to electrical conductors?	Y ☐ N☒					
• Access to electricity?	Y ☐ N☒					
• Damaged or poorly maintained electrical leads, cables or switches?	Y ☐ N☒					
• Water near electrical equipment?	Y ☐ N☒					
• Lack of isolation procedures?	Y ☐ N☒					
• Other	Y ☐ N☒					

Hazards Inspected		Risk Assessment			Description of Risk	Control Measures
NOISE Can anyone using the plant, or in the vicinity of the plant, suffer injury due to exposure to noise?	Y ☒ N☐				*Hearing damage from prolonged exposure to loud equipment.*	*Provide and mandate use of hearing protection (e.g., earplugs or earmuffs).*
VIBRATION Can anyone be injured or suffer ill-health from exposure to vibration?	Y ☒ N☐				*Repeated exposure can lead to hand-arm vibration syndrome or joint issues.*	*Use anti-vibration gloves and limit exposure time to vibrating equipment.*
CONDITION Is a hazard likely due to the age and condition of the plant? (*Consider how hard the machine has been worked, and whether it is used constantly or rarely).*	Y ☐ N☒				*Use anti-vibration gloves and limit exposure time to vibrating equipment.*	*Regular maintenance, inspections, and adherence to service schedules.*
• Can anyone be injured as a result of the plant not serviced appropriately and/or maintained in line with manufacturer's recommendations?	Y ☒ N☐					

Hazards Inspected		Risk Assessment			Description of Risk	Control Measures
		Cons	Like	Risk Level		
SLIPS/TRIPS/FALLS Can anyone using the power-tools or in the vicinity, slip, trip or fall due to:					*Workers may slip or fall, leading to injuries.* *Spills can lead to slips or falls.* *Trip hazards from tools or materials lying around.* *Risk of falls from platforms or ladders.*	*Use slip-resistant mats, mark hazards, and keep surfaces clean and dry.* *Prompt cleanup of spills and maintain clear work areas.* *Ensure proper storage of tools and materials.* *Use safety harnesses and install guardrails or edge protection.*
• Uneven, slippery or steep work surfaces?	Y ☐ N☒					
• Poor housekeeping, e.g. spillage in the vicinity?	Y ☒ N☐					
• Obstacles being placed in the vicinity of the plant?	Y ☒ N☐					
• Inappropriate or poorly maintained floor or walking surfaces (i.e. lack of a slip-resistant surface, unprotected holes, penetrations or gaps?)	Y ☐ N☒					
If operating or maintaining plant at height can anyone slip, trip or fall due to:						
• Use of work platforms, stairs or ladders?	Y ☐ N☒					
• Lack of guardrails or other suitable edge protection?	Y ☐ N☒					
• Other?	Y ☐ N☒					

Activity 3: **Record Tool Box Talk (TBT)**

The assessor, acting as the work site supervisor, will run a tool box meeting for the group of students. Students are to listen carefully to the information provided and then fill out the "Records Tool Box Talk" form provided. Students must place a "√" against each item they think the Supervisor has covered. Students must place a "X" against any item that is not covered. If the Supervisor discusses an item that is not included on the form, students must add a comment in the "Comment / Discussion" section at the bottom of the form to briefly identified what was discussed.

If students think there were no additional items discussed, they must write "not applicable" in the form as any blank boxes will be marked as unsatisfactory. The assessor must also provide students time to fill out the "Record Tool Box Talk" in the classroom after completing the tool box meeting. Students may take the "Record Tool Box Talk" form with them to the tool box meeting.

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

Exemplar responses

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

Assessment 2 Activity 3 - RECORD TOOL-BOX MEETING	
Date: *27/11/2024*	**Name of supervisor running the meeting:** *Adnan Khalid*

Items Discussed	**Please √ or X**
1. Daily Work requirements of each task	√
2. Task specific details – Instructions Manual	√
3. Safety hazards & control strategies - as per JHA	√
4. PPE to be worn during the tasks	√
5. Weather conditions and impact on job	√
6. Environmental hazards	√
7. Signage and barricade requirements	√
8. Fitness for work/alcohol/drugs/fatigue/illness	√
9. Worker conduct and behaviour	√
10. Incident reporting	√
11. Safety-Signs/ escape route/ Muster-station	√
12. Risk Assessment	√

13. Breaks/conveniences/medical facility/first-aid personnel	√
14. Cigarette Smoking Policy	√
15. Pre-start operational checks – of the carpentry tools and equipment	√
16. OHS requirements to use hand and power tools and plant and equipment.	√
17. Compliance requirements	√
18. Any other business	√

TOOL-BOX SIGN OFF	
Student Signature	**Adnan Khalid**

At the conclusion of the meeting, the trainer/assessor must ask each student to repeat or paraphrase two-three items from the list of items (select a different item for each student). The trainer should record the item number at the bottom of the assessment record for each student. Each student must verbally summarise their understanding of what was said about that specific item. The response provided by each student must match the script (not verbatim but must be synonymous with each key point included in the "script" as Appendix C).

Performance Criteria/Performance Checklist: Assessment task 2

Your task must address the following performance criteria/ performance checklist.			
To be assessed as satisfactory (S) in this assessment task the participant needs to demonstrate competency in the following critical aspects of evidence	S	N/S	Trainer/Assessor to complete (Comment and feedback to students)
a) Accurately identified the required personal protective equipment and other tools and tackles, equipment's required to perform the job safely.	**S**	❑	
b) Obtained, read, interpreted, clarified and confirmed work requirements *Student understood the task to be performed. Attended Tool-box meeting. Read the Operator's Manual and Safe Work Procedures.*	**S**	❑	
c) Signed of the SWMS. • Understood the key requirements to be followed. • Clarified the key requirements	**S**	❑	
d) Conducted the Job Hazard Analysis (JHA). • Physical worksite review was conducted. • Job step documented aligned with the work to be carried out. • Identified potential hazards and control measures to be implemented. • Responsibilities were allocated.	**S**	❑	

e) Demonstrated oral communication and listening skills to confirm work instructions and job specifications. • Asked questions to clarify the work requirements. • Answer the questions asked by the trainer/assessor.	**S**	❑	
f) Checked tools and equipment for faults and reported to appropriate personnel.	**S**	❑	
g) Correctly completed the Tool-Box Meeting template.	**S**	❑	
h) Demonstrated knowledge of items discussed in Tool-Box Meeting.	**S**	❑	
i) Followed instructions provided by the trainer/assessor.	**S**	❑	
j) Select and wear personal protective equipment appropriate for work activity *In tool-box talk, Identified the PPE to be worn during the task*	**S**	❑	

Assessment Results Sheet

Outcome	First attempt: Outcome (make sure to tick the correct checkbox): Satisfactory (S) ☐ or Not Satisfactory (NS) ☐ Date:27/11/24 Feedback: Second attempt: Outcome (make sure to tick the correct checkbox): Satisfactory (S) ☐ or Not Satisfactory (NS) ☐ Date: _____(day)/ _____(month)/ _____(year) Feedback:
Student Declaration	• I declare that the answers I have provided are my own work. Where I have accessed information from other sources, I have provided references and or links to my sources. • I have kept a copy of all relevant notes and reference material that I used as part of my submission. • I have provided references for all sources where the information is not my own. I understand the consequences of falsifying documentation and plagiarism. I understand how the assessment is structured. I accept that the work I submit may be subject to verification to establish that it is my own. • I understand that if I disagree with the assessment outcome, I can appeal the assessment process, and either re-submit additional evidence

	undertake gap training and or have my submission re-assessed. • All appeal options have been explained to me.
Student Signature	Adnan Khalid
Date	27/11/24
Trainer/Assessor Name	
Trainer/Assessor Declaration	I hold: ☐ Vocational competencies at least to the level being delivered ☐ Current relevant industry skills ☐ Current knowledge and skills in VET, *and undertake* ☐ Ongoing professional development in VET *I declare that I have conducted an assessment of this student's submission. The assessment tasks were deemed current, sufficient, valid and reliable. I declare that I have conducted a fair, valid, reliable, and flexible assessment. I have provided feedback to the student.*
Trainer/Assessor Signature	
Date	
Office Use Only	The outcome of assessment has been entered into the Student Management System on _____ (insert date) by (insert Name) _____

Pre-Assessment Checklist: Task 3 - Practical Demonstration

The purpose of this checklist

The pre-assessment checklist helps students determine if they are ready for assessment. The trainer/assessor must review the checklist with the student before the student attempts the assessment task. If any items of the checklist are incomplete or not clear to the student, the trainer/assessor must provide relevant information to the student to ensure they understand the requirements of the assessment task. The student must ensure they are ready for the assessment task before undertaking it.

Section 1: Information for Students

☒ Make sure you have completed the necessary prior learning before attempting this assessment.

☒ Make sure your trainer/assessor clearly explained the assessment process and tasks to be completed.

☒ Make sure you understand what evidence is required to be collected and how.

☒ Make sure you know your rights and the Complaints and Appeal process.

☒ Make sure you discuss any special needs or reasonable adjustments to be considered during the assessment (refer to the Reasonable Adjustments Strategy Matrix and negotiate these with your trainer/assessor).

☒ Make sure that you have access to a computer and the internet (if you prefer to type the answers).

☒ Make sure that you have all the required resources needed to complete this assessment task.

☒ The due date of this assessment task is in accordance with your timetable.

☒ In exceptional (compelling and compassionate) circumstances, an extension to submit an assessment can be granted by the trainer/assessor. Evidence of the compelling and compassionate circumstances must be provided together with your request for an extension to submit your assessment work.

☒ The request for an extension to submit your assessment work must be made before the due date.

Section 2: Reasonable adjustments

I confirm that I have reviewed the **Reasonable Adjustments guidelines and criteria** as provided in Appendix A and attached relevant evidence as required and select the correct checkbox.

☒ I do require reasonable adjustment

☒ I do not require reasonable adjustment

Declaration (Student to complete)

☒ I confirm that the purpose and procedures of this assessment task has been clearly explained to me.

☒ I confirm that I have been consulted about any special needs I might have in relation to the assessment process.

☒ I confirm that the criteria used for this assessment has been discussed with me, as have the consequences and possible outcomes of this assessment.

☒ I confirm I have accessed and understand the assessment information as provided in the Training Organisation's Student Handbook.

☒ I confirm I have been given fair notice of the date, time, venue and/or other arrangements for this assessment.

☒ I confirm that I am ready for assessment.

Student Name: Adnan Khalid
Student Signature: Adnan Khalid

Assessment method-based instructions and guidelines: Practical Demonstration

Assessment type
• Practical Demonstration - Use carpentry tools and equipment
Instructions provided to the student:
Assessment task description:
• This is the third (3) assessment task you must successfully complete to be deemed competent in this unit of competency. • This assessment is comprised of three practical demonstration tasks. • The student is required to use carpentry tools and equipment in this assessment task. • You will receive your feedback within two (2) weeks, and you will be notified by your trainer/assessor when results are available.
Applicable conditions:
• This task is timed [To be provided by trainer/assessor] and conducted as an open book test (this means student can refer to textbooks or other learner materials during the test). • This task is required to be performed in a simulated environment. • The student must complete the task independently. • Electronic devices are allowed during this assessment task. • You must complete the task independently. • No marks or grades are allocated for this assessment task. The outcome of the task will be Satisfactory or Not Satisfactory. • As you complete this assessment task, you are predominately demonstrating your practical skills, techniques and knowledge to your trainer/assessor. • Your trainer/assessor may ask you relevant questions during this assessment task.
Resubmissions and reattempts:
• Where a student's answers are deemed not satisfactory after the first attempt, a resubmission attempt will be allowed. • The student may speak to their trainer/assessor if they have any difficulty in completing this task and require reasonable adjustments. • For more information, please refer to the 'Training Organisation's Student Handbook.
Location:
• This assessment task may be completed in: □ a classroom

□ learning management system (i.e. Moodle),
□ workplace,
□ or an independent learning environment.

- Your trainer/assessor will provide student further information regarding the location for completing this assessment task.

Information for attempting the practical demonstration task:

- The student must correctly complete all activities of this assessment task.
- The student will work with hand-tools and power-tools in a simulated environment in this assessment.
- Instructions to use the tools are provided within the assessment task.
- The student will conduct pre-and post-operational checks on the tools/equipment to be operated.
- The student must use non-discriminatory language. The language should not devalue, demean or exclude individuals or groups on the basis of such attributes including gender, disability, culture, race, religion, sexual preference, age and/or any other basis. Gender inclusive language should be used.
  Assessors may accept answers from students using learning resource provided on the course. The answer must show that the student has knowledge and not copied the answer straight from the resource. Exceptions will be made were the exact answer is required.

Purpose of the assessment

This assessment task is designed to evaluate your skills for the following:

- Ability to use correct and appropriate PPE for a given task
- Skill to select, check and use hand-tools.
- Skill to select, check and use power tools.
- Skills to work independently/freely as well as collaboratively/together to make decisions about performing a given task using hand and power tools
- Skills to interact/cooperate with others in the workplace.
- Ability/Skills to sequence/in order and schedule/plan activities.
- Skill to perform house-keeping at the workplace - clear work area and dispose of or recycle materials and maintain the condition of the equipment.
- Skills to conduct inspection/maintenance and fault finding of tools
- Skills to carry out scheduled maintenance task and process written records

Task instructions

- This is an individual assessment.
- The purpose of this assessment task is to assess the students' knowledge essential to use carpentry tools and equipment in a simulated work environment and perform housekeeping tasks.
- This assessment is comprised of three (3) activities.
- The student must comply with the written and verbal reporting requirements and procedures.
- The student must wear appropriate PPE clothing when performing this task.
- The student must comply with SWMS and JSA conducted in assessment task 2.
- The trainer/assessor will provide the details regarding the timeframe to complete the activities.
- The student must follow the instructions of the trainer/assessor (Supervisor).

- The trainer/assessor must assess the performance as per the performance checklist provided and verbal questioning.

Assessment Task 3 - Practical Demonstration

Practical demonstration task:

This task is in continuation from the previous assessment task (Assessment task 2).

This assessment task requires you to demonstrate skills required to select and safely use and maintain carpentry tools and equipment, meeting all relevant requirements of national construction codes, Australian Standards, work health and safety (WHS), and Commonwealth and state or territory legislation.

Students are expected to perform the tasks to the same standard as required in a real workplace.

To ensure students can demonstrate consistent performance, the assessment must be conducted in a range of contexts over a period of time.

***Setting the scene**:*

This assessment task will be conducted at a workplace or a close simulation reflecting workplace conditions and standards, materials, equipment, activities, responsibilities, procedures, safety requirements and environmental considerations.

The training organisation will take you to the location where the tasks will be performed. Further the training organisation must ensure worksite must meet the following requirements:

Tools and equipment to be used have the operating manuals and safety checklist.	√
Arrangements are in place for completion of the activities specified.	√
Experienced employee/supervisor is available to provide adequate guidance and supervision to less experienced employees.	√
The students understands the specific SWMS.	√
The students has the clothing and footwear required. The clothing and footwear is in good condition and suitable for the task.	√
Appropriate supervision has been arranged to ensure adherence to the SWMS.	√

At the worksite, the student will perform the following activities:

- Activity 1: Use carpentry tools to construct a benchtop
- Activity 2: Use carpentry tools to construct a timber fence
- Activity 3: Use carpentry tools to construct a chair

For each activity, the student is required to complete the steps given in the checklists provided and place a tick mark against each step, once completed.

Task requirements

The student will complete the activities specified above. These activities will be completed in a group of two (2). Your trainer/assessor will allocate one (1) helper with you.

The trainer/assessor will observe the student performing each activity.

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

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

The trainer/assessor must provide a verbal briefing on each assessment prior to commencement. Each specific task is described in more detail below.

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

Working with the team member, you must:

- Use two-way radio and voice or hand signals to:
    - Communicate with the other team member.
    - Give instructions.
- Using language and concepts appropriate to cultural differences.
- Demonstrate communication skills to:
    - Use questioning to identify and confirm requirements, share information, listen and understand.
    - Identify and confirm requirements, share information, listen and understand
    - Follow instructions from the trainer/assessor.
    - use language and concepts appropriate to cultural differences
    - use and interpret non-verbal communication, such as hand signals

Activity 1: Use carpentry tools to construct a benchtop.

This activity requires you to use carpentry tools to construct a benchtop.

Timeframe to complete the task:

The trainer/assessor will allocate the time to complete this activity. Students may request the trainer/assessor if they need longer time.

What need to be considered prior to conducting this task:

- Risks associated with this task
- Job Hazard Analysis
- Equipment and tools required to complete the task
- PPE required to complete the task
- Sequence of the task

Tools needed for the task:

- Retractable tape measure
- Folding or steel ruler
- Combination square
- String line
- Chalk line
- Hand saw
- Coping saw
- Carpenters hammer / claw hammer
- Wood chisel
- Hand plane
- Trimming knife
- Clamps
- Bevels
- Spirit level
- Tin snips

Power/battery/pneumatic tools and equipment:

- Circular saw
- Reciprocating saw
- Sliding compound saw
- Jigsaw
- Angle grinder
- Planer
- Laminate trimmer or router
- Drill
- Rotary hammer drill
- Impact driver
- Nail gun
- Bench grinder
- Extension lead
- Portable residual current device
- Air compressor and hoses.

Materials needed for the task:

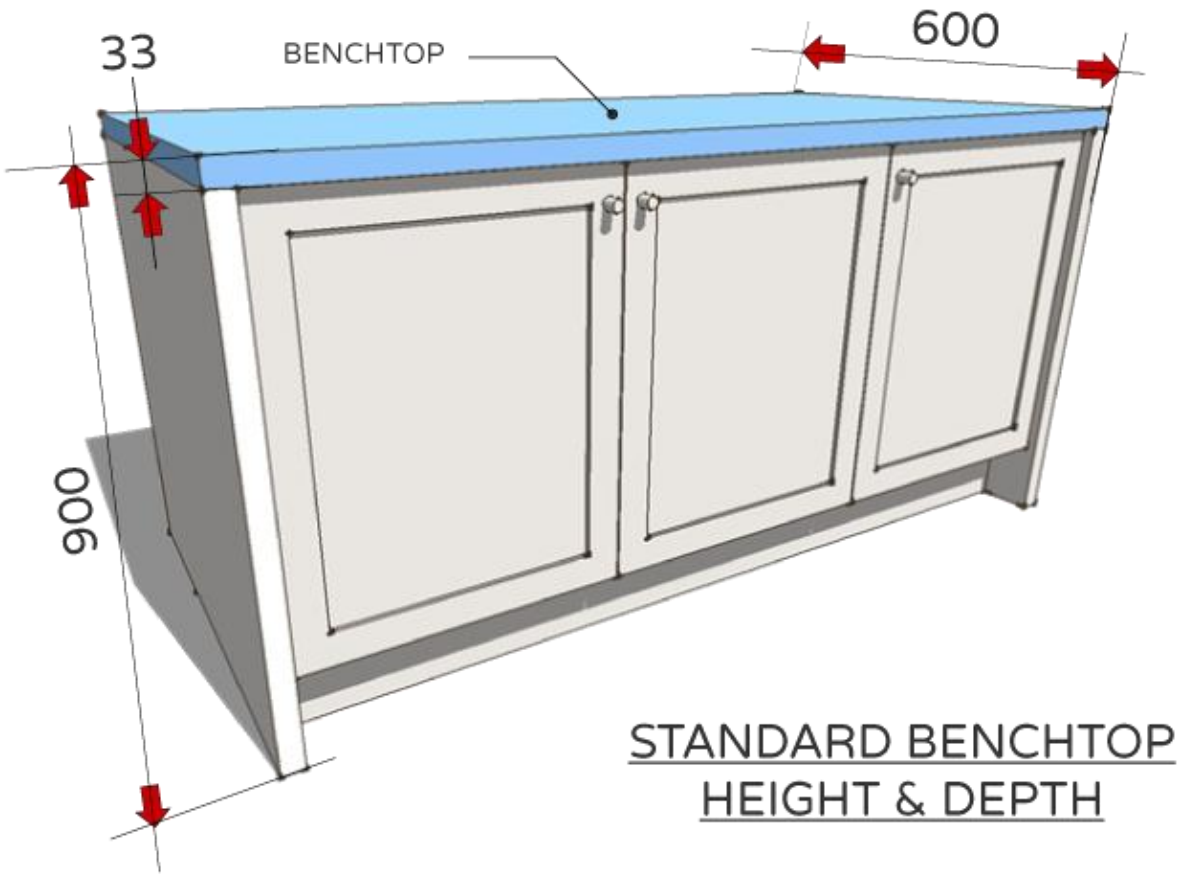
- Paints and sealants
- Reconstituted timber products
- Reinforcement materials
- Timber

Task requirements:

- Get the tools and equipment the student will use and move them to the work area.
- The student shall read the instructions manual for the /battery/pneumatic tools and equipment. These manuals will be provided by the trainer/assessor.
- Perform visual checks of the tools and report the fault (if any) to the assessor/trainer.
- Perform safety checks for routing of the electric cables of the electric tools (circular-saw).

Task Description:

In this task, the student has to build a standard benchtop following the dimensions provided in the image below.



During the completion of this activity, you must complete the steps given in the 'Checklist' provided below. While completing each step. You must place a ticks mark against each step given in the checklist.

Checklist: Use carpentry tools to construct a benchtop

Steps	Tick mark (If completed)
Review work instructions to use tools and equipment. Check: • Task requirements. • Dimensions of the work to be completed.	√
Select and wear personal protective equipment (PPE).	√
Select equipment and hand, power and pneumatic tools required to complete this activity. • Selection must be based on the functions, operations and limitations. • Check for serviceability and any faults. • Rectify faults, if any or report it to your Supervisor (Trainer/assessor)	√
Perform measurements and calculations required to construct the benchtop.	√
Construct the benchtop. • Use equipment and hand, power and pneumatic tools ▪ Follow WHS requirements (Refer to the information provided during the tool box meeting – Assessment task 2) ▪ Follow operating or instructions manual (Manufacturers' recommendations)	√
Sharpen and maintain tools. • Replace blades/cutters/grinding discs in: o a power saw o a powered planer o a router o grinder • grind, sharpen and hone a hand plane blade • grind, sharpen and hone a chisel. Note: You must follow safety checklists provided in the operating manual when sharpening and maintaining tools.	√

Clean up, meeting all legislative and workplace requirements for safety, waste disposal and materials handling. • Follow environmental requirements (Site environmental plan) • Clean construction tools and equipment. • Removal of litter, dust, waste, left-over wooden pieces. • Clean the debris surrounding the area. • Clean the worksite. Use appropriate cleaning tool. • Disposal of waste generated in respective recycle / non-recycle bins.	√
Check the condition of the tools and equipment for any damage.	√
Perform post maintenance steps as per the manufacturers' instructions.	√
Store and secure all the construction tools and equipment that you have used in their tool-boxes or respective place.	√
Report any faults using the 'Fault report' template provided.	√

Fault report:

Tool / Equipment Fault Report

Type of tool / equipment Circular Saw **Serial No.**

Brand and model No. __Nill__

Location of tool / equipment__Nill___

Date	Fault	Action to be taken	Priority
25/11/24	Blade dull	Replace blade	II

Priority

I. Action required within 24 hours
II. Action required within 2-3 days
III. Action required when convenient

Signature Adnan Khalid
Please send this form to the Administration Officer.

To be completed by Administration Officer:

Action taken _____

Signature _____

Activity 2: Use carpentry tools to construct timber fence

This activity requires you to construct a timber fence. Your trainer/assessor will take you to the location where the timber fence is to be constructed.

Timeframe to complete the task:

The trainer/assessor will allocate the time to complete this activity. Students may request the trainer/assessor if they need longer time.

What need to be considered prior to conducting this task:

- Risks associated with this task
- Job Hazard Analysis
- Equipment and tools required to complete the task
- PPE required to complete the task
- Sequence of the task

Tools needed for the task:

- Retractable tape measure
- Folding or steel ruler
- Combination square
- String line
- Chalk line
- Hand saw
- Coping saw
- Carpenters hammer / claw hammer
- Wood chisel
- Hand plane
- Trimming knife
- Clamps
- Bevels
- Spirit level
- Tin snips

Power/battery/pneumatic tools and equipment:

- Circular saw
- Reciprocating saw
- Sliding compound saw
- Jigsaw
- Angle grinder
- Planer
- Laminate trimmer or router
- Drill
- Rotary hammer drill
- Impact driver
- Nail gun
- Bench grinder
- Extension lead
- Portable residual current device
- Air compressor and hoses.

Materials needed for the task:

- Hard wood Timber posts (125mm x 75mm)
- Treated Pine Fencing Rails (75mm x 50mm)
- Treated Pine Plinth Board (150mm x 25mm)
- Treated Pine Timber Palings (Under 150mm x 12mm)
- Treated Pine Timber Palings (Overs 100mm x 12mm)
- 90mm Framing nails (For Plinth Board and Fencing Rails)
- 50mm Paling nails
- Cement

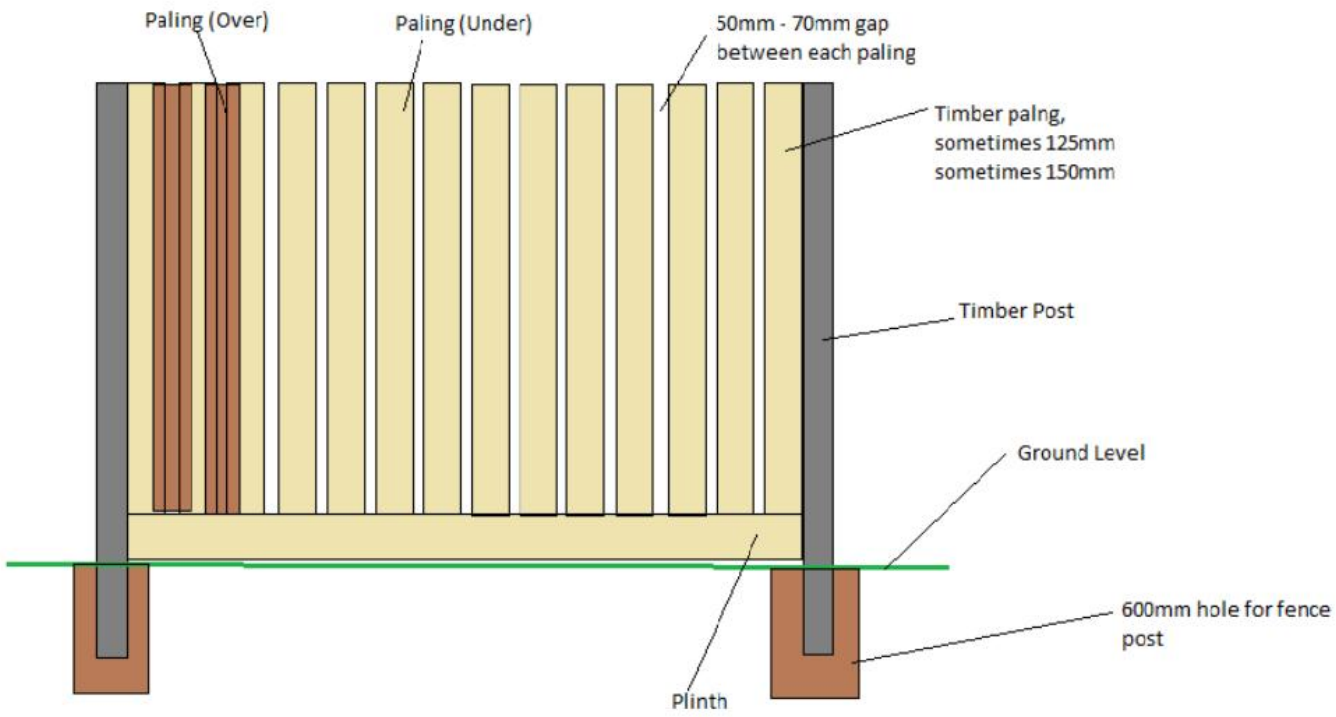
Task requirements:

- Get the tools and equipment the student will use and move them to the work area.
- The student shall read the instructions manual for the power and pneumatic tools (circular-saw, battery drill, Pneumatic nail-gun and air compressor). These manuals will be provided by the trainer/assessor.
- Sharpen and maintain tools.
- Check lubricants, hydraulic fluid and water in the air compressor.
- Perform visual checks of the tools and report the fault (if any) to the assessor/trainer.
- Perform safety checks for routing of the electric cables of the electric tools (circular-saw).

Tool type / Name	**Pre-operational checks**	**What potential problems are identified or prevented by completing these checks?**
Hard hats, safety glasses, gloves,	All ok	All ok
hearing protection, steel-toed boots	All ok	All ok
steel-toed boots	All ok	All ok
dust masks	All ok	All ok

Task Description:

In this task, the student is required to construct a timber fence as per the image shown below.



To do so, you need to complete the following steps:

- Set out the post holes.
- Cut and insert two end posts first.
- Set up a string line from top front edge of the end posts.
- Cut the remaining posts to the string line, making sure they are level and plumb.
- Concrete the posts.
- Fix the rails to the posts.
- Fix palings by nail gun. Check the paling for plumb using a level and attach a string line to the top. Before nailing, check that the height is satisfactory at all parts of the fence.

During the completion of this activity, you must complete the steps given in the 'Checklist' provided below. While completing each step. You must place a ticks mark against each step given in the checklist.

Checklist: Use carpentry tools to construct timber fence

Steps	Tick mark (If completed)
Review work instructions to use tools and equipment. Check: • Task requirements. • Dimensions of the work to be completed.	√
Select and wear personal protective equipment (PPE).	√

Select equipment and hand, power and pneumatic tools required to complete this activity. • Selection must be based on the functions, operations and limitations. • Check for serviceability and any faults. • Rectify faults, if any or report it to your Supervisor (Trainer/assessor)	√
Perform measurements and calculations required to construct the timber fence.	√
Construct the timber fence. • Use equipment and hand, power and pneumatic tools ▪ Follow WHS requirements (Refer to the information provided during the tool box meeting – Assessment task 2) ▪ Follow operating or instructions manual (Manufacturers' recommendations)	√
Sharpen and maintain tools. • Replace blades/cutters/grinding discs in: o a power saw o a powered planer o a router o grinder • grind, sharpen and hone a hand plane blade • grind, sharpen and hone a chisel. Note: You must follow safety checklists provided in the operating manual when sharpening and maintaining tools.	√
Clean up, meeting all legislative and workplace requirements for safety, waste disposal and materials handling. • Follow environmental requirements (Site environmental plan) • Clean construction tools and equipment. • Removal of litter, dust, waste, left-over wooden pieces. • Clean the debris surrounding the area. • Clean the worksite. Use appropriate cleaning tool. • Disposal of waste generated in respective recycle / non-recycle bins.	√
Check the condition of the tools and equipment for any damage.	√
Perform post maintenance steps as per the manufacturers' instructions.	√

Store and secure all the construction tools and equipment that you have used in their tool-boxes or respective place.	√
Report any faults using the 'Fault report' template provided.	√

Fault report:

Tool / Equipment Fault Report

Type of tool / equipment Nail Gun **Serial No.** _____

Brand and model No. _____

Location of tool / equipment _____

Date	Fault	Action to be taken	Priority
27/11/24	Misfiring nails	Repair or replace	I

Priority

I. Action required within 24 hours
II. Action required within 2-3 days
III. Action required when convenient

Signature Adnan Khalid
Please send this form to the Administration Officer.

To be completed by Administration Officer:

Action taken _____

Signature _____

Activity 3: Use carpentry tools to construct timber deck.

This activity requires you to construct a 2400 x 1500mm timber deck.

Decking material and specifications:

- Use 90 x 90mm H3 treated pine for the posts.
- Eight bags of quick-set concrete.
- H4 treated pine for framing, consisting of two bearers and seven joists, all cut from 140 x 45mm timber.
- Clad frame with 90 x 19mm merbau decking.
- Use galvanised fasteners are used for the frame, with the joists attached using 75 x 3.75mm nails and framing anchors then reinforced with 100mm x 14g bugle head screws into the posts.
- Secure bearers to the posts with M12 x 150mm Cuphead bolts. Attach decking boards with 65mm x 8g stainless steel decking screws.

Your trainer/assessor will take you to the location where the timber deck is to be constructed.

Timeframe to complete the task:

The trainer/assessor will allocate the time to complete this activity. Students may request the trainer/assessor if they need longer time.

What need to be considered prior to conducting this task:

- Risks associated with this task
- Job Hazard Analysis
- Equipment and tools required to complete the task
- PPE required to complete the task
- Sequence of the task

Tools needed for the task:

- Retractable tape measure
- Folding or steel ruler
- Combination square
- String line
- Chalk line
- Hand saw
- Coping saw
- Carpenters hammer / claw hammer
- Wood chisel
- Hand plane
- Trimming knife
- Clamps
- Bevels
- Spirit level
- Tin snips

Power/battery/pneumatic tools and equipment:

- Circular saw
- Reciprocating saw

- Sliding compound saw
- Jigsaw
- Angle grinder
- Planer
- Laminate trimmer or router
- Drill
- Rotary hammer drill
- Impact driver
- Nail gun
- Bench grinder
- Extension lead
- Portable residual current device
- Air compressor and hoses.

Task requirements:

- Get the tools and equipment the student will use and move them to the work area.
- The student shall read the instructions manual for the power and pneumatic. These manuals will be provided by the trainer/assessor.
- Sharpen and maintain tools.
- Check lubricants, hydraulic fluid and water in the air compressor.
- Perform visual checks of the tools and report the fault (if any) to the assessor/trainer.
- Perform safety checks for routing of the electric cables of the electric tools (circular-saw).

Tool type / Name	**Pre-operational checks**	**What potential problems are identified or prevented by completing these checks?**
Hard hats, safety glasses, gloves,	All ok	All ok
hearing protection, steel-toed boots	All ok	All ok
steel-toed boots	All ok	All ok
dust masks	All ok	All ok

Task Description:

In this task, the student is required to construct a 2400 x 1500mm timber deck. To do so, you need to complete the following steps:

- Step 1. Excavate the site
  Mark out the deck site by knocking in pegs at the corners and checking the diagonals for square. Use a shovel to remove grass and topsoil to 75mm deep, chipping away at hardened areas with a mattock.
- Step 2. Build the frame
  On a flat surface position the end joists between the bearers and the joists at 780mm and 1580mm, securing temporarily with galvanised flathead ails through the outside of the bearers and skewed through the top of the joist into the bearer.
- Step 3. Position the frame

Position the frame against any existing landscape features and support it on packing blocks then use a spirit level to check it's level. TIP The base of this frame is level with the tank slab and 20mm below the paved area.

- Step 4. Secure to the posts
  Dig 200 x 200 x 400mm deep post holes and position a 600mm post hard against each joist and bearer 20mm from the top. Drill 3.5mm pilot holes, securing the joists with bugle head screws and the bearers with galvanised cuphead bolts.
- Step 5. Concrete the posts
  Check the frame for level then pour a 20 kilo bag of dry quick-set concrete in each hole, adding water, mixing well and leaving it to set. TIP Use a steel float to angle the concrete away from the post for water runoff.
- Step 6. Level the frame
  Position the last three joists centred between the others, securing all the joists with framing anchors. Use a straightedge to mark high and low spots along the bearers and across the joists, removing high spots with a power planer to create a level surface.
- Step 7. Secure the boards
  Position a decking board to overlap the front and sides of the frame by 25mm all round. Run a stringline between nails at the ends to align the boards then use a screw as a spacer for even 3mm gaps, drilling 2mm pilot holes and securing with decking screws.
- Step 8. Finish the deck
  Position five boards at a time, using a straightedge to mark the centre of each joist to drill pilot holes and secure with decking screws. Attach the fascia boards to the front bearer and outside joists with decking screws.

During the completion of this activity, you must complete the steps given in the 'Checklist' provided below. While completing each step, you must place a ticks mark against each step given in the checklist.

Checklist 1: Use carpentry tools to construct timber deck

Steps	Tick mark (If completed)
Review work instructions to use tools and equipment. Check: • Task requirements. • Dimensions of the work to be completed.	✓
Select and wear personal protective equipment (PPE).	✓
Select equipment and hand, power and pneumatic tools required to complete this activity. • Selection must be based on the functions, operations and limitations. • Check for serviceability and any faults. • Rectify faults, if any or report it to your Supervisor (Trainer/assessor)	✓

Perform measurements and calculations required to construct the timber deck.	✓
Construct the timber deck. • Use equipment and hand, power and pneumatic tools ▪ Follow WHS requirements (Refer to the information provided during the tool box meeting – Assessment task 2) ▪ Follow operating or instructions manual (Manufacturers' recommendations)	✓
Sharpen and maintain tools. • Replace blades/cutters/grinding discs in: o a power saw o a powered planer o a router o grinder • grind, sharpen and hone a hand plane blade • grind, sharpen and hone a chisel. Note: You must follow safety checklists provided in the operating manual when sharpening and maintaining tools.	✓
Clean up, meeting all legislative and workplace requirements for safety, waste disposal and materials handling. • Follow environmental requirements (Site environmental plan) • Clean construction tools and equipment. • Removal of litter, dust, waste, left-over wooden pieces. • Clean the debris surrounding the area. • Clean the worksite. Use appropriate cleaning tool. • Disposal of waste generated in respective recycle / non-recycle bins.	✓
Check the condition of the tools and equipment for any damage.	✓
Perform post maintenance steps as per the manufacturers' instructions.	✓
Store and secure all the construction tools and equipment that you have used in their tool-boxes or respective place.	✓
Report any faults using the 'Fault report' template provided.	✓

Assessment 3 : (Verbal question record)

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

Assessor to mark ✓ **If Satisfactory X Not Satisfactory**	☑	☒
1. What hazards were identified when carrying out safety checks of the worksite prior to starting the task?	**S**	**NYS**
2. What is the benefit of using/selecting a circular saw (power-tool) over a manual saw (hand-tool)?	**S**	**NYS**
3. When working with power tools, why visual checks for the power transmission device (electric leads / pressure hoses) are as important as the checks for the tool?	**S**	**NYS**

4. Why clear and safe routing of the power leads/hoses is important?	**S**	**NYS**
5. Why is it important to place the power tools in the tool-box when not in immediate use?	**S**	**NYS**
6. Why is it important to select the right tool for the job to be undertaken?	**S**	**NYS**
7. Why conditions checks must be done on a hand-tool prior to using it?	**S**	**NYS**

8. Why is it important to clamp/fix the workpiece prior to cutting with the saw?	**S**	**NYS**
9. What are the two most common hazards associated with the use of hand tools?	**S**	**NYS**
10. What hazards were identified when carrying out safety checks of the worksite prior to starting the task?	**S**	**NYS**
11. What is the importance of housekeeping at construction sites?		
12. What are the benefits of recycling waste?		

13. Why is it important to perform regular cleaning and maintenance of hand tools and power tools?		
14. Why is it important to maintain records of your tools?		
15. What steps would you take when you notice any fault in the power tool you are working with?		

Comments:

Performance Criteria/Performance Checklist: Assessment task 3

Your task must address the following performance criteria/ performance checklist.			
To be assessed as satisfactory (S) in this assessment task the participant needs to demonstrate competency in the following critical aspects of evidence	S	N/S	Trainer/Assessor to complete (Comment and feedback to students)
a) Read the documentation of the tools and equipment prior to using it. *Read the Instructions Manual and Safe Work Procedures for Circular-saw, Nail-gun, Electric-Drill.*	**S**	❑	
b) Wore the appropriate PPE for the task? *Yes / No.*	**S**	❑	
c) Selected and used the correct type of power-tools for the work activity. *Yes / No.*	**S**	❑	
d) Selected plant, tools and equipment to carry out tasks were consistent with the requirements of the job.	**S**	❑	
e) Identified environmental requirements were in line with environmental plans and regulatory obligations.	**S**	❑	
f) Demonstrated good communication skills when talking on the two-way radio system.	**S**	❑	

g) Environmental requirements were identified and adhered to.	**S**	❑	
h) Performed visual inspection of the tools and equipment and reported faults. *Student must identify the built-in fault of the circular saw (worn-out blade).*	**S**	❑	
i) Clamped / fixed the workpiece (wooden boards) appropriately on the bench vice prior cutting. *Yes / No.*	**S**	❑	
j) Used the tools and equipment safely and effectively in performing the task. Has the skill to correctly hold and handle the tool and equipment? *Used the tools as per the instructions given in the operator's manual /SWP.*	**S**	❑	
k) Kept the tools safely after completion of the task. • *Switch off equipment before removing waste material/work piece.* • *Switch off drill before removing waste material from the drill table.* • *Return nail gun to storage area* • *Student must keep the tools back in the tool-box.*	**S**	❑	
l) Cleaned the work area after completion of task. *Gather up and remove waste to keep the work site orderly.*	**S**	❑	

m) Disposed-off the waste material in the waste-bin / recycle-bin. *Planned for the adequate disposal of scrap, waste and surplus materials.*	**S**	❑	
n) Performed maintenance inspection of the tools used in the task (after completion of the task). • *Followed manufacturer instructions*	**S**	❑	
o) Prepared the written record for the tools and equipment used during the task. • *Prepared fault reports*	**S**	❑	
p) Cleaned the tools and equipment for further use. • *Adopted right technique to clean the tools and equipment's.*	**S**	❑	
q) Demonstrated organising skills to plan and set out work.	**S**	❑	
r) Used language appropriate to cultural differences.	**S**	❑	

Assessment Results Sheet

Outcome	First attempt: Outcome (make sure to tick the correct checkbox): Satisfactory (S) ☐ or Not Satisfactory (NS) ☐ Date:27/11/24 Feedback: Second attempt: Outcome (make sure to tick the correct checkbox): Satisfactory (S) ☐ or Not Satisfactory (NS) ☐ Date: _____(day)/ _____(month)/ _____(year) Feedback:
Student Declaration	• I declare that the answers I have provided are my own work. Where I have accessed information from other sources, I have provided references and or links to my sources. • I have kept a copy of all relevant notes and reference material that I used as part of my submission. • I have provided references for all sources where the information is not my own. I understand the consequences of falsifying documentation and plagiarism. I understand how the assessment is structured. I accept that the work I submit may be subject to verification to establish that it is my own. • I understand that if I disagree with the assessment outcome, I can appeal the assessment process, and either re-submit additional evidence undertake gap training and or have my submission re-assessed.

	• All appeal options have been explained to me.
Student Signature	Adnan Khalid
Date	27/11/4
Trainer/Assessor Name	
Trainer/Assessor Declaration	I hold: ☐ Vocational competencies at least to the level being delivered ☐ Current relevant industry skills ☐ Current knowledge and skills in VET, *and undertake* ☐ Ongoing professional development in VET *I declare that I have conducted an assessment of this student's submission. The assessment tasks were deemed current, sufficient, valid and reliable. I declare that I have conducted a fair, valid, reliable, and flexible assessment. I have provided feedback to the student.*
Trainer/Assessor Signature	
Date	
Office Use Only	Outcome of Assessment has been entered into the Student Management System on _____ (insert date) by (insert Name) _____

Appendix A: Reasonable Adjustments

Write (task name and number) where reasonable adjustments have been applied:

Reasonable Adjustments

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

Reasonable Adjustment Strategies Matrix (Trainer/Assessor to complete)

Category	**Possible Issue**	**Reasonable Adjustment Strategy (select as applicable)**
☐ LLN	☐ Speaking ☐ Reading ☐ Writing ☐ Confidence	☐ Verbal assessment ☐ Presentations ☐ Demonstration of a skill ☐ Use of diagrams ☐ Use of supporting documents such as wordlists
☐ Non-English Speaking Background	☐ Speaking ☐ Reading ☐ Writing ☐ Cultural background ☐ Confidence	☐ Discuss with the student and supervisor (if applicable) whether language, literacy and numeracy are likely to impact on the assessment process ☐ Use methods that do not require a higher level of language or literacy than is required to perform the job role ☐ Use short sentences that do not contain large amounts of information ☐ Clarify information by rephrasing, confirm understanding ☐ Read any printed information to the student ☐ Use graphics, pictures and colour coding instead of, or to support, text ☐ Offer to write down, or have someone else write, oral responses given by the student ☐ Ensure that the time available to complete the assessment,

Reasonable Adjustment Strategies Matrix (Trainer/Assessor to complete)		
		while meeting enterprise requirements, takes account of the student's needs
☐ Indigenous	☐ Knowledge and understanding ☐ Flexibility ☐ Services ☐ Inappropriate training and assessment	☐ Culturally appropriate training ☐ Explore understanding of concepts and practical application through oral assessment ☐ Flexible delivery ☐ Using group rather than individual assessments ☐ Assessment through completion of practical tasks in the field after demonstration of skills and knowledge.
☐ Age	☐ Educational background ☐ Limited study skills	☐ Make sure font size is not too small ☐ Trainer/Assessor should refer to the student's experience ☐ Ensure that the time available to complete the assessment takes account of the student's needs ☐ Provision of information or course materials in an accessible format. ☐ Changes in teaching practices, e.g. wearing an FM microphone to enable a student to hear lectures ☐ Supply of specialised equipment or services, e.g. a note-taker for a student who cannot write ☐ Changes in lecture schedules and arrangements, e.g. relocating classes to an accessible venue ☐ Changes to course design, e.g. substituting an assessment task ☐ Modifications to the physical environment, e.g. installing lever taps, building ramps, installing a lift
☐ Educational background	☐ Reading ☐ Writing ☐ Numeracy ☐ Limited study skills and/or learning strategies	☐ Discuss with the Student previous learning experience ☐ Ensure learning and assessment methods meet the student's individual need
☐ Disability	☐ Speaking ☐ Reading ☐ Writing ☐ Numeracy ☐ Limited study skills and/or learning strategies	☐ Identify the issues ☐ Create a climate of support ☐ Ensure access to support that the student has agreed to ☐ Appropriately structure the assessment ☐ Provide information or course materials in an accessible format, e.g. a textbook in braille ☐ Changes in teaching practices, e.g. wearing an FM microphone to enable a student to hear lectures ☐ Supply of specialised equipment or services, e.g. a note-taker for a student who cannot write ☐ Changes in lecture schedules and arrangements, e.g. relocating classes to an accessible venue ☐ Changes to course design, e.g. substituting an assessment task ☐ Modifications to the physical environment, e.g. installing lever taps, building ramps, installing a lift

Reasonable Adjustment Strategies Matrix (Trainer/Assessor to complete)		
Explanation of reasonable adjustments strategy used		

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

Appendix B: Learner Evaluation Form

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

- logistics and support
- facilitation
- training material
- assessment

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

Unit of Competency Name	CPCCCA2002	**Trainer/Assessor Name**	
Student Name (Optional)	Adnan Khalid	**Dates of Training**	**27/11/24**
Employer/Work site (if applicable)		**Date of Evaluation**	**27/11/24**

A Logistics and Support Evaluation

No.	**Criteria/Question**	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The communication regarding the required attendance and time to study to pass this unit was correct					Strongly Agree
2	The staff were efficient and helpful.					Strongly Agree
3	The training equipment and material used was effective and prepared.					Strongly Agree
4	The training venue was conducive to learning (set-up for convenience of students, comfortable in terms of temperature, etc.)					Strongly Agree

Additional Comments on Logistics and Support

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

Additional Comments on Training

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

Additional Comments on Learning Evaluation

Appendix C: Assessor Script for Tool Box Meeting

Topics to be covered	Specific advice to be provided to student's script
1. Daily work requirements	• Explain the tasks for each student and the sequence of assessment for each individual. • Briefing on task details as required by the SWPs or Tools' Instructions Manuals.
2. Task specific details & site safety	• Brief on the construction task that is being conducted. • Reminder of the SWPs and reading and signing it. • Check White card/CIC is held.
3. Safety hazards & control strategies	• Hazards are detailed in the SWPs, site to be inspected for any other hazards on arrival at site. • Control strategies to be discussed with the Supervisor, agreed to and implemented
4. PPE to be worn during the task	• Safety shoes to be worn (student shall provide their own safety shoes) • Hard-hat to be worn • Safety Glasses are to be worn • Hi-Viz vests are optional
5. Weather conditions and impact on job.	• Briefing will be dependent on the day due

	to the climate.
6. Environmental hazards	• Based on Environmental plan
7. Signage and barricade requirements	• Based on traffic management plan
8. Fitness for work/alcohol/drugs/ fatigue/illr	• It's an individual's responsibility to maintain his/her personal fitness levels. • Company alcohol and drug policy is zero tolerance on the job. • As this job is of a very short-term fatigue will be minimal • Inform Supervisor immediately if you feel ill at any time during work hours
9. Worker conduct and behaviour	• Clean presentable clothing to be worn when reporting to work • Do not become involved in any arguments or altercations
10. Incident reporting	• As per Company procedures • All incident/accidents are to be verbally reported to the Supervisor as soon as practicable.
11. Safety-Signs/ escape route/ Muster-statio	• Safety-Signs, escape-routes and muster-stations are detailed in the Site Safety Plan.
12. Risk assessments	• Risk assessments are to be completed for any identified hazard on site that is not covered by the SWPs.
13. Breaks/conveniences/medical facility/first-aid personnel	• *Give no information on this subject* • *Students are to mark this as not given on their checklist and ask questions at the end of the briefing.*
14. Cigarette smoking/in vehicles/ Public area	• No smoking at the construction site

15. Pre-start operational checks of the hand- to be used in the task	• Each student shall perform pre-start operational checks for the tools be used in the task. *Some of the tools have built-in faults. Student must identify those faults and report to the Supervisor. Student must rectify the fault prior to starting the tasks (in Assessment 3).*
16. OHS requirements to use hand and powe equipment.	• *Trainer/assessor must communicate the OHS requirements and assess student for its demonstration during the performance of activities in assessment task 3.*
17. Compliance requirements	Trainer/assessor must communicate the following compliance requirements: • WHS Act, 2011, • WHS Regulation, 2016, • Code of Practice for Construction Work • National construction codes (NCC) requirements • Australian Standard AS 1684 Residential Timber-framed Construction • AS 4024.1 Safety of machinery • AS/NZS 60745 Hand-held motor-operated electric tools – Safety – General requirements • Manufacturers' specifications and workplace requirements.
18. Any other business	• *This additional item has been added to this script so that we can check that the students were listening. The students are expected to add this item in the comments section of their tool box record.*
Additional items:	

Appendix D: Resources provided by the RTO

The student will need the following equipment and resources to complete the task.

1. Documentation (Hard copy).
    - Operating Manual for the following equipment.
        - circular saw
        - reciprocating saw
        - sliding compound saw
        - jigsaw
        - angle grinder
        - planer
        - laminate trimmer or router
        - drill
        - rotary hammer drill
        - impact driver
        - nail gun
        - bench grinder
        - portable residual current device
        - air compressor and hoses.
2. Tools and equipment (Trainer/assessor to make changes based on the job requirements): The following tools and equipment will be made available by the training organisation at the workplace:
    - Hand tools:
        - Retractable tape measure
        - Folding or steel ruler
        - Combination square
        - String line
        - Chalk line
        - Hand saw
        - Coping saw
        - Carpenters hammer / claw hammer
        - Wood chisel
        - Hand plane
        - Trimming knife
        - Clamps
        - Bevels
        - Spirit level
        - Tin snips
    - Power/battery/pneumatic tools and equipment:

- Circular saw
- Reciprocating saw
- Sliding compound saw
- Jigsaw
- Angle grinder
- Planer
- Laminate trimmer or router
- Drill
- Rotary hammer drill
- Impact driver
- Nail gun
- Bench grinder
- Extension lead
- Portable residual current device
- Air compressor and hoses.

3. Materials required (Trainer/assessor to make changes based on the job requirements)
    - As specified in the assessment task.