



COMPETENCY STANDARDS & ASSESSMENT GUIDE FOR PAINTING

**Skills for Employment Investment Program (SEIP)
Finance Division, Ministry of Finance**

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The Competency Standards for Painting is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing trainings consistent with the requirement of industry in order for individuals who passed through the set standard via assessment would be qualified and settled for a relevant job.

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INTRODUCTION:

The Skills for Employment Investment Program (SEIP) Project of the Finance Division of the Ministry of Finance has embarked on a project which aims to qualitatively and quantitatively expand the skilling capacity of identified public and private training providers by establishing and operationalizing a responsive skill eco system and delivery mechanism through a combination of well-defined set of funding triggers and targeted capacity support.

Among the many components of the project, one is to promote a Market Responsive Inclusive Skills Training Delivery program. Key priority economic growth sectors identified by government have been targeted by the project to improve current job skills along with up-skilling of the existing workforce to ensure 'required skills to industry standards'. Training providers are encouraged and supported to work with the industry to address identified skills to enable industry growth and increased employment through the provision of market responsive inclusive skills training programs. Priority sectors were identified to adopt a demand driven approach to training with effective inputs from Industry Skills Councils (ISCs), Employer Associations and Employers.

This document is developed to improve skills in accordance with the job roles and skill sets of the occupation and ensure that the required skills are aligned to industry requirements.

The document details the format, sequencing, wording and layout of the Competency Standard for an occupation which comprised Units of Competence and its corresponding Elements.

OVERVIEW:

A **Competency Standard** is a written specification of the knowledge, skills and attitudes required for the performance of a job or occupation or trade corresponding to the standard of performance required in the workplace.

Competency standard:

- provides a consistent and reliable set of components for training, recognizing and assessing people's skills, and may also have optional support materials.
- enables industry recognized qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

Competency Standards are developed by a working group who comprised national and international process experts and the participation of experts from the industry to identify the competencies required of an occupation in a particular sector.

Competency Standards describe the skills, knowledge and attitude needed to perform effectively in the workplace. Competency Standards acknowledge that people can achieve vocational and technical competency in many ways by emphasizing what the learner can do, not how or where they learned to do it.

With Competency Standards, training and assessment may be conducted at the workplace or at training organization or any combination of these.

A Unit of Competency describes a distinct work activity that would normally be undertaken by one person in accordance with industry standards.

Units of Competency are documented in a standard format that comprises:

- Reference to Industry Sector, Occupational Title and Occupational Description
- Unit code
- Unit title
- Unit descriptor
- Unit of Competency
- Elements and performance criteria
- Variables and range statement
- Evidence guides

Together all the parts of a Unit of Competency:

- Describe a work activity
- Guide the assessor in determining whether the candidate is competent.

Identification and validation of units of competency and elements for each occupation were made by experts of various construction companies in an industry consultative workshop held at the Bangladesh Association of Construction Industry (BACI) on the 29th of May 2016.

Profile of experts and facilitators who participated in the Competency Verification and Validation Workshop are given below:

Competency Verification-Validation Experts:

Name	Company	Job Position
Engr. Faridul Islam	Montage Training Center	Instructor
Engr. Md. Alauddin Khelze	MAWTS, Pallabi Mirpur	Chief Instructor
Mr. Moniruzzaman Sani	Montage Training Center	Master Aluminum Fabricator/Installer
Md. Rakibul Hassan	MAWTS, Pallbi, Mirpur	Asst. Instructor
Md. Abdul Mannan	Bangladesh-German Technical Training Center	Instructor (Auto Cad)
Jannati Sultana	Royal CNC Training Institute	Architect

Workshop Facilitators:

Md. Mohiuzzaman	SEIP	Course Specialist
Emeterio Cedillo, Jr.	SEIP	International Specialist
Md. Nuruzzaman	SEIP	National Specialist

The ensuing sections of this document comprise a description of the respective occupation with all the key components of a Unit of Competency:

- A chart with an overview of all Units of Competency for the respective occupation including the Unit Codes and the Unit of Competency titles and corresponding Elements.
- The Competency Standards that include the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide and Assessment Evidence Guide.

COMPETENCY PROFILE/MAP for PAINING

UNITS OF COMPETENCY

ELEMENTS

A. Generic (Basic) Competencies

PERFORM COMPUTATIONS USING BASIC MATHEMATICAL CONCEPTS (SEIP-CON-PAI-1-G)	Identify calculation requirements in the workplace.	Select appropriate mathematical methods/concepts for the calculation.	Use tool/instrument to perform calculations	
APPLY OCCUPATIONAL HEALTH AND SAFETY (OHS) PRACTICES IN THE WORKPLACE (SEIP-CON-PAI-2-G)	Identify OHS policies and procedures	Apply personal health and safety practices	Report hazards and risks	Respond to emergencies
COMMUNICATE IN ENGLISH IN THE WORKPLACE (SEIP-CON-PAI-3-G)	Read and understand workplace documents in English	Write simple workplace written communications in English.	Listen and comprehend to English conversation	Perform conversations in English language
OPERATE IN A SELF-DIRECTED TEAM. (SEIP-CON-PAII-4-G)	Identify team goals and processes.	Communicate and cooperate with team members.	Work as a team member	Solve problems as a team member

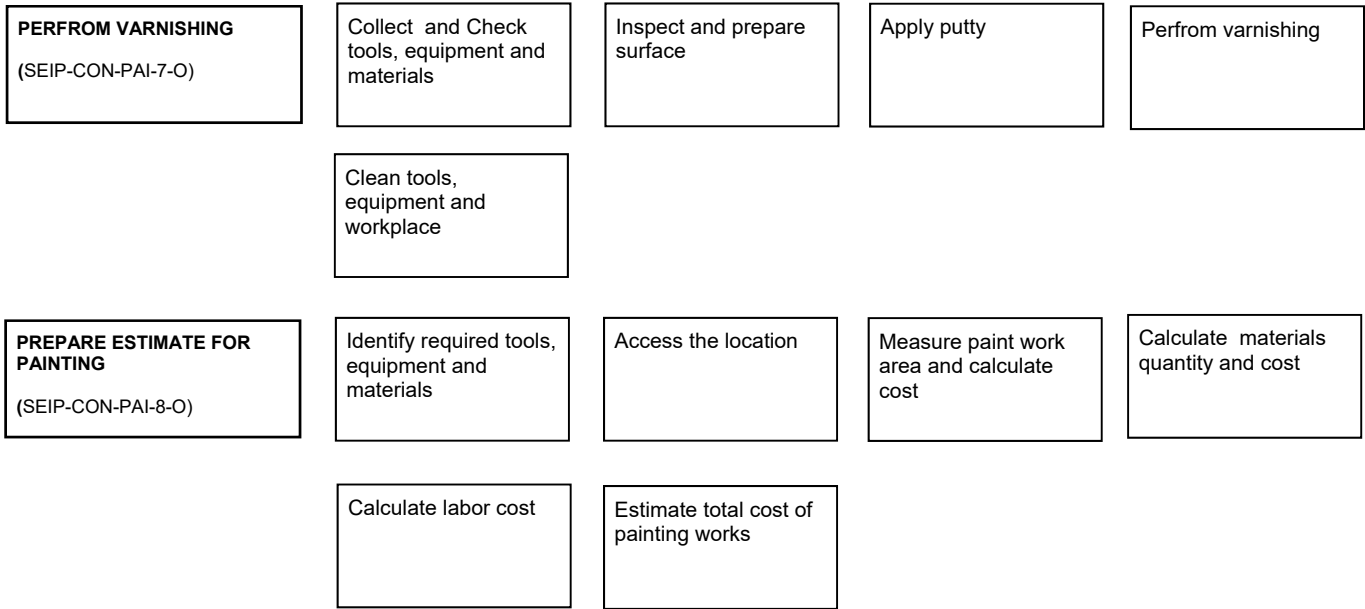
B. Sector Specific (Common) Competencies

TRANSLATE DRAWINGS, PLANS AND SPECIFICATIONS (SEIP-CON-PAI-1-S)	Carry out basic engineering drawings applied in construction	Access information from manuals, designs and plans	Interpret drawings and specifications from manuals, designs and plans	Store manuals, designs and plans
WORK WITH HAND TOOLS AND POWER TOOLS (SEIP-CON-PAI-2-S)	Inspect hand tools and power tools for usability	Use hand tools properly and safely	Operate power tools properly and safely	Clean/maintain hand tools and power tools after use
CARRY OUT MEASUREMENTS AND CALCULATIONS (SEIP-CON-PAI-3-S)	Check usability of measuring devices	Carry out accurate construction work measurements	Execute simple construction work calculations	Clean and maintain measuring instruments

C. Occupation Specific (Core) Competencies

PERFORM DISTEMPERING (SEIP-CON-PAI-1-O)	Check tools, equipment and materials	Prepare surface	Apply base materials	Perfrom distempering
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	Clean tools, equipment and workplace			
PERFORM PLASTIC EMULSION PAINTING (SEIP-CON-PAI-2-O)	Inspect surface	Collect and Check tools, equipment and materials	Prepare surface	Apply plastic emulsion painting
	Clean tools, equipment and workplace			
PERFORM SYNTHETIC ENAMEL PAINTING (SEIP-CON-PAI-3-O)	Collect and Check tools, equipment and materials	Prepare surfaces for synthetic enamel painting	Apply putty and primer	Perform synthetic enamel painting
	Clean tools, equipment and workplace			
PERFORM WEATHER COAT PAINTING (SEIP-CON-PAI-4-O)	Collect and Check tools, equipment and materials	Make scaffolding	Prepare surface for painting	Apply sealer
	Perform weather coat painting	Clean tools, equipment and workplace		
PERFORM CONCRETE PAINTING (SEIP-CON-PAI-5-O)	Collect and Check tools, equipment and materials	Install scaffolding	Prepare concrete surface	Apply concrete paint
	Clean tools, equipment and workplace			
PERFORM SPRAY PAINTING (SEIP-CON-PAI-6-O)	Collect and Check tools, equipment and materials	Inspect and prepare surface for spray painting	Apply putty and primer	Perform spray painting
	Clean tools, equipment and workplace			



Units & Elements at Glance:
A. Generic (Basic) Competencies (46 hrs.)

Code	Unit of Competency	Elements of Competency	Duration (Hours)
SEIP-CON-PAI-1-G	Perform Computations Using Basic Mathematical Concepts	<ol style="list-style-type: none"> 1. Identify calculation requirements in the workplace 2. Select appropriate mathematical methods/concepts for the calculation. 3. Use tool/instrument to perform calculations 	14
SEIP-CON-PAI-2-G	Apply Occupational Health and Safety (OHS) Practices in the Workplace	<ol style="list-style-type: none"> 1. Identify OHS policies and procedures 2. Apply personal health and safety practices 3. Report hazards and risks 4. Respond to emergencies 	10
SEIP-CON-PAI-3-G	Communicate in English in the Workplace	<ol style="list-style-type: none"> 1. Read and understand workplace documents in English 2. Write simple workplace communications in English 3. Listen and comprehend to English conversations 4. Perform conversations in English language 	14
SEIP-CON-PAI-4-G	Operate in a Self-Directed Team	<ol style="list-style-type: none"> 1. Identify team goals and work processes 2. Communicate and cooperate with team members. 3. Work as a team member. 4. Solve problems as a team member 	8
Total Hours			46

B. Sector Specific (Common) Competencies (36 hrs.)

Code	Unit of Competency	Elements of Competency	Duration (Hours)
SEIP-CON-PAI-1-S	Translate Drawings, Plans and Specifications	<ol style="list-style-type: none"> 1. Carry out basic engineering drawings applied in construction 2. Access information from manuals, designs and plans 3. Interpret drawings and specifications from manuals, designs and plans 4. Store manuals, designs and plans 	16
SEIP-CON-PAI-2-S	Work with Hand Tools and Power Tools	<ol style="list-style-type: none"> 1. Inspect hand tools and power tools for usability 2. Use hand tools properly and safely 3. Operate power tools properly and safely 4. Clean/maintain hand tools and power tools after use 	10
SEIP-CON-PAI-3-S	Carry Out Measurements and Calculations	<ol style="list-style-type: none"> 1. Check usability of measuring devices 2. Carry out accurate construction work measurements 3. Execute simple construction work calculations 4. Clean and maintain measuring instruments 	10
Total Hours			36

C. Occupation Specific (Core) Competencies (278 hrs.)

Code	Unit of Competency	Elements of Competency	Duration Hours
SEIP-CON-PAI-1-O	Perform Distempering	<ol style="list-style-type: none"> 1. Check tools, equipment and materials 2. Prepare surface 3. Apply base materials 4. Perform distempering 5. Clean tools, equipment and workplace 	38
SEIP-CON-PAI-2-O	Perform Plastic Emulsion Painting	<ol style="list-style-type: none"> 1. Inspect surface 2. Collect and check tools, equipment and materials 3. Prepare surface 4. Apply plastic emulsion paint 5. Clean tools, equipment and workplace 	40
SEIP-CON-PAI-3-O	Perform Synthetic Enamel Painting	<ol style="list-style-type: none"> 1. Collect and check tools, equipment and materials 2. Prepare surfaces for synthetic enamel painting 	40

		3.Apply putty and primer 4.Perform synthetic enamel painting 5.Clean tools, equipment and workplace	
SEIP-CON-PAI-4-O	Perform Weather Coat Painting	1.Collect and check tools, equipment and materials 2.Install scaffolding 3.Prepare surface for painting 4.Apply sealer 5.Perform weather coat painting 6.Clean tools, equipment and workplace	40
SEIP-CON-PAI-5-O	Perform Concrete Painting	1.Collect and check tools, equipment and materials 2.Install scaffolding 3.Prepare concrete surface 4.Apply concrete paint 5.Clean tools, equipment and workplace	40
SEIP-CON-PAI-6-O	Perform Spray Painting	1.Collect and check tools, equipment and materials 2.Inspect and prepare surface for spray painting 3.Apply putty and primer 4.Perform spray painting 5.Clean tools, equipment and workplace	32
SEIP-CON-PAI-7-O	Perform Varnishing	1.Collect and check tools, equipment and materials 2.Inspect and prepare surface 3.Apply putty 4.Perform varnishing 5.Clean tools, equipment and workplace	24
SEIP-CON-PAI-8-O	Prepare Estimate of Painting Works	1.Identify required tools, equipment and materials 2.Access the location 3.Measure paint work area and calculate cost 4.Calculate materials quantity and cost 5.Calculate labor cost 6.Estimate total cost of painting works	24
Total Hours			278

A. The Generic (Basic Competencies)

Unit of Competency: PERFORM COMPUTATIONS USING BASIC MATHEMATICAL CONCEPTS	Nominal Duration: 14 hrs.	Unit Code: SEIP-CON-PAI-1-G
Unit Descriptor: This unit of competency requires the knowledge, skills and attitude to perform computations using basic mathematical concepts in the workplace. It specifically includes the tasks of identifying calculation requirements in the workplace, selecting appropriate mathematical method/concept for the calculation and using appropriate instruments tools to carry out calculation.		

Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

Elements of Competency	Performance Criteria
1. Identify calculation requirements in the workplace	1.1 <u>Calculation requirements</u> are identified from <u>workplace information</u> .
2. Select appropriate mathematical methods/concepts for the calculation.	2.1 <u>Appropriate method</u> is selected to carry out the calculation requirements.
3. Use tool/instrument to perform calculations	3.1 Calculations are completed using appropriate <u>tools and instruments</u> .

Range of variables:

Variable	Range
	May include but not limited to:
1. Calculation requirements.	1.1 Area 1.2 Height 1.3 Length/Breath/thickness 1.4 Diameter 1.5 Weight 1.6 Capacity 1.7 Time 1.8 Temperature. 1.9 Material usage 1.10 Speed 1.11 Costing 1.12 Mass 1.13 Density
2. Workplace information	2.1 Mechanical Plan 2.2 Design 2.3 Working drawing

	2.4 Verbal instructions 2.5 Job order
3. Appropriate method	3.1 Addition 3.2 Subtraction 3.3 Division 3.4 Multiplication 3.5 Conversion 3.6 Percentage and ratio calculation 3.7 Simple equation
4. Tools/instruments	4.1 Calculator 4.2 Computer

Curricular Content Guide

1. Underpinning Knowledge	1.1 Numerical concept 1.2 Basic mathematical methods such as addition, subtraction, multiplication and division and percentage. 1.3 Mathematical language, symbols and terminology. 1.4 Measuring units 1.5 Physical unit of measures 1.6 Geometrical parameters calculation: angle, parallelism, perpendicularity, area and volume
2. Underpinning Skills	2.1 Adding numbers 2.2 Subtracting numbers 2.3 Multiplying numbers. 2.4 Dividing numbers. 2.5 Measuring of linear 2.6 Using of mathematical language, symbols, terminology and technology. 2.7 Measuring of different physical parameter. 2.8 Calculating geometrical parameters: angle, parallelism, perpendicularity, area and volume
3. Underpinning Attitudes	3.1 Commitment to occupational health and safety practices 3.2 Promptness in carrying out activities. 3.3 Tidiness and timeliness. 3.4 Respect to peers, sub-ordinates and seniors in workplace. 3.5 Environmental concern. 3.6 Sincerity and honesty
4. Resource Implications	The following resources must be provided. 4.1 Stationeries 4.2 Consumables 4.3 Calculators 4.4 Computers 4.5 Measuring tape

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Identified calculation requirements from workplace information. 1.2 Selected appropriate method to carry out the calculation requirements. 1.3 Completed calculations using appropriate tools/instruments.
2. Methods of Assessment	Methods of assessment may include but not limited to: 2.1 Written test 2.2 Oral questioning 2.3 Demonstration.
5. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: APPLY OCCUPATIONAL HEALTH AND SAFETY (OHS) PRACTICES IN THE WORKPLACE	Nominal Duration: 10 hrs.	Unit Code: SEIP-CON-PAI-2-G
Unit Descriptor: This unit covers the knowledge, skills and attitudes required to apply occupational health and safety (OH&S) practices in the workplace. It specifically includes the tasks of identifying OHS policies and procedures, applying personal health and safety practices, reporting hazards and risks and responding to emergencies.		

Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

Elements of Competency	Performance Criteria
1. Identify OHS policies and procedures	1.1 <u>OHS policies</u> and safe operating procedures are read and understood. 1.2 Safety signs and symbols are identified and followed. 1.3 Emergency response, evacuation procedures and other contingency measures are determined.
2. Apply personal health and safety practices	2.1 OHS policies and procedures are followed and practiced. 2.2 <u>Personal Protective Equipment (PPE)</u> is selected and used. 2.3 Personal hygiene is maintained.
3. Report hazards and risks	3.1 <u>Hazards and risks</u> are identified, assessed and controlled. 3.2 Incidents arising from hazards and risks are reported to authority. 3.3 Corrective actions are implemented to correct unsafe conditions in the workplace.
4. Respond to emergencies	4.1 Alarms and warning devices are responded. 4.2 <u>Emergency response plans and procedures</u> are implemented. 4.3 <u>First aid procedure</u> is applied during emergency situations.

Range of Variables

Variable	Range
	May include but not limited to:
1. OHS policies	1.1 International OHS requirements 1.2 Bangladesh standards for OHS 1.3 Building Code 1.4 Fire Safety Rules and Regulations 1.5 Light Engineering Industry Guidelines
2. Personal Protective Equipment (PPE)	2.1 Apron 2.2 Gas Mask 2.3 Gloves 2.4 Safety shoes 2.5 Helmet 2.6 Face mask 2.7 Overalls

	<ul style="list-style-type: none"> 2.8 Goggles and safety glasses 2.9 Ear plugs 2.10 Sun block 2.11 Chemical/Gas masks
3. Hazards and risks	<ul style="list-style-type: none"> 3.1 Chemical hazards. 3.2 Biological hazards. 3.3 Physical Hazards. <ul style="list-style-type: none"> 3.3.1 Machine hazards. 3.3.2 Materials hazards. 3.3.3 Tools and Equipment hazards.
4. Emergency response plans and procedures	<ul style="list-style-type: none"> 4.1 Firefighting procedures 4.2 Earthquake response procedures 4.3 Evacuation procedures 4.4 Medical and first aid
5. First aid procedure	<ul style="list-style-type: none"> 5.1 Washing of open wound 5.2 Washing chemically infected area 5.3 Applying bandage 5.4 Tourniquet 5.5 Applying CPR (Cardiopulmonary Resuscitation) 5.6 Taking appropriate medicine

Curricular Evidence Guide:

1. Underpinning Knowledge	<ul style="list-style-type: none"> 1.1 OHS workplace policies and procedures. 1.2 Work safety procedures. 1.3 Emergency procedures. <ul style="list-style-type: none"> 1.3.1 Firefighting. 1.3.2 Earthquake response. 1.3.3 Explosion response. 1.3.4 Accident response. 1.4 Types of (biological, chemical and physical) and their effects. 1.5 PPE types and uses. 1.6 Personal hygiene practices. 1.7 OHS awareness.
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Identifying OHS policies and procedures 2.2 Following personal work safety practices 2.3 Reporting hazards and risks 2.4 Responding to emergency procedures 2.5 Maintaining physical well-being in the workplace 2.6 Performing first aids. 2.7 Performing basic firefighting accessories using fire extinguishers 2.8 Applying basic first aide procedures
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Commitment to occupational health and safety practices 3.2 Communication with peers, sub-ordinates and seniors in workplace. 3.3 Promptness in carrying out activities. 3.4 Tidiness and timeliness.

	<p>3.5 Respect of peers, sub-ordinates and seniors in workplace.</p> <p>3.6 Environmental concern.</p> <p>3.7 Sincere and honest to duties</p>
4. Resource Implications	<p>4.1 Workplace (simulated or actual)</p> <p>4.2 PPEs</p> <p>4.3 Firefighting equipment</p> <p>4.4 Emergency response manual</p> <p>4.5 First aid kits</p>

Assessment Evidence Guide:

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 Followed OHS policies and procedures.</p> <p>1.2 Selected and used personal protective equipment (PPE).</p> <p>1.3 Reported incidents arising from hazards and risks to authority.</p> <p>1.4 Emergency response plans and procedures are implemented.</p> <p>1.5 Applied basic first aide procedure.</p>
2. Methods of Assessment	<p>Methods of assessment may include but not limited to:</p> <p>2.1 Written test</p> <p>2.2 Demonstration</p> <p>2.3 Oral questioning</p> <p>2.4 Interview</p>
3. Context of Assessment	<p>3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.</p>

Unit of Competency: COMMUNICATE IN ENGLISH IN THE WORKPLACE	Nominal Duration: 14 hrs.	Unit Code: SEIP-CON-PAI-3-G
Unit Descriptor: This unit covers the knowledge, skills and attitudes required to communicate in English in the workplace. It specifically includes work tasks of reading and understanding workplace documents in English, writing simple workplace written communications in English, listening and comprehending to English conversations and performing conversations in English.		

Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

Elements of Competency	Performance Criteria
1. Read and understand workplace documents in English	1.1 Workplace documents are read and understood. 1.2 Visual information is interpreted.
2. Write simple workplace communications in English	2.1 Simple <u>routine workplace documents</u> are prepared using key words, phrases, simple sentences and <u>visual aids</u> are prepared. 2.2 Key information is written in the appropriate places in standard forms.
3. Listen and comprehend to English conversations	3.1 Active listening is demonstrated.
4. Perform conversations in English language	4.1 Conversation is performed in English with peers, customers and management to the required workplace standard.

Range of Variables

Variable	Range
	May Include but not limited to:
1. Routine workplace documents	1.1 Agenda 1.2 Simple reports such as progress and incident reports 1.3 Job sheets 1.4 Operational manuals 1.5 Brochures and promotional material 1.6 Visual and graphic materials 1.7 Standards 1.8 OSH information 1.9 Signs
2. Visual aids	2.1 Maps 2.2 Diagrams 2.3 Forms 2.4 Labels 2.5 Graphs 2.6 Charts

Curricular Evidence Guide:

1. Underpinning Knowledge	<ul style="list-style-type: none"> 1.1 Read workplace documents in English 1.2 Write simple routine workplace documents in English 1.3 Listen to conversation in English. 1.4 Perform conversation in English. 1.5 Interaction skills (i.e., teamwork, interpersonal skills, etc.). 1.6 Job roles, responsibilities and compliances.
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Ability to read and understand workplace documents in English by using appropriate vocabulary and grammar, standard spelling and punctuation 2.2 Ability to write simple routine workplace documents in English such as: Schedules and agenda, job sheets, operational manuals and brochures and promotional material. 2.3 Ability of listening in English and interpreting 2.4 Ability to perform conversation in English with peers, customers and management to the required workplace standard. 2.5 Working effectively with others. <ul style="list-style-type: none"> 2.5.1 Listening and questioning skills 2.5.2 Ability to follow simple directions
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Commitment to occupational health and safety practices 3.2 Promptness in carrying out activities 3.3 Tidiness and timeliness 3.4 Respect of peers, sub-ordinates and seniors in workplace 3.5 Environmental concern 3.6 Sincere and honest to duties
4. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> 4.1 Work place Procedure 4.2 Materials relevant to the proposed activity 4.3 All tools, equipment, material and documentation required. 4.4 Relevant specifications or work instructions

Assessment Evidence Guide:

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Converse in English with peers and customers. 1.2 Made reports of workplace documents in English .
2. Methods of Assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> 2.1 Written test 2.2 Demonstration 2.3 Oral questioning 2.4 Interview
3. Context of Assessment	<ul style="list-style-type: none"> 3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: OPERATE IN A SELF-DIRECTED TEAM	Nominal Duration: 8 hrs.	Unit Code: SEIP-CON-PAI-4-G
Unit Descriptor: This unit covers the knowledge, skills and attitudes required to operate in a self-directed team. It specifically includes work tasks of identifying team goals and work processes, communicating and cooperating with team members, working and solving problems as a team member.		

Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

Elements of Competency	Performance Criteria
1. Identify team goals and work processes	1.1 Team goals and collaborative decision making processes are identified. 1.2 Roles and responsibilities of team members are identified. 1.3 Relationships within team and with other workers are identified.
2. Communicate and cooperate with team members.	2.1 Effective interpersonal skills are used to interact with team members and to contribute to activities and objectives. 2.2 Formal and informal <u>forms of communication</u> are used effectively to support team achievement. 2.3 Diversity in character is respected and valued in team functioning. 2.4 Views and opinions of other team members are understood and valued. 2.5 Workplace terminology is used correctly to assist communication.
3. Work as a team member.	3.1 Duties, responsibilities, authorities, objectives and task requirements are identified and clarified with team. 3.2 Tasks are performed in accordance with organizational and team requirements, specifications and workplace procedures. 3.3 Team member's support with other members are made to ensure team achieves goals, awareness and requirements. 3.4 Agreed reporting lines are followed using standard operating procedure.
4. Solve problems as a team member	4.1 Current and potential problems faced by team are identified. 4.2 A solution to the problem is identified. 4.3 Problems are solved effectively and the outcome of the implemented solution is evaluated.

Range of Variables

Variable	Range
	May Include but not limited to:
1. Forms of communication	1.1 Agenda 1.2 Simple reports such as progress and incident reports. 1.3 Job sheets 1.4 Operational manuals

	<ul style="list-style-type: none"> 1.5 Brochures and promotional material 1.6 Visual and graphic materials 1.7 Standards 1.8 OSH information 1.9 Signs
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Curricular Evidence Guide:

1. Underpinning Knowledge	<ul style="list-style-type: none"> 1.1 Team goals and collaborative decision making processes 1.2 Roles and responsibilities of team members 1.3 Relationships within team and with other workers 1.4 Effective interpersonal skills to interact with team members 1.5 Effective formal and informal forms of communication 1.6 Value of diversity in team functioning. 1.7 Correct use of workplace terminology 1.8 Team’s duties, responsibilities, authorities, objectives and task requirements 1.9 Support mechanism to other members of team to ensure achievements of goals. 1.10 Methods of identifying current and potential problems faced by a team 1.11 Effectively problems solving methods and evaluation of outcomes
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Identifying team goals and collaborative decision making processes 2.2 Identifying roles and responsibilities of team members 2.3 Identifying relationships within team and with other workers 2.4 Using effective interpersonal skills to interact with team members and to contribute to activities and objectives 2.5 Using formal and informal forms of communication 2.6 Understanding and valuing views and opinions of other team members 2.7 Performing tasks in accordance with organizational and team requirements, specifications and workplace procedures. 2.8 Supporting other members of the team to ensure team achieves goals, awareness and requirements. 2.9 Identifying current and potential problems faced by the team 2.10 Identifying solutions to the problem 2.11 Solving problems effectively and evaluating the outcome of the implemented solution
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Teamwork 3.2 Promptness in carrying out activities 3.3 Tidiness and timeliness 3.4 Respect of peers, sub-ordinates and seniors in workplace 3.5 Sincere and honest to duties
4. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> 4.1 Workplace (simulated or actual)

	<ul style="list-style-type: none"> 4.2 Pens 4.3 Papers 4.4 Work books 4.5 Learning manuals
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Assessment Evidence Guide:

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified team goals and work processes. 1.2 Communicated and cooperated with team members. 1.3 Worked as a team member. 1.4 Solved problems as a team member.
2. Methods of Assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> 2.1 Written test 2.2 Demonstration 2.3 Oral questioning 2.4 Interview
3. Context of Assessment	<ul style="list-style-type: none"> 3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

B. The Sector Specific (Common) Competencies

Unit of Competency: TRANSLATEDRAWINGS, PLANS AND SPECIFICATIONS	Nominal Duration: 16 hrs..	Unit Code: SEIP-CON-PAI-1-S
Unit Descriptor: This unit covers the knowledge, skills and attitudes required for a worker to translate drawings, plans and specifications. It specifically includes the tasks of carrying out basic engineering drawings applied in construction, accessing information from manuals, designs and plans, interpreting drawings and specifications from manuals, designs and plans and storing manuals, designs and plans.		

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Carry out basic engineering drawings applied in construction	1.1 Basic <u>shapes and objects</u> are sketched. 1.2 Ability to properly use <u>manual drafting equipment</u> is demonstrated. 1.3 <u>Geometric shapes</u> utilizing manual drafting equipment is created. 1.4 Manual lettering is demonstrated in accordance with workplace standard.
2. Access information from manuals, designs and plans	1.5 Appropriate <u>manuals</u> are identified and accessed. 1.6 Version and date of the manual are checked to ensure up-to-date specifications of tools, equipment, materials and procedures.
3. Interpret drawings and specifications from manuals, designs and plans	2.1 Relevant <u>drawings</u> and <u>specifications</u> are correctly recognized from manuals, designs and plans. 2.2 Terms and abbreviations are recognized. 2.3 <u>Signs and symbols</u> are interpreted.
4. Store manuals, designs and plans	3.1 Manuals, designs and plans are collected and packed. 3.2 Manuals, designs and plans are stored to prevent damage, and ready access and updating of information when required.

Range of Variables

Variable	Range (Includes but not limited to):
1. Shapes and objects	1.1 Lines 1.2 Geometrical shapes 1.3 Projections 1.4 Pictorial drawings 1.5 Isometric drawings
2. Manual drafting equipment	2.1 Pencils 2.2 Compass 2.3 Divider 2.4 Triangles

	2.5 French curve 2.6 Protractor 2.7 Eraser
3. Geometric shapes	3.1 Circle 3.2 Oval 3.3 Ellipse 3.4 Square 3.5 Rectangle 3.6 Polygons
4. Manuals	4.4 Manufacturer's Specification Manual 4.5 Repair Manual 4.6 Maintenance Procedure Manual 4.7 Periodic Maintenance Manual 4.8 Quality Manual 4.9 Instruction Manual
5. Drawings	5.1 Technical drawings 5.2 Sketches
6. Specifications	6.1 Product specifications 6.2 Performance specifications 6.3 Method specifications
7. Signs and symbols	7.1 Refers to all signs and symbols associated in the construction sector

Curricular Content Guide

1. Underpinning Knowledge	1.1 Methods and techniques of sketching/drawing of basic shapes and objects 1.2 Types and use of manual drafting equipment 1.3 Types of geometric shapes 1.4 Techniques of sketching using manual drafting equipment 1.5 Standard technical/engineering lettering 1.6 Types of construction manuals 1.7 Identification of signs and symbols 1.8 Identification of units of measurement 1.9 Identification of units of conversion 1.10 Drawings and specifications 1.11 Terms and abbreviations used
2. Underpinning Skills	2.1 Sketching/drawing of basic shapes and objects 2.2 Using of manual drafting equipment 2.3 Sketching using manual drafting equipment 2.4 Lettering using standard technical/engineering lettering 2.5 Checking version and date of the manual to ensure up-to-date specifications of tools, equipment, materials and procedures 2.6 Identifying relevant drawings and specifications correctly 2.7 Identifying terms and abbreviations 2.8 Identifying signs and symbols 2.9 Interpreting drawings and specifications

	2.10 Interpreting schedules, dimensions and specifications contained in drawings 2.11 Storing manuals
3. Underpinning Attitudes	3.1 Eagerness to learn 3.2 Orderliness 3.3 Resourcefulness
4. Resource Implications	4.1 Workplace (simulated or actual) 4.2 Different types of construction manuals and literatures 4.3 Pens 4.4 Papers 4.5 Work books

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Sketched of shapes and objects using manual drafting equipment. 1.2 Checked version and date of the manual to ensure up-to-date specifications of tools, equipment, materials and procedures. 1.3 Identified relevant drawings and specifications correctly. 1.4 Identified terms and abbreviations. 1.5 identified Signs and symbols. 1.6 Interpreted construction drawings and specifications. 1.7 Interpreted schedules, dimensions and specifications contained in the drawings.
2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Demonstration 2.3 Oral questioning 2.4 Workplace observation 2.5 Portfolio
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: WORK WITHHAND TOOLS AND POWER TOOLS	Nominal Duration: 10 hrs.	Unit Code: SEIP-CON-PAI-2-S
Unit Descriptor: This unit covers the knowledge, skills and attitudes required for a worker to work with hand tools and power tools properly and safely. It specifically includes the tasks of inspecting hand tools and power tools for usability, using hand tools properly and safely, operating power tools properly and safely and cleaning/maintaining hand tools and power tools after use.		

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables)

Elements of Competency	Performance Criteria
1. Inspect hand tools and power tools for usability	1.1 Appropriate tools are selected. 1.2 Application of tools in accordance with job requirement is determined. 1.3 Usability of tools are checked and verified. 1.4 <u>Hand tools</u> and <u>power tools</u> are prepared. 1.5 Sources of power supply for power tools are identified.
2. Use hand tools properly and safely	2.1 Appropriate hand tool for the job is used. 2.2 Proper and safe operation is applied for the different types of hand tools. 2.3 <u>Safety precautions</u> is observed when using hand tools. 2.4 Unsafe or faulty tools are identified and marked for repair.
3. Operate power tools properly and safely	3.1 Power supply outlet and electrical cord are inspected for safe use in accordance with established workplace safety requirements. 3.2 Proper sequence of operation is applied when using power tools to produce desired results. 3.3 Power tools are used safely in accordance to manufacturer's operating specification.
4. Clean/maintain hand tools and power tools after use	4.1 Dust and foreign matters are removed from power tools in accordance to workplace standard. 4.2 Condition of tool is checked after use. 4.3 Appropriate lubricant is applied after use and prior to storage 4.4 <u>Measuring tools</u> are checked and calibrated. 4.5 Defective tools, instruments, power tools and accessories are inspected and corrected or replaced.

Range of Variables

Variable	Range (Includes but not limited to):	
1. Hand tools	1.1 Adjustable spanners 1.2 Bars (crow and pitch) 1.3 Chisels 1.4 Crosscut saws 1.5 Drill bits 1.6 Files of all cross-sectional shapes and types	1.11 Hammer 1.12 Hand drill 1.13 Pliers 1.14 Plumb bob 1.15 Screwdrivers 1.16 Sealant Gun 1.17 Spanners and Wrenches

	1.7 Hacksaw 1.8 Measuring Tapes 1.9 Paint Brushes 1.10 Paint Rollers	1.18 Spatula/Putty Knives 1.19 String Lines 1.20 Trowels and Floats 1.21 Vice grip 1.22 Wire Cutters
2. Power tools	2.1 Power drills 2.2 Nail guns 2.3 Angle grinders 2.4 Grinders 2.5 Sanding machine 2.6 Buffing machine 2.7 Planers 2.8 Grinders	
3. Safety precautions	3.1 Use of appropriate PPEs 3.2 Proper hand, feet and eye coordination 3.3 Safe condition of electrical outlets, cords and lamps 3.4 Working environment 3.5 Safe operating condition of hand tools and power tools 3.6 Awareness to OHS requirements	
4. Measuring instruments	4.1 Measuring tape 4.2 Hose level 4.3 Water level 4.4 Steel rule 4.5 Tri-square	

Curricular Content Guide

1. Underpinning Knowledge	1.1 Types of tools, functions and their use 1.2 Types of hand tools and their proper use 1.3 Types of power tools, application and safe handling procedures 1.4 Technical application of tools 1.5 Procedures in the use of hand tools and power tools 1.6 Policies and procedures for occupational health and safety 1.7 Use of PPE 1.8 Handling of tools and equipment 1.9 Reporting and documentation 1.10 Preventive maintenance 1.11 Methods and techniques 1.12 Quality procedures 1.13 Storage procedures	
2. Underpinning Skills	2.1 Using appropriate hand tool for the job 2.2 Observing safety precautions when using hand tools 2.3 Using power tools correctly and safely in accordance with manufacturer's operating specification. 2.4 Checking condition of tools after use 2.5 Applying appropriate lubricant on hand tools and power tools after use and prior to storage	

	<p>2.6 Inspecting and correcting faults of instruments, power tools and accessories</p> <p>2.7 Reporting faulty/defective tools, instruments, power tools and accessories for repair or replacement</p> <p>2.8 Storing tools and power tools safely in an appropriate location</p>
3. Underpinning Attitudes	<p>3.1 Commitment to occupational health and safety practices</p> <p>3.2 Environmental concerns</p> <p>3.3 Eagerness to learn</p> <p>3.4 Tidiness and timeliness</p> <p>3.5 Concern to proper use of tools</p> <p>3.6 Orderliness</p>
4. Resource Implications	<p>4.1 Workplace (simulated or actual)</p> <p>4.2 Different types of construction hand tools and power tools</p> <p>4.3 Pens</p> <p>4.4 Papers</p> <p>4.5 Work books</p> <p>4.6 Tools and power tools operating and maintenance manuals</p>

Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 Used appropriate hand tools for the job.</p> <p>1.2 Observe safety precautions when using hand tools.</p> <p>1.3 Used power tools safely in accordance to manufacturer's operating specification.</p> <p>1.4 Cleaned and maintained hand tools and power tools after use and prior to storage.</p> <p>1.5 Inspected and corrected or replaced defective tools, instruments, power tools and accessories.</p> <p>1.6 Stored tools and power tools safely in appropriate location.</p>
2. Methods of Assessment	<p>Competency should be assessed by:</p> <p>2.1 Written examination</p> <p>2.2 Demonstration</p> <p>2.3 Oral questioning</p> <p>2.4 Workplace observation</p> <p>2.5 Portfolio</p>
3. Context of Assessment	<p>3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.</p>

Unit of Competency: CARRY OUT MEASUREMENTS AND CALCULATIONS	Nominal Duration: 10 hrs.	Unit Code: SEIP-CON-PAI-3-S
Unit Descriptor: This unit covers the knowledge, skills and attitudes required for a worker to carry-out measurements and calculations. It specifically includes the tasks of checking usability of measuring devices, carrying out accurate work measurements, executing simple work related calculations and cleaning and maintaining measuring instruments.		

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Check usability of measuring devices	1.1 Appropriate <u>measuring device</u> is selected for the job. 1.2 Applications of measuring device is determined. 1.3 Usability of measuring device is checked and verified. 1.4 Measuring device is prepared for use.
2. Carry out accurate construction work measurements	2.1 Working drawings are analyzed. 2.2 Measurements are obtained using appropriate measuring device in accordance with workplace requirements. 2.3 <u>Systems of measurements</u> are identified and converted where necessary. 2.4 Measurement results are confirmed and recorded.
3. Execute simple construction work calculations	3.1 Simple calculations involving <u>four basic mathematical operations</u> are executed. 3.2 Other calculation operations are used to complete tasks in accordance with workplace requirements. 3.3 Appropriate formulas for calculating quantities of materials are selected. 3.4 Calculations are performed and verified. 3.5 Material quantities are calculated in accordance with workplace requirements. 3.6 Results are interpreted and communicated to authority.
4. Clean and maintain measuring instruments	4.1 Dust and foreign matter are removed from measuring instrument. 4.2 Condition of measuring instruments are checked and calibrated in accordance with instrument manufacturer's specifications. 4.3 Apply appropriate lubricant after use and prior to storage. 4.4 Instruments are stored in accordance to workplace procedure.

Range of Variables

Variable	Range (Includes but not limited to):
1. Measuring device	1.1 Slide calipers 1.2 Steel tape measure 1.3 Steel rule 1.4 Carpenter's square

	1.5 Tri-square 1.6 Water level 1.7 Hose level
2. Systems of measurements	2.1 ISO standard 2.2 English system 2.3 Metric system
3. Four basic mathematical operations	3.1 Addition 3.2 Subtraction 3.3 Multiplication 3.4 Division

Curricular Content Guide

1. Underpinning Knowledge	1.1 Techniques of analyzing working drawings 1.2 Types and principles of operation of measuring devices 1.3 The ISO standard of measurements 1.4 Methods of measurement and calculation 1.5 Fraction and decimals 1.6 Linear measurement 1.7 Units of conversion and conversion factors in measurements 1.8 Dimensioning and fits and tolerances 1.9 Calculating ratio and proportion 1.10 Care in the use of measuring devices 1.11 Procedure of estimating materials requirements 1.12 Tools and equipment identification methods 1.13 Method of identifying manpower requirements and skills
2. Underpinning Skills	2.1 Analyzing working drawings. 2.2 Selecting appropriate measuring device for the job. 2.3 Checking and verifying usability of measuring device. 2.4 Obtaining measurements using appropriate measuring device. 2.5 Confirming measurements and recording results. 2.6 Carrying out simple calculations involving four basic mathematical operations. 2.7 Calculating material quantities. 2.8 Identifying tools and equipment. 2.9 Identifying manpower requirements and skills. 2.10 Interpreting and communicating results to authority. 2.11 Cleaning and storing measuring instruments.
3. Underpinning Attitudes	3.1 Cleanliness/tidiness 3.2 Commitment to occupational health and safety practices 3.3 Environmental concerns 3.4 Eagerness to learn 3.5 Timeliness and orderliness 3.6 Respect for rights of peers and seniors in workplace 3.7 Orderliness
4. Resource Implications	4.1 Workplace (simulated or actual)

	<ul style="list-style-type: none"> 4.2 Different types of measuring and checking tools/instruments 4.3 Pens 4.4 Papers 4.5 Work books 4.6 Measuring tools operating and maintenance manual
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Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Selected appropriate measuring device for the job. 1.2 Checked and verified usability of measuring device. 1.3 Obtained measurements using appropriate measuring device. 1.4 Confirmed measurements and recorded results. 1.5 Carried out simple calculations involving four basic mathematical operations. 1.6 Calculated material quantities. 1.7 Interpreted and communicated results to authority.
2. Methods of Assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 2.1 Written examination 2.2 Demonstration 2.3 Oral questioning 2.4 Workplace observation 2.5 Portfolio
3. Context of Assessment	<ul style="list-style-type: none"> 3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

C. The Occupation Specific (Core) Competencies

Unit of Competency: PERFORM DISTEMPERING	Nominal Duration: 38hrs.	Unit Code: SEIP-CON-PAI-1-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required for a worker to perform distempering. It specifically includes the tasks of checking tools, equipment and materials, preparing surface, applying base materials, performing distempering and cleaning tools, equipment and workplace.		

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Check tools, equipment and materials	1.1 <u>Tools and equipment</u> are selected and collected. 1.2 Tools and equipment are checked for usability/functionability 1.3 <u>Materials</u> are selected and collected. 1.4 Materials are checked in accordance with workplace requirement.
2. Prepare surface	2.1 <u>PPEs</u> are selected and used. 2.2 <u>Surface</u> is brushed thoroughly to make it free from mortar droppings. 2.3 Scales, grease, dirt are removed from an old surfaces. 2.4 Holes in plaster are filled in with plaster of Paris mixed with color. 2.5 Surface is rubbed down with fine grade sand paper to make it smooth. 2.6 Patched is applied before applying regular coat of distemper.
3. Apply base materials	3.1 Appropriate ratio of base materials are maintained. 3.2 Horizontal or vertical coating of mixed materials is applied on the working surface from top to the bottom or vice-versa. 3.3 Base materials are prepared as requirement. 3.4 Base materials are prepared as requirement.
4. Perform distempering	4.1 Distemper materials are mixed with water as requirement. 4.2 Horizontal or vertical coating is thoroughly applied on the working surface from top to the bottom carefully or vice-versa. 4.3 Vertical or horizontal coating is then applied after the previous coating or surface is dried off properly or vice versa. 4.4 Another coating should be applied up to get well finishing. 4.5 Quality of distemper is checked and rectified as required.
5. Clean tools, equipment and workplace	5.1 Tools and equipment are cleaned. 5.2 Work place is cleaned. 5.3 Waste materials are disposed in proper place.

Range of Variables

Variable	Range (Includes but not limited to):
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1. Tools and equipment	<ul style="list-style-type: none"> 1.1 Paint brushes 1.2 Scraper 1.3 Spatula 1.4 Mixing stick 1.5 Rags 1.6 Putty Knife 1.7 Lifeline and anchorage 1.8 Roller brush 1.9 Steel wire brush 1.10 Sand paper (fine) 1.11 3Pumice stone 60-80 no.
2. Materials	<ul style="list-style-type: none"> 2.1 Chalk powder 2.2 Water 2.3 Gum 2.4 Sealer 2.5 Distemper
3. PPE	<ul style="list-style-type: none"> 3.1 Gloves 3.2 Dust mask 3.3 Safety shoes 3.4 Hard hat 3.5 Belt/body harness 3.6 Goggles 3.7 Working clothes 3.8 Apron
4. Surface	<ul style="list-style-type: none"> 4.1 Plastered concrete surfaces 4.2 Plastered masonry surfaces Status Bar

Curricular Content Guide

1. Underpinning Knowledge	<ul style="list-style-type: none"> 1.1 Tools and equipment selection and collection 1.2 Procedure on tools and equipment checking for usability/functionability 1.3 Materials selection and collection 1.4 Materials checking 1.5 Selection of ppes and their proper use 1.6 Surface preparation methods and techniques 1.7 Scales, grease, dirt removal procedure 1.8 Filling and plastering procedure of holes using plaster of paris 1.9 Procedure of surface rubbing down using fine grade sand paper 1.10 Patching method on surfaces 1.11 Method of mixing base materials and maintaining appropriate ratio 1.12 Procedure and techniques of applying Horizontal and vertical coating of mixed materials on the working surface 1.13 Preparation of base materials 1.14 Mixing procedure of distemper materials
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	1.15 Procedure of checking and rectifying Quality of distemper
2. Underpinning Skills	2.1 Selecting and collecting tools and equipment 2.2 Checking usability/functionability of tools and equipment 2.3 Selecting and collecting materials 2.4 Checking materials in accordance with workplace requirement 2.5 Selecting and using PPE 2.6 Brushing Surface thoroughly to make it free from mortar droppings 2.7 Removing Scales, grease, dirt from surfaces 2.8 Filling holes with plaster of paris 2.9 Rubbing down surface with fine grade sand paper to make it smooth. 2.10 Applying patches before applying regular coat of distemper. 2.11 Maintaining appropriate ratio of base materials 2.12 Applying horizontal or vertical coating of mixed materials on the working surface 2.13 Preparing base materials as requirement 2.14 Preparing base materials as requirement 2.15 Mixing distemper materials with water as requirement 2.16 Applying horizontal or vertical coating thoroughly on the working surface 2.17 Checking and rectifying quality of distemper as required
3. Underpinning Attitudes	3.1 Commitment to occupational health and safety practices 3.2 Concern to environmental care 3.3 Eagerness to learn 3.4 Tidiness, timeliness, and orderliness 3.5 Respect for rights of peers and seniors in workplace
4. Resource Implications	4.1 Workplace (simulated or actual) 4.2 Materials necessary to carry out painting work 4.3 Workplace rules and regulation policy manual 4.4 Pens 4.5 Papers 4.6 Work books

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: <ul style="list-style-type: none"> 1.1 Checked tools, equipment and materials in accordance with workplace requirements. 1.2 Prepared surface before distemping in accordance with workplace requirements. 1.3 Prepared and applied base materials in accordance with job requirements. 1.4 Performed distemping in accordance with work place specification. 1.5 Cleaned tools, equipment and work area.
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2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Demonstration 2.3 Oral questioning 2.4 Workplace observation 2.5 Portfolio
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: PERFORM PLASTIC EMULSION PAINTING	Nominal Duration: 40 hrs.	Unit Code: SEIP-CON-PAI-2-O
Unit Descriptor: this unit covers the knowledge, skills and attitudes required for a worker to perform plastic emulsion painting. it specifically includes the tasks of inspecting surfaces, collecting and checking tools, equipment and materials, preparing surface, applying plastic emulsion paint and cleaning tools, equipment and workplace.		

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Inspect surface	1.1 Surfaces are inspected/checked in conformance to required surface preparation requirements. 1.2 Surface quality is prepared in accordance with specified quality requirement.
2. Collect and check tools, equipment and materials	2.1 <u>PPEs</u> are selected and used. 2.2 <u>Tools and equipment</u> are checked for usability/functionability. 2.3 <u>Materials</u> are selected and collected. 2.4 Materials are checked in accordance with work order requirement.
3. Prepare surface	3.1 Surface is brushed thoroughly to make it free from mortar droppings. 3.2 Scales, grease, dirt are removed from old surfaces. 3.3 Holes on plaster are filled in with plaster of Paris mixed with color. 3.4 Surface is rubbed down with fine grade sand paper to make it smooth. 3.5 Patched is applied before applying plastic emulsion paint.
4. Apply plastic emulsion paint	4.1 <u>Properties of plastic emulsion paint</u> is identified. 4.2 Methods and techniques of applying plastic emulsion paint is explained. 4.3 Advantages and disadvantages of plastic emulsion paints are described. 4.4 Application of plastic emulsion paint is carried out in accordance with workplace requirements.
5. Clean tools, equipment and workplace	5.1 Tools and equipment are cleaned. 5.2 Work place is cleaned. 5.3 Waste materials are disposed in proper place.

Range of Variables

Variable	Range (Includes but not limited to):
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1. PPE	<ul style="list-style-type: none"> 1.1 Gloves 1.2 Dust mask 1.3 Safety shoes 1.4 Hard hat 1.5 Belt/body harness 1.6 Goggles 1.7 Working clothes 1.8 Apron
2. Tools and equipment	<ul style="list-style-type: none"> 2.1 Paint brushes 2.2 Scraper 2.3 Spatula 2.4 Mixing stick 2.5 Rags 2.6 Putty Knife 2.7 Lifeline and anchorage 2.8 Roller brush 2.9 Steel wire brush 2.10 Sand paper (fine)
3. Materials	<ul style="list-style-type: none"> 3.1 Plastic emulsion paint 3.2 Water 3.3 Sealer
4. Properties of plastic emulsion paint	<ul style="list-style-type: none"> 4.1 Water based 4.2 Less toxic 4.3 less nasty odor 4.4 Less skin irritant 4.5 Less in Volatile Organic Compound (VOC)

Curricular Content Guide

1. Underpinning knowledge	<ul style="list-style-type: none"> 1.1 Surface inspection and checking procedures 1.2 Surface quality 1.3 PPE selection and application 1.4 Tools and equipment usability/functionability checking methods 1.5 Materials selection and collection procedures 1.6 Materials quality checking methods 1.7 Surface brushing and cleaning procedure 1.8 Scales, grease, dirt removal techniques 1.9 Filling holes on plaster 1.10 Surface rubbing down procedure using fine grade sand paper 1.11 Patch application techniques 1.12 Properties of plastic emulsion paint 1.13 Methods and techniques of applying plastic emulsion paint 1.14 Advantages and disadvantages of plastic emulsion paints 1.15 Work areacleaning procedure 1.16 Disposal of waste materials in their designated place
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2. Underpinning Skills	4.7 Inspecting/checking surfaces in conformance to required surface preparation requirements 4.8 Preparing surface quality in accordance with specified quality requirement 4.9 Selecting and using PPE 4.10 Checking tools and equipment for usability/functionability 4.11 Selecting, collecting and checking materials in accordance with workplace requirement 4.12 Brushing surfaces thoroughly to make it free from mortar droppings 4.13 Removing scales, grease, dirt from old surfaces 4.14 Filling holes on plaster with plaster of paris 4.15 Rubbing down surface with fine grade sand paper to make it smooth. 4.16 Applying patches before applying regular coat of plastic emulsion paint 4.17 Identifying the properties of plastic emulsion paint 4.18 Explaining the methods and techniques of applying plastic emulsion paint 4.19 Describing advantages and disadvantages of plastic emulsion paints. 4.20 Carried out application of plastic emulsion paint in accordance with workplace requirements 4.21 Cleaning of tools and equipment 4.22 Cleaning the work area 4.23 Disposing waste materials in designated place
5. Underpinning Attitudes	5.1 Commitment to occupational health and safety practices 5.2 Concern to environmental care 5.3 Eagerness to learn 5.4 Tidiness, timeliness, and orderliness 5.5 Respect for rights of peers and seniors in workplace
6. Resource Implications	6.1 Workplace (simulated or actual) 6.2 Materials necessary to carry out painting work 6.3 Workplace rules and regulation policy manual 6.4 Pens 6.5 Papers 6.6 Work books

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Inspected surface in accordance with required surface preparation requirements. 1.2 Collected and checked usability/functionability of tools, equipment and materials. 1.3 Prepared surface in accordance with workplace requirements
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	<p>1.4 Apply plastic emulsion paint in accordance with workplace and quality requirements.</p> <p>1.5 Clean tools, equipment and work area in accordance with workplace requirements/policy.</p>
2. Methods of Assessment	<p>Competency should be assessed by:</p> <p>2.1 Written examination</p> <p>2.2 Demonstration</p> <p>2.3 Oral questioning</p> <p>2.4 Workplace observation</p> <p>2.5 Portfolio</p>
3. Context of Assessment	<p>3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.</p>

Unit of Competency: PERFORM SYNTHETIC ENAMEL PAINTING	Nominal Duration: 40 hrs.	Unit Code: SEIP-CON-PAI-3-O
Unit Descriptor: this unit covers the knowledge, skills and attitudes required for a worker to perform synthetic enamel painting. it specifically includes the tasks of collecting and checking tools, equipment and materials, preparing surfaces for synthetic enamel painting, applying putty and primer, performing synthetic enamel painting and cleaning tools, equipment and workplace.		

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Collect and check tools, equipment and materials	1.1 <u>PPEs</u> are selected and used. 1.2 <u>Tools and equipment</u> are checked for usability. 1.3 <u>Materials</u> are selected and collected. 1.4 Materials are checked in accordance with work order requirement.
2. Prepare surfaces for synthetic enamel painting	2.1 Old paint, Scales, grease and dirt are removed from old surfaces. 2.2 Surface is rubbed down with applicable <u>sand paper grade</u> to produce the required surface texture.
3. Apply putty and primer	3.1 Paint/primer material is mixed with thinner material in accordance with workplace requirement. 3.2 Recommended putty is applied into uneven surfaces in accordance with work instruction. 3.3 Approved primer is applied into the surface acting as preliminary coat in accordance with work instruction.
4. Perform synthetic enamel painting	4.1 <u>Properties of synthetic enamel paint</u> is described. 4.2 Mixed synthetic enamel paint with thinner material in accordance with workplace requirement. 4.3 Perform synthetic enamel painting. 4.4 Synthetic enamel paint is applied using appropriate paint brush in accordance with workplace requirements. 4.5 Synthetic enamel paint is applied using appropriate paint roller in accordance with workplace requirement. 4.6 Synthetic enamel paint is applied using spray painting gun in accordance with workplace requirement.
5. Clean tools, equipment and workplace	5.1 Tools and equipment are cleaned. 5.2 Work place is cleaned. 5.3 Waste materials are disposed in proper place.

Range of Variables

Variable	Range (Includes but not limited to):
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1. PPE	<ul style="list-style-type: none"> 1.1 Gloves 1.2 Dust mask 1.3 Safety shoes 1.4 Hard hat 1.5 Belt/body harness 1.6 Goggles 1.7 Working clothes 1.8 Apron
2. Tools and equipment	<ul style="list-style-type: none"> 2.1 Paint brush 2.2 Paint roller 2.3 Spray gun 2.4 Air compressor 2.5 Scraper 2.6 Spatula 2.7 Mixing stick 2.8 Rags 2.9 Putty Knife 2.10 Lifeline and anchorage 2.11 Steel wire brush
3. Materials	<ul style="list-style-type: none"> 3.1 Synthetic enamel paint 3.2 Primer paint 3.3 Paint thinner 3.4 Putty 3.5 Sand paper
4. Sand paper grade (grit)	<ul style="list-style-type: none"> 4.1 Course Grit 4.2 Medium Grit 4.3 Fine Grit
5. Properties of synthetic enamel paint	<ul style="list-style-type: none"> 5.1 Harder compared to water-based 5.2 Oil or Alkyd based 5.3 Washable 5.4 Glossy 5.5 Heat resistant

Curricular Content Guide

1. Underpinning knowledge	<ul style="list-style-type: none"> 1.1 Selection and use of PPE 1.2 Procedure of checking tools and equipment for usability 1.3 Materials selection, collection and checking methods 1.4 Old paint, scales, grease and dirt removal procedures 1.5 Rubbing down procedure on surface using sand paper 1.6 Method of mixing paint/primer material with thinner material 1.7 Application procedure of putty into uneven surfaces 1.8 Application of primer into surface acting as preliminary coat 1.9 Properties of synthetic enamel paint 1.10 Procedure of mixing synthetic enamel paint with thinner 1.11 Synthetic enamel painting techniques
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	<p>1.12 Procedure of applying synthetic enamel paint using paint brush</p> <p>1.13 Procedure of applying synthetic enamel paint using paint roller</p> <p>1.14 Procedure of applying synthetic enamel paint using spray painting gun</p> <p>1.15 Tools and equipment cleaning and maintenance</p> <p>1.16 Work place cleaning requirement in the workplace</p> <p>1.17 Waste materials disposal requirement</p>
2. Underpinning Skills	<p>2.1 Selecting and using PPE</p> <p>2.2 Checking tools and equipment for usability</p> <p>2.3 Selecting and collecting materials</p> <p>2.4 Checking materials in accordance with work order requirement</p> <p>2.5 Removing old paint, scales, grease and dirt from old surfaces</p> <p>2.6 Rubbing down surface with applicable sand paper grit</p> <p>2.7 Mixing paint/primer material with thinner material in accordance with workplace requirement</p> <p>2.8 Applying recommended putty into uneven surfaces in accordance with work instruction</p> <p>2.9 Applying recommended primer into the surface acting as preliminary coat in accordance with work instruction</p> <p>2.10 Describing properties of synthetic enamel paint</p> <p>2.11 Mixing synthetic enamel paint with thinner material in accordance with workplace requirement</p> <p>2.12 Performing synthetic enamel painting</p> <p>2.13 Applying synthetic enamel paint using appropriate paint brush in accordance with workplace requirements</p> <p>2.14 Applying synthetic enamel paint using appropriate paint roller in accordance with workplace requirement</p> <p>2.15 Applying synthetic enamel paint using spray painting gun in accordance with workplace requirement</p> <p>2.16 Cleaning tools and equipment</p> <p>2.17 Cleaning work area in accordance with workplace requirement</p> <p>2.18 Disposal of waste materials in their proper place</p>
3. Underpinning Attitudes	<p>3.1 Commitment to occupational health and safety practices</p> <p>3.2 Concern to environmental care</p> <p>3.3 Eagerness to learn</p> <p>3.4 Tidiness, timeliness, and orderliness</p> <p>3.5 Respect for rights of peers and seniors in workplace</p>
4. Resource Implications	<p>4.1 Workplace (simulated or actual)</p> <p>4.2 Materials necessary to carry out painting work</p> <p>4.3 Workplace rules and regulation policy manual</p> <p>4.4 Pens</p> <p>4.5 Papers</p> <p>4.6 Work books</p>

Assessment Evidence Guide

<p>1. Critical Aspects of Competency</p>	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Collected and checked tools and equipment for usability. 1.2 Collected and checked materials in conformance with specification. 1.3 Prepared surfaces prior to application of synthetic enamel painting in conformance with workplace requirements. 1.4 Applied putty on uneven/scratched surfaces in accordance with workplace requirements. 1.5 Applied primer paint in accordance with workplace requirements. 1.1 Performed synthetic enamel painting on surfaces in accordance with workplace/work order specifications. 1.6 Clean tools, equipment and workplace after work in accordance with workplace policy.
<p>2. Methods of Assessment</p>	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 2.1 Written examination 2.2 Demonstration 2.3 Oral questioning 2.4 Workplace observation 2.5 Portfolio
<p>3. Context of Assessment</p>	<p>3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.</p>

Unit of Competency: PERFORM WEATHER COAT PAINTING	Nominal Duration: 40 hrs.	Unit Code: SEIP-CON-PAI-4-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required for a worker to perform weather coat painting. It specifically includes the tasks of collecting and checking tools, equipment and materials, installing scaffolding, preparing surface for painting, applying sealer, performing weather coat painting and cleaning tools, equipment and workplace.		

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Collect and check tools, equipment and materials	1.1 <u>PPEs</u> are selected and used. 1.2 <u>Tools and equipment</u> are checked for usability. 1.3 <u>Materials</u> are selected and collected. 1.4 Materials are checked in accordance with work order requirement.
2. Install scaffolding	2.1 Installation of scaffolding is carried out in accordance with <u>OHS requirements</u> . 2.2 Required <u>type of scaffolding</u> are confirmed and associated work tasks are identified. 2.3 Projected loading on scaffolding and supporting structure is determined based on local and international building codes and project specifications. 2.4 Site/workplace access and egress routes are identified. 2.5 <u>Scaffolding components</u> are selected and inspected for damage; rejects are labeled and segregated. 2.6 Sole board/base plate is selected in accordance with relevant code rules and regulations, and work requirements. 2.7 Scaffolding is set up/erected in accordance with work requirements and workplace rules and regulations.
3. Prepare surface for painting	3.1 <u>Surface</u> is brushed thoroughly to make it free from mortar droppings, soil and toher foreign matters. 3.2 Scales, grease, dirt are removed from an old surface. 3.3 Previously painted surface with cement paint should be wire brushed and washed with water. 3.4 Surface is rubbed down with suitable grade sand paper to make it smooth.
4. Apply sealer	4.1 Recommended sealer material is applied into uneven surfaces in accordance with work instruction. 4.2 Holes, cracks, tears and open seams are filled with sealant in accordance with workplace requirements. 4.3 Sealant is set and dried before coating with weather coat paint.
5. Perform weather coat painting	5.1 <u>Usage of weather coat paints</u> are identified. 5.2 <u>Properties of weather coat paints</u> are described. 5.3 Initial coat of weather coat paint is applied using paint roller in accordance with workplace specification.

	5.4 Top coat is applied using recommended paint roller in accordance with work place/work order requirement
6. Clean tools, equipment and workplace	6.1 Tools and equipment are cleaned 6.2 Work place is cleaned 6.3 Waste materials are disposed in proper place

Range of Variables

Variable	Range (Includes but not limited to):
1. PPE	1.1 Gloves 1.2 Dust mask 1.3 Safety shoes 1.4 Hard hat 1.5 Belt/body harness 1.6 Goggles 1.7 Working clothes 1.8 Apron
2. Tools and equipment	2.1 Paint brush 2.2 Paint roller 2.3 Spray gun 2.4 Air compressor 2.5 Scraper 2.6 Spatula 2.7 Mixing stick 2.8 Rags 2.9 Putty Knife 2.10 Lifeline and anchorage 2.11 Steel wire brush
3. Materials	3.1 Weather ccoat paint 3.2 Sealer 3.3 Sand paper 3.4 Water 3.5 Rags
4. OHS requirements	4.1 Wearing of appropriate PPEs 4.2 Disposal of waste materials 4.3 Availability of first aid kit
5. Types of scaffolding	5.1 Steel scaffolding 5.2 Wooden/timber scaffolding 5.3 Bamboo scaffolding
6. Scaffolding components	6.1 Bracing 6.2 Fixed/rotating clamps 6.3 U –jack 6.4 Plate jack 6.5 Lock pins 6.6 Steel/wood platform 6.7 Steel/wood ladder

	6.8 Bolts and nuts
7. Usage of weather coat paints	7.1 Cement plaster 7.2 Concrete stone 7.3 Brick Asbestos 7.4 Cement sheet 7.5 All types of bulding boards
8. Properties of weather coat paints	8.1 Acrylic emulsion based 8.2 Water resistant 8.3 Fungi resistant 8.4 Algae resistant
9. Sand paper grade (grit)	9.1 Course Grit 9.2 Medium Grit 9.3 Fine Grit

Curricular Content Guide

1. Underpinning knowledge	1.1 Scaffolding installation procedure 1.2 Types of scaffolding and their application 1.3 Method of determining projected loading on scaffolding and supporting structure 1.4 Scaffolding components selection and inspection procedures 1.5 Procedure of scaffolding setting up/erecting 1.6 Surface cleaning and brushing procedure to make it free from mortar droppings, soil and other foreign matters. 1.7 Wire brushing and water washing procedure of previously painted surface with cement paint. 1.8 Rubbing down procedure of surfaces using suitable grade sand paper 1.9 Recommended sealer material used in weathercoat painting 1.10 Sealing process of holes, cracks, tears and open seams in accordance with workplace requirements 1.11 Use of weather coat paints 1.12 Properties of weather coat paints 1.13 Application techniques of weather coat paint
2. Underpinning Skills	2.1 Carrying out installation of scaffolding in accordance with OHS requirements. 2.2 Confirming the type of scaffolding required in accordance with work tasks requirement 2.3 Determining projected loading on scaffolding and supporting structure 2.4 Selecting and inspecting scaffolding components for damage 2.5 Setting up/erecting scaffolding in accordance with work requirements and workplace rules and regulations 2.6 Brushing surfaces thoroughly to make it free from mortar droppings, soil and other foreign matters.

	<p>2.7 Rubbing down surfaces with suitable grade sand paper to make it smooth.</p> <p>2.8 Applying recommended sealer material into uneven surfaces in accordance with work instruction</p> <p>2.9 Filling holes, cracks, tears and open seams with sealant in accordance with workplace requirements.</p> <p>2.10 Identifying usage of weather coat paints</p> <p>2.11 Describing properties of weather coat paints</p> <p>2.12 Applying weather coat paint using paint roller in accordance with workplace specification/work order requirement</p>
3. Underpinning Attitudes	<p>3.1 Commitment to Occupational Health and Safety (OHS) practices</p> <p>3.2 Concern to environmental care</p> <p>3.3 Eagerness to learn</p> <p>3.4 Tidiness, timeliness, and orderliness</p> <p>3.5 Respect for rights of peers and seniors in workplace</p>
4. Resource Implications	<p>4.1 Workplace (simulated or actual)</p> <p>4.2 Materials necessary to carry out painting work</p> <p>4.3 Workplace rules and regulation policy manual</p> <p>4.4 Pens</p> <p>4.5 Papers</p> <p>4.6 Work books</p>

Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 Collected and checked tools, equipment and materials in accordance with work order requirement.</p> <p>1.2 Installed scaffolding in accordance with work requirements and workplace rules and regulations.</p> <p>1.3 Prepared surface prior to painting to ensure surface is free from dirt, scales, grease and other foreign matters in accordance with workplace requirements.</p> <p>1.4 Applied recommended sealant on holes, cracks, tears and open seams in accordance with workplace requirements.</p> <p>1.5 Performed initial and top coat painting using weather coat paint in accordance with workplace requirements.</p>
2. Methods of Assessment	<p>Competency should be assessed by:</p> <p>2.1 Written examination</p> <p>2.2 Demonstration</p> <p>2.3 Oral questioning</p> <p>2.4 Workplace observation</p> <p>2.5 Portfolio</p>
3. Context of Assessment	<p>3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.</p>

Unit of Competency: PERFORM CONCRETE PAINTING	Nominal Duration: 40 hrs.	Unit Code: SEIP-CON-PAI-5-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required for a worker to perform concrete painting. It specifically includes the tasks of collecting and checking tools, equipment and materials, installing scaffolding, prepare concrete surface, apply concrete paint, clean tools, equipment and workplace.		

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Collect and check tools, equipment and materials	1.1 PPEs are selected and used. 1.2 Tools and equipment are checked for usability. 1.3 Materials are selected and collected. 1.4 Materials are checked in accordance with work order requirement.
2. Install scaffolding	2.1 Installation of scaffolding is carried out in accordance with OHS requirements . 2.2 Required type of scaffolding are confirmed and associated work tasks are identified. 2.3 Projected loading on scaffolding and supporting structure is determined based on local and international building codes and project specifications. 2.4 Site/workplace access and egress routes are identified. 2.5 Scaffolding components are selected and inspected for damage; rejects are labeled and segregated. 2.6 Sole board/base plate is selected in accordance with relevant code rules and regulations, and work requirements. 2.7 Scaffolding is set up/erected in accordance with work requirements and workplace specifications.
3. Prepare concrete surface	3.1 Cement surfaces are applied with appropriate concrete cleaning agent . 3.2 Sealant is applied on interior concrete surfaces to prevent moisture from seeping in accordance with sealant manufacturer's instruction and specification. 3.3 Concrete surfaces is rubbed down with suitable grade of sand paper to make it smooth. 3.4 Primer is applied on concrete surfaces in accordance with workplace instructions.
4. Apply concrete paint	4.1 Suitable type of concrete paint is gathered and prepared in accordance with work order specification. 4.2 Base paint is mixed with tinting color to produce desired color in accordance with work order specification. 4.3 Apply coat of concrete paint in accordance with workplace/work order specification. 4.4 Drying/curing time of paint in every coat is followed in accordance with workplace specifications.

5. Clean tools, equipment and workplace	5.1 Tools and equipment are cleaned. 5.2 Work place is cleaned. 5.3 Waste materials are disposed in proper place.
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Range of Variables

Variable	Range (Includes but not limited to):
1. PPE	1.1 Gloves 1.2 Dust mask 1.3 Safety shoes 1.4 Hard hat 1.5 Belt/body harness 1.6 Goggles 1.7 Working clothes 1.8 Apron
2. Tools and equipment	2.1 Paint brush 2.2 Paint roller 2.3 Spray gun 2.4 Air compressor 2.5 Scraper 2.6 Spatula 2.7 Mixing stick 2.8 Rags 2.9 Putty Knife 2.10 Lifeline and anchorage 2.11 Steel wire brush
3. Materials	3.1 Concrete paint 3.2 Concrete cleaning agent 3.3 Sealer 3.4 Sand paper 3.5 Water 3.6 Rags
4. OHS requirements	4.1 Wearing of appropriate PPEs 4.2 Disposal of waste materials 4.3 Availability of first aid kit
5. Types of scaffolding	5.1 Steel scaffolding 5.2 Wooden/timber scaffolding 5.3 Bamboo scaffolding
6. Scaffolding components	6.1 Bracing 6.2 Fixed/rotating clamps 6.3 U –jack 6.4 Plate jack 6.5 Lock pins 6.6 Steel/wood platform 6.7 Steel/wood ladder 6.8 Bolts and nuts

7. Concrete cleaning agent	7.1 Acidic concrete cleaners 7.2 Alkaline concrete cleaners 7.3 Enzymatic/Bacterial Cleaners 7.4 Specialty cleaners
8. Types of concrete paint	8.1 Latex 8.2 Elastomeric 8.3 Acrylic

Curricular Content Guide

1. Underpinning knowledge	1.1 Safety precautions in scaffolding Installation 1.2 Types of scaffolding and their use 1.3 Load ratings of scaffolding and their supporting structures 1.4 Site/workplace access and egress routes 1.5 Selection procedure of scaffolding components 1.6 Procedure on scaffolding set up/erection 1.7 Procedure of applying concrete cleaning agent on concrete surfaces 1.8 Method of applying sealant on interior concrete surfaces 1.9 Procedure of applying Primer on concrete surfaces 1.10 Technique of mixing base paint with tinting color to produce a desired final color 1.11 Procedure and technique of applying concrete paint using rollers 1.12 Procedure and technique of applying concrete paint using paint brush 1.13 Concrete paint drying/curing time
2. Underpinning Skills	2.1 Carrying out installation of scaffolding in accordance with OHS requirements 2.2 Identifying required type of scaffolding to be used and associated work tasks are carried out 2.3 Determining projected loading of scaffolding and its supporting structures 2.4 Selecting scaffolding components and inspecting for damage 2.5 Setting up/erecting scaffolding in accordance with work requirements and workplace rules and regulations 2.6 Applying cement surfaces with appropriate concrete cleaning agent . 2.7 Applying Sealant on interior concrete surfaces to prevent moisture from seeping in accordance with sealant manufacturer's instruction and specification 2.8 Rubbing down concrete surfaces using suitable grade of sand paper to make it smooth 2.9 Applying primer on concrete surfaces in accordance with workplace instructions.

	<p>2.10 Gathering and preparing suitable type of concrete paint in accordance with work order specification</p> <p>2.11 Mixing base paint with tinting color to produce desired color in accordance with work order specification</p> <p>2.12 Applying concrete paint using rollers or paint brush in accordance with workplace procedures</p> <p>2.13 Following the drying/curing time of paint in every coat in accordance with workplace specifications</p>
3. Underpinning Attitudes	<p>3.1 Commitment to occupational health and safety practices</p> <p>3.2 Concern to environmental care</p> <p>3.3 Eagerness to learn</p> <p>3.4 Tidiness, timeliness, and orderliness</p> <p>3.5 Respect for rights of peers and seniors in workplace</p>
4. Resource Implications	<p>4.1 Workplace (simulated or actual)</p> <p>4.2 Materials necessary to carry out painting work</p> <p>4.3 Workplace rules and regulation policy manual</p> <p>4.4 Pens</p> <p>4.5 Papers</p> <p>4.6 Work books</p>

Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 Collected and checked tools, equipment and materials in accordance with work order requirement.</p> <p>1.2 Set up/erected scaffolding in accordance with work requirements and workplace specification.</p> <p>1.3 Applied sealant on interior concrete surfaces to prevent moisture from seeping-in in accordance with sealant manufacturer's instruction and specification.</p> <p>1.4 Applied primer on concrete surfaces in accordance with workplace instructions.</p> <p>1.5 Applied coat of concrete paint in accordance with workplace/work order specification.</p> <p>1.6 Cleaned tools, equipment and workplace after work.</p>
2. Methods of Assessment	<p>Competency should be assessed by:</p> <p>2.1 Written examination</p> <p>2.2 Demonstration</p> <p>2.3 Oral questioning</p> <p>2.4 Workplace observation</p> <p>2.5 Portfolio</p>
3. Context of Assessment	<p>3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.</p>

Unit of Competency: PERFROM SPRAY PAINTING	Nominal Duration: 32 hrs.	Unit Code: SEIP-CON-PAI-6-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required for a worker to perfrom spray painting. It specifically includes the tasks of collecting and checking tools, equipment and materials, inspecting and preparing surface for spray painting, applying putty and primer, performing spray painting and cleaning tools, equipment and workplace.		

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Collect and check tools, equipment and materials	1.1 <u>PPEs</u> are selected and used. 1.2 <u>Tools and equipment</u> are checked for usability. 1.3 <u>Materials</u> are selected and collected. 1.4 Materials are checked in accordance with work order requirement.
2. Inspect and prepare surface for spray painting	2.1 Scales, grease and dirt are removed from surfaces to be spray painted using reccommended <u>cleaning agents</u> . 2.2 Sealant is applied on surfaces to be painted in accordance with workplace/work order requirements. 2.3 Surfaces to be spray painted is rubbed down with suitable grade of sand paper to produce the surface finish in accordance with workplace/work order specification.
3. Apply putty and primer	3.1 Recommended putty is applied into uneven surfaces in accordance with work instruction. 3.2 Base paint is mixed with tinting color to produce desired color in accordance with work order specification. 3.3 Primer is applied on surfaces in accordance with workplace/work order specification.
4. Perform spray painting	4.1 Base paint is mixed with tinting color to produce desired color in accordance with work order specification. 4.2 Base paint is mixed with thinner to specified viscosity in accordance with worklance specification. 4.3 <u>Spray gun parts</u> are thoroughly cleaned using recommended cleaning agent. 4.4 Air pressure is adjusted to recommended set pressure. 4.5 Surfaces are spray painted in accordance with workplace/work order requirements. 4.6 Required PPE is used when performing spary painting work. 4.7 Drying/curing time of paint in every coat is followed in accordance with workplace specifications.
5. Clean tools, equipment and workplace	5.1 Tools and equipment are cleaned. 5.2 Work place is cleaned. 5.3 Waste materials are disposed in proper place.

Range of Variables

Variable	Range (Includes but not limited to):
1. PPE	1.1 Gloves 1.2 Dust mask 1.3 Safety shoes 1.4 Hard hat 1.5 Belt/body harness 1.6 Goggles 1.7 Working clothes 1.8 Apron
2. Tools and equipment	2.1 Spray gun 2.2 Air compressor 2.3 Mixing stick 2.4 Putty Knife 2.5 Lifeline and anchorage 2.6 Steel wire brush 2.7 Spray nozzle cleaner
3. Materials	3.1 Paint 3.2 Thinner 3.3 Sand paper 3.4 Rags/cotton cloth
4. Cleaning agent	4.1 Acidic concrete cleaners 4.2 Alkaline concrete cleaners 4.3 Enzymatic/Bacterial Cleaners 4.4 Specialty cleaners 4.5 Soap 4.6 Water 4.7 Thinner
5. Spray gun parts	5.1 Air Cap 5.2 Baffle 5.3 Fluid tip 5.4 Trigger 5.5 Needle packing 5.6 Air valve 5.7 Spreader adjuster 5.8 Fluid adjustment screw

Curricular Content Guide

1. Underpinning knowledge	1.1 Scales, grease and dirt removal procedures 1.2 Sealant application procedures and techniques 1.3 Procedure of surface sanding using sand paper 1.4 Application procedure of putty applied into uneven surfaces 1.5 Base paint mixing technique with tinting color 1.6 Primer application procedure 1.7 Procedure of mixing base paint with thinner
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	<ul style="list-style-type: none"> 1.8 Parts and function of Spray gun parts 1.9 Procedure of paint brass cleaning 1.10 Air pressure adjustment procedure 1.11 spray painting procedure and technique 1.12 Drying/curing time of paints
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Removing scales, grease and dirt from surfaces to be spray painted 2.2 Applying sealant on surfaces to be painted in accordance with workplace/work order requirements 2.3 Rubbing down of surfaces to be spray painted with suitable grade of sand paper 2.4 Applying recommended putty into uneven surfaces in accordance with work instruction 2.5 Mixing of base paint with tinting color to produce desired color in accordance with work order specification 2.6 Applying primer on surfaces in accordance with workplace/work order specification 2.7 Mixing base paint with thinner to specified viscosity in accordance with workplace specification 2.8 Cleaning of spray gun parts using recommended cleaning agent 2.9 Adjusting air pressure to recommended set pressure 2.10 Spray painting of surfaces in accordance with workplace/work order requirements 2.11 Using the required ppe when performing spray painting work 2.12 Following specified drying/curing time of paint after each coat
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Commitment to occupational health and safety practices 3.2 Concern to environmental care 3.3 Eagerness to learn 3.4 Tidiness, timeliness, and orderliness 3.5 Respect for rights of peers and seniors in workplace
4. Resource Implications	<ul style="list-style-type: none"> 4.1 Workplace (simulated or actual) 4.2 Materials necessary to carry out painting work 4.3 Workplace rules and regulation policy manual 4.4 Pens 4.5 Papers 4.6 Work books

Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Collected and checked tools, equipment and materials in accordance with work order requirement. 1.2 Inspected and prepared surface for spray painting. 1.3 Removed scales, grease and dirt from surfaces to be spray painted using recommended cleaning agents.
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	<p>1.4 Applied recommended putty into uneven surfaces in accordance with work instruction.</p> <p>1.5 Applied primer on surfaces in accordance with workplace/work order specification.</p> <p>1.6 Spray painted surfaces in accordance with workplace/work order requirements.</p>
2. Methods of Assessment	<p>Competency should be assessed by:</p> <p>2.1 Written examination</p> <p>2.2 Demonstration</p> <p>2.3 Oral questioning</p> <p>2.4 Workplace observation</p> <p>2.5 Portfolio</p>
3. Context of Assessment	<p>3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.</p>

Unit of Competency: PERFORM VARNISHING	Nominal Duration: 24 hrs.	Unit Code: SEIP-CON-PAI-7-O
Unit Descriptor: this unit covers the knowledge, skills and attitudes required for a worker to perform varnishing. it specifically includes the tasks of collecting and checking tools, equipment and materials, inspecting and preparing surface for varnishing, applying putty and stain, perform varnishing and cleaning tools, equipment and workplace.		

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Collect and check tools, equipment and materials	1.1 <u>PPEs</u> are selected and used. 1.2 <u>Tools and equipment</u> are checked for usability. 1.3 <u>Materials</u> are selected and collected. 1.4 Materials are checked in accordance with work order requirement.
2. Inspect and prepare surface	2.1 Scales, grease and dirt are removed from surfaces to be varnished using recommended <u>cleaning agents</u> . 2.2 Surfaces to be varnished is rubbed down with suitable grade of sand paper to produce the surface finish in accordance with workplace/work order specification.
3. Apply putty	3.1 Recommended putty is applied into holes and uneven surfaces in accordance with work instruction. 3.2 Surface to be varnished is sanded to eliminate imperfections and rough areas with the recommended <u>grit</u> sand paper.
4. Perform varnishing	4.1 Stain is applied on the surface in accordance with workplace requirements. 4.2 Sanding sealer is applied evenly on the surface in accordance with workplace requirements. 4.3 After the sanding sealer dries, surface is rubbed with a fine grit sand paper in accordance with workplace specification. 4.4 Oil-based varnish is applied on the surface evenly in accordance with workplace specification. 4.5 Fine good quality <u>brush material</u> is used in applying varnish on surfaces in accordance with workplace specification.
5. Clean tools, equipment and workplace	5.1 Tools and equipment are cleaned. 5.2 Work place is cleaned. 5.3 Waste materials are disposed in proper place.

Range of Variables

Variable	Range (Includes but not limited to):
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1. PPE	<ul style="list-style-type: none"> 1.1 Gloves 1.2 Dust mask 1.3 Safety shoes 1.4 Hard hat 1.5 Belt/body harness 1.6 Goggles 1.7 Working clothes 1.8 Apron
2. Tools and equipment	<ul style="list-style-type: none"> 2.1 Brush 2.2 Sanding block 2.3 Mixing stick 2.4 Putty Knife 2.5 Lifeline and anchorage
3. Materials	<ul style="list-style-type: none"> 3.1 Varnish 3.2 Sanding sealer 3.3 Sanding pads 3.4 Disposable gloves 3.5 Stain 3.6 Thinner 3.7 Sand paper 3.8 Rags/cotton cloth
4. Cleaning agent	<ul style="list-style-type: none"> 4.1 Acidic concrete cleaners 4.2 Alkaline concrete cleaners 4.3 Enzymatic/Bacterial Cleaners 4.4 Specialty cleaners 4.5 Soap 4.6 Water 4.7 Thinner
5. Grit	<ul style="list-style-type: none"> 5.1 100 5.2 200 5.3 240 5.4 280 5.5 400
6. Brush material	<ul style="list-style-type: none"> 6.1 Natural fiber <ul style="list-style-type: none"> 6.1.1 Black china 6.1.2 Ox hair blend 6.1.3 White china 6.2 Synthetic fiber <ul style="list-style-type: none"> 6.2.1 Nylon 6.2.2 Nylon/Polyester blend 6.2.3 Polyester

Curricular Content Guide

1. Underpinning knowledge	1.1 Scales, grease and dirt removal procedure
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	<ul style="list-style-type: none"> 1.2 Methods and techniques of rubbing down surfaces to be varnished with suitable grade of sand paper 1.3 Putty application techniques 1.4 Surface sanding procedures to eliminate imperfections and rough areas 1.5 Procedure of applying Stain on surfaces 1.6 Procedure of applying sanding sealer 1.7 Procedure and techniques in applying Oil-based varnish on surfaces 1.8 Types of brush material and their application
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Removing scales, grease and dirt from surfaces to be varnished using recommended cleaning agents 2.2 Rubbing down surfaces with suitable grit of sand paper to produce the surface finish in accordance with workplace/work order specification 2.3 Applying recommended putty into holes and uneven surfaces in accordance with work instruction 2.4 Sanding surfaces to be varnished to eliminate imperfections and rough areas using recommended grit sand paper 2.5 Applying stain on the surfaces in accordance with workplace requirements 2.6 Applying sanding sealer evenly on surfaces in accordance with workplace requirements 2.7 Applying oil-based varnish on surfaces in accordance with workplace specification 2.8 Using fine good quality brush material in applying varnish on surfaces in accordance with workplace specification
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Commitment to occupational health and safety 3.2 Concern to environmental care 3.3 Eagerness to learn 3.4 Tidiness, timeliness, and orderliness 3.5 Respect for rights of peers and seniors in workplace
4. Resource Implications	<ul style="list-style-type: none"> 4.1 Workplace (simulated or actual) 4.2 Materials necessary to carry out painting work 4.3 Workplace rules and regulation policy manual 4.4 Pens 4.5 Papers 4.6 Work books

Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Collected and checked tools, equipment and materials in accordance with work order requirement.
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	<p>1.2 Rubbed down surfaces to be varnished with suitable grade of sand paper to produce the surface finish in accordance with workplace/work order specification.</p> <p>1.3 Applied recommended putty into holes and uneven surfaces in accordance with work instruction.</p> <p>1.4 Applied evenly oil-based varnish on the surface in accordance with workplace specification.</p> <p>1.5 Used fine good quality brush material in applying varnish on surfaces in accordance with workplace specification.</p> <p>1.6 Cleaned tools, equipment and work area in accordance with workplace requirements.</p>
2. Methods of Assessment	<p>Competency should be assessed by:</p> <p>2.1 Written examination</p> <p>2.2 Demonstration</p> <p>2.3 Oral Interview</p> <p>2.4 Workplace observation</p> <p>2.5 Portfolio</p>
3. Context of Assessment	<p>3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.</p>

Unit of Competency: PREPARE ESTIMATE FOR PAINTING WORKS	Nominal Duration: 24 hrs.	Unit Code: SEIP-CON-PAI-8-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required for a worker to prepare estimate for painting. It specifically includes the tasks of identify required tools, equipment and materials, access the location, measure paint work area and calculate cost, calculate materials quantity and cost, calculate labor cost, estimate total cost of painting works.		

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Identify required tools, equipment and materials	1.1 <u>PPEs</u> needed to carry out the painting work are identified. 1.2 <u>Tools and equipment</u> needed to carry out the painting work are identified. 1.3 <u>Materials</u> needed to complete the painting work are identified. 1.4 Cost for the utilization/purchase of PPE, tools, equipment and materials are identified.
2. Access the location	2.1 Job site is visited and accessed to determine <u>cost factors</u> when carrying out the painting work.
3. Measure paint work area and calculate cost	3.1 Area to be covered for paint work is measured in accordance with workplace standards. 3.2 Area to be covered for paint work is calculated in accordance with workplace calculation standards.
4. Calculate materials quantity and cost	4.1 Cost of paint is calculated in accordance with workplace calculation standards. 4.2 Cost of <u>consumables</u> and other materials are calculated in accordance with workplace requirements/standards.
5. Calculate labor cost	5.1 Man-hours to complete the painting work is calculated in accordance with workplace requirements and standards 5.2 Labor cost is calculated in accordance with workplace standards
6. Estimate total cost of painting works	6.1 <u>Overhead cost</u> is identified and factored-in in accordance with workplace requirements. 6.2 Final total cost estimate is determined in accordance with workplace standards.

Range of Variables

Variable	Range (Includes but not limited to):
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1. PPE	<ul style="list-style-type: none"> 1.1 Gloves 1.2 Dust mask 1.3 Safety shoes 1.4 Hard hat 1.5 Belt/body harness 1.6 Goggles 1.7 Working clothes 1.8 Apron
2. Tools and equipment	<ul style="list-style-type: none"> 2.1 Handtools 2.2 Brush 2.3 Paint rollers 2.4 Sanding block 2.5 Mixing stick 2.6 Putty Knife 2.7 Lifeline and anchorage 2.8 Paint spray gun 2.9 Air Compressor 2.10 Air hose 2.11 Scaffolds 2.12 Transport vehicle
3. Materials	<ul style="list-style-type: none"> 3.1 Paint 3.2 Varnish 3.3 Sand paper 3.4 Sanding sealer 3.5 Sanding pads 3.6 Stain 3.7 Thinner 3.8 Rags/cotton cloth
4. Cost factors	<ul style="list-style-type: none"> 4.1 Outdoor obstruction 4.2 Indoor obstructions 4.3 Movements/transfer requirements of furnitures, counters, cupboards, etc. 4.4 Wall and surface area for painting 4.5 Surface texture of surfaces for painting
5. Consumables	<ul style="list-style-type: none"> 5.1 Masks 5.2 Booties 5.3 Painter's tape 5.4 Cleaning supplies 5.5 Disposable items
6. Overhead cost	<ul style="list-style-type: none"> 6.1 Cost of operating expense 6.2 Shipping and handling 6.3 Transportation cost

Curricular Content Guide

1. Underpinning knowledge	1.1 Tools, equipment, PPEs and materials identification method
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	<ul style="list-style-type: none"> 1.2 Method of identifying costs for utilization/purchase of ppe, tools, equipment and materials 1.3 Job site assessment procedures to determine cost factors in painting works 1.4 Measuring procedure of area to be covered for paint work 1.5 Calculation methods for area to be covered for paint work 1.6 Calculation procedure for paints needed for painting work 1.7 Calculation on cost of consumables and other materials 1.8 calculation on man-hours to complete painting works 1.9 Calculation procedure on labor cost 1.10 Identifying techniques and factoring-in of overhead cost in the total project cost calculation 1.11 Procedure for determining final total cost estimate
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Identifying utilization and purchase costs of tools, equipment, PPEs and materials needed to carry out the painting work 2.2 Visiting and accessing job site to determine cost factors when carrying out painting work 2.3 Measuring area to be covered for paint work in accordance with workplace standards 2.4 Calculating the area to be covered for paint work in accordance with workplace calculation standards 2.5 Calculating paint needed for paint work in accordance with workplace calculation standards 2.6 Calculating cost of consumables and other materials needed to complete paint works in accordance with workplace requirements/standards 2.7 Calculating man-hours to complete painting work in accordance with workplace requirements and standards 2.8 Calculating labor cost in accordance with workplace standards 2.9 Identifying and factoring-in the overhead costs in accordance with workplace requirements 2.10 Determining and submitting Final total cost estimate in accordance with workplace requirements
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Commitment to occupational health and safety practices 3.2 Concern to environmental care 3.3 Eagerness to learn 3.4 Tidiness, timeliness, and orderliness 3.5 Respect for rights of peers and seniors in workplace
4. Resource Implications	<ul style="list-style-type: none"> 4.1 Workplace (simulated or actual) 4.2 Materials necessary to carry out painting work 4.3 Workplace rules and regulation policy manual 4.4 Pens 4.5 Papers 4.6 Work books

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: <ul style="list-style-type: none">1.1 Identified tools, equipment and materials needed to complete painting works.1.2 Identified cost for the utilization/purchase of PPE, tools, equipment and materials.1.3 Visited and accessed job site to determine cost factors when carrying out painting work.1.4 Calculated area to be covered for paint work in accordance with workplace calculation standards.1.5 Calculated cost of paint, consumables and other materials in accordance with workplace requirements/standards.1.6 Calculated labor cost in accordance with workplace standards1.7 Determined final total cost estimate in accordance with workplace standards.
2. Methods of Assessment	Competency should be assessed by: <ul style="list-style-type: none">2.1 Written examination2.2 Demonstration2.3 Oral questioning2.4 Workplace observation2.5 Portfolio
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

End of Competency Standards

Assessment Guide

A Framework for Effective Assessment

Painting

How to Use this Assessment Guide

- This Assessment Guide presents need-to-know information for Assessors and others who want to know more about the assessment process. A handy Table of Contents Guide on the next page shows you where to look.
- If you want the basics of assessment, its key terms and definitions, in a Question & Answer (Q&A) format, see Section One.
- If you want a knowledge of who does what, the key roles and responsibilities involved in assessment, see Section Two.
- If you want a “toolbox” of tools and templates, that you can select from depending on your assessment need, see Section Three.
- If you want to look at working samples of completed assessment tools, see the Appendices.

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Assessment Guide

Section One: Objectives linked to Key Terms & Definitions

Define assessment.

Assessment is a systematic process of collecting proof or evidence on whether or not a candidate has demonstrated competence in the performance of a work-related activity/task that is directly linked to a performance standard. The assessment confirms that the individual can perform to the standard expected in the workplace and/or the nationally approved competency standard.

Give an example of assessment.

A helpful example in this regard is the driving test. The driver must prove his competence to drive by demonstrating to the driving assessor his ability to do so. The driving assessor uses a checklist to assess the candidate and make the necessary recommendations, based on the evidence he has collected in observing the candidate's driving. S/He either records/recommends that the candidate is **competent** or **not yet competent**.

What is the purpose of assessment?

The Purpose of Assessment is to confirm that a trainee can perform competently to the standards expected in the workplace.

What is Assessment based on?

- An effective Assessment is based on a Competency Standard.
- A Competency Standard describes the skills, knowledge, and attitudes needed to perform effectively in the workplace, not the classroom.

Define the term "competency."

Competency is the ability to do a task successfully. Aspects of competency include:

- The capacity to perform tasks to the required standard consistently
- The ability to respond to different needs in the workplace
- The ability to plan and integrate a variety of tasks to attain a work outcome
-

Describe what makes up a competency standard.

It must be noted that a competency standard is made up of individual units of competency that include elements of competency as well as the performance criteria needed to accomplish them.

Define the term “Assessment tool.”

An assessment tool is, in effect, an evidence-gathering tool. It contains both the instrument used for the assessment and instructions for gathering evidence in the assessment process. As an assessment instrument it contains the context and conditions for the assessment; tasks to be administered to the learner; an outline of the evidence to be gathered for the learner; the criteria for judging the evidence; and the necessary housekeeping records for recording and reporting requirements.

Describe the difference between Conventional Testing & Competency Based Assessment.

Conventional Testing	CBT Assessment
<ul style="list-style-type: none"> • Emphasis on knowledge/memorization • Teachers/Training Providers have main role • Theory & practical Tests can become outdated • High cost & central control • Relatively inflexible 	<ul style="list-style-type: none"> • Based on competency standards • Involve industry partners in crucial role • Assessment based on demonstration of work skills rather than classroom knowledge • Flexible delivery • Competencies widely recognized • Guidelines & Templates used

Describe briefly what makes up an assessment system.

An Assessment System must be understood as a well-coordinated set of documented policies and procedures, including assessment materials and tools, that ensure assessments are consistently valid, reliable, flexible, fair, and safe.

Define the purpose of the Assessor role.

The role of Assessor is the heart and soul of effective competency based assessment. Without this pivotal role, determining the competency of the trainee is mere guesswork.

Note:

- The Industry Assessor will be asked to provide specs and practical demonstration tests from his workplace that will provide the evidence for determining competency.
- The importance of this input cannot be overemphasized for it best matches and tests the required performance criteria from the Standard.

Describe the basic questions that an Assessor must ask when planning an Assessment.

Planning an Assessment: What Needs to Happen?

- Determine which Units of Competency need to be assessed?
- Determine what Assessment Methods will be used?
- Determine what evidence-based tools (specs) need to be developed by the Assessor to guide the assessment?
- Determine how long it will take?
- Determine when the assessment will occur?
- Determine where the assessment will take place?
- Determine how it will be recorded?

Give some Assessor Requirements/Competencies.

Requirements/Competencies of an Assessor-

- The ability to use assessment tools to gather evidence effectively is essential, adjusting the language where necessary to reflect the language/literacy/numeracy levels of the workplace and not to exceed them in order to ensure learner understanding. This will also entail an ability to respond to learner needs such as responding to learner disability.
- The skill to develop specifications and practical tests, based on performance criteria, that provide evidence of competency that will fast track the assessment process.
- The ability to clearly demonstrate current industry skills and competencies relevant to the Standard.
- The Assessor is selected/appointed by Industry to act as an Assessor because of his proven competencies.
- Knows what needs to be done to assess the performance criteria
- Demonstrates a high level of expertise in the technical area to be examined
- Can provide constructive feedback

Define the challenges of the Assessor Role.

Assessor Role: Challenges

- Needs to be objective and unbiased
- Must have interpersonal skills to relax nervous candidates or deal with those who are aggressive or emotional
- Must have ability to deal with those who have literacy problems or difficult dialect

Review some basic need-to-know elements concerning assessment.

Assessment Basics: Need to Know Elements

- Assessment to be conducted by Industry Assessor selected by industry
- Industry assessor must be familiar with units of competency outlined in the course standards
- Industry Assessor should drafts specs that reflect industry requirements for trainees and that are based on critical aspects of competency
- Industry assessor is responsible for making final judgment of **competent** or **not yet competent**
- Trainer will assist industry assessor
- Trainees must demonstrate competence based on the units of competency outlined in the standards

- All resources related to units of competency must be made available prior to the assessment event, e.g., tools, equipment, materials

Describe the trainer's role in the assessment process.

The Trainer acts as a primary resource for the Assessor and acts as a Facilitator.

Trainer ensures:

- All industry required tools, equipment, and materials are available for the assessment
- The training venue is booked and has sufficient space for demonstrations/tasks
- That all logistics such as admission slips, signature sheets, and records are readily available for distribution and collection
- That all teaching materials and Standard documents and Assessment tools are ready for the Assessor

Discuss the importance of principles of assessment and what is involved.

Principles of Assessment Table

Key Principles	Relevance/Meaning
Valid	Ensures assessment aligned with the Unit of Competency and is based on evidence that shows the learner can demonstrate skills and knowledge in other similar contexts (workplace)
Reliable	Evidence presented for assessment is consistently interpreted regardless of the Assessor
Flexible	Assesses competencies held by the learner regardless of where they have been acquired; reflects the individual learner's needs
Fair	The individual learner's needs or disability is considered in the assessment process; the learner is provided with information about the assessment process and given the opportunity to challenge the result of the assessment if warranted
Safe	The assessor has inspected the venue for assessment and determined that it is safe for all involved and that emergency evacuations are in place if needed

Define the term “evidence.”

Evidence is information that is gathered and matched against a Unit of Competency to provide proof of competency.

State the different forms of evidence that can be collected.

Different forms of evidence that can be collected are-

- **Direct** such as demonstration test, or observation of Candidate
- **Indirect** such as Candidate’s self-assessment or third party reports such as an employer interview

Describe and outline what is involved in “rules of evidence” and why they are important.

Rules of Evidence Table

Rules of Evidence	Meaning
Valid	The assessor is given assurance that the learner possesses the skills, knowledge, and attitudes described in the Unit of Competency and related assessment requirements
Sufficient	The assessor is assured that the quality, quantity, and relevance of the evidence is sufficient to enable a judgment to be made on the learner’s competency
Authentic	The assessor is assured that the evidence provided for assessment is the learner’s own work
Current	The assessor is assured that the assessment evidence demonstrates current competency of the learner. This evidence must be from the present or very recent past.

Describe the purpose of evidence gathering tools.

The Purpose of evidence gathering tools are-

- To help candidates understand what is expected of them
- To provide a focus for the assessment
- To identify what is needed to verify competency

State the use of the evidence guide.

The evidence guide provides useful advice on Unit of Competency assessment and must be read in conjunction with the performance criteria, required underpinning skills/knowledge/attitudes, range statement, and the critical aspects of competency for the Standard.

State why assessment evidence is important.

Evidence is the information gathered that provides proof that the performance criteria of a unit of competency has been met. Evidence can take many forms:

- **Observation:** watching the trainee perform
- **Questioning:** asking the trainee questions
- **Demonstration of specific skills:** seeing how the trainee performs a procedure or creates a final product
- **Examining** previous work the trainee has done

Describe the kinds of Assessment Methods that can be used for Evidence gathering purposes.

Various kinds of Assessment Methods can be used for Evidence gathering purposes. A wide range of assessment methods are available for Evidence- gathering purposes. Assessment methods are not limited to those listed below. The greater the range of assessment methods applied, the better the accuracy of the assessment.

Assessment Methods Table

Methods	Examples
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Direct Observation of Candidate	Actual real-time activities in the workplace Work activities in a simulated workplace/training center
Questioning	Written questions; interviews; self-evaluation with questions; verbal questioning; questionnaires
Evidence compiled by Candidate	Portfolio; collection of work samples; products with supporting documentation; logbooks; information about life experience
Methods	Examples
Review of Product	Work samples and products; products as a result of a demonstration test/spec
Third Party Feedback	Reports/testimonials from Employers and Supervisors; evidence of training; interviews with Employers and Supervisors

Advice to the Assessor: use these methods and examples as a means of making your assessment valid, reliable, flexible, fair, and safe.

Define the term “evidence gathering tools” and give some examples of these tools.

Evidence gathering tools are the actual instruments that the Assessor uses to collect evidence. Evidence may be collected through:

- Demonstration of work activity
- Observation Checklist
- Question List
- Third party reports e.g. supervisor to verify consistent performance
- Review of candidate’s portfolio
- Verifying the Candidate’s capacity to deal with contingencies (unexpected things that come up)
- Written test

Define the term “portfolio.”

A collection of evidence that may be presented by the Candidate to an Assessor to prove the Candidate’s competence at a job or task.

What are some examples of Portfolio Evidence?

- Training results and certificates
- Training workbooks
- References from employers
- Job description and work experience
- Photos and videos
- Work journals
- Awards
- Work samples
- Letters and memos

Outline a 6-step method for preparing an evidence plan.

Steps in Preparing an Evidence Plan (Sequence of Steps to Follow)-

The Evidence Plan is the most important planning tool for an Assessor. A good evidence plan generates a list of the evidence that the Assessor must gather when conducting the assessment for a specific Unit of Competency. The following 6-Point Method for preparing an Evidence Plan provides a useful sequence of inter-related steps to follow:

1. Select Unit of Competency for assessment
2. Read full Unit of Competency
3. Identify evidence requirements based on:
 - a. Elements and Performance Criteria
 - b. Dimensions of Competence
 - c. Underpinning skills knowledge
 - d. Critical aspects of competency
4. Develop a list of evidence requirements
5. Identify best ways of collecting evidence (tools)
6. Document evidence plan

Outline the steps (sequence of activities) involved in developing an assessment tool.

Following are the steps (sequence of activities) involved in developing an assessment tool:

1. Select the Unit of Competency
2. Read the Unit of Competency
3. Identify the required evidence: critical aspects of competency
4. Identify the evidence gathering method
5. Complete the evidence plan
6. Select the appropriate template
7. Complete the template
8. Check the evidence gathering tools against the evidence plan and Unit of Competency
9. Check the tool with another Assessor for his opinion

Describe the four dimensions of competency.

Task Skills: the capacity to perform tasks in the workplace and demonstrate competence that meets the required Standard;

Task Management Skills: the ability to plan and integrate several tasks simultaneously that achieve a desired work outcome such as those skills involved in budgeting for a work operation, securing supplies and equipment for the work operation, completing the task in a timely, cost-effective manner, and ensuring safety practices are followed throughout;

Contingency Management Skills: the ability to respond to crises and breakdowns in the workplace, such as accidents and emergency situations that are unanticipated and require immediate action and resolution;

Job/Role Environment Skills: the capacity to own the responsibilities and expectations of the work environment that involves working with others effectively and participating in creating a work culture where all can contribute their best within the parameters of their job role

Assessment Guidelines

Section Two: Roles and Responsibilities

The Assessment System: Planning Guide for the Assessor

An Assessment System must be understood as a well-coordinated set of documented policies and procedures, including assessment materials and tools, that ensure assessments are consistently valid, reliable, flexible, fair, and safe.

Competency Assessment is a systematic process of collecting proof or evidence on whether or not a candidate has demonstrated competence in the performance of a work-related activity/task that is directly linked to a performance standard. The assessment confirms that the individual can perform to the standard expected in the workplace and/or the nationally approved competency standard.

Each **Unit of Competency** contained in a Standard describes a distinct part of a Mason's work and job profile. Within each Unit of Competency, the following components appear:

- Unit Title
- Unit Descriptor
- Elements of Competency
- Performance Criteria
- Range of Variables
- Evidence Guide

As a prelude to conducting assessments, the Assessor must be thoroughly familiar with all of the particulars and details of the Unit of Competency that is being assessed. This is a "must" for the role of the Assessor. He must be especially familiar with the Evidence Guide for gathering critical information.

The three sample assessment tools found below focus on the critical aspects of competency that can provide the required evidence to determine competency- the evidence guide. These sample assessment tools are as follows:

- Demonstration Checklist
- Observation Checklist
- Oral Questions Checklist

The duties of the Assessor include:

- Covering all of the key elements of the Unit of Competency under assessment
- Applying rigorously the Evidence Guide for the Unit of Competency as this contains the method and context of assessment, resources required for the assessment, the critical aspects of competency, and the required underpinning knowledge, skills, and attitudes
- Developing specifications (specs) for the task sheet for Demonstration as required
- Requiring the candidate to perform project tasks that cover interrelated units of competency- known as a “clustering.”
- Making what can be termed “reasonable adjustments” for candidates with disabilities or for example, those candidates with regional dialects that prove difficult to understand

Note: These “reasonable adjustments” may involve reconfiguring a simulated workplace site so that a candidate’s disability does not impede the assessment process, or for example, finding someone who can understand a regional dialect and assist the Assessor with essential communication skills.

Roles and Responsibilities of Assessor

Prior to any assessment, the Assessor should follow the specific instructions below to ensure a well-planned assessment event. In most cases s/he will be assisted by a Trainer. Nevertheless, s/he should make certain that good preparation has taken place for the assessment event.

1. Visit the assessment venue or workplace to ensure an adequate work area or platform containing:
 - Sufficient space for working- ensure square meters of work space enough for task to be carried out effectively and safely
 - Fire extinguisher and safety equipment within reach
 - Emergency procedures in place
 - All necessary tools, equipment, and materials ready at hand
 - All necessary machinery in good working order
2. Assessment is drawn and extracted from the relevant Unit of Competency based on an approved Standard and on an Evidence plan that clearly focuses on critical aspects of competency.
3. The duration of time to assess the demonstration is clearly indicated, for example, 3 hours. This information is shared with the Candidate along with other pertinent information such

as the sequence of tasks that he must follow, and the fact that he will be closely observed as the tasks are performed.

4. After the Candidate has performed the task, the Assessor will provide feedback to the Candidate on his performance.

5. The responsibility on finally deciding whether or not the Candidate was Competent or Not Yet Competent belongs to the accredited Assessor.

6. At the conclusion of the assessment, the Assessor will provide feedback on whether or not the Candidate was Competent or Not Yet Competent. S/He will also share information on next steps. These next steps include where to obtain the certificate related to the assessment or, if unsuccessful, how to re-try for competency within a specified period of time.

Roles and Responsibilities of Trainer

Prior to the assessment, you will have studied and become familiar with the Competency Standard for the industry occupation. You will also have met with or contacted the Assessor beforehand and discussed preparations and arrangements for the assessment. Your role will be to facilitate the assessment process and ensure all necessary resources are available, assisting the Assessor wherever possible. For example, once a draft spec has been produced by the Assessor, you will ensure it is fully consistent with the evidence plan and copied appropriately for use by both the Assessor and Candidate.

In addition to confirming a suitable training venue and time, you will ensure that:

- Sufficient space is allotted for task work- square meters of work space enough for demonstration tasks to be carried out effectively and safely
- Fire extinguisher and safety equipment within reach if necessary
- Emergency procedures in place
- All necessary tools, equipment, and materials ready at hand
- All necessary machinery in good working order

Your duties include:

- **notifying** the Assessor and candidates of planned assessment events and their location
- **advising and assisting** the Assessor on planned assessment events
- **collecting** admission slips and signature sheets for assessment events
- **ensuring** all required forms and reporting mechanisms are in place and ready for distribution to the Assessor and to the Candidate
- **ensuring** all requisite forms are duly signed and forwarded to the SEIP Office, or certifying body

- **responding** to candidate queries and concerns such as re-assessment procedures
- **reconfiguring** workplace simulations so that candidates with disabilities are able to participate fully and without impediment
- **working** closely with the SEIP contact to ensure a successful assessment event

Roles and Responsibilities of Candidate

Prior to the assessment, you will have studied and become familiar with the Competency Standard for your industry.

1. Initially, you will be given information on the task you are to perform, and the estimated time you will require to perform it. These tasks are based on the critical aspects of competency related to the performance criteria within the approved Competency Standard.

Given the necessary instructions, and/or a task-related spec and the necessary tools, materials, and equipment, you will carry out and complete a work task. You will observe that there is:

- Sufficient space for working- square meters of work space enough for task to be carried out effectively and safely
- Fire extinguisher and safety equipment within reach if necessary
- Emergency procedures in place
- All necessary tools, equipment, and materials ready at hand
- All necessary machinery in good working order

2. Assessment is drawn and extracted from the relevant Unit of Competency based on the approved Competency Standard and on an Evidence plan (proof of competence) developed by the Assessor that clearly focuses on critical aspects of competency. The Evidence plan will be based on critical assessment tools such as demonstration/task; observation; oral questions.

3. The duration of time to assess the demonstration should be clearly indicated, for example, 3 hours. This information will be given to you along with other pertinent information such as the procedure or sequence of tasks that you must follow. It is important to note that you will be closely observed and assessed throughout the duration of your demonstration. You will be given time to ask questions and request clarification. You will also be given 10 minutes to familiarize yourself with the resources to be used in the assessment.

4. Based on your performance in demonstrating the task, you will be assessed by the Assessor to be Competent or Not Yet Competent. Regardless of the result you will be given feedback from the Assessor on your performance and the next steps.

5. After you have performed the task, the Assessor will provide feedback to you on your performance.

6. The responsibility on finally deciding whether or not you are Competent or Not Yet Competent belongs to the accredited Assessor.

7. At the conclusion of the assessment, the Assessor will provide feedback on whether or not you have been assessed to be **Competent** or **Not Yet Competent**. Both your signatures will be required on the Assessment Form. You will also be allowed to make comments on the Assessor's decision. The Assessor will then share information on next steps. These next steps include where to obtain the certificate related to the successful assessment or, if unsuccessful, how to re-try for competency within a specified period of time.

Section Three: Tools and Templates

This toolbox of Tools and Templates offers a wide range of assessment tools that will facilitate evidence gathering and other assessment-related needs. Evidence gathering, however, should not be limited to these tools and templates alone. The toolbox should be revised or expanded as necessary, to include other tools and templates that are deemed relevant.

- Demonstration Checklist
- Observation Checklist
- Oral Questions Checklist
- Evidence Plan (Overall Summary)
- Assessor Job Sheet and Specifications (Spec) Form
- Competency Assessment Results
- Assessor Planning Checklist Tool
- All About Questioning Techniques for Use in Assessment
- Quick Guide to Conducting Competency Assessments
- Assessor's Quick Start

Demonstration Checklist

Candidate's name:			
Assessor's name:			
Qualification:			
Project-Based Assessment Title			
Units of competency covered:			
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation Checklist

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:		
Code:		
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	YES	NO
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist

Candidate's name:	
Assessor's name	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	
Reference Standard:	

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for competent/non yet competent.

List of Questions	Satisfactory Response
-------------------	-----------------------

Indicate Y or N in the box provided	YES	NO
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

Feedback to Candidate:

Candidate's overall performance was (circle):	Satisfactory	Not Satisfactory
The Candidate's underpinning knowledge was (circle):	Satisfactory	Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

EVIDENCE PLAN: Overall Summary

QUALIFICATION:				
Project-Based Assessment Title				
Units of competency covered				
Ways in which evidence will be collected: [tick the column]	Observation with Questioning	Demonstration with Questioning	Written Examination	Portfolio
The evidence must show that the candidate				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				

Assessor Job Sheet and Specifications (Spec) Form

This Spec is in reference to the _____ Standard, and has been developed by an Industry Representative/Assessor.

The Result* indicates either C for Competent, or NYC for Not Yet Competent.

Unit of Competency	Elements Reviewed	Critical Aspects of Competency Covered	Result*: C/NYC

JOB #1 Procedure for Developing Specification (Spec): List the steps involved in performing the task/spec successfully. It will cover, in logical order, the critical aspects of competency listed above that will determine if the candidate is **Competent** or **Not Yet Competent**.

1.	
2.	
3.	
4.	
5.	

Tools and Equipment Required for Spec completion: List all tools, equipment, and materials required in completing Job #1:

Tools	Equipment	Materials

Assessor Name:

Date:

Competency Assessment Results

Candidate's name:	
Assessor's name	
Qualification Title:	
Date of Assessment:	
Assessment Venue:	
Reference Standard:	
Unit of Competency:	

Assessment Unit	Competent	Not Yet Competent

Assessor's Recommendation and Comments:

Overall Assessment:

Yes: The Candidate successfully met the required evidence/standards and demonstrated all of the competencies necessary for certification in the Qualification and Units of Competency listed above.

No: The Candidate did not meet the evidence requirements. Re-assessment is recommended.

Assessor Signature:	Date:
Candidate Signature:	Date:
Assessment Center Manager Signature:	

ASSESSMENT PLANNING CHECKLIST TOOL

Assessor's name:	
Date:	

Directions: Circle the 'Yes' or 'No' response to each item.

1.	The Assessor is familiar with the unit(s) of competency being assessed	Yes	No
2.	The Assessor has verified that the workplace or training center has the correct equipment, machinery, tools, and materials necessary to complete all of the relevant aspects of the unit of competency	Yes	No
3.	The Assessor has ensured that all materials and equipment were assembled and arranged in advance.	Yes	No
4.	The Assessor has all the necessary tools, templates, and specifications needed to assess the trainee including a variety of assessment tools covering practical demonstration, observation, oral question, and (where necessary) written tests relevant to the competency specified in the standard	Yes	No
5.	The Assessor has met with the trainer prior to the assessment event to discuss his/her role.	Yes	No
6.	The Assessor will discuss the performance test with the trainee and address any concerns prior to giving the test	Yes	No
7.	The Assessor will discuss and record with the trainee the results of their performance	Yes	No

Action to be taken on "No" responses:

General Guidelines for Effective Questioning

- Keep questions short and focused on one key concept
- Ensure that questions are structured
- Test the questions to check that they are not ambiguous
- Use `open-ended questions such as `what if...?' and `why...?' questions, rather than closed questions
- Keep questions clear and straight forward and ask one at a time
- Use words that the candidate is able to understand
- Look at the candidate when asking questions
- Check to ensure that the candidate fully understands the questions
- Ask the candidate to clarify or re-phrase their answer if the assessor does not understand the initial response
- Confirm the candidate's response by repeating the answer back in his/her own words
- Encourage a conversational approach with the candidate when appropriate, to put him or her at ease
- Use questions or statements as prompts for keeping focused on the purpose of the questions and the kind of evidence being collected
- Use language at a suitable level for the candidate
- Listen carefully to the answers for opportunities to find unexpected evidence
- Follow up responses with further questions, if useful, to draw out more evidence or to make links between knowledge areas
- Compile a list of acceptable responses to ensure reliability of assessments

Recording responses

When using oral questioning, you may need a tool that has a structured approach (see below) and also enables you to record a candidate's responses. If the candidate's response is insufficient the assessor should record why on the recording sheet or checklist. This provides information that can be used later, if necessary, to explain to the candidate where he or she needs to develop their skills and/or knowledge to achieve the required competence.

Recording sheet for oral questioning (template)

Candidate's Name		
Assessor or Observer's Name		
Unit of Competency)		
Code		
Date of Assessment		
Location		
Task/Procedure		
Questions to be Answered by candidate	Response/Answer*	Satisfactory (Yes/No)
What would you do if ...		
What would you do if ...		
What would you do if ...		
How do you ...		
What are ...		
Why did you... (Clarification)		
Follow up Questions		
The candidate's knowledge was:	Satisfactory Unsatisfactory	
Feedback to candidate:		
Candidate signature:		Date:
Assessor/Observer's Signature:		Date:

ASSESSOR GUIDE TO CONDUCTING COMPETENCY ASSESSMENTS

1. BEFORE THE ASSESSMENT	2. DAY OF ASSESSMENT	3. DURING THE ASSESSMENT	4. POST ASSESSMENT
<p>- Review unit(s) of competency to be assessed especially evidence to be collected against performance criteria</p> <p>- Ensure the workplace or training center complies with all safety requirements and that high risk areas are clearly marked</p> <p>- Identify/request essential assessment resources:</p> <ul style="list-style-type: none"> • tools and equipment • supplies and materials • personal protective equipment • print resources and rating sheets • Have trainees contacted if they have to bring any resources for the assessment, e.g. logbook 	<p>-Verify attendance through signed attendance sheet</p> <p>- Provide overview of what is to happen throughout day</p> <p>Orient the trainees to:</p> <ul style="list-style-type: none"> • purpose of assessment • qualification to be assessed • assessment procedures to be followed • address needs of trainees and provide information on evidence requirements and assessment process • make all announcements just before start of assessment 	<p>Give clear instructions to trainees on what they are required to do:</p> <ul style="list-style-type: none"> • time limits and expectations • all equipment and tools must be of the same quality for all trainees • written and verbal instructions translated into local dialects as needed • encourage questions • avoid providing any assistance to trainees during assessment • stop process if accident imminent • keep focused on evidence being valid, reliable, fair, flexible, and safe • Record details of evidence collected 	<p>Provide feedback on outcome of assessment process re:</p> <ul style="list-style-type: none"> • give clear feedback on assessment decision • provide information on overcoming any gaps in competency assessment • provide opportunity to discuss assessment process and outcome <p>Prepare required assessment reports:</p> <ul style="list-style-type: none"> • all rating sheets signed by trainee as well as Assessor • maintain records of assessment procedures, evidence collected, and assessment outcome • verify assessment results/outcomes with training center <p>Prepare</p> <p>recommendations for issuance of national certificate</p>

Assessor's Quick Start

1. Identify the Unit(s) of Competency from the Program Standard that you are going to assess.
2. Review the Critical Aspects of Competency from the Unit of Competency that will be the basis of your Evidence Guide.
3. Select the Assessment Tools that you will use to gather evidence.
 - i. Demonstration Checklist
 - ii. Observation Checklist
 - iii. Oral Questions Checklist
4. Create spec sheet(s) for the Unit of Competency to be examined.
5. Review the assessment procedure with the Candidate and ask if there are any questions.
6. Complete the assessment using the assessment tools in the order above. You are free to use other tools as well if you wish.
7. Determine whether Candidate is **Competent** or **Not-Yet-Competent**
8. Complete all necessary record sheets.
9. Give feedback to the Candidate.

Demonstration Checklist: Perform Distemping

Candidate's name:	
Assessor's name:	
Qualification:	Painting
Project-Based Assessment Title	

Units of competency covered:	Perform Distempering		
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Check tools, equipment, and materials in accordance with workplace requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Prepare surface before distempering in accordance with workplace requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Prepare and apply base materials in accordance with job requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Perform distempering in accordance with work place specification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Clean tools, equipment, and work area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation Checklist: Perform Distempering

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Unit of Competency:	Perform Distempering
Code:	SEIP-CON-PAI-1-0

Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	YES	NO
1. Check tools, equipment, and materials in accordance with workplace requirements.		
2. Prepare surface before distempering in accordance with workplace requirements.		
3. Prepare and apply base materials in accordance with job requirements.		
4. Perform distempering in accordance with work place specification.		
5. Clean tools, equipment, and work area.		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Perform Distempering

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	

Unit of Competency:	Perform Distempering
Reference Standard:	Painting

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response
-------------------	-----------------------

Indicate Y or N in the box provided	YES	NO
1. What is involved in preparing surfaces for painting?		
2. What is the procedure for applying base materials?		
3. What is the procedure for performing distempering?		
4. Can you identify eight personal Protective Equipment (PPE) items?		
5. Can you identify at least eight tools and pieces of equipment used in painting and painting-related work?		

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

Demonstration Checklist: Perform Plastic Emulsion Painting

Candidate's name:	
Assessor's name:	
Qualification:	Painting

Project-Based Assessment Title			
Units of competency covered:	Perform Plastic Emulsion Painting		
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Inspect surface in accordance with required surface preparation requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Collect and check usability/functionality of tools, equipment, and materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Prepare surface in accordance with workplace requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Apply plastic emulsion paint in accordance with workplace and quality requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Clean tools, equipment, and work area in accordance with workplace requirements/policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation Checklist: Perform Plastic Emulsion Painting

Candidate's name:	
Assessor's name:	

Date of Assessment:		
Unit of Competency:	Perform Plastic Emulsion Painting	
Code:	SEIP-CON-PAI-2-0	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	YES	NO
1. Inspect surface in accordance with required surface preparation requirements.		
2. Collect and check usability/functionality of tools, equipment, and materials.		
3. Prepare surface in accordance with workplace requirements.		
4. Apply plastic emulsion paint in accordance with workplace and quality requirements.		
5. Clean tools, equipment, and work area in accordance with workplace requirements/policy.		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Perform Plastic Emulsion Painting

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Perform Plastic Emulsion Painting
Reference Standard:	Painting

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response
--------------------------	------------------------------

Indicate Y or N in the box provided	YES	NO
1. What are five properties of plastic emulsion paint?		
2. What procedure is used when preparing surfaces for painting?		
3. What procedure is used when applying plastic emulsion paint?		
4. What is the purpose of applying patches before applying regular coats of plastic emulsion paint?		
5. What are some of the advantages and disadvantages of plastic emulsion paint?		

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

Demonstration Checklist: Perform Synthetic Enamel Painting

Candidate's name:	
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Assessor's name:			
Qualification:	Painting		
Project-Based Assessment Title			
Units of competency covered:	Perform Synthetic Enamel Painting		
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Collect and check tools and equipment for usability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Collect and check materials in conformance with specification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Prepare surfaces prior to application of synthetic enamel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Apply putty on uneven/scratched surfaces in accordance with workplace requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Apply primer paint in accordance with workplace requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Perform synthetic enamel painting on surfaces in accordance with workplace/work order specifications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Clean tools, equipment, and workplace after work in accordance with workplace policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation Checklist: Perform Synthetic Enamel Painting

Candidate's name:	
Assessor's name:	
Date of Assessment:	

Unit of Competency:	Perform Synthetic Emulsion Painting	
Code:	SEIP-CON-PAI-3-0	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	YES	NO
1. Collect and check tools and equipment for usability.		
2. Collect and check materials in conformance with specification.		
3. Prepare surfaces prior to application of synthetic enamel.		
4. Apply putty on uneven/scratched surfaces in accordance with workplace requirements.		
5. Apply primer paint in accordance with workplace requirements.		
6. Perform synthetic enamel painting on surfaces in accordance with workplace/work order specifications.		
7. Clean tools, equipment, and workplace after work in accordance with workplace policy.		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Perform Synthetic Enamel Painting

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Perform Synthetic Emulsion Painting
Reference Standard:	Painting

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response
--------------------------	------------------------------

Indicate Y or N in the box provided	YES	NO
1. What are five properties of synthetic enamel paint?		
2. How are surfaces prepared for synthetic enamel painting?		
3. What is the purpose of using different grades of sand paper?		
4. What is the procedure followed when applying synthetic enamel paint using a spray painting gun?		
5. Why is it important to commit to occupational health and safety practices?		

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

Demonstration Checklist: Perform Weather Coat Painting

Candidate's name:			
Assessor's name:			
Qualification:	Painting		
Project-Based Assessment Title			
Units of competency covered:	Perform Weather Coat Painting		
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Collect and check tools, equipment, and materials in accordance with work order requirement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Install scaffolding in accordance with work requirements and workplace rules and regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Prepare surface prior to painting to ensure surface is free from dirt, scales, grease, and other foreign materials in accordance with workplace requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Apply recommended sealant on holes, cracks, tears, and open seams in accordance with workplace requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Perform initial and top coat painting using weather coat paint in accordance with workplace requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation Checklist: Perform Weather Coat Painting

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Perform Weather Coat Painting	
Code:	SEIP-CON-PAI-4-0	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	YES	NO
1. Collect and check tools, equipment, and materials in accordance with work order requirement.		
2. Install scaffolding in accordance with work requirements and workplace rules and regulations.		
3. Prepare surface prior to painting to ensure surface is free from dirt, scales, grease, and other foreign materials in accordance with workplace requirements.		
4. Apply recommended sealant on holes, cracks, tears, and open seams in accordance with workplace requirements.		
5. Perform initial and top coat painting using weather coat paint in accordance with workplace requirements.		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Perform Weather Coat Painting

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Perform Weather Coat Painting
Reference Standard:	Painting

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response
-------------------	-----------------------

Indicate Y or N in the box provided	YES	NO
1. What is the procedure for preparing a surface for painting?		
2. How is sealer applied?		
3. What is the procedure for installing scaffolding?		
4. What is the procedure for performing weather coat painting?		
5. What are four properties of weather coat paints?		
6. What are three uses of weather coat paints?		

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

Demonstration Checklist: Perform Concrete Painting

Candidate's name:			
Assessor's name:			
Qualification:	Painting		
Project-Based Assessment Title			
Units of competency covered:	Perform Concrete Painting		
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Collect and check tools, equipment, and materials in accordance with work order requirement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Set up/erect scaffolding in accordance with work requirements and workplace specification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Apply sealant on interior concrete surfaces to prevent moisture from seeping-in in accordance with sealant manufacturer's instruction and specification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Apply primer on concrete surfaces in accordance with workplace instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Apply coat of concrete paint in accordance with workplace/work order specification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Clean tools, equipment, and workplace after work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation Checklist: Perform Weather Coat Painting

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Perform Concrete Painting	
Code:	SEIP-CON-PAI-5-0	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	YES	NO
1. Collect and check tools, equipment, and materials in accordance with work order requirement.		
2. Set up/erect scaffolding in accordance with work requirements and workplace specification.		
3. Apply sealant on interior concrete surfaces to prevent moisture from seeping-in in accordance with sealant manufacturer's instruction and specification.		
4. Apply primer on concrete surfaces in accordance with workplace instructions.		
5. Apply coat of concrete paint in accordance with workplace/work order specification.		
6. Clean tools, equipment, and workplace after work.		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Perform Weather Coat Painting

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Perform Concrete Painting
Reference Standard:	Painting

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response
-------------------	-----------------------

Indicate Y or N in the box provided	YES	NO
1. How is the projected loading of scaffolding and its supporting structures determined?	<input type="checkbox"/>	<input type="checkbox"/>
2. What are the advantages and disadvantages of bamboo scaffolding?	<input type="checkbox"/>	<input type="checkbox"/>
3. Can you identify three types of scaffolding and their related components?	<input type="checkbox"/>	<input type="checkbox"/>
4. What is the technique for applying concrete paint?	<input type="checkbox"/>	<input type="checkbox"/>
5. What are the safety precautions to follow during scaffolding installation?	<input type="checkbox"/>	<input type="checkbox"/>
6. How are concrete surfaces prepared prior to painting?	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

Demonstration Checklist: Perform Spray Painting

Candidate's name:			
Assessor's name:			
Qualification:	Painting		
Project-Based Assessment Title			
Units of competency covered:	Perform Spray Painting		
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
			✓ to show if evidence is demonstrated
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Collect and check tools, equipment, and materials in accordance with work order requirement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Inspect and prepare surface for spray painting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Remove scales, grease, and dirt from surfaces to be spray painted using recommended cleaning agents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Apply recommended putty into uneven surfaces in accordance with work instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Apply primer on surfaces in accordance with workplace/work order specification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Spray paint surfaces in accordance with workplace/work order requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Observation Checklist: Perform Spray Painting

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Perform Spray Painting	
Code:	SEIP-CON-PAI-6-0	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	YES	NO
1. Collect and check tools, equipment, and materials in accordance with work order requirement.		
2. Inspect and prepare surface for spray painting.		
3. Remove scales, grease, and dirt from surfaces to be spray painted using recommended cleaning agents.		
4. Apply recommended putty into uneven surfaces in accordance with work instruction.		
5. Apply primer on surfaces in accordance with workplace/work order specification.		
6. Spray paint surfaces in accordance with workplace/work order requirements.		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Perform Spray Painting

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Perform Spray Painting
Reference Standard:	Painting

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response
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Indicate Y or N in the box provided	YES	NO
1. What is the procedure for preparing a surface for spray painting?		
2. What is the procedure for applying putty and primer?		
3. What is the seven-step procedure for performing spray painting?		
4. What are some common cleaning agents and when are they used?		
5. What is the required Personal Protective Equipment (PPE) when spray painting?		
6. What are the environmental concerns related to the work?		

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

Demonstration Checklist: Perform Varnishing

Candidate's name:			
Assessor's name:			
Qualification:	Painting		
Project-Based Assessment Title			
Units of competency covered:	Perform Varnishing		
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Collect and check tools, equipment, and materials in accordance with work order requirement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Rub down surfaces to be varnished with suitable grade of sand paper to produce the surface finish in accordance with workplace/work order specification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Apply recommended putty into holes and surfaces in accord with work instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Apply evenly oil-based varnish on the surface in accordance with workplace specification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Use fine good quality brush material in applying varnish on surfaces in accordance with workplace specification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Clean tools, equipment, and work area in accordance with workplace requirement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Observation Checklist: Perform Spray Painting

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Perform Varnishing	
Code:	SEIP-CON-PAI-7-0	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	YES	NO
1. Collect and check tools, equipment, and materials in accordance with work order requirement.		
2. Rub down surfaces to be varnished with suitable grade of sand paper to produce the surface finish in accordance with workplace/work order specification.		
3. Apply recommended putty into holes and surfaces in accord with work instruction.		
4. Apply evenly oil-based varnish on the surface in accordance with workplace specification.		
5. Use fine good quality brush material in applying varnish on surfaces in accordance with workplace specification.		
6. Clean tools, equipment, and work area in accordance with workplace requirement.		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		

Candidate's Signature:	Date:
Assessor's Signature:	Date:

Oral Questions Checklist: Perform Varnishing

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Perform Varnishing
Reference Standard:	Painting

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response
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Indicate Y or N in the box provided	YES	NO
1. What is the 5-step procedure for varnishing?		
2. How is putty applied?		
3. Can you name several cleaning agents?		
4. What is the purpose and use of natural fibre and synthetic fibre brushes?		
5. What are the environmental concerns associated with varnishing?		
6. How are surfaces prepared prior to varnishing?		

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

Demonstration Checklist: Prepare Estimate For Painting

Candidate's name:			
Assessor's name:			
Qualification:	Painting		
Project-Based Assessment Title			
Units of competency covered:	Prepare Estimate For Painting		
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Identify tools, equipment, and materials needed to complete painting works.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify cost for the utilization/purchase of PPEs, tools, equipment, and materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Visit/access simulated job site to determine cost factors when carrying out painting work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Calculate area to be covered for paint work in accordance with workplace calculation standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Calculate cost of paint, consumables, and other materials in accordance with workplace requirements/standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Calculate labour cost in accordance with workplace standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Determine final total cost estimate in accordance with workplace standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation Checklist: Prepare Estimate For Painting

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Prepare Estimate For Painting	
Code:	SEIP-CON-PAI-8-0	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	YES	NO
1. Identify tools, equipment, and materials needed to complete painting works.		
2. Identify cost for the utilization/purchase of PPEs, tools, equipment, and materials.		
3. Visit/access simulated job site to determine cost factors when carrying out painting work.		
4. Calculate area to be covered for paint work in accordance with workplace calculation standards.		
5. Calculate cost of paint, consumables, and other materials in accordance with workplace requirements/standards.		
6. Calculate labour cost in accordance with workplace standards.		
7. Determine final total cost estimate in accordance with workplace standards.		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		

Candidate's Signature:	Date:
Assessor's Signature:	Date:

Oral Questions Checklist: Prepare Estimate For Painting

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Prepare Estimate For Painting
Reference Standard:	Painting

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response
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Indicate Y or N in the box provided	YES	NO
1. What is the procedure for measuring a paint work area and calculating cost?		
2. What is the procedure for calculating materials quantity and cost?		
3. What is the procedure for calculating labour costs?		
4. What are three common overhead costs?		
5. What are five common consumables?		
6. Can you identify five cost factors?		

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
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Candidate Signature:	Date:
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