

DEMOLITION AND RENOVATION SKILLS

Guide for the Assessment Team



Introduction

This booklet provides guidance about what is required for a trainee to achieve the **New Zealand Micro-credential in Demolition and Renovation Skills (Level 3)**.

What's in this Guide?

This guide breaks down the structure of the New Zealand Micro-credential in Demolition and Renovation Skills (Level 3) and runs through each of the main areas of the qualification step by step. The knowledge and skills are described in skill set groups:

- Working safely in construction
- Preparation for alterations knowledge
- Timber knowledge
- Work at height
- Install interior joinery
- Demolition work
- Cut, fit, and fix linings and trim
- Store and prepare materials

Qualification and Skill Sets

The New Zealand Micro-credential in Demolition and Renovation Skills (Level 3) contains eight skill sets. Their full titles are:

- Demonstrate knowledge of working safely in construction - Ref 12997
- Demonstrate knowledge of preparing to make alterations to an existing structure - Ref 32497
- Demonstrate knowledge of timber use in construction - Ref 13002
- Work at height In the construction industry under supervision - Ref 32503
- Install interior joinery under supervision - Ref 32442
- Undertake demolition work under supervision - Ref 32481
- Cut, fit, and fix interior linings and trim under supervision - Ref 32472
- Store and prepare materials for use on a construction site - Ref 22145

Graduates of this micro-credential will be able to carry out demolition and renovation under supervision. All the skill sets below need to be completed.

Each skill set has a title, credit value and level. All the credits listed below are at level 3.

Qualification overview

| Demolition and renovation skills | | |
|----------------------------------|---------------------------------------|----------------|
| <i>Reference</i> | <i>Short title</i> | <i>Credits</i> |
| 12997 | Working safely in construction | 3 |
| 32497 | Preparation for alterations knowledge | 3 |
| 13002 | Timber knowledge | 2 |
| 32503 | Work at height | 6 |
| 32442 | Install interior joinery | 4 |
| 32481 | Demolition work | 7 |
| 32472 | Cut, fit, and fix linings and trim | 9 |
| 22145 | Store and prepare materials | 2 |

Understanding skill sets

The skill sets included in the qualification specifications reflect the family of standards linked to the **New Zealand Micro-credential in Demolition and Renovation Skills (Level 3)**. These standards are recognised by, and registered with New Zealand Qualifications Authority (NZQA) and can be accessed on the NZQA website: www.nzqa.govt.nz.

There are a few things which are useful to know about standards so that everyone understands the requirements.

Content

Each skill set includes the key details about what a trainee must demonstrate to be deemed competent and can include the following:

- What the trainee needs to know – the knowledge that underpins the practical skills
- What the trainee needs to do – the practical skills required.

As well as the ‘know’ and ‘do’ sections, skill sets also contain helpful information explaining any specific requirements associated with particular items of knowledge or skill and anything else that may need to be explained further. These are sign-posted in the following pages.

Levels

Each skill set has a level. The level indicates the degree of complexity of each learning outcome. At Level 3, a trainee must be able to work with limited supervision and select and apply from a range of known solutions to familiar problems.

All skill sets included in the family associated with the New Zealand Micro-credential in Demolition and Renovation Skills are at Level 3.

Credits

Each skill set is allocated several credits. The credit values of the individual skill sets make up the total number of credits in the qualification.

Credits provide a rough guide to the amount of time needed to master the knowledge and skills included in each skill set. Credits do not equate to hours of work and are granted only when a skill is achieved. A trainee can be making significant progress without necessarily accumulating credits. It is common for a trainee to gain most of their credits towards the end of their traineeship.

In this Guide

The following pages provide detailed information about what is required to achieve each skill set and tips about how to support learning and assessment. Each page's layout highlights the following key information.

Simple and clear statement(s) as to what the trainee needs to know and/or do to achieve the skill set.

The skill set title is a shortened version of the skills standard title. It is designed to capture the essence of the skills standard in a few snappy words.

Timber knowledge 2 Credits

What the trainee needs to know:

- Timber used for construction
- Health and safety for working with timber used for construction

i Supplementary evidence guide

When working on a job, collect evidence (examples shown below) to show your training advisor this will support assessment.

- Delivery notes and orders for timber
- Health and safety instructions
- Specifications for different types of wood and treatments
- Photographs of the work you have completed

Conversation starters

- Describe different types of timber finishes and the nominal dimensions of timber you have used on site?
- Describe how timber defects can affect the standard of work and how defective timber materials were corrected
- Describe how to correctly handle and store timber delivered to site.
- Describe borer and the effects an infestation has on wood?
- Tell me about the actions would you take to treat wood that has been affected by borer?
- Describe dry and wet rot on jobs you have worked on.
- Make recommendations about how to protect timber against fungal attack.
- Tell me about the health and safety precautions undertaken before starting to cut wood.

This symbol indicates 'conversation starters' for all members of the Assessment Team. The trainee uses them to gauge their own understanding. Supervisors, trainers and mentors use them to help guide the trainee. Evaluators and assessors use them to make judgements about the trainee's progress towards achieving the standards.

This symbol indicates sources of additional information that support a trainee's learning.

Demolition and renovation skills

- Working safely in construction
- Preparation for alterations knowledge
- Timber knowledge
- Work at height
- Install interior joinery
- Demolition work
- Cut, fit, and fix linings and trim
- Store and prepare materials

What the trainee needs to know:

- Demonstrate knowledge of the construction industry compliance framework
 - Describe safe working practices for construction
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 Supplementary evidence guide

When working on a job, collect evidence (examples shown below) to show your training advisor this will support assessment.

- Certificates of any training e.g. SiteSafe
 - Image of health and safety board
 - Certificate of competency e.g., use of power tools
 - Codes of practice - standards that must be adhered to
 - Best Practice Guidelines
 - Site safety plan
 - Tool Inventory
 - Safety Data Sheets (SDS) and hazardous substances inventory
 - Photographs of the work you have completed
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 Conversation starters

Practice answering some (or all) of these questions about jobs you have completed.

- Tell me how you protected the health and safety of yourself and others on site.
- Which industry standards did you follow on-site and how did you apply these to your work, e.g. The Building Regulations 1992, Health and Safety at Work Act 2015.
- Show me reports that you have completed when incidents or near misses happen on site.
- Describe notifiable or hazardous work completed on-site and how you protect yourself, others, and the environment from harm.
- Describe onsite emergencies and tell me how you would deal with them.
- Tell me about training you have completed (e.g SiteSafe) that allows you to work on site.
- Describe how you followed manufacturers specifications when using powder-actuated handheld fastening tools.
- Tell me about checks you have carried out when working at height on site.
- Explain how you followed best practice guidelines when completing demolition work.
- Describe the facilities that are required when working on site.
- Talk through how to identify and control hazards on site.
- Tell me about site safety plans for different sites you have worked on.
- Explain the reasons for the actions listed in the emergency plans.
- Describe site housekeeping including emptying the bins, recycling materials, storing hazardous materials and other site management.
- Tell me how to care for the hand and portable power tools used on site.

- Describe the process of checking scaffolding and ladders are safe on site.
- Describe the process of excavations safety checks.
- Tell me about the processes followed for safety checking chemicals on site and the reasons why these procedures are followed.
- Tell me about noise generated on site and how you would protect your hearing.
- Describe the safety procedures followed when using compressed air.
- Describe electrical, demolition and machinery hazards that you may have experienced on-site.
- Describe hazards linked to the use of powder actuated tools that you have experienced on site.
- Tell me about the PPE used on site and describe how each item protects the wearer.
- Protective helmets, footwear, clothing, hearing, eye and face protection, UV protection, dust masks, respirators, gloves, fall restraint and arrest equipment
- Tell me about different safety signs used on site and the information they offered.
- Describe how you prepared the information for and how you would write up a site safety board.
- Tell me about mechanical aids used to lift materials on site and how they protect health.
- Describe the work area layout. This includes the storage and delivery area.

What the trainee needs to know:

- Describe how to open buildings for alterations and provide temporary weather protection
 - Demonstrate knowledge of health and safety for construction alterations
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 Supplementary evidence guide

When working on a job, collect evidence (examples shown below) to show your training advisor this will support assessment.

- The scope of work
 - health and safety boards from the site, warning signs
 - Drawings that you have shared with others that you have used to describe the work that is to be completed.
 - Photographs of the work you have completed
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 Conversation starters

Practice answering some (or all) of these questions about jobs you have completed.

- Tell me how to identify, protect and manage special features such as existing buildings, gardens, or other physical attributes.
- Tell me about the different ways structures can be protected from weather damage.
- Explain how the process of opening existing buildings for alterations.
- Describe how services such as electricity, gas and water supply are impacted by demolition and the actions taken when dealing with these services.
- Identify and describe health and safety requirements during alterations on site that prevent dirt and other contaminants entering the waterways.

What the trainee needs to know:

- Timber used for construction
 - Health and safety for working with timber used for construction
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 Supplementary evidence guide

When working on a job, collect evidence (examples shown below) to show your training advisor this will support assessment.

- Delivery notes and orders for timber
 - Health and safety instructions
 - Specifications for different types of wood and treatments
 - Photographs of the work you have completed
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 Conversation starters

Practice answering some (or all) of these questions about jobs you have completed.

- Describe different types of timber finishes and the nominal dimensions of timber you have used on site?
- Describe how timber defects can affect the standard of work and how defective timber materials were corrected
- Describe how to correctly handle and store timber delivered to site.
- Describe borer and the effects an infestation has on wood?
- Tell me about the actions would you take to treat wood that has been affected by borer?
- Describe dry and wet rot on jobs you have worked on.
- Make recommendations about how to protect timber against fungal attack.
- Tell me about the health and safety precautions undertaken before starting to cut wood.

What the trainee needs to do:

- Access a work site and set up a work area for working at height in construction under supervision
 - Use fall protection equipment
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 Supplementary evidence guide

When working on a job, collect evidence (examples shown below) to show your training advisor this will support assessment.

- Site Safety plans
 - Scaffolding safety checks
 - Permits and notifications
 - Best practice guidelines
 - Certificates of competency
 - Photographs of the work you have completed
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 Conversation starters

Practice answering some (or all) of these questions about jobs you have completed.

- Identify a work site and create access to a site using the site documents.
- Tell me how you safely erected and dismantled non-notifiable scaffolding.
- Tell me how to safely place scaffolding parts when dismantling scaffolding reducing the risk of injury to others.
- Describe the process of checking the site safety plan for the availability of fall protection equipment to find the equipment needed for a job.
- Show me how scaffolding non-compliance issues are solved on site.
- Demonstrate the process of fitting, adjusting, and anchoring fall protection equipment.
- Tell me about safely moving ladders and scaffolding equipment around the site.
- Describe regular checks carried out on scaffolding and how you monitored any problems with the scaffolding.
- Tell me how to make a note of non-compliance and the importance of recording issues found on site.
- Describe the entrance, exit and pathways through the worksite. Tell me how to deal with blocked access or materials causing a hazard on site.

What the trainee needs to do:

- Safely Install interior joinery units
 - Install wet-area joinery and fixtures and
 - Clean and store tools, plant and equipment used to install interior joinery
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 Supplementary evidence guide

When working on a job, collect evidence (examples shown below) to show your training advisor this will support assessment.

- Manufacturer's instructions
 - Photographs of work you have completed
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 Conversation starters

Practice answering some (or all) of these questions about jobs you have completed.

- Tell me how you checked joinery units were plumb, in line and level before installing kitchen cabinetry, laundry, linen and wardrobe cabinetry.
- Tell me about the process of installing interior doors including pre-hung, double-hung and cavity sliders.
- Tell me how you install interior finishing trim including scribe, architrave, and moulding.
- Show me how joinery is protected during storage and after installation
- Show me how to prepare wet-area joinery units such as bathroom vanity, shower and baths for installation and checked they were plumb, to line and level.
- Show me how you would waterproof junctions between a joinery unit and the walls
- Show me how you would provide temporary protection for wet-area joinery units.
- Show me how you cleaned the workplace and cleaned and stored tools and plant used to install interior joinery.

What the trainee needs to know:

- Plan demolition work
 - Undertake demolition work
 - Clean and store tools, plant and equipment used to undertake demolition work
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 Supplementary evidence guide

When working on a job, collect evidence (examples shown below) to show your training advisor this will support assessment.

- Worksite specifications, procedures, and practices
 - Manufactures' recommendations
 - Technical data sheets
 - Material safety data sheets
 - New Zealand standards
 - Site safe passports
 - Photographs of the work you have completed
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 Conversation starters

Practice answering some (or all) of these questions about jobs you have completed.

- Tell me how you would plan demolition activities and show me the sequence of tasks, the notifiable work and regulatory requirements that must be included in the plan.
- Show me how you would identify and manage hazards and safely dispose of hazards created by demolition work.
- Tell me about the health and safety checks you have performed before starting work.
- Tell me how you protect the safety of the public, workmates, and yourself.
- Show me how sites you have worked on are accessed and how those entrances and exits are kept clear.
- Tell me about the tools used during demolition examples include a jackhammer/kango, sledgehammer and dog bar.
- Identify the types of services that can be impacted by demolition work. Tell me what you would need to do to reduce that impact.
- Tell me how you would protect the remaining structure, people, and other materials during a demolition.
- Tell me how you would manage waste created by demolition on site.
- Explain how to follow sequence plans in a demolition plan - give reasons for the set out of the sequence plans.
- Tell me, if you had questions or needed information about a job who you would ask and why.
- Tell me about Best Practice Guidelines for Demolition in New Zealand and describe how you would use them.

- Describe environmental and biological waste created by demolition work and how you have safely removed this waste.
- Tell me about PPE e.g. respiratory equipment you have used and cared for that provides protection.
- Tell me about how you have recycled materials on-sites you have worked on.
- Tell me how you would clean up a site after demolition has taken place.
- Tell me how about vehicles you have used to support your demolition work.
- Tell me how and why you would store tools and plant that you have used.

What the trainee needs to do:

- Cut, fit, and fix interior linings and trim
 - Clean and store tools, plant and equipment used to install interior linings and trim
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 Supplementary evidence guide

When working on a job, collect evidence (examples shown below) to show your training advisor this will support assessment.

- Orders for lining and trim
 - On-line instructions
 - Health and safety instructions
 - Photographs of work you have completed
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 Conversation starters

Practice answering some (or all) of these questions about jobs you have completed.

- Describe checks carried out to framing before installing internal linings.
- Tell me how to handle and store internal linings and trim before installation.
- Explain where you have installed interior linings that were not plasterboard and explain why this material was chosen.
- Cut, fit and fix interior linings for a construction job.
- Cut, fit and fix plasterboard which is suitable to the location it is to be fixed.
- Cut, fit and fix interior trim including skirting and architraves.
- Tell me how you have cleaned and stored the workplace, tools and plant used to install interior linings and trim.

What the trainee needs to do:

- Manually handle and sort construction materials
 - Manually sort, stack, and store construction materials
 - Prepare construction materials for mechanical handling
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 Supplementary evidence guide

When working on a job, collect evidence (examples shown below) to show your training advisor this will support assessment.

- Code of practice for manual handling
 - Workplace specifications
 - Training courses you have attended and certificates you have completed
 - Technical data sheets
 - Photographs of work you have completed
-

 Conversation starters

Practice answering some (or all) of these questions about jobs you have completed.

- Tell me how you have safely lifted and handled materials on site.
- Tell me about incidents that can happen on site and what procedures you should follow if you have an accident at work.
- Provide examples of your work sorting, stacking, and storing, (in sequence) construction materials.
- Tell me how to protect materials against damage created by water, vehicles, or poor storage conditions.
- Tell me how you kept access ways clear at the sites you have worked on.
- Show me warning signs and barricades that you have erected on site that isolate, protect and secure materials.
- Tell me about problems that can occur when mechanically handling construction materials.
- Show me how you would stack and secure construction materials ready for mechanical handling.
- Show me how you would tell others on site where to find materials on site.

