

# CPCCPD3025A Matrix Map

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## ELEMENTS AND PERFORMANCE CRITERIA

Element	Performance Criteria	Task / Question Map
1. Plan and prepare.	1.1. Work instructions and operational details are obtained using relevant information, confirmed and applied for planning and preparation purposes.	ACTIVITY: Research Heritage Considerations: Q1 Q2 Q3 Q4 ACTIVITY: Identifying Australian Standard Colours: Q2 SCENARIO: Restoring a Heritage Building: Q3 Workplace Task: Identified and correctly selected colours off a specification Workplace Task: comply with site safety plan and laws
	1.2. Safety (OHS) requirements are followed in accordance with safety plans and policies.	Workplace Task: Identified and correctly selected colours off a specification Workplace Task: comply with site safety plan and laws
	1.3. Signage and barricade requirements are identified and implemented.	SCENARIO: Restoring a Heritage Building: Q2 Workplace Task: Identified and correctly selected colours off a specification Workplace Task: comply with site safety plan and laws
	1.4. Tools and equipment are selected to carry out tasks are consistent with the requirements of the job, checked for serviceability and any faults are rectified or reported prior to commencement.	Match paint colours - procedure: Q1 Q2 Q3 Workplace Task: comply with site safety plan and laws Workplace Task: Identified and correctly selected colours off a specification
	1.5. Materials quantity requirements are calculated in accordance with plans, specifications and quality requirements.	Workplace Task: comply with site safety plan and laws Workplace Task: Identified and correctly selected colours off a specification
	1.6. Materials appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use.	ACTIVITY: Research Heritage Considerations: Q1 Q2 Q3 Q4 SCENARIO: Restoring a Heritage Building: Q3 ACTIVITY: Interpret a Paint Colour Schedule: Q1 Q2 Workplace Task: comply with site safety plan and laws Workplace Task: Identified and correctly selected colours off a specification

	1.7. Environmental requirements are identified for the project in accordance with environmental plans and regulatory obligations and applied.	Disposal of paint waste: Q1 Q2 Q3 Q4 Workplace Task: comply with site safety plan and laws Workplace Task: Identified and correctly selected colours off a specification
2. Match paint colour to specified sample.	2.1. Base colour is identified from analysis of sample.	ACTIVITY: Colour match sample 1: Q1 Q2 Match paint colours - procedure: Q1 Q2 Trainer Sign-off - Benchmark Questions: Q1 ACTIVITY: Colour match sample 2: Q1 Q2 Workplace Task: Identified and correctly selected colours off a specification
	2.2. Paint type, tint base and sheen level of sample are established in accordance with manufacturer recommendations and specifications.	ACTIVITY: Colour match sample 1: Q1 Q2 Match paint colours - procedure: Q1 Q2 Paint Colour Bases: Q1 Q2 Q3 Q4 ACTIVITY: Colour match sample 2: Q1 Q2 Workplace Task: Matched paint colour to specification Workplace Task: communicate and work effectively and safely with others
	2.3. Colorants are selected as suitable for colour match.	ACTIVITY: Colour match sample 1: Q1 Q2 Match paint colours - procedure: Q1 Q2 Trainer Sign-off - Benchmark Questions: Q4 ACTIVITY: Colour match sample 2: Q1 Q2 Workplace Task: Matched paint colour to specification Workplace Task: communicate and work effectively and safely with others
	2.4. Colour is mixed and matched against sample and allowed to dry to establish accuracy of colour match.	ACTIVITY: Colour match sample 1: Q1 Q2 Match paint colours - procedure: Q1 Q2 ACTIVITY: Colour match sample 2: Q1 Q2 Workplace Task: Matched paint colour to specification Workplace Task: communicate and work effectively and safely with others
	2.5. Full quantity of paint is mixed and colour match is retested prior to application in accordance with specifications.	Match paint colours - procedure: Q1 Q2 ACTIVITY: Colour match sample 2: Q1 Q2 Workplace Task: Matched paint colour to specification Workplace Task: communicate and work effectively and safely with others

<p>3. Clean up.</p>	<p>3.1. Work area is cleared and materials disposed of, reused or recycled in accordance with legislation, regulations, codes of practice and job specification.</p>	<p>Cleaning and storage of painting tools: Q1 Q2 Q3 Q4 Q5                  Disposal of paint waste: Q1 Q2 Q3 Q4                  ACTIVITY: Colour match sample 2: Q2                  Workplace Task: comply with organisational policies and procedures including quality requirements</p>
	<p>3.2. Machinery, tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturer recommendations and standard work practices.</p>	<p>Cleaning and storage of painting tools: Q1 Q2 Q3 Q4 Q5                  ACTIVITY: Colour match sample 2: Q2                  Workplace Task: comply with organisational policies and procedures including quality requirements</p>

## REQUIRED SKILLS

Required Skill	Task / Question Map
Required skills for this unit are:	
communication skills to:	
<i>determine requirements</i>	<p><i>ACTIVITY: Research Heritage Considerations: Q1 Q2 Q3 Q4</i></p> <p><i>ACTIVITY: Colour match sample 1: Q1 Q2</i></p> <p><i>ACTIVITY: Identifying Australian Standard Colours: Q2</i></p> <p><i>SCENARIO: Restoring a Heritage Building: Q3</i></p> <p><i>ACTIVITY: Colour match sample 2: Q1 Q2</i></p> <p><i>SCENARIO: Check colour and report fault: Q1</i></p> <p><i>ACTIVITY: Interpret a Paint Colour Schedule: Q1 Q2</i></p> <p><i>Workplace Task: Identified and correctly selected colours off a specification</i></p>
<i>enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand</i>	<p><i>Trainer Sign-off - Benchmark Questions: Q8</i></p> <p><i>SCENARIO: Check colour and report fault: Q1</i></p> <p><i>Workplace Task: communicate and work effectively and safely with others</i></p>
<i>follow instructions</i>	<p><i>ACTIVITY: Colour match sample 1: Q1 Q2</i></p> <p><i>ACTIVITY: Colour match sample 2: Q2</i></p> <p><i>ACTIVITY: Interpret a Paint Colour Schedule: Q1 Q2</i></p> <p><i>Workplace Task: communicate and work effectively and safely with others</i></p>
read and interpret:	
<i>documentation from a variety of sources</i>	<p><i>ACTIVITY: Research Heritage Considerations: Q1 Q2 Q3 Q4</i></p> <p><i>ACTIVITY: Identifying Australian Standard Colours: Q2</i></p> <p><i>SCENARIO: Restoring a Heritage Building: Q3</i></p> <p><i>ACTIVITY: Colour match sample 2: Q1 Q2</i></p> <p><i>SCENARIO: Check colour and report fault: Q1</i></p> <p><i>ACTIVITY: Interpret a Paint Colour Schedule: Q1 Q2</i></p> <p><i>Workplace Task: Identified and correctly selected colours off a specification</i></p>

drawings and specifications	ACTIVITY: Research Heritage Considerations: Q1 Q2 Q3 Q4 ACTIVITY: Colour match sample 2: Q1 Q2 ACTIVITY: Interpret a Paint Colour Schedule: Q1 Q2 Workplace Task: Identified and correctly selected colours off a specification
report faults	SCENARIO: Check colour and report fault: Q1 Workplace Task: communicate and work effectively and safely with others
use language and concepts appropriate to cultural differences	Trainer Sign-off - Benchmark Questions: Q9 Workplace Task: communicate and work effectively and safely with others
use and interpret non-verbal communication, such as hand signals	Trainer Sign-off - Benchmark Questions: Q9 Workplace Task: communicate and work effectively and safely with others
evaluating own actions and making judgments about performance and necessary improvements	ACTIVITY: Colour match sample 1: Q3 Workplace Task: Matched paint colour to specification
identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials	SCENARIO: Check colour and report fault: Q1 Workplace Task: communicate and work effectively and safely with others
organisational skills, including the ability to plan and set out work	SCENARIO: Restoring a Heritage Building: Q1 Q2 ACTIVITY: Colour match sample 2: Q1 Q2 Workplace Task: comply with site safety plan and laws
recognising procedures, following instructions, responding to change and contributing to workplace responsibilities, such as current work site environmental and sustainability frameworks or management systems	ACTIVITY: Colour match sample 1: Q3 JSA, SWMS, and SDS: Q1 Q2 Q3 Q4 SCENARIO: Restoring a Heritage Building: Q1 Q2 SCENARIO: Check colour and report fault: Q1 Workplace Task: comply with site safety plan and laws
teamwork skills to coordinate own work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities	Trainer Sign-off - Benchmark Questions: Q9 SCENARIO: Check colour and report fault: Q1 Workplace Task: communicate and work effectively and safely with others
technological skills to:	

<i>use a range of mobile technology, such as two-way radio and mobile phones</i>	<i>ACTIVITY: Colour match sample 1: Q1 Q2 Trainer Sign-off - Benchmark Questions: Q10 SCENARIO: Check colour and report fault: Q1 Workplace Task: communicate and work effectively and safely with others</i>
<i>voice and hand signals to access and understand site-specific instructions.</i>	<i>Trainer Sign-off - Benchmark Questions: Q9 Workplace Task: communicate and work effectively and safely with others</i>

## REQUIRED KNOWLEDGE

Required Knowledge	Task / Question Map
Required knowledge for this unit is:	
<i>colour principles related to monochromatic, complementary, split complementary, analogous and triadic colours</i>	<i>Colour harmony theory: Q1 Q2 Q3 Q4 Q5 Q6</i>
<i>colour theory related to primary, secondary, tertiary and intermediate colours</i>	<i>Colour wheel theory : Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Munsell system: Q1 Q2 Trainer Sign-off - Benchmark Questions: Q3 Q4</i>
<i>colours used in heritage painting or restoration</i>	<i>ACTIVITY: Research Heritage Considerations: Q1 Q2 Q3 Q4 Trainer Sign-off - Benchmark Questions: Q6 SCENARIO: Restoring a Heritage Building: Q3</i>
<i>effect, over time, of light on colours</i>	<i>ACTIVITY: Research Heritage Considerations: Q1 Q2 Trainer Sign-off - Benchmark Questions: Q6 Factors that affect the apparent colour of paint: Q1</i>
factors that affect the apparent colour of paint, including:	
<i>age and deterioration of painted sample if in situ</i>	<i>Trainer Sign-off - Benchmark Questions: Q6</i>
<i>colour and opacity of the paint</i>	<i>Colourants: Q1 Q2 Q3 Q4 Factors that affect the apparent colour of paint: Q1</i>
<i>colour considerations regarding durability of colours in exterior locations</i>	<i>Factors that affect the apparent colour of paint: Q1</i>
<i>colour of drapes and other furnishings</i>	<i>Factors that affect the apparent colour of paint: Q1</i>
<i>colour of surface covered by paint</i>	<i>Factors that affect the apparent colour of paint: Q1</i>
<i>gloss level and paint type</i>	<i>Sheen Levels: Q1 Q2 Q3 Q4 Paint Colour Bases: Q1 Q2 Q3 Q4 Factors that affect the apparent colour of paint: Q1</i>
<i>lighting conditions</i>	<i>Factors that affect the apparent colour of paint: Q1</i>

<i>job safety analysis (JSA) and safe work method statements</i>	<i>JSA, SWMS, and SDS: Q1 Q2 Q3 Q4</i>
<i>material safety data sheets (MSDS)</i>	<i>JSA, SWMS, and SDS: Q1 Q2 Q3 Q4</i>
<i>materials storage and environmentally friendly waste management</i>	<i>Cleaning and storage of painting tools: Q1 Q2 Q3 Q4 Q5 Disposal of paint waste: Q1 Q2 Q3 Q4</i>
<i>painting and decorating terminology</i>	<i>Paint Colour Bases: Q1 Q2 Q3 Q4 Colourants: Q1 Q5 Factors that affect the apparent colour of paint: Q1</i>
<i>plans, drawings and specifications</i>	<i>ACTIVITY: Interpret a Paint Colour Schedule: Q1 Q2</i>
<i>presentation of paint formulas</i>	<i>SCENARIO: Restoring a Heritage Building: Q3</i>
<i>processes for the calculation of material requirements</i>	<i>ACTIVITY: Colour match sample 1: Q3</i>
<i>quality requirements</i>	<i>Colourants: Q5 SCENARIO: Check colour and report fault: Q1</i>
<i>use of the colour wheel</i>	<i>Colour wheel theory : Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Trainer Sign-off - Benchmark Questions: Q3 Q4</i>
<i>workplace and equipment safety requirements.</i>	<i>SCENARIO: Restoring a Heritage Building: Q1 Q2</i>



## CRITICAL ASPECTS

Critical Aspects	Task / Question Map
A person who demonstrates competency in this unit must be able to provide evidence of the ability to:	
<i>locate, interpret and apply relevant information, standards and specifications</i>	<p>SCENARIO: Restoring a Heritage Building: Q3                      ACTIVITY: Colour match sample 2: Q1 Q2                      SCENARIO: Check colour and report fault: Q1                      ACTIVITY: Interpret a Paint Colour Schedule: Q1 Q2                      Workplace Task: comply with site safety plan and laws                      Workplace Task: Identified and correctly selected colours off a specification                      Workplace Task: comply with organisational policies and procedures including quality requirements</p>
<i>comply with site safety plan and OHS legislation, regulations and codes of practice applicable to workplace operations</i>	<p>ACTIVITY: Colour match sample 2: Q2                      Workplace Task: comply with site safety plan and laws</p>
<i>comply with organisational policies and procedures including quality requirements</i>	<p>Disposal of paint waste: Q1 Q2 Q3 Q4                      ACTIVITY: Colour match sample 2: Q1 Q2                      SCENARIO: Check colour and report fault: Q1                      Workplace Task: comply with organisational policies and procedures including quality requirements</p>
<i>safely and effectively operate and use tools, plant and equipment</i>	<p>ACTIVITY: Colour match sample 2: Q2                      Workplace Task: safely and effectively operated a heat gun</p>
<i>communicate and work effectively and safely with others</i>	<p>Trainer Sign-off - Benchmark Questions: Q8 Q9 Q10                      SCENARIO: Check colour and report fault: Q1                      Workplace Task: communicate and work effectively and safely with others</p>
<i>colour match a minimum of two solvent-based and two latex/acrylic paints to specification.</i>	<p>ACTIVITY: Colour match sample 1: Q1 Q2                      ACTIVITY: Colour match sample 2: Q1 Q2                      Workplace Task: Matched paint colour to specification</p>

## RANGE STATEMENTS

Range Statements	Task / Question Map	
<i>Information includes:</i>	<i>diagrams or sketches</i>	<i>SCENARIO: Check colour and report fault: Q1</i>
	<i>instructions issued by authorised organisational or external personnel</i>	<i>SCENARIO: Restoring a Heritage Building: Q3 SCENARIO: Check colour and report fault: Q1 ACTIVITY: Interpret a Paint Colour Schedule: Q1 Q2</i>
	<i>manufacturer specifications and instructions, where specified</i>	<i>Paint Colour Bases: Q1 Q2 Q3 Q4 Colourants: Q5 SCENARIO: Check colour and report fault: Q1</i>
	<i>MSDS</i>	<i>JSA, SWMS, and SDS: Q1 Q2 Q3 Q4</i>
	<i>memos</i>	<i>SCENARIO: Check colour and report fault: Q1</i>
	<i>regulatory and legislative requirements pertaining to the colour matching of paint</i>	<i>Trainer Sign-off - Benchmark Questions: Q6 Workplace Task: comply with site safety plan and laws</i>
	<i>relevant Australian standards</i>	<i>ACTIVITY: Identifying Australian Standard Colours: Q1 Q2 Trainer Sign-off - Benchmark Questions: Q5</i>
	<i>safe work procedures relating to the colour matching of paint</i>	<i>SCENARIO: Restoring a Heritage Building: Q1 Q2 Workplace Task: comply with site safety plan and laws</i>
	<i>signage</i>	<i>ACTIVITY: Research Heritage Considerations: Q1 Q2 SCENARIO: Restoring a Heritage Building: Q2</i>
	<i>verbal, written and graphical instructions</i>	<i>ACTIVITY: Research Heritage Considerations: Q1 Q2 Q3 Q4 SCENARIO: Restoring a Heritage Building: Q3 SCENARIO: Check colour and report fault: Q1 ACTIVITY: Interpret a Paint Colour Schedule: Q1 Q2</i>
	<i>work bulletins</i>	<i>ACTIVITY: Research Heritage Considerations: Q1 Q2 SCENARIO: Restoring a Heritage Building: Q3</i>
	<i>work schedules, plans and specifications.</i>	<i>ACTIVITY: Research Heritage Considerations: Q1 Q2 Q3 Q4 SCENARIO: Check colour and report fault: Q1 ACTIVITY: Interpret a Paint Colour Schedule: Q1 Q2 Workplace Task: Identified and correctly selected colours off a specification</i>

<i>Planning and preparation include:</i>	<i>assessment of conditions and hazards</i>	<i>SCENARIO: Restoring a Heritage Building: Q1 Workplace Task: comply with site safety plan and laws</i>
	<i>determination of work requirements and safety plans and policies</i>	<i>ACTIVITY: Colour match sample 1: Q1 Q2 SCENARIO: Restoring a Heritage Building: Q2 ACTIVITY: Colour match sample 2: Q2 SCENARIO: Check colour and report fault: Q1 Workplace Task: comply with site safety plan and laws</i>
	<i>equipment defect identification</i>	<i>Workplace Task: safely and effectively operated a heat gun</i>
	<i>work site inspection.</i>	<i>Colourants: Q5 SCENARIO: Restoring a Heritage Building: Q1 Q2 SCENARIO: Check colour and report fault: Q1 Workplace Task: comply with site safety plan and laws</i>
<i>Safety (OHS) is to be in accordance with state and territory legislation and regulations and project safety plan and may include:</i>	<i>emergency procedures, including extinguishing fires, organisational first aid requirements and evacuation</i>	
	<i>handling activities that may require the assistance of others or the use of manual or mechanical lifting devices where size, weight or other issues, such as a disability are a factor</i>	
	<i>hazard control</i>	<i>SCENARIO: Restoring a Heritage Building: Q2</i>
	<i>hazardous materials and substances</i>	<i>SCENARIO: Restoring a Heritage Building: Q1</i>
	<i>organisational first aid</i>	
	<i>PPE prescribed under legislation, regulations and workplace policies and practices</i>	
	<i>safe operating procedures, including the conduct of operational risk assessment and treatments associated with:</i>	
	<i>earth leakage boxes</i>	
	<i>electrical and fire and/or explosion from combustible materials</i>	
	<i>falling objects</i>	

	<i>lighting</i>	
	<i>manual handling</i>	
	<i>power cables, including overhead service trays, cables and conduits</i>	
	<i>restricted access barriers</i>	SCENARIO: Restoring a Heritage Building: Q1
	<i>solvents, lead, chemicals, fumes/gases</i>	SCENARIO: Restoring a Heritage Building: Q1
	<i>surrounding structures</i>	
	<i>traffic control</i>	SCENARIO: Restoring a Heritage Building: Q2
	<i>trip hazards</i>	SCENARIO: Restoring a Heritage Building: Q2
	<i>work access platforms</i>	
	<i>work site visitors and the public</i>	SCENARIO: Restoring a Heritage Building: Q2
	<i>working at heights</i>	
	<i>working in confined spaces</i>	
	<i>working in proximity to others, work site visitors and the public</i>	SCENARIO: Restoring a Heritage Building: Q2
	<i>use of firefighting equipment</i>	
	<i>use of tools and equipment</i>	
	<i>workplace environmental requirements and safety.</i>	Disposal of paint waste: Q1 Q2 Q3 Q4
Tools and equipment:	include:	
	<i>colorant dispenser</i>	Match paint colours - procedure: Q3
	<i>mixing receptacles</i>	ACTIVITY: Colour match sample 1: Q2 Match paint colours - procedure: Q3
	<i>paintbrushes</i>	ACTIVITY: Colour match sample 1: Q2
	<i>stirring implements</i>	ACTIVITY: Colour match sample 1: Q2 Match paint colours - procedure: Q3
	<i>may include mechanical paint mixers (shakers).</i>	
Quality requirements include:	<i>internal company quality policy and standards</i>	ACTIVITY: Interpret a Paint Colour Schedule: Q1 Q2 Workplace Task: comply with organisational policies and procedures including quality requirements

	<i>manufacturer specifications, where specified</i>	Colourants: Q5 Workplace Task: Matched paint colour to specification
	<i>relevant regulations, including Australian standards</i>	ACTIVITY: Identifying Australian Standard Colours: Q1 Q2 Trainer Sign-off - Benchmark Questions: Q6 Workplace Task: Matched paint colour to specification
	<i>workplace operations and procedures.</i>	ACTIVITY: Interpret a Paint Colour Schedule: Q1 Q2 Workplace Task: comply with organisational policies and procedures including quality requirements
<i>Environmental requirements include:</i>	<i>clean-up management</i>	Cleaning and storage of painting tools: Q1 Q2 Q3 Q4 Q5 Disposal of paint waste: Q1 Q2 Q3 Q4 ACTIVITY: Colour match sample 2: Q2 Workplace Task: comply with site safety plan and laws
	<i>dust and noise</i>	Cleaning and storage of painting tools: Q1 Q2 Q3 Q4 Q5 Workplace Task: comply with site safety plan and laws
	<i>stormwater protection</i>	Cleaning and storage of painting tools: Q1 Q2 Q3 Q4 Q5 Disposal of paint waste: Q1 Q2 Q3 Q4 Workplace Task: comply with site safety plan and laws
	<i>waste management.</i>	Cleaning and storage of painting tools: Q1 Q2 Q3 Q4 Q5 Disposal of paint waste: Q1 Q2 Q3 Q4 ACTIVITY: Colour match sample 2: Q2 Workplace Task: comply with site safety plan and laws
<i>Paints to be matched include:</i>	<i>latex/acrylics</i>	ACTIVITY: Colour match sample 1: Q1 Q2 Workplace Task: Matched paint colour to specification
	<i>solvent-based.</i>	Workplace Task: Matched paint colour to specification
<i>Sample includes:</i>	<i>fan decks</i>	ACTIVITY: Research Heritage Considerations: Q1 Q2 ACTIVITY: Colour match sample 1: Q2 SCENARIO: Check colour and report fault: Q1
	<i>in situ previously painted unit or area</i>	ACTIVITY: Research Heritage Considerations: Q1 Q2

	<i>paint manufacturers' colour card.</i>	<i>ACTIVITY: Research Heritage Considerations: Q1 Q2</i> <i>ACTIVITY: Colour match sample 1: Q1</i> <i>ACTIVITY: Identifying Australian Standard Colours: Q2</i> <i>SCENARIO: Check colour and report fault: Q1</i>
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