



Zukunftsbau GmbH

BASICON

Instructor Material

Imprint



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Leonardo da Vinci
Pilotprojekte

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Preface

The aim of the BASICON project is to establish a pan-European standard qualification for helpers on the construction site. These hand-outs explain in regard to methodical and educational aspects the implementation of the qualification program which has been designed on the basis of individual modules.

The qualification of construction helpers is also aimed at providing vocational working skills and at the same time promoting social and ecological responsibility within the building industry. Working skills are professional, personal and social competence. The term professional competence covers competence in construction theory and practice.

Skills are acquired in the daily discussions, which cover specialist and across-the-board subjects, including the levels of willingness, knowledge and capability.

In the modular qualification concept of BASICON professional and systematic working structures merge into a educational concept, which does not ignore personal and social skills.

The skills are imparted on the basis of the following concepts:

- Educational points of reference are situations, which are important for vocational advancement.
- Activities, which are actually implemented or imaginatively reconstructed, form the starting point for the qualifications.
- The activities should enable a high degree of independence and self-assessment to be achieved (quality control).
- The activities should promote total understanding of the vocational reality, for example bringing in technical, ecological, economic, legal and social aspects.

Different levels of acquiring skills and assessing performance:

- Reproduction in an unchanged form
- Re-organization as re-play of what is known in a changed connection
- Translation of what has been learnt into comparable real-life situations

The hand-outs for instructors represent an attempt, even if only by examples, to suggest training methods arranged according to the various fields of activity:

- Strict adherence to the sequence of the fields of activity over the period of the qualification process however is not essential.
- A field of activity does not need under any circumstance to be only brought up and discussed in relation to one specific situation.
- Priority over the traditional technical-systematic overview should be given to the example method when implementing the field of activity.
- The basis of the qualification process is to gain skills from the results and findings of practical experience under guidance.

These suggestions laid out methodically in tabular form only represent **one** way of imparting skills.



Module 5 REPAIR AND REFURBISHMENT

Block 1 – Demolition and refurbishment

	Contents	Job and learning topic	Notes	See module
▪ Fire prevention	▪ Guidelines for working in fire-risk areas and buildings	▪ Guidelines for working in fire-risk areas and buildings	▪ Instruction	▪
▪ Health and safety	▪ Personal protection equipment	▪ Wearing of personal protection equipment (goggles, gloves, safety shoes, breathing protection)	▪ Individual work	▪
▪ Preservation of existing buildings	▪ Aims and objectives of refurbishment	▪ Basic structural and historic knowledge of buildings	▪ Instructive discussion	▪
	▪ Grounds for keeping existing buildings from destruction, loss, damage and unfitness for use	▪ Objectives of social and personal responsibility in regard to refurbishment	▪ Instructive discussion	▪

	Contents	Job and learning topic	Notes	See module
<ul style="list-style-type: none"> ▪ Methods of building protection 	<ul style="list-style-type: none"> ▪ Types of building protection ▪ Basic knowledge of thermal insulation ▪ Basic knowledge of damp proofing ▪ Basic knowledge of noise abatement ▪ Basic knowledge of fire prevention ▪ Technological principles of building protection (corrosion protection, thermal insulation, sound proofing etc.) 	<ul style="list-style-type: none"> ▪ Types of building protection ▪ Repetition of simple physical principles of building protection ▪ Thermal insulation methods using actual examples ▪ Damp proofing methods using actual examples ▪ Sound proofing methods using actual examples ▪ Correlating fire prevention methods with actual examples ▪ Studying technological principles of building protection using above examples 	<ul style="list-style-type: none"> ▪ Group work ▪ Instructive discussion ▪ Group work according to standard practice manual ▪ Group work according to standard practice manual ▪ Group work according to standard practice manual ▪ Group work according to standard practice manual ▪ Instructive discussion 	<ul style="list-style-type: none"> ▪ ▪ ▪ ▪ ▪ ▪

	Contents	Job and learning topic	Notes	See module
	<ul style="list-style-type: none"> ▪ Building materials for building protection, contaminating building materials ▪ Types of insulating materials under consideration of the directions for use 	<ul style="list-style-type: none"> ▪ Material composition and scope of application ▪ Choice of hand tools, implements and building materials ▪ Preparing the surface of the structure ▪ Use of structural components with thermal insulation, sound-proofing and fire-retardant properties 	<ul style="list-style-type: none"> ▪ Demonstration ▪ Group work according to standard practice manual ▪ Group work ▪ Group work according to standard practice manual 	<ul style="list-style-type: none"> ▪ ▪ ▪ ▪

	Contents	Job and learning topic	Notes	See module
<ul style="list-style-type: none"> ▪ Chiseling and demolition work 	<ul style="list-style-type: none"> ▪ Special hand tools and implements ▪ ▪ Unusual techniques of building protection ▪ Removal of old wall and floor coverings 	<ul style="list-style-type: none"> ▪ Hand tools and implements for chiseling work ▪ Checking the condition of hand tools and implements ▪ Marking the chiseling place and tracing concealed cables and pipes ▪ Execution of chiseling work in compliance with health and safety ▪ Removal of coverings made from wood, paper (wallpaper), plastic and metal using hand tools and implements 	<ul style="list-style-type: none"> ▪ Instructive discussion ▪ Individual work ▪ Individual work ▪ Individual work ▪ Group work 	<ul style="list-style-type: none"> ▪ ▪ ▪ ▪ ▪

	Contents	Job and learning topic	Notes	See module
<ul style="list-style-type: none"> ▪ Separation of building debris 	<ul style="list-style-type: none"> ▪ Dismantling appropriate for the material and recycling of building materials 	<ul style="list-style-type: none"> ▪ Sorting demolition materials and storage of contaminating materials ▪ Sorting and storage criteria (materials type, size, condition, hazardous materials, quantity) 	<ul style="list-style-type: none"> ▪ Group work according to standard practice manual ▪ Group work according to standard practice manual 	<ul style="list-style-type: none"> ▪ ▪
<ul style="list-style-type: none"> ▪ Pre-treatment of surfaces 	<ul style="list-style-type: none"> ▪ Methods and means to clean surfaces 	<ul style="list-style-type: none"> ▪ Cleaning, sanding, roughening and de-rusting ▪ Preparation of building materials used for repair work 	<ul style="list-style-type: none"> ▪ Individual work ▪ Group work 	<ul style="list-style-type: none"> ▪ ▪
<ul style="list-style-type: none"> ▪ Repair work 	<ul style="list-style-type: none"> ▪ Hand tools and implements ▪ Materials and implements 	<ul style="list-style-type: none"> ▪ Hand tools and implements for repairing the surface by stopping, filling, smoothing and pre-coating ▪ Selecting the materials arising from demolition (criteria for choice) 	<ul style="list-style-type: none"> ▪ Instructive discussion ▪ Individual work after instruction 	<ul style="list-style-type: none"> ▪ ▪

	Contents	Job and learning topic	Notes	See module
▪ Building protection	▪ Use of recycled materials	▪ Establishing the statutory conditions for using recycled materials	▪ Instruction	▪
		▪ Possible construction work with recycled materials	▪ Instructive discussion	▪
		▪ Restrictions in using recycled materials (as stipulated by employer or foreman or specialist)	▪ Instruction	▪
		▪ Applying building materials, such as knifing filler, cement, repair mastic	▪ Individual work after instruction	▪
		▪ Distributing the building materials	▪ Individual work after instruction	▪
		▪ Thermal insulation	▪ Using thermal insulating materials after instruction	▪ Group work after instruction
	▪ Damp proofing	▪ Using damp proofing materials after instruction	▪ Group work after accurate instruction	▪

	Contents	Job and learning topic	Notes	See module
	<ul style="list-style-type: none"> ▪ Noise abatement ▪ Fire prevention ▪ Combination of various protection measures 	<ul style="list-style-type: none"> ▪ Using sound proofing materials after instruction ▪ Using fire prevention materials after instruction ▪ Using thermal insulation, damp proofing, sound proofing and/or fire prevention materials after instruction 	<ul style="list-style-type: none"> ▪ Group work after instruction ▪ Group work after instruction ▪ Group work after instruction 	<ul style="list-style-type: none"> ▪ ▪ ▪
	<ul style="list-style-type: none"> ▪ Application of water-repellants, wood impregnating and mould prevention agents 	<ul style="list-style-type: none"> ▪ Assistance in transporting and laying barrier layers and using impregnating agents 	<ul style="list-style-type: none"> ▪ Individual work 	<ul style="list-style-type: none"> ▪
<ul style="list-style-type: none"> ▪ Safeguarding results of work 	<ul style="list-style-type: none"> ▪ Documentation 	<ul style="list-style-type: none"> ▪ Documentation of results of work as reference for following jobs (position of reinforcement, pipes, cables etc.) 	<ul style="list-style-type: none"> ▪ Group work 	<ul style="list-style-type: none"> ▪