01 | PROGRAM OVERVIEW

PROGRAM OVERVIEW

The Supported Scaffold Competent Person Training program includes a pre-requisite course called: *Scaffold Fundamentals* which covers the basics every scaffold builder should know to build scaffolds safely. The objective of *Scaffold Fundamentals* is to familiarize scaffold builders with each type of scaffold, help them identify potential hazards and ensure they know what must be done to build a scaffold safely. This course MUST be taught in conjunction with the "scaffold-specific" Competent Person Training courses (either Frame, Systems or Tube & Clamp) materials. These courses are intended to provide a more in-depth understanding of a specific type of scaffold. These courses also include a Practical Assessment that involves building a scaffold to a minimum standard outlined in the SAIA Practical Component Guidelines (found in Section 6 *Trainer Resources*).

SCAFFOLD FUNDAMENTALS COURSE CONTENT		
SESSION PLAN #	**SESSION**	**LEARNING OUTCOMES**
Opening	Course Opening	• Overview of the course, introductions and group expectations
1	TYPES OF SCAFFOLDS	• Recognize and identify different types of scaffolds & components • List advantages & disadvantages • Describe scaffold configurations
2	SCAFFOLD HAZARDS	• Recognize most common hazards • Explain responsibilities in terms of regulations, codes and standards
3	FOUNDATIONS	• Describe appropriate scaffolding supports for different ground conditions • Explain measures to be taken to improve unfavorable conditions
4	PLATFORMS	• Identify basic types and styles of platforms, and their usual application • Identify potential platform hazards
5	GUARDRAILS & TOEBOARDS	• Describe a guardrail system. • Explain purpose of toeboards • Describe other falling object protection
6	TIES & GUYS	• Explain height-to-base ratio in relation to scaffold stability • Describe how ties or guys can be used to stabilize scaffolds

FRAME SCAFFOLDS COURSE CONTENT		
SESSION PLAN #	**SESSION**	**LEARNING OUTCOMES**
1	FRAME SCAFFOLDS	• Recognize and identify the different Frame Scaffold components • Explain how to select and inspect frame scaffold equipment.
2	BUILDING FRAME SCAFFOLDS	• Describe how to build a basic frame scaffold and add additional lifts. • Explain when, how often and how to inspect Frame Scaffolds.
3	ROLLING TOWER SCAFFOLDS	• Identify components of a basic rolling tower Frame Scaffold. • Describe how to build a rolling tower scaffold • Prepare an equipment list.
4	MULTI-BAY SCAFFOLDS	• Build area scaffolds and scaffold runs by adding additional bays lengthwise and widthwise • Sketch a scaffold design
5	MULTI-BAY & LIFT SCAFFOLDS	• Describe how to stabilize higher scaffolds using ties • Identify important considerations when building enclosed scaffolds
6	DISMANTLING & STORAGE	• Demonstrate how to prepare for and dismantle scaffolds safely. • Store scaffold equipment properly to prevent damage..
PRACTICAL COMPONENT		• assess and confirm the conditions for the erection of a scaffold on site; • secure the site work area for the erection of a scaffold; • establish the start point for the erection of a scaffold; and • lay out equipment on site for the basing out of a scaffold. • erect, alter, inspect, and dismantle scaffold; and complete work operations on site

SYSTEM SCAFFOLDS COURSE CONTENT		
SESSION PLAN #	**SESSION**	**LEARNING OUTCOMES**
1	SYSTEM SCAFFOLDS	• Recognize and identify the different System Scaffold components • Explain how to select and inspect System Scaffold equipment.
2	BUILDING SYSTEM SCAFFOLDS	• Describe how to build a basic System Scaffold and add additional lifts. • Explain when, how often and how to inspect System Scaffolds.
3	ROLLING TOWER SCAFFOLDS	• Identify components of a basic rolling tower System Scaffold. • Describe how to build a rolling tower scaffold • Prepare an equipment list.
4	MULTI-BAY SCAFFOLDS	• Build area scaffolds and scaffold runs by adding additional bays lengthwise and widthwise • Sketch a scaffold design
5	MULTI-BAY & LIFT SCAFFOLDS	• Describe how to stabilize higher scaffolds using ties • Identify important considerations when building enclosed scaffolds
6	DISMANTLING & STORAGE	• Demonstrate how to prepare for and dismantle scaffolds safely. • Store scaffold equipment properly to prevent damage..
PRACTICAL COMPONENT		• assess and confirm the conditions for the erection of a scaffold on site; • secure the site work area for the erection of a scaffold; • establish the start point for the erection of a scaffold; and • lay out equipment on site for the basing out of a scaffold. • erect, alter, inspect, and dismantle scaffold; and complete work operations on site

TUBE & CLAMP SCAFFOLDS COURSE CONTENT		
SESSION PLAN #	**SESSION**	**LEARNING OUTCOMES**
1	TUBE & CLAMP SCAFFOLDS	• Recognize and identify the different Tube & Clamp Scaffold components • Explain how to select and inspect Tube & Clamp Scaffold equipment.
2	BUILDING SYSTEM SCAFFOLDS	• Describe how to build a basic Tube & Clamp Scaffold and add additional lifts. • Explain when, how often and how to inspect System Scaffolds.
3	USES FOR TUBE & CLAMP SCAFFOLDS	• Describe typical and specialized uses for Tube & Clamp Scaffold equipment • Sketch a scaffold design • Prepare an equipment list.
4	MULTI-BAY SCAFFOLDS	• Build area scaffolds and scaffold runs by adding additional bays lengthwise and widthwise
5	MULTI-BAY & LIFT SCAFFOLDS	• Describe how to stabilize higher scaffolds using ties • Identify important considerations when building enclosed scaffolds
6	DISMANTLING & STORAGE	• Demonstrate how to prepare for and dismantle scaffolds safely. • Store scaffold equipment properly to prevent damage.
PRACTICAL COMPONENT		• assess and confirm the conditions for the erection of a scaffold on site; • secure the site work area for the erection of a scaffold; • establish the start point for the erection of a scaffold; and • lay out equipment on site for the basing out of a scaffold. • erect, alter, inspect, and dismantle scaffold; and complete work operations on site

PARTICIPATORY LEARNING

We expect our trainees to put the knowledge and new skills into practice on the job. For this reason, we use a ***participatory* (or interactive)** approach to learning. Participatory approaches are widely used to engage and actively involve everyone in the training. Participatory learning has been proven to increase trainee interest and engagement as well as improve their ***long-term retention*** and future application of the knowledge and skills they aquire in a course.

As you will discover, much of the Competent Person Training course content is delivered through interactive presentations, group activities, group discussions, case studies and hands-on activities.

Unlike children, adult learners come into training with knowledge and experience of their own. Best practice adult education approaches employ an active ***learner-centered*** (focussed on what the learner knows and needs to know) approach over the more passive ***instructor-centered*** (focussed on the knowledge and expertise of the instructor) approach. Effective learning often comes from shared experiences and ***peer-learning*** (trainees learning from each other). Trainees from diverse backgrounds and levels of experience add value to the discussions that evolve throughout the course.

LEARNING ACTIVITIES

Each Competent Person Training course sesson allows participants to practice using the knowledge and skills they acquire in that session and build on the knowledge and skills they learned in previous sessons. Ideally, the trainees will receive their Study Guides a few weeks before the training so they have an opportunity to read the material and try the Learning Activities on their own. We understand this is not always possible so instructions on how to facilitate the Learning Activities as group activiites are provided in your Session Plans.

USING THIS MANUAL

This manual is designed to support you to deliver the supported scaffold *Competent Person Training* courses. Each course is divided into six (6) Sessions (or lessons) that correspond with the sections of the Trainee Study Guide. Each Session has a Session Overview that informs you of the objectives of the session and preparation required.

SESSION PLANS

The Overview is followed by a Session Plan that is aligned with each slide in the accompanying presentations. The Session Plan provides prompts for what to discuss but is not a script that you must follow. SAIA recognizes that many trainers are well-acquainted with the course content so we have left the Session Plan fairly open to allow you to present it in your own personal style.

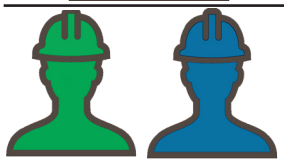
Brief instructions on how to adapt the Learning Activities have been provided in a bit more detail with suggestions for ways to adapt the activity depending on the experience level of your trainees.

LESS EXPERIENCED TRAINEES

When you see this symbol, instructions will follow on how to adapt a session plan or learning activity to meet the needs of less experienced trainees.

MORE EXPERIENCED TRAINEES

When you see this symbol, instructions will follow on how to adapt a session plan or learning activity to meet the needs of more experienced trainees.



MIXED EXPERIENCE TRAINEES

When you see this symbol, instructions will follow on how to adapt a session plan or learning activity to meet the needs of a mixed group.

While we aimed to preserve some flexibility in the sessions, there are Key Points for each session that **MUST** be covered. This helps us ensure course conistency throughout all our Accredited Training Institutions (ATI's) and to maintain the high quality of our courses. Every Session Plan ends with a Key Points Checklist to help you keep track of what you have to cover.

KEY POINTS CHECKLIST

SUGGESTED SCHEDULE: ONE DAY

Recommended for more experienced trainees who already have some knowledge and experience building scaffolds.

TIME	TOPIC
15 mins MAX	Welcome, Introductions Course Opening, Housekeeping
15 mins	Session 1: **Types of Scaffolds**
45 mins	Session 2: **Scaffold Hazards**
10 mins	BREAK
40 mins	Session 3: **Foundations**
25 mins	Session 4: **Platforms**
20 mins	Session 5: **Guardrails and Toeboards**
30 mins	Session 6: **Ties & Guys**
30 mins	LUNCH BREAK
75 mins	Scaffold-Specific Sessions
70 mins	Practical Exercise, Inspection & Debrief
10 mins	BREAK
90 mins	Exam
5 - 10 mins	Exam Review (Optional) Course Closing

TIPS & TRICKS

Always allow a little extra time in your schedule to cover any unexpected situations or delays.

Be flexible with your break times if possible and call for a break when you see your trainees' energy diminishing.

Don't rush through your sessions - rushed training is NEVER effective.

IMPORTANT!

TIming in the Suggested Schedule are approximate. You should plan your schedule to suit your available time and the level of experience of your trainees. Always test out your timing beforehand.

SUGGESTED SCHEDULE:
TWO DAYS

Recommended for trainees with little to no prior experience building scaffolds.

DAY ONE	
TIME	**TOPIC**
25-30 mins	Welcome, Introductions, Course Opening, Housekeeping (including icebreaker)
45 mins	Session 1: **Types of Scaffolds**
10 mins	BREAK
60 mins	Session 2: **Scaffold Hazards**
45 mins	Session 3: **Foundations**
30 mins	LUNCH BREAK
45 mins	Session 4: **Platforms**
30 mins	Session 5: **Guardrails and Toeboards**
10 mins	BREAK
90 mins	Session 6: **Ties & Guys**
30 mins	**Review of Day 1**
DAY TWO	
120 mins	Scaffold-Specific Sessions THEORETICAL
10 mins	BREAK
30 mins	Review Activity
20 mins	Practical Exercise - Equipment Inspection & Planning
30 mins	**LUNCH BREAK**
90 mins	Practical Exercise, Building, Dismantling & Debrief
90 mins	Exam
10 mins	BREAK
15 mins	Exam Review
5 mins	Course Closing

IMPORTANT!

Tube & Clamp Scaffolds generally take longer to build - adjust your timing accordingly.

NOTES