

BRICKLAYER



INTERNSHIP LOG BOOK

Name of Apprentice: _____ CPR: _____

Company: _____ CVR: _____

Welcome to your apprenticeship in bricklaying

Welcome to your apprenticeship in bricklaying

Det Faglige Fællesudvalg for Murer-, Stenhugger- og Stukkaturfaget (The Joint Trade Committee of the Training and Education of the Bricklayer, Stonemason and Stucco Worker Trades) would like to congratulate you on your choice of apprenticeship and your completion of the basic course module.

You have chosen a highly respected profession.

Det Faglige Fællesudvalg for Murer-, Stenhugger- og Stukkaturfaget consists of professionals appointed by the Danish Construction Association and the 3F trade union. All the appointees possess wide-ranging technical knowledge of and professional interest in your subject area.

The Joint Trade Committee has administrative powers and handles decision-making and provides advisory services. In order to handle these services as close to employers and colleges as possible, all the technical colleges have appointed an education committee to assist the Joint Trade Committee in its educational offering to colleges, apprentices and local employers.

In addition to monitoring log books, these tasks include overseeing the local education plan at the college, assessment of assignments, help with obtaining work placements and liaison with apprentices and employers etc.

One of the Joint Trade Committee's most important tasks is to combine respect for the profession and its long-standing traditions for continuous development of the content of the apprenticeships to ensure that they meet contemporary requirements as well as the challenges of the future.

We cannot do this alone. It requires that all parties, mentors, masters, teachers at the technical colleges and apprentices are positive contributors to this process.

The Joint Trade Committee works to ensure high quality in all apprenticeships. Not simply a situation in which 'things work', but a situation in which employers and apprentices experience quality in all processes as well as throughout the apprenticeship.

We hope you enjoy your choice of apprenticeship.

Your sincerely

Det Faglige Fællesudvalg for Murer-, Stenhugger- og Stukkaturfaget

(The Joint Trade Committee of the Training and Education of the Bricklayer, Stonemason and Stucco Worker Trades)

Why is this log book needed?

Danish legislation on vocational training stipulates "that employers must prepare work placement declarations detailing the apprentice's progress with the employer". These declarations must be signed and submitted to the college at the end of the apprenticeship. The construction industry wishes to simplify the work of employers in their completion of these statutory declarations and therefore recognises a completed log book as documentation for each period of work experience and the apprenticeship as a whole.

At the end of the apprenticeship and on completion of the apprenticeship test, the completed and signed log book constitutes the final part of the declaration that documents the employer's recommendation of the apprentice for his/her apprenticeship test. The log book must therefore have been submitted during the final college period to secure access to the apprenticeship test. This is stated in the form covering the final period of work experience.

The declarations contained in the log book are designed as assessment forms and intended as an active communication tool with which the employer, apprentice, subject tutor/contact and trainee are able to gain an overview of the progress being made during the apprenticeship. The log book is also used to take stock of the skills the apprentice has already acquired and the skills that are yet to be acquired for use in the onward planning of the apprenticeship.

The technical committee therefore recommends that the specific work involved in completing the log book take place during an interview between the apprentice and the employer's designated person who is responsible for apprentices.

- Employers are responsible for ensuring that the assessment form in the log book is completed.
- Apprentices are responsible for ensuring that the log book activity form is completed and that the log book is presented to the college/tutor and the local education committee when the apprentice attends college and is brought back to the employer again.

The technical committee and the local education committee at each college are entitled to review the log book on demand. The committees are also entitled to review the log book in connection with the assessment of assignments at the end of each college period.

If the apprentice has not achieved the expected skills level, the apprentice, subject tutor, employer and the local education committee must jointly adjust and prepare the remaining part of the apprenticeship to ensure that the apprentice achieves the skills targets prior to the apprenticeship test.

It is possible to supplement the employer's current work with optional specialist subjects to ensure that the apprentice gains wide experience and more in-depth knowledge of the required skills areas.

Optional specialist subject modules may also be added as further vocational training for a period of up to four weeks.

How is the log book obtained?

Log books are issued to all apprentices by the college during their basic course module or similar training.

The local education committee at each college decides how the log book should be introduced to the apprentice. The education committee also decides how and when the log book should be reviewed and processed by the committees and the college. Finally, the committee has put rules in place for the submission of the log book at the start of each college period.

If a log book is lost during the apprenticeship, it can be downloaded again from the specialist subject area concerned at www.bygud.dk.

How to fill in the forms

On the opposite side there are 5 common evaluation forms for the company - one for each period of apprenticeship.

The evaluation is horizontally divided over five levels of assessment. The vertical column contains a number of themes that are relevant in the Apprentice's development of job related competencies.

Based on the conversation in the company just before the Apprentice starts next schooling, the Apprentices current routine level must be ticked off.

0th level - is a simple registration of which subjects the Apprentice has not worked with yet. The company and the Apprentice must be aware of this in the forthcoming apprenticeships.

First level – It is necessary that the Apprentice is instructed and monitored by an experienced employee, when a given task is put in to practice.

Second level - The Apprentice can on a equal level perform the tasks in collaboration with other employees.

3rd level - There is confidence that the Apprentice by himself can perform the given task in a satisfactory quality.

4th level - The Apprentice is independently able to plan, order materials, choose tools and form his own assignment etc.

In addition to the employer assessment, a special activity list is provided for the apprentice to tick as the more detailed parts of the technical areas are completed. This provides the apprentice and the employer with an overview of the apprentice's general level of experience.

The employer assessment provides the apprentice and the employer with a sound basis for talking about the training the apprentice has received since his/her most recent college period as well as an opportunity together to plan the apprentice's training going forward.

How is the apprentice doing at college?

Several options are available for managing information about the apprentice's work at college.

1. After each college period, the employer is given a statement by the college on the apprentice's progress. This statement will include the marks achieved and comments, if applicable, on supplementary training. It is recommended that these college statements are kept in the log book presentation folder – with a copy of the Apprenticeship Agreement etc.
2. All employers have access to www.elevplan.dk. Passwords can be obtained from the college when the Apprenticeship Agreement has been signed. If this password is lost, it can be obtained again from the local college. Information on the apprentice's training, college period dates, contents of college training, marks achieved by the apprentice and absence rate can be found in Elevplan.
3. The college, employer and apprentice are able to use the comment fields for work placement periods on the other side of the log book for brief items of information.
4. The best follow-up is achieved by contacting the college directly after a college period.

Other practical information pertaining to the apprentice's training

All applicable information about the apprenticeship, wages, illness, holiday regulations, apprenticeship test etc. are available to the employer and the apprentice at the following address www.bygud.dk Click on the apprenticeship/name of specialist subject.

This provides information about:

- The content of the apprenticeship
- Skills targets for work placement periods
- Where does the apprenticeship take place?
- Certification of employers
- Wages and grants
- Apprenticeship test Log book
- Apprentice's tools
- Holiday regulations
- Illness
- Maternity leave
- The Apprenticeship Agreement
- Length of apprenticeship/merits
- Education committees
- Disputes
- Addresses and links
- About the technical committee Library
- Rules and regulations

If further information is required, please contact Byggeriets Uddannelser on this telephone number: +45 35 87 87 87.

Should the apprentices lose their apprentice handbook, it can be downloaded from the website under Log Book under the selected specialist subject.

Please note that apprentices in the event of illness must notify both college and employer of their absence according to applicable rules.

**The company's evaluation
for the basis period
– 1st Main Course**

- 0. The Apprentice has not worked with the task yet
- 1. The Apprentice can work with the task under supervision
- 2. The Apprentice can, in collaboration with others, participate in the execution of the task.
- 3. The Apprentice is able to work with the task on his own with satisfying results
- 4. The Apprentice is fully familiar with independent planning and execution of the tasks

Surface finishing					
Jointing					
Tiling					
Flooring					
Quality assurance					
Repairs and renovation					
Working environment/safety					
Calculations/levelling					
Reading drawings					
Floor construction					
Sealing wetrooms					
Remedying damage					
Panelling					
Brick laying					
Repairs and renovation					
Damp proofing and heating insulation					
Work with bonds					

Arches and beams					
Complex brickwork constructions					
Restoration work					
Chimney construction					
Gable constructions					
Rendering and surface finishing					
Flooring and tiling					
Roofing					
Construction site layout					
Work planning					

Comment field for apprenticeships or school periods for Apprentices, employer or schools.

Date/Full name of the Apprentice	Signature of the Apprentice
Date/Company name	Signature of the Company
Date/Seen by/Signature of the Teacher	Possibly School Piston

**The company's evaluation
for perioden between
1st Main Course and 2nd
Main Course**

- 0
The Apprentice has not worked with the task yet
- 1.
The Apprentice can work with the task under supervision
- 2.
The Apprentice can, in collaboration with others, participate in the execution of the task.
- 3.
The Apprentice is able to work with the task on his own with satisfying results
- 4.
The Apprentice is fully familiar with independent planning and execution of the tasks

Working processes					
Site layout and refuse management					
Planning work					
Quality assurance					
Working environment and safety					
Using tools					
Materials					
Roller and trestle scaffolding					
Customer contact					
Bricklaying					
Jointing					
Rendering and surface treatment					
Roofing					
Tiles, slabs and wetrooms					
Scaffolding and safety					
Insulation					
Repairs, renovation and restoration					
Chimneys					
Energy					

Comment field for apprenticeships or school periods for Apprentices, employer or schools.

Date/Full name of the Apprentice Signature of the Apprentice

Date/Company name CVR-# Signature of the Company

Date/Seen by/Signature of the Teacher Possibly School Piston

**The company's evaluation
for perioden between
2nd Main Course and
3rd Main Course**

- 0. The Apprentice has not worked with the task yet
- 1. The Apprentice can work with the task under supervision
- 2. The Apprentice can, in collaboration with others, participate in the execution of the task.
- 3. The Apprentice is able to work with the task on his own with satisfying results
- 4. The Apprentice is fully familiar with independent planning and execution of the tasks

Working processes					
Site layout and refuse management					
Planning work					
Quality assurance					
Working environment and safety					
Using tools					
Materials					
Roller and trestle scaffolding					
Customer contact					
Bricklaying					
Jointing					
Rendering and surface treatment					
Roofing					
Tiles, slabs and wetrooms					
Scaffolding and safety					
Insulation					
Repairs, renovation and restoration					
Chimneys					
Energy					

Comment field for apprenticeships or school periods for Apprentices, employer or schools.

Date/Full name of the Apprentice Signature of the Apprentice

Date/Company name CVR-# Signature of the Company

Date/Seen by/Signature of the Teacher Possibly School Piston

**The company's evaluation
for perioden between
3rd Main Course and
4th Main Course**

- 0
The Apprentice has not worked with the task yet
- 1.
The Apprentice can work with the task under supervision
- 2.
The Apprentice can, in collaboration with others, participate in the execution of the task.
- 3.
The Apprentice is able to work with the task on his own with satisfying results
- 4.
The Apprentice is fully familiar with independent planning and execution of the tasks

Working processes					
Site layout and refuse management					
Planning work					
Quality assurance					
Working environment and safety					
Using tools					
Materials					
Roller and trestle scaffolding					
Customer contact					
Bricklaying					
Jointing					
Rendering and surface treatment					
Roofing					
Tiles, slabs and wetrooms					
Scaffolding and safety					
Insulation					
Repairs, renovation and restoration					
Chimneys					
Energy					

Comment field for apprenticeships or school periods for Apprentices, employer or schools.

Date/Full name of the Apprentice Signature of the Apprentice

Date/Company name CVR-# Signature of the Company

Date/Seen by/Signature of the Teacher Possibly School Piston

**The company's evaluation
for perioden between
4th Main Course and
5th Main Course**

- 0. The Apprentice has not worked with the task yet
- 1. The Apprentice can work with the task under supervision
- 2. The Apprentice can, in collaboration with others, participate in the execution of the task.
- 3. The Apprentice is able to work with the task on his own with satisfying results
- 4. The Apprentice is fully familiar with independent planning and execution of the tasks

Working processes					
Site layout and refuse management					
Planning work					
Quality assurance					
Working environment and safety					
Using tools					
Materials					
Roller and trestle scaffolding					
Customer contact					
Bricklaying					
Jointing					
Rendering and surface treatment					
Roofing					
Tiles, slabs and wetrooms					
Scaffolding and safety					
Insulation					
Repairs, renovation and restoration					
Chimneys					
Energy					

Comment field for apprenticeships or school periods for Apprentices, employer or schools.

Date/Full name of the Apprentice Signature of the Apprentice

Date/Company name CVR-# Signature of the Company

Date/Seen by/Signature of the Teacher Possibly School Piston

The Apprentice's activity form

- This should be ticked off when there is reasonable familiarity with the subtopics under the technical themes

Working processes

- New-build
- Conversion and repair work
- Renovation and restoration
- Damper work
- Cooperating with other trades

Site layout and refuse management

- Setting up fences/cabins/container
- Working with access roads
- Setting up and laying out storage areas
- Collecting, sorting and disposing of refuse
- Is able to set up winter protection

Planning work

- Planning own work
- Joint planning
- Devising a timescale
- Devising a work description
- Packing a van for minor jobs
- Quality assurance
- Receive/distribute and check materials
- Process control and documentation
- A critical approach to own work

Working environment and safety

- Ergonomic working, the working environment
- Identifying hazards before starting work
- Awareness of safety rules in force
- Working with regard to own safety and that of others
- Correct handling of hazardous substances
- Is able to take part in drafting APV (workplace assessment)
- Awareness of environment and working environment management systems

Using tools

- Using angle grinders according to safety rules
- Using all common power tools and other tools according to safety rules

Materials

- Is able to measure up materials
- Is able to order materials

Roller and trestle scaffolding

- Is able to apply a set-up guide
- Is aware of safety for rolling and trestle scaffolding
- Erection/removal of rolling/trestle scaffolding

Customer contact

- Serve and address customers appropriately
- Demonstrate consideration, tidiness and clean up after work
- Advise the customer in operation and maintenance

Bricklaying

- Student can build brick walls
- Student can execute various forms of bonding
- Student can build walls using epoxy sheets, porous concrete and gas concrete elements
- Complicated brick constructions
- Student can make templates for sockets and arches
- Student can make different shapes for sockets and arches
- Student can make covers for brickwork

Jointing

- Student can make joints during brickwork
- Student can scrape out for jointing
- Student can execute several forms of joints
- Student can clean up brickwork

Rendering and surface treatment

- Student can prepare surfaces
- Student can mark out for coarse rendering
- Student can apply coarse and fine rendering
- Student can apply tiles
- Student can perform scouring
- Student can perform sack-scouring
- Student can execute several forms of surface treatment
- Student can apply finish

Roofing

- Student can plan, measure up and lay roof tiles
- Student can plan, measure up and lay concrete roof tiles
- Student can lay ridge tiles
- Student can lay a mortar ridge
- Student can cut and lay roof valleys
- Student can build gable ends in brickwork

Tiles, slabs and wetrooms

- Student can apply wetroom seals
- Student can lay floors for tiles and slabs, including casting and reinforcement
- Student can lay tiles and floors
- Student can put up wall tiles
- Student can caulk floors and walls
- Student can perform special decorative tile and slab work

Scaffolding and safety

- Student can erect lightweight scaffolding
- Student can erect heavy masonry scaffolding
- Student can supervise safety for scaffolding work

Insulation

- Student can insulate outside walls
- Student can fit damp membranes
- Student can insulate floors

Repairs, renovation and restoration

- Student can repair damage
- Student can perform renovation work
- Student can restore buildings worthy of preservation

Chimneys

- Student can build chimneys in brickwork
- Student can build different forms of chimneys in brickwork
- Student can brick around closure plates and steps
- Student can erect chimney scaffolding

Energy

- Student can work with the energy properties of different materials
- Student can work with low-energy constructions
- Student can work with energy-optimising
- Student is familiar with aesthetics and architecture in energy renovation