****

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**SCAFFOLDING TECHNOLOGY**

**LEVEL 4**

|  |  |
| --- | --- |
| TVET CDACC  P.O. BOX 15745-00100  NAIROBI | KABETE NATIONAL POLYTECHNIC  P.O BOX 29010-00625  NAIROBI |

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# FOREWORD

The provision of quality education and training is fundamental to the Government’s overall strategy for social economic development. Quality education and training will contribute to achievement of Kenya’s development blueprint and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution and this resulted in the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 4 of 2016). A key feature of this policy is the radical change in the design and delivery of TVET training. This policy document requires that training in TVET be competency based, Curriculum development be industry led, certification be based on demonstration of competence and the mode of delivery allows for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in Curriculum development to ensure the Curriculum addresses its competence needs. It is against this background that this Curriculum has been developed.

It is my conviction that this Curriculum will play a great role towards safety of workers in the Construction Sector and development of competent human resource.

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING**

**MINISTRY OF EDUCATION**

# PREFACE

Kenya Vision 2030 aims to transform the country into a newly industrializing, “middle-income country providing a high-quality life to all its citizens by the year 2030”. Kenya intends to create a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through life-long education and training. TVET has a responsibility of facilitating the process of inculcating knowledge, skills and attitudes necessary for catapulting the nation to a globally competitive country, hence the paradigm shift to embrace Competency Based Education and Training (CBET).

The Technical and Vocational Education and Training Act No. 29 of 2013 and Sessional Paper No. 4 of 2016 on Reforming Education and Training in Kenya, emphasized the need to reform Curriculum development, assessment and certification. This called for a shift to CBET in order to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force.

The TVET Curriculum Development, Assessment and Certification Council (TVET CDACC), in conjunction with Construction Sector Skills Advisory Committee (SSAC), Kabete National Polytechnic in partnership with National Construction Authority, Kenya Federation of Master Builders (KFMB) and Chamber of Skilled Craft Frankfurt Rhein Main (Germany) through the Kenya Initiative for Vocational Education and Training (KeVET) project have developed this Curriculum.

This curriculum has been developed following the CBET framework policy; the CBETA standards and guidelines provided by the TVET Authority and the Kenya National Qualification Framework designed by the Kenya National Qualification Authority.

This Curriculum is designed and organized with an outline of learning outcomes; suggested delivery methods, training/learning resources and methods of assessing the trainee’s achievement. The Curriculum is competency-based and allows multiple entry and exit to the course.

I am grateful to the Council Members, Council Secretariat, Construction SSAC, Kabete National Polytechnic, National Construction Authority, Kenya Federation of Master Builders, Chamber of Skilled Craft Frankfurt Rhein Main, expert workers and all those who participated in the development of this Curriculum.

**CHAIRPERSON, TVET CDACC**

# ACKNOWLEDGMENT

This Curriculum has been designed for competency-based training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing the Curriculum, significant involvement and support was received from various organisations.

I appreciate Kabete National Polytechnic, National Construction Authority, Kenya Federation of Master Builders, Chamber of Skilled Craft Frankfurt Rhein Main for the collaboration and partnership that enabled the development of this Curriculum. I also recognize with appreciation the role of the Construction Sector Skills Advisory Committee (SSAC) in ensuring that competencies required by the industry are addressed in the Curriculum. I also thank all stakeholders in the Construction sector for their valuable input and all those who participated in the process of developing this Curriculum.

I am convinced that this Curriculum will go a long way in ensuring safety for workers in the construction sector and promote acquisition of competencies that will enable them to perform their work more efficiently.

**COUNCIL SECRETARY/CEO**

**TVET CDACC**

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# ABBREVIATIONS AND ACRONYMS

2D 2 Dimensional

3D 3 Dimensional

A Control version

BC Basic Competencies

BC Competency

CBET Competency Based Education and Training

CBET Competency Based Education and Training

CBETA Competency Based Education, Training and Assessment

CC Common competency

CDACC Development, Assessment and Certification Council

CR Core Competency

CU Curriculum

KCSE Kenya Certificate of Secondary Education

KNQA Kenya National Qualifications Authority

LIS Library and information science

OHSA Occupational Health and Safety Act

OHSS Occupational Health and Safety Standards

OS Occupational Standards

PPE Personal Protective Equipment

SSAC Sector Skills Advisory Committee

SSAC Sector Skills Advisory Committee

TD Technical Drawing

TVET Technical and Vocational Education and Training

TVETA Technical and Vocational Education and Training Authority

# KEY TO UNIT CODE

**CON /CU/ST/BC/01/ 4 / A**

Industry or sector

Curriculum

Occupational area

Type of competency

Competency number

Competency level

Version Control

# COURSE OVERVIEW

Scaffolding Artisan Level 4 qualification consists of competencies that an individual must achieve to erect and dismantle scaffolds and oversee safety compliance at the scaffolding site.

The units of learning for Scaffolding Technology level 4 include the following:

**Basic Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit Factor** |
| CON/CU/ST/BC/01/4/A | Communication skills | 20 | 2.0 |
| CON/CU/ST/BC/02/4/A | Numeracy skills | 25 | 2.5 |
| CON/CU/ST/BC/03/4/A | Digital literacy | 35 | 3.5 |
| CON/CU/ST/BC/04/4/A | Entrepreneurial skills | 60 | 6.0 |
| CON/CU/ST/BC/05/4/A | Employability skills | 30 | 3.0 |
| CON/CU/ST/BC/06/4/A | Environmental literacy | 20 | 2.0 |
| CON/CU/ST/BC/07/4/A | Occupational safety and health practices | 20 | 2.0 |
| **Total** | | **210** | **21.0** |

**Common Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit Factor** |
| CON/CU/ST/CC/01/4/A | Technical drawing | 100 | 10.0 |
| CON/CU/ST/CC/03/4/A | Application of scientific principles | 80 | 8.0 |
| **Total** | | **180** | **18.0** |

**Core Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit factor** |
| CON/CU/ST/CR/01/4/A | Scaffolds erection and dismantling | 120 | 12.0 |
| CON/CU/ST/CR/02/4/A | Safety Codes of Practice Compliance | 80 | 8.0 |
|  | Industrial attachment | 360 | 36.0 |
| **Total** | | **500** | **50.0** |
| **GRAND TOTAL** | | **950** | **95.0** |

The total duration of the course is 890 hours.

**Entry Requirements**

An individual entering this course should have any of the following minimum requirements:

1. Kenya Certificate of Secondary Education (KCSE) mean grade E

**Or**

1. Certificate in Scaffolding Technology Level 3

**Or**

1. Any other qualifications as determined by Kenya National Qualifications Authority (KNQA)

**Trainer qualification**

A trainer for this course should have a higher qualification than the level of this course

**Field attachment**

An individual enrolled in this course will undergo a field attachment for a period of 300 hours in a construction site with scaffolding works.

**Assessment**

The course will be assessed at two levels:

1. **Internal assessment**: conducted continuously by the trainer (internal assessor) who is monitored by an accredited internal verifier.
2. **External assessment:** conducted by an accredited external assessor who is monitored by an accredited external verifier.

The assessors and verifiers are registered by TVET CDACC which also coordinates external assessment.

**Certification**

An individual will be awarded a Certificate of Competency on demonstration of competence in a unit of competency. To be awarded Certificate in Scaffolding Artisan Level 4, an individual must demonstrate competence in all the units of competency in the qualification pack.

These certificates will be awarded by TVET CDACC in conjunction with Kabete National Polytechnic.

**BASIC UNITS OF LEARNING**

## 

## COMMUNICATION SKILLS

**UNIT CODE:** CON/CU/ST/BC/01/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 20 Hours

**Unit Description**

This unit covers the competencies required demonstrate communication skills. It involves obtaining and conveying workplace information, completing relevant work-related documents, communicating information about workplace processes, leading workplace discussion and communicating workplace issues.

**Summary of Learning Outcomes**

1. Obtain and convey workplace information
2. Complete relevant work-related documents
3. Communicate information about workplace processes
4. Lead workplace discussions
5. Identify and communicate issues arising in the workplace

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Obtain and convey workplace information | * Communication process * Modes of communication * Medium of communication * Effective communication * Barriers to communication * Flow of communication * Sources of information * Types of questions * Organizational policies * Workplace etiquette * Ethical work practices in handling communication | * Interview * Third party reports |
| 1. Complete relevant work-related documents | * Types and purposes of workplace documents and forms * Methods used in filling forms and documents * Recording workplace data * Process of distributing workplace forms and documents * Report writing * Types of workplace reports | * Interview * Third party reports |
| 1. Communicate information about workplace processes | * Communication process * Modes of communication * Medium of communication * Effective communication * Barriers to communication * Flow of communication * Sources of information * Organizational policies * Organization requirements for written and electronic communication methods * Report writing * Effective questioning techniques (clarifying and probing) * Workplace etiquette * Ethical work practices in handling communication | * Interview * Portfolio |
| 1. Lead workplace discussion | * Methods of discussion e.g.   + Coordination meetings   + Toolbox discussion   + Peer-to-peer discussion * Solicitation of response | * Interview * Third party reports |
| 1. Identify and communicate issues arising in the workplace | * Identification of problems and issues * Organizing information on problems and issues * Relating problems and issues * Communication barriers affecting workplace discussions | * Interview * Portfolio |

**Suggested Methods of Instruction**

* Direct instruction
* Demonstration
* Practice assignment
* Discussion
* Role play
* Brainstorming

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Telephone
* Report writing templates

## NUMERACY SKILLS

**UNIT CODE:** CON/CU/ST/BC/02/4/A

**Relationship to Occupational Standards:**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills

**Duration of Unit:** 25hours

**Unit Description**

This unit covers the competencies required to demonstrate numeracy skills. It involves identifying and using whole numbers and simple fractions, decimals and percentages for work, identifying, measuring and estimating familiar quantities for work, reading and using familiar maps, plans and diagrams for work, identifying and describing common 2D and some 3D shapes for work, constructing simple tables and graphs for work using familiar data and identifying and interpreting information in familiar tables, graphs and charts for work.

**Summary of Learning Outcomes**

1. Identify and use whole numbers and simple fractions, decimals and percentages for work
2. Identify, measure and estimate familiar quantities for work
3. Read and use familiar maps, plans and diagrams for work
4. Identify and describe common 2D and some 3D shapes for work
5. Construct simple tables and graphs for work using familiar data
6. Identify and interpret information in familiar tables, graphs and charts for work

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify and use whole numbers and simple fractions, decimals and percentages for work | * Whole numbers * Simple fractions * Decimals * Percentages * Sizes * Problem solving methods * Calculations using the 4 operations * Recording and communicating numerical information | * Written * Practice assignments |
| 2. Identify, measure and estimate familiar quantities for work | * Measurement information * Units of measurement * Estimate familiar and simple amounts * Selection of appropriate measuring equipment * Calculate using familiar units of measurement * Check measurements and results against estimates * Using informal and some formal mathematical and general language * Record or report results | * Written * Practice assignments |
| 3. Read and use familiar maps, plans and diagrams for work | * Maps, plans and diagrams * Locate items and places in familiar maps, plans and diagrams * Recognize common symbols and keys in familiar maps, plans and diagrams * Direction and location of objects, or route or places * Use of informal and some formal oral mathematical language and symbols | * Practical test * Written |
| 4. Identify and describe common 2D and some 3D shapes for work | * Common 2D shapes and 3D shapes * Classification of common 2D shapes and designs * Description of Use informal and some formal language to describe common two-dimensional shapes and some common three-dimensional shapes * Construction of common 2D shapes * Match common 3D shapes to their 2D sketches or nets | * Written * Practical test |
| 5. Construct simple tables and graphs for work using familiar data | * Types of graphs * Determination of data to be collected * Selection of data collection method * Collection of data * Determination of variables from the data collected * Order and collate data * Construct a table and enter data * Construct a graph using data from table * Check results * Report or discuss graph information related to work using informal and some formal mathematical and general language | * Written * Practical test |
| 6. Identify and interpret information in familiar tables, graphs and charts for work | * Tables construction and labeling * i.e. title, headings, rows and columns * Interpreting information and data in simple tables * Relaying information of relevant workplace tasks on/in a table * Identify familiar graphs and charts in familiar texts and contexts * Locate title, labels, axes, scale and key from familiar graphs and charts * Identify and interpret information and data in familiar graphs and charts * Relate information to relevant workplace tasks | * Written * Practical test |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Practical demonstration of tasks by trainer
* Practice by trainees/ role play
* Discussion
* Observations and comments and corrections by trainers

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* LCD projectors
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Projectors
* Writing boards
* Mathematical tables

## DIGITAL LITERACY

**UNIT CODE:** CON/CU/ST/BC/03/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 35 hours

**Unit Description**

This unit covers the competencies required to demonstrate digital literacy in a working environment. It entails identifying computer software and hardware, applying security measures to data, hardware, software, applying computer software in solving task sand applying internet and email in communication at workplace.

**Summary of Learning Outcomes**

1. Identify computer software and hardware
2. Apply security measures to data, hardware and software
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify computer hardware and software | * Meaning of a computer * Functions of a computer * Components of a computer * Classification of computers | * Written tests * Oral * Observation |
| 1. Apply security measures to data, hardware and software | * Data security and control * Security threats and control measures * Types of computer crimes * Detection and protection against computer crimes | * Written tests * Oral presentation * Observation * Projects |
| 1. Apply computer software in solving tasks | * Operating system * Word processing * Spread sheets * Data base | * Oral questioning * Observation * Project |
| 1. Apply internet and email in communication at workplace | * Computer networks * Uses of internet * Electronic mail (e-mail) concept | * Oral questioning * Observation * Oral presentation * Written report |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practical assignment
* Viewing of related videos
* Project
* Group discussions

**Recommended Resources**

* Desktop computers
* Laptop computers
* Other digital devices
* Printers
* Storage devices
* Internet access
* Computer software

## ENTREPRENEURIAL SKILLS

**UNIT CODE:** CON/CU/ST/BC/04/4/A

**Relationship to occupational standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

**Duration of unit:** 60 hours

**Unit description**

This unit covers the competencies required for creating and maintaining small scale business, establishing small business customer base, managing and growing a micro/small-scale business.

**Summary of Learning Outcomes**

1. Create and maintain small scale business
2. Establish small scale business customer base
3. Manage small scale business
4. Grow/expand small scale business

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Create and maintain small scale business | * Starting a small business * Legal regulatory requirements in starting a small business * SWOT/ PESTEL analysis * Conducting market/industry survey * Generation and evaluation of business ideas * Matching competencies with business opportunities * Forms of business ownership * Location of a small business * Legal and regulatory requirement * Resources required to start a small business * Common terminologies in entrepreneurship * Entrepreneurship in national development * Self-employment * Formal and informal employment * Entrepreneurial culture * Myths associated with entrepreneurship * Types, characteristics, qualities & role of entrepreneurs * History, development and importance of entrepreneurship * Theories of entrepreneurship * Quality assurance for small businesses * Policies and procedures on occupational safety and health and environmental concerns | * Individual/group assignments * projects * Written * Oral |
| 1. Establish small scale business customer base | * Good staff/workers and customer relations * Marketing strategy * Identifying and maintain new customers and markets * Product/ service promotions * Products / services diversification * SWOT / PESTEL analysis * Conducting a business survey * Generating Business ideas * Business opportunities | * Individual/group assignments * projects * Written * Oral |
| 1. Manage small scale business | * Organization of a small business * Small business’ business plan * Marketing for small businesses * Managing finances for small business * Production/ operation process for goods/services * Small business records management * Book keeping and auditing for small businesses * Business support services * Small business resources mobilization and utilization * Basic business social responsibility * Management of small business * Word processing concepts in small business management * Computer application software * Monitoring and controlling business operations | * Oral * Individual/group assignments * projects * Written |
| 1. Grow/expand small scale business | * Methods of growing small business * Resources for growing small business * Small business growth plan * Computer software in business development * ICT and business growth | * Individual/group assignments * projects * Written |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practice by trainee
* Role play
* Case study

**Recommended Resources**

* Case studies for small businesses
* Business plan templates
* Lap top/ desk top computer
* Internet
* Telephone
* Writing materials

## *EMPLOYABILITY SKILLS*

**UNIT CODE:** CON/CU/ST/BC/05/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 30 hours

**Unit Description**

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating critical safe work habits, demonstrating workplace learning and workplace ethics.

**Summary of Learning Outcomes**

1. Conduct self-management
2. Demonstrate critical safe work habits
3. Demonstrate workplace learning
4. Demonstrate workplace ethics

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Conduct self-management | * Self-awareness * Formulating personal vision, mission and goals * Strategies for overcoming life challenges * Emotional intelligence * Assertiveness * Expressing personal thoughts, feelings and beliefs * Developing and maintaining high self-esteem * Developing and maintaining positive self-image * Articulating ideas and aspirations * Accountability and responsibility * Good work habits * Self-awareness * Self-development * Financial literacy * Healthy lifestyle practices | * Written tests * Oral questioning * Portfolio of evidence * Third party report |
| 1. Demonstrate critical safe work habits | * Stress and stress management * Punctuality and time consciousness * Interpersonal communication * Sharing information * Leisure * Integratingpersonal objectives into organizational objectives * Resources utilization * Setting work priorities * HIV and AIDS * Drug and substance abuse * Handling emerging issues | * Written tests * Oral questioning * Portfolio of evidence * Third party report |
| 1. Demonstrate workplace learning | * Personal training needs identification and assessment * Managing own learning * Contributing to the learning community at the workplace * Cultural aspects of work * Variety of learning context * Application of learning * Safe use of technology * Identifying opportunities * Workplace innovation * Performance improvement * Handling emerging issues * Future trends and concerns in learning | * Written tests * Oral questioning * Portfolio of evidence * Third party report |
| 1. Demonstrate workplace ethics | * Meaning of ethics * Ethical perspectives * Principles of ethics * Values and beliefs * Ethical standards * Organization code of ethics * Common ethical dilemmas * Organization culture * Corruption, bribery and conflict of interest * Privacy and data protection * Diversity, harassment and mutual respect * Financial responsibility/accountability * Etiquette * Personal and professional integrity * Commitment to jurisdictional laws * Emerging issues in ethics | * Written tests * Oral questioning * Portfolio of evidence * Third party report |

**Suggested Methods of Instruction**

* Simulation/Role play
* Group Discussion
* Presentations
* Q&A
* Case studies
* Assignments

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors

## ENVIRONMENTAL LITERACY

**UNIT CODE:** CON/CU/ST/BC/06/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 20hours

**Unit Description**

This unit specifies the competencies required to demonstrate environmental literacy. It involves controlling environmental hazard, controlling environmental pollution, demonstrating sustainable resource use and evaluating current practices in relation to resource usage.

**Summary of Learning Outcomes**

1. Control environmental hazard
2. Control environmental pollution
3. Demonstrate sustainable use of resources
4. Evaluate current practices in relation to resource usage

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Control environmental hazard | * Purposes and content of Environmental Management and Coordination Act 1999 * Purposes and content of Solid Waste Act * Storage methods for environmentally hazardous materials * Disposal methods of hazardous wastes * Types and uses of PPE in line with environmental regulations * Occupational Safety and Health Standards (OSHS) | * Written tests * Oral questions * Observation of work procedures |
| 1. Control environmental Pollution | * Types of pollution * Environmental pollution control measures * Types of solid wastes * Procedures for solid waste management * Different types of noise pollution * Methods for minimizing noise pollution | * Written tests * Oral questions * Observation of work procedures * Role play |
| 1. Demonstrate sustainable resource use | * Types of resources * Techniques in measuring current usage of resources * Calculating current usage of resources * Methods for minimizing wastage * Waste management procedures * Principles of 3Rs (Reduce, Reuse, Recycle) * Methods for economizing or reducing resource consumption | * Written tests * Oral questions * Observation of work procedures |
| 1. Evaluate current practices in relation to resource usage | * Collection of information on environmental and resource efficiency systems and procedures, * Measurement and recording of current resource usage * Analysis and recording of current purchasing strategies. * Analysis of current work processes to access information and data * Identification of areas for improvement | * Written tests * Oral questions * Observation of work procedures |
| 1. Identify Environmental legislations/conventions for environmental concerns | * Environmental issues/concerns * Environmental legislations /conventions and local ordinances * Industrial standard /environmental practices * International Environmental Protocols (Montreal, Kyoto) * Features of an environmental strategy | * Written tests * Oral questions * Observation of work procedures |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Practical demonstration of tasks by trainer
* Practice by trainees/ role play
* Discussion
* Observations and comments and corrections by trainers

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE)

## OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** CON/CU/ST/BC/07/4/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Demonstrate Occupational Safety and Health Practices

**Duration of Unit:** 20 hours

**Unit Description**

This unit specifies the competencies required to practice safety and health and comply with OSH requirements relevant to work. It involves adhering to workplace procedures for hazards and risk prevention and participating in arrangements for workplace safety and health maintenance.

**Summary of Learning Outcomes**

1. Adhere to workplace procedures for hazards and risk prevention
2. Participate in arrangements for workplace safety and health maintenance

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment**  **Methods** |
| 1. Adhere to workplace procedures for hazards and risk prevention | * Arrangement of work area and items in accordance with Company housekeeping procedures * Adherence to work standards and procedures * Application of preventive and control measures, including use of safety gears/PPE * Study and apply standards and procedures for incidents and emergencies. | * Oral questions * Written tests * Portfolio of evidence * Third party report |
| 1. Participate in arrangements for workplace safety and health maintenance | * Participating in orientations on OSH requirements/regulations of tasks * Providing feedback on health, safety, and security concerns to appropriate personnel as required in a sufficiently detailed manner * Practice workplace procedures for reporting hazards, incidents, injuries and sickness * OSH requirements/ regulations and workplace safety and hazard control procedures are reviewed, and compliance reported to appropriate personnel * Identification of needed OSH-related trainings are proposed to appropriate personnel | * Oral questions * Written tests * Portfolio of evidence * Third party report |

**Suggested Methods of Instruction**

* Assigments
* Discussion
* Q&A
* Role play
* Viewing of related videos

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE) e.g.
* Mask
* Face mask/shield
* Safety bootsn
* Safety harness
* Arm/Hand guard, gloves
* Eye protection (goggles, shield)
* Hearing protection (ear muffs, ear plugs)
* Hair Net/cap/bonnet
* Hard hat
* Face protection (mask, shield)
* Apron/Gown/coverall/jump suit
* Anti-static suits
* High-visibility reflective vest

# COMMON UNITS OF LEARNING

## TECHNICAL DRAWING

**UNIT CODE:** CON/CU/ST/CC/01/4/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Apply technical drawing skills

**Duration of Unit:** 100 hours

**Unit Description**

This unit covers the competencies required to apply technical drawing skills. It involves competencies for selecting, using and maintaining drawing equipment and materials. It also involves producing plane geometry drawings and solid geometry drawings.

**Summary of Learning Outcomes**

1. Use and maintain drawing equipment and materials
2. Produce basic plane geometry and solid drawings

**Learning Outcomes, Content and Suggested Assessment Methods:**

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Use and maintain drawing equipment and materials | * Identification and care of drawing equipment * Identification and care of drawing materials * Reference to manufacturer’s instructions and work place procedures on use and maintenance of drawing equipment and materials * Reference to relevant environmental legislations * Use of Personal Protective Equipment (PPEs) | * Observation * Oral questioning * Written tests |
| 1. Produce plane and solid geometry drawings | * Types of lines in drawings * Construction of geometric forms e.g. squares, circles * Construction of different angles * Measurement of different angles * Standard drawing conventions | * Oral questioning * Practical tests * Observation |
|  | * Construction of plane figures   e.g. triangles and polygons   * Construction of solid figures |  |

**Suggested Methods of instruction**

* Direct instruction
* Demonstration
* Discussions
* Assignments
* Question and answer

**Recommended Resources**

* Drawing room
* Drawing instruments e.g. T-squares, set squares, drawing sets
* Drawing tables
* Pencils, papers, erasers
* Masking tapes

## APPLICATION OF SCIENTIFIC PRINCIPLES

**UNIT CODE:** CON/CU/ST/CC/01/4/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Apply scientific principles

**Duration of Unit:** 80 Hours

**Unit Description**

This unit describes the competencies required to apply scientific principles in scaffolding. It involves defining and explaining terms and concepts, identifying types of loads and forces, identifying scaffolding materials and applying scientific principles in scaffolding.

**Summary of Learning Outcomes**

1. Define terms and concepts
2. Identify types of loads and forces
3. Identify scaffolding materials
4. Apply scientific principles

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Define terms and concepts | * Terms and concepts: * Work * Power * Energy * Density * Pressure * Moments * Motion * Units of measurement * Standard International Units | * Written tests * Interview |
| 1. Identify types of loads and forces | * Terms and concepts * Types of forces * Types of loads | * Written tests * Interview |
| 1. Identify scaffolding materials | * Types of scaffold materials * Advantages and disadvantages of various scaffold materials | * Written tests * Interview |
| 1. Apply scientific principles | * Force * Energy * Pressure * Moments basics * Motion basics | * Written tests * Interview |

**Suggested Delivery Methods**

* Demonstration
* Field trips
* Discussions
* Question and answer
* Direct instruction
* Assignments
* Case studies

**Recommended Resources**

**Tools and equipment**

* Computer
* Charts

**Materials and supplies**

* Computer software
* Construction materials
* Computers
* Stationery
* Manufacturer’s catalogues
* Samples

**Personal protective equipment (PPEs)**

* Safety boots
* Goggles
* Gas masks
* Helmets
* Gloves
* Dust coats
* First aid kit
* Ear muffs
* Dust mask
* Overalls

# CORE UNITS OF COMPETENCY

## SCAFFOLDS ERECTION AND DISMANTLING

**UNIT CODE:** CON/CU/ST/CR/01/4/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **Erect and dismantle scaffolds**

**Duration of Unit:** 120 hours

**Unit Description**

This unit covers the competencies required to erect and dismantle scaffolds. It involves erecting scaffolds, dismantling scaffolds and maintaining scaffold.

**Summary of Learning Outcomes**

1. Erect scaffold
2. Dismantle scaffold
3. Maintain scaffold components

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Erect scaffold | * Terms and concepts * Site safety * Scaffolding tools and equipment * Scaffold measurements * Surface preparation * Setting up scaffolds * Procedure for assembling of scaffold * Anchorage and fixing points * Scaffold integrity * Maintenance of scaffolds * Managing emerging issues | * Observation * Written tests * Oral questioning * Interview * Portfolio * Third party report |
| 1. Dismantle scaffold | * Terms and concepts * Site safety * Procedure of dismantling * Temporary storage area * Sorting out and storage * Maintaining and servicing of components and members * Transportation * Final storage | * Observation * Written tests * Oral questioning * Interview * Portfolio * Third party report |
| 1. Maintain scaffold components | * Terms and concepts * Scaffold modification * Methods of maintaining scaffolds   + Painting   + Cleaning   + Oiling   + Replacing | * Observation * Written tests * Oral questioning * Interview * Portfolio * Third party report |

**Suggested Methods of Instruction**

* Direct instruction
* Demonstrations
* Group discussion
* Presentations
* Videos
* Assignments

**Recommended Resources**

* Computers
* Stationery
* Charts/posters/
* Magazines
* Video clips
* LCD projector
* PPEs
* Members and components
* Material and supplies
* Tools and equipment
* Manuals
* Portable electrical equipment
* Electrical and Optical instruments

## SAFETY CODES OF PRACTICE COMPLIANCE

**UNIT CODE:** CON/CU/ST/CR/02/4/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **Comply with safety codes of practice**

**Duration of Unit:** 80 hours

**Unit Description**

This unit covers the competencies required to comply with safety codes of practice. It involves adhering to safety rules and regulations, using tools and equipment and materials and supplies safely. It also entails safe storage and use of scaffold members and components.

**Summary of Learning Outcomes**

1. Adhere to safety rules and regulations
2. Use of tools, equipment, materials and supplies safely
3. Store scaffold members and components safely
4. Use of scaffold members and components safely

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| * 1. Adhere to safety rules and regulations | * Terms and concept * Site rules and regulations * Personal and general safety * Safety resources   + Safety team   + PPEs   + Materials and supplies * Hazards in the workplace   + Types of hazards   + Causes of hazards * Safety signage * Safety codes * Safety training * Safety drills | * Observation * Written tests * Oral questioning * Interview * Third party report |
| * 1. Use of tools and equipment, materials and supplies safely | * Terms and concept * Scaffolding tools and equipment:   + Identification   + Care   + Maintenance * Scaffolding materials and supplies:   + Identification   + Care   + Maintenance * Safety incidents * First aid procedures | * Observation * Written tests * Oral questioning * Interview * Third party report |
| * 1. Store scaffold members and components safely | * Terms and concepts * Methods of storage * Stores inventory | * Observation * Written tests * Oral questioning * Interview * Third party report |
| * 1. Use of scaffold members and components safely | * Terms and concepts * Scaffolding members and components:   + Identification   + Care   + Maintenance * Safe use of members and components | * Observation * Written tests * Oral questioning * Interview * Third party report |

**Suggested Methods of Instruction**

* Direct instruction
* Demonstrations
* Group discussion
* Presentations
* Videos
* Assignments
* Role play
* Case studies

**Recommended Resources**

* Computers
* Internet connectivity
* Stationery
* Charts/posters/
* Magazines
* Video clips
* LCD projector
* PPEs
* Members and components
* Tools and equipment
* Manuals