

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**SLINGING AND RIGGING OPERATIONS**

**LEVEL 3**



TVET CDACC

P.O. BOX 15745-00100

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 Kenya’s development blue print 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 to the formulation of the Policy Framework for Reforming Education and Training. A key feature of this policy is the radical change in the design and delivery of the 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 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 development of competent human resource for the Heavy and Light Machine Operations sector’s growth and sustainable development.

**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 on Reforming Education and Training in Kenya, emphasized the need toreform curriculum development, assessment and certification. This called for a shift to CBET 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.

TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) in conjunction with Heavy and Light Machine Operations Sector Skills Advisory Committee (SSAC) have developed this curriculum.

The 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, Heavy and Light Machine Operations SSAC, expert workers and all those who participated in the development of this curriculum.

**Prof. CHARLES M. M. ONDIEKI, PhD, FIET (K), Con. Eng. Tech.**

**CHAIRMAN, TVET CDACC**

# ACKNOWLEDGEMENT

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 organizations.

I recognize with appreciation the role of the SSAC in ensuring that competencies required by the industry are addressed in this curriculum. I also thank all the stakeholders in the Heavy and Light Machine Operations 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 that workers in Heavy and Light Machine Operations sector will acquire competencies that will enable them to perform their work more efficiently.

**DR. LAWRENCE GUANTAI M’ITONGA, PhD**

**COUNCIL SECRETARY/CEO**

**TVET CDACC**

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# **ACRONYMNS**

CDACC Curriculum Development, Assessment and Certification Council

K.C.S.E Kenya Certificate of Secondary Education

K.C.P.E Kenya Certificate of Primary Education

SLRG Slinging and rigging

CU Curriculum

BC Basic competency

CC Common competency

CR Core competency

KNQA Kenya National Qualification Authority

KNQF Kenya National Qualification Framework

PPE Personal Protective Equipment

SOP Standard Operating Procedures

TVET Technical and Vocational Education and Training

# KEY TO UNIT CODE

ENG /CU/SLRG/BC/01/ 3/A

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Version Control

# COURSE OVERVIEW

**Description of the course**

This course is designed to equip individuals with competencies required for slinging and rigging operations.

The course consists of basic and core units of learning as indicated below:

**Basic Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **CREDIT FACTORS** |
| ENG/CU/SLRG/BC/01/3/A | Communication Skills | 15 | 2 |
| ENG/CU/SLRG/BC/02/3/A | Numeracy skills | 15 | 2 |
| ENG/CU/SLRG/BC/03/3/A | Digital Literacy | 20 | 2 |
| ENG/CU/SLRG/BC/04/3/A | Entrepreneurial Skills | 40 | 4 |
| ENG/CU/SLRG/BC/05/3/A | Employability Skills | 20 | 2 |
| ENG/CU/SLRG/BC/06/3/A | Environmental Literacy | 15 | 2 |
| ENG/CU/SLRG/BC/07/3/A | Occupational Safety and Health Practices | 15 | 2 |
|  | **Total** | **140** | **14** |

**Core units of learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **CREDIT FACTORS** |
| ENG/CU/SLRG/CR/01/3/A | Crane lift plan development | 40 | 6 |
| ENG/CU/SLRG/CR/02/3/A | Communication and signal skills | 40 | 8 |
| ENG/CU/SLRG/CR/03/3/A | Stevedoring procedures | 60 | 16 |
| ENG/CU/SLRG/CR/04/3/A | Industrial attachment | 300 | 30 |
|  | **Total** | 440 | 60 |
| **GRAND TOTAL** | | **580** | **58** |

The core units of learning are independent of each other and may be taken independently.

The total duration for this course is 560 hoursincluding industrial attachment?

**Entry Requirements**

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

1. Completion of KNQA Level 1 or 2

**Or**

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

**Industrial attachment**

It is envisaged that the trainee will have undergone an industrial training and assessment with a recognized industry as a prerequisite for completion of this training course.

An individual enrolled in this course will be required to undergo a one-month industrial attachment at the end of the course.

**Assessment**

The course will be assessed at two levels: internally and externally. Internal assessment is continuous and is conducted by the trainer who is monitored by an internal accredited verifier while external assessment is the responsibility of TVET CDACC.

**Certification**

A candidate will be issued with a Certificate of competency on demonstration of competence in a unit of competency. To attain the qualification slinging and rigging operations Level 3, the candidate must demonstrate competence in all the units of competency as given in qualification pack. These certificates will be issued by TVET CDACC in conjunction with training provider.

# BASIC UNITS OF LEARNING

# COMMUNICATION SKILLS

**UNIT CODE:** ENG/CU/SLRG/BC/01/3/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Demonstrate communication skills

**Duration of Unit:** 15 hours

**Unit Description**

This unit specifies the competencies required to demonstrate communication skills. It involves, obtaining and conveying workplace information, speaking English at a basic operational level, participating in workplace meetings and discussions and completing relevant work-related documents.

**Summary of Learning Outcomes**

1. Obtain and convey workplace information
2. Speak English at a basic operational level
3. Participate in workplace meetings and discussions
4. Complete relevant work-related documents

**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 | * Written * Oral questioning * Observation |
| 1. Speak English at a basic operational level | * English grammar   + Nouns, verbs, adjectives, adverbs, pronouns prepositions * English speaking   + Pronunciation   + Simple conversations * Taking verbal instructions * Reading and writing in English * Forms of expression in English | * Written * Oral * Role play |
| 1. Participate in workplace meetings and discussions | * Nature of workplace meetings * Meeting protocols * Workplace interactions | * Oral questioning * Observation * Written tests |
| 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 | * Written tests * Oral questioning * Observation |

**Suggested Delivery Methods**

* Discussion
* Role play
* Brainstorming
* Viewing of related videos

**Recommended Resources**

* Desktop computers/laptops
* Projectors
* Report writing templates
* Pens
* Note books

# NUMERACY SKILLS

**UNIT CODE:** ENG/CU/SLRG/BC/02/3/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Demonstrate numeracy skills

**Duration of Unit:** 15 hours

**Unit Description**

This unit covers the competencies required to identify and undertake simple numerical processes. The person who is competent in this unit shall be able to use / work with whole numbers and money up to one hundred thousand; Locate, compare and use highly familiar measurement; Use highly familiar maps and diagrams; Identify and use some common 2D shapes; and locate specific Information in highly familiar tables, graphs and charts for work.

**Summary of Learning Outcomes**

1. Use whole numbers for work
2. Locate, compare and use highly familiar measurement for work
3. Use highly familiar maps and diagrams for work
4. Identify and use some common 2D shapes for work
5. Locate specific Information in highly familiar tables, graphs and charts for work

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

|  |  |  |
| --- | --- | --- |
| Learning Outcome | Content | Suggested Assessment Methods |
| 1. Use whole numbers for work | * Whole numbers * Use of Zeros * Use of halves * Sizes * Grouping of numbers * Addition and subtraction of whole numbers * Numerical information, * symbols | * Oral questioning * Written tests * Practical test * Observation |
| 1. Locate, compare and use highly familiar measurement for work | * Measurements * Units of measurements and their use * Digital time am and pm * Calendars | * Oral * Written * Practical test * Observation |
| 1. Use highly familiar maps and diagrams for work | * + Use of Maps and * Diagrams simple * symbols and pictorial   + Giving simple oral directions to locate objects | * Oral * Written * Practical test * Observation |
| 1. Identify and use some common 2D shapes for work | * + Two dimensional shapes   + Describe common objects in terms of size and shape   + Compare objects   + Group common objects based on shape, size, color and features | * Oral * Written * Practical test * Observation |
| 1. Locate specific Information in highly familiar tables, graphs and charts for work | * + Simple tables   + Features of simple graphs and charts   + Numerical information in tables, graphs & charts | * Oral * Written * Practical test * Observation |

**Suggested Delivery Methods**

* 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**

* Common 2D shapes objects
* Calculator
* Basic measuring instruments
* Mathematical tables

# DIGITAL LITERACY

**UNIT CODE:** ENG/CU/SLRG/BC/03/3/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Demonstrate digital literacy

**Duration of Unit:** 20 hours

**Unit Description**

This unit covers the competencies required to effectively demonstrate digital literacy in a working environment. It entails identifying and using digital devices such as smartphones, tablets, laptops and desktop computers for purposes of communication and performing work related tasks at the work place.

**Summary of Learning Outcomes**

1. Identify computer hardware and software
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 | * Definition of a computer * Functions of a computer * Components of a computer * Classification of computers * Computer software | * Written * 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 |
| 1. Apply computer software in solving tasks | * Operating systems * Word processing * Spread sheets * Data base | * Oral questioning * Observation * Practical |
| 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 Delivery Methods**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practical work by trainee
* Viewing of related videos
* Group discussions

**Recommended Resources**

**Tools and equipment**

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

# ENTREPRENEURIAL SKILLS

**UNIT CODE:** ENG/CU/SLRG/BC/04/3/A

**Relationship to occupational standards**

This unit addresses the unit of competency: Demonstrate entrepreneurial skills

**Duration of unit:** 40 hours

**Unit description**

This unit describes the competencies required to demonstrate entrepreneurial competencies. It includes, acquiring and developing entrepreneurial culture, identifying entrepreneurial opportunities, starting a small business, running and growing a small business.

**Summary of Learning Outcomes**

1. Acquire and develop entrepreneurial culture
2. Identify entrepreneurial opportunities
3. Start a small business
4. Run a small business
5. Grow a small business

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Acquire and develop entrepreneurial culture | * Definition of entrepreneur * Importance of entrepreneurship * Common terminologies in entrepreneurship * Entrepreneurship and employment creation * Formal and informal employment * Habits that promote entrepreneurial development * Cultural factors that inhibit entrepreneurship | * Observation * Individual/group assignments * Written * Oral |
| 1. Identify entrepreneurial opportunities | * Types, characteristics, qualities & role of entrepreneurs * SWOT analysis * Generating Business ideas * Business opportunities * Evaluation of business opportunities | * Observation * Individual/group assignments * Written * Oral |
| 1. Prepare a business plan | * Types of business plan * Components of a business plan * Importance of a business plan * Forms of business ownership * Importance of location of a small business * Resources required to start a small business | * Observation * Individual/group assignments * Written * Oral |
| 1. Start a small business | * Factors to consider when starting a small business * Legal requirement for starting a small business * Procedure of starting a small business * The dos and don’ts of starting a small business * Challenges faced when starting a small business and mitigating factors * Launch of a small business | * Oral * Observation * Individual/group assignments * Written |
| 1. Run a small business | * Organizational structure of a small business * Managing small business finances * Book keeping * Business support services * Marketing for small businesses * Basic IT application in small business | * Observation * Individual/group assignments * Written |
| 1. Grow a small business | * Methods of growing/expanding a small business * Resources for growing small business * Small business growth plan * ICT and business growth | * Observation * Individual/group assignments * Written |

**Suggested Delivery Methods**

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

**Recommended Resources**

* Case studies for small businesses
* Business plan template
* Laptop/ desktop computer
* Internet
* Telephone
* Writing materials

# EMPLOYABILITY SKILLS

**UNIT CODE:** ENG/CU/SLRG/BC/05/3/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate employability skills

**Duration of Unit:** 20 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 * Developing and maintaining high self-esteem * Developing and maintaining positive self-image * Accountability and responsibility * Good work habits * Self-awareness * Financial literacy * Healthy lifestyle practices | * Observation * Written * Oral interview * Third party report |
| 1. Demonstrate critical safe work habits | * Stress and stress management * Punctuality and time consciousness * Interpersonal communication * Sharing information * Resources utilization * HIV and AIDS * Drug and substance abuse * Handling emerging issues | * Observation * Written * Oral interview * Third party report |
| 1. Demonstrate workplace learning | * Personal training needs identification and assessment * Cultural aspects of work * Application of learning * Safe use of technology * Identifying opportunities * Workplace innovation * Handling emerging issues * Future trends and concerns in learning | * Observation * Oral interview * Written * Third party report |
| 1. Demonstrate workplace ethics | * Meaning of ethics * Ethical perspectives * Values and beliefs * Organization code of ethics * Common ethical dilemmas * Organization culture * Corruption, bribery and conflict of interest * Privacy and data protection * Harassment and mutual respect * Financial responsibility/accountability * Etiquette * Emerging issues in ethics | * Observation * Oral interview * Written * Third party report |

**Suggested Methods of Delivery**

1. Instructor lead facilitation of theory
2. Demonstrations
3. Simulation/Role play
4. Group Discussion
5. Presentations
6. Projects
7. Case studies
8. Assignments

**Recommended Resources**

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

# ENVIRONMENTAL LITERACY

**UNIT CODE**: ENG/CU/SLRG/BC/06/3/A

**Relationship to Occupational Standards**:

This unit addresses the unit of competency: Demonstrate environmental literacy

**Duration of Unit:** 15 hours

**Unit Description**

This unit describes the competencies required by a worker to control environmental hazard, control environmental pollution and comply with workplace sustainable resource use.

**Summary of Learning Outcomes**

1. Control environmental hazard
2. Control environmental Pollution
3. Demonstrate sustainable resource use

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Control environmental hazard | * Environmental Management and Coordination Act 1999 * Solid Waste Act * Storage of environmentally hazardous materials * Disposal of hazardous wastes * Types and uses of PPEs in line with environmental regulations * Occupational Safety and Health Act 2007 | * Written questions * Oral questions * Observation of work procedures |
| 1. Environmental Pollution Control | * Types of pollution * Environmental pollution control and management * Procedures for waste management | * Written questions * Oral questions * Observation of work procedures |
| 1. Demonstrate sustainable resource use | * Types of resources * Sustainable resource use and management * Principles of 3Rs (Reduce, Reuse, Recycle) | * Written questions * Oral questions * Observation of work procedures |

**Suggested Delivery Methods**

* Instructor led facilitation of theory
* Discussion
* Demonstration by trainer
* Practice by trainee
* Observations and comments and corrections by trainers

**Recommended Resources**

* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Solid Waste Act
* Environmental Management and Coordination Act 1999
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE)

# OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** ENG/CU/SLRG/BC/07/3/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Demonstrate safety and health practices

**Duration of Unit:** 15 hours

**Unit Description**

This unit describes the competencies required by a worker in an industry to practice and promote safety and health at work.

**Summary of Learning Outcomes**

1. Prepare to apply workplace safety and health practices
2. Compliance with occupational safety and health Act

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare to apply workplace safety and health practices | * Awareness of legislation that outlines the minimum standards for occupational safety and health requirements/ regulations * Benefits of implementing an occupational safety and health program * Safety requirements/ regulations of own work and of other workers * Workplace standards and procedures for incidents and emergencies * Prevention and Control Measures for accidents, injuries and sickness | * Oral questions * Written questions * Observation of work procedures |
| 2. Compliance with occupational safety and health Act | * Safety instructions and safety signs * Safe handling of tools, equipment and materials * Use of safe guards and safety devices * Reporting of hazards, incidents, injuries and sickness in the workplace | * Written questions * Oral questions * Observation of work procedures |

**Suggested Delivery Methods**

* Instructor led facilitation of theory
* Practical demonstration of tasks by trainer
* Practice by trainee
* Observations and comments and corrections by trainers

**Recommended Resources**

* Occupational safety and health standards
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Client/supplier instructions
* Organizational or external personnel
* Machine/equipment manufacturer’s specifications and instructions
* Quality standards

# CORE UNITS OF LEARNING

**CRANE LIFT PLAN DEVELOPMENT**

**UNIT CODE:** ENG/CU/SLRG/CR/01/3/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Develop crane lift plan

**Duration of Unit:** 40 hours

**Unit Description**

This unit describes competencies required to **develop crane lift plan**. It involves planning for work activities, selecting and assessing lifting equipment, performing lifting calculations, sketching and interpreting lifting drawings and confirming and approve lift plan

**Summary of Learning Outcomes**

1. Plan for work activities
2. Select and assess lifting equipment
3. Perform lifting calculations
4. Sketch and interpret lifting drawings
5. Confirm and approve lift plan

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Plan for work activities | * Source of work instructions   + Plans   + Manufacturer specifications   + Traffic control requirements   + Quality requirements   + Task risk assessment forms * Types of crane * Safety requirements for crane operations * Crane operation procedure | * Written tests * Oral * Practical |
| 1. Select and assess lifting equipment | * Lifting gears * Identifying error codes * Documentation of error codes * Selection of lifting equipment | * Written tests * Oral * Practical |
| 1. Perform lifting calculations | * Lifting calculations * Load capacity * Load dimension * Distance the load is supposed to go * Safety factors of lifting gears | * Written tests * Oral * Practical |
| 1. Sketch and interpret lifting drawings | * Ground topography * Ground measurements * Ground survey * Other services * Cables * Power lines * Underground cables * Lifting charts | * Written tests * Oral * Practical |
| 1. Confirm and approve lift plan | * Check list for lift planning * Subsurface and foundation issue * Transportation and interim storage issues * Crane issues * Load mass and centre of gravity issues * Rigging issue * Role and responsibility issues * Operational envelope issues * Emergency procedural issues * Load design follow up issues * Peripheral issues | * Written tests * Oral * Practical |

**Suggested Delivery Methods**

* Demonstration by trainer
* Practical work by trainee
* Demonstration videos
* Projector
* Group discussions
* Brainstoming

**Recommended Resources**

* Operators manual
* Internet
* Trainer notes
* Instructional materials
* Flip chat
* Computer/Laptops, projectors
* Drawing tools, equipment and materials
* Work station

**Personal protective equipment (PPEs)**

* Helmet
* Dust coat
* Safety boots
* Goggles
* Dust mask
* Reflective jacket
* Gloves
* Earmuffs

**COMMUNICATION AND SIGNAL SKILLS**

**UNIT CODE:** ENG/CU/SLRG/CR/02/3/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Develop crane lift plan

**Duration of Unit:** 40 hours

**Unit Description**

This unit describes competencies required to **demonstrate communication and signal skills**. It involves demonstrating standard hand signals, transmission signal devices and voice signal communication

**Summary of Learning Outcomes**

1. Demonstrate standard hand signals
2. Demonstrate transmission signal devices
3. Demonstrate voice signal communication

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Demonstrate standard hand signals | * Signal person responsibilities * Requirement for the use of hand signal * General hand signals * Application of Standard hand signals | * Written tests * Oral * Practical |
| 1. Demonstrate transmission signal devices | * Requirement for the use of transmission signal devices * Devices for transmitting signals * Application of transmission signal devices | * Written tests * Oral * Practical |
| 1. Demonstrate voice signal communication | * Requirement for the voice signal communication * Application of voice signal communication | * Written tests * Oral * Practical |

**Suggested Delivery Methods**

* Demonstration by trainer
* Practical work by trainee
* Demonstration videos
* Projector
* Group discussions

**Recommended Resources**

* Operators manual
* Internet
* Trainer notes
* Instructional materials
* Flip chat
* Computer/Laptops, projectors
* Drawing tools, equipment and materials
* Work station

**Personal protective equipment (PPEs)**

* Helmet
* Dust coat
* Safety boots
* Goggles
* Dust mask
* Reflective jacket
* Gloves
* Earmuffs

**STEVEDORING PROCEDURES**

**UNIT CODE:** ENG/CU/SLRG/CR/03/3/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Apply stevedoring procedures

**Duration of Unit:** 60 hours

**Unit Description**

This unit describes competencies required to **apply stevedoring procedures**. It involves planning for work activities, preparing load for moving, maintaining lifting gear, rigging the load and monitoring rigging process.

**Summary of Learning Outcomes**

1. Plan for work activities
2. Prepare load for moving
3. Maintain lifting gear
4. Rig the load
5. Monitor rigging process

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Plan for work activities | * Source of work instructions   + Plans   + Manufacturer specifications   + Traffic control requirements   + Quality requirements   + Task risk assessment forms * Types of lifting machines and gears * Safety requirements for crane operations * Crane operation procedures | * Written tests * Oral * Practical |
| 1. Prepare load for moving | * Packing, lashing and stacking of load * Movement of Equipment with the load | * Written tests * Oral * Practical |
| 1. Maintain lifting gear | * Maintenance of lifting gears * Lubricating Slings and wire ropes * Annealing of chain * Identification of deficiencies of lifting gears * Disposal of damaged slings and wire ropes and lifting gears * Storage of slings and wire rope * Housekeeping procedure | * Written tests * Oral * Practical |
| 1. Rig the load | * Rigging requirements * Rigging techniques | * Written tests * Oral * Practical |
| 1. Monitor rigging process | * Rigging hazards * Rigging hazard prevention | * Written tests * Oral * Practical |

**Suggested Delivery Methods**

* Demonstration by trainer
* Practical work by trainee
* Demonstration videos
* Projector
* Group discussions

**Recommended Resources**

* Operators manual
* Internet
* Trainer notes
* Instructional materials
* Flip chat
* Computer/Laptops, projectors
* Drawing tools, equipment and materials
* Work station

**Personal protective equipment (PPEs)**

* Helmet
* Dust coat
* Safety boots
* Goggles
* Dust mask
* Reflective jacket
* Gloves
* Earmuffs
* Straps