|  |
| --- |
|  |

|  |
| --- |
| **DRAFT SKILLS TRAINING PROGRAM AT MSS v3** |
| THE CURRICULUM FRAMEWORK |
|  |
|  |
|  |
| **Glenn Francis** |
| **7/14/2014** |
|  |

Contents

[1. PHILOSOPHICAL UNDERPINNING 3](#_Toc394300643)

[2. INTRODUCTION AND CONTEXT 3](#_Toc394300644)

[3. REGIONAL TVET FRAMEWORK 4](#_Toc394300645)

[4. THE CONTENT 5](#_Toc394300646)

[5. ORGANIZATION 6](#_Toc394300647)

[6. TARGET GROUP 6](#_Toc394300648)

[7. OCCUPATIONS 7](#_Toc394300649)

[8. IMPLEMENTATION 12](#_Toc394300651)

[9. QUALITY ASSURANCE 16](#_Toc394300652)

[APPENDIX 1: CERTIFICATE 21](#_Toc394300653)

[APPENDICES 2: STUDENT’S CHECKLISTS 24](#_Toc394300654)

[APPENDICES 3: TRAINEE COMPETENCY TRACKING TEMPLATE 51](#_Toc394300655)

**ACRONYMS**

TVET Technical and Vocational Education and Training

CARICOM Caribbean Community

CVQ Caribbean Vocational Qualification

MCC Montserrat Community College

ICT Information and Communication Technology

CSEC Caribbean Secondary Education Certificate

CCLSC Caribbean Certificate of \_Secondary Competency

OS Occupational Standards

FT Full Time

PT Part Time

# **PHILOSOPHICAL UNDERPINNING**

This curriculum framework is underpinned by the following philosophical statements:

• **Education and training must seek primarily to contribute to national development**. *(Reinventing Technical and Vocational Education and Training in the Caribbean by Dr Hassan B Ndahi in The Caribbean Examiner May 2011)*. A nation should seek first to meet the developmental needs of its own economy and this implies that any national training program must be designed within the context of its own labour market needs. The persons who have been trained should have enhanced opportunities to gain employment or to eventually become entrepreneurs within that economy. Only when its own needs have been met can a country consider education and training for export to meet the developmental needs of other countries.

• **Education and training must not be generic in nature** but should as far as is possible allow for an education which meets the needs of both the individual or a small subset and also of the economy and wherever there is dissonance between the needs of the majority and the needs of the minority, the nation’s wellbeing should take precedence. This implies that the training being offered should be under constant review to ensure this requirement is being met and that program design, implementation and monitoring take changes in the expectations of employers, labour market needs *(Reinventing Technical and Vocational Education and Training in the Caribbean by Dr Hassan B Ndahi in The Caribbean Examiner May 2011)*, stakeholder inclinations and technological advancements into consideration.

• **All persons can learn and therefore all persons can be trained** given the right resources, the appropriate strategies and sufficient time. (*Competency Based Education Training and Assessment (CBETA*) *by Grace McLean in The Caribbean Examiner May 2011)*. This curriculum framework therefore does not promote stereotyping by gender, social class or culture. It does not support the notion that vocational skills training is only appropriate for those who have been assessed as being “*not academically inclined*”. It does not promote exclusion of persons with special needs or special education needs nor does it seek to deny access by persons who are academically inclined. Indeed it does support students being allowed to pursue both a vocational track and an academic pathway.

* **This document supports the principle of life-long learning**. Technological advancements, changes in labour market needs and work opportunities often require persons to train and re-train and re-skill themselves in order to remain competitive. By establishing this curriculum framing within the regional TVET framework this design provides for persons to continue certified training beyond MSS and into the adult world.

# **VISION**

The success of this curriculum will be measured primarily in terms of the labour market and the world of work. Hence the vision is one where

* The Montserrat labour market can meet all of the vocational/technical skills of the Montserrat economy and there will be no skills shortage within that economy. Every graduate of MSS will have the skills needed to gain entry into the job market or to gain access to tertiary education and eventually to become active contributors to the local economy. No graduate will leave MSS without a certificate whether from a mainly academic program or a vocational program which is valued locally regionally and internationally;
* Every school leaver will leave school with a certainty as to his next steps in life;
* There is a job for every school leaver and a school leaver for every job;
* Every graduate from the skills-based curriculum makes lifelong learning their professional mission.

# **INTRODUCTION AND CONTEXT**

A Pre-Vocational Program (PVP) was introduced at MSS in 1988 and almost from the beginning it was fraught with problems. The major issue was related to quality assurance and which affected the currency of the certificate which was issued.

There was no independent monitoring of the progress and assessment of the trainees and over time the employers, parents and significantly the students themselves lost interest. Standards deteriorated and over time it was seen as a program for those who were judged to be unable to progress via the more traditional educational pathway. Consequently the certificate which was issued at the start lost value until it ceased being issued by the school sometime around 1996.

TVET is by its very nature a more expensive form of education. Apart from the initial investment in tools equipment and learning spaces, the program can only be sustained if there is adequate support for the purchase of consumables. Whether those consumables are provided by government or by private operators, the cost needs to be considered.

The Caribbean Association of National Training Agencies (CANTA) was commissioned by CARICOM Heads of Government to develop a regional skills training framework. Out of that mandate, CANTA developed a set of standards for use in the region. These standards were approved by the Council for Human and Social Development (COHSOD), an arm of CARICOM and are now being used in several Caribbean countries.

The rationale is that a person who has receives a CVQ in a particular occupation should be recognized across the region, regardless of where the qualification was obtained in the same way as Caribbean Advanced Proficiency Examinations(CAPE) and Caribbean Secondary Education Certificate (CSEC) are recognized.

In about the same timeframe CXC also began to promote skills certification as one of its products. In recent times CXC and CANTA have started to work together more closely in order to provide a single unified skills training and certification framework for the region. The OS to be adopted within this curriculum were developed by CANTA after consultation with regional industry leaders.

# **REGIONAL TVET FRAMEWORK**

The Regional TVET Framework consists in providing the following levels of workers:

Level 1 –This level produces a worker who is a semi-skilled worker/assistant such as a tradesman’s assistant. This worker is not expected to be able to practice the craft/art on his own but is expected to have gained sufficient skills to be employed at entry level and to be trainable.

 Level 2- Under most situations this worker is expected to be able to work with minimal supervision such as a skilled mason.

Level 3-This worker is not only a skilled practitioner of his craft but also has sufficient skill and experience to be a supervisor of skilled workers. (Supervisor/technical worker

Level 4- This level produces a skilled worker who has advanced beyond being a supervisor to the realm of being a manager. Typically this worker would have completed graduate or post graduate education and training, such as a civil engineer

Level 5 – This worker has advanced to the level of an executive professional. He would have had post graduate education and training but has also become a member of a professional body such as becoming a chartered engineer.

EXPECTATIONS

This curriculum is aimed at providing level 1 training in the regional CVQ framework. It does not purport to produce skilled workers but instead is intended to help trainees to gain entry level skills on which further training can be built. It is expected that this worker will require supervision and will not be required to or nor expected to have the skills to provide supervision to others.

BEYOND MSS

It is expected that having completed level 1 training of a particular OS a person can either opt to:

• Continue to the MCC or similar tertiary institution to pursue FT training towards attainment of level 2. This will require MCC to have established a program to allow such a transitioning to take place.

• Enter the world of work at entry level and does not pursue further qualification for skills developed on the job;

• Enter the world of work but seek to pursue post-secondary training in the selected occupation by attending an institution such as MCC on PT basis;

# TAG LINES (suggestions)

* **Innovate and create for success**
* **Skills training for national development**
* **A job for every school leaver and a school leaver for every job**

#

# **THE CONTENT**

Although the following occupations are being offered in this initial version of the curriculum, this does not preclude or discount the possibility of later additions and subtractions to the curriculum. The curriculum is sufficiently flexible and indeed this flexibility is crucial to its success. Additions and suspensions of occupations should in all cases be based on communication with the employers and industrial leaders, to include the Labour Department.

In this initial roll out the following occupations will be offered based in part on the initial labour market analysis.

1. Agriculture

 •Crop Production

1. Building construction

 •Carpentry

 •General Construction

 •Masonry

 •Plumbing

 •Welding

1. Building services

 •Electrical Installation

 •Refrigeration and Air Conditioning

1. Hospitality industry

 •Commercial food Preparation (Cookery

 •Bar Service

 •Commercial Food Preparation (Stewarding)

 •Food and Drink Service

 •Food Preparation and Cookery

 •Housekeeping

1. Office administration

 •General Office Administration

The time frame for the delivery of any or all of the OSs will depend on the human material and infrastructure capacity to do so.

# ORGANIZATION

Each OS is organized into a number of modules, each with a recommended number of hours of actual training time. The lists of modules are demarcated into mandatory modules and elective modules. To gain the certificate each trainee must complete all of the mandatory modules and can select which of the electives he/she wishes to do. In some cases there are two levels of electives and a trainee must choose from each. The number of elective modules a trainee is expected to complete in order to receive the certificate varies from OS to OS.

It is unlikely that each trainee will be able to complete all of the electives and would therefore need to make choices based on his career plans and aptitudes. Obviously the number of electives a trainee does depends on available resources and time but generally the more he does, the more skilled he is. It is strongly advised that each trainee receives counselling before making their choices.

Each OS has an entrepreneurship module which is an elective. Trainees must be encouraged to take this module as wherever it is not mandatory as it will empower them to become self-employed persons.

Additionally, most OSs have the following:

* A Literacy and communication module with content appropriate to the particular OS.
* An ICT module (**ITICOR0011A** Carry out data entry and retrieval procedures)
* An Occupational Health and safety module with content appropriate to the particular OS
* An entrepreneurial module (**BSBSBM0012A** Craft personal entrepreneurial strategy)

Each module is then broken down into content details and performance criteria to guide the trainee, the facilitator and the skills assessor. A critical employability skills assessment forms part of each module but is being omitted from this curriculum. This omission does not preclude it being developed and applied at a later date.

# TARGET GROUP

All students who pursue this program should be strongly encouraged to also pursue English and mathematics at CSEC.

It must be noted that students who are pursuing this curriculum program cannot normally be expected to pursue a full slate of subjects at CSEC. Indeed most if not all should be pursuing only THREE, namely Mathematics and English and ICT. Any student who is pursuing fewer than three subjects at CSEC should be pursuing this curriculum so that he leaves school with entry level skills to gain employment in his chosen career field. The curriculum will be offered to:

* Students who choose to do it. This must be discussed with the parents as well to ensure the decision is being made on sound advice, or
* Those who qualify to pursue a maximum of 3 subjects at CSEC.
* Students with special education needs: students with these special needs can pursue this skill training program but the occupation chosen must depend on the capacity of the learner to be safe while pursuing the training. It may be that the learner cannot complete all of the required modules and may not qualify for the CVQ but certainly he will have developed some skills in the process.

Students should have demonstrated sufficient communication and numeracy skills to be able to make good progress by being successful at the CCLSC curriculum in English and Mathematics attaining at least a competency level.

Each student has to be guided in their decision through individual career guidance and consultation with the parents. There should not ideally be gender bias in the advice given to students and their inclination and preferences should be the primary determinant in the program or career each student follows.

As stated earlier, it will be quite difficult for a student to pursue a full slate of subjects on the academic track while still pursuing an TVET track. This being said it is not impossible for the committed person. What will be necessary is for the school (management and staff) to be very flexible and innovative to allow this to happen.

# OCCUPATIONS

Hospitality Services/Tourism-related

1. Bar Service level 1 Content and details found at

 <http://ntatt.org/index.php?option=com_content&view=article&id=97:regional-occupational-standards-slider&catid=82:services>

 **Recommended Resource**:

 *Principles and Practices of Bar and Beverage Management*

 *James Murphy*

 *ISBN: 978-1-908999-36-8 hbk; 978-1-908999-37-5 pbk*

2. Commercial food Preparation (Cookery) Level 1. Content and details found at

 <http://ntatt.org/images/PDF/ROS/commercial%20food%20preparation%20cookery%20level%201.pdf>

 **Recommended Resources**

 *Cookery for the Hospitality Industry*

 *By Graham Dodgshun, Michel Peters, David O'Dea*

3. Commercial Food Preparation (Stewarding) Level 1 Content and Details found at

 [http://ntatt.org/images/PDF/ROS/Commercial%20Food%20Preparation%20(Stewarding)%20Level%201.pdf](http://ntatt.org/images/PDF/ROS/Commercial%20Food%20Preparation%20%28Stewarding%29%20Level%201.pdf)

4. Food and Drink Service Level 1 Content and Details found at

 <http://ntatt.org/images/PDF/ROS/Food%20and%20Drink%20Service%20Level%201.pdf>

 **Recommended Resource**

 *Food and Beverage Service, 8th Edition*

 *John Cousins, Dennis Lillicrap*

 *Hodder Education, Mar 30, 2012 - Business & Economics - 464 pages*

5. Food Preparation and Cookery level 1 Content and details found at

 <http://ntatt.org/images/PDF/Standards/Food%20Preparation%20and%20Cookery%20Level%201.pdf>

6. Housekeeping Level 1 Contents and details found at

 <http://ntatt.org/images/PDF/Standards/Housekeeping%20Level%201.pdf>

 **Recommended Resource**

 *Hotel Housekeeping: Training Manual*

 *By Andrews*

General Construction

1. Carpentry level 1 Contents and details found at

 <http://ntatt.org/images/PDF/ROS/carpentry%201new.pdf>

 **Recommended Resources**

 *Basic Carpentry Techniques*

 *Roger S. Grizzle, Ortho Books*

 *Meredith Books, Jul 1, 1997 - House & Home - 96 pages*

 *Step-by-step basic carpentry*

 *Benjamin W. Allen*

 *Meredith Corp., Aug 1, 1997 - House & Home - 112 pages*

1. General Construction level 1 Contents and Details found at

 <http://ntatt.org/images/PDF/ROS/General%20Construction%20Level%201-New.pdf>

 **Recommended Resource**

 *Building Construction Handbook*

 *By Roy Chudley, Roger Greeno*

 *Fundamentals of Building Construction: Materials and Methods*

 *By Edward Allen, Joseph Iano*

1. Masonry level 1 Contents and Details found at

 <http://ntatt.org/images/PDF/ROS/Masonry%20Level%201-new.pdf>

 **Recommended Resources**

 *Basic masonry*

 *Sunset Books*

 *Sunset Pub. Corp., Mar 1, 1995 - House & Home - 96 pages*

 *Masonry Skills*

 *By R. T. Kreh*

1. Plumbing Level 1 Contents and details found at

 <http://ntatt.org/images/PDF/ROS/plumbing%20level%201.pdf>

 **Recommended Resources**

 *Basic plumbing with illustrations*

 *Howard C. Massey*

 *Craftsman Book Co., 1994 - House & Home - 381 pages*

 *The Plumbing Apprentice Handbook*

 *Roger Dodge Woodson*

 *McGraw-Hill, Sep 1, 1993 - House & Home - 366 pages*

1. Welding Level 1 Contents and details found at

 <http://ntatt.org/images/PDF/ROS/welding%20level%201%20new.pdf>

#  Recommended Resource:

 *Blueprint Reading For Welders - With Sheets (8TH 09)*

 *A.e. Bennett and Louis J Siy*

 *Spiral*

 *ISBN13: 978-1428335288*

 *ISBN10: 1428335285*

 *Basic Arc Welding (smaw) (4TH 84)*

 *Ivan H. Griffin*

 *Paperback*

 *ISBN13: 978-0827321311*

 *ISBN10: 0827321317*

 *Gas Metal Arc Welding Handbook (5TH 08)*

 *William H. Minnick*

 *Hardback*

 *ISBN13: 978-1590708668*

 *ISBN10: 1590708660*

 *Oxy-acetylene Handbook (3RD 76)*

 *Union Carbide*

 *Paperback*

 *ISBN13: 978-0914096108*

 *ISBN10: 0914096109*

 *Gas Metal Arc Welding Handbook (5TH 08)*

 *William H. Minnick*

 *Hardback*

 *ISBN13: 978-1590708668*

 *ISBN10: 1590708660*

Engineering and Maintenance

1. Electrical Installation Level 1 Contents and Details found at

 <http://ntatt.org/images/PDF/ROS/Electrical%20Installation%20L1-New.pdf>

 **Recommended Resources**

 *Basic Electrical Installation Work*

 *By Trevor Linsley*

 *Introduction to Electrical Installation Work: Compulsory Units for the 2330 ...*

 *By Trevor Linsley*

1. Refrigeration and Air Conditioning Level 1 contents and details found at

 <http://ntatt.org/images/PDF/ROS/Refrigeration%20and%20Air-Conditioning%20Level%201.pdf>

 **Recommended Resources**

 *Basic Refrigeration and Air Conditioning*

 *By P. N. Ananthanarayanan*

 *Refrigeration & Air Conditioning Technology*

 *By William C. Whitman, William M. Johnson, John A. Tomczyk*

Agriculture

1. Crop Production Level 1 Contents and details found at

 <http://ntatt.org/images/PDF/ROS/Crop%20Production%201%20New.pdf>

Business Services

1. General Office Administration Level 1 Contents and details found at

<http://ntatt.org/images/PDF/ROS/General%20Office%20Administration%20Level%201.pdf>

 **Recommended Resources**

 *Heinemann Office Procedures for CXC*

 *By Alan Whitcomb, Gill Clarke*

Each occupation standard is self-contained in that the standards, contents and quality assurance mechanisms are included.

#

# IMPLEMENTATION

There are three options available for the implementation of this curriculum. The choice of which should be used depends on the situation on the ground and therefore cannot be prescribed. It will require a high degree of flexibility on the part of the person charged with the supervision of its implementation.

The OSs will need to be delivered to students from the start of 5th form. Hence the initial exposure to skills training in the lower school that is Form 1 to Form 4 should continue in its current form. The separation into a vocational track or an academic track should commence in Form 5. This separation should not prevent a committed student from straddling both tracks provided that he/she can commit the time to doing both.

Figure : PARALLEL EDUCATION TRACKS

The academic track should include the Sciences, the business subjects, Mathematics, Languages, ICT, and the humanities.

The technical track should include technical drawing, food and nutrition, Physical education, electricity /electronics, theatre arts, agriculture, woodwork, building construction, ICT, music

Skills training track include building construction trades (such as carpentry), building services (such as air conditioning), crop production, clerical services (office administration) and hospitality services (such as housekeeping and food and drink service).

**SKILLS DELIVERY**

**Option 1: wholly in-school training**

Under this option the required modules under each standard are delivered entirely within the school using resources which the school has or can be provided with. This would require the following to happen:

 •The school must have all of the space resources and equipment needed to deliver the modules. It must be noted that the equipment must be of the same high technological standard as exist in the industry that is to say, the learners must be trained on equipment which they will encounter when they get into the work place.

 •The consumable supplies must also be of similar quality as exists in the work place.

•The teachers would need to be sufficiently trained and have sufficient experience of working in the industry to bring real life experiences to the learning situation.

•Teachers who teach this program should be given opportunities to work in industry to keep their skills current. Whether government has the capacity to provide the equipment is a decision to be made at highest levels.

**Option 2: Apprenticeship**

Under this option all of the modules of each standard are delivered in partnership with private companies. In other words learners are attached as apprenticeships to businesses and companies. For this to work the following must happen:

 •There should be sufficient fully trained and experienced persons in the private companies to deliver high quality teaching;

 •There should be sufficient companies in existence in each field to absorb the number of learners which are anticipated in any particular period;

 •Government can adequately incentivize private operators so they will dedicate their resources to training the learners;

**Option 3: Blended approach**

This option requires a blended approach which has learners doing some modules at the private operators and some on the school site. It also sees the possibility of private practitioners delivering some lessons at the school site using the school’s resources and/ or the teachers at the school delivering some modules at the private operators’ facilities using the resources of the private operators. For this to be achieved, the following conditions will need to be met:

 •The private operators will need to be adequately incentivized;

 •A high level of flexibility, innovativeness and creativity on the part of both the school management and the private operators. Both must be willing to find solutions to problems when they arise.

 •Teachers of the school who teach this program should be given opportunities to work in industry to keep their skills current.

.

# QUALITY ASSURANCE

Quality assurance is an important factor if the qualification which is issued to the students is to have value in Montserrat, among employers in the industry and beyond. Hence the following factors must be considered bearing in mind that if they are not properly managed they can adversely affect the success of the program.

1. **FACILITY AUDITOR**

In the selection of individuals, businesses and agencies to be involved in the training the students the following must be considered:

* Is the person directly responsible for the training sufficiently trained and/or experienced? (The person responsible should be teaching skills which meet the standards).
* Does the business have state of the industry plant and equipment in use?
* Does the business owner follow state of the industry practices and procedures?
* Does the business owner deliver high quality service and products to its clientele?
* Is the business succeeding or is it unsustainable?

In deciding on these issues, trained and experienced facility auditors are needed. Hence training sufficient auditors would need to be done before the program can begin. These auditors will need to develop auditing guidelines in consultation with the industry, as part of their work. Suffice it to say that the over-riding principle is that a proposed training site must have industry-standard equipment and procedures before it can receive approval to be a training facility.

1. **SKILLS ASSESSORS**

In determining whether the student has the skills which are required in the standards and industry, trained and experienced skills assessors will be required. Skills assessors:

* Inform the learner about the qualification or unit standard requirements
* Support and guide the learner in the collection of evidence
* Help the learner plan for the assessment
* Inform the learner about the timing of the assessment
* Conduct the assessment and give relevant and appropriate feedback

In addition to being responsible for, and managing the assessment process, assessors will be required to

* Conduct assessments according to high standards and fairness;
* Regularly review and update knowledge on the assessment process and implement changes as and when required
* Comply with all assessment and moderation requirements

The assessor must manage the assessment process so as to ensure the following are part of the process

* Familiarity with the standards being assessed
* Knowledge of current practices associated with the role against which performance is being assessed
* Communication with relevant parties
* Assessment details are worked out, including learning outcomes/standards to be assessed, methods of assessment, time frames, technical details and understanding the process
* Assessment is carried out in accordance with agreed procedures
* Feedback and guidance are given
* Evidence is evaluated
* The assessment decision is made
* Achievements are recorded
* Appropriate people are advised of results
* Candidates are advised of alternative options as appropriate
* Reports are provided
* Personal competence is maintained throughout the assessment process

Given these requirements and responsibilities it seems appropriate to stipulate that skills assessors must be skilled or master practitioners of the particular occupation and have sufficiently high academic competencies to properly manage the assessment process.

1. **EXTERNAL VERIFIERS**

The role of external verifiers is integral to quality assurance. An External Verifier’s primary focus is to ensure that the staff of the training facility (whether it be the school or an agency external to the school) involved in the planning, delivery and assessment of qualifications maintains a high standard and commitment to ensuring and improving quality.

Responsibilities

* providing information, advice and support to training facilities
* verifying delivery/ assessment practices and facility procedures
* Maintaining records of visits and providing feedback to the school/ministry.

The External Verifier will ensure that the assessment decisions are consistent with standards by

* monitoring and sampling learner assessment evidence
* monitoring internal quality assurance systems
* observing formative and summative assessment.
1. **INTERNAL VERIFIERS**

The internal verifier should be seen as the person who supports and works with, a team of assessors to develop assessment procedures and facilitate good practices. To this end the internal verifier should:

* Liaise with tutors/advisers/assessors re
* Oversee the Interpretation and application of the standards
* Responsible for record keeping
* Monitor awarding body requirements
* Keep assessors informed of new developments and/or requirements of awarding bodies
* Ensure assessors receive appropriate training
* Ensure appropriate resources available
* Maintain accurate and up to date records
* registration records
* assessment records
* certification records
* Monitor standardization of assessments by sampling
* Liaise with external moderator

In this context the Head of Vocational Studies Department at MSS is ideally placed to be the internal verifier to this curriculum.

1. **LENGTH OF TRAINING**

The length of the program must be sufficient to allow the student to become sufficiently skilled in the chosen OS. The school should be sufficiently flexible to allow a student to continue for a short while beyond normal completion dates until he has mastered the skills set out in the standards if it becomes necessary.

1. **ASSESSMENT STATEMENT**

For competency to be assessed in any skill component, the trainee must make the determination with the guidance of the facilitator that he is ready. A checklist is provided to assist.

Assessments should be objective and be based on the objectives of each module and should pay attention not only to skills but also to attitudes, maturity and readiness to enter the job market.

Any combination of the following should be used as evidence of competency:

* Direct observations by the assessor while the task is being done;
* Oral questions
* Written answers to questions;
* Case studies;
* Portfolios. These may include video or photographic evidence, work samples, comments from colleagues and supervisors etc.
* Practical exercises
* Rating sheets
* Self-evaluations
1. **ASSESSMENT GUIDE**

This purpose of this guide is to give advice about the practical assessments in the Caribbean Vocational Qualifications (CVQ) offered by Caribbean Examinations Council. It should be read in conjunction with the relevant standards. In some cases this guide may give information that is different from the information in the standards because the guide is more up to date. Where there is a difference you should use the information in this guide.

**Competency by written tests**

The first is related to the underpinning knowledge and takes the form of written tests. These can be multiple choice tests or they can take the form of short structured questions.

* Multiple choice tests are always used where there is only a single definitive answer to a question.
* Where no single answer is definitive, or where a more detailed answer is needed, short structured questions are used.

Both of these types of assessments are particularly suited to being done using ICT capabilities.

**Competency by Practical skills**

The second and third assessment tools are related to the ways in which evidence for the practical skills that a person can demonstrate as a result of successfully completing a programme of training in preparation for a CVQ is gathered and recorded. The trainee must be included in the decision of what evidence should be collected as proof of competency. This is the second tool that we use to assess practical skills. In this case the trainee is demonstrating competence by undertaking a task.

**By Checklist**

Some CVQs use a competence checklist to record evidence. The trainee’s checklist and the assessor’s check list will be closely aligned with each other in order to ensure synergy and coherence.

 A competence checklist is a list of activities or performance outcomes that a candidate must be seen to be able to do in order to be considered competent in the tasks being assessed for the qualification. The checklists are written in the same way, so that for each competence statement it is possible to say either ‘Yes, the candidate successfully carried out this activity’ or ‘No, the candidate has not yet achieved this standard.’

**Competency by Performance**

The other way of assessing skills competence is demonstrating competence by a product (such as in the reception area of a hotel), and is the best method for skills assessment and is attractive to employers and candidates.

Alternatively performance can be observed under controlled or simulated conditions, such as a reception training area in school. In some cases competency may be demonstrated by the completion of a certain product such as a chair. In this case it is expected that 100% of the work is completed by the trainee beginning with the selection of the material to be used to the finishing of the product.

There are two (2) levels of competency in level 1 of each occupational standard. The determination of which level is awarded is a judgment which is made by the assessor on the following basis:

* the number of modules completed
* the skill level demonstrated in those completed modules.

The grades to be awarded are as follows:

**Basic competency**: This shall be taken to mean that the trainee has completed the minimum required number of modules to be able to qualify for the award of the certificate. In addition for those modules which he/she has completed he/she has only just met the minimum requirements;

**General Competency**: This shall be taken to mean that the trainee has completed more than the minimum number of modules to be able to qualify for the award of the certificate. The candidate has exceeded expectations in those modules which he/she has completed.

# APPENDIX 1: CERTIFICATE

**GOVERNMENT OF MONTSERRAT**

**NATIONAL VOCATIONAL QUALIFICATION**

**(GENERAL GRADE)**

**IS AWARDED TO**

**JOHN SMITH**

**FOR SUCESSFUL COMPLETION OF CROP PRODUCTION LEVEL I**

**OF THE MONTSERRAT SECONDARY SCHOOL’S**

**TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING PROGRAM**

SCHOOL STAMP

MINISTRY STAMP

Director of Education Head of VOCATIONAL Department Principal

Signature

The back of the certificate should list the modules the trainee have completed successfully and provide a description of what is expected of the worker:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (insert name of Trainee) has successfully completed the following modules in the crop production Regional Occupational Standards:

AGGCOR0001A Meet industry requirements

AGGCOR0011B Maintain the work environment

AGGCOR0021A Observe workplace health and safety requirement

AGGCOR0031A Plan and organize work

AGGCOR0041A Use hazardous substances safely

AGGCOR0051A Follow emergency procedures

AGGCOR0061A Implement pest control programme

AGGCOR0091A Operate farm machinery and equipment

AGGCOR0081A Apply first aid

AGGCOR0101A Carry out measurement and calculations

AGHCRP0001A Prepare land for planting

AGHCRP0011A Provide propagation support

AGHCRP0021A Prepare and establish planting materials

AGHCRP0031B Plant a crop by hand (manual

AGHCRP0041A Maintain a planted area

AGHCRP0051A Maintain nursery plants

AGHORT0001A Maintain turf and lawn

AGHORT0011A Plant trees and shrubs

ITICOR0011A Carry out data entry and retrieval procedures

AGMMCH0002A Sell products and services

BSBSBM0012A Craft personal entrepreneurial strategy

AGHCRP0082B Support crop harvesting

AGHCRP0092A Perform post-harvest operations

# APPENDICES 2: STUDENT’S CHECKLISTS

1. **BAR SERVICE LEVEL 1**

|  |  |  |  |
| --- | --- | --- | --- |
| UNIT NUMBER | UNIT TITLE | I have completed these modules and I am satisfied with my skills in each.  | I have not completed these modules satisfactorily. |
| U00106 | **Create and maintain effective working relationships** |  |  |
| U00206 | **Maintain customer care** |  |  |
| U00306 | **Maintain a safe and secure working environment** |  |  |
| U05101 | **Prepare and clear area for drinks service in licensed premises** |  |  |
| U05201 | **Clean and store glassware** |  |  |
| U05301 | **Set up, clean and close down bar** |  |  |
| U00406 | **Maintain payment point for cash and non-cash payments** |  |  |
| U05401 | **Provide a drinks service for licensed premises** |  |  |
|  |  |  |  |

1. **COMMERCIAL FOOD PREPARATION (COOKERY) LEVEL 1**

|  |  |  |  |
| --- | --- | --- | --- |
| Unit Number | Unit Title | I have completed these modules and I am satisfied with my skills in each.  | I have not completed these modules satisfactorily. |
| CRICOM0011A | **Apply language and communication skills** |  |  |
| THHCOR0011A | **Work with colleagues and customers**  |  |  |
| THHCOR0021B | **Follow health, safety and security procedures**  |  |  |
| THHCOR0031A | **Develop and update hospitality industry knowledge**  |  |  |
| THHCOR0041A | **Follow workplace hygiene procedure**  |  |  |
| THHCOR0051A | **Communicate on the telephone**  |  |  |
| THHCOR0061A | **Operate in a culturally diverse work environment**  |  |  |
| THHCOR0101A | **Develop and update job knowledge**  |  |  |
| THHCFP0221B | **Organize and prepare food**  |  |  |
| THHCFP0231A | **Present food**  |  |  |
| THHCFP0251A | **Clean and maintain premises**  |  |  |
| THHCFP0261B | **Use basic methods of cookery**  |  |  |
| THHCFP0271A | **Prepare appetizers and salads**  |  |  |
| THHCFP0281A | **Prepare sandwiches**  |  |  |
| THHCFP0301A | **Prepare soups**  |  |  |
| THHCFP0321A | **Prepare and cook poultry and game**  |  |  |
| THHCFP0331A | **Prepare and cook meat and seafood**  |  |  |
| THHCFP0342A | **Identify and prepare meat**  |  |  |
| THHCFP0581A | **Prepare breakfast items**  |  |  |
| THHCFP0641A | **Prepare egg dishes**  |  |  |
| THHCFP0651A | **Prepare vegetables and farinaceous dishes**  |  |  |
| THHCAT0651A | **Transport and store food in a safe and hygienic** |  |  |
| THHCFP0661A | **Prepare sauces**  |  |  |
| THHCFP0671A | **Prepare stocks**  |  |  |
| THHGAD0141A | **Receive and store stock**  |  |  |
| THHGHS0172B | **Provide basic first aid**  |  |  |
| THHCFP0461A | **Handle and serve cheese**  |  |  |
| ITICOR0011A | **Carry out data entry and retrieval procedures**  |  |  |
| THHCFP0352A | **Prepare hot and cold desserts**  |  |  |
| THHCFP0362A | **Prepare pastry, cakes and yeast goods**  |  |  |
| THHCFP0392A | **Prepare diet based and preserved foods**  |  |  |
| THHPAT0532A | **Prepare and produce pastries**  |  |  |
| THHPAT0542A | **Prepare and produce cakes**  |  |  |
| THHPAT0772A | **Present desserts**  |  |  |
| THHPAT0782A | **Prepare and display petit fours**  |  |  |
| BSBSBM0012A | **Craft personal entrepreneurial strategy** |  |  |

1. **COMMERCIAL FOOD PREPARATION (STEWARDSHIP) LEVEL 1**

|  |  |  |  |
| --- | --- | --- | --- |
| Unit Number | Unit Title | I have completed these modules and I am satisfied with my skills in each.  | I have not completed these modules satisfactorily. |
| CRICOM0011A | **Apply language and communication skills** |  |  |
| THHCOR0011A | **Work with colleagues and customers** |  |  |
| THHCOR0021B | **Follow health, safety and security procedures** |  |  |
| THHCOR0031A | **Develop and update hospitality industry knowledge** |  |  |
| THHCOR0041A | **Follow workplace hygiene procedure** |  |  |
| THHCOR0051A | **Communicate on the telephone** |  |  |
| THHCOR0061A | **Operate in a culturally diverse work environment** |  |  |
| THHCOR0101A | **Develop and update job knowledge** |  |  |
| THHCFP0251A | **Clean and maintain premises** |  |  |
| THHCFP0382A | **Implement food safety procedures** |  |  |
| THHCAT0651A | **Transport and store food in a safe and hygienic manner** |  |  |
| THHGAD0141A | **Receive and store stock** |  |  |
| THHGCS0023A | **Deal with conflict situations** |  |  |
| THHGHS0172B | **Provide basic first aid** |  |  |
| ITICOR0011A | **Carry out data entry and retrieval procedures** |  |  |
| THHTRA0133A | **Coach others in job skills** |  |  |
| BSBSBM0012A | **Craft personal entrepreneurial strategy** |  |  |
| THHCFP0514A | **Establish and maintain quality control** |  |  |
| THHCFP0523A | **Develop a food safety plan** |  |  |
| THHGAD0123B | **Plan and manage meetings** |  |  |
| THHGAD0153A | **Control and order stock** |  |  |
| THHWPO0223A | **Monitor work operations** |  |  |
|  |  |  |  |

1. **FOOD AND DRINK SERVICE – LEVEL 1**

|  |  |  |  |
| --- | --- | --- | --- |
| Unit Number | Unit Title | I have completed these modules and I am satisfied with my skills in each.  | I have not completed these modules satisfactorily. |
| U00306 | **Maintain a safe and secure working environment**  |  |  |
| U00206 | **Maintain customer care**  |  |  |
| U00106 | **Create and maintain effective working relationships**  |  |  |
| U06902 | **Provide and Maintain a Counter/Take-Away Service**  |  |  |
| U00406 | **Maintain payment point and handle cash and non-cash payments**  |  |  |
| U12501 | **Prepare and clear areas for counter/take-away service**  |  |  |
| U12601 | **Prepare and clear tables and service areas**  |  |  |
| U12701 | **Prepare and maintain areas for drinks service in licensed premises**  |  |  |
| U12801 | **Take and service beverages orders**  |  |  |
|  |  |  |  |

1. **FOOD PREPARATION AND COOKERY – LEVEL 1**

|  |  |  |  |
| --- | --- | --- | --- |
| Unit Number | Unit Title | I have completed these modules and I am satisfied with my skills in each.  | I have not completed these modules satisfactorily. |
| U00106 | **Create and maintain effective working relationships**  |  |  |
| U00306 | **Maintain a safe and secure working environment**  |  |  |
| U09701 | **Maintain hygiene in food storage, preparation and cooking**  |  |  |
| U09801 | **Clean food production areas, equipment and utensils**  |  |  |
| U10001 | **Prepare and bake food**  |  |  |
| U10101 | **Prepare and fry food**  |  |  |
| U10201 | **Prepare and griddle food**  |  |  |
| U10301 | **Prepare and grill food**  |  |  |
| U10401 | **Prepare boil, poach and steam food**  |  |  |
| U10501 | **Prepare vegetables and fruit**  |  |  |
| U10601 | **Prepare cold and hot sandwiches and bread products**  |  |  |
| U10701 | **Prepare and finish reconstituted food** |  |  |
| U10801 | **Prepare and microwave food**  |  |  |
| U10901 | **Prepare, cook and assemble food for service**  |  |  |
|  |  |  |  |

1. **HOUSEKEEPING – LEVEL 1**

|  |  |  |  |
| --- | --- | --- | --- |
| Unit Number | Unit Title | I have completed these modules and I am satisfied with my skills in each.  | I have not completed these modules satisfactorily. |
| U00106 | **Create and maintain effective working relationships** |  |  |
| U00206 | **Maintain customer care**  |  |  |
| U00306 | **Maintain a safe and secure working environment**  |  |  |
| U11901 | **Service furnished areas**  |  |  |
| U12001 | **Service toilet, bathroom and public areas** |  |  |
| U12101 | **Prepare beds and handle linen and bed coverings**  |  |  |
| U12201 | **Clean doors, windows, walls, ceilings, fixtures and fittings**  |  |  |
| U12301 | **Prepare, maintain and clear function areas**  |  |  |
| U12401 | **Handle and store equipment and materials**  |  |  |
|  |  |  |  |

1. **CARPENTRY – LEVEL 1**

|  |  |  |  |
| --- | --- | --- | --- |
| Unit Number | Unit Title | I have completed these modules and I am satisfied with my skills in each.  | I have not completed these modules satisfactorily. |
| BCGCOR0011A | **Carry out OH&S requirements** |  |  |
| BCGCOR0101A | **Work effectively in General Construction Industry** |  |  |
| BCGCOR0021A | **Plan and organize work** |  |  |
| BCGCOR0001A | **Carry out interactive workplace communication** |  |  |
| BCGCOR0041B | **Carry out measurements and calculations** |  |  |
| BCGCOR0111A | **Handle construction materials and safely dispose of waste** |  |  |
| BCGCOR0201A | **Use construction plants and equipment** |  |  |
| BCGCOR0081A | **Use simple levelling devices** |  |  |
| BCGCOR0181A | **Work safely around power sources, services and assets** |  |  |
| BCGCOR0051A | **Use hand and power tools** |  |  |
| BCGMAS0131A | **Prepare for solid plastering** |  |  |
| BCGCAR0011A | **Handle carpentry materials** |  |  |
| BCGCAR0161A | **Prepare for carpentry construction** |  |  |
| BCGCOR0212A | **Prepare surfaces** |  |  |
| BCGCAR0442B | **Construct and erect timber wall framing** |  |  |
| BCGCAR0202A | **Assemble simple partition frames** |  |  |
| BCGCAR0662A | **Erect/dismantle formwork** |  |  |
| BCGCAR0552A | **Install exterior cladding** |  |  |
| BCGCAR0482A | **Install sub floor framing** |  |  |
| BCGCOR1583A | **Read and interpret plans** |  |  |
| ITICOR0011A | **Carry out data entry and retrieval procedures** |  |  |
| BCGSTW0011A | **Handle steel fixing materials** |  |  |
| BSBSBM0012A | **Craft personal entrepreneurial strategy** |  |  |
| BCGCAR0302A | **Remove /Replace door and window hardware** |  |  |
|  |  |  |  |

1. **GENERAL CONSTRUCTION – LEVEL 1**

|  |  |  |  |
| --- | --- | --- | --- |
| Unit Number | Unit Title | I have completed these modules and I am satisfied with my skills in each.  | I have not completed these modules satisfactorily. |
| BCGCOR0001A | **Carry out interactive workplace communication** |  |  |
| BCGCOR0011A | **Carry out OH&S requirements** |  |  |
| BCGCOR0021A | **Plan and organize work** |  |  |
| BCGCOR0031A | **Draw and interpret simple drawings** |  |  |
| BCGCOR0041A | **Carry out measurements and calculations** |  |  |
| BCGCOR0051A | **Use hand and power tools** |  |  |
| BCGCOR0061A | **Use small plant and equipment** |  |  |
| BCGCOR0081A | **Use simple levelling devices** |  |  |
| BCGMAS0101A | **Carry out concreting to simple forms** |  |  |
| BCGCOR0111A | **Handle construction materials and safely dispose of****waste** |  |  |
| BCGMAS0181A | **Mix cementitious materials (mortar and concrete)** |  |  |
| BCGTIL0121A | **Prepare for wall and floor tiling** |  |  |
| BCGMAS0131A | **Prepare for solid plastering** |  |  |
| BCGMAS0141A | **Prepare for dry wall plastering** |  |  |
| BCGMAS0151A | **Prepare for construction process(brick/block laying)** |  |  |
| BCGCAR0161A | **Prepare for carpentry construction** |  |  |
| BCGSTW0181A | **Prepare for steelwork construction** |  |  |
| BCGPAD0191A | **Prepare for painting and decorating** |  |  |
| ITICOR0011A | **Carry out data entry and retrieval procedures** |  |  |
| BCGCAR0202A | **Assemble simple partition frames** |  |  |
| BCGCAR0312A | **Use static machines** |  |  |
| BCGMAS1232B | **Rough cast and render flat surfaces** |  |  |
| BCGPAD1322A | **Prepare surfaces for painting and decorating** |  |  |
| BCGMAS1462A | **Construct straight masonry block-work** |  |  |
| BSBSBM0012A | **Craft personal entrepreneurial strategy** |  |  |

1. **MASONRY – LEVEL 1**

|  |  |  |  |
| --- | --- | --- | --- |
| Unit Number | Unit Title | I have completed these modules and I am satisfied with my skills in each.  | I have not completed these modules satisfactorily. |
| BCGCOR0011A | **Carry out OH&S requirements** |  |  |
| BCGCOR0101A | **Work effectively in general construction industry** |  |  |
| BCGCOR0001A | **Carry out interactive workplace communication** |  |  |
| BCGCOR0041B | **Carry out measurements and calculations** |  |  |
| BCGCOR1583A | **Read and interpret plans** |  |  |
| BCGCOR0111A | **Handle construction materials and safely dispose of waste** |  |  |
| BCGCOR0201A | **Use construction plants and equipment** |  |  |
| BCGCOR0081A | **Use simple levelling devices** |  |  |
| BCGCOR0181A | **Work safely around power sources, services and assets** |  |  |
| BCGCOR0051A | **Use hand and power tools** |  |  |
| BCGCOR0141A | **Carry out excavation** |  |  |
| BCGMAS0151A | **Prepare for construction process (brick/block laying)** |  |  |
| BCGMAS0181A | **Mix cementitous materials (mortar and concrete)** |  |  |
| BCGMAS0101A | **Carry out concreting to simple forms** |  |  |
| BCGMAS0171A | **Prepare for construction process (solid plastering).** |  |  |
| BCGMAS1422A  | **Lay bricks/blocks (wall and corner)** |  |  |
| BCGMAS1242A | **Apply solid render** |  |  |
| BCGMAS1252A | **Restore and renovate solid plasterwork** |  |  |
| BCGCOR0071A | **Erect and dismantle restricted height scaffolding** |  |  |
| BCGSTW0011A | **Handle steel fixing materials** |  |  |
| BSBSBM0012A | **Craft personal entrepreneurial strategy** |  |  |
| BCGMAS0912A | **Place concrete** |  |  |

1. **PLUMBING – LEVEL 1**

|  |  |  |  |
| --- | --- | --- | --- |
| Unit Number | Unit Title | I have completed these modules and I am satisfied with my skills in each.  | I have not completed these modules satisfactorily. |
| MEMCOR0141A | **Follow principles of Occupational Health and Safety****(OH&S) in work environment** |  |  |
| MEMCOR0161A | **Plan to undertake a routine task** |  |  |
| MEMCOR0171A | **Use graduated measuring devices** |  |  |
| MEMCOR0191A | **Use hand tools** |  |  |
| MEMCOR0081A | **Mark off/out (general engineering)** |  |  |
| MEMCAC0011A | **Perform technical computations (Basic)** |  |  |
| MEMCOM0011A | **Apply language and communication skills (basic)** |  |  |
| MEMMAH0071A | **Perform manual handling and lifting** |  |  |
| MEMMAH0081A | **Perform housekeeping duties** |  |  |
| MEMCOR0091A | **Draw and interpret sketches and simple drawings** |  |  |
| MEMCOR0111A | **Use power tools** |  |  |
| MEMFAB0041A | **Carry out mechanical cutting operations – (basic)** |  |  |
| MEMINS0061A | **Prepare for piping and tubing installation** |  |  |
| MEMASY0071A | **Assemble pipes and fittings for clients** |  |  |
| MEMINS0041A | **Install and maintain piping and tubing** |  |  |
| MEMFAB0051A | **Perform brazing and/or silver soldering** |  |  |
| MEMFAB0121A | **Perform basic welding using oxyacetylene welding****process (OAW) - fuel gas welding** |  |  |
| MEMMPO0081A | **Use workshop machines for basic operations** |  |  |
| ITICOR0011A | **Carry out data entry and retrieval procedures** |  |  |
| BCGMAS0101A | **Carry out concreting to simple forms** |  |  |
| MEMCOR0101A | **Prepare basic engineering drawing** |  |  |
| MEMINS0192A | **Roughing-in customer’s pipework (install pipe work)** |  |  |
| MEMINS0232A | **Prepare material and locations for installing drains****and waste systems** |  |  |
| MEMINS0242A | **Position, join and secure pipes and components to****provide drains and waste systems** |  |  |
| BSBSBM0012A | **Craft personal entrepreneurial strategy** |  |  |

1. **WELDING – LEVEL 1**

|  |  |  |  |
| --- | --- | --- | --- |
| Unit Number | Unit Title | I have completed these modules and I am satisfied with my skills in each.  | I have not completed these modules satisfactorily. |
| MEMCOR0131A | **Undertake interactive workplace communication** |  |  |
| MEMCOR0141A | **Follow principles of Occupational Health and Safety (OH&S) in work environment** |  |  |
| MEMCOR0161A | **Plan to undertake a routine task** |  |  |
| MEMCOR0171A | **Use graduated measuring devices**  |  |  |
| MEMCOR0191A | **Use hand tools** |  |  |
| MEMCOR0051A | **Perform related computations** |  |  |
| MEMCOR0081A | **Mark off/out (general engineering** |  |  |
| MEMCOR0091A | **Draw and interpret sketches and simple drawings** |  |  |
| MEMCOR0111A | **Use power tools** |  |  |
| MEMFAB0041A | **Carry out mechanical cutting operations – (basic** |  |  |
| MEMFAB0051A | **Perform brazing and/or silver soldering** |  |  |
| MEMFAB0111A | **Perform basic welding using manual metal arc****welding process (MMAW)** |  |  |
| MEMFAB0121A | **Perform basic welding using oxyacetylene welding****process (OAW) - fuel gas welding** |  |  |
| MEMFAB0151A | **Prepare for oxyacetylene/metal arc welding processes** |  |  |
| MEMMAH0081A | **Perform housekeeping duties** |  |  |
| MEMMAH0071A | **Perform manual handling and lifting** |  |  |
| MEMFAB0061A | **Perform manual heating and thermal cutting** |  |  |
| MEMSUF0061A | **Prepare for the application of protective coatings** |  |  |
| MEMCOR0121A | **Classify engineering materials –(basic** |  |  |
| MEMFAB0071A | **Undertake fabrication, forming, bending and shaping** |  |  |
| MEMFAB0081A | **Assemble fabricated components – (basic** |  |  |
| MEMFAB0131A | **Repair/replace/modify fabrications (basic)** |  |  |
| MEMFAB0141A | **Develop geometric shapes – (basic** |  |  |
| MEMCOR0101A | **Prepare basic engineering drawing** |  |  |
| MEMMPO0081A | **Use workshop machines for basic operations** |  |  |
| ITICOR0011A | **Carry out data entry and retrieval procedures** |  |  |
| MEMFAB0042A | **Perform advanced welding using manual metal arc welding process (MMAW** |  |  |
| MEMFAB0072A | **Perform advanced welding using oxyacetylene welding process (OAW)** |  |  |
| MEMFAB0052A | **Weld using gas metal arc welding process GMAW –(Metal inert gas- MIG)** |  |  |
| MEMCOR0092A | **Mark off/out structural fabrications and shapes** |  |  |
| BSBSBM0012A | **Craft personal entrepreneurial strategy** |  |  |

1. **ELECTRICAL INSTALLATION – LEVEL 1**

|  |  |  |  |
| --- | --- | --- | --- |
| Unit Number | Unit Title | I have completed these modules and I am satisfied with my skills in each.  | I have not completed these modules satisfactorily. |
| MEMCOR0131A | **Undertake interactive workplace communication** |  |  |
| MEMCOR0141A | **Follow principles of Occupational Health and Safety****(OH&S) in work environment** |  |  |
| MEMCOR0161A | **Plan to undertake a routine task** |  |  |
| MEMCOR0171A | **Use graduated measuring devices** |  |  |
| MEMCOR0191A | **Use hand tools** |  |  |
| MEMCOR0051A | **Perform related computations – basic** |  |  |
| MEMCOR0071A | **Use Electrical/Electronic measuring devices** |  |  |
| MEMCOR0081A | **Mark off/out (general engineering** |  |  |
| MEMCOR0091A | **Draw and interpret sketches and simple drawings** |  |  |
| MEMMAH0071A | **Perform manual handling and lifting** |  |  |
| MEMMAH0081A | **Perform housekeeping duties** |  |  |
| MEMINS0071A | **Prepare for electrical conduits/wiring installation** |  |  |
| MEMINS0051A | **Cut, bend and install electrical conduit** |  |  |
| MEMINS0011A | **Install, terminate and connect electrical wiring** |  |  |
| MEMMRD0161A | **Disconnect and reconnect fixed wired electrical****machinery, appliances and fixtures** |  |  |
| MEMMRD0181A | **Attach flexible cables & plugs to electrical machinery****appliances and fixtures** |  |  |
| MEMFAB0011A | **Perform manual soldering/de-soldering –****electrical/electronic components** |  |  |
| MEMMRD0121A | **Perform basic repair to electrical/electronic apparatus** |  |  |
| MEMMRD0091A | **Terminate signal and data cables - basic** |  |  |
| ITICOR0011A | **Carry out data entry and retrieval procedures** |  |  |
| MEMFAB0041A | **Carry out mechanical cutting operations – (basic)** |  |  |
| MEMCOR0101A | **Prepare basic engineering drawing** |  |  |
| MEMCOR0121A | **Classify engineering materials – (basic** |  |  |
| MEMCOR0042A | **Interpret standard specifications and manuals** |  |  |
| MEMINS0162A | **Cut, fit and install trunking system** |  |  |
| BSBSBM0012A | **Craft personal entrepreneurial strategy** |  |  |
| MEMINS0172A | **Prepare and install basic cable trays** |  |  |

1. **REFRIGERATION AND AIR CONDITIONING LEVEL 1**

|  |  |  |  |
| --- | --- | --- | --- |
| Unit Number | Unit Title | I have completed these modules and I am satisfied with my skills in each.  | I have not completed these modules satisfactorily. |
| ME00151 | **Follow principles of occupational safety and health****(OS&H) in the work environment** |  |  |
| MEMCOR0131A | **Undertake interactive workplace communication** |  |  |
| ME00152 | **Use power tools** |  |  |
| ME00153 | **Use hand tools** |  |  |
| ME00154 | **Perform related computations (basic)** |  |  |
| ME00155 | **Perform housekeeping duties** |  |  |
| ME00156 | **Draw and interpret sketches and simple drawings** |  |  |
| ME00157 | **Use graduated measuring devices** |  |  |
| ME00158 | **Perform manual handling and lifting** |  |  |
| ME00159 | **Use electrical/electronic measuring devices** |  |  |
| MEMCOR0161A | **Plan to undertake a routine task** |  |  |
| ME00160 | **Perform mechanical procedures (residential** |  |  |
| ME00161 | **Perform electrical procedures (residential** |  |  |
| ME00162 | **Perform control and protection procedures****(residential)** |  |  |
| ME00163 | **Maintain system components (residential** |  |  |
| ME00164 | **Install air-conditioning, refrigeration and ventilation****equipment and components (residential** |  |  |
| MEMCOM0023A | **Perform internal/external customer service** |  |  |
| BSBSBM0012A | **Craft personal entrepreneurial strategy** |  |  |
| MEMFAB0051A | **Perform brazing and/or silver soldering** |  |  |
| ME00165 | **Attach flexible cables and plugs to electrical****machinery appliances and fixtures** |  |  |
| ITICOR0011A | **Carry out data entry and retrieval procedures** |  |  |

1. **CROP PRODUCTION – LEVEL 1**

|  |  |  |  |
| --- | --- | --- | --- |
| Unit Number | Unit Title | I have completed these modules and I am satisfied with my skills in each.  | I have not completed these modules satisfactorily. |
| AGGCOR0001A | **Meet industry requirements** |  |  |
| AGGCOR0011B | **Maintain the work environment** |  |  |
| AGGCOR0021A | **Observe workplace health and safety requirement** |  |  |
| AGGCOR0031A | **Plan and organize work** |  |  |
| AGGCOR0041A | **Use hazardous substances safely** |  |  |
| AGGCOR0051A | **Follow emergency procedures** |  |  |
| AGGCOR0061A | **Implement pest control programme** |  |  |
| AGGCOR0091A | **Operate farm machinery and equipment** |  |  |
| AGGCOR0081A | **Apply first aid** |  |  |
| AGGCOR0101A | **Carry out measurement and calculations** |  |  |
| AGHCRP0001A | **Prepare land for planting** |  |  |
| AGHCRP0011A | **Provide propagation support** |  |  |
| AGHCRP0021A | **Prepare and establish planting materials** |  |  |
| AGHCRP0031B | **Plant a crop by hand (manual** |  |  |
| AGHCRP0041A | **Maintain a planted area** |  |  |
| AGHCRP0051A | **Maintain nursery plants** |  |  |
| AGHORT0001A | **Maintain turf and lawn** |  |  |
| AGHORT0011A | **Plant trees and shrubs** |  |  |
| ITICOR0011A |  **Carry out data entry and retrieval procedures** |  |  |
| AGHORT0021A | **Prune shrubs and small trees** |  |  |
| AGLPOL0011A | **Handle eggs for the domestic market** |  |  |
| AGLSSR0021A | **Select feed, feed goats and sheep and maintain sanitary condition of feed equipment** |  |  |
| AGLSSR0031A | **Select feed, feed rabbits and maintain sanitary condition of feed equipment** |  |  |
| AGLCAT0011A | **Select feed, feed cattle and maintain sanitary condition of feed equipment** |  |  |
| AGLCAG0001A | **Provide milking operations support** |  |  |
| AGLPOL0021A | **Select feed, feed poultry and maintain sanitary conditions of feed equipment** |  |  |
| AGLPIG0021A | **Select feed, feed pigs and maintain sanitary****conditions of feed equipment** |  |  |
| AGMMCH0002A | **Sell products and services** |  |  |
| AGMMCH0012A | **Operate point of sale systems** |  |  |
| BSBSBM0012A | **Craft personal entrepreneurial strategy** |  |  |
| AGHORT0002B | **Pot plants** |  |  |
| AGHCRP0082B | **Support crop harvesting** |  |  |
| AGHCRP0092A | **Perform post-harvest operations** |  |  |

1. **GENERAL OFFICE ADMINISTRATION - LEVEL 1**

|  |  |  |  |
| --- | --- | --- | --- |
| Unit Number | Unit Title | I have completed these modules and I am satisfied with my skills in each.  | I have not completed these modules satisfactorily. |
| BSBCOR0011A | **Prepare for work** |  |  |
| BSBCOR0591A | **Apply basic communication skills** |  |  |
| BSBCOR0171A | **Deliver quality customer service** |  |  |
| BSBCOR0161A | **Handle telephone calls**  |  |  |
| BSBBAD0081A | **Develop keyboarding skills**  |  |  |
| BSBBAD0671A | **Type and copy routine documents**  |  |  |
| BSBCOR0091A | **Receive visitors**  |  |  |
| BSBBAD0681A | **Locate and store files in a paper-based system** |  |  |
| BSBCOR0071A | **Operate a personal computer** |  |  |
| BSBBAD0031A | **Use business equipment** |  |  |
| BSBCOR0041A | **Develop professionalism**  |  |  |
| BSBCOR0101A | **Work effectively in a business environment** |  |  |
| BSBCOR0201A | **Participate in workplace safety procedures** |  |  |
| BSBFIN0721A | **Prepare routine financial documents** |  |  |
| BSBBAD0181A | **Provide information to clients** |  |  |
| FNBFIN0701A | **Prepare and bank financial receipts** |  |  |
| ITCCOR0081A | **Sell products and services** |  |  |
| BSSREO0131A | **Perform stock control procedures** |  |  |
| BSBBAD0711A | **Organize the copying and collating of documents** |  |  |
| BSBBAD0212A | **Process mail** |  |  |
| BSBBAD0612A | **Perform cashiering** |  |  |
| BSBSBM0012A | **Craft personal entrepreneurial strategy** |  |  |
| BSBBAD0732A | **Record, store and supply information using a paper-based filing system** |  |  |
| BSBBAD0742A | **Reproduce, present and distribute complex documents** |  |  |
| BSBBAD0632A | **Maintain and issue stock items** |  |  |
| BSBBAD0762A | **Co-ordinate mail service** |  |  |
| BSSREO0142A | **Maintain stock control**  |  |  |
| BSBCOR0382A | **Display human relations skills** |  |  |

# APPENDICES 3: TRAINEE COMPETENCY TRACKING TEMPLATE

**NAME OF ASSESSORS** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **NAME OF TRAINEE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ NAME OF OCCUPATIONAL STANDARD \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ LEVEL \_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Unit Number** | **Unit Title** | **TRAINEE PROGRESS**  | Overall grade for each competency |
| Insert a grade and a comment on trainee's competence on each module | Assessors Initials and date | Insert a grade and a comment on trainee's competence on each module | Assessors Initials and date | Insert a grade and a comment on trainee's competence on each module | Assessors Initials and date | Insert a grade and a comment on trainee's competence on each module | Assessors Initials and date | Insert a grade and a comment on trainee's competence on each module | Assessors Initials and date | Insert a grade and a comment on trainee's competence on each module | Assessors Initials and date | Insert a grade and a comment on trainee's competence on each module | Assessors Initials and date | Insert whether basic competency or general competency |
| U00106 | Create and maintain effective working relationships |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| U00206 | Maintain customer care |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| U00306 | Maintain a safe and secure working environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| U05101 | Prepare and clear area for drinks service in licensed premises |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| U05201 | Clean and store glassware |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| U05301 | Set up, clean and close down bar |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| U00406 | Maintain payment point for cash and non-cash payments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| U05401 | Provide a drinks service for licensed premises |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |