



COMPETENCY STANDARD

FOR

Electrical Installation and Maintenance

Electrical Engineering: EEC

Level: 5

Document Number: EEC001-2011

National Skills Development Authority
Human Resource Development Office, Republic of South Africa

Wiederholungsfragen

The second and third components of the model are the effects of secondary processes in working memory on the first. These have to do with the other cognitive processes that are active during problem solving. For example, it has been suggested that working memory is overloaded by secondary and tertiary processes that are activated when a strategy is retrieved, or by irrelevant information that is activated.

[illegible][illegible]

This conference highlights the important progress in the past knowledge of epidemiologic research that has led to the development of new policies and actions that have helped to reduce the burden of infectious diseases. It is hoped that this conference will provide a forum for continued cooperation, exchange of ideas and a healthy discussion.

The authors are grateful for their hospitality, advice and support at the University of Cambridge. The first author is also grateful to J. Langer and A. P. Jones for comments on the manuscript.

Overview

A **business process** is a series of activities, or the sequence, that are systematically followed to accomplish a set objective from a set of resources. Activity is defined as the set of tasks required to be done.

All types of business processes are:

- 1. A set of activities that starts with a specific starting point, including the ending point and all required resources inputs/outputs
- 2. Consistent repeated processes in an overall design that consists of various components
- 3. Designed to deliver the same or more value every time you repeat the same sequence
- 4. Measurable and repeatable in a defined process structure in which components

Business process is defined as a series, step-by-step of sequential flow from an input to an output. In addition, there is also the concept of **business process** in the context of **Lean Engineering** and

Business process refers to the process that is used to deliver value to a customer. It is a series of activities that start with a specific starting point and end with a specific ending point. The process is designed to be repeatable and consistent.

All business processes start with a specific starting point and end with a specific ending point. The process is designed to be repeatable and consistent.

Business process is a series of activities that start with a specific starting point and end with a specific ending point. The process is designed to be repeatable and consistent.

There are several key components of a business process that are:

- 1. **Inputs**
 - 1.1. **Human resources**
 - 1.2. **Materials**
 - 1.3. **Information**
 - 1.4. **Financial resources**
 - 1.5. **Technological resources**
 - 1.6. **Organizational resources**
 - 1.7. **Physical resources**

Business process is a series of activities that

- 1. **Starts with a specific starting point**
- 2. **Ends with a specific ending point**

The **business process** is a series of activities that start with a specific starting point and end with a specific ending point. The process is designed to be repeatable and consistent.

- 1. **Business process** is a series of activities that start with a specific starting point and end with a specific ending point. The process is designed to be repeatable and consistent.
- 2. **Business process** is a series of activities that start with a specific starting point and end with a specific ending point. The process is designed to be repeatable and consistent.

NTYDF Level Descriptions

NTYDF Level	Knowledge	Skills	Responsibilities	Job Title
1	Understand and follow standard office procedures	Perform basic clerical tasks such as filing, copying, and answering phones	- Follow office procedures and policies - Perform basic clerical tasks - Answer phones and take messages	Assistant - Office Support/Reception
2	Understand and follow standard office procedures and maintain a professional appearance	Perform basic clerical tasks and maintain a professional appearance	- Follow office procedures and policies - Perform basic clerical tasks - Maintain a professional appearance	Administrative Assistant
3	Understand and follow standard office procedures and maintain a professional appearance	Perform basic clerical tasks and maintain a professional appearance	- Follow office procedures and policies - Perform basic clerical tasks - Maintain a professional appearance	Administrative Assistant
4	Understand and follow standard office procedures and maintain a professional appearance	Perform basic clerical tasks and maintain a professional appearance	- Follow office procedures and policies - Perform basic clerical tasks - Maintain a professional appearance	Administrative Assistant
5	Understand and follow standard office procedures and maintain a professional appearance	Perform basic clerical tasks and maintain a professional appearance	- Follow office procedures and policies - Perform basic clerical tasks - Maintain a professional appearance	Administrative Assistant
6	Understand and follow standard office procedures and maintain a professional appearance	Perform basic clerical tasks and maintain a professional appearance	- Follow office procedures and policies - Perform basic clerical tasks - Maintain a professional appearance	Administrative Assistant
7	Understand and follow standard office procedures and maintain a professional appearance	Perform basic clerical tasks and maintain a professional appearance	- Follow office procedures and policies - Perform basic clerical tasks - Maintain a professional appearance	Administrative Assistant
8	Understand and follow standard office procedures and maintain a professional appearance	Perform basic clerical tasks and maintain a professional appearance	- Follow office procedures and policies - Perform basic clerical tasks - Maintain a professional appearance	Administrative Assistant
9	Understand and follow standard office procedures and maintain a professional appearance	Perform basic clerical tasks and maintain a professional appearance	- Follow office procedures and policies - Perform basic clerical tasks - Maintain a professional appearance	Administrative Assistant
10	Understand and follow standard office procedures and maintain a professional appearance	Perform basic clerical tasks and maintain a professional appearance	- Follow office procedures and policies - Perform basic clerical tasks - Maintain a professional appearance	Administrative Assistant

List of Abbreviations

General

OECD – National Data Development Institute

OECD – Organisation for Economic Co-operation and Development

OECD – Organisation for Economic Co-operation and Development

OECD – Organisation for Economic Co-operation and Development

OECD – Organisation for Economic Co-operation and Development

OECD – Organisation for Economic Co-operation and Development

OECD – Organisation for Economic Co-operation and Development

OECD – Organisation for Economic Co-operation and Development

OECD – Organisation for Economic Co-operation and Development

Competition Specific Abbreviations

OECD – Organisation for Economic Co-operation and Development

OECD – Organisation for Economic Co-operation and Development

OECD – Organisation for Economic Co-operation and Development

OECD – Organisation for Economic Co-operation and Development

Approval of Consistency Standard

Members of the Regional Committee

Member	Signature
Mr. François Bussière Executive Chairman (Chairman) National Public Development Authority (NPDN) 1000, 1000-1000 National Treasury	
Mr. Jean-Luc B. Poirier National Public Development Authority (NPDN) 1000, 1000-1000 National Treasury	
Mr. Jean-Luc B. Poirier National Public Development Authority (NPDN) 1000, 1000-1000 National Treasury	
Mr. Jean-Luc B. Poirier National Public Development Authority (NPDN) 1000, 1000-1000 National Treasury	



Mr. François Bussière
 Executive Chairman (Chairman)
 National Public Development Authority (NPDN)
 1000, 1000-1000



Services Computing Master of Science Degree Curriculum – 2018 Overview of the Master of Science Degree in Light Engineering Science

Course Structure

Year 1 Semester 1 (2018)			Year 1 Credits	Year 1 Credits
Core Learning Components				18
1	Core Learning	Core Learning: Professional Development	3	18
2	Core Learning	Core Learning: Professional Development	3	18
3	Core Learning	Core Learning: Professional Development	3	18
The Master of Science Components				27
1	Master of Science	Master of Science: Professional Development	3	18
2	Master of Science	Master of Science: Professional Development	3	18
Year 2 Semester 1 (2018) Core Learning				18
1	Core Learning	Core Learning: Professional Development	3	18
2	Core Learning	Core Learning: Professional Development	3	18
3	Core Learning	Core Learning: Professional Development	3	18
4	Core Learning	Core Learning: Professional Development	3	18
5	Core Learning	Core Learning: Professional Development	3	18
6	Core Learning	Core Learning: Professional Development	3	18
7	Core Learning	Core Learning: Professional Development	3	18
8	Core Learning	Core Learning: Professional Development	3	18
Year 2 Semester 2 (2018) Core Learning				18
Total Master of Science Credits				180

Units & Elements of Charge

The 8 types of Charge cases

Charge	Legal Requirements	Elements of Offence	Maximum Sentence
Common Law	Unlawful intentional act	1. A person who unlawfully 2. Intends to cause physical harm to another person 3. A person who causes physical harm to another person	10
Common Law	Unlawful intentional act	1. A person who unlawfully 2. Intends to cause physical harm to another person 3. A person who causes physical harm to another person	10
Common Law	Unlawful intentional act	1. A person who unlawfully 2. Intends to cause physical harm to another person 3. A person who causes physical harm to another person	10

The 8 types of Charge cases

Common Law	Unlawful intentional act	1. A person who unlawfully 2. Intends to cause physical harm to another person 3. A person who causes physical harm to another person	10
Common Law	Unlawful intentional act	1. A person who unlawfully 2. Intends to cause physical harm to another person 3. A person who causes physical harm to another person	10

The Generic Competencies

1. Methodological approach	1.1. Approach 1.2. Literature 1.3. Concept 1.4. Methodology 1.5. Methodological approach (research design, data collection, analysis, interpretation, reporting)
2. Research objectives and questions	2.1. Objectives 2.2. Research 2.3. Research 2.4. Research 2.5. Research 2.6. Research 2.7. Research (Research Questions) 2.8. Research 2.9. Research 2.10. Research (Research Questions) 2.11. Research (Research Questions) 2.12. Research (Research Questions) 2.13. Research 2.14. Research
3. Research design	3.1. Research (Research Questions) 3.2. Research 3.3. Research 3.4. Research 3.5. Research (Research Questions) 3.6. Research (Research Questions) 3.7. Research (Research Questions)
4. Results	4.1. Research (Research Questions) 4.2. Research (Research Questions) 4.3. Research (Research Questions) 4.4. Research (Research Questions) 4.5. Research (Research Questions) 4.6. Research (Research Questions) 4.7. Research (Research Questions)

Research design:
The research design is a plan or blueprint that outlines the research objectives and methods and provides a framework for the collection and analysis of data.

1. Critical Analysis of Literature	Students are required to demonstrate that they can: 1. identify mathematical and technical skills as well as subject knowledge in relation to a discipline or discipline
2. Mathematical Knowledge	Students must demonstrate knowledge of: 1.1 Calculus (e.g. the chain rule, the gradient) 1.2 Other appropriate mathematical methods 1.3 Graphs and lines 1.4 Mathematical language, e.g. variables and functions 1.5 Equations of lines 1.6 Lines and angles 1.7 Use of a calculator, appropriate use of scientific calculator
3. Interpreting Data	Students are required to demonstrate that they can: 3.1 Interpret data presented in graphical form 3.2 Interpret a graphical representation 3.3 Using appropriate methods 3.4 Using appropriate methods to solve problems 3.5 Using appropriate methods to solve problems 3.6 Using appropriate methods to solve problems 3.7 Using appropriate methods to solve problems 3.8 Using appropriate methods to solve problems 3.9 Using appropriate methods to solve problems 3.10 Using appropriate methods to solve problems
4. Interpreting Data	Students are required to demonstrate that they can: 4.1 Interpret data presented in graphical form 4.2 Interpret a graphical representation 4.3 Using appropriate methods 4.4 Using appropriate methods to solve problems 4.5 Using appropriate methods to solve problems 4.6 Using appropriate methods to solve problems 4.7 Using appropriate methods to solve problems 4.8 Using appropriate methods to solve problems 4.9 Using appropriate methods to solve problems 4.10 Using appropriate methods to solve problems

B. Substantive Findings/Issues	The following items address the B. sub-section: - B.1. Trade and investment agreements/arrangements currently in place - B.2. Domestic laws, trade or private policies
B. Mechanism of Enforcement	Mechanisms of enforcement that include but are not limited to: - B.1. Dispute Resolution - B.2. Arbitration - B.3. Other enforcement
B. Dispute Resolution	If a Dispute Resolution may be submitted to the court (state or is) is included with a court - B.1. Dispute Resolution - B.2. Arbitration - B.3. Other enforcement

Investment Requirements

Having provided the B. sub-section for the above table, the Government is hereby stating that the Government of the United States of America, its wholly owned subsidiary, or jointly owned or controlled entity, and its investment or joint venture, shall not be subject to any of the following conditions or restrictions:

(a) any of the conditions or restrictions listed in the table above;

(b) any of the conditions or restrictions listed in the table above;

(c) any of the conditions or restrictions listed in the table above;

(d) any of the conditions or restrictions listed in the table above;

(e) any of the conditions or restrictions listed in the table above;

(f) any of the conditions or restrictions listed in the table above;

(g) any of the conditions or restrictions listed in the table above;

(h) any of the conditions or restrictions listed in the table above;

(i) any of the conditions or restrictions listed in the table above;

(j) any of the conditions or restrictions listed in the table above;

(k) any of the conditions or restrictions listed in the table above;

(l) any of the conditions or restrictions listed in the table above;

(m) any of the conditions or restrictions listed in the table above;

(n) any of the conditions or restrictions listed in the table above;

(o) any of the conditions or restrictions listed in the table above;

(p) any of the conditions or restrictions listed in the table above;

(q) any of the conditions or restrictions listed in the table above;

(r) any of the conditions or restrictions listed in the table above;

(s) any of the conditions or restrictions listed in the table above;

(t) any of the conditions or restrictions listed in the table above;

(u) any of the conditions or restrictions listed in the table above;

(v) any of the conditions or restrictions listed in the table above;

(w) any of the conditions or restrictions listed in the table above;

(x) any of the conditions or restrictions listed in the table above;

(y) any of the conditions or restrictions listed in the table above;

(z) any of the conditions or restrictions listed in the table above;

Course and Unit	BIO 126.161 Unit 1: 2019 Hazardous Waste Response
Response Review	11/1/2019
Unit Description	This unit reviews the knowledge skills and attitudes needed to carry out practices in the emergency response to spills & leaks & specific, common and special site hazards, hazardous site safety, and emergency response procedures and their role and impact on the health and safety of the community.
Response to Emergency	Performance Objectives 2019 Hazardous Waste Response Review Variable Training Components
Emergency response and safety (2019 Response)	1.1 Immediately and safely shut down the spill source and prevent further spreading and damage. 1.2 Identify and establish the spill area and the spill site. 1.3 Identify and establish the spill area and the spill site. 1.4 Identify and establish the spill area and the spill site. 1.5 Identify and establish the spill area and the spill site.
Emergency response and safety	2.1 Identify and establish the spill area and the spill site. 2.2 Identify and establish the spill area and the spill site.
Emergency response and safety	3.1 Emergency response and safety and the spill area and the spill site. 3.2 Emergency response and safety and the spill area and the spill site. 3.3 Emergency response and safety and the spill area and the spill site.

4. Function and structure (method and ability of the certificate)	4.1 Establishes a certified and independently verified standard and improvement of the work force 4.2 Provides a framework for the implementation and introduction of a level of responsibility 4.3 Offers a way for improving their performance, identified and agreed upon, limited resources 4.4 Transfer expertise in order to build a sustainable solution for the business
Range of activities	
Methods	Range from individual interventions
1. Individual aspects	1.1 Overview: Overview training process as -BCH- and differentially structured design of the individual needs and their 3-4 participation programs - experts required to specify target through participation in processes leading to development and their own responsibility
2. Organizational aspects	2.1 Offer systems for internal transfer and training within organizations 2.2 Transfer Learning Resources (LRFs) 2.3 Implementing transfer and the social transfer from it into safety engineering systems 2.4 Costs 2.5 Overview from the study of the transfer development action
3. Subjects	3.1 How to handle vehicle accidents, injuries, diseases and property damage (also training materials references, other issues) 3.2 Working with the best training equipment (also working equipment) 3.3 Overview of the social environment of transfer
4. Personal Performance Indicators (PIIs)	4.1 Vehicle 4.2 Fuel costs 4.3 Emissions 4.4 Safety 4.5 Training 4.6 Speed 4.7 Fuel cost 4.8 More

Learning Goals

Students will be prepared to be effective global citizens and leaders and meeting requirements of the degree program of the College of Commerce.

1. Global context of contemporary

- 1.1 International institutions and regional inter-relationships
- 1.2 Political economy
- 1.3 Political/economic business practices
- 1.4 International and domestic trade and labor in the workplace

2. Managing knowledge

- 2.1 Global and regional knowledge of
- 2.2 Political/economic systems: global political, policy, theory, theory, policy, practice, theory, policy
- 2.3 International and regional knowledge
- 2.4 International systems
- 2.5 Global and regional knowledge and research knowledge
- 2.6 International
- 2.7 International and regional knowledge
- 2.8 International

3. Understanding of the world

- 3.1 Understanding of the world
- 3.2 Understanding of the world
- 3.3 Understanding of the world and the world's knowledge
- 3.4 Understanding of the world and the world's knowledge
- 3.5 Understanding of the world and the world's knowledge
- 3.6 Understanding of the world and the world's knowledge
- 3.7 Understanding of the world and the world's knowledge
- 3.8 Understanding of the world and the world's knowledge

4. Research skills

- 4.1 Understanding of the world and the world's knowledge
- 4.2 Understanding of the world and the world's knowledge
- 4.3 Understanding of the world and the world's knowledge
- 4.4 Understanding of the world and the world's knowledge
- 4.5 Understanding of the world and the world's knowledge
- 4.6 Understanding of the world and the world's knowledge
- 4.7 Understanding of the world and the world's knowledge
- 4.8 Understanding of the world and the world's knowledge

1. Basis for Evaluation	The following documents shall be provided: 1.1 Tasks, equipment and physical facilities appropriate to portfolio activities 1.2 Evidence submitted by the portfolio students
2. Methods of Assessment	Applicability of assessment tools should be indicated for: 2.1 Performance 2.2 Knowledge 2.3 Skill acquisition
3. Format of Assessment	3.1 Assessment instruments may be done and scored either before or after an actual or simulated work placement 3.2 Appropriate evidence sources include, but are not limited to:

Supplementary Requirements

Portfolio frequency must be as defined in National Skills Development Authority (NSDA), the National Quality Assessment body, or a body with equivalent authority to carry out work to develop learning and assessment against the unit of competency for work completion. For users of any RQ/RQ2 qualification framework (private) assessing against the unit of competency must meet the quality assurance requirements under NQA.

Exercises and Tasks	Comments and Comments through the Examination in English
Admission Exam	10 points
Introduction paper	This is a written introduction into the subject of the course in order to get a general overview of the subject. It should include: – relevant historical developments and aspects, but also contemporary aspects. The student has to give an overview of the subject and its development and present personal views on the subject.
Elements of Curriculum	Formulation of the curriculum. Should be written in a way that is suitable for the range of students taking the course.
Selected activities, assignments and projects	1.1 The student should be able to present a paper on a given topic. 1.2 The student should be able to present a paper on a given topic and discuss it. 1.3 The student should be able to present a paper on a given topic and discuss it. 1.4 The student should be able to present a paper on a given topic and discuss it.
Final oral examination	2.1 The student should be able to present a paper on a given topic. 2.2 The student should be able to present a paper on a given topic and discuss it. 2.3 The student should be able to present a paper on a given topic and discuss it. 2.4 The student should be able to present a paper on a given topic and discuss it. 2.5 The student should be able to present a paper on a given topic and discuss it.

1. Learning objectives of the workshop	Students will be able to understand how the portfolio 1.1 is developed and how to use it to enhance a design approach and a business 1.2 to integrate relevant documents into the portfolio 1.3 to present a portfolio in a professional and systematic 1.4 to integrate a self-reflection into the portfolio
2. Portfolio types Portfolio as	Portfolio and design development 2.1 Portfolio as a design development 2.2 Portfolio as a portfolio of work and projects 2.3 Portfolio as a portfolio of work and projects
3. Portfolio types	3.1 Examining portfolio types of university design projects and projects 3.2 Examining portfolio types of university design projects and projects 3.3 Examining portfolio types of university design projects and projects 3.4 Examining portfolio types of university design projects and projects 3.5 Examining portfolio types of university design projects and projects
4. Portfolio types Portfolio	4.1 Examining portfolio types of university design projects and projects 4.2 Examining portfolio types of university design projects and projects 4.3 Examining portfolio types of university design projects and projects 4.4 Examining portfolio types of university design projects and projects 4.5 Examining portfolio types of university design projects and projects 4.6 Examining portfolio types of university design projects and projects 4.7 Examining portfolio types of university design projects and projects 4.8 Examining portfolio types of university design projects and projects
5. Portfolio types Portfolio	5.1 Examining portfolio types of university design projects and projects 5.2 Examining portfolio types of university design projects and projects 5.3 Examining portfolio types of university design projects and projects 5.4 Examining portfolio types of university design projects and projects 5.5 Examining portfolio types of university design projects and projects 5.6 Examining portfolio types of university design projects and projects 5.7 Examining portfolio types of university design projects and projects 5.8 Examining portfolio types of university design projects and projects
6. Portfolio types Portfolio	6.1 Examining portfolio types of university design projects and projects 6.2 Examining portfolio types of university design projects and projects 6.3 Examining portfolio types of university design projects and projects 6.4 Examining portfolio types of university design projects and projects 6.5 Examining portfolio types of university design projects and projects 6.6 Examining portfolio types of university design projects and projects 6.7 Examining portfolio types of university design projects and projects 6.8 Examining portfolio types of university design projects and projects

**2. Detailed
Description**

1. The following items were identified for review in the proposed report in the course of conducting initial photographs of the subject area:
2. A photograph for each of the items listed in the attached photograph.

3. Detailed Description

The following items were identified for review in the proposed report in the course of conducting initial photographs of the subject area:

1. A photograph for each of the items listed in the attached photograph.
2. A photograph for each of the items listed in the attached photograph.

The Sector Specific Companies



European Commission
Directorate-General for Economic and Financial Affairs



European Central Bank
Monetary Policy Department

4. Proposed strategies	a. 1. Government to be organized into 10 provinces a. 2. Municipalities in emerging and transition a. 3. Federal and national institutions a. 4. 10 local management programs a. 5. Resources to them a. 6. 20 teams and 1000 people a. 7. Request for rights of control and resource mobilization a. 8. 10 teams, however high quality and number in each province
5. Resources available	a. 1. The national government must be organized a. 2. Federal government (budget and management) a. 3. Municipality must be organized a. 4. Federal government of emerging areas
6. Methods of implementation	a. 1. National government must be organized and managed a. 2. National government a. 3. Federal government
7. Expected outcome	a. 1. 10 provinces, 1000 municipalities, 10000 people in emerging areas a. 2. 10 provinces, 1000 municipalities, 10000 people in emerging areas a. 3. 10 provinces, 1000 municipalities, 10000 people in emerging areas

Unit Code and Title	Subject Code and Title / Unit Title and Learning Outcomes
Duration (Weeks)	18 Weeks
Unit Description	This unit covers the knowledge, skills and attitudes required to use both local and global funds for education work. It specifically covers a) Government funds with power to set policy, b) local funds, c) private sector, d) aid and e) other non-state and private funding sources.
Basis of Competence	Performance Indicators: Basis of Competence terms are understood in the range of required
1. Organized local and global funds (resources)	1.1. Fund identification and description 1.2. Application of funds is well understood in the context 1.3. Indicators of performance and impact 1.4. Fund types and sources and their use 1.5. Sources of private sector for growth funds and investment
2. Allocation of funds	2.1. Application of funds for the all around 2.2. Power and role of local government in the allocation of funds 2.3. <u>Global organizations</u> is clear and understanding of the role of the state in the allocation of funds and the role of the state in the allocation of funds
3. Local government funds	3.1. Power and role of local government in the allocation of funds and the role of the state in the allocation of funds 3.2. Power and role of local government in the allocation of funds and the role of the state in the allocation of funds 3.3. Power and role of local government in the allocation of funds and the role of the state in the allocation of funds

	1.4. Insurance 1.5. Finance 1.6. Taxation 1.8. Foreign exchange 1.9. International 1.10. Income generation 1.11. Capital structure 1.12. L & B issues 1.13. Investment
--	--

History of Banks

The earliest financial institutions, such as money lenders, were established for meeting the needs of the requirements of the money system of the United Kingdom.

1. Evolution of money	evolutionary process over the years 1.1. Gold and silver coins 1.2. Banknotes and coins 1.3. Paper money 1.4. Electronic money 1.5. Digital money 1.6. Cryptocurrency 1.7. Central bank 1.8. Monetary policy 1.9. Inflation 1.10. Deflation 1.11. Interest rate 1.12. Exchange rate 1.13. Balance of payments 1.14. Foreign exchange 1.15. International trade 1.16. International investment 1.17. International law 1.18. International relations 1.19. International cooperation 1.20. International organizations 1.21. International institutions 1.22. International treaties 1.23. International agreements 1.24. International conventions 1.25. International declarations 1.26. International resolutions 1.27. International recommendations 1.28. International guidelines 1.29. International standards 1.30. International best practices 1.31. International benchmarks 1.32. International indicators 1.33. International statistics 1.34. International data 1.35. International information 1.36. International knowledge 1.37. International expertise 1.38. International experience 1.39. International lessons 1.40. International insights 1.41. International perspectives 1.42. International views 1.43. International opinions 1.44. International assessments 1.45. International analyses 1.46. International studies 1.47. International research 1.48. International findings 1.49. International conclusions 1.50. International recommendations 1.51. International suggestions 1.52. International proposals 1.53. International initiatives 1.54. International efforts 1.55. International actions 1.56. International measures 1.57. International steps 1.58. International moves 1.59. International actions 1.60. International deeds 1.61. International acts 1.62. International works 1.63. International tasks 1.64. International jobs 1.65. International careers 1.66. International professions 1.67. International occupations 1.68. International vocations 1.69. International callings 1.70. International missions 1.71. International assignments 1.72. International commissions 1.73. International committees 1.74. International councils 1.75. International boards 1.76. International commissions 1.77. International commissions 1.78. International commissions 1.79. International commissions 1.80. International commissions 1.81. International commissions 1.82. International commissions 1.83. International commissions 1.84. International commissions 1.85. International commissions 1.86. International commissions 1.87. International commissions 1.88. International commissions 1.89. International commissions 1.90. International commissions 1.91. International commissions 1.92. International commissions 1.93. International commissions 1.94. International commissions 1.95. International commissions 1.96. International commissions 1.97. International commissions 1.98. International commissions 1.99. International commissions 2.00. International commissions
2. Money and banking	Money and banking 2.1. Money 2.2. Banking 2.3. Finance 2.4. Investment 2.5. Insurance 2.6. Taxation 2.7. Foreign exchange 2.8. International 2.9. Income generation 2.10. Capital structure 2.11. L & B issues 2.12. Investment
3. International trade	International trade 3.1. Trade 3.2. Commerce 3.3. Industry 3.4. Services 3.5. Agriculture 3.6. Forestry 3.7. Fishing 3.8. Mining 3.9. Manufacturing 3.10. Construction 3.11. Transportation 3.12. Information 3.13. Health 3.14. Education 3.15. Culture 3.16. Recreation 3.17. Religion 3.18. Politics 3.19. Law 3.20. Science 3.21. Technology 3.22. Environment 3.23. Energy 3.24. Water 3.25. Land 3.26. Air 3.27. Space 3.28. Outer space 3.29. Deep sea 3.30. Antarctica 3.31. Arctic 3.32. Subarctic 3.33. Subtropical 3.34. Tropical 3.35. Desert 3.36. Mountain 3.37. Plateau 3.38. Valley 3.39. Plain 3.40. Steppe 3.41. Tundra 3.42. Taiga 3.43. Savanna 3.44. Grassland 3.45. Forest 3.46. Woodland 3.47. Shrubland 3.48. Wetland 3.49. Wetland 3.50. Wetland 3.51. Wetland 3.52. Wetland 3.53. Wetland 3.54. Wetland 3.55. Wetland 3.56. Wetland 3.57. Wetland 3.58. Wetland 3.59. Wetland 3.60. Wetland 3.61. Wetland 3.62. Wetland 3.63. Wetland 3.64. Wetland 3.65. Wetland 3.66. Wetland 3.67. Wetland 3.68. Wetland 3.69. Wetland 3.70. Wetland 3.71. Wetland 3.72. Wetland 3.73. Wetland 3.74. Wetland 3.75. Wetland 3.76. Wetland 3.77. Wetland 3.78. Wetland 3.79. Wetland 3.80. Wetland 3.81. Wetland 3.82. Wetland 3.83. Wetland 3.84. Wetland 3.85. Wetland 3.86. Wetland 3.87. Wetland 3.88. Wetland 3.89. Wetland 3.90. Wetland 3.91. Wetland 3.92. Wetland 3.93. Wetland 3.94. Wetland 3.95. Wetland 3.96. Wetland 3.97. Wetland 3.98. Wetland 3.99. Wetland 4.00. Wetland

The Changing Specific Competencies

6. Diagrams should be drawn on the diagrammatic paper	6.1 Stationary parts of the apparatus are placed around according to following order: water 6.2 Candles are placed around the bottom part of the apparatus 6.3 Liquid medium is poured in the apparatus according to the following order: 6.3.1 Glass tubes are placed and filled 6.3.2 The bottom part of the apparatus are covered with paper part of the material
6. Label the diagram	6.1 Labels and numbers are prepared by drawing 6.2 It is a single diagram and should be put together 6.3 The materials are prepared in the specified manner
Range of Variables	
Variables	Range (any three out of 4 are ok)
1. Mass of water	1.1 Adjusted volume 1.2 Change in pressure (atmos) 1.3 CH₂ rate 1.4 Temperature 1.5 Time (not in atmosphere) (in water) 1.6 Pressure 1.7 Temperature at the point of change 1.8 Pressure 1.9 Length 1.10 Mass 1.11 Mass of water 1.12 Mass of water 1.13 Mass of water (change) (the volume of the change) (the volume of the change) 1.14 Mass of water (change) (the volume of the change) 1.15 Mass of water 1.16 Mass of water 1.17 Mass of water 1.18 Mass of water 1.19 Mass of water 1.20 Mass of water
2. Mass of water	2.1 Mass of water 2.2 Mass of water 2.3 Mass of water

1. Introduction	1.1 Introduction
	1.2 Introduction to the course
	1.3 Introduction
	1.4 Introduction to the course
2. Overview	2.1 Overview
	2.2 Overview
	2.3 Overview
	2.4 Overview
	2.5 Overview
	2.6 Overview
	2.7 Overview
	2.8 Overview
	2.9 Overview
	2.10 Overview
	2.11 Overview
	2.12 Overview
	2.13 Overview
	2.14 Overview
	2.15 Overview
	2.16 Overview
3. Overview	3.1 Overview
	3.2 Overview
	3.3 Overview
	3.4 Overview
	3.5 Overview
	3.6 Overview
	3.7 Overview
	3.8 Overview
	3.9 Overview
	3.10 Overview
4. Overview	4.1 Overview
	4.2 Overview
	4.3 Overview
	4.4 Overview
	4.5 Overview
	4.6 Overview
	4.7 Overview
	4.8 Overview
	4.9 Overview
	4.10 Overview
5. Overview	5.1 Overview
	5.2 Overview
	5.3 Overview
	5.4 Overview
	5.5 Overview
	5.6 Overview
	5.7 Overview
	5.8 Overview
	5.9 Overview
	5.10 Overview
6. Overview	6.1 Overview
	6.2 Overview
	6.3 Overview
	6.4 Overview
	6.5 Overview
	6.6 Overview
	6.7 Overview
	6.8 Overview
	6.9 Overview
	6.10 Overview

Task Overview Table	2023 Approved 11th & 12th Grade Earth Science Handbook for Engineering Practices & Systems
Standard Name	Efficiency
Task Description	The task involves the knowledge of the two different methods required to build a building and environment following production system. Project goals include: identifying the type of building to be built, identifying the building's location, identifying the building's purpose, identifying the building's structure, identifying the building's materials, identifying the building's systems, identifying the building's systems, identifying the building's systems.
Measuring or Comparing	Performance Indicators Build and Design items are measured in the range of 1-5.
1. Identify the building's purpose and location	1.1 Building and location of the building are identified in accordance to the building's purpose and location. 1.2 Purpose and location of the building are identified in accordance to the building's purpose and location.
2. Identify the building's structure and materials	2.1 Building and location of the building are identified in accordance to the building's purpose and location. 2.2 Purpose and location of the building are identified in accordance to the building's purpose and location.
3. Identify the building's systems and materials	3.1 Building and location of the building are identified in accordance to the building's purpose and location. 3.2 Purpose and location of the building are identified in accordance to the building's purpose and location. 3.3 Building and location of the building are identified in accordance to the building's purpose and location. 3.4 Building and location of the building are identified in accordance to the building's purpose and location.

4. Electrical fire tests for weather elements protection:	4.1 IPXX is indicated with regard to protection for electric components 4.2 Protection for lightning with safety requirements 4.3 There is degree protection for electrodynamic protection class 1 through protection
5. Insulated building components	5.1 Electrical strength is shown in the tables of the specifications for electrical insulation being provided 5.2 The degree of protection for weather elements is indicated with relevant requirements for standards 5.3 The degree of protection for weather elements is indicated with relevant requirements for standards 5.4 A degree of protection for weather elements is indicated with relevant requirements for standards 5.5 The degree of protection for weather elements is indicated with relevant requirements for standards
6. Protection against corrosion for planning and/or	6.1 The degree of protection is indicated with relevant requirements for standards 6.2 The degree of protection is indicated with relevant requirements for standards 6.3 The degree of protection is indicated with relevant requirements for standards 6.4 The degree of protection is indicated with relevant requirements for standards
7. Insulated building components system	7.1 The degree of protection is indicated with relevant requirements for standards 7.2 The degree of protection is indicated with relevant requirements for standards 7.3 The degree of protection is indicated with relevant requirements for standards
8. Climate and energy transfer, etc.	8.1 The degree of protection is indicated with relevant requirements for standards 8.2 The degree of protection is indicated with relevant requirements for standards
Range of application	
9. Notes	Range of application is indicated in the table

a. (100)	1. 100% given 2. 100% given 3. 100% given 4. 100% given
b. Type of writing instrument used:	1. 1. 100% given 2. 2. 100% given
c. Type of writing instrument used (writing)	1. 1. 100% given 2. 2. 100% given 3. 3. 100% given 4. 4. 100% given
Answer Key: The following is used for automatic grading of responses. Responses are not graded until the end of the test and are then graded by the test administrator.	
1. Understanding of the question	1. 1. 100% given 2. 2. 100% given 3. 3. 100% given 4. 4. 100% given
2. Understanding of the question	1. 1. 100% given 2. 2. 100% given 3. 3. 100% given 4. 4. 100% given
3. Understanding of the question	1. 1. 100% given 2. 2. 100% given 3. 3. 100% given 4. 4. 100% given

AAU Order and Title	BIBLIOGRAPHY: For Order 1 on 10/1/2019
Executive Summary	All Orders
Executive Summary	This report provides information regarding the results of the research conducted to perform a detailed analysis of the data collected. It includes a brief overview of the study, the objectives, the methodology, the results, and the conclusions. The report also includes a list of references and a list of figures and tables.
Executive Summary	The following table provides a summary of the results of the research. The table includes the following information: the name of the study, the objectives, the methodology, the results, and the conclusions.
Executive Summary	The following table provides a summary of the results of the research. The table includes the following information: the name of the study, the objectives, the methodology, the results, and the conclusions.
Executive Summary	The following table provides a summary of the results of the research. The table includes the following information: the name of the study, the objectives, the methodology, the results, and the conclusions.
Executive Summary	The following table provides a summary of the results of the research. The table includes the following information: the name of the study, the objectives, the methodology, the results, and the conclusions.

I. Learning Activities	6.1. Characteristics of acquisition of second and foreign 6.2. Components of language & culture 6.3. Grammar and language status 6.4. Foreign language learning 6.5. Acquisition of language with individuals and languages 6.6. Foreign language in public institutions for acquisition and communication with native and foreign in education
II. Research Approaches	The following research methods: 6.7. Analysis of texts (text analysis) 6.8. Experimental research 6.9. Field and lab. research approaches to social and educational research 6.10. Research design (methodology)
III. Methods of Assessment	Methods of assessment in language acquisition and education: 6.11. Portfolio 6.12. Standardized 6.13. Test preparation
IV. Cultural Assessment	7.1. Theoretical approaches: field and laboratory research research on the cultural as a social and psychological context of the learning process 7.2. Assessment and cultural research by the cultural research
Excellence Requirements: Training should be held for students by German State Examination Authority (KMK) and the State Examination Board, in a form with integrated modules for study programs in cultural and language education against the background of methodology or social sciences. For master of arts & PhD, the Federal Examination Board provides additional guidelines for the use of research, must meet the quality standards established by the KMK	

6. Performance measures	6.1 Energy-related indicators and targets are in place 6.2 CO₂ emissions are monitored with precision
8. Communication internal and external	8.1 Policies are communicated with clarity 8.2 Policies are being implemented correctly 8.3 Communication strategy, internal and external, is in place
7. Descriptive information	7.1 Assets and liabilities are recorded as per standards 7.2 Financial statements and management are prepared in line with the standards (if required) 7.3 Assets and liabilities are recorded as per standards
Range of 7's achieved	
Indicator	Range of 7's achieved (as per reference to)
1. Energy	1.1 Energy 1.2 Emissions (scope 1)
2. Environmental	2.1 Physical specifications 2.2 Performance specifications 2.3 Methodological aspects 2.4 Qualitative aspects
3. Reporting system	3.1 Details of sig-4 and sig-5 recorded with GRI and/or other standards (if any) 3.2 Reporting system 3.3 Coverage of standards 3.4 Asset systems 3.5 Asset systems 3.6 Asset systems 3.7 Asset systems 3.8 Asset systems 3.9 Asset systems 3.10 Asset systems 3.11 Asset systems 3.12 Asset systems

1. Total body composition	2. Fat-free mass 2.1 Fat-free mass (FFM) 2.2 Fat-free mass (FFM) 2.3 Fat-free mass (FFM) 2.4 Fat-free mass (FFM) 2.5 Fat-free mass (FFM) 2.6 Fat-free mass (FFM) 2.7 Fat-free mass (FFM) 2.8 Fat-free mass (FFM) 2.9 Fat-free mass (FFM) 2.10 Fat-free mass (FFM) 2.11 Fat-free mass (FFM) 2.12 Fat-free mass (FFM) 2.13 Fat-free mass (FFM) 2.14 Fat-free mass (FFM) 2.15 Fat-free mass (FFM) 2.16 Fat-free mass (FFM) 2.17 Fat-free mass (FFM) 2.18 Fat-free mass (FFM) 2.19 Fat-free mass (FFM) 2.20 Fat-free mass (FFM)
3. Fat	4. Total body fat 4.1 Total body fat (TBF) 4.2 Total body fat (TBF) 4.3 Total body fat (TBF) 4.4 Total body fat (TBF) 4.5 Total body fat (TBF) 4.6 Total body fat (TBF) 4.7 Total body fat (TBF) 4.8 Total body fat (TBF) 4.9 Total body fat (TBF) 4.10 Total body fat (TBF) 4.11 Total body fat (TBF) 4.12 Total body fat (TBF) 4.13 Total body fat (TBF) 4.14 Total body fat (TBF) 4.15 Total body fat (TBF) 4.16 Total body fat (TBF) 4.17 Total body fat (TBF) 4.18 Total body fat (TBF) 4.19 Total body fat (TBF) 4.20 Total body fat (TBF)
5. Metabolism	6. Metabolism 6.1 Metabolism 6.2 Metabolism 6.3 Metabolism 6.4 Metabolism 6.5 Metabolism 6.6 Metabolism 6.7 Metabolism 6.8 Metabolism 6.9 Metabolism 6.10 Metabolism 6.11 Metabolism 6.12 Metabolism 6.13 Metabolism 6.14 Metabolism 6.15 Metabolism 6.16 Metabolism 6.17 Metabolism 6.18 Metabolism 6.19 Metabolism 6.20 Metabolism



Question 4 (10)

The subject is related to Aristotle, with a different chapter, chapters are stated and mark the statements as to the correct version of the text of Aristotle's

1. **Golden Age of Empiricism**

- 1.1 Empiricism is an approach that the knowledge is derived from the world around them and experiences and learning
- 1.2 Empiricism is a way of life and a natural life as per Aristotle

2. **Epistemological Knowledge**

- 2.1 Aristotle's concept knowledge is
- 2.2 Theory of knowledge and its process
- 2.3 Aristotle's Theory of knowledge
- 2.4 Empirical knowledge
- 2.5 Aristotle's knowledge is a way of learning
- 2.6 Aristotle's knowledge is a way of learning

3. **Learning and**

- 3.1 Aristotle's knowledge
- 3.2 Aristotle's knowledge
- 3.3 Aristotle's knowledge
- 3.4 Aristotle's knowledge
- 3.5 Aristotle's knowledge is a way of learning

4. **Epistemological**

- 4.1 Aristotle's knowledge is a way of learning
- 4.2 Aristotle's knowledge is a way of learning
- 4.3 Aristotle's knowledge is a way of learning
- 4.4 Aristotle's knowledge is a way of learning
- 4.5 Aristotle's knowledge is a way of learning
- 4.6 Aristotle's knowledge is a way of learning
- 4.7 Aristotle's knowledge is a way of learning

5. **Epistemological**

- 5.1 Aristotle's knowledge is a way of learning
- 5.2 Aristotle's knowledge is a way of learning
- 5.3 Aristotle's knowledge is a way of learning
- 5.4 Aristotle's knowledge is a way of learning
- 5.5 Aristotle's knowledge is a way of learning

1. Background of the candidate	Candidate's name: Mr. [Name] and position: [Position] ED: [Education] EC: [Employment]
2. Executive Summary	The Executive Summary must be clear, concise, and to the point. It should provide a brief overview of the project and the results of the research. The Executive Summary must be written by the candidate.
Appendix A: Bibliography The following list of references is provided by the candidate. The candidate is responsible for ensuring that the references are accurate and up-to-date. The candidate is also responsible for ensuring that the references are properly formatted according to the requirements of the [Organization].	

Unit 11 Overview Title	L2/LEVEL 2/19: Pythagoras Model Comparison
Weekend Report	28 May 2019
Unit Overview	This unit covers the knowledge, technical skills and expertise to perform tasks associated with quality business. Quality will mean creating and protecting services for which customers would willingly at a premium deliberate, various other customers and business partners.
Learning or Competency	Explain the concept of quality and the importance of quality in business.
1. Explain the concept of quality and the importance of quality in business	1.1. Explain the concept of quality and the importance of quality in business. 1.2. Explain the concept of quality and the importance of quality in business. 1.3. Explain the concept of quality and the importance of quality in business.
2. Explain the concept of quality and the importance of quality in business	2.1. Explain the concept of quality and the importance of quality in business. 2.2. Explain the concept of quality and the importance of quality in business. 2.3. Explain the concept of quality and the importance of quality in business.
3. Explain the concept of quality and the importance of quality in business	3.1. Explain the concept of quality and the importance of quality in business. 3.2. Explain the concept of quality and the importance of quality in business. 3.3. Explain the concept of quality and the importance of quality in business.

A. Perform vector calculations	A.1. Add and subtract vectors graphically and algebraically A.2. Find the scalar product of two vectors graphically and algebraically and use it to find the angle between two vectors A.3. Find the vector product of two vectors algebraically A.4. Find the vector product of two vectors graphically
B. Kinetic energy	B.1. Calculate the kinetic energy of a particle B.2. Calculate the work done by a force
C. Elastic and inelastic collisions	C.1. Calculate the velocity of a particle after a collision C.2. Calculate the work done by a force C.3. Calculate the work done by a force C.4. Calculate the work done by a force
Chapter 10: Electromagnetism	
Objectives	10.1. Calculate the magnetic field of a wire
1. Magnetic field	1.1. Calculate the magnetic field of a wire 1.2. Calculate the magnetic field of a wire 1.3. Calculate the magnetic field of a wire 1.4. Calculate the magnetic field of a wire 1.5. Calculate the magnetic field of a wire
2. Electromagnet	2.1. Calculate the magnetic field of a wire 2.2. Calculate the magnetic field of a wire 2.3. Calculate the magnetic field of a wire 2.4. Calculate the magnetic field of a wire
3. Induction	3.1. Calculate the magnetic field of a wire 3.2. Calculate the magnetic field of a wire 3.3. Calculate the magnetic field of a wire 3.4. Calculate the magnetic field of a wire 3.5. Calculate the magnetic field of a wire 3.6. Calculate the magnetic field of a wire 3.7. Calculate the magnetic field of a wire

1. Knowledge	1.1. Name parts of a house 1.2. Identify furniture 1.3. Vocabulary 1.4. Classification
2. Listening	2.1. Fill in 2.2. Comprehension 2.3. Text comprehension 2.4. Short 2.5. Multiple choice 2.6. Match 2.7. True or False 2.8. Complete 2.9. Short text 2.10. Multiple choice 2.11. Reading 2.12. Multiple choice 2.13. Reading 2.14. Reading 2.15. Reading 2.16. Reading 2.17. Reading 2.18. Reading 2.19. Reading 2.20. Reading 2.21. Reading 2.22. Reading 2.23. Reading 2.24. Reading 2.25. Reading 2.26. Reading 2.27. Reading 2.28. Reading 2.29. Reading 2.30. Reading 2.31. Reading 2.32. Reading 2.33. Reading 2.34. Reading 2.35. Reading 2.36. Reading 2.37. Reading 2.38. Reading 2.39. Reading 2.40. Reading 2.41. Reading 2.42. Reading 2.43. Reading 2.44. Reading 2.45. Reading 2.46. Reading 2.47. Reading 2.48. Reading 2.49. Reading 2.50. Reading 2.51. Reading 2.52. Reading 2.53. Reading 2.54. Reading 2.55. Reading 2.56. Reading 2.57. Reading 2.58. Reading 2.59. Reading 2.60. Reading 2.61. Reading 2.62. Reading 2.63. Reading 2.64. Reading 2.65. Reading 2.66. Reading 2.67. Reading 2.68. Reading 2.69. Reading 2.70. Reading 2.71. Reading 2.72. Reading 2.73. Reading 2.74. Reading 2.75. Reading 2.76. Reading 2.77. Reading 2.78. Reading 2.79. Reading 2.80. Reading 2.81. Reading 2.82. Reading 2.83. Reading 2.84. Reading 2.85. Reading 2.86. Reading 2.87. Reading 2.88. Reading 2.89. Reading 2.90. Reading 2.91. Reading 2.92. Reading 2.93. Reading 2.94. Reading 2.95. Reading 2.96. Reading 2.97. Reading 2.98. Reading 2.99. Reading 2.100. Reading
3. Reading	3.1. Reading 3.2. Reading 3.3. Reading 3.4. Reading 3.5. Reading 3.6. Reading 3.7. Reading 3.8. Reading 3.9. Reading 3.10. Reading 3.11. Reading 3.12. Reading 3.13. Reading 3.14. Reading 3.15. Reading 3.16. Reading 3.17. Reading 3.18. Reading 3.19. Reading 3.20. Reading 3.21. Reading 3.22. Reading 3.23. Reading 3.24. Reading 3.25. Reading 3.26. Reading 3.27. Reading 3.28. Reading 3.29. Reading 3.30. Reading 3.31. Reading 3.32. Reading 3.33. Reading 3.34. Reading 3.35. Reading 3.36. Reading 3.37. Reading 3.38. Reading 3.39. Reading 3.40. Reading 3.41. Reading 3.42. Reading 3.43. Reading 3.44. Reading 3.45. Reading 3.46. Reading 3.47. Reading 3.48. Reading 3.49. Reading 3.50. Reading 3.51. Reading 3.52. Reading 3.53. Reading 3.54. Reading 3.55. Reading 3.56. Reading 3.57. Reading 3.58. Reading 3.59. Reading 3.60. Reading 3.61. Reading 3.62. Reading 3.63. Reading 3.64. Reading 3.65. Reading 3.66. Reading 3.67. Reading 3.68. Reading 3.69. Reading 3.70. Reading 3.71. Reading 3.72. Reading 3.73. Reading 3.74. Reading 3.75. Reading 3.76. Reading 3.77. Reading 3.78. Reading 3.79. Reading 3.80. Reading 3.81. Reading 3.82. Reading 3.83. Reading 3.84. Reading 3.85. Reading 3.86. Reading 3.87. Reading 3.88. Reading 3.89. Reading 3.90. Reading 3.91. Reading 3.92. Reading 3.93. Reading 3.94. Reading 3.95. Reading 3.96. Reading 3.97. Reading 3.98. Reading 3.99. Reading 3.100. Reading

Standard Item	TEACHING POINT: Use of and Human Rights concerning the sex aspect
Overall Score	all items
Unit Question	This unit covers the knowledge, skills and attitudes related to mental and emotional distress under the legal system, is specifically designed to study a set of cases involving decision for students and how aware they are of the legal system and how working in legal system, courts, and justice. Study equipment materials and evidence.
Summary of Learning	Understand a Court's Role and understand courts as a subsidiary to the concept of Justice
Specific and related learning activities for students	1.1 The types and structure of courts (high, appellate, district, etc.) 1.2 Examples for structure of judicial decisions is called 1.3 Types, structure and materials are collected for evidence for 1.4 The court's structure, function, etc. (e.g. and provided for) is listed
1. Criminal Law and Evidence	1.1 <u>111</u> is correct and valid 1.2 <u>111</u> is correct and is a subsidiary to the concept 1.3 and 1.4 are correct and are correct as per the concept 1.4 and 1.5 are correct and are correct as per the concept
2. Mental and Emotional Distress	2.1 <u>111</u> is correct and is a subsidiary to the concept 2.2 <u>111</u> is correct and is a subsidiary to the concept 2.3 <u>111</u> is correct and is a subsidiary to the concept 2.4 <u>111</u> is correct and is a subsidiary to the concept

4. Safety device	4.1 guard system is installed and is adjusted to act upon movement according to performance parameters 4.2 stop frame is fitted to stop the tool movement and bring movement back to normal position 4.3 frame is designed for bearing pressure, weight, spreading, turning strength, twisting, bending or any other loads it will be subjected during operation, allowing safety separation 4.4 vertical rods of the frame are secured for being secured during operation and there is no disturbing act, movement or oscillation 4.5 frame is made of material conforming with relevant mechanical code or other relevant standards and materials 4.6 frame is a welded or bolted frame with safety separation 4.7 stop and hold and release procedure is tested under safety to separation with movement
5. Stoppage with equipment, materials and completion	5.1 tool, equipment and material are checked to be ready to stop the machine 5.2 tool, equipment and material are secured to stop and/or release 5.3 exclusive stop and equipment are marked, separated, removed and secured to prevent movement 5.4 completion is checked according to safety parameters 5.5 stoppage is checked and secured to the design and safety
Design of equipment	
Equipment	Design must be 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000
Tool and material	1.1. Material and tool 1.2. Material 1.3. Material and tool 1.4. Material and tool 1.5. Material and tool 1.6. Material and tool 1.7. Material and tool 1.8. Material and tool 1.9. Material and tool 1.10. Material and tool 1.11. Material and tool 1.12. Material and tool 1.13. Material and tool 1.14. Material and tool 1.15. Material and tool 1.16. Material and tool 1.17. Material and tool 1.18. Material and tool 1.19. Material and tool 1.20. Material and tool 1.21. Material and tool 1.22. Material and tool 1.23. Material and tool 1.24. Material and tool 1.25. Material and tool 1.26. Material and tool 1.27. Material and tool 1.28. Material and tool 1.29. Material and tool 1.30. Material and tool 1.31. Material and tool 1.32. Material and tool 1.33. Material and tool 1.34. Material and tool 1.35. Material and tool 1.36. Material and tool 1.37. Material and tool 1.38. Material and tool 1.39. Material and tool 1.40. Material and tool 1.41. Material and tool 1.42. Material and tool 1.43. Material and tool 1.44. Material and tool 1.45. Material and tool 1.46. Material and tool 1.47. Material and tool 1.48. Material and tool 1.49. Material and tool 1.50. Material and tool 1.51. Material and tool 1.52. Material and tool 1.53. Material and tool 1.54. Material and tool 1.55. Material and tool 1.56. Material and tool 1.57. Material and tool 1.58. Material and tool 1.59. Material and tool 1.60. Material and tool 1.61. Material and tool 1.62. Material and tool 1.63. Material and tool 1.64. Material and tool 1.65. Material and tool 1.66. Material and tool 1.67. Material and tool 1.68. Material and tool 1.69. Material and tool 1.70. Material and tool 1.71. Material and tool 1.72. Material and tool 1.73. Material and tool 1.74. Material and tool 1.75. Material and tool 1.76. Material and tool 1.77. Material and tool 1.78. Material and tool 1.79. Material and tool 1.80. Material and tool 1.81. Material and tool 1.82. Material and tool 1.83. Material and tool 1.84. Material and tool 1.85. Material and tool 1.86. Material and tool 1.87. Material and tool 1.88. Material and tool 1.89. Material and tool 1.90. Material and tool 1.91. Material and tool 1.92. Material and tool 1.93. Material and tool 1.94. Material and tool 1.95. Material and tool 1.96. Material and tool 1.97. Material and tool 1.98. Material and tool 1.99. Material and tool 1.100. Material and tool

	1.1.1. General and specific aims 1.1.2. Objectives of the study
1.2. Research design	1.2.1. Design 1.2.2. Study 1.2.3. Study design 1.2.4. Study design 1.2.5. Study design 1.2.6. Study design 1.2.7. Study design
1.3. Research	1.3.1. General and specific aims 1.3.2. Study design 1.3.3. Study design
1.4. Study	1.4.1. Study design 1.4.2. Study design 1.4.3. Study design 1.4.4. Study design 1.4.5. Study design 1.4.6. Study design 1.4.7. Study design
1.5. Research	1.5.1. General and specific aims 1.5.2. Study design 1.5.3. Study design 1.5.4. Study design 1.5.5. Study design 1.5.6. Study design 1.5.7. Study design
1.6. Research	1.6.1. General and specific aims 1.6.2. Study design 1.6.3. Study design 1.6.4. Study design 1.6.5. Study design 1.6.6. Study design 1.6.7. Study design
1.7. Research	1.7.1. General and specific aims 1.7.2. Study design 1.7.3. Study design 1.7.4. Study design 1.7.5. Study design 1.7.6. Study design 1.7.7. Study design
1.8. Research	1.8.1. General and specific aims 1.8.2. Study design 1.8.3. Study design 1.8.4. Study design 1.8.5. Study design 1.8.6. Study design 1.8.7. Study design
1.9. Research	1.9.1. General and specific aims 1.9.2. Study design 1.9.3. Study design 1.9.4. Study design 1.9.5. Study design 1.9.6. Study design 1.9.7. Study design
1.10. Research	1.10.1. General and specific aims 1.10.2. Study design 1.10.3. Study design 1.10.4. Study design 1.10.5. Study design 1.10.6. Study design 1.10.7. Study design

Unit's Learning Outcomes	Course Title: <u>English for Social Empowerment and Development</u>
Assessment Process	Mid-term
Unit Description	This unit focuses the knowledge, skills and attitudes required for the students to be able to do the following things – 1. Apply the knowledge of the different social structures in order to make fully aware of the social changes that are taking place in the society, culture and society; identify the social issues that are facing the society and the people; and identify the different social issues that are facing the society.
Expected Learning Competencies	<u>Identify and explain</u> <u>Social and Cultural Change</u> which is a dynamic process of change.
1. Identify the different social and cultural changes that are taking place in the society.	1.1 The students should be able to identify the different social and cultural changes that are taking place in the society. 1.2 The students should be able to identify the different social and cultural changes that are taking place in the society. 1.3 The students should be able to identify the different social and cultural changes that are taking place in the society. 1.4 The students should be able to identify the different social and cultural changes that are taking place in the society. 1.5 The students should be able to identify the different social and cultural changes that are taking place in the society. 1.6 The students should be able to identify the different social and cultural changes that are taking place in the society. 1.7 The students should be able to identify the different social and cultural changes that are taking place in the society. 1.8 The students should be able to identify the different social and cultural changes that are taking place in the society. 1.9 The students should be able to identify the different social and cultural changes that are taking place in the society. 1.10 The students should be able to identify the different social and cultural changes that are taking place in the society.

3. Technically, as a prearranged for setting a meeting	3.1 If technical information on setting order is sufficient and what they may not be possible to get a meeting date 3.2 Involves terms. Technical as it concerns are common the term by work 3.3 involving with it has and groups involve the meeting materials are technical 3.4 Involves the technical, including by setting date 3.5 As the technical are technical as a prearranged meeting date
4. Technical, including making of technical data and materials	4.1 If technical and technical are not possible by using technical work 4.2 Technical material is technical data date 4.3 Technical as it concerns technical data as a prearranged 4.4 As it is a prearranged that work and 4.5 Involving with the term and the technical but as a prearranged 4.6 Involving with the technical as a prearranged meeting date
5. Technical, including making of technical data and materials	5.1 Making technical and as technical data is prearranged, prearranged materials 5.2 If technical and technical are not possible 5.3 Involving with the term and the technical but as a prearranged 5.4 As it is a prearranged that work and 5.5 Involving with the term and the technical but as a prearranged 5.6 Involving with the term and the technical but as a prearranged 5.7 Involving with the term and the technical but as a prearranged
6. Technical, including making of technical data and materials	6.1 If technical and technical are not possible by using technical work 6.2 Technical material is technical data date 6.3 Technical as it concerns technical data as a prearranged 6.4 As it is a prearranged that work and 6.5 Involving with the term and the technical but as a prearranged 6.6 Involving with the term and the technical but as a prearranged
7. Technical, including making of technical data and materials	7.1 If technical and technical are not possible by using technical work 7.2 Technical material is technical data date 7.3 Technical as it concerns technical data as a prearranged 7.4 As it is a prearranged that work and 7.5 Involving with the term and the technical but as a prearranged 7.6 Involving with the term and the technical but as a prearranged
8. Technical, including making of technical data and materials	8.1 If technical and technical are not possible by using technical work 8.2 Technical material is technical data date 8.3 Technical as it concerns technical data as a prearranged 8.4 As it is a prearranged that work and 8.5 Involving with the term and the technical but as a prearranged 8.6 Involving with the term and the technical but as a prearranged
9. Technical, including making of technical data and materials	9.1 If technical and technical are not possible by using technical work 9.2 Technical material is technical data date 9.3 Technical as it concerns technical data as a prearranged 9.4 As it is a prearranged that work and 9.5 Involving with the term and the technical but as a prearranged 9.6 Involving with the term and the technical but as a prearranged

3. Methods of measurement	Methods of assessment may include but not be limited to: a) written test; b) demonstration; c) work-based proof.
4. Content of Assessment	It is recommended that assessment should be based on the following: a) the relevant knowledge, skills and competences required for the job; b) the relevant tasks and activities required for the job; c) the relevant standards and criteria for the job.
Assessment Suggestions Training providers need to provide the Right of Skills Development Authority (RSDA) the National Centre Assessment Body (NCAB) with adequate evidence for quality assurance mechanism showing that it has been agreed that all of competences of each course the areas of any relevant competences, knowledge, attitudes, behaviour against the set of competences for each course. The quality assurance mechanism can be as follows:	

Unit Name and Code	ENVIRONMENTAL SCIENCE AND TECHNOLOGY: Solid Waste Management Systems
Duration / Weeks	40 Weeks
Unit Description	This unit covers the knowledge, skills and attitudes necessary to understand the solid waste management system. It includes: definition, sources, management and treatment of solid waste; solid waste volume growth and characteristics; diagnosis factors in solid waste system; and waste policy and waste flow; and waste management strategy.
Statement of Competence	Performance Objectives Goal and Definition: define the objectives in the range of competence
1. Understand the solid waste management system	1.1 Explain the solid waste management system 1.2 Explain the solid waste management system in the range of competence 1.3 Explain the solid waste management system in the range of competence 1.4 Explain the solid waste management system in the range of competence 1.5 Explain the solid waste management system in the range of competence 1.6 Explain the solid waste management system in the range of competence 1.7 Explain the solid waste management system in the range of competence
2. Apply the solid waste management system	2.1 Apply the solid waste management system 2.2 Apply the solid waste management system 2.3 Apply the solid waste management system 2.4 Apply the solid waste management system 2.5 Apply the solid waste management system 2.6 Apply the solid waste management system 2.7 Apply the solid waste management system 2.8 Apply the solid waste management system 2.9 Apply the solid waste management system 2.10 Apply the solid waste management system

3. Sub-topics:	3.1. Planning (Timeline, duration, time) related with meeting 3.2. Agenda (type, topics, form, and topics and order) (Timeline and Plan) 3.3. Invitation (to participate) (type, time, place) 3.4. Registration (name, address, and contact information) (type, time, place) 3.5. Follow-up (to participants and to sponsors) (type, time, place)
4. Meeting Copy plan and structure	4.1. Topic (to be discussed) (type, time, place) 4.2. Structure (to be discussed) (type, time, place) 4.3. Timeline (to be discussed) (type, time, place) 4.4. Agenda (to be discussed) (type, time, place) 4.5. Registration (to be discussed) (type, time, place) 4.6. Follow-up (to be discussed) (type, time, place)
5. Program structure: Sub-topics, topics, and agenda	5.1. Structure (to be discussed) (type, time, place) 5.2. Timeline (to be discussed) (type, time, place) 5.3. Agenda (to be discussed) (type, time, place) 5.4. Registration (to be discussed) (type, time, place) 5.5. Follow-up (to be discussed) (type, time, place) 5.6. Structure (to be discussed) (type, time, place) 5.7. Timeline (to be discussed) (type, time, place) 5.8. Agenda (to be discussed) (type, time, place) 5.9. Registration (to be discussed) (type, time, place) 5.10. Follow-up (to be discussed) (type, time, place)
6. Report to be given (type, time, place)	6.1. Topic (to be discussed) (type, time, place) 6.2. Structure (to be discussed) (type, time, place) 6.3. Timeline (to be discussed) (type, time, place) 6.4. Agenda (to be discussed) (type, time, place) 6.5. Registration (to be discussed) (type, time, place) 6.6. Follow-up (to be discussed) (type, time, place)
7. Meeting to be given (type, time, place)	7.1. Topic (to be discussed) (type, time, place) 7.2. Structure (to be discussed) (type, time, place) 7.3. Timeline (to be discussed) (type, time, place) 7.4. Agenda (to be discussed) (type, time, place) 7.5. Registration (to be discussed) (type, time, place) 7.6. Follow-up (to be discussed) (type, time, place)
8. Report to be given (type, time, place)	8.1. Topic (to be discussed) (type, time, place) 8.2. Structure (to be discussed) (type, time, place) 8.3. Timeline (to be discussed) (type, time, place) 8.4. Agenda (to be discussed) (type, time, place) 8.5. Registration (to be discussed) (type, time, place) 8.6. Follow-up (to be discussed) (type, time, place)
9. Report to be given (type, time, place)	9.1. Topic (to be discussed) (type, time, place) 9.2. Structure (to be discussed) (type, time, place) 9.3. Timeline (to be discussed) (type, time, place) 9.4. Agenda (to be discussed) (type, time, place) 9.5. Registration (to be discussed) (type, time, place) 9.6. Follow-up (to be discussed) (type, time, place)

1. Knowledge base	1.1. Subject domain 1.2. Learning goals 1.3. Formative 1.4. Assessment 1.5. Formative 1.6. Assessment
2. Other components	2.1. Subject domain 2.2. Assessment 2.3. Formative 2.4. Assessment 2.5. Formative 2.6. Assessment
3. Knowledge base and assessment	3.1. Subject domain 3.2. Assessment 3.3. Formative 3.4. Assessment 3.5. Formative 3.6. Assessment
4. Field	4.1. Subject domain 4.2. Assessment 4.3. Formative 4.4. Assessment 4.5. Formative 4.6. Assessment 4.7. Formative 4.8. Assessment 4.9. Formative 4.10. Assessment 4.11. Formative 4.12. Assessment 4.13. Formative 4.14. Assessment 4.15. Formative 4.16. Assessment 4.17. Formative 4.18. Assessment 4.19. Formative 4.20. Assessment 4.21. Formative 4.22. Assessment 4.23. Formative 4.24. Assessment 4.25. Formative 4.26. Assessment 4.27. Formative 4.28. Assessment 4.29. Formative 4.30. Assessment 4.31. Formative 4.32. Assessment 4.33. Formative 4.34. Assessment 4.35. Formative 4.36. Assessment 4.37. Formative 4.38. Assessment 4.39. Formative 4.40. Assessment 4.41. Formative 4.42. Assessment 4.43. Formative 4.44. Assessment 4.45. Formative 4.46. Assessment 4.47. Formative 4.48. Assessment 4.49. Formative 4.50. Assessment 4.51. Formative 4.52. Assessment 4.53. Formative 4.54. Assessment 4.55. Formative 4.56. Assessment 4.57. Formative 4.58. Assessment 4.59. Formative 4.60. Assessment 4.61. Formative 4.62. Assessment 4.63. Formative 4.64. Assessment 4.65. Formative 4.66. Assessment 4.67. Formative 4.68. Assessment 4.69. Formative 4.70. Assessment 4.71. Formative 4.72. Assessment 4.73. Formative 4.74. Assessment 4.75. Formative 4.76. Assessment 4.77. Formative 4.78. Assessment 4.79. Formative 4.80. Assessment 4.81. Formative 4.82. Assessment 4.83. Formative 4.84. Assessment 4.85. Formative 4.86. Assessment 4.87. Formative 4.88. Assessment 4.89. Formative 4.90. Assessment 4.91. Formative 4.92. Assessment 4.93. Formative 4.94. Assessment 4.95. Formative 4.96. Assessment 4.97. Formative 4.98. Assessment 4.99. Formative 4.100. Assessment
5. Knowledge base and assessment	5.1. Subject domain 5.2. Assessment 5.3. Formative 5.4. Assessment 5.5. Formative 5.6. Assessment

[illegible]

1. All materials provided to students are for personal use only. All rights are reserved by the publisher. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage or retrieval system, without prior written permission from the publisher.

These and other results suggest that the 12-item version of the BSI-18 is a valid and reliable measure of psychological distress in the general population.

© 2000 Blackwell Science Ltd, *Journal of Internal Medicine* 247: 105–112

Abstract

Received 10 July 2003; accepted 10 July 2003

[illegible]

© 2006 The Authors
Journal compilation © 2006 Blackwell Publishing Ltd

100