



**COMPETENCY STANDARD  
FOR  
MASONRY**

**Level: 2**

**(Construction Sector)**

**Code: CS-CS-MAS-L2-EN-V1**



**National Skills Development Authority  
Prime Minister's Office  
Government of the People's Republic of Bangladesh**



## Copyright

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This Competency Standard for Masonry is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing training consistent with the requirements of industry in order to meet the qualification of individuals who graduated through the established standard via competency-based assessment for a relevant job.

This document has been developed by NSDA in association with Construction Sector, industry representatives, academia, related specialist, trainer and related employee.

Public and private institutions may use the information contained in this standard for activities benefitting Bangladesh.

## Introduction

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The NSDA aims to enhance an individual's employability by certifying completeness with skills. NSDA works to expand the skilling capacity of identified public and private training providers qualitatively and quantitatively. It also aims to establish and operationalize a responsive skills ecosystem and delivery mechanism through a combination of well-defined set of mechanisms and necessary technical supports.

Key priority economic growth sectors identified by the government have been targeted by NSDA to improve current job skills along with existing workforce to ensure required skills to industry standards. Training providers are encouraged and supported to work with industry to address identified skills and knowledge to enable industry growth and increased employment through the provision of market responsive inclusive skills training program. "**Masonry**" is selected as one of the priority occupations of **Construction Sector**. This standard is developed to adopt a demand driven approach to training with effective inputs from Industry Skills Councils (ISC's), employer associations and employers.

Generally, a competency standard informs curriculum, learning materials, assessment and certification of trainees enrolled in Skills Training. Trainees who successfully pass the assessment will receive a qualification in the National Skills Qualification Framework (NSQF) under Bangladesh National Qualification Framework and will be listed on the NSDA's online portal.

This competency standard is developed to improve skills and knowledge in accordance with the job roles, duties and tasks of the occupation and ensure that the required skills and knowledge are aligned to industry requirements. A series of stakeholder consultations, workshops were held to develop this document.

The document also details the format, sequencing, wording and layout of the Competency Standard for an occupation which is comprised of Units of Competence and its corresponding Elements.

## Overview

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A competency standard is a written specification of the knowledge, skills and attitudes required for the performance of an occupation, trade or job corresponding to the industry standard of performance required in the workplace.

The purpose of a competency standards is to:

- provide a consistent and reliable set of components for training, recognising and assessing people's skills, and may also have optional support materials
- enable industry recognised qualifications to be awarded through direct assessment of workplace competencies
- encourage the development and delivery of flexible training which suits individual and industry requirements
- encourage learning and assessment in a work-related environment which leads to verifiable workplace outcomes

Competency standards are developed by a working group comprised of representative from NSDA, Key Institutions, ISC, and industry experts to identify the competencies required of an occupation in Informal Sector.

Competency standards describe the skills, knowledge and attitude needed to perform effectively in the workplace. CS acknowledge that people can achieve technical and vocational competency in many ways by emphasizing what the learner can do, not how or where they learned to do it.

With competency standards, training and assessment may be conducted at the workplace or at training institute or any combination of these.

Competency standards consist of a number of units of competency. A unit of competency describes a distinct work activity that would normally be undertaken by one person in accordance with industry standards.

Units of competency are documented in a standard format that comprises of:

- unit title
- nominal duration
- unit code
- unit descriptor
- elements and performance criteria
- variables and range statement
- curricular content guide
- assessment evidence guide

Together, all the parts of a unit of competency:

- describe a work activity
- guide the assessor to determine whether the candidate is competent or not yet competent

The ensuing sections of this document comprise of a description of the relevant occupation, trade or job with all the key components of a unit of competency, including:

- a chart with an overview of all Units of Competency for the relevant occupation, trade or job including the Unit Codes and the Unit of Competency titles and corresponding Elements
- the Competency Standard that includes the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide and Assessment Evidence Guide.

**Competency Standards for National Skill Certificate, Level-2 in  
Masonry in Construction Sector**

**Level Descriptors of NSQF (BNQF 1-6)**

Level & Job classification	Knowledge Domain	Skills Domain	Responsibility Domain
6-Mid-Level Manager/ Sub Assistant Engineer	Comprehensive actual and theoretical knowledge within a specific work or study area with an awareness of the validity and limits of that knowledge, able to analyse, compare, relate and evaluate.	Specialised and wider range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems. Communicate professional issues and solutions to the team and to external partners/users.	Work under broad guidance and self-motivation to execute strategic and operational plan/s. Lead lower-level management. Diagnose and resolve problems within and among work groups.
5-Supervisor	Broad knowledge of the underlying, concepts, principles, and processes in a specific work or study area, able to scrutinize and break information into parts by identifying motives or causes.	Broad range of cognitive and practical skills required to generate solutions to specific problems in one or more work or study areas. Communicate practice-related problems and possible solutions to external partners.	Work under guidance of management and self-direction to resolve specific issues. Lead and take responsibility for the work and actions of group/team members. Bridge between management.
4-Highly Skilled Worker	Broader knowledge of the underlying, concepts, principles, and processes in a specific work or study area, able to solve problems to new situations by comparing and applying acquired knowledge.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information. Communicate using technical terminology and IT technology with partners and users as per workplace requirements.	Work under minimal supervision in specific contexts in response to workplace requirements. Resolve technical issues in response to workplace requirements and lead/guide a team/ group.
3-Skilled Worker	Moderately broad knowledge in a specific work or study area, able to perceive ideas and abstract from drawing and design according to workplace requirements.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools. Communicate with his team and limited external partners upholding the values, nature and culture of the workplace	Work or study under supervision with considerable autonomy. Participate in teams and responsible for group coordination.
2-Semi Skilled Worker	Basic understanding of underpinning knowledge in a specific work or study area, able to interpret and apply common occupational terms and instructions.	Skills required to carry out simple tasks, communicate with his team in the workplace presenting and discussing results of his work with required clarity.	Work or study under supervision in a structured context with limited scope of manipulation

1 –Basic Skilled Worker	Elementary understanding of ability to interpret the underpinning knowledge in a specific study area, able to interpret common occupational terms and instructions.	Specific Basic skills required to carry out simple tasks. Interpret occupational terms and present the results of own work within guided work environment/ under supervision.	Work under direct supervision in a structured context with limited range of responsibilities.
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### List of Abbreviations

CS	Competency Standard
ISC	Industry Skills Council
NSDA	National Skills Development Authority
NSQF	National Skills Qualifications Framework
OSH	Occupational Safety and Health
PPE	Personal Protective Equipment
SCVC	Standards and Curriculum Validation Committee
STP	Skills Training Provider
SOP	Standard Operating Procedure
UoC	Unit of Competency





Approved by  
----- Executive Committee (EC) Meeting of NSDA  
Held on -----



## Table of Contents

Copyright .....	iii
Introduction .....	iv
Overview .....	v
Level Descriptors of NSQF (BNQF 1-6) .....	vi
List of Abbreviations .....	vii
Course Structure.....	1
Units & Elements at Glance.....	2
Generic Units of Competencies .....	5
GU-02-L2-V1: Apply Occupational Safety and Health (OSH) Procedure in The Workplace .....	6
GU-12-L2-V1: Communicate in the Workplace.....	10
GU-08-L2-V1: Work in a Team Environment.....	13
Sector Specific Units of Competencies.....	15
SU-CS-01-L2-V1: Work in the Construction Sector.....	16
SU-CS-02-L2-V1: Interpret Drawings and Specifications in Construction Manuals.....	20
Occupation Specific Units of Competencies.....	22
OUMAS001L2V1: Use Tools for Masonry Works.....	23
OU-MAS-02-L2-V1: Perform Fundamental Works of Masonry .....	27
OU-MAS-04-L2-V1: Construct Brick Wall and Foundation .....	32
OU-MAS-05-L2-V1: Perform Brick Soling .....	36
OU-MAS-07-L2-V1: Perform Plaster Works on Masonry Surface .....	40
Review of Competency Standard .....	44
Validation of Competency Standard by Standard and Curriculum Validation Committee (SCVC).....	45
<b>Re-Review of Competency Standard .....</b>	<b>46</b>



**Competency Standards for National Skill Certificate, Level-02 in  
Masonry in Construction Sector**

**Course Structure**

<b>SL No</b>	<b>Unit code and Title</b>	<b>UOC Level</b>	<b>Nominal (hours)</b>
<b>Generic Units of Competencies</b>			
1.	GU-02-L2-V1	Apply Occupational Safety and Health (OSH) Procedure in the Workplace	2 15
2.	GU-12-L2-V1	Communicate in the workplace	2 30
3.	GU-08-L2-V1	Work in a Team Environment	2 20
<b>Sub Total</b>			<b>65</b>
<b>Sector Specific Units of Competencies</b>			
4.	SU-CS-01-L2-V1	Work in the Construction Sector	2 20
5.	SU-CS-02-L2-V1	Interpret Drawings and Specifications in Construction Manuals	2 20
<b>Sub Total</b>			<b>40</b>
<b>Occupation Specific Units of Competencies</b>			
6.	OU-MAS-01-L2-V1	Use Tools for Masonry Works	2 20
7.	OU-MAS-02-L2-V1	Perform Fundamental Works of Masonry	2 25
8.	OU-MAS-03-L2-V1	Construct Brick Wall and foundation	2 90
9.	OU-MAS-04-L2-V1	Perform Brick Soling	2 40
10.	OU-MAS-05-L2-V1	Perform Plaster Works on Masonry Surface	2 80
<b>Sub Total</b>			<b>255</b>
<b>Total Duration</b>			<b>360</b>

## Units & Elements at Glance

### Generic Competencies

Code	Unit of competency	Elements of competency	Duration (hours)
GU002L2V1	Apply Occupational Safety and Health (OSH) Procedure in the Workplace	<ol style="list-style-type: none"><li>1. Identify OSH policies and procedures</li><li>2. Follow OSH procedure</li><li>3. Report hazards and risks</li><li>4. Respond to emergencies</li><li>5. Maintain personal well-being</li></ol>	15
GU012L2V1	Communicate in the workplace	<ol style="list-style-type: none"><li>1. Receive verbal instructions.</li><li>2. Interpret verbal and written information/ instruction</li><li>3. Convey instructions using verbal and written forms of communication</li><li>4. Complete written documentation</li><li>5. Participate in work place meetings and discussions.</li></ol>	30
GU003L2V1	Work in a team environment	<ol style="list-style-type: none"><li>1. Define team role and scope.</li><li>2. Identify individual role and responsibility.</li><li>3. Participate in team discussions.</li><li>4. Work as a team member.</li></ol>	20
<b>Total hours</b>			<b>65</b>

## Sector specific competencies

Code	Unit of competency	Elements of competency	Duration (hours)
SUCS001L2V1	Work in the Construction Sector	<ol style="list-style-type: none"> <li>1. Describe the organizational structure within the sector.</li> <li>2. Identify processes and procedures.</li> <li>3. Identify tools, equipment and materials.</li> <li>4. Identify workplace requirements.</li> <li>5. Organize own workload.</li> <li>6. Practice OHS.</li> </ol>	20
SUCS002L2V1	Interpret Drawings and Specifications in Construction Manuals	<ol style="list-style-type: none"> <li>1. Identify information from manuals.</li> <li>2. Interpret drawings and specifications.</li> <li>3. Store manuals.</li> </ol>	20
<b>Total hours</b>			<b>40</b>

## Occupation specific competencies

Code	Unit of competency	Elements of competency	Duration (hours)
OUMAS001L2V1	Use Tools for Masonry Works	<ol style="list-style-type: none"> <li>1. Identify tools and equipment</li> <li>2. Use hand tools</li> <li>3. Use power tools</li> <li>4. Perform basic preventive maintenance</li> <li>5. Maintain workplace cleanliness and store tools</li> </ol>	20
OUMAS002L2V1	Perform Fundamental Works of Masonry	<ol style="list-style-type: none"> <li>1. Prepare for works</li> <li>2. Interpret sign, symbols and specifications from drawing plan</li> <li>3. Perform basic measurement and calculations for masonry works</li> <li>4. Perform curing works</li> <li>5. Make and dismantle scaffolding</li> <li>6. Maintain workplace, tools, equipment and materials</li> </ol>	25

OUMAS003L2V1	Construct Brick Wall and foundation	<ol style="list-style-type: none"> <li>1. Prepare for brick works</li> <li>2. Perform Damp Proof Course (DPC)</li> <li>3. Layout for brick work</li> <li>4. Perform wall and foundation</li> <li>5. Maintain workplace cleanliness and store tools</li> </ol>	90
OUMAS004L2V1	Perform Brick Soling	<ol style="list-style-type: none"> <li>1. Prepare for works</li> <li>2. Perform brick flat soling</li> <li>3. Perform zigzag bond soling</li> <li>4. Perform diagonal bond soling</li> <li>5. Perform herringbone bond soling</li> <li>6. Perform paving work</li> <li>7. Maintain workplace cleanliness and store tools</li> </ol>	40
OUMAS005L2V1	Perform Plaster Works on Masonry Surface	<ol style="list-style-type: none"> <li>1. Prepare for works</li> <li>2. Perform plaster on brick wall</li> <li>3. Perform plaster on concrete surface</li> <li>4. Make drip course</li> <li>5. Maintain workplace cleanliness and store tools</li> </ol>	80
<b>Total Hours</b>			<b>255</b>



# **Generic Units of Competencies**

<b>Unit Code and Title</b>	<b>GU-02-L2-V1: Apply Occupational Safety and Health (OSH) Procedure in The Workplace</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes (KSA) required to apply occupational safety and health (OSH) procedure in the workplace. It specifically includes the task of identifying OSH policies and procedures, following OSH procedure, reporting hazards and risks, responding to emergencies and maintaining personal well-being.
<b>Nominal Hours</b>	<b>15 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables
1. Identify OSH policies and procedures	1.1. <b><u>OSH policies</u></b> and <b><u>safe operating procedures</u></b> are accessed and stated 1.2. <b><u>Safety signs and symbols</u></b> are identified and followed 1.3. Emergency response, evacuation procedures and other contingency measures are determined according to workplace requirements
2. Follow OSH procedure	2.1 <b><u>Personal protective equipment (PPE)</u></b> is selected and collected as required 2.2 Personal protective equipment (PPE) is correctly used in accordance with organization OSH procedures and practices 2.3 A clear and tidy workplace is maintained as per workplace standard 2.4 PPE is maintained to keep them operational and compliant with OSH regulations
3. Report hazards and risks	3.1 <b><u>Hazards</u></b> and risks are identified, assessed and controlled 3.2 Incidents arising from hazards and risks are reported to designated authority
4. Respond to emergencies	4.1 Alarms and warning devices are responded 4.2 Workplace <b><u>emergency procedures</u></b> are followed 4.3 <b><u>Contingency measures</u></b> during workplace accidents, fire and other emergencies are recognized and followed in accordance with organization procedures 4.4 First aid procedures are applied during emergency situations
5. Maintain personal well-being	5.1 OSH policies and procedures are adhered to OSH awareness programs are participated in as per workplace guidelines and procedures.

	<p>5.2 Corrective actions are implemented to correct unsafe condition in the workplace</p> <p>5.3 <b><u>“Fit to work” records</u></b> are updated and maintained according to workplace requirements</p>
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. OSH policies	<p>1.1. Bangladesh standards for OSH</p> <p>1.2. Fire safety rules and regulations</p> <p>1.3. Code of practice</p> <p>1.4. Industry guidelines</p>
2. Safe operating procedures	<p>2.1 Orientation on emergency exits, fire extinguishers, fire escape, etc.</p> <p>2.2 Emergency procedures</p> <p>2.3 First aid procedures</p> <p>2.4 Tagging procedures</p> <p>2.5 Use of PPE</p> <p>2.6 Safety procedures for hazardous substances</p>
3. Safety signs and symbols	<p>3.1 Direction signs (exit, emergency exit, etc.)</p> <p>3.2 First aid signs</p> <p>3.3 Danger tags</p> <p>3.4 Hazard signs</p> <p>3.5 Safety tags</p> <p>3.6 Warning signs</p>
4. Personal Protective Equipment (PPE)	<p>4.1 Gas Mask</p> <p>4.2 Gloves</p> <p>4.3 Safety boots</p> <p>4.4 Face mask</p> <p>4.5 Overalls</p> <p>4.6 Goggles and safety glasses</p> <p>4.7 Sun block</p> <p>4.8 Chemical/ gas detectors</p>
5. Hazards	<p>5.1 Chemical hazards</p> <p>5.2 Biological hazards</p> <p>5.3 Physical hazards</p> <p>5.4 Mechanical and electrical hazard</p> <p>5.5 Mental hazard</p> <p>5.6 Ergonomic hazard</p>
6. Emergency procedures	<p>6.1 Fire fighting</p> <p>6.2 Earthquake</p> <p>6.3 Medical and first aid</p> <p>6.4 Evacuation</p>

7. Contingency measures	7.1 Evacuation 7.2 Isolation 7.1 Decontamination
8. "Fit to Work" records	8.1 Medical Certificate every year 8.2 Accident reports, if any 8.3 Eye vision certificate
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 stated OSH policies and safe operating procedures 1.2 followed safety signs and symbols 1.3 used personal protective equipment (PPE) 1.4 maintained workplace clear and tidy 1.5 assessed and controlled hazards 1.6 followed emergency procedures 1.7 followed contingency measures 1.8 implemented corrective actions
2. Underpinning knowledge	2.1 Define OSH 2.2 OSH workplace policies and procedures 2.3 Work Safety procedures 2.4 Emergency procedures 2.5 Hazard control procedure 2.6 Different types of hazards 2.7 PPE and there uses 2.8 Personal hygiene practices 2.9 OSH awareness
3. Underpinning skills	3.1 Accessing OSH policies 3.2 Handling of PPE 3.3 Handling cleaning tools and equipment 3.4 Writing report 3.5 Responding to emergency procedures
4. Required attitude	4.1 Commitment to occupational health and safety 4.2 Sincere and honest to duties 4.3 Promptness in carrying out activities 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect of peers and seniors in workplace 4.8 Communicate with peers and seniors in workplace
5. Resource implications	5.1 Workplace

	<p>5.2 Equipment and outfits appropriate in applying safety measures</p> <p>5.3 Tools, equipment, materials and documentation required</p> <p>5.4 OSH policies and procedures</p>
6. Methods of assessment	<p>Competency should be assessed by:</p> <p>6.1 Written test</p> <p>6.2 Demonstration</p> <p>6.3 Oral questioning</p>
7. Context of assessment	<p>7.1 Competency assessment must be done in NSDA accredited assessment centre</p> <p>7.2 Assessment should be done by a NSDA certified/nominated assessor</p>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

<b>Unit code and Title</b>	<b>GU-12-L2-V1: Communicate in the Workplace</b>
<b>Nominal Hours</b>	<b>30 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes (KSAs) required to communicate in the workplace. It includes the use of verbal and written forms of communication to receive, interpret, convey, and document information/ instruction using appropriate communication equipment.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables Training Components
1. Receive verbal instructions.	1.1 Instructions are accessed and interpreted 1.2 Questions are asked to clarify understanding or gain more information. 1.3 Information/instruction is recorded.
2. Interpret verbal and written information/ instruction	2.1 <b><u>Written instructions</u></b> are interpreted. 2.2 Work <b><u>signage's</u></b> are properly responded. 2.3 Routine written instructions are followed in sequence. 2.4 Feedback is given to workplace supervisor.
3. Convey instructions using verbal and written forms of communication	3.1 Relevant <b><u>communication</u></b> methods are used to transmit instructions. 3.2 Appropriate non-verbal communication is used. 3.3 Channels of communication are identified and followed 3.4 Communication <b><u>tools and equipment</u></b> are operated and faults are identified and reported. 3.5 Information is conveyed using appropriate <b><u>forms</u></b> .
4 Complete written documentation	4.1 All required <b><u>documentation</u></b> is completed 4.2 Workplace data are recorded 4.3 Written information/instruction is passed to personnel.
5. Participate in work place meetings and discussions	5.1 Meetings are attended regularly and on time. 5.2 Meeting inputs are consistent with the meeting purpose and established protocols. 5.3 Opinions are expressed without interruption. 5.4 Meeting outputs are processed and implemented.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (may include but not limited to):</b>
1. Written instructions	1.1 Supervisor's/Manager's Instructions 1.2 Memoranda 1.3 Rules and Regulations 1.4 Signage 1.5 Approved Work Plan 1.6 External communications
2. Workplace guidelines	2.1 Labor Policies and Guidelines 2.2 Written Instructions

	<ul style="list-style-type: none"> <li>2.3 Operations Manual</li> <li>2.4 Organizational Manuals</li> <li>2.5 Quality Assurance Handbook</li> </ul>
3. Signage	<ul style="list-style-type: none"> <li>3.1 On-site direction signs</li> <li>3.2 Common site warnings</li> <li>3.3 Location signs</li> <li>3.4 Traffic signs</li> </ul>
4. Communication	<ul style="list-style-type: none"> <li>4.1 Verbal instructions</li> <li>4.2 Written instructions</li> <li>4.3 Online communication</li> </ul>
5. Tools and machinery	<ul style="list-style-type: none"> <li>5.1. Telephone</li> <li>5.2. Mobile Phone</li> <li>5.3. Fax machines</li> <li>5.4. Two-way radio</li> <li>5.5. Computers</li> <li>5.6. Forms</li> <li>5.7. Memo</li> <li>5.8. Two-way radio</li> </ul>
6. Forms	<ul style="list-style-type: none"> <li>6.1. Memorandum</li> <li>6.2. Requisitioning Form</li> <li>6.3. Personnel Form</li> <li>6.4. Safety Report Form</li> </ul>
7. Documentation	<ul style="list-style-type: none"> <li>7.1. Reports (Monthly, Quarterly, Half-Yearly, Annual)</li> <li>7.2. Plans (Strategic Plan, Operational Plan, Monthly Schedule)</li> <li>7.3. Monitoring and Evaluation Report</li> <li>7.4. Minutes of Meetings</li> </ul>
<p><b>Evidence Guide</b>  The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency</p>	
1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 demonstrated knowledge of workplace procedures in receiving, interpreting and conveying verbal &amp; written communication.</li> <li>1.2 satisfied the requirements mentioned in the Performance Criteria and Range of Variables.</li> </ul>
2. Underpinning Knowledge	<ul style="list-style-type: none"> <li>2.1 Workplace Communication Policies, Standards and Procedures</li> <li>2.2 Verbal and Non-verbal communication</li> <li>2.3 Modes of Communication</li> <li>2.4 Communication Equipment: Types, Uses and Faults</li> <li>2.5 Channels of Communication</li> </ul>

3. Underpinning Skills	3.1 Receiving verbal instructions. 3.2 Interpreting verbal and written information/ instruction 3.3 Conveying instructions using verbal and written forms of communication 3.4 Completing written documentation 3.5 Participating in workplace meetings and discussions
4. Underpinning Attitude	4.1 Commitment to occupational health and safety 4.2 Environmental concerns 4.3 Eagerness to learn 4.4 Tidiness and timeliness 4.5 Respect for rights of peers and seniors in workplace 4.6 Communication with peers and seniors in workplace
5. Resource Implications	The following resources must be provided: 5.1 Pens 5.2 Telephone 5.3 Computer 5.4 Writing materials 5.5 Online communication
6. Methods of Assessment	Competency should be assessed by: 6.1 Demonstration 6.2 Oral questioning 6.3 Written test 6.4 Portfolio
7. Context of Assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre 7.2 Assessment should be done by a NSDA certified/nominated assessor
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	



<b>Unit Code and Title</b>	<b>GU-08-L2-V1: Work in a Team Environment</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes (KSAs) required in work in a team environment.  It includes defining team role and scope, identifying individual role and responsibility, participating in team discussions and work as a team member.
<b>Nominal Hours</b>	<b>20 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables
1. Define team role and scope	1.1. Role and objectives of the team are defined. 1.2. Team structure, responsibilities and reporting relations are identified from team discussions and other external sources.
2. Identify individual role and responsibility	2.1 Individual roles and responsibilities of <b><u>team members</u></b> are identified. 2.2 Reporting relationships among team members are defined and clarified. 2.3 Reporting relationships external to the team are defined and clarified.
3. Participate in team discussions	3.1 Ideas related to team plans are contributed. 3.2 Recommendations for improving team work are put forward.
4. Work as a team member	4.1. Effective forms of communication are used to interact with team members. 4.2. Communication channels are followed. 4.3. OHS practices are followed.
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Sources of information	1.1 Standard Operating Procedures 1.2 Job Description 1.3 Operations Manual 1.4 Organizational Structure
2. Team Members	2.1 Coach/mentor 2.2 Supervisor/Manager 2.3 Peers/Colleagues 2.4 Employee representative
3. Workplace context	3.1 National Laws and Statutes 3.2 Standard Operating Procedures 3.3 Workplace Rules and Regulations
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency	

1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 demonstrated knowledge in working in a team environment.</p> <p>1.2 satisfied the requirements mentioned in the performance Criteria and Range of Variables</p> <p>1.3</p>
2. Underpinning knowledge	<p>2.1 Team Structure, Role and Responsibility</p> <p>2.2 Individual Members' Roles and Responsibilities</p> <p>2.3 Communication Flow and Reporting Structures</p> <p>2.4 Team Planning</p> <p>2.5 Interpersonal Communication Skills</p> <p>2.6 Team Meeting Procedures</p> <p>2.7 OHS Practices</p>
3. Underpinning skills	<p>3.1 Identifying the role and responsibility of the team</p> <p>3.2 Identifying roles and responsibilities of individual members</p> <p>3.3 Participating in team discussions</p> <p>3.4 Working as a team member</p>
4. Underpinning Attitudes	<p>4.1 Commitment to occupational health and safety</p> <p>4.2 Environmental concerns</p> <p>4.3 Eagerness to learn</p> <p>4.4 Tidiness and timeliness</p> <p>4.5 Respect for rights of peers and seniors in workplace</p> <p>4.6 Communication with peers and seniors in Workplace</p>
5. Resource implications	<p>5.1 Pens</p> <p>5.2 Telephone</p> <p>5.3 Computer</p> <p>5.4 Writing materials</p> <p>5.5 Online communication</p>
6. Methods of assessment	<p>Competency should be assessed by:</p> <p>6.1. Demonstration</p> <p>6.2. Oral questioning</p> <p>6.3. Written test</p> <p>6.4. Portfolio</p>
7. Context of assessment	<p>7.1 Competency assessment must be done in NSDA accredited assessment centre</p> <p>7.2 Assessment should be done by a NSDA certified/nominated assessor</p>
<p><b>Accreditation Requirements</b>  Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

## **Sector Specific Units of Competencies**

<b>Unit Code and Title</b>	<b>SU-CS-01-L2-V1: Work in the Construction Sector</b>
<b>Nominal Hours</b>	<b>20 Hours</b>
<b>Unit Descriptor</b>	This unit covers the skills, knowledge and attitude in work in the construction sector. It includes describing the organizational structure within the construction sector, identifying processes and procedures, identifying tools, equipment and materials, identifying workplace practices, and organize own workload, and practice OHS.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables.
1. Describe the organizational structure within the sector	1.1 Scope, nature and <b><u>major fields</u></b> of the construction sector are determined 1.2 The profile of the construction sector in relation to Bangladesh <b><u>employment conditions</u></b> is determined 1.3 Trends and technologies relevant to the sector are explained. 1.4 Relevant policies and guidelines are identified and interpreted. 1.5 <b><u>Instructions</u></b> as to procedures in achieving quality are obtained, understood and clarified.
2. Identify processes and procedures	2.1 Construction processes are identified and described. 2.2 Work activities are identified. 2.3 Adjustments are interpreted.
3. Identify tools, equipment and materials	3.1 Appropriate manuals are accessed to ensure up-to-date specifications of tools, materials and equipment. 3.2 Construction <b><u>tools, materials and equipment</u></b> are identified. 3.3 Substitutes are identified in case of non-availability.
4. Identify workplace requirements	4.1 <b><u>Workplace requirements</u></b> are identified and clarified. 4.2 Roles and responsibilities of all personnel are described. 4.3 Workplace's practices are identified. 4.4 <b><u>Problem-solving strategies</u></b> are used to address bottlenecks, inconsistencies and other concerns.
5. Organize own workload	5.1 Own work activities are planned and progress of work is communicated to relevant staff. 5.2 Work activities are completed. 5.3 Difficulties and bottlenecks are identified, and solutions are put forwarded. 5.4 Own work is monitored against workplace standards and areas for improvement identified and acted upon.
6. Practice OHS	6.1. Relevant OHS practices are identified.

	6.2. Relevant OHS practices are interpreted and implemented.
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Major Fields	1.1 Construction Site Support (Dogging, Rigging, etc.) 1.2 Carpentry and Form Works 1.3 Masonry, Brick/Block Laying and Concreting 1.4 Surface Finishing, Tiling and Painting 1.5 Roofing 1.6 Plumbing 1.7 Residential Electrical Wiring and Cabling
2. Employment conditions	2.1 Code of Practice 2.2 Salary/Wage System 2.3 Labor Practices 2.4 Anti-Discrimination Policy 2.5 Gender Issues 2.6 Collective Bargaining and Other Practices 2.7 Awards 2.8 Procedures for Handling Disputes 2.9 Innovations in the Sector
3. Instructions	3.1 Specifications and requirements 3.2 Standard operating procedures 3.3 Manuals of Instruction 3.4 Operations Manual 3.5 Environmental Guidelines 3.6 Gender and Develop Guidelines
4. Manuals	4.1 Manual of Instructions 4.2 Manual of Specifications 4.3 Repair Manual 4.4 Quality Manual 4.5 Maintenance Procedure and Troubleshooting
5. Workplace requirements	5.1 Goals and objectives 5.2 Strategic and Operational Plans 5.3 Systems and Processes 5.4 Monitoring and Evaluation 5.5 Reports and Documentation
6. Tools, equipment and materials	Refers to all tools, equipment and materials appropriate for any of the construction fields
7. Problem-solving strategies	7.1 Asking questions 7.2 Feedback and Feed forward system 7.3 Reference to Standard Operating Procedures 7.4 Accessing Information

	7.5 Reviews 7.6 Brainstorming
8. OHS	8.1 Reporting hazards, risks and emergencies 8.2 Arrangement of workplaces 8.3 Standard Operating Procedure 8.4 Workplace environment and safety 8.5 Safe storage of tools and equipment 8.6 Use of PPE
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 demonstrated knowledge in working in the Construction sector 1.2 satisfying all the requirements mentioned in the Performance Criteria and Range of Variables
2. Underpinning knowledge	2.1 Scope and Major Divisions of the Construction Sector 2.2 Relevant Policies and Guidelines in the Construction Sector 2.3 Manuals used in the Construction Sector 2.4 Relevant Terminologies and Acronyms 2.5 Types and Uses of Construction Tools and Materials. 2.6 Workplace Practices 2.7 Occupational Health and Safety Practices 2.8 Recording and Reporting practices
3. Underpinning skills	3.1 Describing the organization structure 3.2 Identifying construction processes and procedures 3.3 Identifying tools, equipment and materials 3.4 Identifying workplace practices 3.5 Organizing own workload 3.6 Practicing OHS
4. Underpinning attitudes	4.1 Commitment to occupational health and safety 4.2 Environmental concerns 4.3 Eagerness to learn 4.4 Tidiness and timeliness 4.5 Respect for rights of peers and seniors in workplace
5. Resource implications	5.1 Pens 5.2 Telephone 5.3 Computer 5.4 Writing materials

	5.5 Online communication
6. Methods of assessment	Competency should be assessed by: 6.1 Demonstration 6.2 Oral questioning 6.3 Written test 6.4 Portfolio
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre 7.2 Assessment should be done by a NSDA certified/nominated assessor
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

<b>Unit Code and Title</b>	<b>SU-CS-02-L2-V1: Interpret Drawings and Specifications in Construction Manuals</b>
<b>Nominal Hours</b>	<b>20 Hours</b>
<b>Unit Descriptor</b>	<p>This unit covers the knowledge, skill and attitude required in interpreting drawings and specifications in construction manuals.</p> <p>It includes identifying information, drawings and specifications, interpreting drawings and specifications, and applying occupational health and safety procedures.</p>
<b>Elements of Competency</b>	<p><b>Performance Criteria</b>  <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables.</p>
1. Identify information from manuals	<p>1.1 Appropriate manuals are identified and accessed.</p> <p>1.2 Version and date of the manual are checked to ensure up-to-date specifications of tools, equipment, materials and procedures.</p>
2. Identify drawings and specifications	<p>2.1 Relevant <b><u>drawings</u></b> and <b><u>specifications</u></b> are correctly identified.</p> <p>2.2 <b><u>Terms and abbreviations</u></b> are identified.</p> <p>2.3 <b><u>Signs and symbols</u></b> are identified</p>
3. Interpret drawings and specifications	<p>3.1 Drawings and specifications are interpreted.</p> <p>3.2 Schedules, dimensions and specifications contained in the drawings are interpreted.</p>
4. Store manuals	<p>4.1. Documents are collected and packed.</p> <p>4.2. Documents are stored to prevent damage, and ready access and updating of information when required.</p>
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Documents	<p>1.1 Manufacturer's Specification Manual</p> <p>1.2 Repair Manual</p> <p>1.3 Maintenance Procedure Manual</p> <p>1.4 Periodic Maintenance Manual</p> <p>1.5 Quality Manual</p> <p>1.6 Manual of Instruction</p>
2. Drawings	<p>2.1 Technical Drawings</p> <p>2.2 Sketch</p>
3. Specifications	<p>3.1 Product specifications</p> <p>3.2 Performance specifications</p> <p>3.3 Method specifications</p>
4. Instructions	<p>4.1 Orders</p> <p>4.2 Special Orders</p>



5. Terms and abbreviations	Refers to all terms and abbreviations associated with the construction sector
6. Signs and symbols	Include all signs and symbols associated with the construction sector
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 interpret drawings and specifications in construction documents 1.2 satisfying the requirements mentioned in the Performance Criteria and Range of Variables
2. Underpinning knowledge	2.1 Types of Construction Manuals 2.2 Identification of Signs and Symbols 2.3 Identification of Units of Measurement 2.4 Identification of Units of Conversion 2.5 Drawings and Specifications 2.6 Terms and Abbreviations Used
3. Underpinning skills	3.1 Identifying appropriate manuals 3.2 Identifying drawings and specifications 3.3 Interpreting drawings and specifications 3.4 Storing manuals
4. Underpinning attitudes	4.1 Commitment to occupational health and safety 4.2 Environmental concerns 4.3 Eagerness to learn 4.4 Tidiness and timeliness 4.5 Respect for rights of peers and seniors in workplace
5. Resource implications	5.1 Pens 5.2 Telephone 5.3 Computer 5.4 Writing materials
6. Methods of assessment	Competency should be assessed by: 6.1 Workplace observation 6.2 Demonstration 6.3 Oral questioning 6.4 Written test 6.5 Portfolio
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre 7.2 Assessment should be done by a NSDA certified/nominated assessor
<b>Accreditation Requirements</b>	
Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

# **Occupation Specific Units of Competencies**

Unit Code and Title	OUMAS001L2V1: Use Tools for Masonry Works
Nominal Hours	20 Hours
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to use tools for Masonry works. It includes identifying tools, using hand tools and power tools, performing basic preventive maintenance and maintaining workplace cleanliness and storing tools.
Elements of Competency	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables.
1. Identify tools and equipment	1.1. <b><u>Personal Protective Equipment (PPE)</u></b> is used 1.2. <b><u>Hand tools</u></b> , their functions are identified and selected 1.3. <b><u>Power tools</u></b> and <b><u>equipment</u></b> , their functions are identified and selected 1.4. <b><u>Applications</u></b> of tools are defined
2. Use hand tools	2.1 Hand tools are prepared for works according to workplace procedures 2.2 Proper hand-eye coordination is applied when using hand tools 2.3 Safety requirements are complied with before, during and after use 2.4 Unsafe or faulty tools are identified and marked for repair according to workplace procedures
3. Use power tools	3.1 <b><u>Power sources</u></b> are recognized 3.2 Power tools are prepared according to workplace procedures 3.3 Route for power supply established in accordance with work safety requirements 3.4 Power tools are used as per job requirement following Standard Operating Procedure (SOP)
4. Perform basic preventive maintenance.	4.1. Tools are inspected and reported to supervisor as per work place procedure 4.2. Tools and equipment are cleaned according to workplace instructions 4.3. Appropriate <b><u>lubricants</u></b> are identified 4.4. Tools and equipment are lubricated as per manufacturer's instruction
5. Maintain workplace cleanliness and store tools	5.1 Workplace is cleaned as per standard procedure 5.2 Hazardous materials are identified, separated and disposed as per workplace procedure

	<p>5.3 Waste materials are disposed as per workplace procedure</p> <p>5.4 Inventory of tools are conducted, and recorded as per stock register by using forms</p> <p>5.5 Tools are cleaned and stored safely in appropriate location</p>
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Personal Protective Equipment	<p>1.1. Dust mask</p> <p>1.2. Safety glasses/Goggles</p> <p>1.3. Gloves</p> <p>1.4. Safety shoes/boots</p> <p>1.5. Aprons</p> <p>1.6. Face masks</p> <p>1.7. Overalls</p> <p>1.8. Helmet</p>
2. Hand Tools	<p>2.1 Measuring tape</p> <p>2.2 Tri square</p> <p>2.3 Brick hammer</p> <p>2.4 Chipping hammer</p> <p>2.5 Ball peen hammer</p> <p>2.6 Claw hammer</p> <p>2.7 Measuring mug</p> <p>2.8 Measuring bucket</p> <p>2.9 Shovel</p> <p>2.10 Trowel</p> <p>2.11 Spade</p> <p>2.12 Plumb bob</p> <p>2.13 Water level pipe</p> <p>2.14 Spirit level</p> <p>2.15 Pan</p> <p>2.16 Wooden/aluminum gauge</p> <p>2.17 Sieve</p> <p>2.18 Wood planner</p> <p>2.19 Steel planner</p> <p>2.20 Hand saw</p> <p>2.21 Chisel</p> <p>2.22 Wooden saw</p> <p>2.23 Curing pipe</p> <p>2.24 Cue box (Phera)</p>
3. Power tools	<p>3.1 Power drill machine</p> <p>3.2 Angle grinder</p>

	3.3	Pneumatic drill machine
4. Equipment	4.1	Mixture machine with accessories
	4.2	Vibrator machine
5. Applications	5.1	Adjusting
	5.2	Aligning
	5.3	Assembling
	5.4	Boring
	5.5	Clamping
	5.6	Cleaning
	5.7	Cutting
	5.8	Dismantling
	5.9	Finishing
	5.10	Hand sharpening
	5.11	Lubricating
	5.12	Scraping
	5.13	Simple Tool Repairs
	5.14	Threading
	5.15	Tightening
6. Power sources	6.1	Electric
	6.2	Pneumatic
	6.3	Hydraulic
7. Lubricants	7.1	Grease
	7.2	Lubricating oil
<b>Evidence Guide</b>		
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.		
1. Critical aspects of competency	Assessment required evidence that the candidate:	
	1.1	followed OSH as per job requirement
	1.2	identified appropriate tools
	1.3	used hand tools with appropriate method
	1.4	used power tools with appropriate SOP
	1.5	performed preventive maintenance
2. Underpinning knowledge	2.1	Define tools
	2.2	Classify tools
	2.3	Define equipment
	2.4	Procedure of the use of hand tools and power tools
	2.5	Application of hand tools and power tools
	2.6	Basic preventive maintenance of tools
3. Underpinning skills	3.1	Identifying appropriate tools
	3.2	Handling tools and equipment with appropriate method
	3.3	Identifying power sources

	3.4 Using power tools with appropriate SOP 3.5 Identifying preventive maintenance
4. Underpinning attitudes	4.1 Commitment to occupational health and safety 4.2 Environmental concerns 4.3 Eagerness to learn 4.4 Tidiness and timeliness 4.5 Respect for rights of peers and seniors in workplace
5. Resource implications	The following resources must be provided 5.1 Workplace (actual or simulated) 5.2 Tools appropriate to the masonry process 5.3 Manual, Codes, Standards and reference materials
6. Methods of assessment	Competency should be assessed by: 6.1 Demonstration 6.2 Oral questioning 6.3 Written test 6.4 Portfolio
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre 7.2 Assessment should be done by a NSDA certified/nominated assessor
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

<b>Unit Code and Title</b>	<b>OU-MAS-02-L2-V1: Perform Fundamental Works of Masonry</b>
<b>Nominal Hours</b>	<b>25 Hours</b>
<b>Unit Descriptor</b>	<p>This unit covers the knowledge, skills and attitudes required to perform fundamental works of Masonry.</p> <p>It includes preparing for works, interpreting sign, symbols and specifications from drawing plan, performing basic measurement and calculations for Masonry works and curing works, making and dismantle scaffolding and maintaining workplace, tools, equipment and materials.</p>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables.
1. Prepare for works	<p>1.1. <b><u>Personal Protective Equipment (PPE)</u></b> is collected and worn as per job requirement</p> <p>1.2. <b><u>Tools</u></b> and <b><u>materials</u></b> are selected and collected as per job requirement</p> <p>1.3. Use of materials are described</p> <p>1.4. Workplace is prepared as per job requirement</p> <p>1.5. <b><u>Basic parts of building</u></b> are identified</p> <p>1.6. Function of main building parts are interpreted</p>
2. Interpret sign, symbols and specifications from drawing plan	<p>2.1 Relevant <b><u>drawings</u></b> are correctly identified as per requirement</p> <p>2.2 All <b><u>specifications</u></b> are interpreted from the relevant drawing</p> <p>2.3 All terms and abbreviations are interpreted from the relevant drawing</p> <p>2.4 Sign and symbols are identified as per drawing</p>
3. Perform basic measurement and calculations for Masonry works	<p>3.1 <b><u>Measuring units</u></b> to be used are determined as per workplace requirement</p> <p>3.2 Appropriate <b><u>measuring instruments</u></b> are selected as per requirement</p> <p>3.3 <b><u>Measurement</u></b> of <b><u>shapes</u></b> are taken using appropriate measuring instrument</p> <p>3.4 Basic <b><u>calculations</u></b> are carried out following appropriate methods</p>
4. Perform curing works	<p>4.1 Curing of bricks is performed at least 24 hours before works as per Bangladesh National Building code (BNBC)</p> <p>4.2 Soaking is done for at least 1 hours or become up to Saturated Surface Dry (SSD) condition for Brick works</p>

	<p>4.3 Curing of brick chips /stone chips is performed as per requirements</p> <p>4.4 Curing is performed at least 07 days after completion of brick/block wall as per standard</p> <p>4.5 Curing is performed at least 14 days after completion of plaster surface as per standard</p> <p>4.6 Curing is performed at least 28 days after completion of concrete surface as per standard</p> <p>4.7 Vertical surface is covered with wet gunny or coarse cloths and spray water periodically</p>
5. Make and dismantle scaffolding	<p>5.1 Location of scaffolding to be made is identified as per job requirement</p> <p>5.2 Size of the scaffolding is measured as per requirement</p> <p>5.3 Scaffolding materials are cut as required size and shape</p> <p>5.4 Cut materials are assembled to make scaffolding as per job requirement</p> <p>5.5 Rigidity of scaffolding is checked and confirmed as required</p> <p>5.6 Scaffolding is dismantled as per standard procedure</p>
6. Maintain workplace, tools, equipment and materials	<p>6.1. Work area is cleaned in accordance with workplace procedures</p> <p>6.2. Unused materials are stored for re-use or disposed following workplace procedures</p> <p>6.3. Waste and scrap materials are disposed with following workplace procedures</p> <p>6.4. Inventory of tools equipment are conducted and recorded as per checklist</p> <p>6.5. Tools and equipment are cleaned and stored as per manufacturer's recommendation in appropriate location</p>
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. PPE	<p>1.1. Dust mask.</p> <p>1.2. Goggles.</p> <p>1.3. Safety shoes.</p> <p>1.4. Apron.</p> <p>1.5. Hand Gloves.</p> <p>1.6. Safety helmet</p> <p>1.7. Safety belt</p>



2. Tools	<ul style="list-style-type: none"> <li>2.1 Measuring tape</li> <li>2.2 Tri square</li> <li>2.3 Brick hammer</li> <li>2.4 Chipping hammer</li> <li>2.5 Ball peen hammer</li> <li>2.6 Claw hammer</li> <li>2.7 Shovel</li> <li>2.8 Trowel</li> <li>2.9 Spade</li> <li>2.10 Plumb bob</li> <li>2.11 Water level pipe</li> <li>2.12 Spirit level</li> <li>2.13 Pan</li> <li>2.14 Wooden/aluminum gauge</li> <li>2.15 Sieve</li> <li>2.16 Wood planner</li> <li>2.17 Steel planner</li> <li>2.18 Hand saw</li> <li>2.19 Chisel</li> <li>2.20 Wooden saw</li> <li>2.21 Curing pipe</li> <li>2.22 Cue box</li> <li>2.23 Measuring mug</li> <li>2.24 Measuring bucket</li> </ul>
3. Materials	<ul style="list-style-type: none"> <li>3.1 Bamboo</li> <li>3.2 Water</li> <li>3.3 Waste cotton</li> <li>3.4 Hessian cloth</li> <li>3.5 Rope</li> <li>3.6 Wooden plank</li> <li>3.7 Props</li> <li>3.8 Nails</li> <li>3.9 Paper</li> <li>3.10 Marker pen</li> <li>3.11 Wooden bars</li> <li>3.12 Brick</li> <li>3.13 Cement</li> <li>3.14 Filling sand</li> <li>3.15 Plaster sand</li> <li>3.16 Sand</li> <li>3.17 Brick chips</li> <li>3.18 Stone chips</li> <li>3.19 Reinforcement</li> <li>3.20 Tiles</li> <li>3.21 Hose pipe</li> <li>3.22 Brush</li> </ul>

	3.23 MS pipe 3.24 Joint coupler 3.25 Base plate 3.26 Shovel clamp 3.27 U Head 3.28 Broom
4. Basic parts of building	4.1 Slab 4.2 Beam 4.3 Column 4.4 Lintel 4.5 Window 4.6 Door 4.7 Sunshade 4.8 Wall 4.9 Floor 4.10 Foundation
5. Drawings	1.1 Technical drawings 1.2 Sketch
6. Specifications	6.1 Product specifications 6.2 Material types 6.3 Standards of work 6.4 Tolerances 6.5 Treatments and finishes
7. Measuring units	7.3 FPS (foot, pound, second) 7.4 MKS (meter, kilogram, second)
8. Measuring Instruments	8.1 Rulers 8.2 Measurement tapes 8.3 Try square 8.4 Calculators
9. Measurements	9.1 Length 9.2 Width 9.3 Height 9.4 Depth 9.5 Quantities of materials
10. Shapes	10.1 Triangular 10.2 Square 10.3 Rectangular 10.4 Circular 10.5 Angular
11. Calculations	11.1 Area 11.2 Volume 11.3 Addition 11.4 Subtraction 11.5 Multiplication

	11.6 Division
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	<p>Assessment required evidences that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 followed safety rules of building construction works</li> <li>1.2 identified basic parts of building</li> <li>1.3 identified types of Masonry materials</li> <li>1.4 interpreted drawings and specifications for Masonry works</li> <li>1.5 interpreted sign and symbols from drawing</li> <li>1.6 took measurement of shapes with measuring instrument</li> <li>1.7 carried out calculations following appropriate methods</li> <li>1.8 checked tightness and rigidity of scaffolding manually</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Materials collection procedure</li> <li>2.2 Sign and symbols</li> <li>2.3 Measuring units</li> <li>2.4 Measuring instruments</li> <li>2.5 Measuring of area and volume</li> <li>2.6 Curing process and duration</li> <li>2.7 Types of scaffolding</li> <li>2.8 Dispose of waste material and cleanliness</li> <li>2.9 Safety rules of building construction works</li> </ul>
3. Underpinning Skills	<ul style="list-style-type: none"> <li>3.1 Handling tools and equipment</li> <li>3.2 Handling materials</li> <li>3.3 Applying mathematical methods</li> <li>3.4 Interpreting drawings and specifications</li> <li>3.5 Taking measurement of shapes</li> </ul>
4. Underpinning attitudes	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Environmental concerns</li> <li>4.3 Eagerness to learn</li> <li>4.4 Tidiness and timeliness</li> <li>4.5 Respect for rights of peers and seniors in workplace</li> </ul>
5. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1 Adequate Workplace</li> <li>5.2 Tools and equipment are available</li> <li>5.3 Materials relevant to proposed activity</li> <li>5.4 Drawing and specifications relevant to the task</li> </ul>
6. Methods of assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> <li>6.1 Demonstration</li> <li>6.2 Oral questioning</li> <li>6.3 Written test</li> <li>6.4 Portfolio</li> </ul>
7. Context of assessment	<ul style="list-style-type: none"> <li>7.1 Competency assessment must be done in NSDA accredited assessment centre</li> <li>7.2 Assessment should be done by a NSDA certified/nominated assessor</li> </ul>

**Accreditation Requirements**

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

<b>Unit Code and Title</b>	<b>OU-MAS-04-L2-V1: Construct Brick Wall and Foundation</b>
<b>Nominal Hours</b>	<b>90 Hours</b>
<b>Unit Descriptor</b>	<p>This unit covers the knowledge, skills and attitudes required to construct brick wall and foundation.</p> <p>It includes preparing for brick works, laying out for brick work, performing wall and foundation, damp proof course (DPC) and maintaining workplace, tools, equipment and materials.</p>
<b>Elements of Competency</b>	<p><b>Performance Criteria</b>  <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables.</p>
1. Prepare for brick works	<p>1.1. <b><u>PPE</u></b> is selected &amp; used</p> <p>1.2. Scaffolding is set for Masonry works</p> <p>1.3. <b><u>Tools, Equipment</u></b> and <b><u>Materials</u></b> are kept for easy working</p> <p>1.4. Quality of bricks are checked as per instruction</p> <p>1.5. Bricks are cleaned &amp; soaked as per workplace procedure</p> <p>1.6. Quality of cement, sand and water are determined as per instruction</p> <p>1.7. Cement, Sand and water are mixed as per specified ratio</p>
2. Perform Damp Proof Course (DPC)	<p>2.1 Working area is selected, marked &amp; measured as per requirement</p> <p>2.2 Concrete mix/patten stone is prepared according to standard ratio</p> <p>2.3 <b><u>Water proofing compounds</u></b> are mixed with concrete mix as per standard procedure</p> <p>2.4 DPC materials are applied over plinth level as required thickness</p> <p>2.5 Dampproof course is cured as per standard procedure</p>
3. Layout for brick work	<p>3.1 Specifications are interpreted as per instructions</p> <p>3.2 Centre lines of the brick work of Construction is measured and marked as per drawing</p> <p>3.3 Levels marks are obtained to set out complicated levels from given reference</p> <p>3.4 Different levels of building structure are obtained by transferring levels from one point to the other using spirit level or dumpy level</p>

	<p>3.5 Linear and angular measurements are marked as required</p> <p>3.6 Offset measurements are taken and checked according to drawing or instructions given</p> <p>3.7 String lines are established using threads to facilitate trenching without disturbing the set-out marking</p>
4. Perform wall and foundation	<p>4.1 <b>Working area</b> is selected as per requirement</p> <p>4.2 Chipping, cleaning and cement grouting are performed at concrete surface as per requirements</p> <p>4.3 Mortar is distributed along the marking line</p> <p>4.4 Bricks are distributed for 1<sup>st</sup> layer according to required length, <b>brick bond</b> and maintaining level and gaps as per standard operating procedure</p> <p>4.5 Mortar is distributed on top of 1<sup>st</sup> layer and spread it uniformly maintaining standard thickness</p> <p>4.6 Bricks for 2<sup>nd</sup> and consecutive layer is laid following drawing as per standard procedure</p> <p>4.7 Wall is aligned vertically and as per drawing</p> <p>4.8 Gaps are filled by mortar and racked-out the joint</p>
5. Maintain workplace, tools, equipment and materials	<p>5.1 Work area is cleaned in accordance with workplace procedures</p> <p>5.2 Unused materials are stored for re-use or disposed following workplace procedures</p> <p>5.3 Waste and scrap materials are disposed with following workplace procedures</p> <p>5.4 Inventory of tools equipment are conducted and recorded as per checklist</p> <p>5.5 Tools and equipment are cleaned and stored as per workplace standard</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Personal protective equipment (PPE)	<p>1.1. Safety shoes</p> <p>1.2. Safety gloves</p> <p>1.3. Safety helmet</p> <p>1.4. Safety belt</p> <p>1.5. Apron</p> <p>1.6. Mask</p> <p>1.7. Safety goggles</p>
2. Tools, equipment	<p>2.1 Measuring tape</p> <p>2.2 Trowel</p> <p>2.3 Try square</p> <p>2.4 Spirit level</p> <p>2.5 Plum bob</p> <p>2.6 Water leveling pipe</p> <p>2.7 Brick cutting hammer</p> <p>2.8 Center pegs</p> <p>2.9 Spade</p> <p>2.10 Shovel</p> <p>2.11 Buckets</p>

	2.12 Brush 2.13 Sieve 2.14 Water mug 2.15 Ballpeen hammer 2.16 Hack saw 2.17 Claw hammer 2.18 Trolley 2.19 Van / Rickshaw van
3. Materials	3.1 Brick 3.2 Cement 3.3 Chips (Brick, Stone) 3.4 Sand 3.5 Water 3.6 Nails 3.7 Nylon thread
4. Working area	4.1 Straight wall 4.2 Curve wall 4.3 Junction wall 4.4 Brick foundation 4.5 Brick pillar
5. Brick bond	5.1 Stretcher bond 5.2 Header bond 5.3 English bond 5.4 Flemish bond
6. Water proofing compound	6.1. Pudlo 6.2. Foam-lub 6.3. Sem-seal 6.4. Bitumen 6.5. Asphalt
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment required evidence that the candidate: <ol style="list-style-type: none"> <li>1.1. specifications are interpreted as per instructions</li> <li>1.2. maintained water-cement ratio, bond and brick joint as per instruction</li> <li>1.3. marked center line and levels</li> <li>1.4. performed leveling</li> <li>1.5. checked thickness of brick courses</li> <li>1.6. checked horizontal, vertical alignment and angular measurement.</li> <li>1.7. cleaned work area in accordance workplace standard</li> <li>1.8. cleaned and stored tools and equipment</li> </ol>
2. Underpinning Knowledge	2.1. Brick soaking. 2.2. Mortar 2.3. Grouts 2.4. Chipping 2.5. Standard thickness of mortar for brick work

	<ul style="list-style-type: none"> <li>2.6. Sand cement &amp; water ratio</li> <li>2.7. 3-4-5 triangular method.</li> <li>2.8. Quality of cement, sand, water and bricks.</li> <li>2.9. Types of bonds.</li> <li>2.10. Mortar preparation.</li> <li>2.11. Brick work setting.</li> <li>2.12. DPC ratio</li> </ul>
3. Underpinning Skills	<ul style="list-style-type: none"> <li>3.1. Interpreting of drawings and instructions</li> <li>3.2. Laying of bricks uniformly.</li> <li>3.3. Fixing of levels.</li> <li>3.4. Performing mortar laying.</li> <li>3.5. Establishing lines for laying of bricks.</li> <li>3.6. Aligning of bricks.</li> <li>3.7. Mixing of cement, sand and water ratio (1:4,1:5,1:6)</li> </ul>
4. Underpinning attitudes	<ul style="list-style-type: none"> <li>4.1. Commitment to occupational health and safety</li> <li>4.2. Environmental concerns</li> <li>4.3. Eagerness to learn</li> <li>4.4. Tidiness and timeliness</li> <li>4.5. Respect for rights of peers and seniors in workplace</li> <li>Respect for rights of peers and seniors in workplace.</li> </ul>
5. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1. Adequate workplace.</li> <li>5.2. Tools and equipment appropriate to masonry work processes.</li> <li>5.3. Materials relevant to the work activities.</li> <li>5.4. Drawings and specifications relevant to the task.</li> </ul>
6. Methods of assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> <li>6.1. Demonstration</li> <li>6.2. Oral questioning</li> <li>6.3. Written test</li> <li>6.4. Portfolio</li> </ul>
7. Context of assessment	<ul style="list-style-type: none"> <li>7.1. Competency assessment must be done in NSDA accredited assessment centre</li> <li>7.2. Assessment should be done by a NSDA certified/nominated assessor</li> </ul>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

<b>Unit Code and Title</b>	<b>OU-MAS-05-L2-V1: Perform Brick Soling</b>
<b>Nominal Hours</b>	<b>40 Hours</b>
<b>Unit Descriptor</b>	<p>This unit covers the knowledge, skills and attitudes required to perform brick soling.</p> <p>It includes preparing for works, performing brick flat soling, zigzag bond soling, diagonal bond soling, herringbone bond soling, performing paving work and maintaining workplace, tools, equipment and materials.</p>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables.
1. Prepare for works	<p>1.1 <b><u>Personal Protective Equipment (PPE)</u></b> is collected and worn as per job requirement</p> <p>1.2 <b><u>Tools, equipment</u></b> and <b><u>materials</u></b> are selected and collected as per job requirement</p> <p>1.3 Drawings and specification are interpreted</p>
2. Perform brick flat soling	<p>2.1 Working area is selected and prepared as required</p> <p>2.2 Quality of materials are checked of as per specification</p> <p>2.3 Bricks are laid (1<sup>st</sup> line) using stretcher bond from one end of the marked area (maintain 12.5mm gap between two bricks)</p> <p>2.4 Bricks are laid for 2<sup>nd</sup> line along with the 1<sup>st</sup> line using bat in the beginning and ending of the 2nd line</p> <p>2.5 Brick joint is filled by sand as required</p> <p>2.6 Soling is checked and defects are rectified as per standard procedure</p> <p>2.7 Spray water on soling surface is performed as per requirement</p>
3. Perform zigzag bond soling	<p>3.1. Working area is selected and prepared</p> <p>3.2. One brick is laid diagonally on edge' position at the marked middle point &amp; maintain 12.5 mm gap between two bricks</p> <p>3.3. 2<sup>nd</sup> one is laid making 90° at the top of 1st brick</p> <p>3.4. Brick joint is filled by sand</p> <p>3.5. Soling is checked and defects are rectified as per standard procedure</p> <p>3.6. Spray water on soling surface is performed as per requirement</p>
4. Perform diagonal bond soling	<p>4.1 Working area is selected and prepared</p> <p>4.2 One brick is placed diagonally and lay it 'on edge' position at the marked middle point</p> <p>4.3 2<sup>nd</sup> one is placed making 90° at the top of 1<sup>st</sup> brick</p> <p>4.4 Brick joint is filled by sand</p>



	<p>4.5 Soiling is checked and defects are rectified as per standard procedure</p> <p>4.6 Spray water on soling surface is performed as per requirement</p>
5. Perform herringbone bond soling	<p>5.1 Working area is selected and prepared</p> <p>5.2 One brick is placed diagonally and lay it 'on edge' position at the marked middle point</p> <p>5.3 2<sup>nd</sup> one is placed making 90° at the top of 1<sup>st</sup> brick</p> <p>5.4 Brick joints are filled by sand</p> <p>5.5 Soiling is checked and defects are rectified as per standard procedure</p> <p>5.6 Spray water on soling surface is performed using water pipe</p>
6. Perform paving work	<p>6.1 Working area is selected and prepared</p> <p>6.2 Pavers quality is checked as per workplace standard</p> <p>6.3 Paving is performed in selected area as per standard</p> <p>6.4 Pave joint is filled by mortar</p> <p>6.5 Paving work is checked and defects are rectified as per standard procedure</p> <p>6.6 Curing is performed as per requirement</p>
7. Maintain workplace, tools, equipment and materials	<p>7.3 Work area is cleaned in accordance with workplace procedures</p> <p>7.4 Unused materials are stored for re-use or disposed following workplace procedures</p> <p>7.5 Waste and scrap materials are disposed with following workplace procedures</p> <p>7.6 Inventory of tools equipment are conducted and recorded as per checklist</p> <p>7.7 Tools and equipment are cleaned and stored as per Workplace standard</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (may include but not limited to):</b>
1. Personal protective equipment (PPE)	<p>1.1. Safety shoes</p> <p>1.2. Safety gloves</p> <p>1.3. Safety helmet</p> <p>1.4. Mask</p> <p>1.5. Apron</p>
2. Tools, equipment	<p>2.1 Measuring tape</p> <p>2.2 Masonry / Steel Trowel</p> <p>2.3 Try square</p> <p>2.4 Spirit level</p> <p>2.5 Water leveler</p> <p>2.6 Plumb bob</p> <p>2.7 Cross pean hammer</p> <p>2.8 Center pegs</p> <p>2.9 Spade</p> <p>2.10 Shovel</p> <p>2.11 Bucket</p>

	2.12 Wire Brush 2.13 Trolley 2.14 Van
3. Materials	3.1. Brick 3.2. Sand 3.3. Water 3.4. Nails 3.5. Thread 3.6. Lime 3.7. Chalk
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment required evidence that the candidate: <ol style="list-style-type: none"> <li>1.1. interpreted and identified drawings and specifications</li> <li>1.2. Checked flat brick soling and rectified defects</li> <li>1.3. Checked herringbone soling and rectified defects</li> <li>1.4. Checked zigzag soling and rectified defects</li> <li>1.5. Checked diagonal bond soling and rectified defects</li> <li>1.6. Checked paving soling and rectified defects</li> <li>1.7. Checked flat brick soling and rectified defects</li> <li>1.8. Cleaned workplace, tools and equipment</li> <li>1.9. Stored tools and equipment</li> </ol>
2. Underpinning Knowledge	<ol style="list-style-type: none"> <li>2.1. Characteristics of good quality bricks</li> <li>2.2. Characteristics of good quality pave</li> <li>2.3. Characteristics of good quality sand</li> <li>2.4. Levelling and dressing</li> <li>2.5. Types of soling</li> <li>2.6. Level checking procedure</li> </ol>
3. Underpinning Skills	<ol style="list-style-type: none"> <li>3.1. Interpreting of drawings and specification</li> <li>3.2. Checking quality of materials</li> <li>3.3. Handling of tools and equipment</li> <li>3.4. Laying of bricks uniformly</li> <li>3.5. Fixing of levels</li> <li>3.6. Establishing lines for laying of bricks</li> <li>3.7. Aligning bricks</li> <li>3.8. Filling up joints</li> </ol>
4. Underpinning attitudes	<ol style="list-style-type: none"> <li>4.1. Commitment to occupational health and safety</li> <li>4.2. Environmental concerns</li> <li>4.3. Eagerness to learn</li> <li>4.4. Tidiness and timeliness</li> <li>4.5. Respect for rights of peers and seniors in workplace</li> <li>Respect for rights of peers and seniors in workplace</li> </ol>
5. Resource implications	The following resources must be provided: <ol style="list-style-type: none"> <li>5.1. Adequate workplace.</li> <li>5.2. Tools and equipment appropriate to masonry processes.</li> <li>5.3. Materials relevant to the proposed activity.</li> </ol>

	5.4. Drawings and specifications relevant to the task.
6. Methods of assessment	Competency should be assessed by: 6.1. Demonstration 6.2. Oral questioning 6.3. Written test 6.4. Portfolio
7. Context of assessment	7.1. Competency assessment must be done in NSDA accredited assessment centre 7.2. Assessment should be done by a NSDA certified/nominated assessor
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

<b>Unit Code and Title</b>	<b>OU-MAS-07-L2-V1: Perform Plaster Works on Masonry Surface</b>
<b>Nominal Hours</b>	<b>80 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to perform plaster works on Masonry surface. It includes preparing for works, performing plaster on brick wall, plaster on concrete surface, making drip course and maintaining workplace, tools, equipment and materials.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables.
1. Prepare for works	1.1 <b><u>Personal Protective Equipment (PPE)</u></b> is collected and worn as per job requirement 1.2 Workplace is prepared as per job requirement 1.3 <b><u>Tools, equipment</u></b> and <b><u>materials</u></b> are selected and collected as per job requirement
2. Perform plaster on brick wall	2.1 Brick wall surface is cleaned and prepared as per requirement 2.2 Saturated Surface Dry (SSD) condition of wall is checked 2.3 Grouting on plaster surface is performed as per requirements 2.4 Mortar is prepared for plaster as per standard procedure 2.5 Mortar is applied on the surface as per standard procedure 2.6 Finishing touch is performed as per workplace procedure 2.7 Plaster surface is checked as per workplace standard and rectified as required
3. Perform plaster on concrete surface	3.1 <b><u>Concrete surface</u></b> is chipped as per job requirement 3.2 Concrete surface is cleaned and prepared as per requirement 3.3 Saturated Surface Dry (SSD) condition of wall is checked 3.4 Grouting on plaster surface is performed as per requirements 3.5 Mortar is prepared for plaster as per standard procedure 3.6 Mortar is applied on the surface as per standard procedure 3.7 Finishing touch is performed as per workplace procedure 3.8 Plaster surface is checked procedure and rectified as per standard
4. Make drip course	4.1 Surface area is marked with chalk or lime along which drip mould is to be prepared 4.2 Measurement of drip mould is taken 4.3 Surface area is made slightly rough along which the drip mould is to be made 4.4 Mortar is prepared on the surface according to measurement

	<p>4.5 Mortar is applied on the surface according to measurement</p> <p>4.6 Cornish and sunshade of the drip mould is leveled as required</p> <p>4.7 Drip mould area is cleaned using flower broom as required</p>
5. Maintain workplace, tools, equipment and materials	<p>5.1 Work area is cleaned in accordance with workplace procedures</p> <p>5.2 Unused materials are stored for re-use or disposed following workplace procedures</p> <p>5.3 Waste and scrap materials are disposed with following workplace procedures</p> <p>5.4 Inventory of tools equipment are conducted and recorded as per checklist</p> <p>5.5 Tools and equipment are cleaned and stored as per Workplace procedure</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Personal protective equipment (PPE)	<p>1.1. Safety gloves</p> <p>1.2. Safety shoes</p> <p>1.3. Safety helmet</p> <p>1.4. Safety belt</p> <p>1.5. Apron</p> <p>1.6. Gumboot</p> <p>1.7. Safety goggles</p> <p>1.8. Dust musk</p>
2. Tools, equipment	<p>2.1 Measuring tape</p> <p>2.2 Trowel</p> <p>2.3 Try square</p> <p>2.4 Spirit level</p> <p>2.5 Plum bob</p> <p>2.6 Water leveling pipe</p> <p>2.7 Center pegs</p> <p>2.8 Spade</p> <p>2.9 Shovel</p> <p>2.10 Pans</p> <p>2.11 Buckets</p> <p>2.12 Brush</p> <p>2.13 Sieve</p> <p>2.14 Water mug</p> <p>2.15 Wooden float</p> <p>2.16 Floating rule/Gauge</p> <p>2.17 Foam/Coconut broom/flower broom</p>

	2.18 Trolley 2.19 Van 2.20 Flower broom
3. Materials	3.1 Cement 3.2 Sand (Sylhet and Local) 3.3 Water 3.4 Desalt 3.5 Nails 3.6 Thread 3.7 Polythene 3.8 Pudlo / Foam lub
4. Concrete surface	4.1 Beam 4.2 Column 4.3 Ceiling
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment required evidence that the candidate: <ol style="list-style-type: none"> <li>1.1. chipped and cleaned surface</li> <li>1.2. used grouting on plaster surface</li> <li>1.3. prepared mortar as per requirements</li> <li>1.4. performed finishing touch</li> <li>1.5. checked and rectified defects of plaster</li> <li>1.6. takes measurement of drip mould</li> <li>1.7. leveled drip mould</li> </ol>
2. Underpinning Knowledge	<ol style="list-style-type: none"> <li>2.1. Quality of cement, sand</li> <li>2.2. Plaster</li> <li>2.3. Grouting</li> <li>2.4. Chipping</li> <li>2.5. Mortar mixing ratio</li> <li>2.6. Grouting mixing procedure</li> <li>2.7. Plastering thickness of surface</li> <li>2.8. Drip course</li> <li>2.9. Finishing touching procedure</li> </ol>
3. Underpinning Skills	<ol style="list-style-type: none"> <li>3.1. Handling of tools and equipment</li> <li>3.2. Leveling of plaster surface</li> <li>3.3. Taking measurement</li> <li>3.4. Maintaining ratio of sand cement and water</li> <li>3.5. Mixing of cement, sand and water</li> <li>3.6. Maintaining plaster thickness</li> </ol>

4. Underpinning attitudes	4.1. Commitment to occupational health and safety 4.2. Environmental concerns 4.3. Eagerness to learn 4.4. Tidiness and timeliness 4.5. Respect for rights of peers and seniors in workplace Respect for rights of peers and seniors in workplace.
5. Resource implications	The following resources must be provided: 5.1. Adequate workplace. 5.2. Tools and equipment appropriate to construction processes. 5.3. Materials relevant to the proposed activity. 5.4. Drawings and specifications relevant to the task.
6. Methods of assessment	Competency should be assessed by: 6.1. Demonstration 6.2. Oral questioning 6.3. Written test 6.4. Portfolio
7. Context of assessment	7.1. Competency assessment must be done in NSDA accredited assessment centre 7.2. Assessment should be done by a NSDA certified/nominated assessor
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

## Review of Competency Standard

The Competency Standards for National Skills Certificate in **Masonry L-2** is Reviewed by NSDA on 12 January, 2021.

### Respectable members:

1.	Dulal Krishna Saha, Executive Chairman (Secretary), National Skills Development Authority (NSDA)	Chairperson
2.	Aloke kumar saha, Senior Instructor, CIVIL, BGTTC, Mirpur, Dhaka-1216, Cell: 01716607775, Email: <a href="mailto:alokekumarsaha15@gmail.com">alokekumarsaha15@gmail.com</a>	Member
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6.	Md. Moniruzzaman, Project Engineer, ARM Real State and Construction, Cell: 01774279272, Email: <a href="mailto:moniruzzaman604130@gmail.com">moniruzzaman604130@gmail.com</a>	Member
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11.	Md. Shahadat Hossain, Specialist-2, SEIP Project, Dhaka. Cell: 01715360652, Email: <a href="mailto:hossainm61@gmail.com">hossainm61@gmail.com</a>	Member
12.	Md. Abdur Razzaque, Specialist, NSDA, Cell: 01742734313, Email:	Member
13.	Md. Amir Hossain, Process Expert (CS and Curriculum), NSDA. Cell: 01631670445, Email: <a href="mailto:razib.consultant@yahoo.com">razib.consultant@yahoo.com</a>	Member
14.	Md. Quamruzzaman, Director (Skills Standard), NSDA, Cell: 01819189320	Member
15.	Engr. B.M. Shariful Islam, Deputy Director (Skills Standard), Cell: +880 01715010321, Email: <a href="mailto:sharif9375@gmail.com">sharif9375@gmail.com</a>	Member



## Validation of Competency Standard by Standard and Curriculum Validation Committee (SCVC)

The Competency Standards for National Skills Certificate in **Masonry L-2** is validated by SCVC on 13 January, 2021.

### Respectable members of the SCVC:

1.	Engr. Anisuzzaman Bhuiyan Rana, Chairperson, Curriculum Development & Training Support Standing Committee, Dhaka. Cell: 01711522658.	Chairperson
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## **Re-Review of Competency Standard**

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The Competency Standards for National Skills Certificate in **Masonry, Level-2** is Re-Reviewed by NSDA on November, 2023.