



Skills for Employment Investment Program (SEIP)

COMPETENCY STANDARD

FOR

**INSTALLATION OF HEATING, VENTILATION, AIR
CONDITIONING (HVAC) AND REFRIGERATION
SYSTEM**

(SHIPBUILDING SECTOR)

**Finance Division, Ministry of Finance
Government of the People's Republic of Bangladesh**

Copyright

The Competency Standard for Installation of Heating, Ventilation, Air-conditioning (HVAC) and Refrigeration System 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 for individuals who graduated through the established standard via competency-based assessment to be suitably qualified for a relevant job.

This document is owned by the Finance Division of the Ministry of Finance of the People's Republic of Bangladesh, developed under the Skills for Employment Investment Program (SEIP).

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

Other interested parties must obtain permission from the owner of this document for reproduction of information in any manner, in whole or in part, of this Competency Standard, in English or other language.

This document is available from:

*Skills for Employment Investment Program (SEIP) Project
Finance Division
Ministry of Finance
Probashi Kallyan Bhaban (Level – 16)
71-72 Old Elephant Road
Eskaton Garden, Dhaka 1000
Telephone: +8802 551 38598-9 (PABX), +8802 551 38753-5
Facsimile: +8802 551 38752
Website: www.seip-fd.gov.bd*

Table of Contents

Introduction	4
Overview	5
Experts Involved	6
Development Workshop	7
Validation Workshop	7
Competency Chart	9
A. Generic (basic) Competencies (44 hours)	9
B. Sector-specific (common) Competencies (36 hours)	9
C. Occupation-specific (core) Competencies (280 hours)	10
Units and Elements Table	11
A. Generic (basic) Competencies	11
B. Sector-specific (common) Competencies	12
C. Occupation-specific (core) Competencies	12
Competency Standard	13
A: Generic (basic) Competencies	13
B: Sector-specific (common) Competencies	28
C: Occupation-specific (core) Competencies	35

Introduction

The Skills for Employment Investment Program (SEIP) Project of the Finance Division of the Ministry of Finance has embarked on a project which aims to qualitatively and quantitatively expand the skilling capacity of identified public and private training providers by establishing and operationalising a responsive skill ecosystem and delivery mechanism through a combination of well-defined set of funding triggers and targeted capacity support.

Among the many components of the project, one is to promote a Market Responsive Inclusive Skills Training Delivery programme. Key priority economic growth sectors identified by the government have been targeted by the project to improve current job skills along with up-skilling of the 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 programmes. Priority sectors were identified to adopt a demand driven approach to training with effective inputs from Industry Skills Councils (ISC's), employer associations and employers.

This document 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.

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

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 national and international subject-matter experts, SEIP, BTEB, ISC, and industry experts to identify the competencies required of an occupation in a particular sector.

Competency standards describe the skills, knowledge and attitude needed to perform effectively in the workplace. Competency standards acknowledge that people can achieve technical and vocational competency in many ways by emphasising 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

Identification and validation of units of competency and elements for this occupation were made by experts within this sector. A series of meetings were held to accurately capture industry and employer needs and expectations, and develop the competency framework that would help to enhance the employability of the youth trained. This process started on 19 January 2017 and concluded with a validation workshop with working group on 27 July 2017, and was reviewed and revised on 15 May 2018.

Experts Involved

Industry and subject-matter experts who provided their valuable inputs to develop this competency standard [January 2017 – July 2017]:

Name	Organisation	Designation
Md. Sakhawat Hossain	Western Marine Shipyard Limited	Managing Director
Abu Md. Fazle Rashid	Western Marine Shipyard Limited	Director
Capt. Mohd. Habibur Rahman	AEOSIB-SEIP Training Program	Chief Coordinator
Md. Shahadat Hossain Talukder	AEOSIB-SEIP Training Program	Coordinator - M & E
Nazrul Islam	BKTTC - Chittagong	Principal
Shorifa Khatun	BIMT - Narayanganj	Principal
Engr. Syed Khorshedul Alam	Western Maritime Institute	Principal
Md. Anwar Hossain	Western Marine Shipyard Limited	General Manager - Technical & Project Management
Idris Ali	Highspeed Shipbuilding & Engineering Company Limited	General Manager (Engineering)
GiasUddin Ahmed Chowdhury	Highspeed Shipbuilding & Engineering Company Limited	Chief Engineer & Shipyard In-Charge
Md. Touhidul Islam	Ananda Shipyard & Slipways Limited	Deputy General Manager
Md. Sudrul Hasan Hasib	Highspeed Shipbuilding & Engineering Company Limited	Senior Manager - Ship Repair & Maintenance
Farhana Nasrin	Western Marine Shipyard Limited	Assistant Engineer (Mech.)
Md. Masud Rana	Western Marine Shipyard Limited	Supervisor - HVAC
Md Shamsur Rahman	Highspeed Shipbuilding & Engineering Company Limited	Supervisor
David King	British Council - SD03	Team Leader
Tozammel Hossain Khan	British Council - SD03	National Subject Matter Consultant - Shipbuilding Sector

Development Workshop

Working group formation and competency standard development workshop participants [4 July 2017]:

Name	Organisation	Designation
Mr. Rupak Kanti Biswas	BTEB	Quality Assurance Officer
Md. Arifur Rahman Khan	Western Marine Shipyard Limited	Director/ISC Representative
Capt. Mohd. Habibur Rahman	AEOSIB-SEIP Training Program	Chief Coordinator
Md. Omar Faruk Mollah	AEOSIB-SEIP (Chittagong)	Key Expert and Trainer
Md. Nazrul Islam	BKTTC - Chittagong	Principal (HVAC Specialist)
Md. Anwar Hossain	Western Marine Shipyard Limited	General Manager
Farhana Nasrin Akter	WMSL	Assistant Engineer (HVAC) and Trainer
Md. Masud Rana	WMSL	Supervisor (HVAC)
Rashmi Mehera	British Council - SD03	Acting Team Leader & International Consultant - CBLM
Tozammel Hossain Khan	British Council - SD03	National Subject Matter Consultant - Shipbuilding Sector

Validation Workshop

Competency standard validation workshop participants [27 July 2017]:

Name	Organisation	Designation
Abu Md.Fazle Rashid	Western Marine Shipyard Limited	Director/ISC Representative
Shahadat Hossain Talukder	AEOSIB-SEIP Training Program	Coordinator – M & E
Md. Sudrul Hasan Hasib	Highspeed Shipbuilding & Engineering Company Limited	Senior Manager - Ship Repair & Maintenance
Farhana Nasrin Akter	Western Marine Shipyard Limited	Assistant Engineer (Mech.)
Rupak Kanti Biswas	BTEB	Quality Assurance Officer
Md. Abdur Razzaque	SEIP	Specialist-1 (Competency Standards.)
Md. Kamal Hossain	SEIP	DEPD
Syed Nasir Ershad	SEIP	AEPD (Public-1)

Name	Organisation	Designation
Rahima Begum	SEIP	AEPD (Public-2)
Dilruba Shaheena	SEIP	AEPD (Private-1)
Mr Md. Ahsan Habib	SEIP	TVET Specialist
Mr Mohiuzzaman	SEIP	Course Specialist
Mohammad Guljar Hossain	Ministry of Finance	Quality Assurance Officer
Md. Shahinuzzaman	Ministry of Finance	Quality Assurance Officer
Rashmi Mehra	British Council - SD03	Acting Team Leader & International Consultant for Development - CBLM
Tozammel Hossain Khan	British Council - SD03	National Subject Matter Consultant - Shipbuilding Sector
Mahbub UI Huda	British Council - SD03	National Subject Matter Consultant - IT Sector

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 Chart

Units of Competency	Elements		
---------------------	----------	--	--

A. Generic (basic) Competencies (44 hours)

Use basic mathematical concepts SEIP-SBD-HVA-01-G	Identify calculation requirements in the workplace	Select appropriate mathematical methods/concepts for the calculation	Use tools and instruments to perform calculations
Apply occupational health and safety (OHS) practice in the workplace SEIP-SBD-HVA-02-G	Identify OHS policies and procedures	Apply personal health and safety practices	Report hazards and risks
	Respond to emergencies		
Carry out workplace interaction SEIP-SBD-HVA-03-G	Interpret workplace communication and etiquette	Read and understand workplace documents	Participate in workplace meetings and discussions
	Practice professional ethics at work		
Operate in a team environment SEIP-SBD-HVA-04-G	Identify team goals and work processes	Identify own role and responsibilities within team	Communicate and co-operate with team members
	Practice problem solving within the team		
Apply basic IT skills SEIP-SBD-HVA-05-G	Identify and use most commonly used IT tools	Understand use of computer	Work with word processing application
	Work with spreadsheets	Access email and search the internet	

B. Sector-specific (common) Competencies (36 hours)

Explore history of Shipbuilding Sector SEIP-SBD-HVA-01-S	Examine the background of shipbuilding sector	Identify and locate main machines on a ship
---	---	---

Use hand and power tools SEIP-SBD-HVA-02-S	Identify and inspect hand and power tools	Use hand tools properly and safely	Operate power tools properly and safely
	Clean and maintain hand and power tools		

C. Occupation-specific (core) Competencies (280 hours)

Understand basics of HVAC system SEIP-SBD-HVA-01-O	Identify roles and responsibilities	Identify HVAC system and components	Interpret HVAC drawings and diagrams
---	-------------------------------------	-------------------------------------	--------------------------------------

Carry out basic HVAC works SEIP-SBD-HVA-02-O	Perform riveting	Perform soldering	Perform brazing
---	------------------	-------------------	-----------------

Carry out ventilation and air-conditioning works SEIP-SBD-HVA-03-O	Identify ventilation requirements	Perform installation of vein duct system	Perform installation of ducting in cabins and rooms
	Perform installation of mechanical ventilation		

Carry out heating system works SEIP-SBD-HVA-04-O	Identify heating system	Install central heating system	Install heating accessories
---	-------------------------	--------------------------------	-----------------------------

Carry out refrigeration works SEIP-SBD-HVA-05-O	Identify refrigeration systems	Install refrigeration system	Install refrigeration accessories
--	--------------------------------	------------------------------	-----------------------------------

Units and Elements Table

A. Generic (basic) Competencies

Code	Unit of Competency	Elements of Competency	Duration (hours)
SEIP-SBD-HVA-01-G	Use basic mathematical concepts	<ol style="list-style-type: none"> 1. Identify calculation requirements in the workplace. 2. Select appropriate mathematical methods/concepts for the calculation. 3. Use tools and instruments to perform calculations. 	4
SEIP-SBD-HVA-02-G	Apply occupational health and safety (OHS) practice in the workplace	<ol style="list-style-type: none"> 1. Identify OHS policies and procedures. 2. Apply personal health and safety practices. 3. Report hazards and risks. 4. Respond to emergencies. 	8
SEIP-SBD-HVA-03-G	Carry out workplace interaction	<ol style="list-style-type: none"> 1. Interpret workplace communication and etiquette. 2. Read and understand workplace documents. 3. Participate in workplace meetings and discussions. 4. Practice professional ethics at work. 	8
SEIP-SBD-HVA-04-G	Operate in a team environment	<ol style="list-style-type: none"> 1. Identify team goals and work processes. 2. Identify own role and responsibilities within team. 3. Communicate and co-operate with team members. 4. Practice problem solving within the team. 	8
SEIP-SBD-HVA-05-G	Apply basic IT skills	<ol style="list-style-type: none"> 1. Identify and use most commonly used IT tools. 2. Understand use of computer. 3. Work with word processing application. 4. Work with spreadsheets. 5. Access email and search the internet. 	16
Total Hours			44

B. Sector-specific (common) Competencies

Code	Unit of Competency	Elements of Competency	Duration (hours)
SEIP-SBD-HVA-01-S	Explore the history of Shipbuilding Sector	<ol style="list-style-type: none"> 1. Examine the background of shipbuilding sector. 2. Identify and locate main machines on a ship. 	12
SEIP-SBD-HVA-02-S	Use hand and power tools	<ol style="list-style-type: none"> 1. Identify and inspect hand and power tools. 2. Use hand tools properly and safely. 3. Operate power tools properly and safely. 4. Clean and maintain hand and power tools. 	24
Total Hours			36

C. Occupation-specific (core) Competencies

Code	Unit of Competency	Elements of Competency	Duration (hours)
SEIP-SBD-HVA-01-O	Understand basics of HVAC system	<ol style="list-style-type: none"> 1. Identify roles and responsibilities. 2. Identify HVAC system and components. 3. Interpret HVAC drawings and diagrams. 	40
SEIP-SBD-HVA-02-O	Carry out basic HVAC works	<ol style="list-style-type: none"> 1. Perform riveting. 2. Perform soldering. 3. Perform brazing. 	25
SEIP-SBD-HVA-03-O	Carry out ventilation and air-conditioning works	<ol style="list-style-type: none"> 1. Identify ventilation requirements. 2. Perform installation of vein duct system. 3. Perform installation of ducting in cabins and rooms. 4. Perform installation of mechanical ventilation. 	95
SEIP-SBD-HVA-04-O	Carry out heating system works	<ol style="list-style-type: none"> 1. Identify heating systems. 2. Install central heating system. 3. Install heating accessories. 	60
SEIP-SBD-HVA-05-O	Carry out refrigeration works	<ol style="list-style-type: none"> 1. Identify refrigeration systems. 2. Install refrigeration system. 3. Install refrigeration accessories. 	60
Total Hours			280

Competency Standard

A: Generic (basic) Competencies

Unit of Competency: Use basic mathematical concepts	Nominal Duration: 4 hours	Unit Code: SEIP-SBD-HVA-01-G
Unit Descriptor: This unit covers the skills, knowledge and attitudes required to perform computations using basic mathematical concepts in the workplace. It specifically includes identifying general calculation requirements, selecting appropriate mathematical method/concept, and forming and solving mathematical problems in the workplace using appropriate tools and instruments.		

Elements and Performance Criteria

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

Elements of Competency	Performance Criteria
1. Identify calculation requirements in the workplace	1.1. <u>Calculation requirements</u> are identified from <u>workplace information</u> . 1.2. Mathematical problems are constructed from workplace information.
2. Select appropriate mathematical methods/concepts for the calculation	2.1. <u>Appropriate method</u> is selected to carry out calculation requirements. 2.2. Constructed mathematical problems are solved with appropriate method.
3. Use tools and instruments to perform calculations	3.1. <u>Tools and instruments</u> required for computation are identified. 3.2. Calculation is performed using appropriate tools and instruments accurately.

Range of Variables

Variable	Range (<i>may include but not limited to</i>)
1. Calculation requirements	1.1. Unit 1.2. Area 1.3. Height/ length/ breadth/ thickness 1.4. Diameter 1.5. Weight 1.6. Capacity 1.7. Time 1.8. Temperature 1.9. Material/data usage 1.10. Speed 1.11. Costing 1.12. Density

Variable	Range (<i>may include but not limited to</i>)
2. Workplace information	2.1. Floor environment 2.2. Design sheet 2.3. Specification sheet 2.4. Working chart/drawing 2.5. Standard operating procedure (SOP) 2.6. Job order
3. Appropriate method	3.1. Addition 3.2. Subtraction 3.3. Division 3.4. Multiplication 3.5. Conversion 3.6. Percentage and ratio calculation 3.7. Simple equation
4. Tools and instruments	4.1. Calculator 4.2. Cell phone 4.3. Computer 4.4. Ruler

Curricula Content Guide	
1. Underpinning knowledge	1.1. Numerical concepts 1.2. Basic mathematical methods such as addition, subtraction, multiplication, division and percentage 1.3. Mathematical language, symbols and terminology 1.1. Measuring units
2. Underpinning skills	2.1. Constructing simple problems from workplace information 2.2. Solving problems using appropriate method, tools and instruments 2.3. Using appropriate tools and instruments
3. Underpinning attitudes	3.1. Prompt in carrying out activities 3.2. Tidy and punctual 3.3. Respectful of peers, subordinates and seniors in the workplace 3.4. Safely use tools and equipment 3.1 Sincere and honest concerning duties

Curricula Content Guide

4. Resource implications

The following resources must be provided:

- 4.1. Workplace (simulated or actual)
- 4.2. Calculator
- 4.3. Cell phone
- 4.4. Computer/laptop/notebook
- 4.5. Measuring tape
- 4.6. Ruler
- 4.7. Projector
- 4.8. Stationary
- 4.9. Learning manual

Assessment Evidence Guide

1. Critical aspects of competency

Assessment must evidence that the candidate:

- 1.1. identified calculation requirements from workplace information
- 1.2. selected appropriate method to carry out the calculation requirements
- 1.3. completed calculations using appropriate tools and instruments

2. Methods of assessment

Methods of assessment may include but is not limited to:

- 2.1. written test
- 2.2. oral test
- 2.3. observation
- 2.4. demonstration
- 2.5. portfolio

3. Context of assessment

- 3.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.
- 3.2. Assessment must be done by a suitably qualified/certified assessor.

Unit of Competency: Apply occupational health and safety (OHS) practice in the workplace	Nominal Duration: 8 hours	Unit Code: SEIP-SBD-HVA-02-G
Unit Descriptor: This unit covers the skills, knowledge and attitudes required to apply occupational health and safety (OHS) practices in the workplace. It specifically includes identifying OHS policies and procedures, applying personal health and safety practices, reporting hazards and risks, and responding to emergencies.		

Elements and Performance Criteria

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

Elements of Competency	Performance Criteria
1. Identify OHS policies and procedures	1.1. <u>OHS policies</u> and safe operating procedures are interpreted. 1.2. Safety signs and symbols are identified and followed. 1.3. Response, evacuation procedures and other contingency measures are interpreted correctly.
2. Apply personal health and safety practices	2.1. OHS policies and procedures are applied in the workplace including personal protective equipment (PPE). 2.2. Common health issues are recognised. 2.3. Common safety issues are identified.
3. Report hazards and risks	3.1. Hazards and risks are identified. 3.2. Hazards and risks assessment and controls are interpreted.
4. Respond to emergencies	4.1. Respond to alarms and warning devices. 4.2. <u>Emergency response plans and procedures</u> are responded to. 4.3. <u>First aid procedures</u> during emergency situations are identified.

Range of Variables

Variable	Range (<i>may include but not limited to</i>)
1. OHS policies	1.1. Organisational OHS polices 1.2. International OHS requirements 1.3. Fire safety rules and regulations
2. Emergency response plans and procedures	2.1. Firefighting procedures 2.2. Earthquake response procedures 2.3. Emergency response plans and procedures 2.4. Medical and first aid

Variable	Range (<i>may include but not limited to</i>)
3. First aid procedure	3.1. Washing of open wound 3.2. Washing chemically infected area 3.3. Applying bandage 3.4. Taking appropriate medicine
4. Personal protective equipment	4.1. Safety glasses 4.2. Ear plugs 4.3. Gloves 4.4. Apron 4.5. Helmet 4.6. Mask 4.7. Safety shoes

Curricula Content Guide	
1. Underpinning knowledge	1.1. Workplace OHS policies and procedures 1.2. Work safety procedures 1.3. Emergency response procedures: 1.3.1. Firefighting 1.3.2. Earthquake response 1.3.3. Accident response 1.4. Types of hazards (biological, chemical and physical) and their effects 1.5. OHS awareness 1.6. Personal protective equipment (PPE)
2. Underpinning skills	2.1. Identifying OHS policies and procedures 2.2. Applying personal health and safety practices 2.3. Reporting hazards and risks 2.4. Responding to emergencies
3. Underpinning attitudes	3.1. Committed to occupational health and safety practices 3.2. Communicates well with peers, subordinates and seniors in workplace 3.3. Prompt in carrying out activities 3.4. Tidy and punctual 3.5. Sincere and honest concerning duties 3.6. Responsible during emergencies

Curricula Content Guide

4. Resource implications

The following resources must be provided:

- 4.1. Workplace (simulated or actual)
- 4.2. Personal protective equipment (PPE)
- 4.3. Firefighting equipment
- 4.4. Emergency response manual
- 4.5. First aid kits
- 4.6. Stationary
- 4.7. Learning manual

Assessment Evidence Guide

1. Critical aspects of competency

Assessment must evidence that the candidate:

- 1.1. identified OHS policies and procedures
- 1.2. applied personal health and safety practices (including PPE)
- 1.3. reported hazards and risks
- 1.4. responded to emergencies

2. Methods of assessment

Methods of assessment may include but is not limited to:

- 2.1. written test
- 2.2. oral test
- 2.3. observation
- 2.4. demonstration
- 2.5. portfolio

3. Context of assessment

- 3.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.
- 3.2. Assessment must be done by a suitably qualified/certified assessor.

Unit of Competency: Carry out workplace interaction	Nominal Duration: 8 hours	Unit Code: SEIP-SBD-ENI-03-G
Unit Descriptor: This unit covers the skills, knowledge and attitudes required to carry out workplace interaction. It specifically includes workplace communication, etiquette, understanding workplace documents, workplace meetings and discussions, and professional ethics at work.		

Elements and Performance Criteria

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

Elements of Competency	Performance Criteria
1. Interpret workplace communication and etiquette	1.1. Workplace codes of conduct are interpreted as per organisational guidelines. 1.2. Appropriate lines of communication are maintained with supervisors and colleagues. 1.3. Workplace interactions are conducted in a <u>courteous manner</u> to gather and convey information. 1.4. <u>Workplace procedures and matters</u> are comprehended.
2. Read and understand workplace documents	2.1. Workplace documents are interpreted correctly. 2.2. Visual information/symbols/signage are understood correctly and followed. 2.3. Specific and relevant information are accessed from <u>appropriate sources</u> . 2.4. Appropriate medium is used to transfer information and ideas.
3. Participate in workplace meetings and discussions	3.1. Team meetings are attended on time. 3.2. Meeting procedures and etiquette are followed. 3.3. Active participation is ensured, opinions are expressed and heard. 3.4. Inputs are provided and interpreted in line with the meeting purpose.
4. Practice professional ethics at work	4.1. Responsibilities as a team member are performed. 4.2. Tasks are performed in accordance with workplace procedures. 4.3. Confidentiality is maintained. 4.4. Inappropriate and conflicting situations are avoided.

Range of Variables

Variable	Range (<i>may include but not limited to</i>)
1. Courteous manner	1.1. Effective questioning 1.2. Active listening 1.3. Speaking skills 1.4. Writing skill 1.5. Email etiquette

Variable	Range (<i>may include but not limited to</i>)
2. Workplace procedures and matters	2.1. Notes 2.2. Arranging a meeting 2.3. Agenda 2.4. Simple reports such as progress and incident reports 2.5. Job sheets 2.6. Operational manuals 2.7. Brochures and promotional material 2.8. Visual and graphic materials 2.9. Standards 2.10. OHS information 2.11. Signs
3. Appropriate sources	3.1. Human Resources (HR) Department 3.2. Managers 3.3. Supervisors 3.4. Management Information System (MIS)

Curricula Content Guide	
1. Underpinning knowledge	1.1. Workplace communication and etiquette 1.2. Workplace documents, signs and symbols 1.3. Meeting procedure and etiquette 1.4. Professional ethics
2. Underpinning skills	2.1. Demonstrating workplace communication and etiquette 2.2. Interpreting workplace instructions and symbols 2.3. Demonstrating active participation in workplace meeting 2.4. Applying professional ethics at work
3. Underpinning attitudes	3.1. Prompt in carrying out activities 3.2. Tidy and punctual 3.3. Respectful of peers, subordinates and seniors in the workplace 3.4. Concerned about the work environment 3.5. Sincere and honest concerning duties

Curricula Content Guide

4. Resource implications

The following resources must be provided:

- 4.1. Workplace (simulated or actual)
- 4.2. Workplace procedures
- 4.3. Standard operating procedure
- 4.4. Workplace documents, signs and symbols
- 4.5. Codes of conduct
- 4.6. Projector
- 4.7. Stationary
- 4.8. Learning manual

Assessment Evidence Guide

1. Critical aspects of competency

Assessment must evidence that the candidate:

- 1.1. interpreted workplace communication and etiquette
- 1.2. interpreted workplace instructions and symbols
- 1.3. performed active participation in workplace meetings

2. Methods of assessment

Methods of assessment may include but is not limited to:

- 2.1. written test
- 2.2. oral test
- 2.3. observation
- 2.4. demonstration
- 2.5. portfolio

3. Context of assessment

- 3.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.
- 3.2. Assessment must be done by a suitably qualified/certified assessor.

Unit of Competency: Operate in a team environment	Nominal Duration: 8 hours	Unit Code: SEIP-SBD-HVA-04-G
Unit Descriptor: <p>This unit covers the skills, knowledge and attitudes required to operate in a team environment. It specifically includes team goals and work processes, roles and responsibilities, team communication and problem solving within the team.</p>		

Elements and Performance Criteria

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

Elements of Competency	Performance Criteria
1. Identify team goals and work processes	1.1. Roles and objectives of the team are identified and interpreted. 1.2. Roles and responsibilities of team members are identified and interpreted.
2. Identify own role and responsibilities within team	2.1. Personal role and responsibilities are identified within the team environment. 2.2. Reporting relationships are interpreted within team and external to team.
3. Communicate and co-operate with team members	3.1. Other teammates' tasks are identified and support provided when requested. 3.2. The team is encouraged through <u>sharing information</u> or expertise, working together to solve problems, and putting team success first. 3.3. Views and opinions of other team members are interpreted and respected.
4. Practice problem solving within the team	4.1. Problems faced at the individual and team level are identified and showed insight into the root-causes of the problems. 4.2. A range of solutions and courses of action are identified together with benefits, costs, and risks associated with each. 4.3. The good ideas of others to help develop solutions are recognised and advice sought from those who have solved similar problems. 4.4. It is looked beyond the obvious and not stopped at the first answers.

Range of Variables

Variable	Range (<i>may include but not limited to</i>)
1. Sharing information	<ul style="list-style-type: none"> 1.1. Agenda 1.2. Minutes 1.3. Progress and incident reports 1.4. Operational manuals 1.5. Visual and graphic materials 1.6. Emails and SMS 1.7. Phone directory 1.8. Policy, procedure and standards 1.9. OHS information

Curricula Content Guide	
1. Underpinning knowledge	<ul style="list-style-type: none"> 1.1. Team goals and work processes 1.2. Roles and responsibilities 1.3. Finding problems and solving them
2. Underpinning skills	<ul style="list-style-type: none"> 2.1. Identifying own role and responsibilities within team 2.2. Communicating and co-operating with team members 2.3. Demonstrating problem solving within the team
3. Underpinning attitudes	<ul style="list-style-type: none"> 3.1. Active on teamwork 3.2. Prompt in carrying out activities 3.3. Tidy and punctual 3.4. Respectful of peers, subordinates and seniors in the workplace 3.5. Sincere and honest concerning duties
4. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> 4.1. Workplace (simulated or actual) 4.2. Projector 4.3. Stationary 4.4. Learning manual

Assessment Evidence Guide	
1. Critical aspects of competency	<p>Assessment must evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. identified own role and responsibilities within team 1.2. communicated and co-operated with team members 1.3. demonstrated problem solving within the team

Assessment Evidence Guide

2. Methods of assessment

Methods of assessment may include but is not limited to:

- 2.1. written test
- 2.2. oral test
- 2.3. observation
- 2.4. demonstration
- 2.5. portfolio

3. Context of assessment

- 3.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.
- 3.2. Assessment must be done by a suitably qualified/certified assessor.

Unit of Competency: Apply basic IT skills	Nominal Duration: 16 hours	Unit Code: SEIP-SBD-HVA-05-G
Unit Descriptor: This unit covers the skills, knowledge and attitudes required to apply basic IT skills in the workplace. It specifically includes identifying common IT tools, using computer, using word processing and spreadsheet applications, emailing and searching on internet.		

Elements and Performance Criteria

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

Elements of Competency	Performance Criteria
1. Identify and use most commonly used IT tools	1.1. History of information technology (IT) is identified and summarised. 1.2. Commonly used <u>IT tools</u> are identified and described.
2. Understand use of computer	2.1. Basic parts of a computer are identified. 2.2. Turning on and off technique of a computer is performed. 2.3. Working environment, functions and features of operating system is interpreted. 2.4. Simple trouble-shooting techniques are applied.
3. Work with word processing application	3.1. Word processing application appropriate to perform activity is operated. 3.2. Basic typing technique to document is applied. 3.3. Word processing techniques to document are employed. 3.4. Personal CV writing using suitable word processing techniques is practiced. 3.5. Saving and retrieving technique of a document is used.
4. Work with spreadsheets	4.1. Spreadsheet working environment, functions and features are identified and interpreted. 4.2. Data entry on spreadsheet appropriate to perform activity is performed. 4.3. <u>Data manipulation techniques</u> to spreadsheet document are applied. 4.4. Spreadsheet document is created and saved.
5. Access email and search the internet	5.1. Use of email account in online environment is explained. 5.2. Writing and sending of workplace emails is completed. 5.3. Different <u>browsers</u> to work online are identified and selected. 5.4. Browse different web portals and apply proper search techniques.

Range of Variables

Variable	Range (<i>may include but not limited to</i>)
1. IT tools	1.1. Cell phone 1.2. Tablets 1.3. Computers, laptops, notebooks 1.4. Internet 1.5. Software 1.6. Satellite
2. Data manipulation techniques	2.1. Sum 2.2. Average 2.3. Count 2.4. Max 2.5. Min 2.6. If 2.7. Sort 2.8. Fill 2.9. Header 2.10. Footer 2.11. Print
3. Browsers	3.1. Internet Explorer 3.2. Firefox 3.3. Google Chrome 3.4. Opera 3.5. Safari 3.6. Omni Web 3.7. Microsoft Edge

Curricula Content Guide	
1. Underpinning knowledge	1.1. IT and IT tools 1.2. Computer trouble-shooting 1.3. Techniques to access internet
2. Underpinning skills	2.1. Demonstrating simple trouble-shooting with computer 2.2. Demonstrating typing on word processing software 2.3. Demonstrating data entry with spreadsheet 2.4. Opening email account and using it for different purposes

Curricula Content Guide	
3. Underpinning attitudes	<ul style="list-style-type: none"> 3.1. Active on teamwork 3.2. Prompt in carrying out activities 3.3. Tidy and punctual 3.4. Respectful of peers, subordinates and seniors in the workplace 3.5. Sincere and honest concerning duties
4. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> 4.1. Workplace (simulated or actual) 4.2. IT tools 4.3. Computer/Laptop 4.4. Word processing software 4.5. Internet connection 4.6. Stationary 4.7. Learning manual

Assessment Evidence Guide	
1. Critical aspects of competency	<p>Assessment must evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. identified commonly used IT tools 1.2. performed simple trouble-shooting with computer 1.3. performed typing on word processing software, saved and retrieved documents 1.4. performed data entry with spreadsheet 1.5. used email account for different online purposes
2. Methods of assessment	<p>Methods of assessment may include but is not limited to:</p> <ul style="list-style-type: none"> 2.1. written test 2.2. oral test 2.3. observation 2.4. demonstration 2.5. portfolio
3. Context of assessment	<ul style="list-style-type: none"> 3.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency. 3.2. Assessment must be done by a suitably qualified/certified assessor.

B: Sector-specific (common) Competencies

Unit of Competency: Explore the history of Shipbuilding Sector	Nominal Duration: 12 hours	Unit Code: SEIP-SBD-HVA-01-S
Unit Descriptor: <p>This unit covers the skills, knowledge and attitudes required to understand the shipbuilding sector in Bangladesh. It specifically includes examining the history of shipbuilding sector, and identifying and locating main machines on a ship.</p>		

Elements and Performance Criteria

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

Elements of Competency	Performance Criteria
1. Examine the background of shipbuilding sector	1.1. Historical background of shipbuilding sector is examined and described. 1.2. Drawings and plans of ships layout are interpreted, including GA plan. 1.3. <u>Key parts</u> of ship are clearly identified. 1.4. Standard maritime guidelines, codes, conventions and classifications are identified and interpreted.
2. Identify and locate main machines on a ship	2.1. <u>Main machines</u> installed on a ship are identified and located. 2.2. Function of main machines are briefly described.

Range of Variables

Variable	Range (<i>may include but not limited to</i>)
1. Key parts	1.1. Bridge 1.2. Hull 1.3. Engine room 1.4. Cargo hold 1.5. Deep tank 1.6. Double bottom tank 1.7. Bulbous bow 1.8. Forecastle 1.9. Poop 1.10. Weather deck 1.11. Tween deck 1.12. Bulkhead 1.13. Collision bulkhead

Variable	Range (<i>may include but not limited to</i>)
2. Main machines	2.1. Diesel engine 2.2. Panel board 2.3. Generator 2.4. Transformer 2.5. Air compressor 2.6. Life boat 2.7. Heat exchange 2.8. Motor 2.9. Radar 2.10. Echo sounder 2.11. Gyro compass 2.12. Magnetic compass 2.13. Steam boiler 2.14. Steering gear 2.15. Pumps 2.16. Winch 2.17. Crane 2.18. Air conditioner 2.19. Refrigeration plant 2.20. Purifier 2.21. Laundry unit

Curricula Content Guide	
1. Underpinning knowledge	1.1. History of shipbuilding sector 1.2. Key parts of ship 1.3. Main machines installed on ship 1.4. Maritime guidelines, codes, conventions and classifications
2. Underpinning skills	2.1. Describing the history of shipbuilding sector 2.2. Identifying key parts of ship from drawings and plans 2.3. Identifying and locating main machines installed on ship
3. Underpinning attitudes	3.1. Eager to learn 3.2. Considerate of personal grooming 3.3. Patient and attentive 3.4. Active on team work 3.5. Tidy and punctual 3.6. Sincere and honest concerning duties

Curricula Content Guide

4. Resource implications

The following resources must be provided:

- 4.1. Workplace (simulated or actual)
- 4.2. Map/globe
- 4.3. Drawings and plans
- 4.4. Projector
- 4.5. Stationary
- 4.6. Learning manual

Assessment Evidence Guide

1. Critical aspects of competency

Assessment must evidence that the candidate:

- 1.1. illustrated history of shipbuilding sector
- 1.2. identified key parts of ship
- 1.3. identified and located main machines installed on ship

2. Methods of assessment

Methods of assessment may include but is not limited to:

- 2.1. written test
- 2.2. oral test
- 2.3. observation
- 2.4. demonstration
- 2.5. portfolio

3. Context of assessment

- 3.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.
- 3.2. Assessment must be done by a suitably qualified/certified assessor.

Unit of Competency: Use hand and power tools	Nominal Duration: 24 hours	Unit Code: SEIP-SBD-HVA-02-S
Unit Descriptor: This unit covers the skills, knowledge and attitudes required to use hand and power tools in the workplace. It specifically includes identifying and inspecting hand and power tools for usability, using and operating tools properly and safely, and cleaning and maintaining hand and power tools after use.		

Elements and Performance Criteria

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

Elements of Competency	Performance Criteria
1. Identify and inspect hand and power tools	1.1. Appropriate hand and power tools are identified. 1.2. Application of hand and power tools is recognised. 1.3. Usability of hand and power tools is checked and verified.
1. Use hand tools properly and safely	2.1. Appropriate <u>hand tools</u> are selected. 2.2. Safety precautions are ensured before using hand tools. 2.3. Unsafe or faulty hand tools are identified and marked for repair. 2.4. <u>Measuring tools</u> are checked and calibrated before use. 2.5. Use hand tools properly and safely to perform work activity.
3. Operate power tools properly and safely	3.1. Appropriate <u>power tools</u> are selected. 3.2. Power supply outlet and electrical cord are inspected and confirmed safe for use in accordance with established workplace safety requirements. 3.3. Safety precautions are ensured before using power tools in accordance with manufacturer's operating specification. 3.4. Proper sequence of operation applied for using power tools. 3.5. Unsafe or faulty power tools are identified and marked for repair. 3.6. Operate power tools properly and safely to perform work activity.
4. Clean and maintain hand and power tools	4.1. Dust and foreign matter is removed from hand and power tools in accordance to workplace standards. 4.2. Condition of hand and power tools is checked after use and reported. 4.3. Appropriate lubricant is applied after use and prior to storage. 4.4. <u>Measuring tools</u> are checked and calibrated after use. 4.5. Defective hand and power tools are inspected and repaired or replaced. 4.6. Hand and power tools are stored and secured in accordance with workplace requirements.

Range of Variables

Variable	Range (<i>may include but not limited to</i>)
1. Hand tools	<ul style="list-style-type: none"> 1.1. Hammer 1.2. Bench vice 1.3. Files 1.4. Punches 1.5. Chisels 1.6. Wrenches 1.7. Pliers 1.8. Scriber 1.9. Scraper 1.10. Screwdrivers 1.11. Dividers 1.12. Surface plate 1.13. Gauge 1.14. Tap sets 1.15. Die sets 1.16. Hacksaw 1.17. Socket spanners 1.18. Spanners 1.19. Vice grip 1.20. Wire cutters 1.21. Drills 1.22. Drill bits 1.23. Grinder 1.24. Clamps 1.25. Jacks
2. Power tools	<ul style="list-style-type: none"> 2.1. Drills 2.2. Rivet gun 2.3. Grinders 2.4. Pneumatic wrenches 2.5. Press machine 2.6. Cutting 2.7. Saws 2.8. Soldering iron

Variable	Range (<i>may include but not limited to</i>)
3. Measuring tools	3.1. Micrometre 3.2. Testers 3.3. Megger 3.4. Measuring tape 3.5. Hose level 3.6. Water level 3.7. Callipers 3.8. Steel rule 3.9. Metre rule 3.10. Spirit level 3.11. Protractor 3.12. Tri-square 3.13. Gauges

Curricula Content Guide	
1. Underpinning knowledge	1.1. Information on types of hand and power tools, their functions and use 1.2. Procedures for safely using hand and power tools
2. Underpinning skills	2.1. Identifying hand, power and measuring tools 2.2. Following safety precautions when using hand, power and measuring tools 2.3. Using hand and measuring tools correctly and safely in accordance with manufacturer's operating specification 2.4. Operating power tools correctly and safely in accordance with manufacturer's operating specification 2.5. Cleaning and maintaining hand and power tools after use 2.6. Applying appropriate lubricant on hand and power tools after use and prior to storing
3. Underpinning attitudes	3.1. Commitment to occupational health and safety 3.2. Promptness in carrying out activities 3.3. Sincere and honest to duties 3.4. Environmental concerns 3.5. Tidiness and timeliness 3.6. Concerned for proper use of tools

Curricula Content Guide

4. Resource implications

The following resources must be provided:

- 4.1. Workplace (simulated or actual)
- 4.2. Hand tools
- 4.3. Power tools
- 4.4. Measuring tools
- 4.5. Projector
- 4.6. Stationary
- 4.7. Learning manual

Assessment Evidence Guide

1. Critical aspects of competency

Assessment must evidence that the candidate:

- 1.1. identified and selected appropriate hand and power tools for work to be performed
- 1.2. identified and used measuring and testing tools appropriate to work activity
- 1.3. followed safety precautions when using hand and power tools
- 1.4. operated power tools safely and pursuant to manufacturer's operating specification
- 1.5. performed cleaning and maintenance of hand and power tools after use and prior to storing

2. Methods of assessment

Methods of assessment may include but is not limited to:

- 2.1. written test
- 2.2. oral test
- 2.3. observation
- 2.4. demonstration
- 2.5. portfolio

3. Context of assessment

3.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.

3.2. Assessment must be done by a suitably qualified/certified assessor.

C: Occupation-specific (core) Competencies

Unit of Competency: Understand basics of HVAC system	Nominal Duration: 40 hours	Unit Code: SEIP-SBD-HVA-01-O
<p>Unit Descriptor:</p> <p>This unit covers the skills, knowledge and attitudes required to understand basics of HVAC system. It specifically includes identifying the roles and responsibilities of a HVAC technician, identifying HVAC system and its components, and interpreting HVAC drawings and diagrams.</p>		

Elements and Performance Criteria

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

Elements of Competency	Performance Criteria
1. Identify roles and responsibilities	<p>1.1. Roles and responsibilities of HVAC technician are identified.</p> <p>1.2. Occupational hierarchy in the workplace is explained.</p>
2. Identify HVAC system and components	<p>2.1. Ship superstructure is identified and defined.</p> <p>2.2. HVAC system on a ship is identified and located.</p> <p>2.3. <u>Components</u> of HVAC are identified and described.</p> <p>2.4. Tools and equipment required for HVAC work is identified.</p>
3. Interpret HVAC drawings and diagrams	<p>3.1. Drawings and diagrams used for HVAC are identified and interpreted.</p> <p>3.2. Signs and symbols used in HVAC are identified and defined.</p> <p>3.3. Components of HVAC are located using drawings and diagrams.</p>

Range of Variables

Variable	Range (<i>may include but not limited to</i>)
1. Components	<p>1.1. Heating</p> <p>1.2. Ventilation</p> <p>1.3. Air-conditioning</p> <p>1.4. refrigeration</p>

Variable	Range (<i>may include but not limited to</i>)
2. Tools and equipment	2.1. Power drill 2.2. Electrical tester 2.3. Measuring tape 2.4. Four-foot step ladder 2.5. Hammer 2.6. Extension cord 2.7. Screwdrivers 2.8. Hex-head nut drivers 2.9. Caulking gun 2.10. Level 2.11. Pliers 2.12. Pipe wrenches 2.13. Snips 2.14. Shears 2.15. Folding bar 2.16. Drive bender 2.17. Hand steamer 2.18. Crimpers 2.19. Awl/Scratch awl 2.20. Staple gun 2.21. Tubing cutter 2.22. Refrigeration gauges 2.23. Vacuum pump 2.24. Refrigerant scale

Curricula Content Guide	
1. Underpinning knowledge	1.1. Occupational health and safety (OHS) practice 1.2. Roles and responsibilities of HVAC technician 1.3. HVAC drawings and diagrams 1.4. HVAC system and components
2. Underpinning skills	2.1. Identifying and defining ship superstructure 2.2. Identifying and locating HVAC system 2.3. Interpreting HVAC drawings and diagrams 2.4. Identifying and describing HVAC components
3. Underpinning attitudes	3.1. Commitment to occupational health and safety 3.2. Promptness in carrying out activities 3.3. Sincere and honest to duties 3.4. Environmental concerns 3.5. Tidiness and timeliness 3.6. Concerned for proper use of tools

Curricula Content Guide

4. Resource implications

The following resources must be provided:

- 4.1. Workplace (simulated or actual)
- 4.2. Personal protective equipment (PPE)
- 4.3. Tools and equipment
- 4.4. Materials
- 4.5. HVAC drawings and diagrams
- 4.6. Projector
- 4.7. Stationary
- 4.8. Learning manual

Assessment Evidence Guide

1. Critical aspects of competency

Assessment must evidence that the candidate:

- 1.1. identified roles and responsibilities of HVAC technician
- 1.2. identified and defined ship superstructure
- 1.3. interpreted HVAC drawings and diagrams
- 1.4. identified and described HVAC components

2. Methods of assessment

Methods of assessment may include but is not limited to:

- 2.1. written test
- 2.2. oral test
- 2.3. observation
- 2.4. demonstration
- 2.5. portfolio

3. Context of assessment

- 3.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.
- 3.2. Assessment must be done by a suitably qualified/certified assessor.

Unit of Competency: Carry out basic HVAC works	Nominal Duration: 25 hours	Unit Code: SEIP-SBD-HVA-02-O
--	--------------------------------------	--

Unit Descriptor:

This unit covers the skills, knowledge and attitudes required to carry out basic HVAC works. It specifically includes performing riveting, soldering and brazing.

Elements and Performance Criteria

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

Elements of Competency	Performance Criteria
1. Perform riveting	<p>1.1. Appropriate riveting tools, equipment and materials are identified and selected.</p> <p>1.2. Appropriate personal protective equipment (PPE) is identified and selected.</p> <p>1.3. Specific work to be performed is identified and confirmed as per standard operating procedure.</p> <p>1.4. Riveting is carried out as per job requirement and in accordance with occupational health and safety (OHS) practice.</p> <p>1.5. Work area is cleaned and waste material disposed as per standard operating procedure.</p>
2. Perform soldering	<p>2.1. Appropriate <u>soldering tools, equipment and materials</u> are identified and selected.</p> <p>2.2. Appropriate personal protective equipment (PPE) is identified and selected.</p> <p>2.3. Specific work to be performed is identified and confirmed as per standard operating procedure.</p> <p>2.4. Soldering is carried out as per job requirement and in accordance with occupational health and safety (OHS) practice.</p> <p>2.5. Defects are identified, recorded and reported together with preventative options.</p> <p>2.6. Work area is cleaned and waste material disposed as per standard operating procedure.</p>
3. Perform brazing	<p>3.1. Appropriate brazing tools, equipment and materials are identified and selected.</p> <p>3.2. Appropriate personal protective equipment (PPE) is identified and selected.</p> <p>3.3. Specific work to be performed is identified and confirmed as per standard operating procedure.</p> <p>3.4. Brazing is carried out as per job requirement and in accordance with occupational health and safety (OHS) practice.</p> <p>3.5. Defects are identified and work is undertaken to repair and rectify defects.</p> <p>3.6. Work area is cleaned and waste material disposed as per standard operating procedure.</p>

Range of Variables

Variable	Range (<i>may include but not limited to</i>)
1. Tools, equipment and materials	1.1. Sponge 1.2. Iron holder 1.3. Soldering iron 1.4. Soldering station 1.5. Soldering wire

Curricula Content Guide	
1. Underpinning knowledge	1.1. Occupational health and safety (OHS) practice 1.2. Riveting process and technique 1.3. Soldering process and technique 1.4. Brazing process and technique
2. Underpinning skills	2.1. Carrying out riveting 2.2. Carrying out soldering 2.3. Carrying out brazing 2.4. Identifying defects and faults 2.5. Performing repair and rectification work
3. Underpinning attitudes	3.1. Commitment to occupational health and safety 3.2. Promptness in carrying out activities 3.3. Sincere and honest to duties 3.4. Environmental concerns 3.5. Tidiness and timeliness 3.6. Concerned for proper use of tools
4. Resource implications	The following resources must be provided: 4.1. Workplace (simulated or actual) 4.2. Personal protective equipment (PPE) 4.3. Tools and equipment 4.4. Materials 4.5. HVAC drawings and diagrams 4.6. Projector 4.7. Stationary 4.8. Learning manual

Assessment Evidence Guide	
1. Critical aspects of competency	<p>Assessment must evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. carried out riveting and identified defects 1.2. carried out soldering and identified defects 1.3. carried out brazing and identified defects 1.4. carried out repair and rectification work
2. Methods of assessment	<p>Methods of assessment may include but is not limited to:</p> <ul style="list-style-type: none"> 2.1. written test 2.2. oral test 2.3. observation 2.4. demonstration 2.5. portfolio
3. Context of assessment	<ul style="list-style-type: none"> 3.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency. 3.2. Assessment must be done by a suitably qualified/certified assessor.

Unit of Competency: Carry out ventilation and air-conditioning works	Nominal Duration: 95 hours	Unit Code: SEIP-SBD-HVA-03-O
Unit Descriptor: This unit covers the skills, knowledge and attitudes required to carry out cable ventilation and air-conditioning works. It specifically includes identifying ventilation requirements, performing installation of vein duct system, installation of ducting in cabins and rooms, and installation of mechanical ventilation.		

Elements and Performance Criteria

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

Elements of Competency	Performance Criteria
1. Identify ventilation requirements	<p>1.1. Functions of ventilation and air-conditioning are described.</p> <p>1.2. Ventilation and air-conditioning points are identified and located.</p> <p>1.3. Ducting and ducting routes are identified and located.</p>
2. Perform installation of vein duct system	<p>2.1. Appropriate <u>tools, equipment and materials</u> for ducting are identified and selected.</p> <p>2.2. Appropriate personal protective equipment (PPE) is identified and selected.</p> <p>2.3. Ducting space is identified and located using HVAC drawings and diagrams.</p> <p>2.4. Specific work to be performed is identified and confirmed as per standard operating procedure.</p> <p>2.5. Installation of vein duct system is carried out as per job requirement and in accordance with occupational health and safety (OHS) practice.</p> <p>2.6. Work area is cleaned and waste material disposed as per standard operating procedure.</p>
3. Perform installation of ducting in cabins and rooms	<p>3.1. Appropriate tools, equipment and materials for ducting are identified and selected.</p> <p>3.2. Appropriate personal protective equipment (PPE) is identified and selected.</p> <p>3.3. Ducting requirements for cabins, rooms and other spaces is identified.</p> <p>3.4. Specific work to be performed is identified and confirmed as per standard operating procedure.</p> <p>3.5. Installation of ducting is carried out as per job requirement and in accordance with occupational health and safety (OHS) practice.</p> <p>3.6. Work area is cleaned and waste material disposed as per standard operating procedure.</p>

Elements of Competency	Performance Criteria
<p>4. Perform installation of mechanical ventilation</p>	<p>4.1. Appropriate tools, equipment and materials for mechanical ventilation works are identified and selected.</p> <p>4.2. Appropriate personal protective equipment (PPE) is identified and selected.</p> <p>4.3. Exhaust and supply blowers are identified and located.</p> <p>4.4. Specific work to be performed is identified and confirmed as per standard operating procedure.</p> <p>4.5. Installation of exhaust and supply blower is carried out as per job requirement and in accordance with occupational health and safety (OHS) practice.</p> <p>4.6. Work area is cleaned and waste material disposed as per standard operating procedure.</p>

Range of Variables

Variable	Range (<i>may include but not limited to</i>)
<p>1. Tools, equipment and material</p>	<p>1.1. Tools:</p> <ul style="list-style-type: none"> 1.1.1. Power drill 1.1.2. Rivet gun 1.1.3. Hacksaw 1.1.4. Ballpeen hammer 1.1.5. Straight pin hammer 1.1.6. Hammer 1.1.7. Adjustable wrench 1.1.8. Screwdrivers 1.1.9. Chisel 1.1.10. Centre puncher 1.1.11. Mallet 1.1.12. Level hose 1.1.13. Steel rule 1.1.14. Push-pull rule 1.1.15. Spirit level 1.1.16. Chalk line 1.1.17. Straight snip 1.1.18. Hand riveter 1.1.19. Bending machine <p>1.2. Equipment:</p> <ul style="list-style-type: none"> 1.2.1. Air handling unit 1.2.2. Blowers 1.2.3. Duct fans 1.2.4. Vent louvers 1.2.5. Volume dampers 1.2.6. Fire dampers 1.2.7. Valves <p>1.3. Materials:</p> <ul style="list-style-type: none"> 1.3.1. Insulation 1.3.2. Galvanised steel sheets 1.3.3. Clamps 1.3.4. Duct tape 1.3.5. Screws/nuts 1.3.6. Rivets 1.3.7. Elbows 1.3.8. Flanges 1.3.9. Tees 1.3.10. Reducers 1.3.11. Adaptors

Curricula Content Guide	
1. Underpinning knowledge	<ul style="list-style-type: none"> 1.1. Occupational health and safety (OHS) practices 1.2. Ventilation and air-conditioning functions 1.3. Ducting and ducting routes
2. Underpinning skills	<ul style="list-style-type: none"> 2.1. Identifying and locating ventilation and air-conditioning points 2.2. Identifying and locating ducting and ducting routes 2.3. Carrying out installation of vein duct system 2.4. Carrying out installation of cabin and room ducting 2.5. Carrying out installation of mechanical ducting 2.6. Cleaning up work area and disposing of waste material
3. Underpinning attitudes	<ul style="list-style-type: none"> 3.1. Commitment to occupational health and safety 3.2. Promptness in carrying out activities 3.3. Sincere and honest to duties 3.4. Environmental concerns 3.5. Tidiness and timeliness 3.6. Concerned for proper use of tools
4. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> 4.1. Workplace (simulated or actual) 4.2. Personal protective equipment (PPE) 4.3. Tools and equipment 4.4. Materials 4.5. HVAC drawings and diagrams 4.6. Projector 4.7. Stationary 4.8. Learning manual

Assessment Evidence Guide	
1. Critical aspects of competency	<p>Assessment must evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. identified ventilation and air-conditioning points 1.2. identified ducting and ducting system routes 1.3. carried out installation of vein duct system 1.4. carried out installation of cabin and room ducting 1.5. carried out installation of mechanical ducting
2. Methods of assessment	<p>Methods of assessment may include but is not limited to:</p> <ul style="list-style-type: none"> 2.1. written test 2.2. oral test 2.3. observation 2.4. demonstration 2.5. portfolio

Assessment Evidence Guide

3. Context of assessment

3.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.

3.2. Assessment must be done by a suitably qualified/certified assessor.

Unit of Competency: Carry out heating system works	Nominal Duration: 60 hours	Unit Code: SEIP-SBD-HVA-04-O
Unit Descriptor: This unit covers the skills, knowledge and attitudes required to carry out heating system works. It specifically includes identifying heating systems on a ship, installing central heating system and installing heating accessories.		

Elements and Performance Criteria

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

Elements of Competency	Performance Criteria
1. Identify heating systems	1.1. <u>Types of heating system</u> are identified and described. 1.2. <u>Basic components of heating system</u> are identified. 1.3. Functions of heating system are identified and explained.
2. Install central heating system	2.1. Central heating system is identified and described. 2.2. Major components of central heating system are identified. 2.3. Appropriate tools, equipment and materials for installation works are identified and selected. 2.4. Appropriate personal protective equipment (PPE) is identified and selected. 2.5. Installation of central heating system is carried out as per job requirement and in accordance with occupational health and safety (OHS) practice). 2.6. Work area is cleaned and waste material disposed as per standard operating procedure.
3. Install heating accessories	3.1. <u>Heating accessories</u> are identified and described. 3.2. Appropriate tools, equipment and materials for installation works are identified and selected. 3.3. Appropriate personal protective equipment (PPE) is identified and selected. 3.4. Installation of heating accessories is carried out as per job requirement and in accordance with occupational health and safety (OHS) practice). 3.5. Work area is cleaned and waste material disposed as per standard operating procedure.

Range of Variables

Variable	Range (<i>may include but not limited to</i>)
1. Types of heating system	1.1. Electrical 1.2. Central 1.3. Thermal

Variable	Range (<i>may include but not limited to</i>)
2. Basic components of heating system	2.1. Air handling unit 2.2. Water heater 2.3. Water to air heater 2.4. Boiler 2.5. Radiator 2.6. Heat exchange 2.7. Dehumidifier
3. Heating accessories	3.1. Venting kits 3.2. Brackets 3.3. Air deflector hood 3.4. Two-point suspension kit 3.5. On-off toggle switch 3.6. Discharge transition 3.7. Vent pipe 3.8. Vent cap 3.9. Leak lock joint sealer 3.10. Pipe hanger kit 3.11. Trim kit

Curricula Content Guide	
1. Underpinning knowledge	1.1. Occupational health and safety (OHS) practice 1.2. Types of heating systems 1.3. Functions of heating systems 1.4. Main components of heating system 1.5. Heating accessories
2. Underpinning skills	2.1. Identifying different types of heating systems and their functions 2.2. Identifying main components of heating system 2.3. Carrying out installation of central heating system 2.4. Carrying out installation of heating accessories
3. Underpinning attitudes	3.1. Commitment to occupational health and safety 3.2. Promptness in carrying out activities 3.3. Sincere and honest to duties 3.4. Environmental concerns 3.5. Tidiness and timeliness 3.6. Concerned for proper use of tools

Curricula Content Guide

4. Resource implications

The following resources must be provided:

- 4.1. Workplace (simulated or actual)
- 4.2. Personal protective equipment (PPE)
- 4.3. Tools and equipment
- 4.4. Materials
- 4.5. HVAC drawings and diagrams
- 4.6. Projector
- 4.7. Stationary
- 4.8. Learning manual

Assessment Evidence Guide

1. Critical aspects of competency

Assessment must evidence that the candidate:

- 1.1. identified different types of heating systems
- 1.2. described the functions of heating systems
- 1.3. identified main components of heating system
- 1.4. carried out installation of central heating system
- 1.5. carried out installation of heating accessories

2. Methods of assessment

Methods of assessment may include but is not limited to:

- 2.1. written test
- 2.2. oral test
- 2.3. observation
- 2.4. demonstration
- 2.5. portfolio

3. Context of assessment

- 3.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.
- 3.2. Assessment must be done by a suitably qualified/certified assessor.

Unit of Competency: Carry out refrigeration works	Nominal Duration: 60 hours	Unit Code: SEIP-SBD-HVA-05-O
Unit Descriptor: This unit covers the skills, knowledge and attitudes required to carry out refrigeration works. It specifically includes identifying refrigeration systems on a ship, installing refrigeration system and installing refrigeration accessories.		

Elements and Performance Criteria

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

Elements of Competency	Performance Criteria
1. Identify refrigeration systems	<p>1.1. <u>Types of refrigeration system</u> are identified and described.</p> <p>1.2. <u>Major components of refrigeration system</u> are identified.</p> <p>1.3. Functions of refrigeration system are identified and explained.</p>
2. Install refrigeration system	<p>2.1. Diagram of refrigeration system to be installed is read and interpreted.</p> <p>2.2. Appropriate tools, equipment and materials for installation works are identified and selected.</p> <p>2.3. Appropriate personal protective equipment (PPE) is identified and selected.</p> <p>2.4. Compressor is fitted correctly as per system diagram and in accordance with manufacturers' guidelines.</p> <p>2.5. Condenser, receiver and dryer are fitted correctly as per system diagram and in accordance with manufacturers' guidelines.</p> <p>2.6. Solenoids, expansion valve and control unit are fitted correctly as per system diagram and in accordance with manufacturers' guidelines.</p> <p>2.7. Final installation is carried out as per job requirement and in accordance with occupational health and safety (OHS) practice).</p> <p>2.8. Work area is cleaned and waste material disposed as per standard operating procedure.</p>
3. Install refrigeration accessories	<p>3.1. <u>Refrigeration accessories</u> are identified and described.</p> <p>3.2. Appropriate tools, equipment and materials for installation works are identified and selected.</p> <p>3.3. Appropriate personal protective equipment (PPE) is identified and selected.</p> <p>3.4. Installation of refrigeration accessories is carried out as per job requirement and in accordance with occupational health and safety (OHS) practice).</p> <p>3.5. Work area is cleaned and waste material disposed as per standard operating procedure.</p>

Range of Variables

Variable	Range (<i>may include but not limited to</i>)
1. Types of refrigeration system	<ul style="list-style-type: none"> 1.1. Vapour compression 1.2. Chilling 1.3. Absorption
2. Basic parts of refrigeration system	<ul style="list-style-type: none"> 2.1. Compressor 2.2. Condenser 2.3. Receiver 2.4. Dryer 2.5. Solenoids 2.6. Expansion valve 2.7. Evaporator unit 2.8. Control unit 2.9. Fan coils
3. Refrigeration accessories	<ul style="list-style-type: none"> 3.1. Valves 3.2. Filters 3.3. Dryers 3.4. Pipe fittings 3.5. Thermostats 3.6. Clamps 3.7. Hangers 3.8. Sensors 3.9. Parameter measuring instruments

Curricula Content Guide	
1. Underpinning knowledge	<ul style="list-style-type: none"> 1.1. Occupational health and safety (OHS) practice 1.2. Types of refrigeration systems 1.3. Functions of refrigeration systems 1.4. Main components of refrigeration system 1.5. Refrigeration accessories
2. Underpinning skills	<ul style="list-style-type: none"> 2.1. Identifying different types of refrigeration systems and their functions 2.2. Identifying main components of refrigeration system 2.3. Carrying out installation of refrigeration system 2.4. Carrying installation of refrigeration accessories

Curricula Content Guide	
3. Underpinning attitudes	<ul style="list-style-type: none"> 3.1. Commitment to occupational health and safety 3.2. Promptness in carrying out activities 3.3. Sincere and honest to duties 3.4. Environmental concerns 3.5. Tidiness and timeliness 3.6. Concerned for proper use of tools
4. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> 4.1. Workplace (simulated or actual) 4.2. Personal protective equipment (PPE) 4.3. Tools and equipment 4.4. Materials 4.5. HVAC drawings and diagrams 4.6. Projector 4.7. Stationary 4.8. Learning manual

Assessment Evidence Guide	
1. Critical aspects of competency	<p>Assessment must evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. identified different types of refrigeration systems 1.2. described the functions of refrigeration systems 1.3. identified main components of refrigeration system 1.4. carried out installation of refrigeration system 1.5. carried out installation of refrigeration accessories
2. Methods of assessment	<p>Methods of assessment may include but is not limited to:</p> <ul style="list-style-type: none"> 2.1. written test 2.2. oral test 2.3. observation 2.4. demonstration 2.5. portfolio
3. Context of assessment	<ul style="list-style-type: none"> 3.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency. 3.2. Assessment must be done by a suitably qualified/certified assessor.