

TRAINING REGULATIONS



Heavy Equipment Operation [Container Stacker] NC II

CONSTRUCTION SECTOR

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Road, South Superhighway, Taguig City, Metro Manila

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TRAINING REGULATIONS FOR HEAVY EQUIPMENT OPERATION - CONTAINER STACKER NC II

SECTION 1 HEAVY EQUIPMENT OPERATION - CONTAINER STACKER NC II

The **HEAVY EQUIPMENT OPERATION - CONTAINER STACKER NC II** qualification consists of competencies that workers must achieve to enable them to perform tasks such as handling materials in construction sites or other locations.

This qualification is packaged from the competency map of Construction - Heavy Equipment sub-sector as shown in Annex A.

The units of competency comprising this qualification include the following:

CODE NO.	BASIC COMPETENCIES
	Units of Competency
500311105	Participate in workplace communication
500311106	Work in a team environment
500311107	Practice career professionalism
500311108	Practice occupational health and safety procedures
CODE NO.	COMMON COMPETENCIES
	Units of Competency
CON931201	Prepare construction materials and tools
CON311201	Observe procedures, specifications and manuals of instruction
CON311202	Interpret technical drawings and plans
CON311203	Perform mensurations and calculations
CON311204	Maintain tools and equipment
CODE NO.	CORE COMPETENCIES
CON833328	Perform pre- and post-operation procedures for material handling equipment
CON833329	Perform basic preventive maintenance servicing for container stacker
CON833331	Perform productive operation for container stacker

A person who has achieved this Qualification is competent to be a

- Container stacker operator

SECTION 2 COMPETENCY STANDARDS

This section gives the details and contents of the core units of competency required in **HEAVY EQUIPMENT OPERATION - CONTAINER STACKER NC II**. These units of competency are categorized into basic, common and core competencies.

BASIC COMPETENCIES

UNIT OF COMPETENCY:	PARTICIPATE IN WORKPLACE COMMUNICATION
UNIT CODE :	500311105
UNIT DESCRIPTOR :	This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from <i>appropriate sources</i> 1.2 Effective questioning , active listening and speaking skills are used to gather and convey information 1.3 Appropriate <i>medium</i> is used to transfer information and ideas 1.4 Appropriate non- verbal communication is used 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed 1.6 Defined workplace procedures for the location and <i>storage</i> of information are used 1.7 Personal interaction is carried out clearly and concisely
2. Participate in workplace meetings and discussions	2.1 Team meetings are attended on time 2.2 Own opinions are clearly expressed and those of others are listened to without interruption 2.3 Meeting inputs are consistent with the meeting purpose and established <i>protocols</i> 2.4 <i>Workplace interactions</i> are conducted in a courteous manner 2.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded to 2.6 Meetings outcomes are interpreted and implemented

<p>3. Complete relevant work related documents</p>	<p>3.1 Range of forms relating to conditions of employment are completed accurately and legibly</p> <p>3.2 Workplace data is recorded on standard workplace forms and documents</p> <p>3.3 Basic mathematical processes are used for routine calculations</p> <p>3.4 Errors in recording information on forms/ documents are identified and properly acted upon</p> <p>3.5 Reporting requirements to supervisor are completed according to organizational guidelines</p>
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RANGE OF VARIABLES

VARIABLE	RANGE
1. Appropriate sources	1.1. Team members 1.2. Suppliers 1.3. Trade personnel 1.4. Local government 1.5. Industry bodies
2. Medium	2.1. Memorandum 2.2. Circular 2.3. Notice 2.4. Information discussion 2.5. Follow-up or verbal instructions 2.6. Face to face communication
3. Storage	3.1. Manual filing system 3.2. Computer-based filing system
4. Forms	4.1. Personnel forms, telephone message forms, safety reports
5. Workplace interactions	5.1. Face to face 5.2. Telephone 5.3. Electronic and two way radio 5.4. Written including electronic, memos, instruction and forms, non-verbal including gestures, signals, signs and diagrams
6. Protocols	6.1. Observing meeting 6.2. Compliance with meeting decisions 6.3. Obeying meeting instructions

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Prepared written communication following standard format of the organization 1.2. Accessed information using communication equipment 1.3. Made use of relevant terms as an aid to transfer information effectively 1.4. Conveyed information effectively adopting the formal or informal communication
<p>2. Underpinning Knowledge and Attitudes</p>	<ul style="list-style-type: none"> 2.1. Effective communication 2.2. Different modes of communication 2.3. Written communication 2.4. Organizational policies 2.5. Communication procedures and systems 2.6. Technology relevant to the enterprise and the individual's work responsibilities
<p>3. Underpinning Skills</p>	<ul style="list-style-type: none"> 3.1. Follow simple spoken language 3.2. Perform routine workplace duties following simple written notices 3.3. Participate in workplace meetings and discussions 3.4. Complete work related documents 3.5. Estimate, calculate and record routine workplace measures 3.6. Basic mathematical processes of addition, subtraction, division and multiplication 3.7. Ability to relate to people of social range in the workplace 3.8. Gather and provide information in response to workplace Requirements
<p>4. Resource Implications</p>	<ul style="list-style-type: none"> 4.1. Fax machine 4.2. Telephone 4.3. Writing materials 4.4. Internet
<p>5. Methods of Assessment</p>	<ul style="list-style-type: none"> 5.1. Direct Observation 5.2. Oral interview and written test
<p>6. Context of Assessment</p>	<ul style="list-style-type: none"> 6.1. Competency may be assessed individually in the actual workplace or through accredited institution

UNIT OF COMPETENCY:	WORK IN TEAM ENVIRONMENT
UNIT CODE	: 500311106
UNIT DESCRIPTOR	: This unit covers the skills, knowledge and attitudes to identify role and responsibility as a member of a team.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables
1. Describe team role and scope	1.1. The <i>role and objective of the team</i> is identified from available <i>sources of information</i> 1.2. Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources
2. Identify own role and responsibility within team	2.1. Individual role and responsibilities within the team environment are identified 2.2. Roles and responsibility of other team members are identified and recognized 2.3. Reporting relationships within team and external to team are identified
3. Work as a team member	3.1. Effective and appropriate forms of communications used and interactions undertaken with team members who contribute to known team activities and objectives 3.2. Effective and appropriate contributions made to complement team activities and objectives, based on individual skills and competencies and <i>workplace context</i> 3.3. Observed protocols in reporting using standard operating procedures 3.4. Contribute to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Role and objective of team	1.1. Work activities in a team environment with enterprise or specific sector 1.2. Limited discretion, initiative and judgement maybe demonstrated on the job, either individually or in a team environment
2. Sources of information	2.1. Standard operating and/or other workplace procedures 2.2. Job procedures 2.3. Machine/equipment manufacturer's specifications and instructions 2.4. Organizational or external personnel 2.5. Client/supplier instructions 2.6. Quality standards 2.7. OHS and environmental standards
3. Workplace context	3.1. Work procedures and practices 3.2. Conditions of work environments 3.3. Legislation and industrial agreements 3.4. Standard work practice including the storage, safe handling and disposal of chemicals 3.5. Safety, environmental, housekeeping and quality guidelines

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1. Operated in a team to complete workplace activity 1.2. Worked effectively with others 1.3. Conveyed information in written or oral form 1.4. Selected and used appropriate workplace language 1.5. Followed designated work plan for the job 1.6. Reported outcomes
<p>2. Underpinning Knowledge and Attitude</p>	<ol style="list-style-type: none"> 2.1. Communication process 2.2. Team structure 2.3. Team roles 2.4. Group planning and decision making
<p>3. Underpinning Skills</p>	<ol style="list-style-type: none"> 3.1. Communicate appropriately, consistent with the culture of the workplace
<p>4. Resource Implications</p>	<p>The following resources MUST be provided:</p> <ol style="list-style-type: none"> 4.1. Access to relevant workplace or appropriately simulated environment where assessment can take place 4.2. Materials relevant to the proposed activity or tasks
<p>5. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ol style="list-style-type: none"> 5.1. Observation of the individual member in relation to the work activities of the group 5.2. Observation of simulation and or role play involving the participation of individual member to the attainment of organizational goal 5.3. Case studies and scenarios as a basis for discussion of issues and strategies in teamwork
<p>6. Context for Assessment</p>	<ol style="list-style-type: none"> 6.1. Competency may be assessed in workplace or in a simulated workplace setting 6.2. Assessment shall be observed while task are being undertaken whether individually or in group

UNIT OF COMPETENCY:	PRACTICE CAREER PROFESSIONALISM
UNIT CODE	: 500311107
UNIT DESCRIPTOR	: This unit covers the knowledge, skills and attitudes in promoting career growth and advancement.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables
1. Integrate personal objectives with organizational goals	1.1 Personal growth and work plans are pursued towards improving the qualifications set for the profession 1.2 Intra- and interpersonal relationships are maintained in the course of managing oneself based on performance <i>evaluation</i> 1.3 Commitment to the organization and its goal is demonstrated in the performance of duties
2. Set and meet work priorities	2.1 Competing demands are prioritized to achieve personal, team and organizational goals and objectives. 2.2 <i>Resources</i> are utilized efficiently and effectively to manage work priorities and commitments 2.3 Practices along economic use and maintenance of equipment and facilities are followed as per established procedures
3. Maintain professional growth and development	3.1 <i>Trainings and career opportunities</i> are identified and availed of based on job requirements 3.2 <i>Recognitions</i> are -sought/received and demonstrated as proof of career advancement 3.3 <i>Licenses and/or certifications</i> relevant to job and career are obtained and renewed

RANGE OF VARIABLES

VARIABLE	RANGE
1. Evaluation	1.1 Performance Appraisal 1.2 Psychological Profile 1.3 Aptitude Tests
2. Resources	2.1 Human 2.2 Financial 2.3 Technology 2.3.1 Hardware 2.3.2 Software
3. Trainings and career opportunities	3.1 Participation in training programs 3.1.1 Technical 3.1.2 Supervisory 3.1.3 Managerial 3.1.4 Continuing Education 3.2 Serving as Resource Persons in conferences and workshops
4. Recognitions	4.1 Recommendations 4.2 Citations 4.3 Certificate of Appreciations 4.4 Commendations 4.5 Awards 4.6 Tangible and Intangible Rewards
5. Licenses and/or certifications	5.1 National Certificates 5.2 Certificate of Competency 5.3 Support Level Licenses 5.4 Professional Licenses

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Attained job targets within key result areas (KRAs) 1.2 Maintained intra - and interpersonal relationship in the course of managing oneself based on performance evaluation 1.3 Completed trainings and career opportunities which are based on the requirements of the industries 1.4 Acquired and maintained licenses and/or certifications according to the requirement of the qualification
<p>2. Underpinning Knowledge</p>	<ul style="list-style-type: none"> 2.1 Work values and ethics (Code of Conduct, Code of Ethics, etc.) 2.2 Company policies 2.3 Company-operations, procedures and standards 2.4 Fundamental rights at work including gender sensitivity 2.4 Personal hygiene practices
<p>3. Underpinning Skills</p>	<ul style="list-style-type: none"> 3.1 Appropriate practice of personal hygiene 3.2 Intra and Interpersonal skills 3.3 Communication skills
<p>4. Resource Implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Workplace or assessment location 4.2 Case studies/scenarios
<p>5. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Portfolio Assessment 5.2 Interview 5.3 Simulation/Role-plays 5.4 Observation 5.5 Third Party Reports 5.6 Exams and Tests
<p>6. Context of Assessment</p>	<ul style="list-style-type: none"> 6.1 Competency may be assessed in the work place or in a simulated work place setting

UNIT OF COMPETENCY:	PRACTICE OCCUPATIONAL HEALTH AND SAFETY PROCEDURES
UNIT CODE :	500311108
UNIT DESCRIPTOR :	This unit covers the outcomes required to comply with regulatory and organizational requirements for occupational health and safety.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables
1. Identify hazards and risks	1.1 Safety regulations and workplace safety and hazard control practices and procedures are clarified and explained based on organization procedures 1.2 Hazards/risks in the workplace and their corresponding indicators are identified to minimize or eliminate risk to co-workers, workplace and environment in accordance with organization procedures 1.3 Contingency measures during workplace accidents, fire and other emergencies are recognized and established in accordance with organization procedures
2. Evaluate hazards and risks	2.1 Terms of maximum tolerable limits which when exceeded will result in harm or damage are identified based on threshold limit values (TLV) 2.2 Effects of the hazards are determined 2.3 OHS issues and/or concerns and identified safety hazards are reported to designated personnel in accordance with workplace requirements and relevant workplace OHS legislation

<p>3. Control hazards and risks</p>	<p>3.1 Occupational Health and Safety (OHS) procedures for controlling hazards/risks in workplace are consistently followed</p> <p>3.2 Procedures for dealing with workplace accidents, fire and emergencies are followed in accordance with organization OHS policies</p> <p>3.3 Personal protective equipment (PPE) is correctly used in accordance with organization OHS procedures and practices</p> <p>3.4 Appropriate assistance is provided in the event of a workplace emergency in accordance with established organization protocol</p>
<p>4. Maintain OHS awareness</p>	<p>4.1 Emergency-related drills and trainings are participated in as per established organization guidelines and procedures</p> <p>4.2 OHS personal records are completed and updated in accordance with workplace requirements</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Safety regulations	May include but are not limited to: 1.1 Clean Air Act 1.2 Building code 1.3 National Electrical and Fire Safety Codes 1.4 Waste management statutes and rules 1.5 Philippine Occupational Safety and Health Standards 1.6 DOLE regulations on safety legal requirements 1.7 ECC regulations
2. Hazards/Risks	May include but are not limited to: 2.1 Physical hazards – impact, illumination, pressure, noise, vibration, temperature, radiation 2.2 Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects 2.3 Chemical hazards – dusts, fibers, mists, fumes, smoke, gasses, vapors 2.4 Ergonomics 2.4.1 Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles 2.4.2 Physiological factors – monotony, personal relationship, work out cycle
3. Contingency measures	May include but are not limited to: 3.1 Evacuation 3.2 Isolation 3.3 Decontamination 3.4 (Calling designed) emergency personnel
4. PPE	May include but are not limited to: 4.1 Mask 4.2 Gloves 4.3 Goggles 4.4 Hair Net/cap/bonnet 4.5 Face mask/shield 4.6 Ear muffs 4.7 Apron/Gown/coverall/jump suit 4.8 Anti-static suits

<p>5. Emergency-related drills and training</p>	<p>5.1 Fire drill 5.2 Earthquake drill 5.3 Basic life support/CPR 5.4 First aid 5.5 Spillage control 5.6 Decontamination of chemical and toxic 5.7 Disaster preparedness/management</p>
<p>6. OHS personal records</p>	<p>6.1 Medical/Health records 6.2 Incident reports 6.3 Accident reports 6.4 OHS-related training completed</p>

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Explained clearly established workplace safety and hazard control practices and procedures 1.2 Identified hazards/risks in the workplace and its corresponding indicators in accordance with company procedures 1.3 Recognized contingency measures during workplace accidents, fire and other emergencies 1.4 Identified terms of maximum tolerable limits based on threshold limit value- TLV. 1.5 Followed Occupational Health and Safety (OHS) procedures for controlling hazards/risks in workplace 1.6 Used Personal Protective Equipment (PPE) in accordance with company OHS procedures and practices 1.7 Completed and updated OHS personal records in accordance with workplace requirements
<p>2. Underpinning Knowledge and Attitude</p>	<ul style="list-style-type: none"> 2.1 OHS procedures and practices and regulations 2.2 PPE types and uses 2.3 Personal hygiene practices 2.4 Hazards/risks identification and control 2.5 Threshold Limit Value -TLV 2.6 OHS indicators 2.7 Organization safety and health protocol 2.8 Safety consciousness 2.9 Health consciousness
<p>3. Underpinning Skills</p>	<ul style="list-style-type: none"> 3.1 Practice of personal hygiene 3.2 Hazards/risks identification and control skills 3.3 Interpersonal skills 3.4 Communication skills
<p>4. Resource Implications</p>	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> 4.1 Workplace or assessment location 4.2 OHS personal records 4.3 PPE 4.4 Health records
<p>5. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Portfolio Assessment 5.2 Interview 5.3 Case Study/Situation
<p>6. Context for Assessment</p>	<ul style="list-style-type: none"> 6.1 Competency may be assessed in the work place or in a simulated work place setting

COMMON COMPETENCIES

UNIT OF COMPETENCY:	PREPARE CONSTRUCTION MATERIALS AND TOOLS
UNIT CODE :	CON931201
UNIT DESCRIPTOR :	This unit covers the knowledge, skills and attitudes on identifying, requesting and receiving construction materials and tools based on the required performance standards.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variable
1. Identify materials	1.1 Materials are listed as per job requirements 1.2 Quantity and description of materials conform with the job requirements 1.3 Tools and accessories are identified according to job requirements
2. Request materials	2.1 Materials and tools needed are requested according to the list prepared 2.2 Request is done as per company standard operating procedures (SOP) 2.3 Substitute materials and tools are provided without sacrificing cost and quality of work
3. Receive and inspect materials	3.1 Materials and tools issued are inspected as per quantity and specification 3.2 Tools, accessories and materials are checked for damages according to enterprise procedures 3.3 Materials and tools are set aside to appropriate location nearest to the workplace

RANGE OF VARIABLES

VARIABLE	RANGE
1. Materials and Tools	1.1 Electrical supplies 1.2 Structural 1.3 Plumbing 1.4 Welding/pipefitting 1.5 Carpentry 1.6 Masonry
2. Description of Materials and Tools	2.1 Brand name 2.2 Size 2.3 Capacity 2.4 Kind of application
3. Company standard procedures	3.1 Job order 3.2 Requisition slip 3.3 Borrower slip

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Listed materials and tools according to quantity and job requirements 1.2 Requested materials and tools according to the list prepared and as per company SOP 1.3 Inspected issued materials and tools as per quantity and job specifications 1.4 Tools provided with appropriate safety devices
2. Underpinning knowledge	2.1 Types and uses of construction materials and tools 2.2 Different forms 2.3 Requisition procedures
3. Underpinning skills	3.1 Preparing materials and tools 3.2 Proper handling of tools and equipment 3.3 Following instructions
4. Resource implications	The following resources should be provided: 4.1 Workplace location 4.2 Materials relevant to the unit of competency 4.3 Technical plans, drawings and specifications relevant to the activities
5. Methods of assessment	Competency in this unit must be assessed through: 5.1 Direct observation and oral questioning
6. Context of assessment	6.1 Competency may be assessed in the workplace or in a simulated workplace 6.2 Competency assessment must be undertaken in accordance with the endorsed TESDA assessment guidelines

UNIT OF COMPETENCY:	OBSERVE PROCEDURES, SPECIFICATIONS AND MANUALS OF INSTRUCTIONS
UNIT CODE :	CON311201
UNIT DESCRIPTOR :	This unit covers the knowledge, skills and attitudes on identifying, interpreting, applying services to specifications and manuals and storing manuals.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables
1. Identify and access specification/manuals	1.1 Appropriate manuals are identified and accessed as per job requirements 1.2 Version and date of manual are checked to ensure that correct specification and procedures are identified
2. Interpret manuals	2.1 Relevant sections, chapters of specifications/ manuals are located in relation to the work to be conducted 2.2 Information and procedure in the manual are interpreted in accordance with industry practices
3. Apply information in manual	3.1 Manual is interpreted according to job requirements 3.2 Work steps are correctly identified in accordance with manufacturer's specification 3.3 Manual data are applied according to the given task 3.4 All correct sequencing and adjustments are interpreted in accordance with information contained on the manual or specifications
4. Store manuals	4.1 Manual or specification is stored appropriately to prevent damage, ready access and updating of information when required in accordance with company requirements

RANGE OF VARIABLES

VARIABLE	RANGE
1. Procedures, Specifications and Manuals of Instructions	Kinds of Manuals: 1.1 Manufacturer's Specification Manual 1.2 Repair Manual 1.3 Maintenance Procedure Manual 1.4 Periodic Maintenance Manual

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified and accessed specification/manuals as per job requirements 1.2 Interpreted manuals in accordance with industry practices 1.3 Applied information in manuals according to the given task 1.4 Stored manuals in accordance with company requirements
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> 2.1 Types of manuals used in construction sector 2.2 Identification of symbols used in the manuals 2.3 Identification of units of measurements 2.4 Unit conversion
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Reading and comprehension skills required to identify and interpret construction manuals and specifications 3.2 Accessing information and data
<p>4. Resource implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 4.1 All manuals/catalogues relative to construction sector
<p>5. Methods of assessment</p>	<p>Competency should be assessed through:</p> <ul style="list-style-type: none"> 5.1 Direct observation 5.2 Questions/interview <p>Assessment of underpinning knowledge and practical skills may be combined</p>
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> 6.1 Competency assessment must be undertaken in accordance with the endorsed TESDA assessment guidelines 6.2 Assessment may be conducted in the workplace or a simulated environment

UNIT OF COMPETENCY:	INTERPRET TECHNICAL DRAWINGS AND PLANS
UNIT CODE :	CON311202
UNIT DESCRIPTOR :	This unit covers the knowledge, skills and attitudes on analyzing and interpreting symbols, data and work plan based on the required performance standards.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables
1. Analyze signs, symbols and data	1.1 Technical plans are obtained according to job requirements 1.2 Signs, symbols and data are identified according to job specifications 1.3 Signs symbols and data are determined according to classification or as appropriate in drawing
2. Interpret technical drawings and plans	2.1 Necessary tools, materials and equipment are identified according to the plan 2.2 Supplies and materials are listed according to specifications 2.3 Components, assemblies or objects are recognized as required 2.4 Dimensions are identified as appropriate to the plan 2.5 Specification details are matched with existing/available resources and in line with job requirements 2.6 Work plan is drawn following the specifications
3. Apply freehand sketching	3.1 Where applicable, correct freehand sketching is produced in accordance with the job requirements

RANGE OF VARIABLES

VARIABLE	RANGE
1. Technical plans	Including but not limited to: 1.1 Electrical plans 1.2 Structural plans 1.3 Architectural plans 1.4 Plumbing plans 1.5 Welding Procedures Specifications (WPS)
2. Work plan	2.1 Job requirements 2.2 Installation instructions 2.3 Components instruction
3. Classification	Including but not limited to: 3.1 Electrical 3.2 Mechanical 3.3 Plumbing
4. Drawing	4.1 Drawing symbols 4.2 Alphabet of lines 4.3 Orthographic views - Front view - Right side view/left side view - Top view - Pictorial 4.4 Schematic diagram 4.5 Electrical drawings 4.6 Structural drawings 4.7 Plumbing drawings - Water - Sewerage/Drainage - Ventilation 4.8 Welding symbols
5. Tools and materials	Including but not limited to: 5.1 Compass 5.2 Divider 5.3 Rulers 5.4 Triangles 5.5 Drawing tables 5.6 Computer

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified and determined signs, symbols and data according to work plan, job requirements and classifications 1.2 Identified tools and equipment in accordance with job requirements 1.3 Listed supplies and materials according to blueprint specifications 1.4 Drawn workplan following specifications 1.5 Determined job specifications based on working/technical drawing
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> 2.1 TRADE MATHEMATICS <ul style="list-style-type: none"> 2.1.1 Linear measurement 2.1.2 Dimension 2.1.3 Unit conversion 2.2 BLUEPRINT READING AND PLAN SPECIFICATION <ul style="list-style-type: none"> 2.2.1 Electrical, mechanical plan, symbols and abbreviations 2.2.2 Drawing standard symbols 2.3 TRADE THEORY <ul style="list-style-type: none"> 2.3.1 Basic technical drawing 2.3.2 Types technical plans 2.3.3 Various types of drawings 2.3.4 Notes and specifications
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Interpreting drawing/orthographic drawing 3.2 Interpreting technical plans 3.3 Matching specification details with existing resources 3.4 Following instructions 3.5 Handling of drawing instruments
<p>4. Resource implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 4.1 Workplace 4.2 Drawings and specification relevant to task 4.3 Materials and instrument relevant to proposed activity
<p>5. Methods of assessment</p>	<p>Competency should be assessed through:</p> <ul style="list-style-type: none"> 5.1 Direct observation 5.2 Questions/interview 5.3 Written test related to underpinning knowledge

6. Context of assessment	6.1 Competency assessment may occur in the workplace or in any appropriate simulated environment 6.2 Assessment shall be observed while task are being undertaken whether individually or in group 6.3 Competency assessment must be undertaken in accordance with the endorsed TESDA assessment guidelines
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UNIT OF COMPETENCY:	PERFORM MENSURATIONS AND CALCULATIONS
UNIT CODE :	CON311203
UNIT DESCRIPTOR :	This unit covers the knowledge, skills and attitudes on identifying and measuring objects based on the required performance standards.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variable
1. Select measuring instruments	1.1 Object or component to be measured is identified, classified and interpreted according to the appropriate regular <i>geometric shape</i> 1.2 Measuring tools are selected/identified as per object to be measured or job requirements 1.3 Correct specifications are obtained from relevant sources 1.4 Appropriate measuring instruments are selected according to job requirements 1.5 Alternative measuring tools are used without sacrificing cost and quality of work
2. Carry out measurements and calculations	2.1 Accurate measurements are obtained according to job requirements 2.2 Alternative measuring tools are used without sacrificing cost and quality of work 2.3 Calculation needed to complete work tasks are performed using the four basic process of addition (+), subtraction (-),

	<p>multiplication (x) and division (/) including but not limited to: trigonometric functions, algebraic computations</p> <p>2.4 Calculations involving fractions, percentages and mixed numbers are used to complete workplace tasks</p> <p>2.5 Numerical computation is self-checked and corrected for accuracy</p> <p>2.6 Instruments are read to the limit of accuracy of the tool</p> <p>2.7 Systems of measurement identified and converted according to job requirements/ISO</p> <p>2.8 Workpieces are measured according to job requirements</p>
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RANGE OF VARIABLES

VARIABLE	RANGE
1. Geometric shape	<p>Including but is not limited to:</p> <p>1.1 Round</p> <p>1.2 Square</p> <p>1.3 Rectangular</p> <p>1.4 Triangle</p> <p>1.5 Sphere</p> <p>1.6 Conical</p>
2. Measuring instruments	<p>Including but not limited to:</p> <p>2.1 Micrometer (In-out, depth)</p> <p>2.2 Vernier caliper (out, inside)</p> <p>2.3 Dial gauge with mag, std.</p> <p>2.4 Straight edge</p> <p>2.5 Thickness gauge</p> <p>2.6 Torque gauge</p> <p>2.7 Small hole gauge</p> <p>2.8 Telescopic gauge</p> <p>2.9 Try-square</p> <p>2.10 Protractor</p> <p>2.11 Combination gauge</p> <p>2.12 Steel rule</p> <p>2.13 Voltmeter</p> <p>2.14 Ammeter</p> <p>2.15 Mega-ohmmeter</p> <p>2.16 Kilowatt hour meter</p> <p>2.17 Gauges</p>

	2.18 Thermometers
3. Measurements and calculations	3.1 Linear 3.2 Volume 3.3 Area 3.4 Wattage 3.5 Voltage 3.6 Resistance 3.7 Amperage 3.8 Frequency 3.9 Impedance

VARIABLE	RANGE
	3.10 Conductance 3.11 Capacitance 3.12 Displacement 3.16 Inside diameter 3.17 Circumference 3.18 Length 3.19 Thickness 3.20 Outside diameter 3.21 Taper 3.22 Out of roundness 3.23 Oil clearance 3.24 End play/Thrust clearance

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires that the candidate:</p> <p>1.1 Selected and prepared appropriate measuring instruments in accordance with job requirements</p> <p>1.2 Performed measurements and calculations according to job requirements/ ISO</p>
<p>2. Underpinning knowledge</p>	<p>TRADE MATHEMATICS / MENSURATION</p> <p>2.1 Four fundamental operation</p> <p>2.2 Linear measurement</p> <p>2.3 Dimensions</p> <p>2.4 Unit conversion</p> <p>2.5 Ratio and proportion</p> <p>2.6 Trigonometric functions</p> <p>2.8 Algebraic equations</p>
<p>3. Underpinning skills</p>	<p>3.1 Performing calculation by addition, subtraction, multiplication and division; trigonometric functions and algebraic equations</p> <p>3.2 Visualizing objects and shapes</p> <p>3.3 Interpreting formulas for volume, areas, perimeters of plane and geometric figures</p> <p>3.4 Proper handling of measuring instruments</p>
<p>4. Resource implications</p>	<p>The following resources should be provided:</p> <p>4.1 Workplace location</p> <p>4.2 Problems to solve</p> <p>4.3 Measuring instrument appropriate to carry out tasks</p>

	4.4 Instructional materials relevant to the propose activity Assessment of underpinning knowledge and practical skills may be combined
5. Methods of assessment	Competency should be assessed through: 5.1 Actual demonstration 5.2 Direct observation 5.3 Written test/questioning related to underpinning knowledge
6. Context of assessment	6.1 Competency assessment may occur in workplace or any appropriate simulated environment 6.2 Assessment shall be observed while task are being undertaken whether individually or in group 6.3 Competency assessment must be undertaken in accordance with the TESDA assessment guidelines

UNIT OF COMPETENCY:	MAINTAIN TOOLS AND EQUIPMENT
UNIT CODE :	CON311204
UNIT DESCRIPTOR :	This unit covers the knowledge, skills and attitudes on checking condition, performing preventive maintenance and storing of tools and equipment based on the required performance standards.

ELEMENTS	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables
1. Check condition of tools and equipment	1.1 Materials, tools and equipment are identified according to classification and job requirements 1.2 Non-functional tools and equipment are segregated and labeled according to classification 1.3 Safety of tools and equipment are observed in accordance with manufacturer's instructions 1.4 Condition of PPE are checked in accordance with manufacturer's instructions
2. Perform basic preventive maintenance	2.1 Appropriate lubricants are identified according to types of equipment 2.2 Tools and equipment are lubricated according to preventive maintenance schedule or manufacturer's specifications 2.3 Measuring instruments are checked and calibrated in accordance with manufacturer's instructions

	<ul style="list-style-type: none">2.4 Tools are cleaned and lubricated according to standard procedures2.5 Defective instruments, equipment and accessories are inspected and replaced according to manufacturer's specifications2.6 Tools are inspected, repaired and replaced after use2.7 Work place is cleaned and kept in safe state in line with OHSА regulations
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<p>3. Store tools and equipment</p>	<p>3.1 Inventory of tools, instruments and equipment are conducted and recorded as per company practices</p> <p>3.2 Tools and equipment are stored safely in appropriate locations in accordance with manufacturer's specifications or company procedures</p>
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RANGE OF VARIABLES

VARIABLES	RANGE
1. Materials	Including but not limited to: 1.1 Lubricants 1.2 Cleaning materials 1.3 Rust remover 1.4 Rugs 1.5 Spare parts
2. Tools and equipment	Including but not limited to: 2.1 Tools Cutting tools - hacksaw, crosscut saw, rip saw Boring tools - auger, brace, grinlet, hand drill Holding tools - vise grip, C-clamp, bench vise Threading tools - die and stock, taps 2.2 Measuring instruments/equipment
3. PPE	Including but not limited to: 3.1 Goggles 3.2 Gloves 3.3 Safety shoes 3.4 Aprons/Coveralls
4. Forms	4.1 Maintenance schedule forms 4.2 Requisition slip 4.3 Inventory Form 4.4 Inspection Form 4.5 Procedures

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires that the candidate:</p> <ul style="list-style-type: none"> 1.1 Selected and used appropriate processes, tools and equipment to carry out task 1.2 Identified functional and non-functional tools and equipment 1.3 Checked, lubricated and calibrated tools, equipment and instruments according to manufacturer's specifications 1.4 Replaced defective tools, equipment and their accessories 1.5 Observed and applied safe handling of tools and equipment and safety work practices 1.6 Prepared and submitted inventory report, where applicable 1.7 Maintained workplace in accordance with OHSA regulations 1.8 Stored tools and equipment safely in appropriate locations and in accordance with company practices
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> 2.1 SAFETY PRACTICES <ul style="list-style-type: none"> 2.1.1 Use of PPE 2.1.2 Handling of tools and equipment 2.1.3 Good housekeeping 2.2 MATERIALS, TOOLS AND EQUIPMENT <ul style="list-style-type: none"> 2.2.1 Types and uses of lubricants 2.2.2 Types and uses of cleaning materials 2.2.3 Types and uses of measuring instruments and equipment 2.3 PREVENTIVE MAINTENANCE <ul style="list-style-type: none"> 2.3.1 Methods and techniques 2.3.2 Procedures
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Preparing maintenance materials, tools and equipment 3.2 Proper handling of tools and equipment 3.3 Performing preventive maintenance 3.4 Following instructions
<p>4. Resource implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 4.1 Workplace 4.2 Maintenance schedule 4.3 Maintenance materials, tools and equipment relevant to the proposed activity/task
<p>5. Methods of assessment</p>	<p>Competency should be assessed through:</p> <ul style="list-style-type: none"> 5.1 Direct observation 5.2 Written test/questioning relevant to Underpinning knowledge

6. Context of assessment	6.1 Competency assessment may occur in workplace or any appropriate simulated environment 6.2 Competency assessment must be undertaken in accordance with the endorsed TESDA assessment guidelines
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CORE COMPETENCIES

UNIT OF COMPETENCY:	PERFORM PRE- AND POST OPERATION CHECKING PROCEDURES FOR MATERIALS HANDLING EQUIPMENT
UNIT CODE:	CON833328
UNIT DESCRIPTOR:	This unit covers the knowledge, skills and attitudes in performing the pre- and post-operating checking procedure for materials handling equipment. It deals with the skills required for performing visual, and operation and post-operation checks for materials handling equipment.

ELEMENTS	PERFORMANCE CRITERIA <i>Bold and Italicized</i> terms are elaborated in the Range of Variables
1. Perform visual check of equipment	1.1 Materials handling equipment is selected based on job requirements. 1.2 OS parts in container stacker are checked in accordance with equipment checklist and manufacturer's procedures. 1.3 Walk-around check is performed with equipment checklist. 1.4 Lifting gears of gantry crane are inspected for safe usage.
2. Perform "BLOWAF" check	2.1 BLOWAF check for container stacker is performed following checklist form and with engine stopped / not running. 2.2 Fluid levels in container stacker are maintained in accordance with equipment maintenance manual. 2.3 Abnormal conditions in container stacker are noted and reported to authorized person .

<p>3. Perform operation check</p>	<p>3.1 Operation / starting running check is performed following checklist and in accordance with manufacturer's recommendations.</p> <p>3.2 Brake, steering and controls for container stacker and safety devices for materials handling equipment are checked for normal functioning as per manufacturer's specifications.</p> <p>3.3 Walk-around check is performed with equipment checklist and with engine running.</p> <p>3.4 Abnormal conditions are noted in checklist and reported to authorized personnel.</p>
<p>4. Perform post-operation checking procedures</p>	<p>4.1 Materials handling equipment is turned off and container stacker is parked after productive operation in accordance with company rules and regulations</p> <p>4.2 Equipment controls are set into neutral position and parking brakes for container stacker and safety locks are engaged according to manufacturer's operation manual</p> <p>4.3 Walk-around inspection is re-conducted while engine is cooling down.</p> <p>4.4 Daily equipment time record / report is accomplished / submitted according to company rules and regulations.</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Materials handling equipment	1.1 Gantry crane 1.1.1 Stationary 1.1.2 Mobile 1.1.2.1 Wheel type 1.1.2.2 Steel type 1.2 Container stacker 1.2.1 Type 1.2.1.1 Top loader 1.2.1.2 Reach stacker 1.2.2 Lifting capacity 1.2.2.1 30 tons to 42 tons
2. OS parts	2.1 Air cleaner 2.2 Battery terminals / connection 2.3 Belts 2.4 Tire inflation 2.5 Grease / lube points 2.6 Fuel water separation
3. Walk-around check	Materials handling equipment 3.1 Worn-out / damaged parts 3.2 Loose / missing parts and accessories 3.3 Warning and safety devices Gantry crane 3.4 Base foundation 3.5 Communication system 3.6 Hook block assembly and cables 3.7 Automatic locking mechanism Container stacker 3.8 Leaks 3.9 Fluid levels 3.10 Wire rope cable and pulleys 3.11 Gauges and controls 3.12 Oil and leaks 3.13 Working equipment function
4. Lifting gears	4.1 Sheaves 4.2 Hook and latch

5. BLOWAF check	5.1 Battery (starting and charging system) 5.2 Light (lighting system) 5.3 Oil (lubricating system) 5.4 Water (cooling system) 5.5 Air (intake and exhaust system) 5.6 Fuel (fuel system)
6. Fluid levels	6.1 Battery electrolyte 6.2 Engine oil 6.3 Hydraulic oil 6.4 Radiator coolant 6.5 Transmission / gear oil 6.6 Brake / clutch 6.7 Steering oil 6.8 Windshield wiper reservoir
7. Authorized person	7.1 Equipment supervisor 7.2 Maintenance personnel 7.3 Equipment dispatcher / foreman

<p>8. Operation / starting running check</p>	<p>Materials handling equipment</p> <p>8.1 Gauges</p> <p>8.1.1 Hour meter</p> <p>8.1.2 Boom angle indicator</p> <p>8.2 Leaks</p> <p>8.1.3 Oil</p> <p>8.3 Electrical / switches</p> <p>8.1.4 Lights</p> <p>8.1.5 Horn</p> <p>Gantry crane</p> <p>8.4 Controls</p> <p>8.4.1 Hoisting</p> <p>8.4.2 Slewing</p> <p>8.4.3 Travelling</p> <p>8.4.4 Trolleying</p> <p>8.4.5 Luffing</p> <p>8.4.6 Braking function</p> <p>8.5 Gauges</p> <p>8.5.1 Voltage / current meter</p> <p>8.5.2 Load indicator</p> <p>Container stacker</p> <p>8.5.3 Battery charging</p> <p>8.5.4 Pressure (oil and water)</p> <p>8.5.5 Temperature (oil and water)</p> <p>8.5.6 RPM (tachometer)</p> <p>8.5.7 Fuel indicator</p> <p>8.5.8 Speedometer</p> <p>8.6 Leaks in system</p> <p>8.6.1 Air</p> <p>8.6.2 Cooling</p> <p>8.6.3 Fuel</p> <p>8.6.4 Fluid (brake / clutch)</p>
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<p>9. Safety locks</p>	<p>Gantry crane 9.1 Hoisting 9.2 Slewing 9.3 Travelling 9.4 Trolleying 9.5 Luffing 9.6 Overwinding 9.7 Door lock</p> <p>Container stacker 9.8 Swing 9.9 Cabin door 9.10 Control lever 9.11 Spreader twist 9.12 Piggy back attachment</p>
<p>10. Controls</p>	<p>10.1 Boom 10.2 Hoist 10.3 Swing 10.4 Travel 10.5 Spreader 10.6 Twist lock 10.7 Accelerator</p>

<p>11. Safety devices</p>	<p>Materials handling</p> <p>11.1 Load moment indicator (LMI)</p> <p>11.2 Anti-two bock (limit switch)</p> <p>Gantry crane</p> <p>11.3 Limit switch</p> <p> 11.3.1 Hoisting</p> <p> 11.3.2 Slewing</p> <p> 11.3.3 Travelling</p> <p> 11.3.4 Trollying</p> <p> 11.3.5 Luffing</p> <p> 11.3.6 Overwinding</p> <p>11.4 Emergency shut-off switch</p> <p>11.5 Beacon lights</p> <p>11.6 Lighting arrester</p> <p>11.7 Buzzer alarm</p> <p>11.8 Safety locks</p> <p>Container stacker</p> <p>11.9 Twist lock sensor</p> <p>11.10 Spreader flipper</p> <p>11.11 Warning lights</p> <p>11.12 Alcogas detector</p> <p>11.13 Landing sensor</p>
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EVIDENCE GUIDE

<p>1. Critical aspects of evidence to be considered</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrates knowledge of materials handling equipment 1.2 Demonstrates ability to perform visual check of equipment following equipment checklist 1.3 Demonstrates ability to perform walk-around and BLOWAF check for container stacker while the engine is stopped and / or running 1.4 Demonstrates ability to service and repair OS parts of container stacker 1.5 Demonstrates ability to perform operation check following manufacturer's recommendations. 1.6 Demonstrates ability to observe risk-control / safe procedures 1.7 Demonstrates ability to perform post-operation checking procedures 1.8 Demonstrates ability to accomplish and submit Daily Equipment time Record / Report (DETR)
<p>2. Underpinning (related) knowledge and attitude</p>	<ul style="list-style-type: none"> 2.1 Classification of equipment 2.2 Types and uses of personal protective equipment (PPE) 2.3 Equipment component structure and accessories 2.4 Start-up and shutdown procedures 2.5 Familiarity with manufacturer's operation manual 2.6 Familiarity with job site and work conditions 2.7 Familiarity with pre- and post-operation checking procedures 2.8 Positive work values (time and cost conscious, etc.) 2.9 Metric and English conversion
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Performing pre- and post-operation checking procedures for materials handling equipment 3.2 Using personal protective equipment (PPE) 3.3 Maintaining equipment records/reports 3.4 Communicating with work site personnel and clients 3.5 Complying with the manufacturer's operation and maintenance manual 3.6 Accomplishing and submitting pre- and post-operation checklist form / record 3.7 Performing machine start-up and shutdown procedures

4. Resource implications	<p>Things necessary for the conduct of assessment</p> <p>4.1 Access to materials handling equipment</p> <p>4.2 Appropriate work area for materials handling equipment</p> <p>4.3 Access to materials handling equipment operations manuals</p> <p>4.4 PPE</p>
5. Method of assessment	<p>Competency in this unit must be assessed through</p> <p>5.1 Written/oral questioning</p> <p>5.2 Observation/ demonstration</p> <p>5.3 Work record and documents</p> <p>5.4 Third party report</p>
6. Context for assessment	<p>6.1 Assessment may be conducted on-the job or in a simulated venue.</p> <p>6.2 Competency shall be assessed while work is being undertaken independently</p>

UNIT OF COMPETENCY:	PERFORM BASIC PREVENTIVE MAINTENANCE SERVICING FOR CONTAINER STACKER
UNIT CODE:	CON833329
UNIT DESCRIPTOR:	This unit involves the knowledge, skills and attitudes required in conducting routine basic preventive maintenance for container stacker. It covers the skills in performing minor parts adjustments / replacements, carrying-out basic preventive maintenance servicing and preparing equipment report.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and Italicized</i> terms are elaborated in the Range of Variables
1. Perform adjustment/s replacements	1.1 Minor defects are identified and remedied in accordance with company/manufacturer's procedures. 1.2 Tools are selected based on job requirements. 1.3 Major defects are identified using check list and reported to appropriate personnel for action.
2. Perform basic preventive maintenance servicing (PMS)	2.1 OS parts/standards are identified and serviced according to manufacturer's recommendations. 2.2 Fluids and lubricants are used based on manufacturer's manual. 2.3 Basic hand tools and equipment and consumable materials are identified and used in accordance with job requirements. 2.4 Basic preventive maintenance servicing (PMS) is carried out in accordance with manufacturer's recommendations
3. Prepare equipment reports	3.1 Daily checklist form is accomplished in accordance with manufacturer's/company requirements. 3.2 Minor/major equipment defects are reported to appropriate personnel.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Minor defects	May include but not limited to: 1.1 Loose battery terminal 1.2 Air lock 1.3 Tire inflation 1.4 Belt tension 1.5 Clogged air cleaner 1.6 Loose bolts and nuts
2. Major defects	May include but not limited to: 2.1 Defective twist lock mechanism 2.2 Busted hydraulic hose 2.2 Hard starting engine 2.3 Excessive engine oil consumption 2.4 Leakage on air/fuel/cooling/hydraulic system 2.5 Busted/flat tires 2.6 Faulty gauges 2.7 Broken Pulley 2.8 Defective wire rope 2.9 Incorrect Load Moment Indicator (LMI) 2.10 Cracked (structures, booms) welded joints
3. Appropriate personnel	3.1 Mechanic 3.2 Electrician 3.3 Lubeman 3.4 Tireman 3.5 Immediate Supervisor 3.6 Safety officer
4. Operator Serviceable (OS) parts	May include but not limited to: 4.1 Battery clamps 4.2 Belts 4.3 Filters 4.3.1 Air cleaner 4.3.2 Water fuel separator/drain valve 4.4 All fluid caps 4.5 All grease points and fittings 4.6 Wire rope grease

5. Standards	5.1 Oil pressure 5.2 Air pressure 5.3 Temperatures 5.4 Tension 5.5 Clearance and distances 5.6 Wire rope diameter and length 5.7 Battery / charging voltage 5.8 Lights adjustment, focus and illumination
6. Fluids and lubricants	6.1 Engine, hydraulic, transmission, gear and steering oils 6.2 Brake fluid 6.3 Multi-purpose grease 6.4 Coolant 6.5 Battery solutions
7. Basic hand tools and equipment	7.1 Hand tools 7.1.1 Wrenches 7.1.2 Pliers 7.1.3 Screw driver (positive and negative) 7.1.4 Paint brush 7.1.5 Grease gun 7.1.6 Hammer 7.1.7 Vice grip 7.1.8 Tire gauge (instrument) 7.1.9 Measuring tape (instrument) 7.1.10 Steel brush 7.1.11 Pinch bar 7.2 Equipment 7.2.1 High pressure washer 7.2.2 Air compressor
8. Basic preventive maintenance servicing	May include but are not limited to: 8.1 Check battery clamps 8.2 Check fan belt conditions (cracked or worn-out) 8.3 Adjust belt tensions (if necessary) 8.4 Clean/Replace filters 8.4.1 Air cleaner 8.4.2 Water separator 8.5 Replace defective fluid caps 8.6 Grease all fittings or lube points 8.7 Grease or lubricate sheaves wire ropes

EVIDENCE GUIDE

<p>1. Critical aspects of evidence to be considered</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrates ability to observe safety precautions 1.2 Demonstrates ability to identify and service minor defects with checklist in accordance with operator's and service manual 1.3 Demonstrates ability to identify and report major defects based on checklist 1.4 Demonstrates ability to identify and service OS parts/standards from manufacturer's reference books / manuals 1.5 Demonstrates understanding of recommended fluids and lubricants 1.6 Demonstrates ability to use appropriate basic hand tools and equipment 1.7 Demonstrates ability to accomplish and submit daily checklist forms and reports
<p>2. Underpinning (related) knowledge and attitude</p>	<ul style="list-style-type: none"> 2.1 Company rules and regulations and safety procedures 2.2 Familiarity with operator's and maintenance manual 2.3 Usage of basic hand tools and equipment 2.4 Positive values (time and cost conscious, customer relations, etc.)
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Following company rules and regulations and safety procedures 3.2 Following operator's and maintenance manual 3.3 Performing basic preventive maintenance servicing 3.4 Using basic hand tools and equipment 3.5 Identifying and servicing minor defects and reporting major defects
<p>4. Resource implications</p>	<p>Things necessary for the conduct of assessment</p> <ul style="list-style-type: none"> 4.1 Access to container stacker specifications and operation manual 4.2 Access container stacker 4.3 Basic hand tools and equipment 4.4 Fluids and lubricants 4.5 PPE 4.6 Safety signages/barricades

5. Method of assessment	Competency in this unit must be assessed through 5.1 Written and/or oral questioning 5.2 Observation of practical demonstration 5.3 Work record and documents
6. Context for assessment	6.1 Competency shall be assessed in a normal or simulated workplace environment and in accordance with safe work procedures 6.2 Competency shall be assessed while work is being undertaken independently

UNIT OF COMPETENCY:	PERFORM PRODUCTIVE OPERATION FOR CONTAINER STACKER
UNIT CODE:	CON833331
UNIT DESCRIPTOR:	This unit involves knowledge, skills and attitudes in productive operation of Container Stacker. It deals with the skills required in handling container in the terminal.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and Italicized</i> terms are elaborated in the Range of Variables
1. Interpret work instruction	1.1 <i>Work assignment</i> is secured and interpreted in line with <i>operational requirements</i> 1.2 PPE is selected and used in line with job requirements
2. Check and inspect operational area	2.1 Work area is checked for <i>unsafe conditions</i> and proximity/accessibility to <i>operational area</i> 2.2 <i>Barriers or warning signages</i> are checked in operational area.
3. Perform container handling operation	3.1 Stacker is driven to the job site and <i>positioned</i> towards load based on operational requirements 3.2 <i>Lifting and stacking procedures</i> are performed in accordance with job requirements and <i>established / recommended practices</i> 3.3 <i>Work accomplishment</i> is reported to <i>appropriate personnel</i> following company rules and regulations 3.4 <i>Unexpected situations</i> are responded to in line with company rules and regulations

RANGE OF VARIABLES

VARIABLE	RANGE
1. Work assignment	1.1 Trip ticket 1.2 Equipment checklist 1.3 Location / job site
2. Operational requirements	2.1 Sequence plan 2.1.1 Stacking procedure 2.1.2 Loading and unloading procedures 2.1.3 Shifting procedure 2.2 Communication 2.2.1 Digital hand radio 2.2.2 Two-way radio 2.2.3 Hand signal 2.3 Load chart 2.3.1 Weight 2.3.2 Boom length / angle 2.3.3 Radius
3. Unsafe conditions	May include but not limited to: 3.1 Presence of unauthorized persons 3.2 Other equipment 3.3 Building 3.4 Sloping ground 3.5 Weather condition 3.6 Oil spillage
4. Operational area	4.1 Container yard 4.2 Equipment aisle 4.3 Access route
5. Barriers or warning signages	May include but are not limited to: 5.1 Nylon cords 5.2 Caution tapes 5.3 Steel fence 5.4 Signages 5.4.1 Off limits 5.4.2 No Entry 5.4.3 No Smoking 5.4.4 Safety first

6. Positioned	6.1 Speed (5 km to 15 km / hr.) 6.2 Boom at 45 degree angle 6.3 Spreader is secured
7. Lifting and stacking procedures	7.1 Spot container and engage twist lock 7.2 Lift / stack according to sequence plan 7.3 Follow stacker “de-rating” requirement
8. Established / recommended practices	8.1 Twist lock indicator light is “off” when spreader is engaged with container 8.2 Required boom angle is maintained while lifting and stacking container 8.3 Warning buzzer is activated while in operation 8.4 Spreader is handled in accordance to operation and maintenance manual
9. Work accomplishment	9.1 Accomplishing shifting report form 9.2 Digital communication radio
10. Appropriate personnel	10.1 Control officer 10.2 Equipment supervisor 10.3 Shifting supervisor
11. Unexpected situations	May include but not limited to: 11.1 Sudden engine breakdown 11.2 Busted hydraulic hose and oil leakages 11.3 Broken wire rope 11.4 Sudden loss of brake 11.5 Loss control of steering 11.6 Force majeure e.g., earthquake, fire, tornado 11.7 Operator fatigue or sickness/condition 11.8 Adverse environmental condition 11.9 Accidents/incidents 11.10 Failure of warning and sensor devices 11.12 Twist lock failure 11.13 Deteriorated container casting corner

EVIDENCE GUIDE

<p>1. Critical aspects of evidence to be considered</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrates ability to interpret work assignment 1.2 Demonstrates ability to follow safe work operation 1.3 Demonstrates ability to identify and prevent unsafe working conditions 1.4 Demonstrates ability to read and interpret load chart 1.5 Demonstrates ability to operate stacker following safe procedures 1.7 Demonstrates ability to communicate and work in a team environment
<p>2. Underpinning (related) knowledge and attitude</p>	<ul style="list-style-type: none"> 2.1 Interpret work plan 2.2 Safe work procedures and practices 2.3 Understand load chart 2.4 Company rules and regulations 2.5 Familiarity with job site / location 2.6 Basic mathematics 2.7 Defensive driving and access route 2.8 Lifting and stacking procedures 2.9 Positive values (time and cost conscious, customer relation etc.) 2.10 Radio communication 2.11 Procedures for container stacker to load to and unload from low-bed trailer
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Interpreting work plan 3.2 Following safe work procedures and practices 3.3 Understanding load chart 3.4 Following company rules and regulations 3.5 Knowing job site / location 3.6 Applying basic mathematics 3.7 Following defensive driving and access route 3.8 Following lifting and stacking procedures based on recommended / established practices 3.9 Communicating 3.10 Performing procedures for container stacker to load to and unload from low-bed trailer
<p>4. Resource implications</p>	<p>Things necessary for the conduct of assessment</p> <ul style="list-style-type: none"> 4.1 Access to container stacker and job site / location 4.2 Container load 4.3 Barricades and informative signage 4.4 PPE 4.2 Digital hand-held radio

5. Method of assessment	Competency in this unit must be assessed through 5.1 Written/Oral questioning 5.2 Observation of practical demonstration 5.3 Work record and documents
6. Context for assessment	6.1 Assessment maybe conducted in the work site or in a simulated venue. 6.2 Competency shall be assessed while the task is being undertaken independently

SECTION 3 TRAINING STANDARDS

These guidelines are set to provide the Technical and Vocational Education and Training (TVET) providers with information and other important requirements to consider when designing training programs for **HEAVY EQUIPMENT OPERATION (CONTAINER STACKER) NC II**.

3.1 CURRICULUM DESIGN

Course Title: **HEAVY EQUIPMENT OPERATION (CONTAINER STACKER)**
 NC Level: **NC II**

Course Description:

This course is designed to equip individual with the basic, common and core competencies in Construction Sector particularly in **Heavy Equipment Operation (Container stacker) NC II**.

To obtain this, all units prescribed for this qualification must be achieved:

BASIC COMPETENCIES (18 Hours)

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Participate in workplace communication	1.1 Obtain and convey workplace information. 1.2 Complete relevant work related documents. 1.3 Participate in workplace meeting and discussion.	<ul style="list-style-type: none"> • Group discussion • Interaction 	<ul style="list-style-type: none"> • Demonstration • Observation • Interviews/questioning
2. Work in a team environment	2.1 Describe and identify team role and responsibility in a team. 2.2 Describe work as a team member.	<ul style="list-style-type: none"> • Discussion • Interaction 	<ul style="list-style-type: none"> • Demonstration • Observation • Interviews/questioning
3. Practice career professionalism	3.1 Integrate personal objectives with organizational goals. 3.2 Set and meet work priorities. 3.3 Maintain professional growth and development.	<ul style="list-style-type: none"> • Discussion • Interaction 	<ul style="list-style-type: none"> • Demonstration • Observation • Interviews/questioning
4. Practice occupational health and safety	4.1 Evaluate hazard and risks 4.2 Control hazards and risks 4.3 Maintain occupational health and safety awareness	<ul style="list-style-type: none"> • Discussion • Plant tour • Symposium 	<ul style="list-style-type: none"> • Observation • Interview

COMMON COMPETENCIES (24 Hours)

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Interpret technical drawings and plans	1.1 Read / Interpret blueprints and plans 1.2 Perform freehand sketching	Lecture Demonstration Practical exercises	Demonstration and oral questioning Written test
2. Observe procedures, specifications and manuals of instructions.	2.1 Identify and access specifications / technical manuals 2.2 Interpret technical manuals 2.3 Apply information in technical manual 2.4 Store technical manual	Lecture Demonstration Practical exercises	Demonstration and oral questioning Written test
3. Perform mensurations and calculations	3.1 Select measuring instruments 3.2 Carryout measurement and calculations	Lecture Demonstration Practical exercises	Demonstration and oral questioning Written test
4. Maintain tools and equipment	4.1 Check condition of tools and equipment 4.2 Perform preventive maintenance 4.3 Store tools and equipment	Lecture Demonstration Practical exercises	Demonstration and oral questioning Written test
5. Prepare construction materials and tools	5.1 Identify Materials 5.2 Request Materials 5.3 Receive and inspect materials	Audio Visual Simulation Discussion Practical Exercise Demonstration	Direct observation Questions or interview Portfolio (credentials) Written / Oral Test Demonstration

CORE COMPETENCIES (80 hours)

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Perform pre- and post operation checking procedure for container stacker	1.1 Identify types of container stacker components structure 1.2 Perform visual check of equipment 1.3 Check container stacker systems functions 1.4 Perform post-operation procedures	<ul style="list-style-type: none"> • Lecture • Practical / Demonstration 	<ul style="list-style-type: none"> • Observation/ Demonstration with interview • Written test
2. Perform basic preventive maintenance servicing for container stacker	2.1 Perform safety practices and housekeeping 2.2 Perform basic preventive maintenance servicing	<ul style="list-style-type: none"> • Lecture • Practical / Demonstration 	<ul style="list-style-type: none"> • Observation/ Demonstration with interview • Written test
3. Perform productive operation for container stacker	3.1 Interpret work instruction and check / inspect operational area 3.2 Perform container stacker operations	<ul style="list-style-type: none"> • Lecture • Practical / Demonstration 	<ul style="list-style-type: none"> • Observation/ Demonstration with interview • Written test

3.2 TRAINING DELIVERY

The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of competency-based TVET.

- The training is based on curriculum developed from the competency standards;
- Learning is modular in its structure;
- Training delivery is individualized and self-paced;
- Training is based on work that must be performed;
- Training materials are directly related to the competency standards and the curriculum modules;
- Assessment is based in the collection of evidence of the performance of work to the industry required standard;
- Training is based both on and off-the-job components;
- Allows for recognition of prior learning (RPL) or current competencies;
- Training allows for multiple entry and exit; and
- Approved training programs are nationally accredited.

The competency-based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted when designing training programs:

- The dualized mode of training delivery is preferred and recommended. Thus programs would contain both in-school and in-industry training or fieldwork components. Details can be referred to the Dual Training System (DTS) Implementing Rules and Regulations.
- Modular/self-paced learning is a competency-based training modality wherein the trainee is allowed to progress at his own pace. The trainer facilitates the training delivery
- Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners.
- Supervised industry training or on-the-job training is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies prescribed in the training regulations.

- Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, or audio, video or computer technologies.

3.3 TRAINEE ENTRY REQUIREMENTS

This section specifies the qualifications of trainees and educational experience. Other requirements like health and physical requirements are also stated. Passing entry written examinations may also be indicated if necessary.

- Can communicate both oral and written
- Physically and mentally fit
- With good moral character
- Can perform basic mathematical computation.

3.4 LIST OF TOOLS, EQUIPMENT AND MATERIALS

Below is the recommended list of tools, equipment and materials for the training of 25 trainees for the operation of container stacker.

TOOLS		EQUIPMENT		MATERIALS	
QTY	ITEM	QTY.	ITEM	QTY.	ITEM
1 set	• Wrenches (box and open-end 8-24 mm-metric & 7/16 – 1” -English)	1 unit	• Container Stacker(MOA / rental)	5 kilos	• Multi-purpose grease
1 set	• Hammer, ball peen (3-4 lbs)	1 unit	• Low bed trailer with tractor head & operator (MOA/ rental)	4 liters	• Engine oil (SAE 15w40)
1 set	• Pliers (mechanical 10“)			20 liters	• Hydraulic / steering fluid (TELLUS 68/10W)
1 pc	• Adjustable wrench (18“)			10 liters	• Final drive/ differential (gear oil GP90/ 140)
2 pc	• Grease gun			10 liters	• Transmission oil (ATF)

1 set	• Screw driver (10 " flat & Philips)			1 liter	• Brake fluid (DOT -4)
5 ps	• Putty knife			4 liters	• Water coolant
1 pc	• Pry bar (heavy duty)			200 liters	• Diesel fuel
1 pc	• Pipe wrench (12")			5 pcs	• Battery - distilled water
1 pc	• Vise grip (12 ")			1 set	• Primary & Secondary air filter
				1 set	• Primary & secondary fuel filter
				1 pc	• Water separator
				1 set	• Belts (air-con, water pump and alternator)
				2 cans	• Penetrating oil (250 ml)
				2 kilos	• Cotton rugs
				5 liters	• Cleaning solvent
				Set	• Cleaning tool (one each kind)
				1 pair	• Working Clothes
				10 pairs	• Safety shoes
				10 pairs	• Gloves
				10 pcs	• Goggles
				10 pcs	• Dust Mask
				10 pcs	• Hard hats
				1 pc	• Operator's manual

NOTE: Implementation of the training program can be made possible through a MOA between the training school and industry

3.5 TRAINING FACILITIES

The container stacker operation workshop must be made of reinforced concrete or steel structure. The size must be suited on the requirements of the competencies. The class size of 25 students/trainees is reserved for the lecture room and the practical demonstration area for carrying out minor Container Stacker parts maintenance. Most of the learning activities are performed individually in the students/trainees work area.

SPACE REQUIREMENT	SIZE IN METERS	AREA IN SQ. METERS	TOTAL AREA IN SQ. METERS
• Student/Trainee's Working Space		4 sq.m per student	100.0 sq.m.
• Lecture Room		48.00	48.0
• Learning Resource Center		24.00	24.0
			172
• Facilities/Equipment/ Circulation Area	-	-	52
TOTAL WORK AREA	-		224
Working field	0.5 hectare (MOA/Rental)		

3.6 TRAINER'S QUALIFICATIONS HEAVY EQUIPMENT OPERATION (CONTAINER STACKER)

- Must be a holder of **Heavy Equipment Operation (Container Stacker) NC II**
- Must have undergone training on Training Methodology II (TM II)
- Must be physically and mentally fit
- *Must have at least 5 years job/industry experience*
- Must be a civil service eligible (for government position or appropriate professional license issued by the Professional Regulatory Commission)

* Optional. Only when required by the hiring institution

Reference: TESDA Board Resolution No. 2004 03

SECTION 4 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

4.1 To attain the National Qualification of **HEAVY EQUIPMENT OPERATION (Container Stacker) NC II**, the candidate must demonstrate competence in all the units of competency in Section 1. The successful candidates shall be awarded a National Certificate signed by the TESDA Director General.

4.2 The qualification of **HEAVY EQUIPMENT OPERATION (Container Stacker) NC II** maybe attained through demonstration of competence in a project-type assessment covering the following core units.

4.2.1 CONTAINER STACKER OPERATION

- ❑ Perform pre- and post-operation procedures for materials handling equipment
- ❑ Perform productive operation for container stacker
- ❑ Perform basic machine preventive maintenance servicing

4.3 Assessment shall focus on the core units of competency. The basic and common units shall be integrated or assessed concurrently with the core units.

4.4 The following are qualified to apply for assessment and certification:

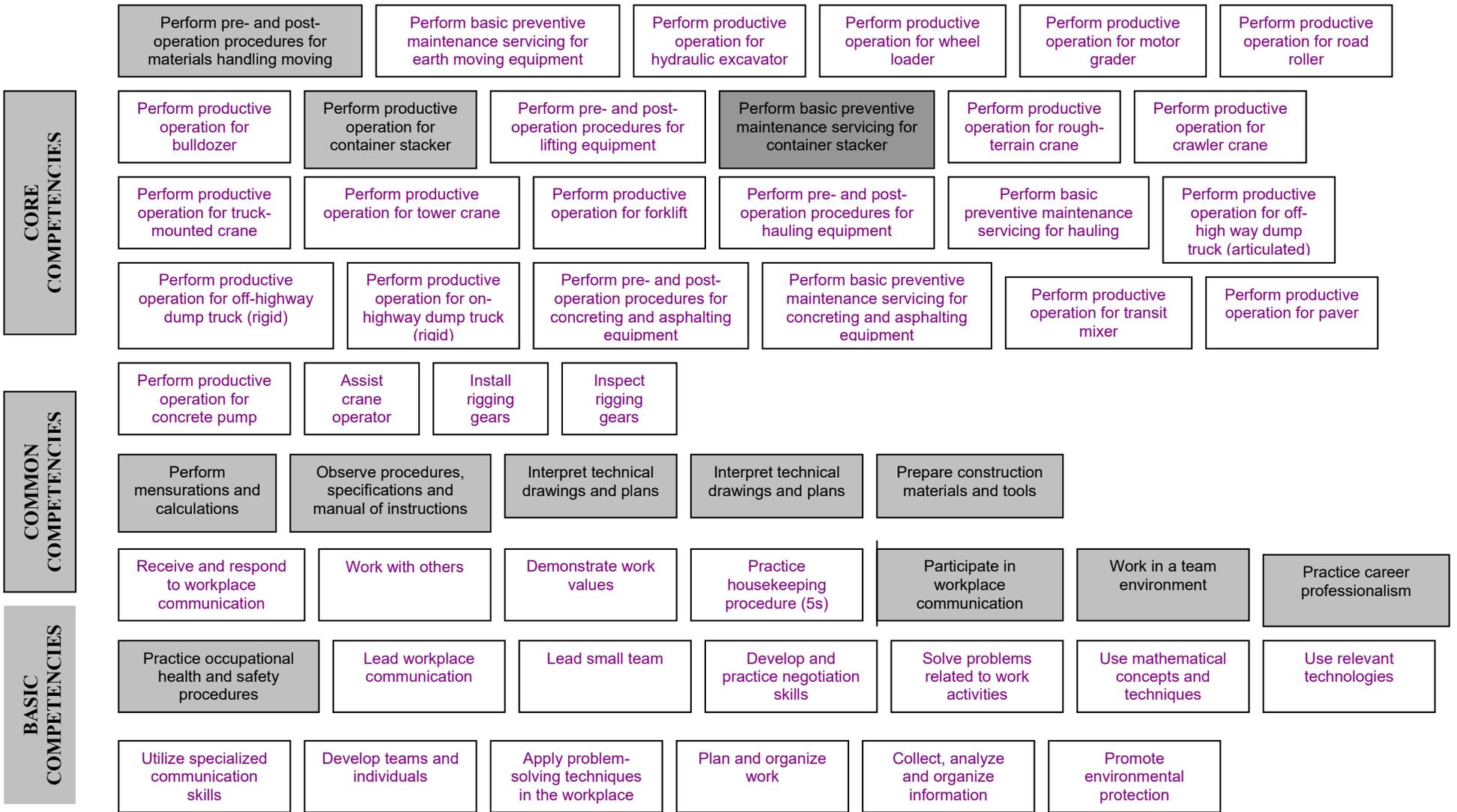
4.4.1 Graduates of formal, non-formal and/or informal training including enterprise-based training programs

4.4.2 Experienced Workers (wage-employed or self-employed)

The guidelines on assessment and certification are discussed in detail in the "Procedures Manual on Assessment and Certification" and "guidelines on the Implementation of the Philippine TVET Qualification and Certification System (PTQCS)."

COMPETENCY MAP

CONSTRUCTION-HEAVY EQUIPMENT OPERATION - SUB- SECTOR



Definition of Terms

For the purpose of this Competency Standard, the words

1. Attachment Refers to anything like clamshell, drag line, boring (drilling) equipment, pile driver, drop hammer or other accessories/special attachments used instead of the conventional lift block to perform different types of lifting jobs.
2. Boom Refers to the telescopic hydraulic structure used for supporting and hoisting.
3. Boom length Refers to the measurement from the boom foot pins to the center of the boom point sheaves.
4. Container stacker Refers to a container handling equipment of a top loader and reach stacker type used for lifting and stacking empty and loaded container inside the terminal.
5. Reach stacker Refers to a container handling equipment capable to stack four high containers fitted with a lifting (telescopic) boom and adjustable spreader.
6. Top loader Refers to a container handling equipment capable to stack four high containers fitted with a mast and spreader attached to it.
7. Spreader Refers to a rectangular steel frame of 20 ft. or 40 ft. locked onto the stacker head block suspended from the wire hoisting ropes boom and attached to the container top corner fittings.
8. Twist lock It is a cone shape device attached to the four lower corner of the spreader that is landed and engaged on the top of container fittings for hoisting and lifting container.
9. Flipper Is a remote control guides attached to the four corners of the container which helps the operator to and the spreader squarely on top of it for the twist lock easy engagement.

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