



Competency Based Curriculum (CBC)

Forklift Operation

Level-2

(Logistics Sector)

Curriculum Code: CBC-LS-FO-L2-EN-V1



National Skills Development Authority
Chief Adviser's Office
Government of the People's Republic of Bangladesh

Copyright

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The curriculum is designed based on NSDA approved **Forklift Operation, Level - 2** Occupation Competency Standards. It covers the information required to implement the **Forklift Operation, Level – 2** standard. It is an important supporting document for trainers, assessors and curriculum developers.

This document has been developed by NSDA with the support of ISC representatives' /industry representatives from relevant sectors, academia, curriculum specialists, expert trainers and professionals.

All Government-Private-NGO training institutes of the country recognized by NSDA can use this curriculum to implement skill based training of **Forklift Operation, Level – 2** course.

Introduction

The importance of skill based training in socio-economic development of the country is immense. Demand oriented training is an important area for increasing productivity, creating employment and alleviating poverty. Skill development training institutes established at public and private level in Bangladesh are providing skill development training commercially. It is important to have uniform training curriculum based on occupation to improve and harmonize the overall quality of training conducted in all these training institutions. NSDA as provided in the National Skill Development Authority Act, 2018 is formulating uniform curriculum for training programs conducted across the country in various occupations/trades.

Competency standards for various occupations (level based) are being formulated by NSDA with the aim of creating skilled manpower as per the demand of domestic and international labor market.

Skilled and trained trainers are essential for providing training and assessment according to competency standards. For this purpose, the curriculum of **Forklift Operation, Level - 2** has been formulated through an expert committee consisting of ISC/Industry representatives from respective sectors, academia, curriculum specialists, expert trainers and professionals. This curriculum includes essential course design, course structure, course delivery methods, equipment and facilities inventory, and physical facilities. Apart from this, the assessment criteria of trainees, assessment procedure, qualification level and certification process have been inserted.

This curriculum is an NSDA-approved document that describes the overall contents of the training implementation of **Forklift Operation, Level – 2** as per industry demand-based competency standards. The trainees of **Forklift Operation, Level - 2** course can develop themselves as skilled and qualified **Forklift Operator** by following properly.

Competency Based Learning Materials (CBLM) and Assessment tools are developed following this document. Assessment and certification of trainees will also follow this curriculum.

List of Abbreviations

NSDA	- National Skills Development Authority
BNQF	- Bangladesh National Qualification Framework
CS	- Competency Standard
ISC	- Industry Skills Council
STP	- Skills Training Provider
CBLM	- Competency Based Learning Material
UoC	- Unit of Competency
PPE	- Personal Protective Equipemnt
OSH	- Occupational Safety and Health
CBC	- Competency Based Curriculum

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Course Design

Name of Course : Forklift Operation

Skill Level : National Skills Certificate (NSC)-2

Nominal Hours : 360 Hours

List of Unit of Competency

Generic Unit of Competency

1. Apply Occupational Safety and Health (OSH) Procedure in the Workplace
2. Work in a team environment

Sector Specific Unit of Competency

1. Work in the Logistics Sector

Occupation Specific Unit of Competency

1. Interpret the Operations of Forklift
2. Prepare for Forklift Operation
3. Operate Forklift
4. Perform Materials Handling
5. Perform Basic Maintenance of Forklift

Description of Course

It is a skill based training course designed to develop the knowledge, skills and workplace attitude required for the Supply Chain profession. The curriculum covers various skills such as, Apply Occupational Safety and Health (OSH) Procedure in the Workplace, Work in a team environment, Work in the Logistics Sector, Interpret the Operations of Forklift, Prepare for Forklift Operation, Operate Forklift, Perform Materials Handling, Perform Basic Maintenance of Forklift.

Learning Outcome of the Course

Successful completion of this course will lead to certification in **Forklift Operation, Level - 2** under the National Qualification Framework. Also, the course has the following functional, economic, and social learning outcomes.

Work Oriented Learning Outcome

1. Can work effectively as **Forklift Operator**
2. Occupational Safety and Health Regulations (OSH) may apply

Financial Learning Outcome

1. Job opportunities will be created as **Forklift Operator** in country and abroad.
2. Can contribute to socio-social development by participating in skill development activities

Social Learning Outcome

1. Social status will increase by achieving personal development
2. The share of skilled human resources will increase in line with changing technology
3. The number of skilled and trained **Forklift Operator** will increase in the society

Course Structure

Generic Unit of Competency - 35 Hrs.

Sl. No.	Unit of Competency	Module Title	Learning Outcome	Nominal Hours
1	Apply Occupational Safety and Health (OSH) Procedure in the Workplace	Applying Occupational Safety and Health (OSH) Procedure in the Workplace	<ol style="list-style-type: none">1. Identify OSH policies and procedures2. Follow OSH procedures3. Report hazards and risks4. Respond to emergencies5. Maintain personal well-being	15
2	Work in a Team Environment	Working in a Team Environment	<ol style="list-style-type: none">1. Define team role and scope2. Identify individual role and responsibility3. Participate in team discussions6. Work as a team member	20

Sector Specific Unit of Competency – 20 Hrs.

Sl. No.	Unit of Competency	Module Title	Learning Outcome	Nominal Hours
1	Work in the Logistics Sector	Working in the Logistics Sector	<ol style="list-style-type: none">1. Describe the organizational structure within the sector2. Identify processes and procedures3. Identify workplace requirements4. Organize own workload	20

Occupation Specific Unit of Competency – 305 Hours

Sl. No.	Unit of Competency	Module Title	Learning Outcome	Nominal Hours
1.	Interpret the Operations of Forklift	Interpreting the Operations of Forklift	<ol style="list-style-type: none"> 1. Interpret forklift operation 2. Recognize the uses of forklift 3. Identify the key components of forklift 4. Maintain compliance issues of workplace 5. List the job responsibilities of forklift operator 	40
2.	Prepare for forklift operation	Preparing for forklift operation	<ol style="list-style-type: none"> 1. Identify and follow the operation requirements 2. Accomplish preparation for forklift operation 	30
3.	Operate Forklift	Operating Forklift	<ol style="list-style-type: none"> 1. Follow OSH 2. Practice forklift operation 3. Operate forklift 4. Clean and maintain machinery and workplace 	125
4.	Perform materials handling	Performing materials handling	<ol style="list-style-type: none"> 1. Follow OSH 2. Identify and follow sign and symbols 3. Identify types of Materials 4. Prepare for Materials handling 5. Accomplish Materials Movement 6. Shutdown the forklift 	60
5.	Perform basic maintenance of forklift	Performing basic maintenance of forklift	<ol style="list-style-type: none"> 1. Follow OSH 2. Interpret maintenance activity 3. Support Maintenance 	50

Analysis of Competency

Generic Unit of Competency	Number of Module
Apply Occupational Safety and Health (OSH) Procedure in the Workplace	01
Work in a Team Environment	01
Sector Specific Unit of Competency	
Work in the Logistics Sector	01
Occupation Specific Unit of Competency	
Interpret the Operations of Forklift	01
Prepare for forklift operation	01
Operate Forklift	01
Perform materials handling	01
Perform basic maintenance of forklift	01
Total	08

Course Delivery

1. Face to Face
2. Self Paced Learning
3. On the job
4. Off the job

Course Training Method

A variety of methods can be applied to course training depending on the students' learning interests and abilities. Instructors should select appropriate methods to train students. Some of the common methods used during skills training are:

1. Lecture
2. Presentation
3. Discussion
4. Demonstration
5. Guided Practice
6. Individual Practice
7. Project Work
8. Problem Solving
9. Brainstorming

Module of Instruction

- ✓ Generic
- ✓ Sector Specific and
- ✓ Occupation Specific

Generic Module

Unit of Competency	Apply Occupational Safety and Health (OSH) Procedure in the Workplace
Unit Code	GU-02-L1-V1
Module Title	Applying Occupational Safety and Health (OSH) Procedure in the Workplace
Module Descriptor	This module covers the knowledge, skills and attitudes required to apply occupational safety and health (OSH) procedure in the workplace. It specifically includes identifying OSH policies and procedures, following OSH procedures, reporting hazards and risks, responding to emergencies, and maintaining personal well-being.
Nominal Hours	15 Hours
Lerning Outcome	After completing the practice of the module, the trainees will be able to perform the following jobs: 1. Identify OSH policies and procedures 2. Follow OSH procedures 3. Report hazards and risks 4. Respond to emergencies 5. Maintain personal well-being
Learning Outcome -1: Identify OSH policies and procedures	
Assessment Criteria	<ol style="list-style-type: none"> 1. OSH policies and safe operating procedures are accessed and stated 2. Safety signs and symbols are identified and followed 3. Emergency response, evacuation procedures and other contingency measures are determined according to workplace requirements
Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • Materials and equipment for OSH • Safety sign and symbols • OSH policies • CBLM • Handout • Laptop/ Computer • Multimedia Projector • Paper, Pen, Pencil and Ereser • Internet Facilities • White Board and marker • Audio video device
Contents	<ol style="list-style-type: none"> 1. OSH policies 2. Safe operating procedures 3. Safety signs and symbols 4. Emergency response, evacuation procedures and other contingency measures
Job/ Task/ Activity	<ol style="list-style-type: none"> 1. State occupational safety and health policy 2. Identify safety signs and symbols

Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming
Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning
Learning Outcome -2: Follow OSH procedures	
Assessment Criteria	<ol style="list-style-type: none"> 1. Personal protective equipment (PPE) is selected and collected as required 2. Personal protective equipment (PPE) is correctly used in accordance with organization OSH procedures and practices 3. A clear and tidy workplace is maintained as per workplace standard 4. PPE is maintained to keep them operational and compliant with OSH regulations
Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • Necessary PPE • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil and Eraser • Internet Facilities • White Board and marker • Audio video device
Contents	<ol style="list-style-type: none"> 1. Personal Protective Equipment (PPE) 2. OSH procedures and practices 3. Clear and tidy workplace 4. Maintenance of PPE
Job/ Task/ Activity	<ol style="list-style-type: none"> 1. Select, collect and use personal protective equipment (PPE) 2. Perform cleaning and make tidy your workplace 3. Maintain Personal Protective Equipment (PPE)

Training Method	<ol style="list-style-type: none"> 1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning
Learning Outcome -3: Report hazards and risks	
Assessment Criteria	<ol style="list-style-type: none"> 1. Hazards and risks are identified, assessed and controlled 2. Incidents arising from hazards and risks are reported to designated authority
Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil, • Internet Facilities • White Board and marker • Necessary PPE
Contents	<ol style="list-style-type: none"> 1. Identifying, assessing and controlling hazards and risks 2. Incidents arising from hazards and risks
Job/ Task/ Activity	<ol style="list-style-type: none"> 1. Identify and assess hazards and risks 2. Report incidents arising from hazards and risks to appropriate authorities
Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming
Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning
Learning Outcome -4: Respond to emergencies	

Assessment Criteria	<ol style="list-style-type: none"> 1. Alarms and warning devices are responded 2. Workplace emergency procedures are followed 3. Contingency measures during workplace accidents, fire and other emergencies are recognized and followed in accordance with organization procedures 4. Frist aid procedures is applied during emergency situations
Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil and Ereser • Internet Facilities • White Board and marker • Audio video device • Necessary tools • Necessary PPE
Contents	<ol style="list-style-type: none"> 1. Alarms and warning devices and workplace emergency procedures 2. Contingency measures during workplace accidents, fire and other emergencies 3. Frist aid procedures
Job/ Task/ Activity	<ol style="list-style-type: none"> 1. Follow the signals of alarm and warning devices 2. Determine contingency management during workplace accidents, fires and other emergencies 3. Administer first aid
Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming
Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning
Learning Outcome -5: Maintain personal well-being	
Assessment Criteria	<ol style="list-style-type: none"> 1. OSH policies and procedures are adhered

	<ol style="list-style-type: none"> 2. OSH awareness programs are participated as per workplace guidelines and procedures 3. Corrective actions are implemented to correct unsafe condition in the workplace 4. "Fit to work" records are updated and maintained according to workplace requirements
Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil and Eraser • Internet Facilities • White Board and marker • Audio video device
Contents	<ol style="list-style-type: none"> 1. OSH policies and procedures 2. OSH awareness programs 3. Corrective actions for unsafe condition 4. "Fit to work" records
Job/ Task/ Activity	<ol style="list-style-type: none"> 1. Identify Occupational Safety and Health policies and procedures 2. Identify and apply corrective actions to correct unsafe conditions 3. Maintain "Fit for work" record
Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming
Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning

Unit of Competency	Work in a Team Environment
Unit Code	GU-04-L1-V1
Module Title	Working in a Team Environment
Module Descriptor	This module covers the knowledge, skills and attitudes required to working in a team environment. It includes defining team role and scope, identifying individual role and responsibility, participating in team discussions and working as a team member.
Nominal Hours	20 Hours
Learning Outcome	After completing the practice of the module, the trainees will be able to perform the following jobs: 1. Define team role and scope 2. Identify individual role and responsibility 3. Participate in team discussions 4. Work as a team member
Learning Outcome -1: Define team role and scope	
Assessment Criteria	1. Role and objectives of the team are defined 2. Team structure, responsibilities and reporting relations are identified from team discussions and other external sources
Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil and Eraser • Internet Facilities • White Board and marker • Audio video device • Necessary tools • Necessary PPE
Contents	1. Team structure, roles and responsibilities 2. Roles and responsibilities of individual members 3. Communication flow and reporting structure 4. Team planning 5. Interpersonal communication skills

Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming
Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning
Learning Outcome -2: Identify individual role and responsibility	
Assessment Criteria	<ol style="list-style-type: none"> 1. Individual roles and responsibilities of team members are identified 2. Reporting relationships among team members are defined and clarified 3. Reporting relationships external to the team are defined and clarified
Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil and Eraser • Internet Facilities • White Board and marker • Audio video device • Necessary tools • Necessary PPE
Contents	<ol style="list-style-type: none"> 1. Team structure, roles and responsibilities 2. Roles and responsibilities of individual members 3. Communication flow and reporting structure
Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming
Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning

Learning Outcome -3: Participate in team discussions	
Assessment Criteria	<ol style="list-style-type: none"> 1. Ideas related to team plans are contributed 2. Recommendations for improving team work are put forward
Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil, • Internet Facilities • White Board and marker • Necessary PPE
Contents	<ol style="list-style-type: none"> 1. Team planning 2. Interpersonal communication skills 3. Team meeting process 4. OSH practice
Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming
Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning
Learning Outcome -4: Work as a team member	
Assessment Criteria	<ol style="list-style-type: none"> 1. Effective forms of communication are used to interact with team members 2. Communication channels are followed 3. OHS practices are followed
Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil and Eraser • Internet Facilities • White Board and marker • Necessary PPE

Contents	<ol style="list-style-type: none"> 1. Effective forms of communication 2. Communication channel 3. OSH practice
Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming
Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning

Sector Specific Module

Unit of Competency	Work in the Logistics Sector
Unit Code	SU-LS-01-L1-V1
Module Title	Working in the Informal Sector
Module Descriptor	This module covers the knowledge, skills and attitudes (KSAs) required in Working in the Logistics Sector. It includes describing the organizational structure within the sector, identifying processes and procedures, identifying workplace requirements and organizing own workload.
Nominal Hours	20 Hours
Lerning Outcome	After completing the practice of the module, the trainees will be able to perform the following jobs: 1. Describe the organizational structure within the sector 2. Identify processes and procedures 3. Identify workplace requirements 4. Organize own workload
Learning Outcome -1: Describe the organizational structure within the sector	
Assessment Criteria	1. Scope, nature and major fields of the logistics sector are determined 2. The profile of the logistics sector in relation to Bangladesh employment conditions is determined 3. Trends and technologies relevant to the sector are explained. 4. Relevant policies and guidelines are identified and interpreted. 5. Instructions as to procedures in achieving quality are obtained, understood and clarified.
Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil and Eraser • Internet Facilities • White Board and marker • Audio video device • Necessary tools • Necessary PPE
Contents	1. Scope, nature and major fields of the logistics sector 2. The profile of the logistics sector in relation to Bangladesh employment conditions 3. Trends and technologies relevant to the sector 4. Relevant policies and guidelines 5. Instructions as to procedures in achieving quality

Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming
Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning
Learning Outcome -2: Identify processes and procedures	
Assessment Criteria	<ol style="list-style-type: none"> 1. Processes are identified, described and explained 2. Work activities are correctly identified 3. Adjustments are interpreted
Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil, • Internet Facilities • White Board and marker • Necessary PPE
Contents	<ol style="list-style-type: none"> 1. Processes 2. Work activities 3. Adjustments
Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming
Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning
Learning Outcome -3: Identify workplace requirements	
Assessment Criteria	<ol style="list-style-type: none"> 1. Workplace requirements are identified and clarified. 2. Roles and responsibilities of all personnel are described.

	<ol style="list-style-type: none"> 3. Workplace's practices are identified. 4. Problem-solving strategies are used to address bottlenecks, inconsistencies and other concerns.
Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil, • Internet Facilities • White Board and marker • Necessary PPE
Contents	<ol style="list-style-type: none"> 1. Workplace requirements 2. Roles and responsibilities of all personnel 3. Workplace's practices 4. Problem-solving strategies
Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming
Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning
Learning Outcome -4: Organize own workload	
Assessment Criteria	<ol style="list-style-type: none"> 1. Own work activities are planned and progress of work is communicated to relevant staff 2. Work activities are completed 3. Difficulties and bottlenecks are identified, and solutions are put forwarded 4. Own work is monitored against workplace standards and areas for improvement identified and acted upon

Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil, • Internet Facilities • White Board and marker • Necessary PPE
Contents	<ol style="list-style-type: none"> 1. Own work activities 2. Difficulties and bottlenecks
Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming
Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning

Occupation Specific Module

Unit of Competency	Interpret the Operations of Forklift
Unit Code	OU-LS-FO-01-L2-EN-V1
Module Title	Interpret the Operations of Forklift
Module Descriptor	This module covers the knowledge, skills and attitudes required to required to interpret the operations of forklift. It specifically includes Interpreting forklift operation, Recognizing the uses of forklift, Identifying the key components of forklift, maintaining compliance issues of warehouse and Listing the job responsibilities of forklift operator.
Nominal Hours	40 Hours
Lerning Outcome	After completing the practice of the module, the trainees will be able to perform the following jobs: 1. Interpret forklift operation 2. Recognize the uses of forklift 3. Identify the key components of forklift 4. Maintain compliance issues of workplace 5. List the job responsibilities of forklift operator
Learning Outcome -1: Interpret forklift operation	
Assessment Criteria	1. Forklift is identified 2. Types of forklift are interpreted 3. Forklift operation is illustrated 4. Safety practices of forklift operation is recognized
Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil and Ereser • Internet Facilities • White Board and marker • Audio video device • Necessary tools and equipment • Necessary PPE
Contents	1. Forklift 2. Types of forklift 3. Forklift operation 4. Safety practices of forklift operation
Job/Task/Activity	1. List the major types of forklift and operational procedure

Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming
Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning
Learning Outcome -2: Recognize the uses of forklift	
Assessment Criteria	<ol style="list-style-type: none"> 1. Uses of forklift are identified 2. Benefits of Forklift are interpreted 3. Challenges of Forklift Operation are listed
Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil and Eraser • Internet Facilities • White Board and marker • Audio video device • Necessary tools and equipment • Necessary PPE
Contents	<ol style="list-style-type: none"> 1. Uses of forklift 2. Benefits of Forklift 3. Challenges of Forklift Operation
Job/Task/Activity	<ol style="list-style-type: none"> 1. List the benefits and challenges of forklift operation
Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming
Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning
Learning Outcome -3: Identify the key components of forklift	

Assessment Criteria	<ol style="list-style-type: none"> 1. Key components of forklift are identified and listed 2. Operations of each component are recognized
Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil and Eraser • Internet Facilities • White Board and marker • Audio video device • Necessary tools and equipment • Necessary PPE
Contents	<ol style="list-style-type: none"> 1. Key components of forklift 2. Operations of each component
Job/Task/Activity	<ol style="list-style-type: none"> 1. Identify the key components of forklift with their operations.
Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming
Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning
Learning Outcome -4: Maintain compliance issues of workplace	
Assessment Criteria	<ol style="list-style-type: none"> 1. Compliance issues of workplace are interpreted 3. Compliance issue are maintained as per workplace standard
Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil and Eraser • Internet Facilities • White Board and marker • Audio video device • Necessary tools and equipment

	<ul style="list-style-type: none"> • Necessary PPE
Contents	1. Compliance issues of workplace
Job/Task/Activity	1. List the major issues of compliance regarding forklift operation
Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming
Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning
Learning Outcome -5: List the job responsibilities of forklift operator	
Assessment Criteria	<ol style="list-style-type: none"> 1. Job responsibilities of Forklift Operator are recognized as per workplace standard 2. Job responsibilities of forklift operator are listed
Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil and Eraser • Internet Facilities • White Board and marker • Audio video device • Necessary tools and equipment • Necessary PPE
Contents	1. Job responsibilities of Forklift Operator
Job/Task/Activity	1. List the Job responsibilities of Forklift Operator

Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming
Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning

Unit of Competency	Prepare for Forklift Operation
Unit Code	OU-LS-FO-02-L2-EN-V1
Module Title	Preparing for Forklift Operation
Module Descriptor	This module covers the knowledge, skills, and attitudes required to prepare for forklift operation. It specifically includes Identifying and following the operation requirements and Accomplishing preparation for forklift operation.
Nominal Hours	30 Hours
Lerning Outcome	After completing the practice of the module, the trainees will be able to perform the following jobs: 1. Identify and follow the operation requirements 2. Accomplish preparation for forklift operation
Learning Outcome -1: Identify and follow the operation requirements	
Assessment Criteria	1. Operation requirements for forklift operation are identified 2. Safety protocols are maintained 3. Assignment is received from the superior 4. Necessary instructions are followed as per workplace standard
Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil and Ereser • Internet Facilities • White Board and marker • Audio video device • Necessary tools and equipment • Necessary PPE
Contents	1. Operation requirements for forklift operation 2. Safety protocols 3. Assignment 4. Necessary instructions
Job/Task/Activity	1. List the Operation requirements and safety protocols for forklift operation

Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming
Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning
Learning Outcome -2: Accomplish preparation for forklift operation	
Assessment Criteria	<ol style="list-style-type: none"> 1. PPE are selected and collected as required 2. Necessary cleaning and checking are performed 3. Basic maintenance is performed if found any irregularities 4. Problems are reported to the competent authority if found any faults which is not in control
Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil and Eraser • Internet Facilities • White Board and marker • Audio video device • Necessary tools and equipment • Necessary PPE
Contents	<ol style="list-style-type: none"> 1. PPE 2. Necessary cleaning and checking 3. Basic maintenance 4. Problems
Job/Task/Activity	<ol style="list-style-type: none"> 1. Perform necessary cleaning and checking before operate the forklift.

Training Method	<ul style="list-style-type: none">• Discussion• Presentation• Demonstration• Guided Practice• Individual Practice• Project Work• Problem Solving• Brainstorming
Assessment Method	<ol style="list-style-type: none">1. Written Test2. Demonstration3. Oral questioning

Unit of Competency	Operate Forklift
Unit Code	OU-LS-FO-03-L2-EN-V1
Module Title	Operating Forklift
Module Descriptor	This module covers the knowledge, skills, and attitudes required to operate forklift. It specifically includes Following OSH, practicing forklift operation, operating forklift, Cleaning and maintaining machinery and workplace.
Nominal Hours	125 Hours
Lerning Outcome	After completing the practice of the module, the trainees will be able to perform the following jobs: 1. Follow OSH 2. Practice forklift operation 3. Operate forklift 4. Clean and maintain machinery and workplace
Learning Outcome -1: Follow OSH	
Assessment Criteria	1. Personal Protective Equipment (PPE) is worn as required 2. Safe work practices are followed as per workplace standard
Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil and Ereser • Internet Facilities • White Board and marker • Audio video device • Necessary tools and equipment • Necessary PPE
Contents	1. Personal Protective Equipment (PPE) 2. Safe work practices
Job/Task/Activity	1. Wear Personal Protective Equipment (PPE)
Training Method	1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Method	1. Written Test 2. Demonstration 3. Oral questioning

Learning Outcome -2: Practice forklift operation	
Assessment Criteria	<ol style="list-style-type: none"> 1. Safety switch is on as per SOP 2. Instrument cluster is checked as per SOP 3. Forklift is started for operation 4. Fork and forklift mast movement is checked 5. Fork is lifted as per equipment's requirement 6. Forward movement is carried out 7. Backward movement is carried out 8. Forklift operation is practiced without materials
Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil and Eraser • Internet Facilities • White Board and marker • Audio video device • Necessary tools and equipment • Necessary PPE
Contents	<ol style="list-style-type: none"> 1. Safety switch 2. Instrument cluster 3. Start forklift 4. Fork and forklift mast movement 5. Lift Fork 6. Forward movement 7. Backward movement 8. Forklift operation
Job/Task/Activity	<ol style="list-style-type: none"> 1. Practice forklift operation
Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming
Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning
Learning Outcome -3: Operate forklift	

Assessment Criteria	<ol style="list-style-type: none"> 1. Forklift operation is performed as per workplace standard 2. Materials of different type, size and weight are moved as per standard procedure 3. Emergency stop button is pressed in case of any emergency 4. Forklift is stopped as per SOP 5. Problems are reported immediately to higher authority (if any)
Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil and Eraser • Internet Facilities • White Board and marker • Audio video device • Necessary tools and equipment • Necessary PPE
Contents	<ol style="list-style-type: none"> 1. Forklift operation 2. Materials movement 3. Emergency stop button 4. Forklift stop 5. Problems
Job/Task/Activity	<ol style="list-style-type: none"> 1. Operate forklift
Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming
Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning
Learning Outcome -4: Clean and maintain machinery and workplace	
Assessment Criteria	<ol style="list-style-type: none"> 1. Forklift is cleaned and maintained as per SOP 2. Forklift is parked as per workplace standard 3. Workplace is cleaned and maintained as per workplace standard

Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil and Eraser • Internet Facilities • White Board and marker • Audio video device • Necessary tools and equipment • Necessary PPE
Contents	<ol style="list-style-type: none"> 1. Clean and maintain forklift 2. Park forklift 3. Clean and maintain workplace
Job/Task/Activity	<ol style="list-style-type: none"> 1. Clean and maintain forklift
Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming
Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning

Unit of Competency	Perform Materials Handling
Unit Code	OU-LS-FO-04-L2-EN-V1
Module Title	Performing Materials Handling
Module Descriptor	This module covers the knowledge, skills, and attitudes required to perform materials handling. It specifically includes Follow OSH, Identify MSDS sign and symbols, identify types of Materials, prepare for Materials handling, Accomplish Materials Movement, Closedown the forklift, Clean and maintain machinery and workplace.
Nominal Hours	60 Hours
Lerning Outcome	After completing the practice of the module, the trainees will be able to perform the following jobs: <ol style="list-style-type: none"> 1. Follow OSH 2. Identify and follow sign and symbols 3. Identify types of Materials 4. Prepare for Materials handling 5. Accomplish Materials Movement 6. Shutdown the forklift
Learning Outcome -1: Follow OSH	
Assessment Criteria	<ol style="list-style-type: none"> 1. Personal Protective Equipment (PPE) is worn as required 2. Safe work practices are followed as per workplace standard
Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil and Ereser • Internet Facilities • White Board and marker • Audio video device • Necessary tools and equipment • Necessary PPE
Contents	<ol style="list-style-type: none"> 1. Personal Protective Equipment (PPE) 2. Safe work practices
Job/Task/Activity	<ol style="list-style-type: none"> 1. Wear PPE

Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming
Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning
Learning Outcome -2: Identify and follow sign and symbols	
Assessment Criteria	<ol style="list-style-type: none"> 1. MSDS are interpreted 2. GHS pictograms are interpreted 3. MSDS and GHS symbols are identified and interpreted 4. MSDS and GHS symbols are followed as per SOP
Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil and Eraser • Internet Facilities • White Board and marker • Audio video device • Necessary tools and equipment • Necessary PPE
Contents	<ol style="list-style-type: none"> 1. MSDS 2. GHS pictograms 3. MSDS and GHS symbols
Job/Task/Activity	<ol style="list-style-type: none"> 1. Identify MSDS and GHS symbols
Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming

Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning
Learning Outcome -3: Identify types of Materials	
Assessment Criteria	<ol style="list-style-type: none"> 1. Material types are recognized 2. Materials are identified
Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil and Eraser • Internet Facilities • White Board and marker • Audio video device • Necessary tools and equipment • Necessary PPE
Contents	<ol style="list-style-type: none"> 1. Material types 2. Materials
Job/Task/Activity	<ol style="list-style-type: none"> 1. Identify Materials and types
Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming
Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning
Learning Outcome -4: Prepare for Materials handling	
Assessment Criteria	<ol style="list-style-type: none"> 1. Materials movement instruction is received as per workplace standard 2. Materials are selected for movement 3. Materials handling instructions are read, realized and followed before handling 4. Forklift is prepared for materials handling

Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil and Eraser • Internet Facilities • White Board and marker • Audio video device • Necessary tools and equipment • Necessary PPE
Contents	<ol style="list-style-type: none"> 1. Materials movement instruction 2. Materials 3. Materials handling instructions 4. Forklift preparation
Job/Task/Activity	<ol style="list-style-type: none"> 1. Prepare for materials handling
Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming
Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning
Learning Outcome -5: Accomplish Materials Movement	
Assessment Criteria	<ol style="list-style-type: none"> 1. Forklift is started for operation 2. Forklift is parked in the suitable place for carrying materials 3. Materials are lifted and carried as per standard procedure 4. Materials are placed at the proper place as per workplace standard

Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil and Eraser • Internet Facilities • White Board and marker • Audio video device • Necessary tools and equipment • Necessary PPE
Contents	<ol style="list-style-type: none"> 1. Start forklift 2. Park forklift 3. Lift and carry materials 4. Place materials
Job/Task/Activity	<ol style="list-style-type: none"> 1. Move the materials
Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming
Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning
Learning Outcome -6: Shutdown the forklift	
Assessment Criteria	<ol style="list-style-type: none"> 1. Forklift is parked in the designated place 2. Forklift is shut down as per SOP 3. Forklift is cleaned and maintained

Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil and Eraser • Internet Facilities • White Board and marker • Audio video device • Necessary tools and equipment • Necessary PPE
Contents	<ol style="list-style-type: none"> 1. Park forklift 2. Shut down forklift 3. Clean and maintain forklift
Job/Task/Activity	<ol style="list-style-type: none"> 1. Shutdown the forklift after parking in the designated place
Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming
Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning

Unit of Competency	Perform Basic Maintenance of Forklift
Unit Code	OU-LS-FO-05-L2-EN-V1
Module Title	Performing Basic Maintenance of Forklift
Module Descriptor	This module covers the knowledge, skills, and attitudes required to perform competitive analysis of transportation. It specifically includes Prepare and control budget for transportation, Accomplish Financial analysis and Perform Customer Service Management.
Nominal Hours	50 Hours
Lerning Outcome	After completing the practice of the module, the trainees will be able to perform the following jobs: 1. Follow OSH 2. Interpret maintenance activity 3. Support Maintenance
Learning Outcome -1: Follow OSH	
Assessment Criteria	1. Personal Protective Equipment (PPE) is worn as required 2. Safe work practices are followed as per workplace standard
Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil and Eraser • Internet Facilities • White Board and marker • Audio video device • Necessary tools and equipment • Necessary PPE
Contents	1. Personal Protective Equipment (PPE) 2. Safe work practices
Job/Task/Activity	1. Wear PPE
Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming
Assessment Method	1. Written Test 2. Demonstration 3. Oral questioning

Learning Outcome -2: Interpret maintenance activity	
Assessment Criteria	<ol style="list-style-type: none"> 1. Maintenance activity for forklift is interpreted 2. Types of maintenance are recognized 3. Requirements for regular maintenance are interpreted
Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil and Eraser • Internet Facilities • White Board and marker • Audio video device • Necessary tools and equipment • Necessary PPE
Contents	<ol style="list-style-type: none"> 1. Maintenance activity 2. Types of maintenance 3. Requirements for regular maintenance
Job/Task/Activity	<ol style="list-style-type: none"> 1. List the types of maintenance
Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming
Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning
Learning Outcome -3: Support Maintenance	
Assessment Criteria	<ol style="list-style-type: none"> 1. Tools and materials are collected for maintenance and cleaning 2. Cleaning activity for forklift is carried out 3. Fluids and filters change are supported as per SOP 4. Basic maintenance is performed 5. Record is maintained 6. Forklift is parked in the right place as per workplace standard 7. Workplace is cleaned and maintained as per workplace standard

Conditions and Resources	<ul style="list-style-type: none"> • Workplace or Simulated Workplace • CBLM • Handout • Laptop • Multimedia Projector • Paper, Pen, Pencil and Eraser • Internet Facilities • White Board and marker • Audio video device • Necessary tools and equipment • Necessary PPE
Contents	<ol style="list-style-type: none"> 1. Tools and materials 2. Cleaning activity 3. Fluids and filters change 4. Basic maintenance 5. Record 6. Park forklift 7. Clean workplace
Job/Task/Activity	<ol style="list-style-type: none"> 1. Carryout cleaning activity 2. Perform basic maintenance
Training Method	<ul style="list-style-type: none"> • Discussion • Presentation • Demonstration • Guided Practice • Individual Practice • Project Work • Problem Solving • Brainstorming
Assessment Method	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral questioning

Glossary

Assessment Criteria

The list of criteria by which the learning outcomes of a trainee are judged or not is called assessment criteria. It also provides guidance on what training methodology will be followed in the classroom, workshop and field.

Assessment Procedures

The technique followed to gather evidence for the purpose of recognizing a trainee for his or her specific competence is called an assessment method. It may include methods or techniques such as questionnaires, observations, third-party reports, interviews, simulations and portfolios.

Assessor

A person certified by a certification authority to assess a trainee's competency for certification is called an assessor.

Trainer

A trainer is a certified professional person who is capable of developing the competence of a trainee or a group of trainees in a particular occupation or trade. A trainer in skill development works as a trainer, assessor, training designer and developer and training supervisor.

National Certificate of Competence

A certificate of proficiency awarded to a trainee who has attained a qualification approved by a National Skill Development Authority for a particular level of the National Qualification Framework.

Statement of Achievement

Certificate issued by the Skill Development Authority to the trainee who has achieved proficiency in any one or more Unit of Competency in the assessment.

Evidence

Evidence is the single attainment document or determinant of a trainee's competency. This evidence is collected from multiple sources in multiple ways.

Course design

It is the main component of Competency Based Curriculum. These include course and course descriptions, qualification levels, units of competence, learning outcomes, course structure, competency breakdowns, assessment methods, trainer and assessor qualifications and a list of all resources.

Course Description

The course description includes the relevance of the proposed course to industry, enterprise or community requirements and skill acquisition upon completion of training.

Course Learning Outcome

Course "Learning" describes the competencies students will acquire upon successful completion of the course modules.

Course Structure

It describes the modules sequentially. The nominal duration of each module is also specified in the course structure.

Course Title

The name of the course given from the competency analysis is the course title. It gives a clear idea of what is in the course.

Course delivery

The description of how a course will be delivered in a classroom or workshop is called course delivery.

Face to face training delivery

Traditional classroom based teaching-learning system where the instructor plays the main role.

Learning conditions

The requirements under which the teaching-learning process and assessment will be conducted. This includes equipment and materials, training facilities, learning materials such as books, manuals, multi-media and other resources. It also specifies the scope or extent of equipment and facilities for conducting the assessment. It deals with the range of variables of the competency standard.

Competency Standards

A competency standard is a detailed description of the knowledge, skills, and behaviors required to perform a job assigned to an employee in the actual workplace. Competency standards are developed based on Learning Outcomes. It is also called industry standard as this standard is made under the direct supervision of the concerned industrial organization according to the needs of the concerned industrial organization.

Competency analysis

Describes how many modules there will be from each unit of competency.

Elements of Competence

An element of competency is an outcome-based set of skills by which a person must be able to perform a specified job to a standard specified in the unit of competency.

Evidence

Evidence that is collected to judge whether a learner has achieved a competency according to a competency standard. Evidence must be consistent with competency standards.

Skills

Skills are the ability of an employee to apply the knowledge and skills required to perform a job assigned to him/her at work.

Sandayan

The process of awarding a certificate when a student successfully completes all the units of a prescribed qualification is called certification.

Module descriptor

Module Descriptor Competency Standards relate to the Unit Descriptor and describe the overall purpose of the module with an emphasis on learning outcomes.

Module title

Module titles correspond to competency units of Competency Standard-AA. However, this does not mean that there will be one module for each competency unit. The number of modules is determined based on the learning outcomes/components covered in the competency unit. In some cases a competency unit may consist of two training modules or sometimes two competency units may be combined to form one training module. The module must be given a proper name. The name of the module will reflect the group of components/learning outcomes that the training module belongs to.

learning outcomes

Learning outcomes relate to competency standard elements. It describes what skills, knowledge and behaviors students will learn to effectively apply in the workplace after training. Action Verb is used to describe learning. Learning outcomes must include what actions must be taken, performance conditions and criteria. Any product, service or decision will be available as a result of the learning.

Performance standards

The standards against which an employee is expected to perform at work are performance standards that can be seen and measured. Each element of the competency standard has multiple performance standards.

Nominal time

The nominal time allocated against each learning outcome is called nominal time. In CBT the actual time for the learning outcome depends on the importance of the learning outcome and a learner's ability to achieve it. So the actual time is calculated based on the achievement of the learning outcome efficiently. Hence the nominal time learning outcome is payable. Achievement does not matter.

Resource

Machinery, equipment, goods and other physical facilities required for the implementation of the course.