

**REPUBLIC OF KENYA**

**COMPETENCY BASED MODULAR CURRICULUM**

**FOR**

**PANEL BEATING**

**KNQF LEVEL 3**

**PROGRAMME CODE: 0716 254A**

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**FOREWORD**

The provision of quality education and training is fundamental to the Government’s overall strategy for social and economic development. Quality education and training contribute to the achievement of Kenya’s development blueprint and sustainable development goals.

Reforms in the education sector are necessary to achieve Kenya Vision 2030 and meet the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution, and this resulted in the formulation of the Policy Framework for Reforming Education and Training in Kenya (Sessional Paper No. 14 of 2012). A key feature of this policy is the radical change in the design and delivery of TVET training. This policy document requires that training in TVET be competency-based, curriculum development be industry-led, certification be based on demonstration of competence, and the mode of delivery allow for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this curriculum has been developed. For trainees to build their skills on foundational hands-on activities of the occupation, units of learning are grouped in modules. This has eliminated duplication of content and streamlined exemptions based on skills acquired as a trainee progresses in the up-skilling process, while at the same time allowing trainees to be employable in the shortest time possible through the acquisition of part qualifications.

It is my conviction that this curriculum will play a great role in developing competent human resources for the Automotive Engineering Sector’s growth and development.

**PRINCIPAL SECRETARY**

**STATE DEPARTMENT FOR TVET**

**MINISTRY OF EDUCATION**

**PREFACE**

Kenya Vision 2030 aims to transform Kenya into a newly industrializing middle-income country, providing high-quality life to all its citizens by the year 2030. Kenya intends to create globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through lifelong education and training. TVET has a responsibility to facilitate the process of inculcating knowledge, skills, and worker behaviour necessary for catapulting the nation to a globally competitive country, hence the paradigm shift to embrace Competency-Based Education and Training (CBET).

TVET Act, CAP 210A and Sessional Paper No. 1 of 2019 on Reforming Education and Training in Kenya for Sustainable Development emphasized the need to reform curriculum development, assessment, and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry, as well as increase the global competitiveness of the Kenyan labour force.

This curriculum has been developed in adherence to the Kenya National Qualifications Framework and CBETA standards and guidelines. The curriculum is designed and organized into Units of Learning with Learning Outcomes, suggested delivery methods, learning resources, and methods of assessing the trainee’s achievement. In addition, the units of learning have been grouped in modules to concretize the skills acquisition process and streamline upskilling.

I am grateful to all expert trainers and everyone who played a role in translating the Occupational Standards into this competency-based modular curriculum.

**ACKNOWLEDGMENT**

This curriculum has been designed for competency-based training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing the curriculum, significant involvement and support were received from expert trainers, institutions and organizations.

I recognize with appreciation the role of the Automotive Engineering National Sector Skills Committee (NSSC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in the Automotive sector for their valuable input and everyone who participated in developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that individuals aspiring to work in the Automotive Sector acquire competencies to perform their work more efficiently and effectively.

COUNCIL SECRETARY/CEO/PRINCIPAL

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# ACRONYMS

TVETA Technical and Vocational Education Training Authority

KCSE Kenya Certificate of Secondary Education

KNQA Kenya National Qualification Authority

KNQF Kenya National Qualification Framework

TVET Technical and Vocational Education and Training

PPE Personal Protective Equipment

# KEY TO UNIT CODE



# COURSE OVERVIEW

This curriculum is designed to prescribe learning outcomes, content, assessment methods and resources required to train the qualification of auto body technology level 3. The Panel Beating Level 3 curriculum consists of competencies that a person must achieve to enable him/her to weld vehicle structure, repair vehicle body and perform vehicle fibre works. The curriculum consists of basic and core units of learning as indicated hereafter.

# SUMMARY OF UNITS OF LEARNING

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Units Title** | **Unit Duration (Hours)** | **Credit Factor** |
| 0716 251 01A | Vehicle structure welding | 90 | 9.0 |
| 0716 251 02A | Vehicle body repair | 90 | 9.0 |
| 0716 351 03A | Vehicle Fibre Works | 90 | 9.0 |
| **Industrial Attachment** | | **240** | **24.0** |
| **GRAND TOTAL** | | **510** | **51.0** |

**Entry Requirements**

An individual entering this course should have any of the following minimum requirements:

1. Primary education

Or

1. Junior secondary education

Or

1. Any other qualification as determined by TVETA.

**Trainer qualifications**

A trainer for any of the Units of Competency in this course must:

1. Have a minimum of KNQF level 5 certificate in Auto body technician or its equivalent.
2. Be licensed by TVETA.
3. Registered by Engineer Board of Kenya (E.B.K) or Kenya Engineering Technology Registration Board (KETRB).

**Industry Placement/Training**

An individual enrolled in this course will be required to undergo Industry training for a minimum period of 240 hours in Automotive sector. The industrial training may be taken after completion of all units for those pursuing the full qualification or be distributed equally in each unit for those pursuing part qualification. In the case of dual training model, industrial training shall be as guided by the dual training policy

**Assessment Requirements**

This course will be assessed in both formative and summative as follows;

1. During formative assessment, all performance criteria shall be assessed based on performance criteria weighting.
2. Summative assessment shall focus on critical aspects of the unit of competency.
3. Theory and practical weight shall be 10:90 respectively for each unit of learning.
4. Formative and summative assessment weight shall constitute 60% and 40% of the overall score, respectively.
5. For a candidate to be declared competent in a unit of competency, a candidate shall meet the following conditions:
6. Obtained at least 40% in theory assessment in formative and summative assessments
7. Obtained at least 50% in practical assessment, in formative and summative assessment where applicable.
8. Obtained at least 50% in the weighted results between formative assessment and summative assessment, where the former constitutes 60% and the latter and the latter 40% of the overall score.
9. Assessment performance rating for each of the unit of competence shall be as follows:

|  |  |
| --- | --- |
| **MARKS** | **COMPETENCE RATING** |
| 80 -100 | Attained Mastery |
| 65 - 79 | Proficient |
| 50 - 64 | Competent |
| 49 and below | Not Yet Competent |
| Y | Assessment Malpractice/irregularities |

**Certification**

A candidate will be issued with a Certificate of Competency upon demonstration of competence in a core Unit of Competency. To be issued with KenyaNational TVET Certificate in Panel Beating Level 3, the candidate must demonstrate competence in all the Units of Competency as given in the qualification pack. A Statement of Attainment certificate may be issued upon demonstration of competence in a certifiable element within a unit.

The certificates will be issued by the Qualification Awarding Institution

# VEHICLE STRUCTURE WELDING

**ISCED UNIT CODE:** 0716 251 01A

**Relationship to occupational standards**

This unit addresses the unit of competency: Weld vehicle structure.

**Duration of unit:** 90 Hours

**Unit Description:**

This unit of learning covers the learning outcomes, content, assessment methods, methods of delivery and resources required to train vehicle structure welding. This unit covers competencies required to demonstrate skills to weld vehicle structures. It involves competencies to Gas weld vehicle structure, arc weld vehicle structure and perform housekeeping.

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Gas weld vehicle structure | **35** |
| 2. | Arc Weld Vehicle structure | **35** |
| 3 | Perform House Keeping | **20** |
| **Total** | | **90** |

**Learning Outcomes, Content and Suggested Assessment Methods**

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Gas weld vehicle structure | * 1. Usage of PPEs      1. Safety Glasses or Goggles      2. Overalls      3. Dust Mask      4. Welding shield      5. Welding Goggles   2. Vehicle body panel assessment      1. Cracks      2. Dents      3. rust   3. Materials, tools and equipment      1. Oxygen and Acetylene Cylinders      2. Welding Torch      3. Safety Glasses or Goggles      4. Overalls      5. Dust Mask      6. Welding shield      7. Welding Goggles   4. Types of joints      1. Spot Weld Joints      2. Seam Weld joints      3. Flanged joints      4. Adhesive bonded joints   5. Gas welding process      1. rightward welding      2. leftward welding   6. Types of flames-      1. carburizing flame      2. oxidizing flame      3. neutral   7. panel polishing      1. grinding      2. sanding | * Practical * Projects * Portfolio of evidence * Written tests |
| 1. Arc Weld Vehicle structure | * 1. Vehicle panels assessment      1. Cracks      2. Dents      3. rust   2. Materials, tools and equipment      1. Welding machine (Arc welder)      2. Electrode holder      3. Ground clamp      4. Welding electrodes      5. Welding cables      6. Welding helmet (with auto-darkening feature welding gloves      7. Welding jacket or apron      8. Safety boots      9. Welding rods      10. Wire brush      11. Chipping hammer      12. Welding table      13. Clamps   3. Types of joints      1. Spot Weld Joints      2. Seam Weld joints      3. Flanged joints      4. Adhesive Bonded Joints   4. methods of arc welding technics      1. rightward welding      2. leftward welding   5. Arc welding equipment      1. Welding machine (Arc welder)      2. Electrode holder      3. Ground clamp      4. Welding electrodes      5. Welding cables      6. Welding helmet (with auto-darkening feature   6. Welding processes   7. Weld polishing      1. Grinding      2. Filing      3. sanding | * Observation * Project * Written assessment * Oral assessment * Portfolio of evidence |
| 1. Perform House Keeping | * 1. Waste disposal and management      1. Recycling      2. Hazardous waste disposal      3. Incineration      4. Landfilling      5. Waste minimization   2. Cleaning of tools and equipment   3. Cleaning of floors | * Observation * Project * Written assessment * Oral assessment |

**Suggested Methods of Instruction**

* Practical
* Project Work
* Demonstrations
* Direct instruction with active learning strategies
* Group Discussions
* Demonstration

**Recommended Resources for 25 Trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/ Specifications** | **Quantity** | **Recommended Ratio**  (Item: Trainee) |
| **A** | **Learning materials and infrastructure** | | | |
|  | Training Classes: 1 session | 8M\*20M | 1 | 1:25 |
|  | Workshops: 1 practical workshop | 18M\*12M | 1 | 1:25 |
|  | Computer with Internet connectivity |  | 1 | 1:25 |
|  | Projector for presentations |  | 1 | 1:25 |
|  | Whiteboard for collaborative learning |  | 1 | 1:25 |
|  | Textbooks | Vehicle Body Technology Textbooks | 5 pcs | 1:5 |
|  | White board | Quality whiteboard of approximately 4 ft by 8 ft for writing during theory instruction | 1 | 1:25 |
| **B** | **Tools and Equipment** | | | |
|  | Wire Brushes |  | 5 | 1:5 |
|  | Chipping Hammers |  | 5 | 1:5 |
|  | Welding Tables |  | 5 | 1:5 |
|  | Sets of Clamps |  | 10 | 1:3 |
|  | Grinding Tools |  | 10 | 1:3 |
|  | Sanding Tools |  | 2 | 1:13 |
|  | Filing Tools |  | 5 | 1:5 |
|  | Oxygen and Acetylene Cylinder Sets |  | 5 | 1:5 |
|  | Welding Machines (Arc Welders) |  | 5 | 1:5 |
|  | Welding Helmets (with auto-darkening feature) |  | 5 | 1:5 |
|  | Sets of Welding Rods |  | 10 | 1:3 |
|  | Cleaning Kits for Tools and Equipment |  | 10 | 1:3 |
|  | Floor Cleaning Kits (mops, brooms) |  | 5 | 1:5 |
| **C** | **Materials** | | | |
|  | Pairs of clear Safety Glasses or Goggles |  | 25 | 1:1 |
|  | Dust Masks |  | 25 | 1:1 |
|  | Welding Shields |  | 5 | 1:5 |
|  | Welding Goggles |  | 5 | 1:5 |
|  | Pairs of Welding Gloves |  | 2 | 1:13 |
|  | Vehicle Body Assessment Tools (for cracks, dents, rust) |  | 5 | 1:5 |
|  | Recycling Bins |  | 2 | 1:13 |
|  | Hazardous Waste Disposal Containers |  | 3 | 1:8 |

# VEHICLE BODY REPAIR

**ISCED UNIT CODE:** 0716 251 02A

**Relationship to occupational standards**

This unit addresses the unit of competency: repair vehicle body

**Duration of unit:** 90 Hours

**Unit Description:**

This unit of learning covers the learning outcomes, content, assessment methods, methods of delivery and resources required to train repair vehicle body. This unit covers competencies required to Repair Vehicle Body. It involves competencies in performing vehicle body jacking, performing vehicle body pulling, performing vehicle body panel beating and performing workshop house keeping

**Summary of Learning Outcomes**

By the end of this unit of learning, the trainee will be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Perform vehicle body jacking | **20** |
| 2. | Perform vehicle body pulling | **30** |
| 3 | Perform vehicle body panel beating | **30** |
| 4. | Perform Workshop House Keeping | **10** |
| **Total** | | **90** |

**Learning Outcomes, Content and Suggested Assessment Methods**

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| * + - 1. Perform vehicle body jacking | * 1. Work place health and Safety      1. Personal safety      2. Workshop safety      3. Tools Safety   2. Body panel jacking   3. Operation of body jack      1. Hydraulic jack      2. Hoist      3. Pneumatic jack | * Observation * Project * Written assessment * Oral assessment |
| * + - 1. Perform vehicle body pulling | * 1. Workplace health and safety      1. Personal safety      2. Workshop safety      3. Tools safety   2. Vehicle body panels and structures      1. Door      2. Bonnet      3. boot      4. spoiler      5. floor      6. roof      7. under structure   3. vehicle body pulling tools      1. body puller | * Observation * Project * Written assessment * Oral assessment |
| * + - 1. Perform vehicle body panel beating | * 1. Vehicle body panels      1. Door      2. Bonnet      3. boot      4. spoiler      5. floor      6. roof      7. under structure   2. vehicle body panel tools      1. Dinging hammer      2. Chipping hammer      3. Soft hammer      4. Lever      5. Welding machine      6. Dollies      7. Spoons   3. Vehicle body structures      1. Door      2. Bonnet      3. Boot      4. Spoiler      5. Floor      6. Roof      7. Under structure   4. Body filler application      1. Compound filler      2. Hardener      3. Chemical paste   5. Sanding      1. Sand paper      2. File sander      3. Disc sander      4. Sanding block | * Observation * Project * Written assessment * Oral assessment |
| * + - 1. Perform Workshop House Keeping | * 1. Waste disposal and management      1. Recycling      2. Hazardous waste disposal      3. Incineration      4. Landfilling      5. Waste minimization   2. Cleaning and maintenance of tools and equipment      1. Oiling      2. Greasing   3. Storage of tools      1. Toolbox      2. Tool rack | * Observation * Project * Written assessment * Oral assessment |

**Suggested Methods of Instruction**

* Practical
* Project Work
* Demonstrations
* Direct instruction with active learning strategies
* Group Discussions
* Demonstration

**Recommended Resources for 25 Trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/ Specifications** | **Quantity** | **Recommended Ratio**  (Item: Trainee) |
| **A** | **Learning materials and infrastructure** | | | |
|  | Training Classes: 1 session | 8M\*20M | 1 | 1:25 |
|  | Workshops: 1 practical workshop | 18M\*12M | 1 | 1:25 |
|  | Computer |  | 1 | 1:25 |
|  | Projector for presentations |  | 1 | 1:25 |
|  | Whiteboard for collaborative learning |  | 1 | 1:25 |
|  | Access to Internet |  | 1 | 1:25 |
|  | Textbooks | Textbooks on vehicle body | 5 pcs | **1:5** |
|  | White board | Quality whiteboard of approximately 4 ft by 8 ft for writing during theory instruction | 1 | **1:25** |
| **B** | **Tools and Equipment** | | | |
|  | Body Pullers | Suction cup type, and or spot weld | 5 | 1:5 |
|  | Dinging Hammers |  | 5 | 1:5 |
|  | Chipping Hammers |  | 5 | 1:5 |
|  | Soft Hammers |  | 5 | 1:5 |
|  | Levers |  | 5 | 1:5 |
|  | Dollies |  | 5 | 1:5 |
|  | Spoons |  | 5 | 1:5 |
|  | Tool Oiling Kits |  | 5 | 1:5 |
|  | Greasing Kits |  | 5 | 1:5 |
|  | Toolboxes |  | 3 | 1:8 |
|  | Tool Racks |  | 2 | 1.13 |
|  | Floor Cleaning Kits (mops, brooms) |  | 5 | 1:5 |
|  | Cleaning Kits for Tools and Equipment |  | 1 | 1:25 |
|  | Welding Machines |  | 2 | 1.13 |
| **C** | **Materials** | | | |
|  | Compound Filler |  | 5 | 1:5 |
|  | Hardener |  | 5 | 1:5 |
|  | Chemical Pastes |  | 10 | 1:3 |
|  | Sets of Sandpaper | various grits | 5 | 1:5 |
|  | File Sanders |  | 2 | 1.13 |
|  | Disc Sanders |  | 2 | 1.13 |
|  | Sanding Blocks |  | 10 | 1:3 |
|  | Recycling Bins |  | 2 | 1.13 |
|  | Hazardous Waste Disposal Containers |  | 3 | 1:8 |
|  | Dust Masks |  | 25 | 1:1 |
|  | Hydraulic Jacks |  | 2 | 1:13 |
|  | Hoists |  | 2 | 1:13 |
|  | Pneumatic Jacks |  | 1 | 1:25 |
|  | Safety Glasses or Goggles |  | 25 | 1:1 |

# VEHICLE FIBRE WORKS

**ISCED UNIT CODE:** 0716 251 03A

**Relationship to occupational standards**

This unit addresses the unit of competency: perform vehicle fibre works

**Duration of unit:** 90 Hours

**Unit Description:**

This unit of learning describes the learning outcomes, content, assessment and delivery methods required in training perform vehicle fibre works. This unit covers competencies required to Perform Vehicle Fibre Works. It involves competencies in reinforcing vehicle fibre structure, repairing vehicle fibre structure and performing housekeeping.

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Reinforce vehicle fibre structure | **30** |
| 2. | Repair vehicle fibre structure | **40** |
| 3 | Perform House Keeping | **20** |
| **Total** | | **90** |

**Learning Outcomes, Content and Suggested Assessment Methods**

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Reinforce vehicle fibre structure | * 1. Usage of PPEs      1. Safety Glasses or Goggles      2. Overalls      3. Dust Mask      4. Welding shield      5. Welding Goggles   2. Vehicle body panels assessment      1. Door      2. Bonnet      3. Boot      4. Spoiler      5. Roof      6. Bumper   3. Tools and equipment      1. Dinging hammer      2. Chipping hammer      3. Soft hammer      4. Lever      5. Welding machine      6. Dollies      7. Spoon   4. Fibre materials      1. Fibre glass   5. Materials tools and equipment      1. Resin      2. Hardener      3. Fiberglass mat      4. Carbon fiber fabric      5. Epoxy resin      6. Polyester resin | * Observation * Project * Written assessment * Oral assessment |
| 1. Repair vehicle fibre structure | * 1. Workplace health and safety      1. Personal safety      2. Workshop safety      3. Tools safety      4. material safety   2. Identification of vehicle fibre panels      1. Bumper      2. Hood      3. Dashboard      4. Trunk lid      5. Body panels   3. Fibre materials      1. Fibre glass      2. Resin      3. Hardener      4. Fiberglass mat      5. Carbon fiber fabric      6. Epoxy resin      7. Polyester resin   4. Fibre structure shaping      1. Moldings      2. Weaving   5. Vehicle body filler      1. Compound filler      2. Hardener      3. Chemical paste | * Observation * Project * Written assessment * Oral assessment |
| 1. Perform House Keeping | * 1. Waste disposal and management      1. Recycling      2. Hazardous waste disposal      3. Incineration      4. Landfilling      5. Waste minimization   2. Cleaning and storing of tools and equipment | * Observation * Project * Written assessment * Oral assessment |

**Suggested Methods of Instruction**

* Practical
* Project Work
* Demonstrations
* Direct instruction with active learning strategies
* Group Discussions
* Demonstration

**Recommended Resources for 25 Trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/ Specifications** | **Quantity** | **Recommended Ratio**  (Item: Trainee) |
| **A** | **Learning materials and infrastructure** | | | |
|  | Training Classes: 1 session | 8M\*20M | 1 | 1:25 |
|  | Workshops: 1 practical workshop | 18M\*12M | 1 | 1:25 |
|  | Computer |  | 1 | 1:25 |
|  | Projector for presentations |  | 1 | 1:25 |
|  | Whiteboard for collaborative learning |  | 1 | 1:25 |
|  | Access to Internet |  | 1 | 1:25 |
|  | Textbooks | Vehicle body Technology Textbooks | 5 pcs | 1:5 |
|  | White board | Quality whiteboard of approximately 4 ft by 8 ft for writing during theory instruction | 1 | 1:25 |
| **B** | Tools and Equipment | | | |
| 1 | Pairs of Safety Glasses or Goggles |  | 25 | 1:1 |
| 2 | Safety Goggles |  | 5 | 1:5 |
| 3 | Dinging Hammers |  | 5 | 1:5 |
|  | Chipping Hammers |  | 5 | 1:5 |
|  | Soft Hammers |  | 5 | 1:5 |
|  | Levers |  | 5 | 1:5 |
|  | Dollies |  | 5 | 1:5 |
|  | Spoons |  | 5 | 1:5 |
|  | Cleaning Kits for Tools and Equipment |  | 5 | 1:5 |
|  | Tool Storage Boxes |  | 2 | 1:13 |
|  | Tool Racks |  | 2 | 1:13 |
|  | Sets of Molding Tools |  | 2 | 1:13 |
|  | Weaving Tools |  | 5 | 1:5 |
| **C** | **Materials** | | | |
| 1 | Kits of Fiberglass (sheets or rolls) |  | 5 | 1:5 |
|  | Liter of Resin |  | 5 | 1:5 |
|  | Pieces of Hardener |  | 2 | 1:13 |
|  | Rolls of Fiberglass Mat |  | 1 | 1:25 |
|  | Rolls of Carbon Fiber Fabric |  | 1 | 1:25 |
|  | 1 liter of Epoxy Resin |  | 2 | 1:13 |
|  | 1 liter of Polyester Resin |  | 1 | 1:25 |
|  | Waste Bins for Recycling |  | 2 | 1:13 |
|  | Hazardous Waste Disposal Containers |  | 3 | 1:8 |
|  | Dust Masks |  | 25 | 1:1 |