

CORE COMPETENCIES

The core competencies for Masonry NC II covers the units of competency such as lay brick/block for structure, plaster concrete/masonry surface and install pre-cast baluster and handrails.

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Lay brick/block for structure	<ol style="list-style-type: none"> 1. Identify and explain the uses of tools and equipment in brick/block laying. 2. Identify and explain the composition, properties, uses and types of masonry materials. 3. Enumerate and explain the various methods and processes in masonry construction. 4. Identify and interpret drawing symbols and plans. 5. Perform trade mathematics and mensuration. 6. Perform 5S. 7. Identify and describe safework practices and first aid regulations. 8. Perform safe work practices and respond to emergency situations. 9. Install/dismantle scaffold. 10. Install and mark batterboards. 11. Install reinforcing bar/dowel. 12. Lay brick/block. 13. Check for plumbness/squareness. 14. Construct/cast-in place concrete structures. 15. Check all brick/block and concrete works for quality. 16. Clean work site and maintain 	<p>Lecture</p> <p>Demonstration</p> <p>On-the-Job</p> <p>Dual training</p> <p>Project-based instruction</p>	<ul style="list-style-type: none"> • Observation and oral questioning • Demonstration and oral questioning • Written test

	tools and equipment.		
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Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
2. Plaster concrete/masonry surface	<ol style="list-style-type: none"> 1. Identify and explain the uses of tools and equipment in plastering concrete surface. 2. Identify and explain the materials used in plastering 3. Identify and explain the use of masonry anchors, ties and reinforcements. 4. Identify and interpret drawing symbols and plans. 5. Perform trade mathematics and mensuration. 6. Perform 5S. 7. Identify and describe safety practices and first aid regulations in plastering. 8. Perform safe work practices and respond to emergency situations. 9. Install/dismantle scaffold. 10. Establish plumbness and squareness of surface. 11. Plaster wall. 12. Check all plastered wall/s. 13. Clean work site and maintain tools and equipment. 	<p>Lecture</p> <p>Demonstration</p> <p>On-the-Job</p> <p>Dual training</p> <p>Project-based instruction</p>	<ul style="list-style-type: none"> • Observation and oral questioning • Demonstration and oral questioning • Written test
3. Install pre-cast baluster and handrails	<ol style="list-style-type: none"> 1. Identify and explain the uses of tools and equipment in installing pre-cast baluster/handrails. 2. Identify and explain the materials used in installing pre-cast baluster/handrails. 3. Enumerate the methods of installing pre-cast baluster and handrails. 4. Identify and interpret drawing symbols and plans. 5. Perform trade mathematics and mensuration. 	<p>Lecture</p> <p>Demonstration</p> <p>On-the-Job</p> <p>Dual training</p> <p>Project-based instruction</p>	<ul style="list-style-type: none"> • Observation and oral questioning • Demonstration and oral questioning • Written test

	6. Perform 5S. 7. Identify and describe safe work practices and first aid regulations in installing pre-cast baluster and handrails. 8. Perform safework practices and respond to emergency situation. 9. Lay out and mark the location of pre-cast baluster/handrails. 10. Install baluster/ handrails. 11. Check all installed baluster/handrails. 12. Clean work site and maintain tools and equipment.		
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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