Introduction

Qualifications Pack – Refractory Brick Layer

SECTOR: Iron & Steel

SUB-SECTOR: Steel

REFERENCE ID: ISC/Q1201

ALIGNED TO: NCO-2004/NIL

Title of Job: The job involves laying the right quality of refractory bricks with the right mortar in the designated areas of a thermal installation in a steel plant, according to design specification.

Personal Attributes: This job requires the candidate to work independently as well as in teams. Some of the key attributes include physical fitness, free from colour-blindness, having analytical skills, problem solving attitude, high concentration levels, a sharp reflex and an willingness to work in a factory environment.
<table>
<thead>
<tr>
<th>Qualifications Pack Code</th>
<th>ISC/Q1201</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Role</td>
<td>Refractory Brick Layer</td>
</tr>
<tr>
<td>Credits(NSQF)</td>
<td>TBD</td>
</tr>
<tr>
<td>Industry</td>
<td>Iron &amp; Steel</td>
</tr>
<tr>
<td>Sub-sector</td>
<td>Steel</td>
</tr>
<tr>
<td>Occupation</td>
<td>Refractory Maintenance</td>
</tr>
</tbody>
</table>

**Job Details**

**Job Role**

**Refractory Brick Layer**

<table>
<thead>
<tr>
<th>Role Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The job involves laying the right quality of refractory bricks with the right mortar in the designated areas of a thermal installation in a steel plant, according to design specification.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NSQF level</th>
</tr>
</thead>
</table>
| 3          
| Class 10th Pass |

<table>
<thead>
<tr>
<th>Minimum Educational Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 12th Pass</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maximum Educational Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 10th Pass</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training (Suggested but not mandatory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Practical / on-job training for minimum 6 months (mandatory)</td>
</tr>
<tr>
<td>• 5S and safety practices</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 0-2 years’ experience in similar function</td>
</tr>
<tr>
<td>• In lieu of minimum qualification the incumbent should have minimum 3 to 4 years’ experience as general labour/helper in the similar operation under an experienced brick-layer/supervisor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Occupational Standards (OS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory:</td>
</tr>
<tr>
<td>ISC/N1201: Understand the brick laying job</td>
</tr>
<tr>
<td>ISC/N1202: Arrange necessary tools, tackles and material for brick laying job</td>
</tr>
<tr>
<td>ISC/N1203: Lay refractory bricks according to design</td>
</tr>
<tr>
<td>ISC/N0008: Use basic health and safety practices at the workplace</td>
</tr>
<tr>
<td>ISC/N0009: Work effectively with others</td>
</tr>
<tr>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>Optional:</td>
</tr>
<tr>
<td>Keywords /Terms</td>
</tr>
<tr>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Core Skills or Generic Skills</td>
</tr>
<tr>
<td>Function</td>
</tr>
<tr>
<td>Job role</td>
</tr>
<tr>
<td>Knowledge and Understanding</td>
</tr>
<tr>
<td>National Occupational Standards (NOS)</td>
</tr>
<tr>
<td>Occupation</td>
</tr>
<tr>
<td>Organisational Context</td>
</tr>
<tr>
<td>Performance Criteria</td>
</tr>
<tr>
<td>Qualifications Pack(QP)</td>
</tr>
<tr>
<td>Qualifications Pack Code</td>
</tr>
<tr>
<td>Scope</td>
</tr>
<tr>
<td>Sector</td>
</tr>
</tbody>
</table>
Qualifications Pack for Refractory Brick Layer

<table>
<thead>
<tr>
<th>Sub-Sector</th>
<th>Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-functions</td>
<td>Sub-functions are sub-activities essential to fulfil the achieving the objectives of the function.</td>
</tr>
<tr>
<td>Technical Knowledge</td>
<td>Technical Knowledge is the specific knowledge needed to accomplish specific designated responsibilities.</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Code is a unique identifier for a NOS unit, which can be denoted with an 'N'</td>
</tr>
<tr>
<td>Unit Title</td>
<td>Unit Title gives a clear overall statement about what the incumbent should be able to do.</td>
</tr>
<tr>
<td>Vertical</td>
<td>Vertical may exist within a sub-sector representing different domain areas or the client industries served by the industry.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Keywords /Terms</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOS</td>
<td>National Occupational Standard(s)</td>
</tr>
<tr>
<td>NSQF</td>
<td>National Skills Qualifications Framework</td>
</tr>
<tr>
<td>OEM</td>
<td>Original Equipment Manufacturer</td>
</tr>
<tr>
<td>OS</td>
<td>Occupational Standard(s)</td>
</tr>
<tr>
<td>QP</td>
<td>Qualifications Pack</td>
</tr>
<tr>
<td>5 S</td>
<td>Technique of maintaining orderliness – Japanese terminology</td>
</tr>
<tr>
<td>CP</td>
<td>Control Plan</td>
</tr>
<tr>
<td>WI</td>
<td>Work Instructions</td>
</tr>
</tbody>
</table>

Acronyms
Overview

This unit is about laying the right quality of refractory bricks with the right mortar in the designated areas of a thermal installation in a steel plant, according to design specifications.
<table>
<thead>
<tr>
<th>Unit Code</th>
<th>ISC/N1201</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Title (Task)</td>
<td>Understand the brick laying job</td>
</tr>
<tr>
<td>Description</td>
<td>This unit is about understanding the brick-laying job from the brick-laying supervisor at the work site with the help of sketches/drawings/specifications.</td>
</tr>
</tbody>
</table>
| Scope | This OS unit/task covers the following:  
  - Understand the brick-laying job from the supervisor  
  - Study the drawing and specifications of the job at the site of the particular installation where bricking needs to be done |

### Performance Criteria (PC) w.r.t. the Scope

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| Understand the brick-laying job from the supervisor | To be competent, the user/individual on the job must be able to:  
  - PC1. Understand the brick laying job at actual work site from the supervisor  
  - PC2. Study the area where the bricking is to be performed |
| Study the drawing and specifications of the job at the site of the particular installation where bricking needs to be done | To be competent, the user/individual on the job must be able to:  
  - PC3. Study the drawing/sketch/specifications of the job  
  - PC4. Plan the requirements of tools, tackles & materials e.g. brick cutting machine, tape, power saw, hammer, spirit level, measuring tape, trowels, hand tools, jointing tools, wire-clamps, sledge hammer, chipping gun, chisel etc. |

### Knowledge and Understanding

| A. Organisational Context (Knowledge of the Company/Organisation and its processes) | The user/individual on the job needs to know and understand:  
  - KA1. Job specific documents e.g. drawing of the basic brick-laying scheme and importance of the same  
  - KA2. Risk and impact of not following defined procedures/work instructions  
  - KA3. Fundamental concepts of 1S & 2S |
| B. Technical Knowledge | The user/individual on the job needs to know and understand:  
  - KB1. Basic terminologies of refractory bricking  
  - KB2. Basic drawing/specifications related to refractory bricking  
  - KB3. Basic knowledge and use of various tools, tackles and materials required for refractory brick laying activities |

### Skills (S) w.r.t. the scope

<table>
<thead>
<tr>
<th>Element</th>
<th>Skills</th>
</tr>
</thead>
</table>
| A. Core Skills/ Generic Skills | Writing skills and reading Skills  
  - The user/individual on the job needs to know and understand how to:  
    - SA1. Read & understand simple drawings and sketches related to the job in order to execute the job at hand |
<table>
<thead>
<tr>
<th>B. Professional Skills</th>
<th>Oral Communication (Listening and Speaking skills)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The user/individual on the job needs to know and understand how to:</td>
</tr>
<tr>
<td></td>
<td>SA2. Answer the queries raised by the Supervisor or colleague in the operative team in E/H/LL</td>
</tr>
<tr>
<td></td>
<td>SA3. Discuss the task at hand and work-loads with others in E/H/LL</td>
</tr>
<tr>
<td></td>
<td><strong>Time Management</strong></td>
</tr>
<tr>
<td></td>
<td>The user/individual on the job needs to know and understand how to:</td>
</tr>
<tr>
<td></td>
<td>SB1. Prioritize and execute tasks within the scheduled time limits</td>
</tr>
<tr>
<td></td>
<td><strong>Reliability</strong></td>
</tr>
<tr>
<td></td>
<td>The user/individual on the job needs to know and understand how to:</td>
</tr>
<tr>
<td></td>
<td>SB2. Avoid absenteeism and maintain quality of work</td>
</tr>
<tr>
<td></td>
<td>SB3. Work in a disciplined environment and adhere to working norms of the organisation</td>
</tr>
<tr>
<td></td>
<td>SB4. Be punctual and adhere to timelines</td>
</tr>
</tbody>
</table>
## NOS Version Control

<table>
<thead>
<tr>
<th>NOS Code</th>
<th>ISC/N1201</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits(NSQF)</td>
<td>TBD</td>
</tr>
<tr>
<td>Industry</td>
<td>Iron and Steel</td>
</tr>
<tr>
<td>Industry Sub-sector</td>
<td>Steel</td>
</tr>
<tr>
<td>Occupation</td>
<td>Refractory Maintenance</td>
</tr>
<tr>
<td>Version number</td>
<td>1.0</td>
</tr>
<tr>
<td>Drafted on</td>
<td>21/11/2014</td>
</tr>
<tr>
<td>Last reviewed</td>
<td>25/03/2015</td>
</tr>
<tr>
<td>Next review date</td>
<td>25/03/2016</td>
</tr>
</tbody>
</table>
ISC/N1202: Arrange necessary tools, tackles and material for brick laying job

-----------------------------------------------------------------------------------------------------------

Overview

This unit is about arranging tools & tackles along with the raw materials required for the job of brick laying.

-----------------------------------------------------------------------------------------------------------

National Occupational Standards

-----------------------------------------------------------------------------------------------------------

Overview

This unit is about arranging tools & tackles along with the raw materials required for the job of brick laying.
## National Occupational Standard

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>ISC/N1202</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Title</strong></td>
<td>Arrange necessary tools, tackles and material for brick laying job</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>This unit is about arranging the required tools &amp; tackles for the brick laying job and also getting ready with the required the raw materials for the job.</td>
</tr>
</tbody>
</table>
| **Scope**       | This OS unit/task covers the following:  
- Arrange tools, tackles and raw materials required for the brick laying job  
- Prepare the mortar or/and the bonding material in the correct proportion following the SOP |

### Performance Criteria (PC) w.r.t. the Scope

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| **Arrange tools, tackles and raw materials required for the brick laying job** | To be competent, the user/individual on the job must be able to:  
PC1. List out tools, tackles and raw materials required for the brick laying job  
PC2. Arrange the tools, tackles and raw materials from the store / department  
PC3. Understand how to use tools & tackles like brick cutting machine, tape, power saw, hammer, spirit level, measuring tape, trowels , hand tools, jointing tools, wire-clamps, sledge hammer, , chipping gun, chisel etc.  
PC4. Quantify volume, sizes and numbers of the required raw materials e.g. different bricks, mortar powder, sand, clay etc. |
| **Prepare the mortar or/and the bonding material in the correct proportion following the SOP** | To be competent, the user/individual on the job must be able to:  
PC5. How to mix specified amounts of sand/ clay/ mortar powder with water in correct proportion to form refractory mixtures, or mortar for bonding |

### Knowledge and Understanding

<table>
<thead>
<tr>
<th>Element</th>
<th>Knowledge and Understanding</th>
</tr>
</thead>
</table>
| **A. Organisational Context** (Knowledge of the Company/Organisation and its processes) | The user/individual on the job needs to know and understand:  
KA1. Job specific documents e.g. drawing of the basic brick-laying scheme and importance of the same  
KA2. Risk and impact of not following defined procedures/work instructions  
KA3. Fundamental concepts of 1S & 2S |
| **B. Technical Knowledge** | The user/individual on the job needs to know and understand:  
KB1. Basic terminologies of refractory bricking  
KB2. Basic drawing/specifications related to refractory bricking  
KB3. Basic knowledge and use of various tools, tackles and materials required for Refractory Brick Laying activities  
KB3. The nature of the different types of mortars and their compatibility with the kind of surface where to be applied and with the bricks/blocks to be used  
KB4. Effect of quantity of water on mortar quality and the necessity of using it within a fixed time before it settles |
## Skills (S) w.r.t. the scope

<table>
<thead>
<tr>
<th>Element</th>
<th>Skills</th>
</tr>
</thead>
</table>
| **A. Core Skills/Generic Skills** | Writing skills and reading skills  
The user/individual on the job needs to know and understand how to:  
SA1. Read & understand simple drawings and sketches related to the job in order to execute the job at hand  
Oral Communication (Listening and Speaking skills)  
The user/individual on the job needs to know and understand how to:  
SA2. Answer the queries raised by the Supervisor or colleague in the operative team in E/H/LL  
SA3. Discuss the task at hand and work-loads with others in E/H/LL |
| **B. Professional Skills** | Time Management  
The user/individual on the job needs to know and understand how to:  
SB1. Prioritize and execute tasks within the scheduled time limits  
Reliability  
The user/individual on the job needs to know and understand how to:  
SB2. Avoid absenteeism and maintain quality of work  
SB3. Work in a disciplined environment and adhere to working norms of the organisation  
SB4. Be punctual and adhere to timelines |
# NOS Version Control

<table>
<thead>
<tr>
<th>NOS Code</th>
<th>ISC/N1202</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits(NSQF)</td>
<td>TBD</td>
</tr>
<tr>
<td>Version number</td>
<td>1.0</td>
</tr>
<tr>
<td>Industry</td>
<td>Iron and Steel</td>
</tr>
<tr>
<td>Drafted on</td>
<td>21/11/2014</td>
</tr>
<tr>
<td>Industry Sub-sector</td>
<td>Steel</td>
</tr>
<tr>
<td>Last reviewed on</td>
<td>25/03/2015</td>
</tr>
<tr>
<td>Occupation</td>
<td>Refractory Maintenance</td>
</tr>
<tr>
<td>Next review date</td>
<td>25/03/2016</td>
</tr>
</tbody>
</table>
ISC/N1203: Lay refractory bricks according to design

Overview

This unit is about laying the right quality of refractory bricks with the right mortar in the designated areas of a thermal installation in a steel plant, according to design specifications.
<table>
<thead>
<tr>
<th>Unit Code</th>
<th>ISC/N1203</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Title (Task)</td>
<td>Lay refractory bricks according to design</td>
</tr>
<tr>
<td>Description</td>
<td>This unit is about laying the right quality of refractory bricks with the right mortar in the designated areas of a thermal installation in a steel plant, according to the design specifications.</td>
</tr>
<tr>
<td>Scope</td>
<td>This OS unit/task covers the following:</td>
</tr>
<tr>
<td></td>
<td>• Study the drawing and specifications of the job &amp; study the area of the particular installation where bricking needs to be done</td>
</tr>
<tr>
<td></td>
<td>• Prepare the surface where bricking is to be done</td>
</tr>
<tr>
<td></td>
<td>• Break or cut new bricks, tiles, or blocks to size where needed to suit the specific application</td>
</tr>
<tr>
<td></td>
<td>• Lay the bricks with the setting mixture following the SOP on installations like cupola, kilns, ovens, or furnaces</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Criteria (PC) w.r.t. the Scope</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element</strong></td>
</tr>
<tr>
<td>Study the drawing and specifications of the job &amp; study the area of the particular installation where bricking needs to be done</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Prepare the surface where bricking is to be done</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Break or cut new bricks, tiles, or blocks to size where needed to suit the specific application</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Lay the bricks with the setting mixture following the SOP on installations like cupola, kilns, ovens, or furnaces</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
## Knowledge and Understanding

### A. Organisational Context
   (Knowledge of the Company/Organisation and its processes)

The user/individual on the job needs to know and understand:

- **KA1.** Job specific documents e.g. drawing of the basic brick-laying scheme and importance of the same
- **KA2.** Risk and impact of not following defined procedures/work instructions
- **KA3.** Fundamental concepts of 1S & 2S

### B. Technical Knowledge

The user/individual on the job needs to know and understand:

- **KB1.** Characteristics of different types of bricks (composition, property & compatibility)
- **KB2.** How to build refractory arches where ever necessary
- **KB3.** How to handle all equipment, tools & tackles required for the job
- **KB4.** Compatibility of the bricks/blocks with the setting material to be applied

## Skills (S) w.r.t. the scope

### A. Core Skills/ Generic Skills

**Writing skills and reading Skills**

The user/individual on the job needs to know and understand how to:

- **SA1.** Read & understand simple drawings and sketches related to the job in order to execute the job at hand

**Oral Communication (Listening and Speaking skills)**

The user/individual on the job needs to know and understand how to:

- **SA2.** Answer the queries raised by the Supervisor or colleague in the operative team in E/H/LL
- **SA3.** Discuss the task at hand and work-loads with others in E/H/LL

### B. Professional Skills

**Time Management**

The user/individual on the job needs to know and understand how to:

- **SB1.** Prioritize and execute tasks within the scheduled time limits

**Reliability**

The user/individual on the job needs to know and understand how to:

- **SB2.** Avoid absenteeism and maintain quality of work
- **SB3.** Work in a disciplined environment and adhere to working norms of the organisation
- **SB4.** Be punctual and adhere to timelines
## NOS Version Control

<table>
<thead>
<tr>
<th>NOS Code</th>
<th>ISC/N1203</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits(NSQF)</td>
<td>TBD</td>
</tr>
<tr>
<td>Industry</td>
<td>Iron and Steel</td>
</tr>
<tr>
<td>Industry Sub-sector</td>
<td>Steel</td>
</tr>
<tr>
<td>Occupation</td>
<td>Refractory Maintenance</td>
</tr>
</tbody>
</table>
Overview

This unit covers health, safety and security at the workplace. This includes procedures and practices that candidates need to follow to help maintain a healthy, safe and secure work environment.
<table>
<thead>
<tr>
<th>Unit Code</th>
<th>ISC/N0008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Title</td>
<td>Use basic health and safety practices at the workplace</td>
</tr>
<tr>
<td>Description</td>
<td>This OS unit is about knowledge and practices relating to health, safety and security that candidates need to use in the workplace. It covers responsibilities towards self, others, assets and the environment. It includes understanding of risks and hazards in the workplace, along with common techniques to minimize risk, deal with accidents, emergencies, etc.</td>
</tr>
<tr>
<td>Scope</td>
<td>This unit/task covers the following:</td>
</tr>
<tr>
<td></td>
<td>- Health and safety procedures</td>
</tr>
<tr>
<td></td>
<td>- Fire safety procedures</td>
</tr>
<tr>
<td></td>
<td>- Emergencies, rescue and first aid procedures</td>
</tr>
</tbody>
</table>

### Performance Criteria (PC) w.r.t. the Scope

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and safety procedures</td>
<td>The user/individual on the job should be able to:</td>
</tr>
<tr>
<td>PC1.</td>
<td>Use protective clothing/equipment for specific tasks and work conditions</td>
</tr>
<tr>
<td>Protective clothing includes:</td>
<td></td>
</tr>
<tr>
<td>- Leather or asbestos gloves</td>
<td></td>
</tr>
<tr>
<td>- Flame proof aprons</td>
<td></td>
</tr>
<tr>
<td>- Flame proof overalls buttoned to neck</td>
<td></td>
</tr>
<tr>
<td>- Cuff less (without folds) trousers</td>
<td></td>
</tr>
<tr>
<td>- Reinforced footwear</td>
<td></td>
</tr>
<tr>
<td>- Helmets/hard hats</td>
<td></td>
</tr>
<tr>
<td>- Cap and shoulder covers</td>
<td></td>
</tr>
<tr>
<td>- Ear defenders/plugs</td>
<td></td>
</tr>
<tr>
<td>- Safety boots</td>
<td></td>
</tr>
<tr>
<td>- Knee pads</td>
<td></td>
</tr>
<tr>
<td>- Particle masks</td>
<td></td>
</tr>
<tr>
<td>- Glasses/gloves/visors</td>
<td></td>
</tr>
<tr>
<td>Equipment includes:</td>
<td></td>
</tr>
<tr>
<td>- Hand shields</td>
<td></td>
</tr>
<tr>
<td>- Machine guards</td>
<td></td>
</tr>
<tr>
<td>- Residual current devices</td>
<td></td>
</tr>
<tr>
<td>- Shields</td>
<td></td>
</tr>
<tr>
<td>- Dust sheets</td>
<td></td>
</tr>
<tr>
<td>- Respirator</td>
<td></td>
</tr>
<tr>
<td>PC2.</td>
<td>State the name and location of people responsible for health and safety in the workplace</td>
</tr>
<tr>
<td>Various areas are listed below:</td>
<td></td>
</tr>
</tbody>
</table>
PC3. State the names and location of documents that refer to health and safety in the workplace

PC4. Identify job-site hazardous work and state possible causes of risk or accident in the workplace

Hazards include:
- Working with electrical and thermal tools and equipment
- Sharp edged and heavy tools
- Heated metals
- Oxyfuel and gas cylinders
- Welding radiation
- Surfaces: sharp, slippery, uneven, chipped, broken, etc.
- Substances: chemicals, gas, oxy-fuel, fumes, dust, etc.
- Physical: working at heights, large and heavy objects and machines, sharp and piercing objects, tools and machines, intense light, load noise, obstructions in corridors, by doors, blind turns, noise, over stacked shelves and packages, etc.
- Electrical: power supply and points, loose and naked cables and wires, electrical machines and appliances, etc.

PC5. Carry out safe working practices while dealing with hazards to ensure the safety of self and others state methods of accident prevention in the work environment of the job role

Safe working practices include:
- Using protective clothing and equipment
- Putting up and reading safety signs
- Handle tools in the correct manner and store and maintain them properly
- Keep work area clear of clutter, spillage and unsafe object lying casually
- While working with electricity take all electrical precautions like insulated clothing, adequate equipment insulation, use of control equipment, dry work area, switch off the power supply when not required, etc.
- Safe lifting and carrying practices
- Use equipment that is working properly and is well maintained
- Take due measures for safety while working in confined places, trenches or at heights, etc. Including safety harness, fall arrestors etc.

Methods are:
- Training in health and safety procedures
- Using health and safety procedures
- Use of equipment and working practices (such as safe carrying procedures)
- Safety notices, advice
- Instruction from colleagues and supervisors

PC6. State location of general health and safety equipment in the workplace

PC7. Inspect for faults, set up and safely use steps and ladders in general use

Faults:
- Corrosion of metal components
- Deterioration
- Splits and cracks timber components
- Imbalance
- Loose rungs
- Nuts or bolts, etc.

Set up:
- Firm/level base
- Clip/lash down
- Leaning at the correct angle, etc.

PC8. Work safely in and around trenches, elevated places and confined areas
PC9. Lift heavy objects safely using correct procedures
PC10. Apply good housekeeping practices at all times. Good housekeeping practices:
- Clean/tidy work areas
- Removal/disposal of waste products
- Protect surfaces

PC11. Identify common hazard signs displayed in various areas
PC12. Retrieve and/or point out documents that refer to health and safety in the workplace

Fire safety procedures

The user/individual on the job should be able to:

PC13. Use the various appropriate fire extinguishers on different types of fires correctly.

Fire extinguishers:
- Sand
- Water
- Foam
- Co2
- Dry powder

Fires:
- Class A: Ordinary solid combustibles, e.g. wood, paper, cloth, plastic, charcoal etc.
- Class B: Flammable liquids and gases, e.g. gasoline, propane, diesel fuel, tar, cooking oil and similar substances
- Class C: Electrical equipment e.g. appliances, wiring, breaker panels etc. (these categories of fires become Class A, B, and D fires when the electrical equipment that initiated the fire is no longer receiving electricity)
- Class D: Combustible metals such as magnesium, titanium, and sodium (these fires burn at extremely high temperatures and require special suppression agents)

Causes of fires:
- Heating of metal
- Spontaneous ignition
- Sparking,
- Electrical heating
- Loose fires (e.g. Smoking, welding, etc.)
- Chemical fires, etc.
<table>
<thead>
<tr>
<th>PC14.</th>
<th>Demonstrate rescue techniques applied during fire hazard</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC15.</td>
<td>Demonstrate good housekeeping in order to prevent fire hazards</td>
</tr>
<tr>
<td>PC16.</td>
<td>Demonstrate the correct use of a fire extinguisher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The user/individual on the job should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC17. Demonstrate how to free a person from electrocution</td>
</tr>
<tr>
<td>PC18. Administer appropriate first aid to victims as required e.g. in case of bleeding, burns, choking, electric shock, poisoning etc.</td>
</tr>
<tr>
<td>PC19. Demonstrate basic techniques of bandaging</td>
</tr>
<tr>
<td>PC20. Respond promptly and appropriately to an accident situation or medical emergency in real or simulated environments. Few general health and safety equipment are mentioned below:</td>
</tr>
<tr>
<td>· Fire extinguishers</td>
</tr>
<tr>
<td>· First aid equipment</td>
</tr>
<tr>
<td>· Safety instruments and clothing</td>
</tr>
<tr>
<td>· Safety installations, e.g. Fire exits, exhaust fans etc.</td>
</tr>
<tr>
<td>PC21. Perform and organize loss minimization or rescue activity during an accident in real or simulated environments</td>
</tr>
<tr>
<td>PC22. Administer first aid to victims in case of a heart attack or cardiac arrest due to electric shock, before the arrival of emergency services in real or simulated cases</td>
</tr>
<tr>
<td>PC23. Demonstrate the artificial respiration and the CPR Process</td>
</tr>
<tr>
<td>PC24. Participate in emergency procedures. Emergency procedures are:</td>
</tr>
<tr>
<td>· Raising alarm</td>
</tr>
<tr>
<td>· Safe/efficient evacuation</td>
</tr>
<tr>
<td>· Correct means of escape</td>
</tr>
<tr>
<td>· Correct assembly point</td>
</tr>
<tr>
<td>· Roll call</td>
</tr>
<tr>
<td>· Correct return to work</td>
</tr>
<tr>
<td>PC25. Complete a written accident/incident report or dictate a report to another person, and send report to person responsible</td>
</tr>
</tbody>
</table>

Incident Report should capture:

| Name |
| Date/time of incident |
| Date/time of report, |
| Location |
| Environment conditions |
| Persons involved |
| Sequence of events |
| Injuries sustained |
| Damage sustained |
| Actions taken |
| Witnesses |
| Supervisor/manager notified |

Documents:

| Fire notices |
| Accident reports |
| Safety instructions for equipment and procedures |
| Company notices and documents |
### Job titles:
- Health and safety officer
- First aid officer
- Fire officer

### PC26. Demonstrate correct method to move injured people and others during an emergency

<table>
<thead>
<tr>
<th>Element</th>
<th>Knowledge and Understanding</th>
</tr>
</thead>
</table>
| **A. Organisational Context**  
(Knowledge of the Company/Organisation and its processes) | The user/individual on the job needs to know and understand: |
<p>| | KA1. State the names (and job titles if applicable), and describe where to find, all the people responsible for health and safety in a workplace |
| | KA2. State the names and location of documents that refer to health and safety in the workplace |
| <strong>B. Technical Knowledge</strong> | The user/individual on the job needs to know and understand: |
| | KB3. Meaning of “hazards” and “risks” |
| | KB4. Health and safety hazards commonly present in the work environment and related precautions |
| | KB5. Possible causes of risk, hazard or accident in the workplace and why risk and/or accidents are possible |
| | KB6. Activities and causes of risk and accident |
| | KB7. Methods of accident prevention |
| | KB8. Safe working practices when working with tools and machines |
| | KB9. Safe working practices while working at various hazardous sites |
| | KB10. Where to find all the general health and safety equipment in the workplace |
| | KB11. Various dangers associated with the use of electrical equipment |
| | KB12. Preventative and remedial actions to be taken in the case of exposure to toxic materials. |
| | - Exposure: ingested, contact with skin, inhaled |
| | - Preventative action: ventilation, masks, protective clothing/equipment |
| | - Remedial action: immediate first aid, report to supervisor |
| | - Materials: solvents, flux, lead |
| | KB13. Importance of using protective clothing/equipment while working |
| | KB14. Precautionary activities to prevent the fire accident |
| | Activities and causes: |
| | - Physical actions |
| | - Reading |
| | - Listening to and giving instructions |
| | - Inattention |
| | - Sickness and incapacity (e.g. Drunkenness) |
| | - Health hazards (e.g. Untreated injuries and contagious illness) |
| | KB15. Various causes of fire |
| | KB16. Techniques of using the different fire extinguishers |
| | KB17. Different methods of extinguishing fire |
| | KB18. Rescue techniques applied during a fire hazard |</p>
<table>
<thead>
<tr>
<th>Skills (S) w.r.t. the scope</th>
<th>Element</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. Core Skills/ Generic Skills</td>
<td>Reading and Writing Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The user/individual on the job needs to know and understand how to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SA1. Read and comprehend basic content to read labels, charts, signages</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SA2. Read and comprehend basic English to read manuals of operations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SA3. Read and write an accident/incident report in local language or English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oral Communication (Listening and Speaking skills)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The user/individual on the job needs to know and understand how to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SA4. Question co-workers appropriately in order to clarify instructions and other issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SA5. Give clear instructions to co-workers, subordinates others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Decision Making</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The user/individual on the job needs to know and understand how to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SA6. Make appropriate decisions pertaining to the concerned area of work with respect to intended work objective, span of authority, responsibility, laid down procedure and guidelines</td>
</tr>
<tr>
<td></td>
<td>B. Professional Skills</td>
<td>Plan and Organize</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The user/individual on the job needs to know and understand:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SB1. Plan and organize their own work schedule, work area, tools, equipment and materials to maintain decorum and for improved productivity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Working with others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The user/individual on the job needs to know and understand how to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SB2. Remain congenial while discussing and debating issues with co-workers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SB3. Follow appropriate protocols for communication based on situation, hierarchy, organizational culture and practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SB4. Ask for, provide and receive required assistance where possible to ensure achievement of work related objectives</td>
</tr>
<tr>
<td>SB5. Thank co-workers for any assistance received</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB6. Offer appropriate respect based on mutuality and respect for fellow workmanship and authority</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Problem Solving**

The user/individual on the job needs to know and understand how to:

SB7. Think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s)
SB8. Identify immediate or temporary solutions to resolve delays
SB9. Identify sources of support that can be availed of for problem solving for various kind of problems
SB10. Seek appropriate assistance from other sources to resolve problems
SB11. Report problems that you cannot resolve to appropriate authority

**Analytical Thinking**

The user/individual on the job needs to know and understand how to:

SB12. Identify cause and effect relations in their area of work
SB13. Use cause and effect relations to anticipate potential problems and their solution
# NOS Version Control

<table>
<thead>
<tr>
<th>NOS Code</th>
<th>ISC/N0008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits(NSQF)</td>
<td>TBD</td>
</tr>
<tr>
<td>Industry</td>
<td>Iron and Steel</td>
</tr>
<tr>
<td>Industry Sub-sector</td>
<td>All Departments</td>
</tr>
<tr>
<td>Occupation</td>
<td>Refractory Maintenance</td>
</tr>
</tbody>
</table>
Overview

This unit covers basic practices that improve effectiveness of working with others in an organisational set-up.
## Unit Title (Task)
Work effectively with others

### Description
This unit covers basic etiquette and competencies that a candidate is required to possess and demonstrate in their behaviour and interactions with others at the workplace.

### Scope
This unit/task covers the following:
- Ensure appropriate communication with superiors, peers and others as applicable at workplace
- Demonstrate appropriate behaviour and etiquette at workplace

### Performance Criteria (PC) w.r.t. the Scope

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| Ensure appropriate communication with superiors, peers and others as applicable at workplace | The user/individual on the job should be able to:  
PC1. Accurately receive information and instructions from the supervisor and fellow workers, getting clarification where required  
PC2. Accurately pass on information to authorized persons who require it and within agreed timescale and confirm its receipt  
PC3. Provide information to others clearly, at a pace and in a manner that helps them to understand |
| Demonstrate appropriate behaviour and etiquette at workplace | The user/individual on the job should be able to:  
PC4. Display helpful behaviour by assisting others in performing tasks in a positive manner, where required and possible  
PC5. Consult with and assist others to maximize effectiveness and efficiency in carrying out tasks  
PC6. Display appropriate communication etiquette while working  
PC7. Display active listening skills while interacting with others at work  
PC8. Use appropriate tone, pitch and language to convey politeness, assertiveness, care and professionalism  
PC9. Demonstrate responsible and disciplined behaviours at the workplace  
PC10. Escalate grievances and problems to |

### Knowledge and Understanding

<table>
<thead>
<tr>
<th>Element</th>
<th>Knowledge and Understanding</th>
</tr>
</thead>
</table>
| A. Organisational Context  
(Knowledge of the Company/Organisation and its processes) | The user/individual on the job needs to know and understand:  
KA1. Legislation, standards, policies, and procedures followed in the company relevant to own employment and performance conditions  
KA2. Reporting structure, inter-dependent functions, lines and procedures in the work area  
KA3. Relevant people and their responsibilities within the work area  
KA4. Escalation matrix and procedures for reporting work and employment related issues |
B. Technical Knowledge

The user/individual on the job needs to know and understand:

- KB1. Various categories of people that one is required to communicate and co-ordinate with in the organization
- KB2. Importance of effective communication in the workplace
- KB3. Importance of teamwork in organizational and individual success
- KB4. Various components of effective communication
- KB5. Key elements of active listening
- KB6. Value and importance of active listening and assertive communication
- KB7. Barriers to effective communication
- KB8. Importance of tone and pitch in effective communication
- KB9. Importance of avoiding casual expletives and unpleasant terms while communicating professional circles
- KB10. How poor communication practices can disturb people, environment and cause problems for the employee, the employer and the customer
- KB11. Importance of ethics for professional success
- KB12. Importance of discipline for professional success
- KB13. What constitutes disciplined behaviour for a working professional
- KB14. Common reasons for interpersonal conflict
- KB15. Importance of developing effective working relationships for professional success
- KB16. Expressing and addressing grievances appropriately and effectively
- KB17. Importance and ways of managing interpersonal conflict effectively

Skills (S) w.r.t. the scope

<table>
<thead>
<tr>
<th>Element</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Core Skills/ Generic Skills</td>
<td>Reading and Writing Skills</td>
</tr>
<tr>
<td></td>
<td>The user/individual on the job needs to know and understand how to:</td>
</tr>
<tr>
<td></td>
<td>SA1. Read and comprehend basic content to read labels, charts, signage's</td>
</tr>
<tr>
<td></td>
<td>SA2. Read and comprehend basic English to read manuals of operations</td>
</tr>
<tr>
<td></td>
<td>SA3. Read and write an accident/incident report in local language or English</td>
</tr>
<tr>
<td></td>
<td>Oral Communication (Listening and Speaking skills)</td>
</tr>
<tr>
<td></td>
<td>The user/individual on the job needs to know and understand how to:</td>
</tr>
<tr>
<td></td>
<td>SA4. Question co-workers appropriately in order to clarify instructions and other issues</td>
</tr>
<tr>
<td></td>
<td>SA5. Provide clear instructions to co-workers, subordinates others</td>
</tr>
<tr>
<td></td>
<td>Decision Making</td>
</tr>
<tr>
<td></td>
<td>The user/individual on the job needs to know and understand how to:</td>
</tr>
<tr>
<td></td>
<td>SA6. Make appropriate decisions pertaining to the concerned area of work with respect to intended work objective, span of authority, responsibility, laid down procedure and guidelines</td>
</tr>
</tbody>
</table>
### B. Professional Skills

#### Plan and Organize

The user/individual on the job needs to know and understand:

SB1. Plan and organize their own work schedule, work area, tools, equipment and materials to maintain decorum and for improved productivity

#### Working with others

The user/individual on the job needs to know and understand how to:

SB2. Remain congenial while discussing and debating issues with co-workers
SB3. Follow appropriate protocols for communication based on situation, hierarchy, organizational culture and practice
SB4. Ask for, provide and receive required assistance where possible to ensure achievement of work related objectives
SB5. Thank co-workers for any assistance received
SB6. Offer appropriate respect based on mutuality and respect for fellow workmanship and authority

#### Problem Solving

The user/individual on the job needs to know and understand how to:

SB7. Think through the problem, evaluate the possible solution(s) and suggest an optimum/best possible solution(s)
SB8. Identify immediate or temporary solutions to resolve delays
SB9. Identify sources of support that can be availed of for problem solving for various kind of problems
SB10. Seek appropriate assistance from other sources to resolve problems
SB11. Report problems that you cannot resolve to appropriate authority

#### Analytical Thinking

The user/individual on the job needs to know and understand how to:

SB12. Identify cause and effect relations in their area of work
SB13. Use cause and effect relations to anticipate potential problems and their solution
NOS Version Control

<table>
<thead>
<tr>
<th>NOS Code</th>
<th>ISC/N0009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits(NSQF)</td>
<td>TBD</td>
</tr>
<tr>
<td>Industry</td>
<td>Iron and Steel</td>
</tr>
<tr>
<td>Industry Sub-sector</td>
<td>All Departments</td>
</tr>
<tr>
<td>Occupation</td>
<td>Refractory Maintenance</td>
</tr>
<tr>
<td>Version number</td>
<td>1.0</td>
</tr>
<tr>
<td>Drafted on</td>
<td>23/07/2014</td>
</tr>
<tr>
<td>Last reviewed on</td>
<td>30/12/2014</td>
</tr>
<tr>
<td>Next review date</td>
<td>30/12/2015</td>
</tr>
</tbody>
</table>
CRITERIA FOR ASSESSMENT OF TRAINEES

**Job Role:** Refractory Brick Layer  
**Qualification Pack:** ISC/Q1201  
**Sector Skill Council:** Indian Iron & Steel Sector Skill Council

**Guidelines for Assessment:**

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria.
5. To pass the Qualification Pack, every trainee should score a minimum of 60% in every NOS.
6. In case of successfully passing only certain number of NOS’s, the trainee is eligible to take subsequent assessment on the balance NOS’s to pass the Qualification Pack.

<table>
<thead>
<tr>
<th>NOSs</th>
<th>PCs</th>
<th>Marks Allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISC/N1201: Understand the brick laying job</td>
<td>PC1. Understand the brick laying job at actual work site from the supervisor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PC2. Study the area where the bricking is to be performed</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>PC3. Study the drawing/sketch/specifications of the job</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>PC4. Plan the requirements of tools, tackles &amp; materials e.g. brick cutting machine, tape, power saw, hammer, spirit level, measuring tape, trowels, hand tools, jointing tools, wire-clamps, sledge hammer, chipping gun, chisel etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Out Of</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Practical</td>
<td>20</td>
</tr>
<tr>
<td>ISC/N1202: Arrange necessary</td>
<td>PC1. List out tools, tackles and raw materials required for the brick laying job</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Out Of</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Practical</td>
<td>20</td>
</tr>
<tr>
<td>Tools, tackles and material for brick laying job</td>
<td>PC2. Arrange the tools, tackles and raw materials from the store / department</td>
<td>20</td>
</tr>
<tr>
<td>PC3. Understand how to use tools &amp; tackles like brick cutting machine, tape, power saw, hammer, spirit level, measuring tape, trowels, hand tools, jointing tools, wire-clamps, sledge hammer, chipping gun, chisel etc.</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>PC4. Quantify volume, sizes and numbers of the required raw materials e.g. different bricks, mortar powder, sand, clay etc.</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>PC5. How to mix specified amounts of sand/clay/mortar powder with water in correct proportion to form refractory mixtures, or mortar for bonding</td>
<td>40</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

<p>| ISC/N1203: Lay refractory bricks according to design | PC1. Read the drawing(s)&amp; specifications for the brick-laying job &amp; follow the instructions in SOP | 20 | 20 | 0 |
| PC2. Understand the bricking requirements of a straight wall, corner wall, arch etc. | 30 | 30 | 0 |
| PC3. Remove burned or damaged brick or mortar, using sledgehammer, crowbar, chipping gun, or chisel | 20 | 0 | 20 |
| PC4. Clean working surface to remove scale, dust, soot, or chips of brick and mortar, using broom, wire brush, or scraper | 40 | 0 | 40 |
| PC5. Break or cut new bricks, tiles, or blocks to size where needed to suit the specific application, using brick cutting m/c, trowel edge, hammer, or power saw. | 70 | 0 | 70 |
| PC6. Lay the bricks with the setting mixture following the SOP on the designated areas requiring repair or replacement or new construction | 200 | 20 | 180 |
| PC7. Remove excess mortar with trowels and hand tools, and finish mortar joints with jointing tools, for a sealed, uniform appearance | 20 | 0 | 20 |</p>
<table>
<thead>
<tr>
<th>ISCN0008: Use basic health and safety practices at the workplace</th>
<th>10</th>
<th>0</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC1. Use protective clothing/equipment for specific tasks and work conditions</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>PC2. State the name and location of people responsible for health and safety in the workplace</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>PC3. State the names and location of documents that refer to health and safety in the workplace</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>PC4. Identify job-site hazardous work and state possible causes of risk or accident in the workplace</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>PC5. Carry out safe working practices while dealing with hazards to ensure the safety of self and others state methods of accident prevention in the work environment of the job role</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>PC6. State location of general health and safety equipment in the workplace</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>PC7. Inspect for faults, set up and safely use steps and ladders in general use</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>PC8. Work safely in and around trenches, elevated places and confined areas</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>PC9. Lift heavy objects safely using correct procedures</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>PC10. Apply good housekeeping practices at all times</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>PC11. Identify common hazard signs displayed in various areas</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>PC12. Retrieve and/or point out documents that refer to health and safety in the workplace</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>PC13. Use the various appropriate fire extinguishers on different types of fires correctly</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>PC14. Demonstrate rescue techniques applied during fire hazard</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>PC15. Demonstrate good housekeeping in order to prevent fire hazards</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>450</td>
<td>80</td>
<td>370</td>
</tr>
<tr>
<td>PC16. Demonstrate the correct use of a fire extinguisher</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>PC17. Demonstrate how to free a person from electrocution</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>PC18. Administer appropriate first aid to victims as required e.g. in case of bleeding, burns, choking, electric shock, poisoning etc.</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>PC19. Demonstrate basic techniques of bandaging</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>PC20. Respond promptly and appropriately to an accident situation or medical emergency in real or simulated environments</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>PC21. Perform and organize loss minimization or rescue activity during an accident in real or simulated environments</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>PC22. Administer first aid to victims in case of a heart attack or cardiac arrest due to electric shock, before the arrival of emergency services in real or simulated cases</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>PC23. Demonstrate the artificial respiration and the CPR Process</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>PC24. Participate in emergency procedures</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>PC25. Complete a written accident/incident report or dictate a report to another person, and send report to person responsible</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>PC26. Demonstrate correct method to move injured people and others during an emergency</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>45</td>
<td>105</td>
</tr>
</tbody>
</table>

ISC/N0009: Work effectively with others

| PC1. Accurately receive information and instructions from the supervisor and fellow workers, getting clarification where required | 10 | 5 | 5 |
| PC2. Accurately pass on information to authorized persons who require it and within agreed timescale and confirm its receipt | 10 | 5 | 5 |
| PC3. Provide information to others clearly, at a pace and in a manner that helps them to understand | 10 | 0 | 10 |
| PC4. Display helpful behaviour by assisting others in performing tasks in a positive manner, where required and possible | 10 | 5 | 5 |
| PC5. Consult with and assist others to maximize effectiveness and efficiency in carrying out tasks | 10 | 5 | 5 |
| PC6. Display appropriate communication etiquette while working | 10 | 0 | 10 |
| PC7. Display active listening skills while interacting with others at work | 10 | 0 | 10 |
| PC8. Use appropriate tone, pitch and language to convey politeness, assertiveness, care and professionalism | 10 | 5 | 5 |
| PC9. Demonstrate responsible and disciplined behaviours at the workplace | 15 | 5 | 10 |
| PC10. Escalate grievances and problems to supervisor | 5 | 0 | 5 |
| **Total** | **100** | **30** | **70** |