

Short Term Competency Based Curriculum for the occupation - Carpenter (Buildings)

Course Duration: 03 Months followed by 06 Months OJT in industry

Preface

This course is designed to introduce students to the basics of carpentry for construction work so they can undertake work in the field under supervision. They will learn the fundamental principles of carpentry and to perform with due attention to safety and precision a range of carpentry tasks. Learning will be through demonstration and explanation and practice, with due attention to fulfilling tasks in due sequence and with care and concern to avoid waste and environmental damage.

Course Title	Course Duration
Carpenter (Buildings)	3 Months –NVQ Level -3

Objectives of the course and career paths available following completion of the course

At the conclusion of the course students will be able to perform the work of a carpenter in connection with construction activity. They will be able to move on to study of other aspects of carpentry so that they can become master carpenters with full knowledge of the field. They may also concentrate on carpentry for the construction industry and undertake further tasks and responsibilities in the construction industry.

The course is of **three months duration**, and will be followed or accompanied, in the case of part time courses, by on the job training. During this training period, students must maintain records and prepare a portfolio of the work they do, and should be able to explain how they dealt with problems they came across.

The modules to be covered in the course and the methodology to be followed is given in detail below

Short Term Competency based Curriculum for the occupation – Carpenter (Buildings)

Course Duration: 03 Months followed by 06 Months OJT in industry

Index

Module #	Module Title	Duration	Page/s
01	Identify the structure and the growth of common lumbar trees	Hrs.	3 - 4
02	Use basic Hand Tools	Hrs.	5 - 6
03	Use basic Power Tools	Hrs.	7 - 8
04	Perform basic Joints	Hrs.	9 - 10
05	Perform basic Trade calculations	Hrs.	11 - 12
06	Use basic Technical Drawings	Hrs.	13 - 14
07	Carry out foam work / false work	Hrs.	15 - 16
08	Carry out shoring work	Hrs.	17 - 18
09	Carry out flooring & panelling work	Hrs.	19 - 20
10	Carry out partitioning work	Hrs.	21 - 22

Occupation: Carpenter (Buildings)

Module Title:

Identify the structure and the growth of common lumbar trees

Module Reference:

BM-01

Module Aim

On completion of this module the learner will be able to show an understanding of

- Classifying common woods
- Representing the path of dimensional lumber from falling a tree to retail sales in a lumber yard
- Identifying common properties of wood
- Identifying and describe common wood defects

Module Content	
Task	Task descriptions/ Performance standards
<ul style="list-style-type: none">• Identify the structure and the growth of common lumbar trees	Understand the structure(Different parts of a tree) and growth of common lumber trees including concepts such as pith, heartwood, and annual rings
<ul style="list-style-type: none">• Classify types of wood	Differentiate between low-density wood and high-density wood Identify the various species of wood available and used in Sri Lanka
<ul style="list-style-type: none">• Explain properties of wood	Understand the properties of wood & Specify the use of each type of wood in carpentry
<ul style="list-style-type: none">• Illustrate & explain common	Identify and describe common wood defects such as warp,

<p>defects of wood</p> <ul style="list-style-type: none"> • Illustrate & explain “Dimensions” m, cm, mm, m², m³ • Introduce wood cutting instruments and methods • Introduce various engineered structural wood panels 	<p>check, cup, and bow.</p> <p>Investigate and discuss the effects of moisture on dimensional lumber</p> <p>Familiarize with standard measurements and conversions</p> <p>Know the application of cutting instruments and cutting methods</p> <p>Become acquainted with various engineered structural wood panels (i. e. plywood, oriented strand board, and composite panels).</p> <p>Classify the common uses of non-structural panels such as hardwood, plywood, medium density fibre board (MDF), hardboard, and particleboard.</p>
---	---

Training Delivery

Suggested Training Methodology

1. Student Presentations on the basis of learning material and Lecture/Demonstration
2. Self-paced Study and Instruction
3. Group Work and Discussion

Assessment

Assessment of learning involves Trainers use of evidence of student learning to make judgements about student achievement and:

- provides the opportunity to report evidence of achievement related to curricular outcomes
- occurs at the end of a learning cycle using a variety of tools

In Carpentry, students need to be engaged regularly in assessment as learning. The various types of assessments should flow from the learning tasks and provide direct feedback to the students regarding their progress in attaining the desired learning as well as opportunities to set and assess personal learning goals related to the content of Carpentry.

Occupation: Carpenter (Buildings)

Module Title:

Use Basic Hand Tools

Module Reference:

BM-02

Module Aim

On completion of this module the learner will be able to,

- Identify the hand tools best suited for accomplishing a given task
- Demonstrate the correct technique of using a variety of hand tools to accomplish cutting, shaping, smoothing, and boring of wood.
- Explain safety precautions for each hand tool used including relevant PPE.

Module Content

Task	Task descriptions/ Performance standards
Display each category of tools listed here (Provide explanations where necessary) <u>Exercise</u> Get learners work in small groups to identify and place each tool under each category. (Use labels for each category). Define “Grinding angle” <u>Trainer Demonstration</u> Demonstrate how to use different	<u>Planning Tools</u> <ul style="list-style-type: none">• Metal plane – various measurements• Wooden plane – various measurements• Grooving plane• Rebate plane/rabbit plane• Wateringues
	<u>Sawing tools</u> <ul style="list-style-type: none">• Ripsaw• Keyhole saw• Back saw• Two-man hand saw/ two-handed saw• Miter saw

<p>tools listed here (Select at least one tool from each category)</p> <p><u>Group activities - Exercises</u> (to be performed by learner groups)</p> <p>Get learner groups demonstrate how to use each selected tool (Select at least one tool from each category)</p> <p>1) First provide guided practice</p> <p>2) Then allow groups to practice with minimum guidance</p> <p>3) Now get individual groups develop “Performance Guides” in respect of a selected Tool. (Select one tool from each category)</p> <p>4) Explain safety precautions for Each hand tool used including relevant personal protective equipment (PPE).</p>	<p><u>Marking out tools</u></p> <ul style="list-style-type: none"> • Square • Bevel • Marking gauge • Meter ruler • Caliper square • Compass
	<p><u>Digging tools</u></p> <ul style="list-style-type: none"> • Chisel • Cape chisel/parting tool • gauche
	<p><u>Pulling tools</u></p> <ul style="list-style-type: none"> • Hammer • Mallet • Punches • Flat nose pliers • Pincers • Claw bar/claw hammer
	<p><u>Drilling/ piercing tools</u></p> <ul style="list-style-type: none"> • Breast drills • Various drills/bits
	<p><u>Screwing tools</u></p> <ul style="list-style-type: none"> • Screwdrivers
	<p><u>Tightening tools</u></p> <ul style="list-style-type: none"> • Fly press/gluing frame • Cramps

Training Delivery

Develop Performance Guides for each Task

Suggested Training Methodology

1. Student Presentations on the basis of learning material and Lecture/Demonstration
2. Self-paced Study and Instruction
3. Group Work and Discussion

Assessment

Get Learners Identify the hand tools in the workshop and describe their respective function/s.

Get learners identify the hand tools best suited for accomplishing a given task.

Get Learners demonstrate the correct technique of using a variety of hand tools to accomplish cutting, shaping, smoothing, and boring of wood.

Get learners explain safety precautions for each hand tool used including relevant PPE.

Continuous assessments to be carried out and results recorded at all instances when tools are used for preparation, assembly and production of items/components.

Occupation: Carpenter (Buildings)

Module Title:

Use Basic Power Tools

Module Reference:

BM-03

Module Aim

On completion of this module the learner will be able to,

- Identify the basic power tools best suited for accomplishing a given task
- Demonstrate the correct technique of using a variety of basic power tools
- Explain safety precautions for each power tool used including relevant PPE.

Module Content

Task	Task descriptions/ Performance standards
<p><u>Trainer Demonstration</u></p> <p>Have a talented students show or demonstrate yourself the correct technique of using basic portable power tools</p> <ul style="list-style-type: none">• Using a jigsaw• Using a drill.• Using a router• Marking stock and using a biscuit joiner	<p>(Use a talented student for :)</p> <p>Explain and Demonstrate the safe use of cutting curves and replacing the blade.</p> <p>Explain an Demonstrate the safe use of selecting and changing bits, batteries, and bit direction</p> <p>Explain an Demonstrate the safe use of changing a bit, setting the depth, and identifying a number of common bits and their cuts</p> <p>Explain an Demonstrate the safe use of adjusting for the size of biscuit</p>

<p><u>Talented Student or Trainer</u></p> <p><u>Demonstration</u></p> <p>Demonstrate the correct technique of using basic stationery power tools</p> <ul style="list-style-type: none"> • Using Table saw and/or Radial arm saw • Using Mitre saw • Using Band saw • Using Drill press <p><u>Group activities - Exercises</u></p> <p>(to be performed by learner groups)</p> <p>Get learner groups demonstrate how to use each selected tool</p> <p>1) First provide guided practice</p>	<p>(If possible, use talented students for :)</p> <p>Explain & Demonstrate the safe use of a Table saw and/or Radial arm saw.</p> <p>Focus mainly on setting the fence, setting the depth of cut, and selecting and installing the correct blade.</p> <p>Demonstrate the safe use of a Mitre saw</p> <p>Focus mainly on adjusting the angle of the cut and changing the blade.</p> <p>Demonstrate the proper use of a Band saw</p> <p>Focus mainly on making straight and irregular cuts as well as select and install the correct blade.</p> <p>Demonstrate the proper use of a Drill press</p> <p>Focus mainly on adjusting the depth of the hole, the tilt of the table, and the speed of the bit.</p>
--	--

2) Then allow groups to practice with minimum guidance	Provide feedback where necessary
--	----------------------------------

Training Delivery

- Please see instructions for conducting practice sessions - Refer Task column above

Training Methodology suggested

1. Student Presentations on the basis of learning material and Lecture/Demonstration
2. Self-paced Study and Instruction
3. Group Work and Discussion

Assessment: Conduct continuous Assessments

Assessment methods suggested

1. Oral questioning
2. Direct observation
3. Written test
4. Demonstration of Practical Skills
5. Portfolio (credentials)

Occupation: Carpenter (Buildings)

Module Title:

Perform Basic Joints

Module Reference:

BM-04

Module Aim

On completion of this module the learner will be able to perform basic joints to industry specific standards while maintaining safety procedures and standards

Module Content

Task	Task descriptions/ Performance standards
Involve students in demonstrating performing each of the following joints <ul style="list-style-type: none">• Joint using adhesive bonding • Joint with connection • Halving joints • Mortise-and-ten-on joints • Dovetail joint	<ul style="list-style-type: none">• Plane – joint• With dower• Force of adhesion and cohesion • Nail• Screw • For simple rabbet• Rabbeted corner joint• Middle lap• Cross lap • Ten-on and ordinary mortise• corner ten-on and mortise• blind ten-on and mortise• cross ten-on and mortise

<p><u>Group activities - Exercises</u> (to be performed by learner groups) Get learner groups demonstrate how to perform each selected joint</p> <p>1) First provide guided practice</p> <p>2) Then allow groups to practice with minimum guidance</p>	<ul style="list-style-type: none"> • resistant dovetails: calculation of dovetails • Provide feedback where necessary
Task	Task descriptions/ Performance standards
<ul style="list-style-type: none"> • Have students illustrate the properties/function of fasteners and adhesives 	<ul style="list-style-type: none"> • Identify a number of types of nails, screws, and bolts • Determine the characteristics of each • Select the best fasteners for the given task. • Identify some common glues and mastics • Determine the appropriate product for a given task.

Training Delivery

- Please see instructions for conducting practice sessions - Refer Task column above
- Conduct individual practice sessions

Training Methodology suggested

1. Student Presentations on the basis of learning material and Lecture/Demonstration
2. Self-paced Study and Instruction

3. Group Work and Discussion
4. Individual practice sessions

Assessment

Conduct continuous Assessments

Assessment methods suggested

1. Oral questioning
2. Direct observation
3. Written test

Occupation: Carpenter (Buildings)

Module Title: Perform basic Trade calculations

Module Reference: BM-05

Module Aim

On completion of this module the learner should be able to demonstrate taking accurate measurement using standard tools, procedures and methods of measurement

Module Content

Task	Task descriptions/ Performance standards
Involving students in demonstrate accurate measurement using pocket tape measure.	(Use talented students to :) Demonstrate accurate measurement using pocket tape measure.

<p>Draw a line parallel to a board's side.</p> <p>Calculate area, perimeter, and volume</p> <p>.</p> <p>Demonstrate how to draw a line at 90 and 45 degrees</p> <p>Demonstrate how to check for level and plumb using a carpenter's level.</p> <p>Trade Mathematics/Menstruation</p> <p>Explain each of these Mathematical applications /functions with simple illustrations</p> <p><u>Exercises</u></p> <p>Get learners perform simple calculations on these Mathematical applications /functions</p> <p>Investigate a number of other measurement devices</p>	<p>Demonstrate how to draw a line parallel to a board's side with a combination square</p> <p>Use simple formulas and a tape measure.</p> <p>Demonstrate using a framing square</p> <p>Demonstrate using a carpenter's level</p> <ul style="list-style-type: none"> • Four fundamental Arithmetical operations • Kinds of measurement • Dimensions • Ratios and Proportions • Simple Algebraic Equations • Fractions, • Percentage • Decimals • Conversions <p>(e.g., plumb bob, sliding T-bevel, tramel points, dividers)</p>
<p><u>Training Delivery</u></p> <p><u>Group activities - Exercises</u></p> <p>(to be performed by learner groups)</p> <p>Get learner groups demonstrate how to perform each task</p> <ol style="list-style-type: none"> 1) First provide guided practice 2) Then allow groups to practice with minimum guidance 	

Suggested Training Methodology

1. Student Presentations on the basis of learning material and Lecture/Demonstration
2. Self-paced Study and Instruction
3. Group Work and Discussion Small group activities to be used extensively

Assessment

During assessment ensure that following criteria are met

1. Identification of object or component to be measured.
2. Categorization and interpretation in accordance with appropriate regular geometric shape.
3. Selection and identification of measuring tools as per object to be measured
4. Obtaining accurate specifications from relevant sources.
5. Selecting measuring instruments as per job requirements.
6. Obtaining measurements according to job requirements.

Suggested Assessment Methods

1. Trainee presentations
2. Direct observation
3. Written test

Occupation: Carpenter (Buildings)

Module Title:

Use basic Technical Drawings

Module Reference:

BM-06

Module Aim

On completion of this module the learner will be able to demonstrate drawing technical illustrations using standard tools, procedures and recommended methods

Module Content

Task	Task descriptions/ Performance standards
<ul style="list-style-type: none">• Make and use varieties of sketches	<p>Trainees draw and explain</p> <ul style="list-style-type: none">• Freehand lines• Various freehand geometric shapes• Various freehand three-sided geometric shapes (different views) <p>Illustrate and explain</p> <ul style="list-style-type: none">• Geometric lines• Geometric areas• Geometric solids• Geometric curves
<ul style="list-style-type: none">• Provide general information on drawings and lettering	<p>Illustrate and explain</p> <ul style="list-style-type: none">• Purpose of technical drawing• Drawing equipment• Use of instruments• Types of lettering• Forms of characters

<ul style="list-style-type: none"> • Differentiate between lines of the drawing • Differentiate between symbols of materials • Make geometrical drawing/layout 	<ul style="list-style-type: none"> • Size of characters • Formats and scales <p>Illustrate</p> <ul style="list-style-type: none"> • Nature of lines • Size of lines • Use of lines <p>Explain</p> <ul style="list-style-type: none"> • Nature of hatching • Use of hatching <p>Illustrate</p> <ul style="list-style-type: none"> • Perpendicular • Parallel • Angles • Circumference • Tangents • Connection • Regular Polygons Common curves
---	---

Training Delivery

Group activities - Exercises

(to be performed by learner groups)

Get learner groups demonstrate how to perform each task

- 1) First provide guided practice
- 2) Then allow groups to practice with minimum guidance

Suggested Training Methodology

1. Student Presentations on the basis of learning material and Lecture/Demonstration
2. Self-paced Study and Instruction
3. Group Work and Discussion Small group activities to be used extensively

Assessment

Assessment of learning involves Trainers use of evidence of student learning to make judgements about student achievement and:

- provides the opportunity to report evidence of achievement related to curricular outcomes
- occurs at the end of a learning cycle using a variety of tools

In Carpentry, students need to be engaged regularly in assessment as learning. The various types of assessments should flow from the learning tasks and provide direct feedback to the students regarding their progress in attaining the desired learning as well as opportunities to set and assess personal learning goals related to the content of Carpentry.

Occupation: Carpenter (Buildings)

Module Title: Carry out form work / false work

Module Reference: BM-07

Module Aim

On completion of this module, the trainee will be able to erect timber foam work/false work and also remove the same after completing the work at site while adhering to health and safety and environmental requirements

Module Content	
Task	Task descriptions/ Performance standards
<ul style="list-style-type: none">• Identify location, design and material of form work/false work to be erected	The trainees sketch the design of form work/false work to be erected
<ul style="list-style-type: none">• Identify environmental protection requirements	List environmental protection requirements and health and safety requirements
<ul style="list-style-type: none">• Read & Interpret Drawings & Specifications	Identify and list the component members necessary for the form work according to plan Identify and list type of material to be used for the form work
<ul style="list-style-type: none">• Prepare estimates for erection of form work/false work	Prepare estimate to cover all details of component members and erection of form work/false work

<ul style="list-style-type: none"> • Prepare work area for erection of form work/false work • Erect formwork • Ensure safety and quality of work • Remove formwork false work on completion of projected work • Clean up work area 	<p>Arrange set out location as per requirements of drawings /plans and prepare the work area for erection of form work / false work</p> <ul style="list-style-type: none"> • Assemble component members of the form work to design requirements and specified dimensions and erect form work into place • Plumb and tighten sides of form work • Erect form work support system (false work) as per design • Fabricate form work, position and fix into place as per design specifications • Brace form work as required • Investigate form work as per environmental protection and health and safety requirements and quality standards • Remove formwork false work after obtaining due approval and ensuring environmental protection and health and safety requirements • Clean up work area, dispose waste material as per regulatory and safety requirements
---	---

Training Delivery

- Develop a “Performance Guide” on erection of formwork/false work. This to be given to learners

Group activities - Exercises

(to be performed by learner groups)

Get learner groups demonstrate how to perform each task

- 1) First provide guided practice
- 2) Then allow groups to practice with minimum guidance

Group Exercises

- Conduct group work to practice reading and interpreting drawings and sketches
- Conversion of linear measurements in metric units
- Practice erection of form work / false work under supervision

Explain /discuss

- Different types of Timber
- Joinery work
- Bracing & Loading
- Health and safety requirements involved in formwork/false work
- Environmental protection requirements involved in formwork/false work

Assessment

In Carpentry, students need to be engaged regularly in assessment as learning. The various types of assessments should flow from the learning tasks and provide direct feedback to the students regarding their progress in attaining the desired learning as well as opportunities to set and assess personal learning goals related to the content of Carpentry.

Suggested Assessment Methods

1. Trainee presentations of guide
2. Direct observation
3. Written test

Occupation: Carpenter (Buildings)

Module Title:

Carry out shoring work

Module Reference:

BM-08

Module Aim

On completion of this module, the trainee will be able to carry out timber shoring work at site and also to remove the same after completing the work at site while adhering to health and safety and environmental requirements

Module Content	
Task	Task descriptions/ Performance standards
<ul style="list-style-type: none">• Read & Interpret Drawings & Specifications• Identify location, design and material required to carry out Shoring work• Prepare material required for carry out shoring work	<p>The trainees...</p> <ul style="list-style-type: none">• Determine methods to be applied in shoring work as per the location and design• Identify and list type of material to be used for shoring work• Calculate and record the dimensions of component members• Identify and list the component members necessary for the shoring work according to plan• Cut Timber to required sizes a as per the plan

<ul style="list-style-type: none"> • Prepare estimates required to carry out shoring work • Ensure safety and quality of work • Carry out shoring work 	<ul style="list-style-type: none"> • Prepare estimate to cover all details of component members and as per requirements • List environmental protection requirements and health and safety requirements • Investigate that shoring work is done as per environmental protection and health and safety requirements and quality standards • Set out shoring lines as per the plan • Drive vertical members to ground and fix ledges firmly As per the plan • Fix horizontal members to avoid collapsing of vertical members
---	--

Task	Task descriptions/ Performance standards
<ul style="list-style-type: none"> • Remove Shoring following due Approval 	<ul style="list-style-type: none"> • Identify allowable extent of collapsing of sides of excavation in removing the shoring • Avoid unexpected collapsing by providing additional support to member components • Back fill in layers when removing member components

Training Delivery

- Develop a “Performance Guide” for carrying out shoring work. This to be to be given to learners

Group activities - Exercises

(to be performed by learner groups)

Get learner groups demonstrate how to perform each task

- 1) First provide guided practice
- 2) Then allow groups to practice with minimum guidance

Group Exercises

- Conduct group work to practice reading and interpreting drawings and sketches
- Conversion of linear measurements in metric units

Explain /discuss, using talented students and plenary discussion:

- Different Shoring Methods
- Shoring and strengths of Timber
- Safety procedures to be adhered in shoring work
- Soil conditions of different types of soil
- Environmental factors to be considered in shoring work
- Reporting angles of soil
- Water table

Assessment

In Carpentry, students need to be engaged regularly in assessment as learning. The various types of assessments should flow from the learning tasks and provide direct feedback to the students regarding their progress in attaining the desired learning as well as opportunities to set and assess personal learning goals related to the content of Carpentry.

Suggested Assessment Methods

1. Trainee presentation of developed guide
2. Direct observation
3. Written test

Occupation: Carpenter (Buildings)

Module Title: Carry out flooring & paneling work

Module Reference: BM-09

Module Aim

On completion of this module, the trainee will be able to carry out flooring & paneling work at site as per industry specific standards, while adhering to health and safety and environmental requirements

Module Content

Task	Task descriptions/ Performance standards
<ul style="list-style-type: none">• Perform setting out for flooring & paneling	The trainees... Refer drawing/sketch and <ul style="list-style-type: none">• Mark level line/Vertical line• Mark positions for joists/beams, roll plugs• Calculate timber planks required
<ul style="list-style-type: none">• Organize material for flooring/paneling	Refer drawing/sketch and <ul style="list-style-type: none">• Prepare cutting list• Cut Joists, beams and planks as per cutting list• Size and plane component members• Rebate planks• Treat timber components with wood preservatives
<ul style="list-style-type: none">• Carry out flooring and fix paneling	Refer drawing/sketch and <ul style="list-style-type: none">• Fix beams

- | | |
|--|--|
| | <ul style="list-style-type: none">• Position roll plugs• Level and plumb all beams and roll plugs• Fix joists on beams• Fix planks on framework |
|--|--|

Training Delivery

Develop a “Performance Guide” for Carrying out flooring & paneling

Group activities - Exercises

(to be performed by learner groups)

Get learner groups demonstrate how to perform each task

- 1) First provide guided practice
- 2) Then allow groups to practice with minimum guidance

Assessment

In Carpentry, students need to be engaged regularly in assessment as learning. The various types of assessments should flow from the learning tasks and provide direct feedback to the students regarding their progress in attaining the desired learning as well as opportunities to set and assess personal learning goals related to the content of Carpentry.

Suggested Assessment Methods

1. Trainee presentations
2. Direct observation
3. Written test

Occupation: Carpenter (Buildings)

Module Title:

Carry out partitioning work

Module Reference:

BM-10

Module Aim

On completion of this Module, the Trainee will be able to carry out partitioning work as per industry specific standards, while adhering to health and safety and environmental requirements

Module Content

Task	Task descriptions/ Performance standards
<ul style="list-style-type: none">• Perform setting out for partitioning work	Refer drawing/sketch and mark out <ul style="list-style-type: none">• Positions for vertical members• Lines for horizontal members• Openings
<ul style="list-style-type: none">• Organize material for partitioning work• Erect partitions	Refer drawing/sketch and <ul style="list-style-type: none">• Cut, size and plane vertical members, joists and collars• Cut covering sheets Refer drawing/sketch and

	<ul style="list-style-type: none"> • Position upright members truly vertical using most appropriate methods • Position horizontal members truly horizontal using most appropriate methods • Fix covering sheets • Cut & fix beadings • Make openings and glass frames • Fix glass panes • Fix iron mongaries to partition •
--	---

Training Delivery

Develop a “Performance Guide” for carrying out partitioning work

Training Delivery

- Develop a “Performance Guide” for carrying out shoring work. This to be to be given to learners

Group activities - Exercises

(to be performed by learner groups)

Get learner groups demonstrate how to perform each task

- 3) First provide guided practice
- 4) Then allow groups to practice with minimum guidance

Assessment

In Carpentry, students need to be engaged regularly in assessment as learning. The various types of assessments should flow from the learning tasks and provide direct feedback to the students regarding their progress in attaining the desired learning as well as opportunities to set and assess personal learning goals related to the content of Carpentry.

Suggested Assessment Methods

1. Oral questioning
2. Direct observation
3. Written test