



# COMPETENCY STANDARD FOR Apparel Merchandising

(RMG & Textile ISC)

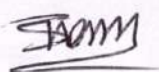
Level: 04

Competency Standard Code: I10S001L4V1

National Skills Development Authority  
Prime Minister's Office, Bangladesh

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## Introduction

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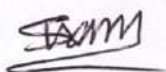
The National Skills Development Authority (NSDA) aims to enhance an individual's employability by certifying competitiveness with skills. NSDA works to expand the skilling capacity of identified public and private training providers qualitatively and quantitatively. It also aims to establish and operationalize a responsive skill ecosystem and delivery mechanism through a combination of well-defined set of mechanisms and necessary technical supports.

Key priority economic growth sectors identified by the government have been targeted by NSDA to improve current job skills along with existing workforce to ensure required skills to industry standards. Training providers are encouraged and supported to work with industry to address identified skills and knowledge to enable industry growth and increased employment through the provision of market responsive inclusive skills training programmes. "**Apparel Merchandizing**" is selected as one of the priority occupations of **RMG and Textile Sector**. This standard is developed to adopt a demand driven approach to training with effective inputs from Industry Skills Councils (ISC's), employer associations and employers.

Generally, a competency standard informs curriculum, learning materials, assessment and certification of students enrolled in TVET. Students who successfully pass the assessment will receive a qualification in the National Technical and Vocational Qualification Framework (NTVQF) and will be listed on the NSDA's online portal.

This competency standard is developed to improve skills and knowledge in accordance with the job roles, duties and tasks of the occupation and ensure that the required skills and knowledge are aligned to industry requirements. A series of stakeholder consultations, workshops were held to develop this document.

The document also details the format, sequencing, wording and layout of the Competency Standard for an occupation which is comprised of Units of Competence and its corresponding Elements.





## Overview

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A **competency standard** is a written specification of the knowledge, skills and attitudes required for the performance of an occupation, trade or job corresponding to the industry standard of performance required in the workplace.

The purpose of a competency standards is to:

- provide a consistent and reliable set of components for training, recognising and assessing people's skills, and may also have optional support materials
- enable industry recognised qualifications to be awarded through direct assessment of workplace competencies
- encourage the development and delivery of flexible training which suits individual and industry requirements
- encourage learning and assessment in a work-related environment which leads to verifiable workplace outcomes

Competency standards are developed by a working group comprised of representative from NSDA, Key Institutions, ISC, and industry experts to identify the competencies required of an occupation in **RMG & Textile sector**.

Competency standards describe the skills, knowledge and attitude needed to perform effectively in the workplace. CS acknowledge that people can achieve technical and vocational competency in many ways by emphasizing what the learner can do, not how or where they learned to do it.

With competency standards, training and assessment may be conducted at the workplace or at training institute or any combination of these.

Competency standards consist of a number of units of competency. A unit of competency describes a distinct work activity that would normally be undertaken by one person in accordance with industry standards.

Units of competency are documented in a standard format that comprises of:

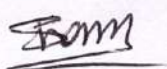
- unit title
- nominal duration
- unit code
- unit descriptor
- elements and performance criteria
- variables and range statement
- curricular content guide
- assessment evidence guide

Together, all the parts of a unit of competency:

- describe a work activity
- guide the assessor to determine whether the candidate is competent or not yet competent

The ensuing sections of this document comprise of a description of the relevant occupation, trade or job with all the key components of a unit of competency, including:

- a chart with an overview of all Units of Competency for the relevant occupation, trade or job including the Unit Codes and the Unit of Competency titles and corresponding Elements
- the Competency Standard that includes the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide and Assessment Evidence Guide.

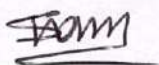




## National Competency Standards for National Skill Certificate – IV in Apparel Merchandising

### Bangladesh NTVQF with Job Classifications

NTVQF LEVELS	EDUCATION SECTORS			Job Classification
	Pre-Vocation Education	Vocational Education	Technical Education	
NTVQF 6			Diploma in engineering or equivalent	Middle Level Manager /Sub Assistant Engr. etc.
NTVQF 5		National Skill Certificate 5 (NSC 5)		Highly Skilled Worker / Supervisor
NTVQF 4		National Skill Certificate 4 (NSC 4)		Skilled Worker
NTVQF 3		National Skill Certificate 3 (NSC 3)		Semi-Skilled Worker
NTVQF 2		National Skill Certificate 2 (NSC 2)		Basic Skilled Worker
NTVQF 1		National Skill Certificate 1 (NSC 1)		Basic Worker
Pre-Voc 2	National Pre-Vocation Certificate 2 (NPVC 2)			Pre-Vocation Trainee
Pre-Voc 1	National Pre-Vocation Certificate 1 (NPVC 1)			Pre-Vocation Trainee





# NTVQF Level Descriptors

NTVQF Level	Knowledge	Skill	Responsibility	Job Class.
6	<ul style="list-style-type: none"> <li>Comprehensive actual and theoretical knowledge within a specific study area with an awareness of the limits of that knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Specialised and restricted range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems</li> </ul>	<ul style="list-style-type: none"> <li>Manage a team or teams in workplace activities where there is unpredictable change</li> <li>Identify and design learning programs to develop performance of team members</li> </ul>	Supervisor / Middle Level Manager / Sub Assistant Engr. etc.
5	<ul style="list-style-type: none"> <li>Very broad knowledge of the underlying, concepts, principles, and processes in a specific study area</li> </ul>	<ul style="list-style-type: none"> <li>Very broad range of cognitive and practical skills required to generate solutions to specific problems in one or more study areas.</li> </ul>	<ul style="list-style-type: none"> <li>Take overall responsibility for completion of tasks in work or study</li> <li>Apply past experiences in solving similar problems</li> </ul>	Highly Skilled Worker / Supervisor
4	<ul style="list-style-type: none"> <li>Broad knowledge of the underlying, concepts, principles, and processes in a specific study area</li> </ul>	<ul style="list-style-type: none"> <li>Range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information</li> </ul>	<ul style="list-style-type: none"> <li>Take responsibility, within reason, for completion of tasks in work or study</li> <li>Apply past experiences in solving similar problems</li> </ul>	Skilled Worker
3	<ul style="list-style-type: none"> <li>Moderately broad knowledge in a specific study area.</li> </ul>	<ul style="list-style-type: none"> <li>Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools</li> </ul>	<ul style="list-style-type: none"> <li>Work or study under supervision with some autonomy</li> </ul>	Semi-Skilled Worker
2	<ul style="list-style-type: none"> <li>Basic underpinning knowledge in a specific study area.</li> </ul>	<ul style="list-style-type: none"> <li>Basic skills required to carry out simple tasks</li> </ul>	<ul style="list-style-type: none"> <li>Work or study under indirect supervision in a structured context</li> </ul>	Basic Skilled Worker
1	<ul style="list-style-type: none"> <li>Elementary understanding of the underpinning knowledge in a specific study area.</li> </ul>	<ul style="list-style-type: none"> <li>Limited range of skills required to carry out simple tasks</li> </ul>	<ul style="list-style-type: none"> <li>Work or study under direct supervision in a structured context</li> </ul>	Basic Worker
Pre-Voc 2	<ul style="list-style-type: none"> <li>Limited general knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Very limited range of skills and use of tools required to carry out simple tasks</li> </ul>	<ul style="list-style-type: none"> <li>Work or study under direct supervision in a well-defined, structured context.</li> </ul>	Pre-Vocation Trainee
Pre-Voc 1	<ul style="list-style-type: none"> <li>Extremely limited general knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Minimal range of skills required to carry out simple tasks</li> </ul>	<ul style="list-style-type: none"> <li>Simple work or study exercises, under direct supervision in a clear, well defined structured context</li> </ul>	Pre-Vocation Trainee



## List of Abbreviations

### General

- NSDA - National Skills Development Authority
- CS – Competency Standard
- ILO – International Labor Organization
- ISC – Industry Skills Council
- NPVC – National Pre-Vocation Certificate
- NTVQF – National Technical and Vocational Qualifications Framework
- SCVC – Standards and Curriculum Validation Committee
- TVET – Technical Vocational Education and Training
- UoC – Unit of Competency





### Occupation Specific Abbreviations

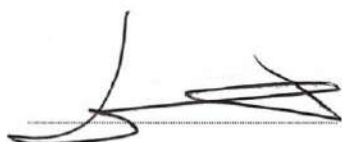
- MSDS – Material Safety Data Sheet
- OSH – Occupational Safety and Health
- PPE – Personal Protective Equipment
- SOP – Standard Operating Procedures
- BOM – Bill of Material
- CM – Cost Manufacturing
- FOB – Free on Board
- TNA – Time and Action
- ERC – Export Registration Certificate
- IRC – Import Registration Certificate
- TIN – Tax Identification Number
- VAT – Value Added Tax
- L/C – Letter of Credit

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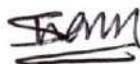
## Approval of Competency Standard

Members of the Approval Committee:

Member	Signature
<b>Md. Faruque Hossain</b> Executive Chairman (Secretary) National Skills Development Authority (NSDA)	
<b>Pijush Kanti Nath</b> Additional Secretary Member (Admin & Finance) National Skills Development Authority (NSDA)	 12.01.20
<b>Mohammad Rezaul Karim</b> Additional Secretary Member (Skills Standard & Certification) National Skills Development Authority (NSDA)	 12.01.2020
<b>Md. Abdur Razzaque</b> Joint Secretary Member (Planning & Research) National Skills Development Authority (NSDA)	 12.01.2020



**Md. Faruque Hossain**  
Executive Chairman (Secretary)  
National Skills Development Authority (NSDA)  
Date: 12.01.2020

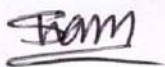




**National Competency Standards for National Skill Certificate – IV in  
Apparel Merchandising**

**Course Structure**

SL	Unit Code and Title		UoC Level	Nominal Duration (Hours)
<b>The Generic Competencies</b>				<b>65</b>
1	GCU02L1V1	Apply OSH Practices in the Workplace	1	15
2	GCU04L2V1	Perform Basic IT Skills	2	15
3	GCU05L3V1	Carryout Workplace Interaction in English	3	15
4	GCU07L3V1	Operate in a Self-directed Team	3	20
<b>The Sector Specific Competencies</b>				<b>45</b>
6	SSU01I10L4V1	Recognize the RMG Business Scenario	2	15
7	SSU02I10L3V1	Perform Measurement and Calculations in the RMG Sector	3	15
8	SSU03I10L3V1	Interpret Sketch and Specifications in Manuals for RMG Sector	3	15
<b>The Occupation Specific Competencies</b>				<b>250</b>
9	OSU01I10L4V1	Identify the Principles and Major Tasks of Apparel Merchandising	4	20
10	OSU02I10L4V1	Build and Maintain an Effective Business Relationship with Clients/Customers	4	40
11	OSU03I10L4V1	Process of Sourcing Material	4	50
12	OSU04I10L4V1	Perform Measurement, Consumption & Cost Calculations for Casual/Formal Apparel	4	70
13	OSU05I10L4V1	Apply the Methods of Order Follow up Procedure	4	40
14	OSU06I10L4V1	Interpret the Process of Commercial and Banking Activities	4	30
<b>Total Nominal Learning Hours</b>				<b>360</b>





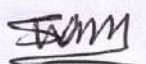
**Units & Elements at Glance:**

**The Generic Competencies (65 hours)**

Code	Unit of Competency	Elements of Competency	Duration (Hours)
GCU02L1V1	Apply OSH Practices in the Workplace	<ol style="list-style-type: none"> <li>1. Identify, control and report OSH hazards</li> <li>2. Conduct work safely</li> <li>3. Follow emergency response procedures</li> <li>4. Maintain and improve health and safety in the work place.</li> </ol>	15
GCU03L2V1	Carryout Workplace Interaction	<ol style="list-style-type: none"> <li>1. Interpret Workplace Communication and Etiquette Identify own role and responsibility within team</li> <li>2. Read and Understand Workplace Documents</li> <li>3. Participate in workplace meetings and discussions</li> <li>4. Practice professional ethics at work.</li> </ol>	15
GCU04L3V1	Operate in a Self-directed Team	<ol style="list-style-type: none"> <li>1. Identify team goals and processes</li> <li>2. Communicate and cooperate with team members</li> <li>3. Work as a team member</li> <li>4. Solve problems as a team member</li> </ol>	15
GCU07L3V1	Perform Basic IT Skills	<ol style="list-style-type: none"> <li>1 Identify and use most commonly used IT tools</li> <li>2 Operate Computer</li> <li>3 Work with word processing Software</li> <li>4 Use spread sheet packages to create /prepare worksheets</li> <li>5 Use presentation packages to create / prepare presentation</li> <li>6 Print the documents</li> <li>7 Use the Internet and Access E-Mail</li> </ol>	20
<b>Total Hour</b>			<b>65</b>

**The Sector Specific Competencies (45 hours)**

Code	Unit of Competency	Elements of Competency	Duration (Hours)
SSU01110L4V1	Recognize the RMG Business Scenario	<ol style="list-style-type: none"> <li>1. Identify Basic Business Communication Practices in RMG sector</li> <li>2. Recognize history of RMG industries in Bangladesh</li> <li>3. Identify major departments of RMG industry</li> <li>4. List prime Export Markets</li> </ol>	15





SSU02110L3V1	Perform Measurement and Calculation in the RMG Sector	<ol style="list-style-type: none"> <li>1. Select measuring devices</li> <li>2. Obtain measurement for apparel</li> <li>3. Perform simple calculations</li> </ol>	15
SSU03110L3V1	Interpret Sketch and Specification's in Manuals for RMG Sector	<ol style="list-style-type: none"> <li>1. Identify information from manual</li> <li>2. Identify sketch and specifications</li> </ol>	15
<b>Total Hours</b>			<b>45</b>

**The Occupation Specific Competencies (250 hours)**

Code	Unit of Competency	Elements of Competency	Guided Learning Hours
OSU01110L4V1	Identify the Principles and Major Tasks of Apparel Merchandising	<ol style="list-style-type: none"> <li>1. Interpret job role of an Apparel Merchandiser</li> <li>2. List the Organizations of RMG sector</li> <li>3. Illustrate functional flow chart of Apparel Merchandising</li> </ol>	20
OSU02110L4V1	Build and Maintain an Effective Business Relationship with Clients / Customers	<ol style="list-style-type: none"> <li>1. Establish good relationships with clients/ customers</li> <li>2. Interpret the apparel marketing process</li> <li>3. Perform the order handling procedure</li> <li>4. Interpret the process of reporting</li> </ol>	40
OSU03110L4V1	Process of Sourcing Material	<ol style="list-style-type: none"> <li>1. Interpret types of fabric used for woven and knit apparel</li> <li>2. Interpret the trims and accessories</li> <li>3. Prepare BOM (Bill of Material) sheet</li> <li>4. Demonstrate the process of negotiation and booking</li> </ol>	50
OSU04110L4V1	Perform Measurement, Consumption & Cost Calculation for Casual / Formal Apparel	<ol style="list-style-type: none"> <li>1. Interpret the sketch and measurement chart</li> <li>2. Interpret the points of measuring</li> <li>3. Perform fabric consumption and Cost calculation</li> <li>4. Perform trims and accessories consumption and cost calculation</li> <li>5. Interpret Cost of Manufacturing (CM)</li> <li>6. Apply the costing format and methods of calculation</li> </ol>	70
OSU05110L4V1	Apply the Order Follow-up Procedure	<ol style="list-style-type: none"> <li>1. Interpret the order follow up procedure</li> <li>2. Recognize the supplier evaluation process</li> <li>3. Demonstrate the TNA plan</li> </ol>	40
OSU06110L4V1	Interpret the Process of Commercial and Banking Activities	<ol style="list-style-type: none"> <li>1. Process the commercial and banking requirements</li> <li>2. Perform the procedures for letter of credit (L/C)</li> <li>3. Perform documentation for payment</li> </ol>	30
<b>Total Hours</b>			<b>250</b>

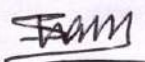
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## The Generic Competencies

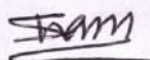


<b>Unit Code and Title</b>	<b>GCU02L1V1: Apply OSH Practices in the Workplace</b>
<b>Nominal Hours</b>	<b>15 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required to identify and apply OSH in the workplace. This also covers identifying, controlling and reporting OSH hazards, conducting of work in a safe manner, following emergency response procedure and maintaining and improving health and safety in the workplace.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables Training Components
1. Identify, control and report OSH hazards	<p>1.1 Immediate work area is routinely checked for OSH hazards prior to commencing and during work.</p> <p>1.2 <b><u>Hazards</u></b> and unacceptable performance are identified and corrective action is taken within the level of responsibility.</p> <p>1.3 OSH hazards and incidents are reported to appropriate personnel according to workplace procedures.</p> <p>1.4 Safety Signs and symbols are identified and followed</p>
2. Conduct work safely	<p>2.1 Apply OSH practices in the workplace.</p> <p>2.2 Appropriate <b><u>Personal Protective Equipment (PPE)</u></b> is selected and worn.</p>
3. Follow emergency response procedures	<p>3.1 Emergency situations are identified and reported according to workplace reporting requirements.</p> <p>3.2 Emergency procedures are followed as appropriate to the nature of the emergency and according to workplace procedures.</p> <p>3.3 <b><u>Workplace procedures</u></b> for dealing with accidents, fires and emergencies are followed whenever necessary within scope of responsibilities.</p>
4. Maintain and improve health and safety in the work place	<p>4.1 Risks are identified and appropriate control measures are implemented in the work area.</p> <p>4.2 Recommendations arising from risk assessments are implemented within level of responsibility.</p> <p>4.3 Opportunities for improving OSH performance are identified and raised with relevant personnel.</p> <p>4.4 Safety records according to <b><u>company policies</u></b> are maintained.</p>
<b>Range of Variables</b>	



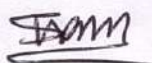


Variable	Range (may include but not limited to):
1. Company policies	1.1 Job-related Standard Operating Procedures (SOPs) and OSH-specific procedures. Examples of OSH procedures include consultation and participation, emergency response, response to specific hazards, incident investigation, risk assessment, reporting arrangements and issue resolution procedures
2. Workplace procedures	2.1 OSH system and related documentation including policies and procedures 2.2 Standard Operating Procedures (SOPs) 2.3 Information on hazards and the work process, hazard alerts, safety signs and symbols 2.4 Labels 2.5 Material Safety Data Sheets (MSDSs) and manufacturers' advice.
3. Hazards	3.1 OSH incidents include near misses, injuries, illnesses and property damage, noise, handling hazardous substances, other hazards 3.2 Working with and near moving equipment/load shifting equipment 3.3 Broken or damaged equipment or materials
4. Personal Protective Equipment (PPE)	4.1 Goggles 4.2 Ear muffs 4.3 Ear plugs 4.4 Gloves 4.5 Clothing 4.6 Apron 4.7 Helmet 4.8 Boots
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	1.1 Identified, controlled and reported OSH hazards 1.2 Followed work safety. 1.3 Followed emergency response procedures. 1.4 Maintained and improved health and safety in the workplace.





2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Personal protective equipment - Hand gloves, safety shoes, safety goggles, masks, apron,</li> <li>2.2 Identification of tools and equipment</li> <li>2.3 Hazardous events</li> <li>2.4 Tools, equipment, machinery and relevant accessories.</li> <li>2.5 Communication</li> <li>2.6 Job roles, responsibilities and compliance</li> <li>2.7 Workplace laws</li> </ul>
3. Underpinning skill	<ul style="list-style-type: none"> <li>3.1 Ability to use the appropriate PPE.</li> <li>3.2 Ability to identify tools and equipment.</li> <li>3.3 Ability to quick response and to take safety precautions for different hazardous situations.</li> <li>3.4 Ability to operate and use tools, equipment, machinery and accessories properly as per SOP (Company standards).</li> <li>3.5 Ability to communicate with peers and supervisors.</li> <li>3.6 Ability to apply in the workplace.</li> </ul>
4. Required attitude	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Environmental concerns</li> <li>4.3 Eagerness to learn</li> <li>4.4 Tidiness and timeliness</li> <li>4.5 Respect for rights of peers and seniors in workplace</li> <li>4.6 Communication with peers and seniors in workplace</li> </ul>
5. Resource implication	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1 Tools, equipment and physical facilities appropriate to perform activities.</li> <li>5.2 Materials, consumables to perform activities.</li> </ul>
6. Methods of assessment	<ul style="list-style-type: none"> <li>6.1 Demonstration</li> <li>6.2 Oral questioning</li> <li>6.3 Written test</li> </ul>
7. Context of assessment	<ul style="list-style-type: none"> <li>7.1 Competency assessment must be done in a training center or in an actual or simulated work place after Completion of the training module.</li> <li>7.2 Assessment should be done by a certified assessor</li> </ul>





**Accreditation Requirements**

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

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Unit Code and Title	<b>GCU04L2V1: Perform Basic IT Skills</b>
Nominal Hours	<b>20 Hours</b>
Unit Descriptor	This unit covers the basic knowledge, skills and attitude required to work with IT Tools. It specifically includes understanding of the identified IT Tools and using them efficiently.
Elements of Competency	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables Training Components.
1. Identify and use most commonly used IT Tools	1.1 Context of IT is interpreted 1.2 Commonly used <b><u>IT tools</u></b> are identified 1.3 Safe work practice and OSH Standards are followed
2. Operate Computer.	2.1 <b><u>Peripherals</u></b> are checked and connected with computer as per standard 2.2 Power cords / adapter are connected with computer and power outlets socket safely. 2.3 Computer is switched on gently. 2.4 PC <b><u>desktop / GUI</u></b> settings are arranged and customized as per requirement. 2.5 Files and folders are created, opened, copied, renamed, deleted and sorted as per requirement. 2.6 Properties of files and folders are viewed and searched. 2.7 Disks are defragmented, formatted as per requirement.
3. Work with word processing software.	3.1 Word Processing software is selected and started 3.2 Basic typing technique is demonstrated 3.3 <b><u>Documents</u></b> are created as per requirement in personal use and office environment 3.4 <b><u>Contents</u></b> are entered. 3.5 Documents are <b><u>formatted</u></b> . 3.6 Paragraph and page settings are completed 3.7 Saving and retrieving technique of a document are interpreted
4. Use spread sheet packages to create /prepare worksheets	4.1 Spread sheet packages are selected and started. 4.2 Worksheets are created as per requirement in Personal use and office environment. 4.3 Data are entered 4.4 <b><u>Functions</u></b> are used for calculating and editing logical operation

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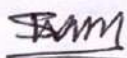


	<p>4.5 <b>Sheets</b> are formatted as per requirement.</p> <p>4.6 <b>Charts</b> are created.</p> <p>4.7 Charts/ Sheets are previewed</p>
5. Use presentation packages to create / prepare presentation	<p>5.1 Appropriate presentation software packages are selected and started</p> <p>5.2 Presentation are created as per requirement in personal use and office environment</p> <p>5.3 Image, Illustrations, text, table, symbols and media are entered as per requirements.</p> <p>5.4 Presentations are formatted and animated.</p> <p>5.5 Presentations are previewed.</p>
6. Print the documents	<p>6.1 Printer is connected with computer and power outlet properly.</p> <p>6.2 Power is switched on at both the power outlet and printer.</p> <p>6.3 Printer is installed and added.</p> <p>6.4 Correct printer settings are selected and document is printed.</p>
7. Use the Internet and Access E-Mail	<p>7.1 Appropriate internet browsers are selected</p> <p>7.2 Search engines are used to access information</p> <p>7.3 Video / Information are Shared /downloaded / uploaded from / to web site/social media.</p> <p>7.4 Web based resources are used</p> <p>7.5 Email services are identified and selected to create a new email address</p> <p>7.6 Document is prepared, attached and sent to different types of recipient.</p> <p>7.7 Email is read, forwarded, replied and deleted as per requirement.</p> <p>7.8 Custom email folders are created and manipulated.</p> <p>7.9 Email message is printed.</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Peripherals	<p>1.1 Monitor</p> <p>1.2 Keyboard</p> <p>1.3 Mouse</p> <p>1.4 Modem</p> <p>1.5 Scanner</p> <p>1.6 Printer</p>
2. Desktop / GUI settings	<p>2.1 Icons</p> <p>2.2 Taskbar</p> <p>2.3 View</p> <p>2.4 Resolutions</p>

FAMM



3. Documents	3.1 Word documents 3.2 Standard CV / Bio-Data with different text & fonts, image and table. 3.3 Application / Official letter with proper paragraph and indenting, spacing, styles, Illustrations, Tables, Header & Footers and symbols. 3.4 Standard report / newspaper items with column, footnote and endnote, drop cap, indexing and page numbering.
4. Contents	4.1 Illustrations and styles 4.2 Text 4.3 Table 4.4 Symbols 4.5 Header & Footer
5. Formatted.	5.1 Bold 5.2 Italic 5.3 Underline 5.4 Font size, colour, 5.5 Change case 5.6 Alignment and intend
6. Functions	6.1 Mathematics 6.2 Logical 6.3 Simple Statistical
7. IT tools	7.1 Phone 7.2 Cell Phone 7.3 TABs 7.4 Radio 7.5 Television 7.6 Computers 7.7 Laptops 7.8 Notebooks 7.9 Internet 7.10 Software 7.11 Satellite
8. Browsers	8.1 Internet Explorer 8.2 Firefox 8.3 Google Chrome 8.4 Opera 8.5 Safari 8.6 Omni Web
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Followed OSH Standard and Safe Work Procedures. 1.2 Created, opened, copied, renamed, deleted and sorted files and





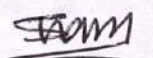
	<p>folders as per requirement.</p> <p>1.3 Completed application software Installations properly</p> <p>1.4 Performed simple trouble shooting with Computer</p> <p>1.5 Demonstrated typing on word processing software, save and retrieve documents</p> <p>1.6 Used functions for calculating and editing logical operation in spread sheet.</p> <p>1.7 Configured appropriate printer settings and printed the document.</p> <p>1.8 Demonstrated ability to create email accounts.</p> <p>1.9 Demonstrated ability to use email account for different online purpose</p>
2. Underpinning Knowledge	<p>2.1 Basic competent of PC</p> <p>2.2 IT and IT Tools</p> <p>2.3 Different type of software and application packages</p> <p>2.4 Use of word processor, spread sheet and presentation software</p> <p>2.5 Different type of math and logical functions</p> <p>2.6 Computer Trouble Shooting</p> <p>2.7 Techniques to access internet</p>
3. Underpinning Skills	<p>3.1 Identifying and use IT Tools</p> <p>3.2 Demonstrating simple trouble shooting with Computer</p> <p>3.3 Demonstrating typing on word processing software</p> <p>3.4 Saving and retrieving documents on Word Processing software.</p> <p>3.5 Demonstrated ability to create email accounts</p> <p>3.6 Opening an email account and use it for different purpose.</p> <p>3.7 Configured appropriate printer settings and printed the document</p> <p>3.8 Used functions for calculating and editing logical operation in spread sheet</p>
4. Underpinning Attitudes	<p>4.1 Commitment to occupational health and safety</p> <p>4.2 Environmental concerns</p> <p>4.3 Eagerness to learn</p> <p>4.4 Tidiness and timeliness</p> <p>4.5 Respect for rights of peers and seniors in workplace</p> <p>4.6 Communication with peers and seniors in workplace</p>
5. Resource Implications	<p>The following resources must be provided:</p> <p>5.1 Workplace (simulated or actual)</p> <p>5.2 IT Tools</p> <p>5.3 Computers with word processing application</p> <p>5.4 Internet connection</p> <p>5.5 Presentations</p> <p>5.6 Learning manuals</p>
6. Methods of Assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1 Written test</p> <p>6.2 Demonstration</p> <p>6.3 Oral questioning</p>



7. Context of Assessment	7.1 Competency assessment must be done in a training centre or in an actual or simulated work place after Completion of the training module. 7.2 Assessment should be done by a certified assessor
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**Accreditation Requirements**

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.





<b>Unit Code and Title</b>	<b>GCU05L3V1: Carryout Workplace Interaction in English</b>
<b>Nominal Hours</b>	<b>15 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required to Carry out workplace work place interaction. It specifically includes Workplace Communication and Etiquette, Workplace Documents, workplace Meeting and Discussions, and Professional Ethics at work.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold &amp; Underlined</b> terms are elaborated in the Range of Variables Training Components
1. Interpret Workplace Communication and Etiquette	<ol style="list-style-type: none"> <li>1.1. Workplace code of conducts are interpreted as per organizational guidelines</li> <li>1.2. Appropriate lines of communication are maintained with supervisors and colleagues</li> <li>1.3. Workplace interactions are conducted in a <b><u>courteous manner</u></b> to gather and convey information</li> <li>1.4. Questions about routine <b><u>workplace procedures and matters</u></b> are asked and responded as required</li> </ol>
2. Read and Understand Workplace Documents	<ol style="list-style-type: none"> <li>2.1. Workplace documents are interpreted as per standard.</li> <li>2.2. Assistance is taken to aid comprehension when required from peers/supervisors</li> <li>2.3. Visual information/ symbols/signage's are understood and followed</li> <li>2.4. Specific and relevant information are accessed from <b><u>appropriate sources</u></b></li> <li>2.5. Appropriate medium is used to transfer information and ideas</li> </ol>
3. Work as a team member	<ol style="list-style-type: none"> <li>3.1. Duties, responsibilities, authorities, objectives and task requirements are identified and clarified with team.</li> <li>3.2. Tasks are performed in accordance with organizational and team requirements, specifications and workplace procedures.</li> <li>3.3. Team members support other members as required to ensure team achieves goals and requirements.</li> <li>3.4. Agreed reporting lines are followed using standard operating procedures</li> </ol>

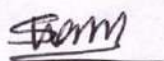


4. Participate in workplace meetings and discussions	<ul style="list-style-type: none"> <li>4.1. Team meetings are attended on time and followed meeting procedures and etiquette</li> <li>4.2. Own opinions are expressed and listened to those of others without interruption</li> <li>4.3. Inputs are provided consistent with the meeting purpose and interpreted and implemented meeting outcomes</li> </ul>
5. Practice professional ethics at work.	<ul style="list-style-type: none"> <li>5.1. Responsibilities as a team member are demonstrated and kept promises and commitments made to others</li> <li>5.2. Tasks are performed in accordance with workplace procedures</li> <li>5.3. Confidentiality is respected and maintained</li> <li>5.4. Situations and actions considered inappropriate or which present a conflict of interest are avoided</li> </ul>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to)
1. Courteous Manner	<ul style="list-style-type: none"> <li>1.1 Effective questioning</li> <li>1.2 Active listening</li> <li>1.3 Speaking skills</li> </ul>
2. Workplace Procedures and Matters	<ul style="list-style-type: none"> <li>2.1 Notes</li> <li>2.2 Agenda</li> <li>2.3 Simple reports such as progress and incident reports</li> <li>2.4 Job sheets</li> <li>2.5 Operational manuals</li> <li>2.6 Brochures and promotional material</li> <li>2.7 Visual and graphic materials</li> <li>2.8 Standards</li> <li>2.9 OSH information</li> <li>2.10 Signs</li> </ul>
3. Appropriate Sources	<ul style="list-style-type: none"> <li>3.1 HR Department</li> <li>3.2 Managers</li> <li>3.3 Supervisors</li> </ul>
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical Aspects of Competency	Assessment required evidence that the candidate: <ul style="list-style-type: none"> <li>1.1 Interpreted workplace communication and etiquette</li> <li>1.2 Interpreted workplace instructions and symbols</li> <li>1.3 Demonstrated workplace meetings</li> </ul>

TEAM



2. Underpinning Knowledge	<p>Trainee will acquire knowledge of:</p> <ul style="list-style-type: none"> <li>2.1. Workplace communication and etiquette</li> <li>2.2. Workplace documents, signs and symbols</li> <li>2.3. Meeting procedure and etiquette</li> </ul>
3. Underpinning Skills	<ul style="list-style-type: none"> <li>3.1. Demonstrating workplace communication and etiquette demonstrate</li> <li>3.2. Demonstrating workplace instructions and symbols</li> <li>3.3. Demonstrating workplace meetings</li> </ul>
4. Underpinning Attitudes	<ul style="list-style-type: none"> <li>4.1. Commitment to occupational health and safety</li> <li>4.2. Environmental concerns</li> <li>4.3. Eagerness to learn</li> <li>4.4. Tidiness and timeliness</li> <li>4.5. Respect for rights of peers and seniors in workplace</li> <li>4.6. Communication with peers and seniors in workplace</li> </ul>
5. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1. Work place Procedure</li> <li>5.2. Materials relevant to the proposed activity</li> <li>5.3. All tools, equipment, material and documentation required.</li> <li>5.4. Relevant specifications or work instructions</li> </ul>
6. Methods of Assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> <li>6.1. Written test</li> <li>6.2. Demonstration</li> <li>6.3. Oral questioning</li> </ul>
7. Context of Assessment	<ul style="list-style-type: none"> <li>7.1. Competency assessment must be done in a training center or in an actual or simulated work place after Completion of the training module.</li> <li>7.2. Assessment should be done by a certified assessor</li> </ul>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	





Unit Code and Title	<b>GCU07L3V1: Operate in a Self-directed Team</b>
Nominal Hours	<b>15 Hours</b>
Unit Descriptor	This unit Covered the knowledge, skills and attitude to communicate and work within a team in an interactive work environment as per the workplace standard.
Elements of Competency	<b>Performance Criteria</b> <b>Bold &amp; Underlined</b> terms are elaborated in the Range of Variables Training Components
1. Identify team goals and processes	3.1 <b><u>Team goals</u></b> and processes are identified. 3.2 Roles and responsibilities of team members are identified 3.3 Relationships within team and with other work areas are identified
2. Communicate and cooperate with team members	4.1 Effective interpersonal skills are used to interact with team members and to contribute to activities and objectives. 4.2 Formal and informal forms of communication are used effectively to support team achievement. 4.3 Diversity is respected and valued in team functioning. 4.4 Views and opinions of other team members are understood and reflected accurately. 4.5 <b><u>Workplace staff regulation</u></b> is used correctly to assist communication.
3. Work as a team member	5.1 Duties, responsibilities, authorities, objectives and task requirements are identified and clarified with team. 5.2 Tasks are performed in accordance with organizational and team requirements, specifications and workplace procedures. 5.3 Team members support other members as required to ensure team achieves goals and requirements. 5.4 Agreed reporting lines are followed using standard operating procedures
4. Solve problems as a team member	6.1 Current and potential problems faced by team are identified. 6.2 Procedures for avoiding and managing problems are identified. 6.3 Problems are solved effectively and in a manner that supports the team.

TEAM



<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (May include but not limited to)</b>
1. Team goals and processes	1.1 Identifying the problem 1.2 Consider solutions 1.3 Action 1.4 Follow-up.
2. Workplace staff regulation	2.1 Organization / company's code of conduct, complaint handling / grievance policies and procedures
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	1.1 Communicated and worked within a team in an interactive work environment as per workplace standard. 1.2 Dealt with a range of communication/ information at one time. 1.3 Made constructive contributions in workplace issues 1.4 Presented information clearly and effectively in written form 1.5 Asked appropriate questions 1.6 Provided accurate information
2. Underpinning knowledge	2.1 Organization requirements for written and electronic communication methods 2.2 Effective verbal communication methods
3. Underpinning skill	3.1 Organize information 3.2 Understand and convey intended meaning 3.3 Participate in a variety of workplace discussions 3.4 Comply with Organization's requirements in the use of written and electronic communication methods
4. Required attitude	4.1 Commitment to occupational health and safety 4.2 Environmental concerns 4.3 Eagerness to learn 4.4 Tidiness and timeliness 4.5 Respect for rights of peers and seniors in workplace 4.6 Communication with peers and seniors in workplace
5. Resource implication	The following resources MUST be provided: 5.1 Variety of Information 5.2 Communication tools 5.3 Simulated workplace
6. Methods of assessment	6.1 Demonstration 6.2 Oral questioning 6.3 Written test



7. Context of assessment	<p>7.1 Competency assessment must be done in a training center or in an actual or simulated work place after Completion of the training module.</p> <p>7.2 Assessment should be done by a certified assessor</p>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

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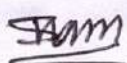
# The Sector Specific Competencies



<b>Unit Code and Title</b>	<b>SSU01I10L2V1:Recognize the RMG Business Scenario</b>
<b>Nominal Hours</b>	<b>15 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge; skills and attitude required for recognize the RMG business scenario. It specifically includes business communication, background of RMG industries, major departments and prime export markets.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold and Underlined</b> terms are elaborated in the Range of Variables.
1. Identify basic business communication practices in RMG Sector	1.1 The communication requirements in the RMG sector are recognized in alignment to the role of RMG sector 1.2 <b><u>Modes of Communication</u></b> are explained 1.3 Communication policies and guidelines are identified and interpreted
2. Recognize history of RMG Industries in Bangladesh	2.1. <b><u>Background of RMG</u></b> Industries in Bangladesh is inferred with reference to the past history, present status and expected future trends 2.2. Importance of the RMG sector in relation to Bangladesh labour market is stated with emphasis on manpower and economic impact 2.3. Present and projected future trends and technologies relevant to the sector are summarized
3. Identify major departments of RMG Industry	3.1 Scope and nature of <b><u>major departments</u></b> of the RMG sector are identified 3.2 Role and responsibilities of individuals are identified in relation to the department and organization as a whole 3.3 The <b><u>machines</u></b> used in different departments are identified
4. List prime export markets	4.1 The types of <b><u>prime export markets</u></b> are categorized on the basis of their current and future potential 4.2 Export marketing process is interpreted
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Modes of Communication	1.1 E-mail 1.2 Social Media 1.3 Telephonic Conversation 1.4 Fax 1.5 Meetings 1.6 Video Conference 1.7 Courier

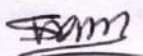


2. Background of RMG	<ul style="list-style-type: none"> <li>2.1 History of Bangladesh RMG</li> <li>2.2 Economy of Bangladesh</li> <li>2.3 SWOT analysis on RMG sector</li> <li>2.4 Gender dynamics of garments industry in Bangladesh.</li> <li>2.5 Wages &amp; efficiency in the garments industry</li> <li>2.6 Compliance</li> </ul>
3. Major Departments	<ul style="list-style-type: none"> <li>3.1 PDS</li> <li>3.2 Store</li> <li>3.3 Cutting</li> <li>3.4 Embellishment</li> <li>3.5 Sewing</li> <li>3.6 Washing</li> <li>3.7 Finishing</li> <li>3.8 Quality</li> <li>3.9 Industrial Engineering</li> <li>3.10 Production Planning and Control</li> <li>3.11 Maintenance</li> <li>3.12 Merchandising</li> </ul>
4. Machines	<ul style="list-style-type: none"> <li>4.1 Single needle machine</li> <li>4.2 Double needle Machine</li> <li>4.3 Over lock Machine</li> <li>4.4 Flat lock Machine</li> <li>4.5 Feed of the arm Machine</li> <li>4.6 Kansai Multi Needle Machine</li> <li>4.7 Bar tuck Machine</li> <li>4.8 Button Hole Machine</li> <li>4.9 Button Stitch Machine</li> <li>4.10 Snap Attach Machine</li> </ul>
5. Prime export markets	<ul style="list-style-type: none"> <li>5.1 American market</li> <li>5.2 European market</li> <li>5.3 Asian market</li> <li>5.4 Newly explored market</li> </ul>
<p><b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.</p>	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Identified mode Communication</li> <li>1.2 Interpreted production process</li> <li>1.3 Identified prime export markets</li> </ul>





2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Policies and Guidelines</li> <li>2.2 History of RMG sector</li> <li>2.3 Trends in the RMG sector</li> <li>2.4 Production process</li> <li>2.5 Different Department in RMG sector</li> <li>2.6 Own roles and responsibilities</li> <li>2.7 Types of prime export markets</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1. Identifying policies and guidelines in RMG sector</li> <li>3.2. Interpreting business communication technique</li> <li>3.3. Interpreting trends of RMG sector</li> <li>3.4. Identifying departments in RMG sector</li> <li>3.5. Identifying machines used in different departments</li> </ul>
4. Underpinning attitudes	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Environmental concerns</li> <li>4.3 Eagerness to learn</li> <li>4.4 Tidiness and timeliness</li> <li>4.5 Respect for rights of peers and seniors in workplace</li> <li>4.6 Communication with peers and seniors in workplace</li> </ul>
5. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1 Tools, equipment and physical facilities appropriate to perform activities.</li> <li>5.2 Materials, consumables to perform activities.</li> </ul>
6. Methods of Assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> <li>6.1 Written test</li> <li>6.2 Oral questioning</li> <li>6.3 Demonstration</li> </ul>
7. Context of Assessment	<ul style="list-style-type: none"> <li>7.1 Competency assessment must be done in a training centre or in an actual or simulated work place after completion of the training module</li> <li>7.2 Assessment should be done by a certified assessor</li> </ul>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	





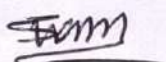
Unit Code and Title	<b>SSU02I10L3V1: Perform Measurement and Calculations in the RMG Sector</b>
Nominal Hours	15 Hours
Unit Descriptor	This unit covers the knowledge, skills and attitudes required for performing measurements and calculations in RMG sector. It specially includes the steps of selecting measuring devices, obtaining measurements and performing simple calculation.
Elements of Competency	<b>Performance Criteria</b> <b>Bold and Underlined</b> terms are elaborated in the Range of Variables.
1. Select measuring devices	<ul style="list-style-type: none"> <li>1.1. Work instructions are confirmed and applied to the job in hand</li> <li>1.2. Materials to be measured are identified as per job specifications</li> <li>1.3. Appropriate <b>measuring devices</b> are selected based on materials to be measured</li> <li>1.4. Specifications are obtained from relevant <b>documents</b></li> <li>1.5. Tolerance and clearance limits are identified and adjusted according to the job requirements</li> </ul>
2. Obtain measurements for apparel	<ul style="list-style-type: none"> <li>2.1. Accurate <b>measurements</b> are obtained in accordance with job requirements</li> <li>2.2. Systems of measurements are identified and measurement conversions done as per requirement</li> <li>2.3. Measurements are confirmed and recorded in the given company format</li> </ul>
3. Perform simple calculations	<ul style="list-style-type: none"> <li>3.1. Simple calculations involving <b>basic operations</b> are carried out</li> <li>3.2. <b>Other operations</b> are used to complete tasks</li> <li>3.3. Appropriate formulas for calculating quantities of materials are selected</li> <li>3.4. <b>calculations</b> are performed and verified</li> <li>3.5. Material quantities are calculated and shared with team as per requirement</li> </ul>
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Measuring device	<ul style="list-style-type: none"> <li>1.1. Measuring Tape</li> <li>1.2. Steel rule</li> <li>1.3. Calculator</li> <li>1.4. Sets square</li> </ul>



2. Documents	<ul style="list-style-type: none"> <li>2.1. Technical Manuals</li> <li>2.2. Specifications</li> <li>2.3. Sketches</li> <li>2.4. Charts</li> <li>2.5. Photographs</li> </ul>
3. Measurements	<ul style="list-style-type: none"> <li>3.1. Length</li> <li>3.2. Width</li> <li>3.3. Weight</li> <li>3.4. Tolerance</li> </ul>
4. Basic operation	<ul style="list-style-type: none"> <li>4.1. Addition</li> <li>4.2. Subtraction</li> <li>4.3. Multiplication</li> <li>4.4. Division</li> </ul>
5. Other operations	<ul style="list-style-type: none"> <li>5.1. Fractions</li> <li>5.2. Percentages</li> <li>5.3. Mixed numbers</li> <li>5.4. Conversions</li> <li>5.5. Scales</li> </ul>
6. Calculations	<ul style="list-style-type: none"> <li>6.1. Area</li> <li>6.2. Volume</li> <li>6.3. Circumference</li> <li>6.4. CBM</li> <li>6.5. Volumetric Weight</li> </ul>
<p><b>Evidence Guide</b></p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.</p>	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Selected measuring devices based on materials to be measured</li> <li>1.2 Obtained measurements as per job requirements</li> <li>1.3 Performed calculations for quantities of materials</li> <li>1.4 Confirmed and recorded measurements as per standard</li> </ul>
2. Underpinning knowledge	<p>Trainee will acquire knowledge of:</p> <ul style="list-style-type: none"> <li>2.1 Information on measuring devices</li> <li>2.2 Selection technique of appropriate measuring devices</li> <li>2.3 Measurement and calculation technique for apparel merchandising</li> <li>2.4 Techniques of recording measurements</li> <li>2.5 Way to allowance and Tolerance</li> <li>2.6 Presentation of data and information</li> <li>2.7 Instructions to use of measuring devices</li> </ul>



3. Underpinning skills	3.1 Identifying measuring devices based on materials to be measured 3.2 Obtaining specification of measuring devices from relevant document 3.3 Taking measurement according to the job requirements 3.4 Identifying tolerance and clearance limits and adjusting according to the job requirements 3.5 Performed calculations for quantities of materials 3.6 Conforming and recording measurements as per standard
4. Underpinning attitudes	4.1 Commitment to occupational health and safety 4.2 Environmental concerns 4.3 Eagerness to learn 4.4 Tidiness and timeliness 4.5 Respect for rights of peers and seniors in workplace 4.6 Communication with peers and seniors in workplace
5. Resource implications	The following resources must be provided: 5.1. Tools, equipment and physical facilities appropriate to perform activities. 5.2. Materials, consumables to perform activities.
6. Methods of assessment	Methods of assessment may include but not limited to: 6.1 Demonstration 6.2 Oral questioning 6.3 Written test
7. Context of assessment	7.1 Competency assessment must be done in a training centre or in an actual or simulated work place after completion of the training module 7.2 Assessment should be done by a certified assessor
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

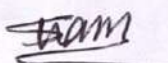




<b>Unit Code and Title</b>	<b>SSU03I10L3V1: Interpret Sketch and Specifications in Manuals for RMG Sector</b>
<b>Nominal Hours</b>	<b>15 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required for interpreting sketches and specifications in manuals for RMG sector. It specially includes identification of information, sketch and specification as per sample.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold and Underlined</b> terms are elaborated in the Range of Variables.
1. Identify information from manual	1.1. Appropriate <b>manuals</b> are collected as per sample 1.2. Importance of manuals is recognized 1.3. Required information are collected from manuals
2. Interpret Sketch and specifications	2.1. Relevant <b>sketch</b> and <b>specifications</b> are identified 2.2. Key <b>terms and abbreviations</b> are identified 2.3. <b>Signs and symbols</b> are identified 2.4. Schedules, dimensions, drawings and specifications are interpreted
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Manuals	1.1 Buyers specification manual 1.2 Compliance manual 1.3 Maintenance procedure manual 1.4 Periodic maintenance manual 1.5 Quality manual 1.6 Signs and symbols, instruction manuals
2. Sketch	2.1 Technical sketch 2.2 Measurement sketch
3. Specifications	3.1 Product specifications 3.2 Performance specifications 3.3 Method specifications
4. Terms and abbreviations	4.1 Refers to all terms and abbreviations associated with the RMG sector
5. Signs and symbols	5.1 Include all signs and symbols associated with the RMG sector
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1. Collected information from manual as per sample 1.2. Identified sketches and specifications as per sample

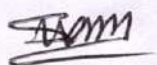


2. Underpinning knowledge	<p>Trainee will acquire knowledge of:</p> <p>2.1 Themes on various types of RMG manuals</p> <p>2.2 Units of measurement</p> <p>2.3 Units of conversion</p> <p>2.4 Rules of sketch, drawings and specifications</p>
3. Underpinning skills	<p>3.1 Recognising importance of manual</p> <p>3.2 Selecting appropriate manuals as per sample</p> <p>3.3 Collecting information from manual as per sample</p> <p>3.4 Interpreting schedules, dimensions, drawings and specifications</p>
4. Underpinning attitudes	<p>4.1 Commitment to occupational health and safety practices</p> <p>4.2 Communication with peers, sub-ordinates and seniors in workplace.</p> <p>4.3 Promptness in carrying out activities.</p> <p>4.4 Tidiness and punctual.</p> <p>4.5 Sincere and honest to duties</p> <p>4.6 Responsible during emergencies</p>
5. Resource implications	<p>The following resources must be provided:</p> <p>5.1 Tools, equipment and physical facilities appropriate to perform activities.</p> <p>5.2 Materials, consumables to perform activities.</p>
6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1 Demonstration</p> <p>6.2 Written test</p> <p>6.3 Oral questioning</p>
7. Context of assessment	<p>7.1 Competency assessment must be done in a training centre or in an actual or simulated work place after completion of the training module</p> <p>7.2 Assessment should be done by a certified assessor</p>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	



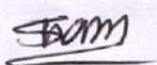


# The Occupation Specific Competencies





<b>Unit Code and Title</b>	<b>OSU01I10L4V1: Identify the Principles and Major Tasks of Apparel Merchandising.</b>
<b>Nominal Hours</b>	<b>20 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude to identify the principles and major tasks of apparel merchandising. It specifically includes the tasks of interpreting the profession, basic requirements of entry, organizational idea, the role and responsibility and team activities in an organization.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold and Underlined</b> terms are elaborated in the Range of Variables.
1. Interpret job role of an Apparel Merchandiser	1.1. Job description of an apparel merchandiser is interpreted. 1.2. <b>Role and responsibilities</b> of an apparel merchandiser is identified. 1.3. Organizational policies, guidelines and code of conduct are interpreted.
2. List the organizations of RMG Industry	2.1. Types of RMG industries are listed with key differentiators. 2.2. Key <b>Organizational features</b> of RMG industries are identified. 2.3. Source companies are listed. 2.4. Buyer organizations are listed.
3. Illustrate functional flow chart of apparel merchandising	3.1. <b>Functional flow chart</b> of apparel merchandising is interpreted. 3.2. The functions, relationships and dependencies among the components of the flow chart are recognized. 3.3. Quality issues are identified.
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Role and responsibilities	1.1. Market knowledge 1.2. Product development 1.3. Interface with sales 1.4. Interface with manufacturing 1.5. Order Follow up 1.6. Reporting 1.7. Shipment Follow up 1.8. Payment and feedback Collection
2. Organizational features	2.1. Corporate culture & strategy 2.2. Raw material sourcing policy 2.3. Production policy 2.4. Quality assurance 2.5. Marketing policy 2.6. Customer satisfaction





3. Functional flow chart	<ul style="list-style-type: none"> <li>3.1. Marketing for order sourcing</li> <li>3.2. Order Procedure</li> <li>3.3. Sampling</li> <li>3.4. Raw materials</li> <li>3.5. Production</li> <li>3.6. Quality</li> <li>3.7. Shipment</li> <li>3.8. Commercial &amp; banking</li> <li>3.9. Accounts</li> <li>3.10. Feedback</li> </ul>
<p><b>Evidence Guide</b></p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.</p>	
1. Critical aspects of competency	<p>Assessment required evidences that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Identified role and responsibilities of an apparel merchandiser</li> <li>1.2 Identified organizations involved with RMG sector</li> <li>1.3 Interpreted the operational responsibilities of order handling</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 The role and responsibility of merchandiser</li> <li>2.2 Details of organizations</li> <li>2.3 Details of Organizational features</li> <li>2.4 Functional flow chart</li> <li>2.5 Operational responsibilities from order receiving to delivery</li> <li>2.6 All quality issues</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Interpreting role and responsibilities of an apparel merchandiser</li> <li>3.2 Interpreting functional flow chart of apparel merchandising</li> <li>3.3 Interpreting quality issues and preventive measures</li> <li>3.4 Interpreting the responsibilities from order receiving to delivery</li> </ul>
4. Underpinning attitudes	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Environmental concerns</li> <li>4.3 Eagerness to learn</li> <li>4.4 Tidiness and timeliness</li> <li>4.5 Respect for rights of peers and seniors in workplace</li> <li>4.6 Communication with peers and seniors in workplace</li> </ul>
5. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1 Tools, equipment and physical facilities appropriate to perform activities.</li> <li>5.2 Materials, consumables to perform activities.</li> </ul>
6. Methods of assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> <li>6.1 Written test</li> <li>6.2 Oral questioning</li> <li>6.3 Demonstration</li> </ul>

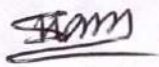
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7. Context of assessment	7.1 Competency assessment must be done in a training centre or in an actual or simulated work place after completion of the training module 7.2 Assessment should be done by a certified assessor
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**Accreditation Requirements**

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<b>Unit Code and Title</b>	<b>OSU02I10L4V1: Build and Maintain an Effective Business Relationship with Clients/Customers.</b>
<b>Nominal Hours</b>	<b>40 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required to build and maintain an effective relationship with clients / customers. It specifically includes the tasks of apparel marketing process and inquiry handling procedure with clients / customers.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold and Underlined</b> terms are elaborated in the Range of Variables.
1. Establish good relationships with Clients/ customers	1.1. Communication requirements of customers are identified. 1.2. Communication with customers is demonstrated. 1.3. <b><u>Rapport building techniques</u></b> are demonstrated.
2. Interpret the apparel marketing process	2.1. <b><u>Marketing process</u></b> is interpreted. 2.2. Effective business communication with customers is demonstrated. 2.3. Market segments are identified with key details and data.
3. Perform the order handling procedure	3.1. Information about style and materials are collected. 3.2. Order confirmation is interpreted. 3.3. Execution process of order is illustrated. 3.4. <b><u>Order handling procedure</u></b> is demonstrated.
4. Interpret the process of reporting	4.1. <b><u>Reporting Process</u></b> is interpreted. 4.2. Report is prepared and submitted. 4.3. Reports are documented.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Rapport building techniques	1.1 Empathy 1.2 Timely & regular communication 1.3 Commitment to quality 1.4 Adherence to deadlines 1.5 Transparency in dealings 1.6 Integrity and honesty 1.7 Advance Communication on Schedule Changes
2. Marketing process	2.1 Company Profile 2.2 Communication 2.3 Products / Samples 2.4 Price 2.5 Sales and marketing 2.6 Promotion



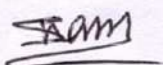
3. Order handling procedure	<ul style="list-style-type: none"> <li>3.1. Technical Package</li> <li>3.2. Style Analysis</li> <li>3.3. Lead time/space availability</li> <li>3.4. Consumption and Costing</li> <li>3.5. Pricing</li> <li>3.6. Negotiation</li> <li>3.7. Price revision</li> <li>3.8. Order confirmation</li> <li>3.9. Order Execution</li> </ul>
4. Reporting process	<ul style="list-style-type: none"> <li>4.1. Inquiry acknowledgement</li> <li>4.2. Sampling Status</li> <li>4.3. Quality Status</li> <li>4.4. Production Report</li> <li>4.5. Shipment Booking</li> <li>4.6. Shipment status</li> <li>4.7. Feedback</li> </ul>
<p><b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.</p>	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. Performed Rapport Building techniques</li> <li>1.2. Demonstrated Marketing and order handling procedure</li> <li>1.3. Performed reporting process</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1. Statistical data, collections and recording</li> <li>2.2. Details of products and pricing life cycle</li> <li>2.3. All quality issue and workplace practices</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1. Demonstrating communications</li> <li>3.2. Performing apparel marketing process</li> <li>3.3. Performing order handling procedure</li> <li>3.4. Demonstrating reporting</li> </ul>
4. Underpinning Attitudes	<ul style="list-style-type: none"> <li>4.1. Commitment to occupational health and safety</li> <li>4.2. Environmental concerns</li> <li>4.3. Eagerness to learn</li> <li>4.4. Tidiness and timeliness</li> <li>4.5. Respect for rights of peers and seniors in workplace</li> <li>4.6. Communication with peers and seniors in workplace</li> </ul>
5. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1. Tools, equipment and physical facilities appropriate to perform activities.</li> <li>5.2. Materials, consumables to perform activities.</li> </ul>



6. Methods of assessment	Competency should be assessed by: 6.1. Written test 6.2. Oral questioning 6.3. Demonstration
7. Context of assessment	7.1. Competency assessment must be done in a training centre or in an actual or simulated work place after completion of the training module 7.2. Assessment should be done by a certified assessor

**Accreditation Requirements**

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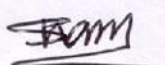


Unit Code and Title	<b>OSU03I10L4V1: Process of Sourcing Materials</b>
<b>Nominal Hours</b>	<b>50 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required to identify the raw materials for executing order and start process of sourcing. It specifically includes the tasks of interpreting fabrics, trims and accessories, preparation of BOM sheet, negotiation and booking of raw materials.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold and Underlined</b> terms are elaborated in the Range of Variables.
1. Interpret fabrics used for woven and knit apparels	1.1. <b>Woven Fabrics</b> are categorized and compared in accordance with the requirements. 1.2. <b>Knit Fabrics</b> are categorized and compared in accordance with the requirements. 1.3. Fabrics are selected and collected according to work order.
2. Interpret the trims and accessories	2.1. The specifications of trims and accessories based on the product are identified. 2.2. <b>Trims and accessories</b> are identified. 2.3. Trims and accessories and collected and delivered to the concerned department.
3. Prepare BOM (Bill of Material) sheet	3.1. <b>BOM sheet</b> is identified. 3.2. Procedure of preparing BOM sheet is interpreted. 3.3. BOM for each style is prepared.
4. Demonstrate the process of negotiation and booking	4.1. Negotiation process with suppliers is demonstrated. 4.2. Price and availability of materials is negotiated. 4.3. Booking Process and procedures are followed and executed.
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Woven Fabrics	1.1. Plain / poplin weaved fabric 1.2. Twill fabric 1.3. Herringbone 1.4. Sateen 1.5. Jacquard 1.6. Oxford fabric 1.7. Dobby fabric 1.8. Denim fabric
2. Knit Fabrics	2.1. Weft knitted fabrics 2.2. Warp knitted fabrics

*BOM*



3. Trims and Accessories	<p><b>Trims</b></p> <ul style="list-style-type: none"> <li>3.1. Sewing Thread</li> <li>3.2. Interlining</li> <li>3.3. Label</li> <li>3.4. Button</li> <li>3.5. Zipper</li> <li>3.6. Elastic</li> <li>3.7. Lace</li> <li>3.8. Rivet</li> <li>3.9. Draw cord/ string</li> <li>3.10. Stopper</li> <li>3.11. Shoulder Pad</li> <li>3.12. Velcro Tape</li> <li>3.13. Applique embroidery</li> <li>3.14. Collar stay</li> </ul> <p><b>Accessories</b></p> <ul style="list-style-type: none"> <li>3.15. Hang Tag/ price tag</li> <li>3.16. Collar stand</li> <li>3.17. Carton</li> <li>3.18. Hanger</li> <li>3.19. Back board</li> <li>3.20. Neck board</li> <li>3.21. Butterfly</li> <li>3.22. Gum Tape</li> <li>3.23. Price ticket</li> <li>3.24. Poly bag</li> <li>3.25. Plastic clip</li> <li>3.26. Security tag</li> </ul>
4. BOM sheet	<ul style="list-style-type: none"> <li>4.1. Style Number</li> <li>4.2. Order Number</li> <li>4.3. Product description</li> <li>4.4. Types of Materials</li> <li>4.5. Consumption</li> <li>4.6. Unit Price</li> <li>4.7. Supplier</li> <li>4.8. In house policy and time</li> </ul>
<p><b>Evidence Guide</b></p> <p>The evidence must be authentic, valid, sufficient, reliable and consistent to meet the requirements of the current version of the unit of competency.</p>	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. Identified appropriate types of fabrics as per work order.</li> <li>1.2. Selected correct types of trims and accessories</li> <li>1.3. Prepared BOM sheet as per standard</li> <li>1.4. Conducted the process of negotiation and booking effectively</li> </ul>

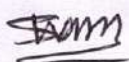




2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1. Details of fabrics</li> <li>2.2. Details of trims and accessories</li> <li>2.3. Technique and procedures of making BOM sheet</li> <li>2.4. Negotiation skill.</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1. Identifying types of fabrics</li> <li>3.2. Selecting the correct types of trims and accessories</li> <li>3.3. Preparing BOM sheet as per order sheet</li> <li>3.4. Demonstrating negotiation process</li> </ul>
4. Underpinning attitudes	<ul style="list-style-type: none"> <li>4.1. Commitment to occupational health and safety</li> <li>4.2. Environmental concerns</li> <li>4.3. Eagerness to learn</li> <li>4.4. Tidiness and timeliness</li> <li>4.5. Respect for rights of peers and seniors in workplace</li> <li>4.6. Communication with peers and seniors in workplace</li> </ul>
5. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1. Tools, equipment and physical facilities appropriate to perform activities.</li> <li>5.2. Materials, consumables to perform activities.</li> </ul>
6. Methods of assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> <li>6.1. Written test</li> <li>6.2. Demonstration</li> <li>6.3. Oral questioning</li> </ul>
7. Context of assessment	<ul style="list-style-type: none"> <li>7.1. Competency assessment must be done in a training centre or in an actual or simulated work place after completion of the training module</li> <li>7.2. Assessment should be done by a certified assessor</li> </ul>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	



<b>Unit Code and Title</b>	<b>OSU04I10L4V1: Perform Measurement, Consumption &amp; Cost Calculation for Casual / Formal Apparel.</b>
<b>Nominal Hours</b>	<b>70 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required to carry out measurement, consumption, & cost calculation for casual/formal apparel. It specifically includes identifying the sketch and measurement chart, points of measuring, process of consumption, calculation of trims and cost of manufacturing (CM) for apparel.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold and Underlined</b> terms are elaborated in the Range of Variables.
1. Interpret the sketch and measurement chart	1.1. <b><u>Sketch</u></b> is comprehended as per <b><u>Technical Package</u></b> . 1.2. <b><u>Measurement charts</u></b> are recognized, followed and applied. 1.3. <b><u>Measurements charts</u></b> are updated in accordance with changes.
2. Interpret the points of measuring	2.1. Points of measuring of the <b><u>Measurement Guide</u></b> are recognized. 2.2. <b><u>Level of tolerance</u></b> specified in the measuring guide are identified and stated.
3. Perform fabric consumption and cost calculation	3.1. <b><u>Fabric consumption</u></b> is identified and interpreted. 3.2. Fabric <b><u>consumption formula</u></b> is applied. 3.3. <b><u>Cost calculation</u></b> is computed.
4. Perform trims and accessories consumption and cost calculation	4.1. <b><u>Trims and Accessories consumption</u></b> calculation is identified and interpreted. 4.2. Trims and Accessories consumption formula is applied. 4.3. Costing of the trims and accessories is computed.
5. Interpret Cost of Manufacturing (CM)	5.1. The process of <b><u>CM calculation</u></b> is interpreted. 5.2. CM Calculation formula is applied. 5.3. CM calculation for apparel is computed.
6. Apply the costing format and methods of calculation	6.1. Method of costing format is identified. 6.2. Cost format is applied to compute cost. 6.3. The concept of <b><u>FOB (Free on Board) price</u></b> is identified. 6.4. FOB price is prepared in accordance with specifications.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Sketch	1.1. Styling of the products 1.2. Materials specification 1.3. Sequence of construction

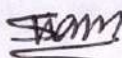




2. Technical Package (Tech. Pack)	<ul style="list-style-type: none"> <li>2.1. Fabrics, trims and accessories details</li> <li>2.2. Detailed sheet</li> <li>2.3. Measurement chart</li> </ul>
3. Measurement Chart	<ul style="list-style-type: none"> <li>3.1. Point of measurement</li> <li>3.2. Size and range</li> <li>3.3. Tolerance limit</li> </ul>
4. Measuring Guide	<ul style="list-style-type: none"> <li>4.1. Vertical measurements</li> <li>4.2. Horizontal measurements</li> </ul>
5. Level of Tolerance	<ul style="list-style-type: none"> <li>5.1. Parts of apparel</li> <li>5.2. Unit of tolerance</li> <li>5.3. Tolerance percentage</li> </ul>
6. Fabric consumption	<ul style="list-style-type: none"> <li>6.1. Types of fabrics</li> <li>6.2. Types of apparels</li> <li>6.3. Grain line orientation</li> <li>6.4. Fabric width</li> <li>6.5. Fabric weight</li> <li>6.6. Marker efficiency</li> <li>6.7. Shrinkage of the fabric</li> <li>6.8. Size ratio break up</li> <li>6.9. Consumption/ Dozen</li> </ul>
7. Consumption formula	<ul style="list-style-type: none"> <li>7.1. Length and width of the parts</li> <li>7.2. Sewing allowances</li> <li>7.3. Formula for woven</li> <li>7.4. Formula for knit</li> <li>7.5. Sewing thread formula</li> <li>7.6. Fabric weight (GSM)</li> <li>7.7. Fabrics width</li> <li>7.8. Wastages percentage</li> </ul>
8. Cost calculation	<ul style="list-style-type: none"> <li>8.1. Fabric consumption</li> <li>8.2. Trims and accessories consumption</li> <li>8.3. Unit price of fabrics, trims and accessories</li> <li>8.4. Cost of manufacturing (CM)</li> <li>8.5. Cost of embellishment (Print/ Embroidery)</li> <li>8.6. Cost of washing</li> <li>8.7. Testing and inspection charge</li> <li>8.8. Commercial and banking cost</li> </ul>
9. Trims and accessories consumption	<ul style="list-style-type: none"> <li>9.1. Types of trims and accessories</li> <li>9.2. Units of trims and accessories</li> <li>9.3. Number of pieces required for the apparel</li> </ul>

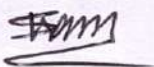


10. Cost of Manufacturing (CM) calculation	<ul style="list-style-type: none"> <li>10.1. Fixed cost of the factory</li> <li>10.2. Overhead cost</li> <li>10.3. Per day per machine cost</li> <li>10.4. Daily production per line</li> <li>10.5. Working hour</li> <li>10.6. SMV (Standard Minute value)</li> <li>10.7. Production efficiency</li> </ul>
11. Free on Board (FOB) price	<ul style="list-style-type: none"> <li>11.1. Total cost of the product</li> <li>11.2. Profit percentage</li> <li>11.3. Buying Commission</li> </ul>
<p><b>Evidence Guide</b></p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.</p>	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. Carried out fabric consumption calculation as per order</li> <li>1.2. Carried out trims and accessories consumption calculation as per sample</li> <li>1.3. Carried out calculation for cost of manufacturing (CM)</li> <li>1.4. Carried out calculations for FOB pricing</li> </ul>
2. Underpinning Knowledge	<ul style="list-style-type: none"> <li>2.1. Sketch and measurement chart</li> <li>2.2. Techniques and points of Apparel measuring</li> <li>2.3. Process of consumption</li> <li>2.4. Methods of costing format</li> </ul>
3. Underpinning Skills	<ul style="list-style-type: none"> <li>3.1. Identifying procedure of fabric consumption</li> <li>3.2. Identifying process of cost calculation as per sample</li> <li>3.3. Demonstrating preparation of cost sheet according to work order</li> <li>3.4. Calculating trims and accessories consumption as per sample</li> <li>3.5. Calculating the cost of manufacturing (CM)</li> <li>3.6. Calculating FOB price in accordance with specification</li> </ul>
4. Underpinning attitudes	<ul style="list-style-type: none"> <li>4.1. Commitment to occupational health and safety</li> <li>4.2. Environmental concerns</li> <li>4.3. Eagerness to learn</li> <li>4.4. Tidiness and timeliness</li> <li>4.5. Respect for rights of peers and seniors in workplace</li> <li>4.6. Communication with peers and seniors in workplace</li> </ul>
5. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1. Tools, equipment and physical facilities appropriate to perform activities.</li> <li>5.2. Materials, consumables to perform activities.</li> </ul>





6. Methods of assessment	Competency should be assessed by: 6.1. Written test 6.2. Oral questioning 6.3. Demonstration
7. Context of assessment	7.1. Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module 7.2. Assessment should be done by a certified assessor
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	





<b>Unit Code and Title</b>	<b>OSU05110L4V1: Apply the Methods of Order Follow up Procedure</b>
<b>Nominal Hours</b>	<b>40 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required to apply the order follow up procedure. It specifically includes the order follow procedure, supplier's evaluation process and demonstrates the TNA plan.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold and Underlined</b> terms are elaborated in the Range of Variables.
1. Interpret the order follow up procedure	1.1. Methods of order follow up are interpreted. 1.2. Approvals of samples at different stages of <b><u>order execution</u></b> are obtained. 1.3. All information of <b><u>approved samples</u></b> is collected, recorded and maintained as per company guidelines.
2. Recognize the supplier's evaluation process	2.1. Suppliers evaluation process is interpreted. 2.2. Order follow up chart is prepared as per buyer requirement. 2.3. Supplier evaluation chart is applied as per workplace standard.
3. Demonstrate the Time and Action (TNA) Plan	3.1. Types of <b><u>TNA plan</u></b> is interpreted on basis lead time. 3.2. TNA plan is prepared as per lead time. 3.3. TNA plan is followed for order execution.
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Order execution	1.1 Pattern making 1.2 Sample making and approvals 1.3 Cutting the fabrics 1.4 Sewing 1.5 Finishing 1.6 Packing 1.7 Shipment
2. Approved sample	2.1 Sample making 2.2 Comments 2.3 Test reports
3. Order follow up	3.1 TNA plan 3.2 Lab dip 3.3 Development / styling sample 3.4 Trim card 3.5 Size set /fit sample 3.6 Pre-production sample 3.7 Pre- production Meeting 3.8 Cutting start to end date



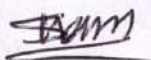
	3.9 Sewing start to end date 3.10 Finishing start to end date 3.11 Packing starts to end date 3.12 Shipment
4. TNA plan	4.1 Combined execution plan 4.2 Cutting plan 4.3 Sewing plan 4.4 Finishing & packing plan 4.5 Shipment plan
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 Performed the order follow up procedure 1.2 Applied the supplier's evaluation process 1.3 Prepared TNA Plan
2. Underpinning knowledge	2.1 Order follow up procedure 2.2 Suppliers assessment techniques 2.3 Details of TNA Plan
3. Underpinning skills	3.1 Maintaining the order handling procedure 3.2 Applying supplier evaluation process 3.3 Preparing TNA plan
4. Underpinning attitudes	4.1 Commitment to occupational health and safety 4.2 Environmental concerns 4.3 Eagerness to learn 4.4 Tidiness and timeliness 4.5 Respect for rights of peers and seniors in workplace 4.6 Communication with peers and seniors in workplace
5. Resource implications	The following resources must be provided: 5.1 Tools, equipment and physical facilities appropriate to perform activities. 5.2 Materials, consumables to perform activities.
6. Methods of assessment	Competency should be assessed by: 6.1 Written test 6.2 Oral questioning 6.3 Demonstration
7. Context of assessment	7.1 Competency assessment must be done in a training centre or in an actual or simulated work place after completion of the training module 7.2 Assessment should be done by a certified assessor

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**Accreditation Requirements**

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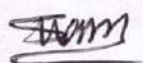


<b>Unit Code and Title</b>	<b>OSU06110L4V1: Interpret the Process of Commercial and Banking Activities</b>
<b>Nominal Hours</b>	<b>30 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required to interpret the process of commercial and banking requirements. It includes task of banking, letter of credit, documentation for payment.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold and Underlined</b> terms are elaborated in the Range of Variables.
1. Process the commercial and banking requirements	1.1 <b><u>Legal requirement for apparel business</u></b> is interpreted. 1.2 Commercial documentation is performed. 1.3 International commercial terms (INCOTERMS) is interpreted. 1.4 Banking requirements for apparel business are followed and applied.
2. Perform the procedures for letter of credit (L/C)	2.1 Different types letter of credits is interpreted. 2.2 Purpose of letter of credit (L/C) is recognized. 2.3 L/C documentation are prepared. 2.4 <b><u>L/C procedures</u></b> are followed and applied.
3. Perform documentation for payment	3.1 <b><u>Payment documentation</u></b> are identified. 3.2 Purpose of <b><u>payment documentation</u></b> is interpreted. 3.3 Payment documents are prepared as per L/C terms.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Legal requirements for apparel business	1.1. Trade License 1.2. Bank account 1.3. ERC (Export Registration Certificate) 1.4. IRC (Import Registration Certificate) 1.5. TIN (Tax Identification Number) 1.6. VAT (Value Added Tax) 1.7. Permission from Bangladesh Bank 1.8. Factory license 1.9. Fire license 1.10. Environmental certificate 1.11. Board of Investment (BOI) registration for liaison buying office 1.12. Export Promotion Bureau (EPB) Enlistment
2. Letter of Credit (L/C) Procedure	2.1. Master L/C. 2.2. Back to back L/C. 2.3. Sight L/C 2.4. Deferred L/C 2.5. Telegraphic Transfer (TT)

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3. Shipment booking format	<ul style="list-style-type: none"> <li>3.1. Buyer</li> <li>3.2. Style no</li> <li>3.3. Purchase Order (PO) number</li> <li>3.4. Invoice no</li> <li>3.5. Quantity to be shipped</li> <li>3.6. Cubic Meter (CBM)</li> <li>3.7. Gross weight</li> <li>3.8. Net weight</li> <li>3.9. Container type</li> <li>3.10. Goods handover date</li> <li>3.11. Port of destination</li> <li>3.12. Full Container Load (FCL)</li> <li>3.13. Less / loose Container Load (LCL)</li> </ul>
4. Payment Documents	<ul style="list-style-type: none"> <li>4.1. Commercial invoice</li> <li>4.2. Packing list</li> <li>4.3. Bill of Lading (B/L) or Air way bill (AWB)</li> <li>4.4. Inspection certificate</li> <li>4.5. Generalized system of preference (GSP)</li> </ul>
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. Interpreted the commercial and banking requirements.</li> <li>1.2. Followed and applied the procedures of L/C</li> <li>1.3. Prepared documents for the payment</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1. All Commercial Requirements</li> <li>2.2. Details of banking procedures</li> <li>2.3. Letter of Credit (L/C)</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1. Interpreting commercial and banking requirements</li> <li>3.2. Processing of a Letter of Credit (L/C)</li> <li>3.3. Preparing documentation for payment.</li> </ul>
4. Underpinning Attitudes	<ul style="list-style-type: none"> <li>4.1. Commitment to occupational health and safety</li> <li>4.2. Environmental concerns</li> <li>4.3. Eagerness to learn</li> <li>4.4. Tidiness and timeliness</li> <li>4.5. Respect for rights of peers and seniors in workplace</li> <li>4.6. Communication with peers and seniors in workplace</li> </ul>
5. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1. Tools, equipment and physical facilities appropriate to perform activities.</li> <li>5.2. Materials, consumables to perform activities.</li> </ul>
6. Methods of Assessment	<p>Competency Should Be Assessed by:</p> <ul style="list-style-type: none"> <li>6.1. Written Test</li> <li>6.2. Oral Questioning</li> <li>6.3. Demonstration</li> </ul>





7. Context of assessment	<p>7.1. Competency assessment must be done in a training centre or in an actual or simulated work place after completion of the training module</p> <p>7.2. Assessment should be done by a certified assessor</p>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

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FAIM



**Developed by:**

British Council

**Under the guidance of:**

Sills for Employment Investment Program (SEIP)

**Experts Involved:**

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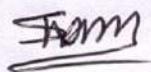


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## Validation of Competency Standard by Standard and Curriculum Validation Committee (SCVC)

The Competency Standards for National Skills Certificate in **Apparel Merchandising NTVQF L-IV** Qualification is validated by SCVC on 06 November 2019 and approved by NSDA.

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## Copyright

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This Competency Standard for **Apparel Merchandising** is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing training consistent with the requirements of industry in order for individuals who graduated through the established standard via competency-based assessment to be suitably qualified for a relevant job.

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