



**COMPETENCY STANDARD**  
**FOR**  
**Production Planning and Control (PPC)**  
**(RMG & Textile ISC)**

**Level: 04**

**Competency Standard Code: I10S003L4V1**

**National Skills Development Authority**  
**Prime Minister's Office, Bangladesh**

FROM

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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.

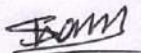
Key priority economic growth sectors identified by the government have been targeted by NSDA to improve current job skills along with existing workforce to ensure required skills to industry standards. Training providers are encouraged and supported to work with industry to address identified skills and knowledge to enable industry growth and increased employment through the provision of market responsive inclusive skills training programmes. "**Production Planning and Control (PPC)**"

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

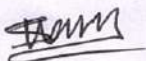
The ensuing sections of this document comprise of a description of the relevant occupation, trade or job with all the key components of a unit of competency, including:

- 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.

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## 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

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## List of Abbreviations

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### 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

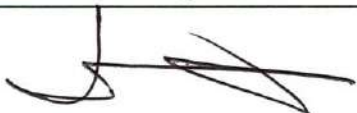
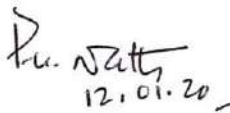
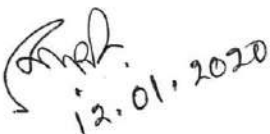
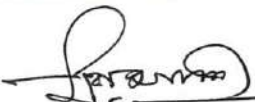
PPE – Personal Protective Equipment

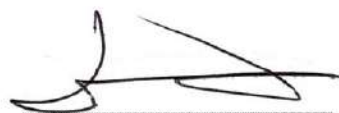
SOP – Standard Operating Procedures

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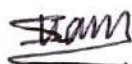
## Approval of Competency Standard

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)	 P. Nath 12.01.20
<b>Mohammad Rezaul Karim</b> Additional Secretary Member (Skills Standard & Certification) National Skills Development Authority (NSDA)	 Moh. Karim 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  
Production Planning and Control (PPC)**

**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	20
3	GCU05L3V1	Carryout Workplace Interaction in English	3	15
4	GCU07L3V1	Operate in a Self-directed Team	3	15
<b>The Sector Specific Competencies</b>				<b>45</b>
6	SSU01110L2V1	Recognize the RMG Business Scenario	2	15
7	SSU02110L3V1	Perform Measurement and Calculations in the RMG Sector	3	15
8	SSU03110L3V1	Interpret Sketch and Specifications in Manuals for RMG Sector	3	15
<b>The Occupation Specific Competencies</b>				<b>250</b>
9	OSU01110L4V1	Interpret Production planning	4	40
10	OSU02110L4V1	Analyze the Nuances of Garments Operation	4	40
11	OSU03110L4V1	Use Data Management Techniques	4	60
12	OSU04110L4V1	Apply the Planning Methods	4	60
13	OSU05110L4V1	Interpret Planning Optimization and Waste Control	4	50
<b>Total Nominal Learning Hours</b>				<b>360</b>

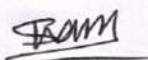
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**Units & Elements at Glance:****The Generic Competencies (65 hours)**

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
GCU04L2V1	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
GCU05L3V1	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
GCU07L3V1	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
<b>Total Hour</b>			<b>65</b>

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

Code	Unit of Competency	Elements of Competency	Duration (Hours)
SSU01I10L2V1	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



SSU02I10L3V1	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
SSU03I10L3V1	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
OSU01I10L4V1	Interpret Production Planning	<ol style="list-style-type: none"> <li>1. Interpret production terminology and production planning process</li> <li>2. Recognize structures of PPC department</li> <li>3. Identify tools for planning</li> </ol>	40
OSU02I10L4V1	Analyse the Nuances of Garments Operation	<ol style="list-style-type: none"> <li>1. Identify types of sewing machines</li> <li>2. Interpret garments operation process breakdown</li> <li>3. Summarize garment manufacturing process</li> </ol>	40
OSU03I10L4V1	Use data Management Techniques	<ol style="list-style-type: none"> <li>1. Arrange data on production</li> <li>2. Interpret target/planned production calculation</li> </ol>	60
OSU04I10L4V1	Apply Planning Methods	<ol style="list-style-type: none"> <li>1. Identify inventory planning</li> <li>2. Perform plant capacity calculation and forecasting</li> <li>3. Perform production scheduling</li> </ol>	60
OSU05I10L4V1	Interpret Planning Optimization and Waste Control	<ol style="list-style-type: none"> <li>1. Interpret production lead time and reduction</li> <li>2. Apply plan follow-up and plan adjustment</li> <li>3. Initiate waste control measures</li> </ol>	50
<b>Total Hours</b>			<b>250</b>

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## The Generic Competencies

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<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>	

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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	2.1 Personal protective equipment - Hand gloves, safety shoes, safety goggles, masks, apron, 2.2 Identification of tools and equipment 2.3 Hazardous events 2.4 Tools, equipment, machinery and relevant accessories. 2.5 Communication 2.6 Job roles, responsibilities and compliance 2.7 Workplace laws

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3. Underpinning skill	3.1 Ability to use the appropriate PPE. 3.2 Ability to identify tools and equipment. 3.3 Ability to quick response and to take safety precautions for different hazardous situations. 3.4 Ability to operate and use tools, equipment, machinery and accessories properly as per SOP (Company standards). 3.5 Ability to communicate with peers and supervisors. 3.6 Ability to apply in the workplace.
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 Tools, equipment and physical facilities appropriate to perform activities. 5.2 Materials, consumables to perform activities.
6. Methods of assessment	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 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

**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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<b>Unit Code and Title</b>	<b>GCU04L2V1: Perform Basic IT Skills</b>
<b>Nominal Hours</b>	<b>20 Hours</b>
<b>Unit Descriptor</b>	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.
<b>Elements of Competency</b>	<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 4.5 <b><u>Sheets</u></b> are formatted as per requirement. 4.6 <b><u>Charts</u></b> are created. 4.7 Charts/ Sheets are previewed

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

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3. Documents	<p>3.1 Word documents</p> <p>3.2 Standard CV / Bio-Data with different text &amp; fonts, image and table.</p> <p>3.3 Application / Official letter with proper paragraph and indenting, spacing, styles, Illustrations, Tables, Header &amp; Footers and symbols.</p> <p>3.4 Standard report / newspaper items with column, footnote and endnote, drop cap, indexing and page numbering.</p>
4. Contents	<p>4.1 Illustrations and styles</p> <p>4.2 Text</p> <p>4.3 Table</p> <p>4.4 Symbols</p> <p>4.5 Header &amp; Footer</p>
5. Formatted.	<p>5.1 Bold</p> <p>5.2 Italic</p> <p>5.3 Underline</p> <p>5.4 Font size, colour,</p> <p>5.5 Change case</p> <p>5.6 Alignment and intend</p>
6. Functions	<p>6.1 Mathematics</p> <p>6.2 Logical</p> <p>6.3 Simple Statistical</p>
7. IT tools	<p>7.1 Phone</p> <p>7.2 Cell Phone</p> <p>7.3 TABs</p> <p>7.4 Radio</p> <p>7.5 Television</p> <p>7.6 Computers</p> <p>7.7 Laptops</p> <p>7.8 Notebooks</p> <p>7.9 Internet</p> <p>7.10 Software</p> <p>7.11 Satellite</p>
8. Browsers	<p>8.1 Internet Explorer</p> <p>8.2 Firefox</p> <p>8.3 Google Chrome</p> <p>8.4 Opera</p> <p>8.5 Safari</p> <p>8.6 Omni Web</p>
<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> <p>1.1 Followed OSH Standard and Safe Work Procedures.</p> <p>1.2 Created, opened, copied, renamed, deleted and sorted files and folders as per requirement.</p>

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	<ul style="list-style-type: none"> <li>1.3 Completed application software Installations properly</li> <li>1.4 Performed simple trouble shooting with Computer</li> <li>1.5 Demonstrated typing on word processing software, save and retrieve documents</li> <li>1.6 Used functions for calculating and editing logical operation in spread sheet.</li> <li>1.7 Configured appropriate printer settings and printed the document.</li> <li>1.8 Demonstrated ability to create email accounts.</li> <li>1.9 Demonstrated ability to use email account for different online purpose</li> </ul>
2. Underpinning Knowledge	<ul style="list-style-type: none"> <li>2.1 Basic competent of PC</li> <li>2.2 IT and IT Tools</li> <li>2.3 Different type of software and application packages</li> <li>2.4 Use of word processor, spread sheet and presentation software</li> <li>2.5 Different type of math and logical functions</li> <li>2.6 Computer Trouble Shooting</li> <li>2.7 Techniques to access internet</li> </ul>
3. Underpinning Skills	<ul style="list-style-type: none"> <li>3.1 Identifying and use IT Tools</li> <li>3.2 Demonstrating simple trouble shooting with Computer</li> <li>3.3 Demonstrating typing on word processing software</li> <li>3.4 Saving and retrieving documents on Word Processing software.</li> <li>3.5 Demonstrated ability to create email accounts</li> <li>3.6 Opening an email account and use it for different purpose.</li> <li>3.7 Configured appropriate printer settings and printed the document</li> <li>3.8 Used functions for calculating and editing logical operation in spread sheet</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 Workplace (simulated or actual)</li> <li>5.2 IT Tools</li> <li>5.3 Computers with word processing application</li> <li>5.4 Internet connection</li> <li>5.5 Presentations</li> <li>5.6 Learning manuals</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>

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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**

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.

JMM

<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	<ul 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> </ul>
2. Read and Understand Workplace Documents	<ul 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> </ul>
3. Work as a team member	<ul 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> </ul>
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>

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5. Practice professional ethics at work.	5.1. Responsibilities as a team member are demonstrated and kept promises and commitments made to others 5.2. Tasks are performed in accordance with workplace procedures 5.3. Confidentiality is respected and maintained 5.4. Situations and actions considered inappropriate or which present a conflict of interest are avoided
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to)
1. Courteous Manner	1.1 Effective questioning 1.2 Active listening 1.3 Speaking skills
2. Workplace Procedures and Matters	2.1 Notes 2.2 Agenda 2.3 Simple reports such as progress and incident reports 2.4 Job sheets 2.5 Operational manuals 2.6 Brochures and promotional material 2.7 Visual and graphic materials 2.8 Standards 2.9 OSH information 2.10 Signs
3. Appropriate Sources	3.1 HR Department 3.2 Managers 3.3 Supervisors
<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 Interpreted workplace communication and etiquette 1.2 Interpreted workplace instructions and symbols 1.3 Demonstrated workplace meetings
2. Underpinning Knowledge	Trainee will acquire knowledge of: 2.1. Workplace communication and etiquette 2.2. Workplace documents, signs and symbols 2.3. Meeting procedure and etiquette
3. Underpinning Skills	3.1. Demonstrating workplace communication and etiquette demonstrate 3.2. Demonstrating workplace instructions and symbols 3.3. Demonstrating workplace meetings

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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>	

BRM

<b>Unit Code and Title</b>	<b>GCU07L3V1: Operate in a Self-directed Team</b>
<b>Nominal Hours</b>	<b>15 Hours</b>
<b>Unit Descriptor</b>	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.
<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. 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.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (May include but not limited to)
1. Team goals and processes	1.1 Identifying the problem 1.2 Consider solutions 1.3 Action 1.4 Follow-up.

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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	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

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### **Accreditation Requirements**

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## The Sector Specific Competencies

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<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>Modes of Communication</b> are explained. 1.3 Communication policies and guidelines are identified and interpreted.
2. Recognize history of RMG Industries in Bangladesh	2.1. <b>Background of RMG</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>major departments</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>machines</b> used in different departments are identified.
4. List prime export markets	4.1 The types of <b>prime export markets</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

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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></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 Identified mode Communication</li> <li>1.2 Interpreted production process</li> <li>1.3 Identified prime export markets</li> </ul>

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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>	

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<b>Unit Code and Title</b>	<b>SSU02I10L3V1: Perform Measurement and Calculations in the RMG Sector</b>
<b>Nominal Hours</b>	<b>15 Hours</b>
<b>Unit Descriptor</b>	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.
<b>Elements of Competency</b>	<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>

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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	<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 Techniques of recording measurements</li> <li>2.4 Way to allowance and Tolerance</li> <li>2.5 Presentation of data and information</li> <li>2.6 Instructions to use of measuring devices</li> </ul>

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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>	

FAAM

<b>Unit Code and Title</b>	<b>SSU03110L3V1: 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 <u>manuals</u> 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 <u>sketch</u> and <u>specifications</u> are identified. 2.2. Key <u>terms and abbreviations</u> are identified. 2.3. <u>Signs and symbols</u> 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

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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>	

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## The Occupation Specific Competencies

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<b>Unit Code and Title</b>	<b>OSU01I10L4V1: Interpret Production Planning</b>
<b>Nominal Hours</b>	<b>40 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to interpret production planning. It specifically includes – interpret production terminology and production planning process; recognize structure of PPC department; and identify tools for production planning.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold and Underlined</b> terms are elaborated in the Range of Variables.
1. Interpret production terminology and production planning process	1.1 <b><u>Production terminology</u></b> is identified. 1.2 <b><u>Production planning</u></b> process is interpreted. 1.3 <b><u>Production process</u></b> is comprehended.
2. Recognize structure of PPC department	2.1 Structure of <b><u>PPC department</u></b> is comprehended. 2.2 The activities of PPC department are identified as per company's policy.
3. Identify tools for planning	3.1 Kinds of <b><u>Planning tools</u></b> are identified. 3.2 The format and usage guidelines of each type of planning format is comprehended.
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Production terminology	1.1. Input 1.2. Process 1.3. Output
2. Production planning	2.1 Orders from marketing division 2.2 Analyze the orders 2.3 Fabric development 2.4 Trims and accessories 2.5 Stages from pattern to packing 2.6 Delivery
3. Production Process	3.1 Raw material sourcing 3.2 Sample approvals 3.3 Pre-production meeting 3.4 Cut to pack 3.5 Pre-final inspection
4. Production planning control department (PPC)	4.1. Management 4.2. Organogram 4.3. Manpower 4.4. Plan follow up 4.5. Individual department planning

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5. Planning tools	<ul style="list-style-type: none"> <li>5.1 Work study</li> <li>5.2 Format</li> <li>5.3 Time and action calendar</li> <li>5.4 Loading plan</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. Identified production planning</li> <li>1.2. Identified Planning tools</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Production process</li> <li>2.2 Production planning</li> <li>2.3 PPC Department</li> </ul>
3. Underpinning Skills	<ul style="list-style-type: none"> <li>3.1 Identifying activities of PPC department</li> <li>3.2 Identifying format of planning tools.</li> </ul>
4. Underpinning attitudes	<ul style="list-style-type: none"> <li>4.1. Commitment to occupational health and safety</li> <li>4.2. Promptness in carrying out activities</li> <li>4.3. Sincere and honest to duties</li> <li>4.4. Environmental concerns</li> <li>4.5. Eagerness to learn</li> <li>4.6. Tidiness and timeliness</li> <li>4.7. Respect for rights of peers and seniors in workplace</li> <li>4.8. 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	<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>	

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<b>Unit Code and Title</b>	<b>OSU02I10L4V1: Analyze the Nuances of Garments Operation.</b>
<b>Nominal Hours</b>	<b>40 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to analyze the nuances of garment operations. It specifically includes – identify types of sewing machines; interpret garment operation process breakdown; and summarize garments manufacturing process.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold and Underlined</b> terms are elaborated in the Range of Variables.
1. Identify types of sewing machines	1.1. Types of <b><u>Sewing machines</u></b> are identified and listed. 1.2. Functions of different sewing machines are interpreted.
2. Interpret garment operation process breakdown	2.1. Garment operations related departments are identified. 2.2. Garment operations process breakdown is interpreted.
3. Summarize garment manufacturing process	3.1. <b><u>Manufacturing process</u></b> breakdown is identified with key aspects of each process. 3.2. Garments manufacturing process are interpreted.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Sewing machines	1.1. Single needle machine 1.2. Double Needle Machine 1.3. Over lock machine 1.4. Feed of the arm machine 1.5. Flat lock Machine 1.6. Blind stitch Machine 1.7. Zigzag Machine 1.8. Kansai Multi needle machine 1.9. Bar tuck Machine 1.10. Button stitch Machine 1.11. Button hole sewing Machine 1.12. Eye/ Kay hole Machine
2. Garments operation / process breakdown	2.1 Basic style 2.2 Semi fancy style 2.3 Fancy style 2.4 Front part 2.5 Back part 2.6 Assembling part 2.7 Make section

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3. Manufacturing Process	<ul style="list-style-type: none"> <li>3.1. Pattern making</li> <li>3.2. Sample Making</li> <li>3.3. Marker preparation</li> <li>3.4. Fabric Cutting</li> <li>3.5. Garments Sewing</li> <li>3.6. Garments quality inspection</li> <li>3.7. Garments Finishing</li> <li>3.8. Garments Packing</li> <li>3.9. Garments Embellishment</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 sewing machines as per garments production</li> <li>1.2. Illustrated operation breakdown</li> <li>1.3. Identified manufacturing process as per guideline</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1. Sewing machines</li> <li>2.2. Function of sewing machines</li> <li>2.3. Operation breakdown of garments</li> <li>2.4. Manufacturing process</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1. listing sewing machines as per garments production needs</li> <li>3.2. Identifying the operation breakdown as per style</li> <li>3.3. Interpreting the manufacturing 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. Promptness in carrying out activities</li> <li>4.3. Sincere and honest to duties</li> <li>4.4. Environmental concerns</li> <li>4.5. Eagerness to learn</li> <li>4.6. Tidiness and timeliness</li> <li>4.7. Respect for rights of peers and seniors in workplace</li> <li>4.8. 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	<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>

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### **Accreditation Requirements**

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FROM

<b>Unit Code and Title</b>	<b>OSU03110L4V1: Use Data Management Techniques</b>
<b>Nominal Hours</b>	<b>60 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to use data management techniques. It specifically includes – arrange data on production; and interpret target / planned production calculation.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold and Underlined</b> terms are elaborated in the Range of Variables.
1. Arrange data on production	1.1. <b>Standard Minute Value</b> on process and style is identified as per design. 1.2. Individual and line <b>capacity</b> is calculated as per style. 1.3. Production <b>efficiency</b> calculation formula are identified. 1.4. Data on efficiency are prepared according to formula.
2. Interpret target/planned production calculation	2.1. <b>Production calculation formula</b> is comprehended. 2.2. Procedures of production calculation are identified as per plan. 2.3. Production calculations are prepared according to costing formula.
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Standard minute value(SMV)	1.1. Cycle time 1.2. Observed time 1.3. Performance rating 1.4. Basic time 1.5. Allowance
2. Capacity	2.1. Working minutes 2.2. SMV 2.3. SMV earners
3. Efficiency	3.1. Earned minutes 3.2. Available minutes
4. Production calculation formula	4.1. Target 4.2. Capacity 4.3. SMV 4.4. Working days 4.5. Lead time
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable and consistent to meet the requirements of the current version of the unit of competency.	

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1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1. Calculated SMV, capacity and target</li> <li>1.2. Prepared data on production efficiency</li> <li>1.3. Performed production calculation according to the lead time</li> </ol>
2. Underpinning Knowledge	<ol style="list-style-type: none"> <li>2.1. Standard Minute Value (SMV) process</li> <li>2.2. Line capacity</li> <li>2.3. Production efficiency calculation formula</li> <li>2.4. Production calculation formula</li> </ol>
3. Underpinning Skills	<ol style="list-style-type: none"> <li>3.1. Calculating Standard Minute Value (SMV)</li> <li>3.2. Calculating capacity and target</li> <li>3.3. Preparing data on production efficiency</li> <li>3.4. Performing production calculation according to lead time</li> </ol>
4. Underpinning attitudes	<ol style="list-style-type: none"> <li>4.1. Commitment to occupational health and safety</li> <li>4.2. Promptness in carrying out activities</li> <li>4.3. Sincere and honest to duties</li> <li>4.4. Environmental concerns</li> <li>4.5. Eagerness to learn</li> <li>4.6. Tidiness and timeliness</li> <li>4.7. Respect for rights of peers and seniors in workplace</li> <li>4.8. Communication with peers and seniors in workplace</li> </ol>
5. Resource implications	<p>The following resources must be provided:</p> <ol 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> </ol>
6. Methods of assessment	<p>Competency should be assessed by:</p> <ol style="list-style-type: none"> <li>6.1. Written test</li> <li>6.2. Demonstration</li> <li>6.3. Oral questioning</li> </ol>
7. Context of assessment	<ol 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> </ol>

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TEAM

<b>Unit Code and Title</b>	<b>OSU04I10L4V1: Apply Planning Methods</b>
<b>Nominal Hours</b>	<b>60 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to apply planning methods. It specifically includes – identify inventory planning; perform plant capacity calculate and forecasting; perform production scheduling.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold and Underlined</b> terms are elaborated in the Range of Variables.
1. Identify inventory planning	1.1. Purpose of inventory planning is comprehended. 1.2. <b><u>Types of inventory</u></b> planning is outlined. 1.3. Procedure of preparing inventory planning is interpreted. 1.4. <b><u>Material requirement planning</u></b> is comprehended.
2. Perform plant capacity calculation and forecasting	2.1. Capacity calculation formula is identified. 2.2. Plant capacity calculations are performed. 2.3. Plant capacity calculation and forecasting applied as per formula.
3. Perform production scheduling	3.1. <b><u>Production scheduling</u></b> is identified. 3.2. Production scheduling are performed as per lead time.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Types of inventory	1.1. Fabrics 1.2. Trims and accessories 1.3. Finished goods 1.4. Work-in-process 1.5. Machinery 1.6. Tools and equipment
2. Material requirement planning	2.1. Reduce inventory levels 2.2. Reduce component shortage 2.3. Improve shipping performance 2.4. Improve customer service 2.5. Improve productivity 2.6. Simplified and accurate scheduling 2.7. Reduce purchasing cost 2.8. Improve production scheduling 2.9. Reduce lead times 2.10. Less scrap and rework 2.11. Higher production quality 2.12. Improve communication 2.13. Improve plant efficiency 2.14. Reduce freight cost 2.15. Reduction in excess inventory 2.16. Reduce overtime

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3. Production scheduling	<ul style="list-style-type: none"> <li>3.1. Lead time</li> <li>3.2. Working days</li> <li>3.3. Holidays</li> <li>3.4. Calendar days</li> <li>3.5. Risk factors</li> </ul>
4. Cost of Manufacturing (CM) calculation	<ul style="list-style-type: none"> <li>4.1. Fixed cost of the factory</li> <li>4.2. Overhead cost</li> <li>4.3. Per day per machine cost</li> <li>4.4. Daily production per line</li> <li>4.5. Working hour</li> <li>4.6. SMV (Standard Minute value)</li> <li>4.7. Production efficiency</li> </ul>
5. Free on Board (FOB) price	<ul style="list-style-type: none"> <li>5.1. Total cost of the product</li> <li>5.2. Profit percentage</li> <li>5.3. 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. Prepared inventory planning</li> <li>1.2. Applied plant capacity calculation and forecasting</li> <li>1.3. Performed production scheduling</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1. Types of inventory</li> <li>2.2. Inventory planning</li> <li>2.3. Information on types of inventory</li> <li>2.4. Plant capacity calculation</li> <li>2.5. Production scheduling</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1. Interpreting procedure of preparing inventory planning</li> <li>3.2. Performed plant capacity calculation and forecasting</li> <li>3.3. Applying forecasting as per formula</li> <li>3.4. Preparing production schedule as per lead time</li> </ul>
4. Underpinning Attitudes	<ul style="list-style-type: none"> <li>4.1. Commitment to occupational health and safety</li> <li>4.2. Promptness in carryout activities</li> <li>4.3. Sincere and honest to duties</li> <li>4.4. Environmental concerns</li> <li>4.5. Eagerness to learn</li> <li>4.6. Tidiness and timeliness</li> <li>4.7. Respect for rights of peers and seniors in workplace</li> <li>4.8. 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>

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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

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Team

<b>Unit Code and Title</b>	<b>OSU05I10L4V1: Interpret Planning Optimization and Waste Control</b>
<b>Nominal Hours</b>	<b>50 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to interpret planning optimization and waste control. It specifically includes the analysis of production lead-time reduction, plan follow-up and adjustment and waste control management.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold and Underlined</b> terms are elaborated in the Range of Variables.
1. Interpret production lead time and reduction	1.1. <b><u>Production lead time</u></b> is comprehended as per the buyer's instruction. 1.2. <b><u>Production lead time reduction</u></b> is applied to enhance the organizational performance.
2. Apply plan follow-up and plan adjustment	2.1. <b><u>Plan follow</u></b> up is interpreted as per the revised TNA plan. 2.2. Production planning is followed as per specification.
3. Initiate waste control measures	3.1. <b><u>Types of waste</u></b> in production are identified 3.2. Production <b><u>waste control plan</u></b> is followed in different departments
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Production lead time	1.1 Capacity 1.2 SMV earners 1.3 Machine quantity
2. Production lead time reduction	2.1 Capacity scheduling 2.2 Supply chain 2.3 Bottle neck 2.4 Line balancing 2.5 Scheduling
3. Plan follow up	3.1 SOP 3.2 KPI 3.3 Follow up meeting 3.4 Efficient management information system (MIS) for timely decision making
4. Types of waste	4.1. MUDA 4.2. Over production 4.3. Inventory 4.4. Transportation 4.5. Defects 4.6. Motion 4.7. Extra processing 4.8. Waiting 4.9. Disconnection

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5. Waste control plan	<ul style="list-style-type: none"> <li>5.1 Pull system / Kanban</li> <li>5.2 Just in time / Finish on time</li> <li>5.3 Minimum changes in original design</li> <li>5.4 Least make break / rework</li> <li>5.5 Keep check on labor and material costs</li> <li>5.6 Avoid rework due to bad quality</li> <li>5.7 Optimize usage of materials</li> <li>5.8 Enhance labor productivity through skills training</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 Practiced production lead time reduction</li> <li>1.2 Applied production follow up</li> <li>1.3 Performed waste control and planning</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Production lead time reduction</li> <li>2.2 Types of waste</li> <li>2.3 Waste control plan</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Applying production lead time reduction to enhance the organizational performance</li> <li>3.2 Executing plan follow up as per revised TNA plan</li> <li>3.3 Reducing waste and increase efficiency</li> </ul>
4. Underpinning attitudes	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Promptness in carrying out activities</li> <li>4.3 Sincere and honest to duties</li> <li>4.4 Environmental concerns</li> <li>4.5 Eagerness to learn</li> <li>4.6 Tidiness and timeliness</li> <li>4.7 Respect for rights of peers and seniors in workplace</li> <li>4.8 Communication with peers and seniors in workplace</li> </ul>
5. Resource implications	The following resources must be provided: <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: <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>

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## Experts Involved

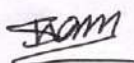
Industry experts who provided their valuable inputs to construct this Competency Standard (Feb 2017 – Apr 2017)

Name	Organization	Designation
Mr. Tanvir Al Islam	Ehsan-Moonlight Garments Ltd.	Manager, IE & Planning
Mr. Md. Arafat Rumman	Pride Group	Manager, R&D
Mr. Md. Shafikur Rahman	Interfax Shirt Manufacturing Ltd.	Senior Executive & Team Leader, Planning
Mr. Md. Illius Hossain	Viyellatex Group	Senior officer, IE
Mr. Md. Hedayetul Islam Khan	SEIP-BGMEA	Coordinator
Mr. Zobayer Alam	Institute of Science, Trade & Technology (ISTT)	Head, DTFM
Mr. Md. Amir Hossain	BC SD03 Project	Consultant – RMG sector
Mr. Md. Zakaria Lenin	Dhaka Institute of Fashion & Technology (DIFT)	Asst. Professor

## Working Group:

01<sup>st</sup> Working Group formation and Competency Standard Development Workshop participants:

Name	Organization	Designation
Mr. Muhammad Zaglul Hayder	SEIP- BGMEA	Chief Coordinator
Mr. Motahar Hosen	BGMEA	Trainer
Mr. Shafiqul Islam	Mohammadi Group	Manager IE & Planning
Mr. Ananda Falia	BTEB	Asst. Controller



Mr. Syed Nasir Ershed	SEIP	AEPD (Public-1)
Mr. Md. Ahsan Habib	SEIP	TVET Specialist
Mr. Mohiuzzaman	SEIP	Course specialist
Md. Amir Hossain	BC SD03 Project	Consultant – RMG sector
Mr. Rashmi Mehra	BC SD03 Project	International consultant for Development of CBLM
Mr. Syed Azharul Haque	BC SD03 Project	National Subject Matter Consultant-RMG sector

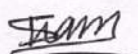
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## Validation of Competency Standard by Standard and Curriculum Validation Committee (SCVC)

The Competency Standards for National Skills Certificate in **Production Planning and Control (PPC)** NTVQF L-IV Qualification is validated by SCVC on 09 November 2019 and approved by NSDA.

**Respectable members of the SCVC:**

Production Planning and Control (PPC), Level - IV		
1	Mr. Mohammed Nasir Chairperson, RTISC Mob: 01711 527018 email: <a href="mailto:nasirever@gmail.com">nasirever@gmail.com</a> , <a href="mailto:info@rtisc.org">info@rtisc.org</a>	Chairperson
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