



**COMPETENCY STANDARD**  
**FOR**  
**Safety Management for RMG Industries**  
**(RMG & Textile ISC)**

**Level: 03**

**Competency Standard Code: I10S002L3V1**

**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. "**Safety Management for RMG Sector**" 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.

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## 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:

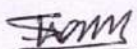
- a chart with an overview of all Units of Competency for the relevant occupation, trade or job including the Unit Codes and the Unit of Competency titles and corresponding Elements
- the Competency Standard that includes the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range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

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**National Competency Standards for National Skill Certificate – III in  
Safety Management for RMG Industries in RMG and Textile (RT) Sector**

## 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



# Annex 1: 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

### General

CS – Competency Standard

ISC – Industry Skills Council

NPVC – National Pre-Vocation Certificate

NSDA – National Skills Development Authority

PPP -- Public Private Partnership

SCVC – Standards and Curriculum Validation Committee

UoC – Unit of Competency

### Occupation Specific Abbreviations

BLA - Bangladesh Labour Act

BNBC - Bangladesh National Building Code

CoC - Code of Conduct

DCP - Dry Chemical Powder

ECA - Environment Conservation Act

ECR - Environment Conservation Rule

MSDS – Material Safety Data Sheet

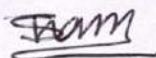
NFPA - National Fire Protection Association

OSH – Occupational Safety and Health

OSHA - Occupational Safety and Health Administration

PPE – Personal Protective Equipment

SOP – Standard Operating Procedures



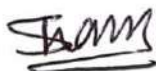
## Approval of Competency Standard

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 - III in  
Safety Management for RMG Industries in RMG and Textile (RT) Sector**

## Course Structure

SL	Unit Code and Title		UoC Level	Nominal Duration (Hours)
<b>The Generic Competencies (03 UoCs required)</b>				<b>70</b>
1.	GCU02L1V1	Apply Occupational Health and Safety (OSH) Practices in the Workplace	1	30
2.	GCU04L1V1	Perform Basic IT Skills	2	20
3.	GCU08L4V1	Lead Small Team	4	20
<b>The Sector Specific Competencies (02 UoCs required)</b>				<b>45</b>
1.	SSU01I10L2V1	Recognize the RMG Business Scenario	2	15
2.	SSU03I10L3V1	Interpret Drawing and Specifications in Manuals for the RMG Industries	3	30
<b>The Occupation Specific Competencies (04 UoCs Required)</b>				<b>245</b>
1.	OSU01I10L3V1	Interpret Industrial Safety Management in RMG Industries	3	110
2.	OSU02I10L3V1	Interpret Fire Safety & Management System	3	35
3.	OSU03I10L3V1	Use Fire Protection Tools & Equipment	3	55
4.	OSU04I10L3V1	Illustrate Fire Hazard, Disaster Management & Risk Assessment	3	45
<b>Total Nominal Learning Hours</b>				<b>360</b>

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# Units and Elements

## The Generic Competencies

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 workplace</li> </ol>	30
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 spreadsheet packages to create / prepare worksheets</li> <li>5. Use presentation to create / prepare presentation</li> <li>6. Print documents</li> <li>7. Use internet and access e-mail</li> </ol>	20
GCU08L4V1	Lead Small Team	<ol style="list-style-type: none"> <li>1. Provide team leadership</li> <li>2. Assign responsibilities</li> <li>3. Set performance expectations for team members</li> <li>4. Supervise team performance</li> </ol>	20
<b>Total Hour</b>			<b>70</b>

*Team*

## The Sector Specific Competencies

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 Industries</li> <li>4. List prime export markets</li> </ol>	15
SSU03I10L3V1	Interpret Drawing and Specifications in Manuals for the RMG Industries	<ol style="list-style-type: none"> <li>1. Identify information from manual</li> <li>2. Identify drawing and specifications</li> <li>3. Interpret drawing and specifications</li> <li>4. Store manuals</li> </ol>	30
<b>Total Hours</b>			<b>45</b>

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## The Occupation Specific Competencies

Code	Unit of competency	Elements of competency	Guided Learning Hours
OSU01110L3V1	Interpret Industrial Safety Management in RMG Industries	<ol style="list-style-type: none"> <li>1. Interpret job role of a safety officer</li> <li>2. Illustrate industrial safety areas</li> <li>3. Illustrate industrial safety laws and regulations</li> <li>4. Interpret major safety issues</li> </ol>	110
OSU02110L3V1	Interpret Fire Safety & Management System	<ol style="list-style-type: none"> <li>1. Comprehend fire safety issues</li> <li>2. Describe different types of fire safety management systems</li> </ol>	35
OSU03110L3V1	Use Fire Protection Tools & Equipment	<ol style="list-style-type: none"> <li>1. Identify fire protection tools &amp; equipment</li> <li>2. Operate fire protection tools and equipment</li> <li>3. Demonstrate fire drill</li> <li>4. Clean and store</li> </ol>	55
OSU04110L3V1	Illustrate Fire Hazard, Disaster Management & Risk Assessment	<ol style="list-style-type: none"> <li>1. Classify fire hazard</li> <li>2. Interpret disaster management</li> <li>3. Analyze and report risk assessment</li> </ol>	45
<b>Total Hours</b>			<b>245</b>

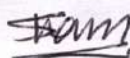
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## The Generic Competencies

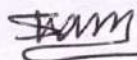
**National Technical and Vocational Qualifications Framework for Bangladesh  
Unit of Competency**

<b>Unit Code and Title</b>	<b>GCU02L1V1: Apply Occupational Health and Safety (OSH) Practices at Workplace</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to apply occupational health and safety (OSH) practices at workplace. It specifically includes – identify, control and report OSH hazards; conduct work safety; follow emergency response procedures; and maintain and improve health and safety in the workplace.
<b>Nominal Hours</b>	<b>30 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold &amp; Underlined</b> terms are elaborated in the Range of Variables
1. Identify, control and report OSH hazards	<p>1.1 Immediate work area is routinely checked for Occupational Health and Safety (OSH) hazards prior to commencing and during work.</p> <p>1.2 <b>Hazards</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 safety	<p>2.1 OSH practices are applied in the workplace.</p> <p>2.2 <b>Personal Protective Equipment (PPE)</b> is used.</p>
3. Follow emergency response procedures	<p>3.1 Emergency situations are identified and reported according to workplace 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>Workplace procedures</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 workplace	<p>4.1 Risks are identified and appropriate control measures are implemented in the workplace.</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 are maintained according to <b><u>company policies.</u></b></p>
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Hazards	<p>1.1 OSH incidents include near misses, injuries, illnesses and property damage, noise, handling hazardous substances, other hazards</p> <p>1.2 Working with and near moving equipment / load shifting equipment</p> <p>1.3 Broken or damaged equipment or materials</p>
2. Personal Protective Equipment (PPE)	<p>2.1 Apron</p> <p>2.2 Safety Helmet</p> <p>2.3 Goggles</p> <p>2.4 Ear muffs</p> <p>2.5 Gas mask</p> <p>2.6 Face shield</p> <p>2.7 Ear plugs</p> <p>2.8 Gloves</p> <p>2.9 Safety Boots</p>
3. Workplace procedures	<p>3.1 OSH system and related documentation including policies and procedures</p> <p>3.2 Standard Operating Procedures (SOPs)</p> <p>3.3 Information on Hazards and work process, hazard alerts, safety signs and symbols</p> <p>3.4 Labels</p> <p>3.5 Material Safety Data Sheets (MSDSs) and manufacturers' advice</p>
4. Company policies	<p>4.1 Job related Standard Operating Procedures (SOPs)</p> <p>4.2 Occupational Health and Safety (OSH) specific procedures</p> <p>Examples of OSH procedures include – consultation and participation, emergency response to specific hazards, incident investigation, risk assessment, reporting</p>

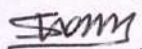


	arrangement and issue resolution procedures.
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency	
1. Critical aspects of competency	<ul style="list-style-type: none"> <li>1.1 Used Personal Protective Equipment (PPE).</li> <li>1.2 Identified hazards.</li> <li>1.3 Took corrective action of different hazards.</li> <li>1.4 Took corrective action for emergency procedure.</li> <li>1.5 Reported emergency situation to the Supervisor / Manger.</li> <li>1.6 Satisfied requirements mentioned in the performance criteria and range of variables.</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 OSH Workplace Policies and Procedures</li> <li>2.2 Work Safety Procedures</li> <li>2.3 Fire and emergency procedures</li> <li>2.4 Types of Hazards (Biological, Chemical and Physical) and their effects)</li> <li>2.5 PPE types and uses</li> <li>2.6 Personal Hygiene Practices</li> <li>2.7 OSH Awareness</li> <li>2.8 Steps of Hazard Identification</li> <li>2.9 Principles of Hazards control</li> <li>2.10 Employer's Role</li> <li>2.11 Supervisor's Responsibilities</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Identifying OSH policies and procedures</li> <li>3.2 Following personal work safety practices</li> <li>3.3 Reporting hazards and risks</li> <li>3.4 Responding to emergency procedures</li> <li>3.5 Maintaining physical well-being in the workplace</li> <li>3.6 Identify tools and equipment related to OSH</li> <li>3.7 Improving OSH performance</li> </ul>
4. Required attitude	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Sincere and honest to duties</li> <li>4.3 Promptness in carrying out activities</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 of peers and seniors in workplace</li> </ul>



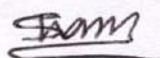


	4.8 Communicate with peers and seniors in workplace
5. Resource implications	<p>The following resources must be provided:</p> <p>5.1 Workplace (actual or simulated)</p> <p>5.2 Tools and equipment appropriate to workplace</p> <p>5.3 Materials relevant to the proposed activity</p> <p>5.4 All tools, equipment, material and documentation required</p> <p>5.5 Relevant specifications or work instructions</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> <p>6.4 Portfolio</p>
7. Context of assessment	<p>7.1 Competency assessment must be done in a training institute or in an actual or simulated after completion of the training module.</p> <p>7.2 Assessment should be done by NSDA 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>	



**National Technical and Vocational Qualifications Framework for Bangladesh  
Unit of Competency**

<b>Unit Code and Title</b>	<b>GCU04L2V1: Perform Basic IT Skills</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to perform basic IT skills. It specifically includes – identify and use most commonly used IT tools; operate computer; work with word processing software; use spreadsheet packages to create / prepare worksheets; use presentation packages to create / prepare presentation; print documents; and use internet and access e-mail.
<b>Nominal Hours</b>	<b>20 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold &amp; Underlined</b> terms are elaborated in the Range of Variables
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 as per standard. 2.3 Computer is switched as per standard. 2.4 PC <b><u>desktop / GUI settings</u></b> 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 installed. 3.2 Basic typing techniques are demonstrated. 3.3 <b><u>Documents</u></b> are created as per requirement in personal use and office environment.



	<p>3.4 <b>Contents</b> are entered.</p> <p>3.5 Documents are <b>formatted</b>.</p> <p>3.6 Paragraph and page settings are performed.</p> <p>3.7 Saving and retrieving technique of a document are interpreted.</p>
<p>4. Use spreadsheet packages to create / prepare worksheets</p>	<p>4.1 Spreadsheet packages are selected and opened.</p> <p>4.2 Worksheets are created as per requirement in Personal use and office environment.</p> <p>4.3 Data are entered.</p> <p>4.4 <b>Functions</b> are used for calculating and editing logical operation.</p> <p>4.5 Worksheets are formatted as per requirement.</p> <p>4.6 Charts are created.</p> <p>4.7 Charts / Sheets are previewed.</p>
<p>5. Use presentation packages to create / prepare presentation</p>	<p>5.1 Appropriate presentation software packages are selected and installed.</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>
<p>6. Print documents</p>	<p>6.1 Printer is connected with computer and power outlet as pre standard.</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>
<p>7. Use internet and access e-mail</p>	<p>7.1 Appropriate <b>internet browsers</b> 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 E-mail services are identified and selected to create a new email address.</p> <p>7.6 Document is prepared, attached and sent to recipients.</p> <p>7.7 E-mail is read, forwarded, replied and deleted as per requirement.</p>

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	7.8 Custom e-mail folders are created and manipulated. 7.9 E-mail messages are printed.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. IT tools	1.1 Phone 1.2 Cell Phone 1.3 TABs 1.4 Computers 1.5 Laptops 1.6 Notebooks 1.7 Internet 1.8 Software
2. Peripherals	2.1 Monitor 2.2 Keyboard 2.3 Mouse 2.4 Modem 2.5 Scanner 2.6 Printer
3. Desktop / GUI settings	3.1 Icons 3.2 Taskbar 3.3 View 3.4 Resolutions
4. Documents	4.1 Word documents 4.2 Standard CV / Bio-Data with different text & fonts, image and table 4.3 Application / Official letter with proper paragraph and indenting, spacing, styles, illustrations, tables, header & footers and symbols 4.4 Standard report / newspaper items with column, footnote and endnote, drop cap, indexing and page numbering
5. Contents	5.1 Illustrations and styles 5.2 Text 5.3 Table 5.4 Symbols 5.5 Header & Footer

*FORM*

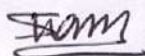
6. Formatted	6.1 Bold 6.2 Italic 6.3 Underline 6.4 Font size, colour, 6.5 Change case 6.6 Alignment and intend
7. Functions	7.1 Mathematics 7.2 Logical 7.3 Simple Statistical
8. Internet Browsers	8.1 Internet Explorer 8.2 Firefox 8.3 Google Chrome 8.4 Opera 8.5 Safari 8.6 Omni Web
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.	
1. Critical aspects of competency	1.1 Followed OSH standard and safe work procedures. 1.2 Completed application software installations properly. 1.3 Performed simple trouble shooting with computer. 1.4 Configured appropriate printer settings and printed the document. 1.5 Demonstrated ability to create e-mail accounts.
2. Underpinning knowledge	2.1 Basic components of PC. 2.2 IT and IT Tools. 2.3 Type of software and application packages. 2.4 Use of word processor, spreadsheet and presentation software. 2.5 Type of math and logical functions. 2.6 Computer troubleshooting. 2.7 Techniques to access internet.
3. Underpinning skills	3.1 Identifying and using IT Tools. 3.2 Demonstrating simple troubleshooting with computer. 3.3 Demonstrating typing on word processing software. 3.4 Creating, opening, copying, renaming, deleting and sorting files and folders as per requirement. 3.5 Saving and retrieving documents on word processing software.

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	<p>3.6 Demonstrating ability to create e-mail accounts.</p> <p>3.7 Opening an e-mail account and use it for different purpose.</p> <p>3.8 Configuring appropriate printer settings and print documents.</p> <p>3.9 Using functions for calculating and editing logical operation in spreadsheet.</p>
4. Underpinning attitude	<p>4.1 Commitment to occupational health and safety</p> <p>4.2 Promptness in carrying out activities</p> <p>4.3 Sincere and honest to duties</p> <p>4.4 Eagerness to learn</p> <p>4.5 Tidiness and timeliness</p> <p>4.6 Environmental concerns</p> <p>4.7 Respect for rights of peers and seniors at workplace</p> <p>4.8 Communication with peers and seniors at workplace</p>
5. Resource implications	<p>The following resources must be provided:</p> <p>5.1 Workplace (actual or simulated)</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 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> <p>6.4 Portfolio</p>
7. Context of assessment	<p>7.1 Competency assessment must be done in a training centre or in an actual or simulated workplace after Completion of the training module.</p> <p>7.2 Assessment should be done by NSDA certified assessor.</p>

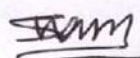
### Accreditation Requirements

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.



**National Technical and Vocational Qualifications Framework for Bangladesh  
Unit of Competency**

<b>Unit Code and Title</b>	<b>GCU08L4V1: Lead Small Team</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to lead small team. It specifically includes – provide team leadership; assign responsibilities; set performance expectations for team members; and supervised team performance.
<b>Nominal Hours</b>	<b>20 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold &amp; Underlined</b> terms are elaborated in the Range of Variables
1. Provide team leadership	1.1 <b><u>Work requirements</u></b> are identified and presented to team members. 1.2 Reasons for instructions and requirements are communicated to team members. 1.3 <b><u>Team members' queries and concerns</u></b> are recognized, discussed and dealt with.
2. Assign responsibilities	2.1 Duties, and responsibilities are allocated having regard to the skills, knowledge and attitudes required to properly undertake the assigned task. 2.2 Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible.
3. Set performance expectations for team members	3.1 Performance expectations are established based on client needs and according to assignment requirements. 3.2 Performance expectations are based on individual team members' duties and area of responsibility. 3.3 Performance expectations are discussed and directed to implement in the workplace.



4. Supervise team performance	<p>4.1 <b>Monitoring of performance</b> are taken place against defined performance criteria and / or assignment instructions and corrective action taken if required.</p> <p>4.2 Team members are provided <b>feedback</b>, positive support and advice on strategies to overcome any deficiencies.</p> <p>4.3 <b>Performance issues</b> which cannot be rectified or addressed within the team are referenced to appropriate personnel.</p> <p>4.4 Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on clients' / customers' needs and satisfaction.</p> <p>4.5 Team operations are monitored to ensure that employer / client needs and requirements are met.</p> <p>4.1 Follow-up communication is provided on all issues affecting the team.</p> <p>4.6 All relevant documentation is completed.</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but are not limited to):
1. Work requirements	1.1 Client Profile 1.2 Assignment instructions
2. Team member's queries and concerns	2.1 Roster 2.2 Shift details
3. Monitoring of performance	3.1 Formal process 3.2 Informal process
4. Feedback	4.1 Formal process 4.2 Informal process 4.3 Sandwich process
5. Performance issues	5.1 Work output 5.2 Work quality 5.3 Team participation 5.4 Compliance with workplace protocols 5.5 Safety 5.6 Customer service

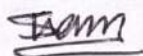
Team



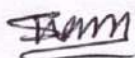
## Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.

1. Critical aspects of competency	<ul style="list-style-type: none"><li>1.1 Maintained or improved individuals and / or team performance given a variety of possible scenario.</li><li>1.2 Assessed and monitored team and individual performance against set criteria.</li><li>1.3 Represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf.</li><li>1.4 Allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed.</li><li>1.5 Set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members.</li></ul>
2. Underpinning knowledge	<ul style="list-style-type: none"><li>2.1 Company policies and procedures.</li><li>2.2 Relevant legal requirements.</li><li>2.3 How performance expectations are set.</li><li>2.4 Methods of monitoring performance.</li><li>2.5 Client expectations.</li><li>2.6 Team members' duties and responsibilities.</li></ul>
3. Underpinning skills	<ul style="list-style-type: none"><li>3.1 Counselling informal performance skills.</li><li>3.2 Building team skills.</li><li>3.3 Negotiating skills.</li></ul>
4. Required attitude	<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 Eagerness to learn</li><li>4.5 Tidiness and timeliness</li><li>4.6 Environmental concerns</li><li>4.7 Respect for rights of peers and seniors in workplace</li><li>4.8 Communicate 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 (actual or simulated)</li><li>5.2 Tools, equipment and facilities appropriate to processes or activity</li><li>5.3 Materials relevant to the proposed activity</li></ul>

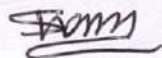


	<p>5.4 Equipment and outfits appropriate in applying safety measures</p> <p>5.5 Relevant drawings, manuals, codes, standards and reference material</p>
6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1 Written test</p> <p>6.2 Demonstration</p> <p>6.3 Oral questioning</p> <p>6.4 Portfolio</p>
7. Context of assessment	<p>7.1 Competency assessment must be done in a training centre or in an actual or simulated workplace after completion of the training module.</p> <p>7.2 Assessment should be done by NSDA 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>	



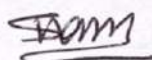
## The Sector Specific Competencies

**National Technical and Vocational Qualifications Framework for Bangladesh**  
**Unit of Competency**



**National Technical and Vocational Qualifications Framework for Bangladesh  
Unit of Competency**

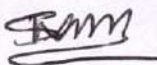
<b>Unit Code and Title</b>	<b>SSU01I10L2V1: Recognize the RMG Business Scenario</b>
<b>Unit Descriptor</b>	This unit covers the knowledge; skills and attitudes required to recognize the RMG business scenario. It specifically includes – identify basic business communication practices in RMG industries; recognize history of RMG industries in Bangladesh; identify major departments of RMG industries; and list prime export markets.
<b>Nominal Hours</b>	<b>15 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold &amp; Underlined</b> terms are elaborated in the Range of Variables
1. Identify basic business communication practices in RMG industries	1.1 The communication requirements in the RMG industries are recognized in alignment to the role of RMG industries. 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 Industries</u></b> in Bangladesh is inferred with reference to the past history, present status and expected future trends. 2.2 Importance of the RMG industries 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 Industries	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>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
2. Background of RMG Industries	2.1 History of Bangladesh RMG Industries 2.2 Economy of Bangladesh 2.3 SWOT analysis on RMG Industries 2.4 Gender dynamics of garments industry in Bangladesh. 2.5 Wages & efficiency in the garments industry 2.6 Compliance
3. Major Departments	3.1 PDS 3.2 Store 3.3 Cutting 3.4 Embellishment 3.5 Sewing 3.6 Washing 3.7 Finishing 3.8 Quality 3.9 Industrial Engineering 3.10 Production Planning and Control 3.11 Maintenance 3.12 Merchandising
4. Machines	4.1 Single needle machine 4.2 Double needle Machine 4.3 Over lock Machine 4.4 Flat lock Machine 4.5 Feed of the arm Machine 4.6 Kansai Multi Needle Machine

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	<ul style="list-style-type: none"> <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, recent and meet all requirements of current version of the Unit of Competency.</p>	
1. Critical aspects of competency	<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 Industries.</li> <li>2.3 Trends in the RMG Industries.</li> <li>2.4 Production process.</li> <li>2.5 Different Department in RMG Industries.</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 industries.</li> <li>3.2 Interpreting business communication technique.</li> <li>3.3 Interpreting trends of RMG industries.</li> <li>3.4 Identifying departments in RMG industries.</li> <li>3.5 Identifying machines used in different departments.</li> </ul>
4. Underpinning attitude	<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 Eagerness to learn</li> <li>4.5 Tidiness and timeliness</li> <li>4.6 Environmental concerns</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:



	<p>5.1 Workplace (actual or simulated).</p> <p>5.2 Tools, equipment and physical facilities appropriate to perform activities.</p> <p>5.3 Materials consumable to perform activities.</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> <p>6.4 Portfolio</p>
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 NSDA certified assessor.</p>

### **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>SSU03110L3V1: Interpret Drawing and Specifications in Manuals for the RMG Industries</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to interpret drawing and specifications in manuals for RMG industries. It specifically includes – identify information from manuals; identify drawing and specifications; interpret drawings and specifications; and store manuals.
<b>Nominal Hours</b>	<b>30 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold &amp; Underlined</b> terms are elaborate in the Range of Variables
1. Identify information from manuals	1.1 Appropriate <u>manuals</u> are identified. 1.2 Version and date of manuals are checked to ensure up-to-date specifications of tools, equipment and materials.
2. Identify drawing and specifications	2.1 Relevant <u>drawing</u> and <u>specifications</u> are identified. 2.2 <u>Terms and abbreviation</u> are identified. 2.3 <u>Signs and symbols</u> are identified.
3. Interpret drawing and specifications	3.1 Drawing and specifications are interpreted. 3.2 Schedules, dimensions, and specifications contained in drawing are interpreted.
4. Store manuals	4.1 Documents are stored appropriately to prevent damage, ready access and updating of information when required.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Ranges</b> (may include but not limited to):
1. Manuals	1.1 Manufacturer's Specification Manual 1.2 Repair Manual 1.3 Maintenance Procedure Manual 1.4 Periodic Maintenance Manual 1.5 Quality Manual 1.6 Manual of Instruction

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2. Drawing	2.1 Technical Drawing 2.2 Sketch
3. Specifications	3.1 Products specifications 3.2 Performance specifications 3.3 Methods specifications
4. Terms and abbreviation	4.1 Refers to all terms and specifications associated with the construction sector
5. Sign and symbols	5.1 Include all sign and symbols associated with the construction sector
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.	
1. Critical aspects of competency	1.1 Interpreted drawings and specifications. 1.2 Identified signs and symbols. 1.3 Satisfied the requirements mentioned in the performance criteria and range of variables.
2. Underpinning knowledge	2.1 Types of RMG manuals. 2.2 Identification of signs and symbols. 2.3 Identification of units of measurement. 2.4 Identification of units of conversion. 2.5 Drawings and specifications. 2.6 Terms and abbreviations used.
3. Underpinning skills	3.1 Identifying appropriate manuals. 3.2 Identifying drawings and specifications. 3.3 Interpreting drawings and specifications. 3.4 Storing manuals.
4. Required attitude	4.1 Commitment to occupational health and safety. 4.2 Promptness in carrying out activities. 4.3 Sincere & honest to duties. 4.4 Tidiness & timeliness. 4.5 Eagerness to learn. 4.6 Environmental concerns. 4.7 Respect for rights of peers and seniors at workplace. 4.8 Communication with peers & seniors at workplace.
5. Resources implications	The following resources must be provided: 5.1 Workplace (actual or simulated). 5.2 Availability of all manuals.

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	<p>5.3 Accessibility of storage area.</p> <p>5.4 Instructions sheet.</p> <p>5.5 Module.</p>
6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1 Writtentest.</p> <p>6.2 Demonstration.</p> <p>6.3 Oral questioning.</p> <p>6.4 Portfolio.</p>
7. Context of assessment	<p>7.1 Competencyassessment must be done in a training center or in an actual or simulated workplace after completion of the training module.</p> <p>7.2 Assessment should be done by NSDA 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>	

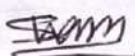
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## The Occupation Specific Competencies

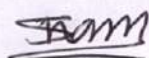
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**National Technical and Vocational Qualifications Framework for Bangladesh  
Unit of Competency**

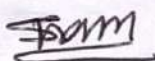
<b>Unit Code and Title</b>	<b>OSU01I10L3V1: Interpret Workplace Safety Management in RMG Industries</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to interpret Workplace safety management in RMG industries. It specifically includes – interpret job role of a safety officer; illustrate industrial safety areas; illustrate national laws and regulations; and interpret major safety major issues.
<b>Nominal Hours</b>	<b>110 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold &amp; Underlined</b> terms are elaborated in the Range of Variables
1. Interpret job role of a safety officer	1.1 Job <b><u>roles and Responsibilities</u></b> of a safety officer are listed. 1.2 Job roles and responsibilities of a safety officer are elaborated. 1.3 Organizational policies, guidelines and code of conduct is recognized and elaborated.
2. Illustrate workplace safety areas	2.1 <b><u>Workplace safety areas</u></b> are identified. 2.2 <b><u>Measures for industrial safety</u></b> are illustrated.
3. Illustrate national safety laws and regulations	3.1 <b><u>National safety laws and regulations</u></b> are interpreted. 3.2 International rules and regulations are comprehended.
4. Interpret major safety issues	4.1 <b><u>Major Safety issues</u></b> are identified. 4.2 Major safety issues are illustrated.
<b>Range of Variables</b>	



Variables	Range (may include but not limited to):
1. Roles and responsibilities	1.1 Importance of building code related to fire 1.2 Compliance with electrical safety codes and management issues 1.3 Fire risk assessments when a building, equipment or process is built or modified 1.4 Proper storage and maintenance of hazardous (Solid & Liquid) materials 1.5 Installation of fire detection and automatic or semi-automatic fire alarm systems 1.6 Arrangement of correct types of operational fire extinguishers and hydrants 1.7 Provide training to workers on how to use fire extinguishers, fire alarm, emergency evacuation and assembly procedures 1.8 Management of chemicals (Transportation, Storage, Use and Disposal) 1.9 Management of Environmental compliance issues (in-house environmental audit, conduct training, report and documentation) 1.10 Conduct fire drills regularly according to local laws and internal safety audit 1.11 Safety Report and documentation
2. Workplace safety areas	2.1 Fire Safety 2.2 Building Safety 2.3 Electrical Safety 2.4 Chemical Safety 2.5 Environmental Safety
3. Measures for workplace safety	3.1 Safety policy 3.2 Safety committee 3.3 Safety monitoring and auditing 3.4 Safety Training 3.5 Safety report and documentation 3.6 Role of regulatory bodies
4. National safety laws and regulations	4.1 National laws and regulations related to fire safety (BNBC 2006, BLA 2006, BLR 2015, ECA 1995, ECR 1997, Fire Act and rules, Boiler Act 1923 and Boiler Rules 1961, the Electricity rules 1937) 4.2 Accord and Alliance standards



	<p>4.3 OSHA, Factory Rules, Electricity Rules 1937</p> <p>4.4 NFPA standard</p> <p>4.5 Buyers' Code of Conduct (CoC)</p>
5. Major safety issues	<p>5.1 Exposure to cotton dust</p> <p>5.2 Exposure to chemical</p> <p>5.3 Exposure to electricity</p> <p>5.4 Carelessness</p> <p>5.5 Smoking</p>
<p><b>Evidence Guide</b></p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency</p>	
1. Critical aspects of competency	<p>1.1 Interpreted industrial safety areas.</p> <p>1.2 Interpreted national safety laws and regulations.</p> <p>1.3 Interpreted international safety laws and regulations</p> <p>1.4 Illustrated major safety issues.</p>
2. Underpinning knowledge	<p>2.1 Roles and responsibility of a fire safety officer.</p> <p>2.2 Organizational policies, guideline and code of conduct.</p> <p>2.3 Workplace safety management system.</p> <p>2.4 National safety laws and regulations.</p> <p>2.5 International safety rules and regulations.</p> <p>2.6 Identifying major safety issues.</p>
3. Underpinning skills	<p>3.1 Disseminating industrial safety issues.</p> <p>3.2 Disseminating national safety laws and regulations.</p> <p>3.3 Disseminating International safety rules and regulations.</p> <p>3.4 Disseminating major safety issues.</p>
4. Underpinning attitude	<p>4.1 Commitment to occupational health and safety</p> <p>4.2 Promptness in carrying out activities</p> <p>4.3 Sincere and honest to duties</p> <p>4.4 Eagerness to learn</p> <p>4.5 Tidiness and timeliness</p> <p>4.6 Environmental concerns</p> <p>4.7 Respect for rights of peers and seniors in workplace</p> <p>4.8 Communication with peers and seniors in workplace</p>



5. Resource implications	<p>The following resources must be provided:</p> <p>5.1 Workplace (actual or simulated).</p> <p>5.2 Tools, equipment and physical facilities appropriate to perform activities.</p> <p>5.3 Materials consumable to perform activities.</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> <p>6.4 Portfolio</p>
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 NSDA certified assessor.</p>

**Accreditation Requirements**

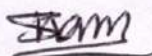
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**National Technical and Vocational Qualifications Framework for Bangladesh  
Unit of Competency**

<b>Unit Code and Title</b>	<b>OSU02I10L3V1: Interpret Fire Safety &amp; Management System</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to interpret fire safety and management system. It specifically includes – comprehend fire safety issues; and describe types of fire safety management systems.
<b>Nominal Hours</b>	<b>35 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold &amp; Underlined</b> terms are elaborated in the Range of Variables
1. Comprehend fire safety issues	1.1 <b><u>Classification of fire</u></b> is interpreted <b><u>Major causes of fire</u></b> are identified. 1.2 <b><u>Process of heat dissemination</u></b> is interpreted. 1.3 <b><u>Types of fire extinguisher</u></b> are identified. 1.4 <b><u>Method of fire extinguishing</u></b> is applied. 1.5 <b><u>Active fire protection strategies</u></b> are interpreted. 1.6 <b><u>Passive fire protection strategies</u></b> are interpreted. 1.7 Material used for fire rated floor, wall and door are illustrated.
2. Describe types of fire safety management systems	2.1 Fire safety management system is Interpreted. 2.2 Types of fire safety management system is elaborated.
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):



1. Classification of fire	<ul style="list-style-type: none"> <li>1.1 Type A: Solid fire</li> <li>1.2 Type B: Liquid fire</li> <li>1.3 Type C: Gases fire</li> <li>1.4 Type D: Metal fire</li> <li>1.5 Type E: Electrical Fire</li> <li>1.6 Type K/F: Cooking Fire</li> </ul>
2. Major causes of fire	<ul style="list-style-type: none"> <li>2.1 Electrical faults</li> <li>2.2 Gas leakage</li> <li>2.3 Arson</li> <li>2.4 Wrong/poor Chemical management</li> <li>2.5 Flammable substance</li> <li>2.6 Unauthorized smoking</li> </ul>
3. Process of heat dissemination	<ul style="list-style-type: none"> <li>3.1 Conduction</li> <li>3.2 Convection</li> <li>3.3 Radiation</li> </ul>
4. Types of fire extinguisher	<ul style="list-style-type: none"> <li>4.1 Dry Chemical Powder (DCP)</li> <li>4.2 CO2</li> <li>4.3 Foam</li> <li>4.4 Water</li> </ul>
5. Methods of fire extinguishing	<ul style="list-style-type: none"> <li>5.1 Starvation Method</li> <li>5.2 Smothering Method</li> <li>5.3 Cooling Method</li> <li>5.4 Poisoning the Flame Method/ stop chain reaction</li> </ul>
6. Active fire protection strategies	<ul style="list-style-type: none"> <li>6.1 Awareness building</li> <li>6.2 Fire alarm and Detection</li> <li>6.3 Applying Firefighter &amp; Firefighting tools</li> <li>6.4 Using Portable fire extinguisher</li> <li>6.5 Applying Hydrant &amp; hose rill/ hose pipe</li> <li>6.6 Use of Sprinkler system</li> </ul>
7. Passive fire protection strategies	<ul style="list-style-type: none"> <li>7.1 Fire rated floor</li> <li>7.2 Fire rated door</li> <li>7.3 Fire rated wall</li> <li>7.4 Fire/smoke dampers</li> <li>7.5 Photo luminescent</li> <li>7.6 Egress path marker</li> <li>7.7 Occupancy separation</li> </ul>

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## Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.

1. Critical aspects of competency	<ul style="list-style-type: none"><li>1.1 Interpreted fire classification.</li><li>1.2 Illustrated main causes of fire.</li><li>1.3 Identified active fire protection strategies.</li><li>1.4 Identified passive fire protection strategies.</li><li>1.5 Interpreted fire safety management systems.</li></ul>
2. Underpinning knowledge	<ul style="list-style-type: none"><li>2.1 Major causes of fire.</li><li>2.2 Methods of fire extinguishing.</li><li>2.3 Illustrate fire management systems.</li></ul>
3. Underpinning skills	<ul style="list-style-type: none"><li>3.1 Interpreting fire classification.</li><li>3.2 Illustrating main causes of fire.</li><li>3.3 Identifying active fire protection strategies.</li><li>3.4 Identifying passive fire protection strategies.</li><li>3.5 Interpreting fire safety management systems.</li></ul>
4. Underpinning attitude	<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 Workplace (actual or simulated).</li><li>5.2 Tools, equipment and physical facilities appropriate to perform activities.</li><li>5.3 Materials consumable 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 Demonstration</li><li>6.3 Oral questioning</li><li>6.4 Portfolio</li></ul>

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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 NSDA certified assessor.
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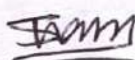
**Accreditation Requirements**

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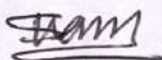
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**National Technical and Vocational Qualifications Framework for Bangladesh  
Unit of Competency**

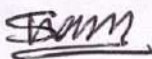
<b>Unit Code and Title</b>	<b>OSU03I10L3V1: Use Fire Protection Tools &amp; Equipment</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to use fire protection tools & equipment. It specifically includes – identify fire protection tools & equipment; operate fire protection tools and equipment; demonstrate fire drill; and clean and store.
<b>Nominal Hours</b>	<b>55 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold &amp; Underlined</b> terms are elaborated in the Range of Variables
1. Identify fire protection tools & equipment	<p>1.1 Occupational Health and Safety (OSH) is followed.</p> <p>1.2 Firefighting protection tools and equipment are identified and interpreted.</p> <p>1.3 Firefighting tools and equipment are listed.</p>
2. Operate fire protection tools and equipment	<p>2.1 Personal Protective Equipment (PPE) is used.</p> <p>2.2 Firefighting protection tools and equipment are collected.</p> <p>2.3 Usability of Firefighting protection tools and equipment is checked.</p> <p>2.4 <b><u>Firefighting protection tools and equipment</u></b> are applied.</p>
3. Demonstrate fire drill	<p>3.1 <b><u>Classification of fire drill</u></b> is comprehended.</p> <p>3.2 Classification of fire drill is interpreted.</p> <p>3.3 <b><u>Fire drill teams</u></b> are formed.</p> <p>3.4 <b><u>Responsibilities of individual team</u></b> are shared.</p> <p>3.5 Fire drill is conducted.</p>
4. Clean and store	<p>4.1 Firefighting tools and equipment are cleaned.</p> <p>4.2 Firefighting tools and equipment are stored.</p> <p>4.3 Waste materials are disposed as per workplace procedure.</p>



<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (may include but not limited to):</b>
1. Firefighting protection tools and equipment	1.1 Emergency light 1.2 Hose reel 1.3 Fire extinguisher 1.4 Raiser 1.5 Breathing apparatus 1.6 Fire shovel 1.7 Fire hook 1.8 Lock cutter 1.9 Fire blanket
2. Classification of fire drill	2.1 Announced fire drill 2.2 Unannounced fire drill Cutting wax
3. Fire drill teams	3.1 Firefighting team 3.2 Rescue team 3.3 First aid team
4. Responsibilities of individual team	<b>Firefighting team</b> 4.1 Use fire alarm to evacuate 4.2 Switch off main circuit breaker 4.3 Remove flammable materials to isolate fire source 4.4 Use the fire equipment <b>Rescue team</b> 4.5 Evacuate staff and workers 4.6 Clear obstacles from exit points 4.7 Rescue the injured people <b>First Aid team</b> 4.8 Apply first Aid to injured people 4.9 Call ambulance for treatment
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency	
1. Critical aspects of competency	1.1 Used fire protection tools and equipment. 1.2 Formed firefighting teams and share responsibilities. 1.3 Conducted fire drill.



2. Underpinning knowledge	<p>2.1 Firefighting tools and equipment.</p> <p>2.2 Fire drill classifications.</p> <p>2.3 Techniques and rescue methods.</p> <p>2.4 Advanced fire protection system.</p>
3. Underpinning skill	<p>3.1 Using fire protection tools and equipment.</p> <p>3.2 Forming firefighting teams and share responsibilities.</p> <p>3.3 Conducting fire drill.</p>
4. Underpinning attitude	<p>4.1 Commitment to occupational health and safety</p> <p>4.2 Promptness in carrying out activities</p> <p>4.3 Sincere and honest to duties</p> <p>4.4 Eagerness to learn</p> <p>4.5 Tidiness and timeliness</p> <p>4.6 Environmental concerns</p> <p>4.7 Respect for rights of peers and seniors in workplace</p> <p>4.8 Communication with peers and seniors in workplace</p>
5. Resource implications	<p>The following resources must be provided:</p> <p>5.1 Workplace (actual or simulated).</p> <p>5.2 Tools, equipment and physical facilities appropriate to perform activities.</p> <p>5.3 Materials consumable to perform activities.</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> <p>6.4 Portfolio</p>
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 NSDA certified assessor.</p>



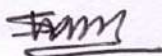
### **Accreditation Requirements**

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**National Technical and Vocational Qualifications Framework for Bangladesh  
Unit of Competency**

<b>Unit Code and Title</b>	<b>OSU04I10L3V1: Illustrate Fire Hazard, Disaster Management &amp; Risk Assessment</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to illustrate fire hazard, disaster management & risk assessment. It specifically includes – classify fire hazard; interpret disaster management; and analyze and report risk assessment.
<b>Nominal Hours</b>	<b>45 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold &amp; italicized</b> terms are elaborated in the Range of Variables
1. Classify fire hazard	1.1 <b><u>Type of hazards</u></b> are identified in RMG industries. 1.2 Workplace hazards are comprehended.
2. Interpret disaster management	2.1 Type of <b><u>workplace disasters</u></b> are identified. 2.2 Type of disasters are comprehended. 2.3 <b><u>Tools and methods of disaster management</u></b> are comprehended. 2.4 <b><u>Technologies of disaster management</u></b> are interpreted.
3. Analyze and report risk assessment	3.1 <b><u>Elements of Risk</u></b> are comprehended. 3.2 Concept of risk assessment on fire safety are identified. 3.3 <b><u>Six-step methods of risk assessment</u></b> are interpreted. 3.4 Fire safety checklist are prepared as per checklist template. 3.5 Fire safety assessment report are prepared.
<b>Range of Variables</b>	



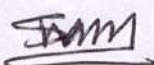
Variables	Range (may include but not limited to):
1. Type of Hazards	1.1 Physical Hazard 1.2 Chemical Hazard 1.3 Biological Hazard 1.4 Ergonomic hazard 1.5 Psychosocial hazard
2. workplace disasters	2.1 <b>Natural disaster</b> <ul style="list-style-type: none"> <li>• Earthquake</li> <li>• Cyclone</li> <li>• Flood</li> </ul> 2.2 Building Collapse 2.3 Fire 2.4 Chemical Spill
3. Tools and methods of workplace disaster management	3.1 Prevention 3.2 Mitigation 3.3 Preparedness 3.4 Response 3.5 Recovery 3.6 Development
4. Technologies of workplace disaster management	4.1 Mapping 4.2 Aerial photography and remote sensing <ul style="list-style-type: none"> <li>• Aerial photography</li> <li>• Remote sensing</li> <li>• Communications</li> </ul> 4.3 Information management 4.4 Logistics
5. Elements of Risk	5.1 People 5.2 Property 5.3 Environment 5.4 Machinery
6. Six-step Methods of risk assessment	6.1 Identify the hazards 6.2 Identify people at risk 6.3 Remove/ reduce hazards 6.4 Assign the risk category 6.5 Decide if existing fire safety arrangements are functional 6.6 Record findings

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## Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.

1. Critical aspects of competency	<ul style="list-style-type: none"><li>1.1 Interpreted technologies of industrial disaster management.</li><li>1.2 Interpreted six-step methods of risk assessment.</li><li>1.3 Prepared checklist for fire safety.</li><li>1.4 Prepared fire safety assessment report as per assessment.</li></ul>
2. Underpinning knowledge	<ul style="list-style-type: none"><li>2.1 Workplace hazards.</li><li>2.2 Disaster and disaster management.</li><li>2.3 Elements of risk.</li><li>2.4 Concept of risk assessment on fire safety.</li></ul>
3. Underpinning skills	<ul style="list-style-type: none"><li>3.1 Interpreting technologies of industrial disaster management.</li><li>3.2 Interpreting six-step methods of risk assessment</li><li>3.3 Preparing checklist for fire safety.</li><li>3.4 Preparing fire safety assessment report as per assessment.</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 Eagerness to learn</li><li>4.5 Tidiness and timeliness</li><li>4.6 Environmental concerns</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 Workplace (actual or simulated).</li><li>5.2 Tools, equipment and physical facilities appropriate to perform activities.</li><li>5.3 Materials, consumables to perform activities.</li></ul>



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> <p>6.4 Portfolio</p>
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 NSDA certified assessor.</p>

**Accreditation Requirements**

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TEAM

## Experts Involved

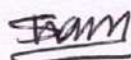
Industry experts who provided their valuable inputs to construct this competency standard (Sep - Oct, 2017)

Name	Organization	Designation
Ms. Rupali Biswas	BKMEA	Chief Coordinator SEIP - Project
Mr. Mohammad Manik Mia	BKMEA	Senior Trainer, Fire Safety
Mr. Md. Siddiqur Rahman Howlader	Knit Concern Group	Asst. General Manager
Mr. Md. Shaheduzzaman	Sustainable Business Solutions Ltd.	CEO
Engr. Md. Hafizur Rahman	Starlight Sweaters	Fire Safety Engineer
Mr. Md. Amir Hossain	BC SD03 Project	Consultant – RMG sector
Ms. Rashmi Mehra	BC SD03 Project	International Consultant for Development of CBLM
Ms. Syed Azharul Haque	BC SD03 Project	National Subject Matter Consultant - RMG Sector

## Working Group

First working group formation and competency standard development workshop participants (05<sup>th</sup> Nov 2017)

Name	Organization	Designation
Ms. Rupali Biswas	BKMEA	Chief Coordinator SEIP-Project
Mr. Mohammad Manik Mia	BKMEA	Senior Trainer, Fire Safety
Mr. Md. Siddiqur Rahman Howlader	Knit Concern Group	Assistant General Manager
Mr. Md. Shaheduzzaman	Sustainable Business Solutions Ltd.	CEO
Engr. Md. Hafizur Rahman	Starlight Sweaters	Fire Safety Engineer
Mr. Md. Amir Hossain	BC SD03 Project	Consultant – RMG sector
Mr. Syed Nasir Ershad	SEIP	AEPD (Public-1)
Mr. Md. Ahsan Habib	SEIP	TVET Specialist
Mr. Mohiuzzaman	SEIP	Course Specialist



Mr. AnandaFalia	BTEB	Assistant Controller
Ms. Rashmi Mehra	BC SD03 Project	International Consultant for Development of CBLM
Mr. Syed Azharul Haque	BC SD03 Project	National Subject Matter Consultant- RMG Sector

## Validation Workshop

First competency standard validation workshop participants (18<sup>th</sup> Nov 2017)

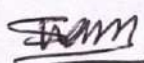
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Mr. Mohammad Manik Mia	BKMEA	Senior Trainer, Fire Safety
Mr. M. I. Siddique Selim Mahbub	BKMEA	Director, RTISC
Mr. Mohammad Mizanur Rahman	Shovon Group of Companies Ltd.	Manager – HR & Compliance
Mr. Md. Shahed Hossain	Micro Fibre Group	DGM-HR, ADMIN & Compliance
Engr. Abdur Razzaque	SEIP	Specialist – 1 Competency Standard
Mr. Syed Nasir Ershad	SEIP	AEPD (Public-1)
Mr. Md. Ahsan Habib	SEIP	TVET Specialist
Mr. Mohiuzzaman	SEIP	Course Specialist
Mr. Ananda Falia	BTEB	Assistant Controller
Mr. Md. Amir Hossain	BC SD03 Project	Consultant – RMG sector
Dr. Wazed Ali	BC SD03 Project	Deputy Team Leader
Mr. Syed Azharul Haque	BC SD03 Project	National Subject Matter Consultant- RMG Sector

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

The Competency Standards for National Skills Certificate in **Safety Management for RMG Sector**, NTVQF L-III Qualification is validated by SCVC on 07 November 2019 and approved by NSDA.

**Respectable members of the SCVC:**

Safety Management for RMG Sector, Level - III		
1	Mr. Mohammed Nasir, Chairperson, RTISC Mob: 01711 527018 email: nasirever@gmail.com; info@rtisc.org	Chairperson
2	Mohammad Rezaul Karim, Additional Secretary, Member (Skills Standard & Certification), NSDA	Chief Guest
3	Mohammad Manik Mia Manager Safety, KSI-GMT, Korean EPZ, Youngone M: 01915 340 092 E: manic.mia@youngonectg.com	Member
4	Md. Shaheduzzaman Robin CEO and Managing Director Sustainable Business Solution M: 01717 064578 E: robinbd24@yahoo.com	Member
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7	Muhammad Iftekhar, Sr. trainer, BKMEA-SEIP (Fire Safety Cell). Cell: 01670773503, Email: iftekhar@bkmea.com	Member
8	Mr. Md. Rafiqul Islam, Sr. Instructor, SFMMTTC, Darus Salam, Mirpur Road, Dhaka. Mobile: +88 01710 856800; E-mail: rafiq14may@gmail.com	Member
9	Mr. Syed Azharul Haque, Faculty Member, BUFT, Consultant-RMG, Dhaka. Mobile: +88 01711047815.	Member
10	Md. Amir Hossain, Process Expert (CS, CBLM and Curriculum), Trainer and Assessor CBT&A Phone: +8801631670445, Email: razib.consultant@yahoo.com	Member
11	Md. Quamruzzaman, Director (Skill Standard), NSDA	Member
12	Mr. Md. Abdur Razzaque, Specialist-1 (CS), SEIP Project, Dhaka. Mobile: +88 01743 734313, E-mail: razzaque159@gmail.com	Facilitator



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This Competency Standard for **Safety Management for RMG Sector** 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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