



COMPETENCY STANDARD
FOR
Total Quality Management (TQM)
(Leather and Leather Goods Sector)

Level: 05

Competency Standard Code: I03S003L5V1

National Skills Development Authority
Prime Minister's Office, Bangladesh

Exam

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TEAM

Introduction

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 programme. "**Total Quality Management (TQM)**" is selected as one of the priority occupations of **Leather and Leather Goods** 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

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 **Leather and Leather Goods** 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:

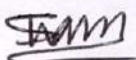
- unit title
- nominal duration
- unit code
- unit descriptor
- elements and performance criteria
- variables and range statement
- curricular content guide
- assessment evidence guide

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:

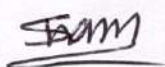
- a chart with an overview of all Units of Competency for the relevant occupation, trade or job including the Unit Codes and the Unit of Competency titles and corresponding Elements
- the Competency Standard that includes the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range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



**Competency Standards for National Skill Certificate – V in
Total Quality Management (TQM) in Leather and Leather Goods Sector**

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

List of Abbreviations

General

NSDA – National Skills Development Authority

NTVQF – National Technical and Vocational Qualifications Framework

TVET – Technical Vocational Education and Training

ISC – Industry Skills Council

NPVC – National Pre-Vocation Certificate

PPP – Public Private Partnership

SCVC – Standards and Curriculum Validation Committee

CS – Competency Standard

UoC – Unit of Competency

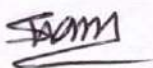
Occupation Specific Abbreviations

MSDS – Material Safety Data Sheet

OSH – Occupational Safety and Health


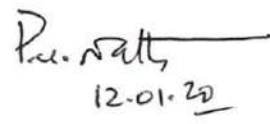
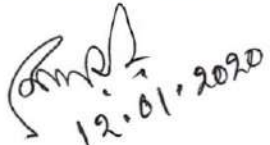

PPE – Personal Protective Equipment

SOP – Standard Operating Procedures



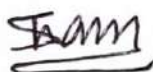
Approval of Competency Standard

Members of the Approval Committee:

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



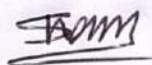
Md. Faruque Hossain
Executive Chairman (Secretary)
National Skills Development Authority (NSDA)
Date: 12.01.2020



**Competency Standards for National Skill Certificate - V in
Total Quality Management (TQM) in Leather and Leather Goods Sector.**

Course Structure

SL	Unit Code and Title		UoC Level	Nominal Duration (Hours)
The Generic Competencies				20
1.	GUC08L4V1	Lead Small Team	4	20
The Sector Specific Competencies				80
1.	SSU01I03L1V1	Apply Occupational Health and Safety (OSH) in the Workplace	2	20
2.	SSU02I03L1V1	Work in the Leather, Footwear and Leather Goods Industries	2	30
3.	SSU03I03L3V1	Comprehend Compliance Issues in Leather, Footwear and Leather Goods Industries	3	30
The Occupation Specific Competencies				260
1.	OSU01I03L3V1	Interpret Total Quality Management (TQM)	3	30
2.	OSU02I03L3V1	Imply Philosophy and Human Dimensions of TQM	3	30
3.	OSU03I03L3V1	Correlate Quality Planning and Quality Control Process	3	60
4.	OSU04I03L3V1	Apply Quality Improvement Tools and Techniques	3	40
5.	OSU05I03L3V1	Demonstrate Problem Solving and Decision Making Process	3	70
6.	OSU06I03L3V1	Interpret Benchmarking Approach and Process	3	30
Total Nominal Learning Hours				360



Units & Elements

The Generic Competencies

Code	Unit of Competency	Elements of competency	Duration (hours)
GUC08L4V1	Lead Small Team	<ol style="list-style-type: none"> 1. Provide team leadership 2. Assign responsibilities 3. Set performance expectations for team members 4. Supervise team performance 	20
Total Hours			20

The Sector Specific Competencies

Code	Unit of competency	Elements of competency	Duration (Hours)
SSU01I03L1V1	Apply Occupational Health and Safety (OSH) in the Workplace	<ol style="list-style-type: none"> 1. Identify OSH policies and procedures 2. Apply personal health and safety practices 3. Report hazards and risks 4. Response to emergency situations 	20
SSU02I03L1V1	Work in the Leather, Footwear and Leather Goods Industries	<ol style="list-style-type: none"> 1. Identify positions, job roles and responsibilities 2. Identify materials used in leather, footwear and leather goods industries 3. Explain the workflow of making footwear and leather goods 	30
SSU03I03L3V1	Comprehend Compliance issues in Leather, Footwear and Leather Goods Industries	<ol style="list-style-type: none"> 1. Comprehend environmental compliance issues 2. Comprehend waste and chemical handling management 3. Interpret national labour laws 	30
Total Hours			80

TQM

The Occupation Specific Competencies

Code	Unit of Competency	Elements of Competency	Duration (Hours)
OSU01I03L3V1	Interpret Total Quality Management (TQM)	<ol style="list-style-type: none"> 1. Interpret concept of quality and total quality management (TQM) 2. Interpret customer perception of quality and activities of a TQM system 	30
OSU02I03L3V1	Imply Philosophy and Human Dimensions of TQM	<ol style="list-style-type: none"> 1. Illustrate total quality management philosophy 2. Identify leadership for TQM 3. Interpret work on employee involvement 	30
OSU03I03L3V1	Correlate Quality Planning and Quality Control Process	<ol style="list-style-type: none"> 1. Prepare quality planning process 2. Apply quality control process 3. Conform with standard 	60
OSU04I03L3V1	Apply Quality Improvement Tools and Techniques	<ol style="list-style-type: none"> 1. Use quality improvement tools in leather goods and footwear industry. 2. Apply quality improvement techniques in leather goods and footwear industry 	40
OSU05I03L3V1	Demonstrate Problem Solving and Decision-Making Process	<ol style="list-style-type: none"> 1. Perform problem solving techniques 2. Apply decision making techniques 	70
OSU06I03L3V1	Interpret Benchmarking Approach and Process	<ol style="list-style-type: none"> 1. Interpret benchmarking 2. Apply benchmarking approach and process 	30
Total Hours			260

TQM

The Generic Competencies

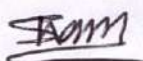
TQM

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

Unit Code and Title	GCU12L3V1: Lead Small Team
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to lead small team. It specifically includes providing team leadership, assigning responsibilities, setting performance expectations for team members and supervising team performance.
Nominal Hours	20 Hours
Elements of Competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables
1. Provide team leadership	<p>1.1 <u>Work requirements</u> are identified and presented to team members.</p> <p>1.2 Reasons for instructions and requirements are communicated to team members.</p> <p>1.3 <u>Team members' queries and concerns</u> are recognized, discussed and dealt with.</p>
2. Assign responsibilities	<p>2.1 Duties, and responsibilities are allocated having regard to the skills, knowledge and attitudes required to properly undertake the assigned task.</p> <p>2.2 Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible.</p>
3. Set performance expectations for team members	<p>3.1 Performance expectations are established based on client needs and according to assignment requirements.</p> <p>3.2 Performance expectations are set based on individual team members' duties and area of responsibility.</p> <p>3.3 Performance expectations are discussed and directed to implement in the workplace.</p>

TQM

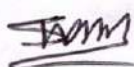
4. Supervise team performance	<p>4.1 Monitoring of performance are taken place against defined performance criteria and / or assignment instructions and corrective action taken if required.</p> <p>4.2 Team members are provided feedback, positive support and advice on strategies to overcome any deficiencies.</p> <p>4.3 Performance issues 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>4.6 Follow-up communication is provided on all issues affecting the team.</p> <p>4.7 All relevant documentation is completed.</p>
Range of Variables	
Variable	Range (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



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">1.1 Maintained or improved individuals and / or team performance given a variety of possible scenario.1.2 Assessed and monitored team and individual performance against set criteria.1.3 Represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf.1.4 Allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed.1.5 Set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members.
2. Underpinning knowledge	<ul style="list-style-type: none">2.1 Company policies and procedures.2.2 Relevant legal requirements.2.3 How performance expectations are set.2.4 Methods of monitoring performance.2.5 Client expectations.2.6 Team members' duties and responsibilities.
3. Underpinning skills	<ul style="list-style-type: none">3.1 Counselling informal performance skills.3.2 Building team skills.3.3 Negotiating skills.
4. Required attitude	<ul style="list-style-type: none">4.1 Commitment to occupational health and safety4.2 Promptness in carrying out activities4.3 Sincere and honest to duties4.4 Eagerness to learn4.5 Tidiness and timeliness4.6 Environmental concerns4.7 Respect for rights of peers and seniors in workplace4.8 Communicate with peers and seniors in workplace
5. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none">5.1 Workplace (actual or simulated)5.2 Tools, equipment and facilities appropriate to processes or activity5.3 Materials relevant to the proposed activity



	<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>Accreditation Requirements</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>	

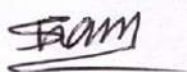
TQM

The Sector Specific Competencies

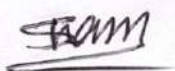
TQM

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

Unit Code and Title	SSU02I03L2V1: Apply Occupational Health and Safety (OSH) in the Workplace
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to apply occupational health and safety (OSH) in the workplace. Its specifically includes identifying OSH policies and procedures, applying personal health and safety practices, reporting hazards and risks and responding to emergencies.
Nominal Hours	20 Hours
Elements of Competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables
1. Identify OSH policies and procedures	<p>1.1 <u>Occupational Health and Safety (OSH) policies</u> and safe operating procedures are interpreted.</p> <p>1.2 Safety signs and symbols are identified and followed.</p> <p>1.3 Response, evacuation procedures and other contingency measures are interpreted as per standards.</p>
2. Apply personal health and safety practices	<p>2.1 Occupational Health and Safety (OSH) policies and procedures are applied in the workplace.</p> <p>2.2 Common health issues are recognised.</p> <p>2.3 Common safety issues are identified.</p>
3. Report hazards and risks	<p>3.1 Hazards and risks are identified.</p> <p>3.2 Hazards and risks assessment and controls are interpreted.</p> <p>3.3 Hazards and incidents in the workplace are reported to appropriate personnel according to workplace procedures.</p>



4. Respond to emergency situations	<p>4.1 Alarms and warning devices are identified.</p> <p>4.2 <u>Emergency response plans and procedures</u> are comprehended.</p> <p>4.3 <u>First aid procedures</u> during emergency situations are recalled.</p> <p>4.4 Appropriate responses in an emergency situation are followed.</p>
Range of Variables	
Variable	Range (may include but not limited to):
1. Occupational Health and Safety (OSH) policies	<p>1.1 Organisational OSH policies</p> <p>1.2 International OSH requirements</p> <p>1.3 Fire safety rules and regulations</p>
2. Emergency response plans and procedures	<p>2.1 Firefighting procedures</p> <p>2.2 Earthquake response procedures</p> <p>2.3 Emergency response plans and procedures</p> <p>2.4 Medical and first aid</p>
3. First aid procedure	<p>3.1 Washing of open wound</p> <p>3.2 Washing chemically infected area</p> <p>3.3 Applying bandage</p> <p>3.4 Taking appropriate medicine</p>
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	<p>1.1 Identified OSH policies and procedures.</p> <p>1.2 Applied personal health and safety practices (including PPE).</p> <p>1.3 Reported hazards and risks.</p> <p>1.4 Responded to emergencies.</p>
2. Underpinning knowledge	<p>2.1 Workplace OSH policies and procedures.</p> <p>2.2 Work safety procedures.</p> <p>2.3 Emergency response procedures:</p> <p style="padding-left: 20px;">2.3.1 Firefighting</p> <p style="padding-left: 20px;">2.3.2 Earthquake response</p> <p style="padding-left: 20px;">2.3.3 Accident response</p> <p>2.4 Types of hazards (biological, chemical and physical) and their effects.</p>



	<p>2.5 OSH awareness.</p> <p>2.6 Personal Protective Equipment (PPE).</p>
3. Underpinning skills	<p>3.1 Identifying OSH policies and procedures.</p> <p>3.2 Applying personal health and safety practices.</p> <p>3.3 Reporting hazards and risks.</p> <p>3.4 Responding to emergencies.</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 Firefighting equipment.</p> <p>5.3 Emergency response manual.</p> <p>5.4 First aid kits.</p> <p>5.5 Stationary & Learning manual.</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 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.

TQM

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

Unit Code and Title	SSU03I03L2V1: Work in the Leather, Footwear and Leather Goods Industries
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to work in the leather, footwear and leather goods industries. It specifically includes identifying positions, job roles and responsibilities, identifying materials used in leather and leather goods industries and explaining workflow of making footwear and leather goods.
Nominal Hours	30 Hours
Elements of Competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables
1. Identify positions, job roles and responsibilities	1.1 Positions, job roles and responsibilities in the leather, footwear and leather goods industries are identified. 1.2 Positions and job roles are differentiated clearly with key responsibilities.
2. Identify materials used in leather, footwear and leather goods industries	2.1 <u>Raw materials used in the leather industries</u> are identified. 2.2 <u>Materials used in the footwear industries</u> are identified. 2.3 <u>Materials used in the leather goods industries</u> are identified.
3. Explain workflow of making footwear and leather goods	3.1 <u>Workflow of footwear making</u> is identified and recognized. 3.2 <u>Workflow of leather goods making</u> is identified and recognized.
Range of Variables	
Variables	Range (may include but not limited to):

FSM

1. Raw materials used in leather industries	<ul style="list-style-type: none"> 1.1 Cow hides 1.2 Buffalo hides 1.3 Goat skins 1.4 Sheep skins
2. Materials used in footwear industries	<ul style="list-style-type: none"> 2.1 Upper materials 2.2 Lining materials 2.3 Interlining materials 2.4 Reinforcement materials 2.5 Threads 2.6 Accessories 2.7 Adhesives 2.8 Insole materials 2.9 Soling materials
3. Materials used in leather goods industries	<ul style="list-style-type: none"> 3.1 Upper materials 3.2 Lining materials 3.3 Interlining materials 3.4 Reinforcement materials 3.5 Accessories 3.6 Adhesives 3.7 Threads
4. Workflow of footwear making	<ul style="list-style-type: none"> 4.1 Designing 4.2 Pattern making 4.3 Cutting 4.4 Preparation and setting 4.5 Sewing / upper closing 4.6 Lasting and making 4.7 Shoe finishing 4.8 Quality control 4.9 Packaging
5. Workflow of leather goods making	<ul style="list-style-type: none"> 5.1 Designing 5.2 Pattern making 5.3 Cutting 5.4 Setting and assembling 5.5 Finishing 5.6 Quality control 5.7 Packaging

BRAM

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	1.1 Identified raw materials used in leather industries. 1.2 Identified materials used in leather goods industries. 1.3 Identified materials used in footwear industries.
2. Underpinning knowledge	2.1 Job roles and responsibilities. 2.2 Raw materials used in leather industries. 2.3 Materials used in footwear industries. 2.4 Materials used in leather goods industries.
3. Underpinning skills	3.1 Interpreting job roles and responsibilities. 3.2 Identifying raw materials used in leather industries. 3.3 Identifying materials used in footwear industries. 3.4 Identifying materials used in leather goods industries. 3.5 Recognizing workflow of footwear and leather goods making.
4. Underpinning attitude	4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Eagerness to learn 4.5 Tidiness and timeliness 4.6 Environmental concerns 4.7 Respect for rights of peers and seniors in workplace 4.8 Communication with peers and seniors in workplace
5. Resource implications	The following resources must be provided: 5.1 Workplace (actual or simulated). 5.2 Tools, equipment and physical facilities appropriate to perform activities. 5.3 Materials and consumables to perform activities.
6. Methods of assessment	Methods of assessment may include but not limited to: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio

TQM

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 NSDA certified assessor.
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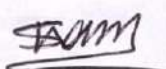
Accreditation Requirements

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TEAM

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

Unit Code and Title	SSU03I03L3V1: Comprehend Compliance issues in Leather, Footwear and Leather Goods Industries
Unit Descriptor	This unit covers the skills, knowledge and attitude required to comprehend compliance issues in leather, footwear and leather goods industries. It specifically includes comprehending environmental compliance issues, comprehend waste and chemical handling management and interpreting national labor laws.
Nominal Hours	30 Hours
Elements of Competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the range of variables
1. Comprehend environmental compliance issues	1.1 Environmental compliance issues are comprehended. 1.2 <u>Code of Conduct (CoC)</u> is identified as per leather industries.
2. Comprehend waste and chemical handling management	2.1 <u>Health & safety issues</u> are comprehended as per industry guideline. 2.2 Waste and chemical handling procedures are interpreted.
3. Interpret national labour laws	3.1 National labour laws and regulation related to workplace issues are comprehended. 3.2 Application of labour laws in the workplaces is identified.
Range of Variables	
Variable	Range (may include but not limited to):



1. Code of conduct (CoC)	<ul style="list-style-type: none"> 1.1 Child labor 1.2 Forced labor 1.3 Health & safety 1.4 Compensation 1.5 Working hours 1.6 Discrimination 1.7 Maternity benefit
2. Health & safety issues	<ul style="list-style-type: none"> 2.1 Mechanical 2.2 Physical 2.3 Chemical 2.4 Ergonomic 2.5 Biological 2.6 Psychosocial
<p>Evidence Guide</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"> 1.1 Interpreted code of conduct. 1.2 Illustrated Health & Safety issues. 1.3 Interpreted waste and chemical handling procedures. 1.4 Applied labour laws as per industry construction.
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Environmental compliance issues. 2.2 Code of Conduct (CoC). 2.3 Waste and chemical handling procedures. 2.4 National labour laws.
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Interpreting code of conduct. 3.2 Illustrating Health & safety issues. 3.3 Interpreting waste and chemical handling procedures. 3.4 Applying labour laws as per industry construction.
4. Underpinning attitude	<ul style="list-style-type: none"> 4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Eagerness to learn 4.5 Tidiness and timeliness 4.6 Environmental concerns 4.7 Respect for rights of peers and seniors in workplace 4.8 Communication with peers and seniors in workplace

TQM

5. Resource implications	<p>The following resources must be provided:</p> <p>5.1 Workplace (actual or simulated).</p> <p>5.2 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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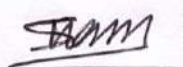
TQM

The Occupation Specific Competencies

TQM

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

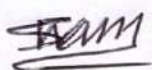
Unit Code and Title	OSU01I03L3V1: Interpret Total Quality Management (TQM)
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to interpret total quality management. It specifically includes interpreting concept of quality and total quality management (TQM) and interpreting customer perception of quality and activities of a TQM system.
Nominal Hours	30 Hours
Elements of Competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables
1. Interpret concept of Quality and Total Quality Management (TQM)	1.1 Concept of quality is interpreted. 1.2 Concept of Total Quality Management (TQM) is interpreted. 1.3 Major objectives of a TQM system are interpreted. 1.4 <u>Parameters of quality</u> are identified.
2. Interpret customer perception of quality and activities of a TQM system	2.1 <u>Quality management principles</u> are interpreted 2.2 <u>Customer perception of quality</u> is interpreted. 2.3 <u>Key activity areas of a TQM system</u> are interpreted.
Range of Variables	
Variables	Range (may include but not limited to):
1. Parameters of quality	1.1 Performance 1.2 Features 1.3 Reliability 1.4 Conformance 1.5 Durability 1.6 Serviceability 1.7 Aesthetics
2. Quality management principles	2.1 Customer focus 2.2 Leadership 2.3 Employee involvement



	<ul style="list-style-type: none"> 2.4 Employee encouragement 2.5 Process approach 2.6 Contentious Improvement and innovation 2.7 Quality culture 2.8 Evidence-based decision making 2.9 Relationship management
3. Customer perception of quality	<ul style="list-style-type: none"> 3.1 Products performance 3.2 Products features 3.3 Service 3.4 Warranty 3.5 Price 3.6 Reputation
4. Key activity areas of a TQM system	<ul style="list-style-type: none"> 4.1 Production quality evaluation 4.2 Quality planning- materials, product and process 4.3 Quality planning- Purchase activities 4.4 Quality evaluation- production and process 4.5 Quality information- system and equipment 4.6 Quality training and orientation 4.7 Post production quality service
<p>Evidence Guide 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"> 1.1 Interpreted customer perception of quality. 1.2 Practiced quality management principles.
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Concept of quality and TQM. 2.2 Major objectives of a TQM system. 2.3 Total quality features. 2.4 Customers' perception of quality. 2.5 Quality management principles. 2.6 Key activity areas of a TQM system.

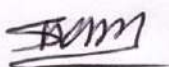
TEAM

3. Underpinning skills	3.1 Interpreting core concept of quality and TQM. 3.2 Interpreting total quality features. 3.3 Interpreting customer perception of quality. 3.4 Interpreting key activity areas of a TQM system.
4. Underpinning attitude	4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Eagerness to learn 4.5 Tidiness and timeliness 4.6 Environmental concerns 4.7 Respect for rights of peers and seniors in workplace 4.8 Communication with peers and seniors in workplace
5. Resource implications	The following resources must be provided: 5.1. Workplace (actual or simulated). 5.2. Tools, equipment and physical facilities appropriate to perform activities. 5.3. Materials consumable to perform activities.
6. Methods of assessment	Methods of assessment may include but not limited to: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio
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 NSDA certified assessor.
<p>Accreditation Requirements</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**

Unit Code and Title	OSU02I03L3V1: Imply Philosophy and Human Dimensions of Total Quality Management (TQM)
Unit Descriptor	This unit covers the knowledge, skills and attitude required to imply philosophy and human dimension of TQM. It specifically includes interpreting total quality management philosophy, comprehending leadership for TQM and interpreting work on employee involvement.
Nominal Hours	30 Hours
Elements of Competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables
1. Interpret total quality management philosophy	1.1 <u>Evolution of TQM</u> is comprehended. 1.2 <u>Integrated TQM model</u> is interpreted. 1.3 <u>Quality management philosophy</u> is interpreted.
2. IComprehend/ analyze leadership for TQM	2.1 <u>Leadership for TQM</u> is interpreted. 2.2 Role of TQM leader is outlined. 2.3 Leadership survey report is prepared as per requirement.
3. Carryout work on employee involvement	3.1 Employee survey method is interpreted. 3.2 Characteristics of successful teams are comprehended. 3.3 Performance appraisal approach is outlined. 3.4 Performance appraisal is conducted. 3.5 Benefits of employee involvement are listed.
Range of Variables	
Variables	Range (may include but not limited to):
1. Evolution of TQM	1.1 Inspection 1.2 Quality control 1.2.1 Material control 1.2.2 In-line process control 1.2.3 End-line product control



	<p>1.3 Quality Assurance</p> <p>1.4 Total quality management</p>
2. Integrated TQM model	<p>2.1 Management leadership</p> <p>2.2 Product / process excellence</p> <p>2.3 Human resource excellence</p>
3. Quality management philosophy	<p>3.1 JURAN'S formula for TQM</p> <p>3.1.1 Build an awareness of the need</p> <p>3.1.2 Set goals for improvement</p> <p>3.1.3 Organize to reach the goal</p> <p>3.1.4 Provide training</p> <p>3.1.5 Carryout project to solve the problems</p> <p>3.1.6 Report progress</p> <p>3.1.7 Give recognition</p> <p>3.1.8 Communicate results</p> <p>3.1.9 Keep Score</p> <p>3.1.10 Maintain momentum</p> <p>3.2 CROSBY'S 14 steps for TQM</p> <p>3.2.1 Management commitment</p> <p>3.2.2 Quality improvement team</p> <p>3.2.3 Quality measurement</p> <p>3.2.4 Cost of quality</p> <p>3.2.5 Quality awareness</p> <p>3.2.6 Corrective actions</p> <p>3.2.7 Zero defects planning</p> <p>3.2.8 Supervisor training</p> <p>3.2.9 Zero defect day</p> <p>3.2.10 Goal setting</p> <p>3.2.11 Error-cause removal</p> <p>3.2.12 Recognition</p> <p>3.2.13 Quality councils</p> <p>3.2.14 Do it over again</p>
4. Leadership for TQM	<p>4.1 Leadership concept</p> <p>4.2 Characteristics of quality leader</p> <p>4.3 Role of TQM leader</p> <p>4.4 Quality statement</p>
<p>Evidence Guide</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>	

TQM

1. Critical aspects of competency	<p>1.1 Illustrated role of TQM leader.</p> <p>1.2 Prepared leadership survey report as per requirement.</p> <p>1.3 Prepared performance appraisal.</p>
2. Underpinning knowledge	<p>2.1 Evolution of TQM.</p> <p>2.2 Integrated TQM model.</p> <p>2.3 Quality management philosophy.</p> <p>2.4 Leadership for TQM.</p> <p>2.5 Employee survey method.</p> <p>2.6 Characteristics of successful team.</p>
3. Underpinning skills	<p>3.1 Interpreting leadership for TQM</p> <p>3.2 Illustrating role of TQM leader</p> <p>3.3 Preparing leadership survey report as per requirement</p> <p>3.4 Preparing performance appraisal</p> <p>3.5 Listing out benefits of employee involvement</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 Environmental concerns</p> <p>4.5 Eagerness to learn</p> <p>4.6 Tidiness and timeliness</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>5.4. 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>

TQM

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 NSDA certified assessor.
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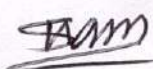
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TQM

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

Unit Code and Title	OSU03103L3V1: Correlate Quality Planning and Quality Control Process
Unit Descriptor	This unit covers the knowledge, skills and attitude required to correlate quality planning and quality control process. It specifically includes preparing quality planning process, applying quality control process and conforming with standard.
Nominal Hours	60 Hours
Elements of Competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables
1. Prepare quality planning process	1.1 <u>Quality planning process</u> is interpreted 1.2 <u>Quality planning process</u> is analyzed 1.3 Quality planning process is finalized.
2. Apply quality control process	2.1 Quality aspects are listed. 2.2 <u>Quality control process</u> is interpreted. 2.3 Quality control process is verified and applied.
3. Conform with standard	3.1 Sample of the product is checked. 3.2 Actual performance of the product is compared. 3.3 Deviation is identified and reported.
Range of Variables	
Variables	Range (may include but not limited to):
1. Quality planning process	1.1 Identification of customer needs 1.2 Translation of customer needs into the units of measurements 1.3 SWOT analysis 1.4 Product development 1.5 Process development 1.6 Optimization of the process capability



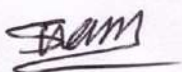
2. Quality control process	<ul style="list-style-type: none"> 2.1 Choose the areas to control quality 2.2 Develop quality checklist 2.3 Establish measurement 2.4 Establish statistical process control 2.5 Measure actual performance 2.6 Take action on difference
<p>Evidence Guide</p> <p>The evidence must 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"> 1.1 Analyzed quality planning process. 1.2 Applied quality control process.
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Quality planning process. 2.2 Quality control process.
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Analyzing quality planning process. 3.2 Applying quality control process.
4. Underpinning attitude	<ul style="list-style-type: none"> 4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect for rights of peers and seniors in workplace 4.8 Communication with peers and seniors in workplace
5. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> 5.1 Workplace (actual or simulated) 5.2 Physical facilities appropriate to perform activities 5.3 Materials consumable to perform activities
6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio

TQM

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 NSDA certified assessor.
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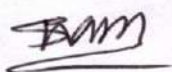
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**National Technical and Vocational Qualifications Framework for Bangladesh
Unit of Competency**

Unit Code and Title	OSU04I03L3V1: Apply Quality Improvement Tools and Techniques
Unit Descriptor	This unit covers the knowledge, skills and attitude required to apply quality improvement tools and techniques. It specifically includes using quality improvement tools and applying quality improvement techniques.
Nominal Hours	40 Hours
Elements of Competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables
1. Use quality improvement tools	1.1 <u>Quality improvement tools</u> are identified. 1.2 Deming wheel or PDCA cycle is comprehended. 1.3 "5S" Housekeeping tools are identified. 1.4 Cause and effect diagram is applied to find out and eliminate the root cause of nonconformity.
2. Apply quality improvement techniques	2.1 <u>Improvement strategies</u> are interpreted. 2.2 <u>Quality improvement techniques</u> are identified. 2.3 Quality improvement techniques are applied.
Range of Variables	
Variables	Range (may include but not limited to):
1. Quality improvement tools	1.1 Deming wheel 1.2 Root cause analysis 1.3 Arrow diagram 1.4 Pareto analysis
2. Deming wheel or PDCA	2.1 Plan 2.2 Do 2.3 Check 2.4 Act
3. Improvement strategies	3.1 Repair 3.2 Refinement 3.3 Renovation 3.4 Reinvention



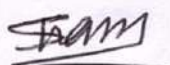
4. Quality improvement techniques	<ul style="list-style-type: none"> 4.1 Kaizen 4.2 Brainstorming 4.3 Lean manufacturing 4.4 Benchmarking
Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.	
1. Critical aspects of competency	<ul style="list-style-type: none"> 1.1 Used quality improvement tools. 1.2 Applied cause and effect diagram. 1.3 Applied quality improvement techniques.
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Quality improvement tools. 2.2 Deming wheel or PDCA cycle. 2.3 "5s" housekeeping tools. 2.4 Cause and effect diagram. 2.5 Quality improvement strategies. 2.6 Quality improvement techniques. 2.7 Lean manufacturing process. 2.8 Kaizen
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Using quality improvement tools 3.2 Illustrating Deming wheel or PDCA cycle 3.3 Applying "5s" housekeeping tools 3.4 Applying cause and effect diagram 3.5 Applying quality improvement techniques
4. Underpinning attitude	<ul style="list-style-type: none"> 4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Eagerness to learn 4.5 Tidiness and timeliness 4.6 Environmental concerns 4.7 Respect for rights of peers and seniors in workplace 4.8 Communication with peers and seniors in workplace
5. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> 5.1 Workplace (actual or simulated). 5.2 Tools, equipment and physical facilities appropriate to perform activities. 5.3 Materials consumable to perform activities.

TQM

6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1 Written test 6.2 Demonstration 6.3 Oral questioning 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>

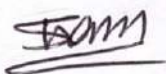
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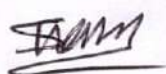


**National Technical and Vocational Qualifications Framework for Bangladesh
Unit of Competency**

Unit Code and Title	OSU05I03L3V1: Demonstrate Problem Solving and Decision Making Process
Unit Descriptor	This unit covers the knowledge, skills and attitude required to demonstrate problem solving and decision making process. It specifically includes performing problem solving techniques and applying decision making techniques.
Nominal Hours	70 Hours
Elements of Competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables
1. Perform problem solving techniques	1.1 Problems are identified and analyzed. 1.2 <u>Models for problem solving</u> in TQM are identified. 1.3 Problem solving techniques are selected and applied. 1.4 Corrective and preventive actions are ensured. 1.5 Improvements are compared and reported.
2. Apply decision making techniques	2.1 Decision making techniques are identified. 2.2 Objective versus subjective decision making is illustrated. 2.3 Decision making techniques are applied. 2.4 Final decisions are disseminated.
Range of Variables	
Variable	Range (may include but not limited to):
1. Models for Problem Solving	1.1 P-D-C-A cycle / Deming Cycle 1.2 Root cause analysis 1.3 Arrow diagram 1.4 Pareto analysis 1.5
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	1.1 Applied problem solving activities 1.2 Applied decision-making process
2. Underpinning knowledge	2.1 Problem solving activities in total quality management. 2.2 Models for problem solving in TQM. 2.3 Decision making techniques.
3. Underpinning skills	3.1 Carrying out problem solving activities in total quality management. 3.2 Applying models for problem solving in TQM. 3.3 Applying decision making techniques at work.
4. Underpinning attitude	4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Eagerness to learn 4.5 Environmental concerns 4.6 Tidiness and timeliness 4.7 Respect for rights of peers and seniors in workplace 4.8 Communication with peers and seniors in workplace
5. Resource implications	The following resources must be provided: 5.1 Workplace (actual or simulated). 5.2 Tools, equipment and physical facilities appropriate to perform activities. 5.3 Materials consumable to perform activities.
6. Methods of assessment	Methods of assessment may include but not limited to: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio
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 NSDA certified assessor.



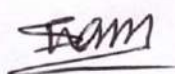
Accreditation Requirements

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.

FSM

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

Unit Code and Title	OSU06I03L3V1: Interpret Benchmarking Approach and Process
Unit Descriptor	This unit covers the knowledge, skills and attitude required to interpret benchmarking approach and process. It specifically includes illustrating benchmarking and applying benchmarking approach and process.
Nominal Hours	30 Hours
Elements of Competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables
1. Illustrate benchmarking	1.1 Benchmarking is interpreted. 1.2 <u>Dimensions of benchmarking</u> are identified.
2. Apply benchmarking approach and process	2.1 Benchmarking approach and process are identified. 2.2 Approach of benchmarking is interpreted. 2.3 Approach and process of benchmarking are applied.
Range of Variables	
Variable	Range (may include but not limited to):
1. Dimensions of benchmarking	1.1. Quality 1.2. Time 1.3. Cost 1.4. Customer satisfaction 1.5. Human resources 1.6. Product development 1.7. Process development
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	1.1 Interpreted benchmarking. 1.2 Applied benchmarking as per organizational feature. 1.3 Applied benchmarking approach and process as per industry standards.



2. Underpinning knowledge	2.1 Dimensions of benchmarking. 2.2 Benchmarking approach and process.
3. Underpinning skills	3.1 Illustrating benchmarking. 3.2 Interpreting dimensions of benchmarking. 3.3 Applying benchmarking as per organizational feature. 3.4 Applying knowledge of benchmarking approach and process as per industry standards.
4. Underpinning attitude	4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Eagerness to learn 4.5 Environmental concerns 4.6 Tidiness and timeliness 4.7 Respect for rights of peers and seniors in workplace 4.8 Communication with peers and seniors in workplace
5. Resource implications	The following resources must be provided: 5.1 Workplace (actual or simulated) 5.2 Tools, equipment and physical facilities appropriate to perform activities. 5.3 Materials consumable to perform activities.
6. Methods of assessment	Methods of assessment may include but not limited to: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio
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 NSDA certified assessor.

Accreditation Requirements

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TEAM

=====XXXXXXXXXXXXXXXXXX=====

TQM

Experts Involved

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

Name	Organization	Designation
Mr. Md. Mominul Ahsan	Industry Skills Council (ISC) - Leather & Leather Goods	CEO
Mr. Md. Mehedi Hasan	LFMEAB-SEIP	Lead Trainer
Mr. Mehedi Hasan	FB Footwear Ltd.	Manager (Quality Assurance)
Mr. Md. Hamidur Rahman	Rimex Footwear Limited	Quality Assurance Manger
Mr. Md. Rawshanuzzaman Basunia	Apex Footwear Ltd.	Manager (Quality Assurance)
Mr. Md. Abu Tofail Md. Touwhidul Islam	Pacific Quality Control Centre Ltd.	Technical Manager (Leather Department)
Mr. Md. Golam Shahnewaz	US Bangla Leather Ltd.	General Manager
Mr. Foysal Hossain	FB Footwear Ltd.	Production Manager
Mr. Syed Abdullah Al Arafat	Walkar Footwear (RFL Group)	Manager - Production
Mr. Md. Abu Talha	Leatherex Footwear Ltd.	Manager (R&D Merchandising)
Mr. Md. Mosaddequr Rahman	Bata Shoe Co. (Bd) Ltd.	Assistant Production Manager
Mr. Uzzal Kumar Kundu	Lalmai Footwear Ltd.	Production Manager
Mr. M. M. Khalid Ahsan	Banbiz (Pvt.) Ltd.	Factory In-charge
Ms. Israt Jahan	FB Footwear Limited	Assistant Manager (Compliance)

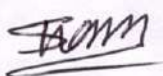
Working Group

First working group formation and competency standard development workshop participants (04th Nov, 2017)

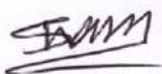
Name	Organization	Designation
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Mr. Md. Mehedi Hasan	LFMEAB-SEIP	Lead Trainer
Mr. Mehedi Hasan	FB Footwear Ltd.	Manager (Quality Assurance)
Mr. Md. Rawshanuzzaman Basunia	Apex Footwear Ltd.	Manager (Quality Assurance)
Mr. Md. Hamidur Rahman	Rimex Footwear Ltd.	Quality Assurance Manger
Mr. Md. Abu Tofail Md. Touwhidul Islam	Pacific Quality Control Centre Ltd.	Technical Manager (Leather Department)
Mr. Md. Arifur Rahman Bhuiyan	LFMEAB-SEIP	Coordinator-Training, Job Placement and Database
Engr. Md. Mostafa	BTEB, Dhaka	Industry Liaison Officer
Engr. Md. Abdur Razzaque	BTEB-SEIP	Specialist-1 (Competency Standards)
Mr. Syed Nasir Ershad	SEIP	AEPD (Public-1)
Mr. Md. Ahsan Habib	SEIP	TVET Specialist
Mr. Mohiuzzaman	SEIP	Course Specialist
Ms. Rashmi Mehra	British Council SEIP-SD03	International CBLM Expert
Mr. Sobur Ahmed	British Council SEIP-SD03	National Subject Matter Consultant- Leather and Footwear

Validation Workshop

First competency standard validation workshop participants (07th Nov 2017)



Name	Organization	Designation
Mr. Md. Mominul Ahsan	Industry Skills Council (ISC) - Leather & Leather Goods	CEO
Mr. Md. Golam Shah Newaz	US Bangla Leather Ltd.	General Manager
Mr. Md. Mehedi Hasan	LFMEAB-SEIP	Lead Trainer
Mr. Md. Sazzadul Karim	Bata Shoe Co.(Bd) Ltd.	Assistant Manager (Quality Assurance)
Mr. Md. Rawshanuzzaman Basunia	Apex Footwear Ltd.	Manager (Quality Assurance)
Md. Hamidur Rahman	Rimex Footwear Limited	Quality Assurance Manger
Md. Mashiur Rahman	LFMEAB-SEIP	Chief Coordinator
Engr. Md. Mostafa	BTEB, Dhaka	Industry Liaison Officer
Engr. Md. Abdur Razzaque	SEIP	Specialist-1 (Competency Standards)
Mr. Syed Nasir Ershad	SEIP	AEPD (Public-1)
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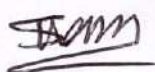


Validation of Competency Standard by Standard and Curriculum Validation Committee (SCVC)

The Competency Standards for National Skills Certificate in **Total Quality Management (TQM)**, NTVQF L-V Qualification is validated by SCVC on 13 November 2019 and approved by NSDA.

Respectable members of the SCVC:

Total Quality Management (TQM), NTVQF L-V		
01	Mr. Md. Mominul Ahsan, CEO & Secretary General, COEL; and Executive Director, Landmark Footwear Ltd.	Chairperson
02	Pijush Kanti Nath, Additional Secretary, Member(Admin & Finance), NSDA	Chief Guest
03	Sobur Ahmed, Associate Professor, Department of Leather Engineering, ILET, University of Dhaka. Cell: 01714241847. Email: soburahmed2001@yahoo.com	Member
04	Ms. Shaheen Afroz General Manager (Retd.), Bangladesh Parjatan Corporation shaheenafroz57@gmail.com Cell: 01711261739	Member
05	Md. Raihanur Rahman Tusar, Asst. Manager (Quality Control Management), Pacific quality control center Ltd. email:rahman.rayhanur@gmail.com. 01610195627	Member
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10	Mr. Saif Uddin, Process Expert (CS and Curriculum), Cell: 01723004419, Email: engrbd.saif@gmail.com	Member
11	Engr.B.M.Shariful Islam, Deputy Director (Skill Standard), Cell: +880 01715010321, Email: sharif9375@gmail.com	Member
12	Mahbub UI Huda, Curriculum Coordinator (Consultant), NSDA	Facilitator



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This Competency Standard for **Total Quality Management (TQM)** 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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