



**Competency Standards  
for  
PRODUCTION PLANNING & SUPPLY CHAIN  
MANAGEMENT**

**(RMG & Textile Industry Skills Council)**

**Level: 4**

**Competency Standard Code: RTCSO008L4V1**

এনএসডিএ এর কার্যনির্বাহী বর্গাটির  
২২/০২/১৯ তারিখে অনুষ্ঠিত ৫ম সভায় অনুমোদিত

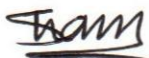
**National Skills Development Authority  
Prime Minister's Office, Bangladesh**

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## 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 program. "**Production planning & supply chain management**" is selected as one of the priority occupations of **RMG & 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 trainees enrolled in TVET. Trainees 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, knowledge & attitudes in accordance with the job roles, duties and tasks of the occupation and ensure that the required skills, knowledge & attitudes are aligned to industry requirements. A series of stakeholder consultations, workshops were held to develop this document. This competency standard was developed by Skills for Employment Investment Program (SEIP). Later for certain requirement change from industry it reviewed by RMG & Textile Industry Skills Councils (RTISC) & validated by NSDA.

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

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:

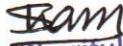
- unit title
- nominal duration
- unit code
- unit descriptor
- elements and performance criteria
- variables and range statement
- curricular content guide
- assessment evidence guide

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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## 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



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## 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

NSDA- National Skills Development Authority

NTVQF – National Technical and Vocational Qualifications Framework

SEIP – Skills for Employment Investment Program

ISC – Industry Skills Council

NPVC – National Pre-Vocation Certificate

PPP -- Public Private Partnership

SCDC – Standards and Curriculum Development Committee

TVET – Technical Vocational Education and Training

CS – Competency Standard

UoC – Unit of Competency

STP – Skills Training Provider

OSH – Occupational Safety and Health

PPE – Personal Protective Equipment

SOP – Standard Operating Procedures

PPC – Production Planning & Control

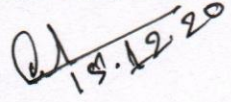
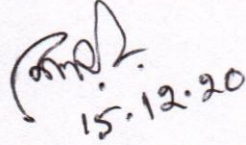
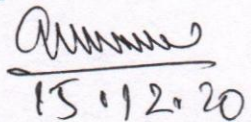
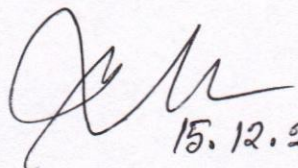
SCM – Supply Chain Management

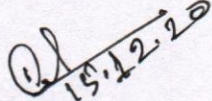
  
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## Approval of Competency Standard

Members of the Approval Committee:

Member	Signature
<b>Dulal Krishna Saha</b> Executive Chairman (Secretary) National Skills Development Authority (NSDA)	 15.12.20
<b>Mohammad Rezaul Karim</b> Member (Skills Standard & Certification) Additional Secretary National Skills Development Authority (NSDA)	 15.12.20
<b>Md. Nurul Amin</b> Member (Admin & Finance) Joint Secretary National Skills Development Authority (NSDA)	 15.12.20
<b>Alif Rudaba</b> Member (Planning & Research) and Member (Coordination & Evaluation) Joint Secretary National Skills Development Authority (NSDA)	 15.12.2020

  
15.12.20

**Dulal Krishna Saha**  
Executive Chairman (Secretary)  
National Skills Development Authority (NSDA)  
Date:

  
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## Production Planning & Supply Chain Management

### Unit of competencies at a glance

SL No	Code	Units of competency	UoC Level	Nominal Hours
<b>Generic Competencies</b>				<b>65</b>
1	GU002L2V1	Apply Occupational Safety and Health (OSH) Practices in the Workplace	2	15
2	GU006L3V1	Apply Basic IT Skills	2	20
3	GU005L3V1	Carryout Workplace Interaction in English	3	15
4	GU004L3V1	Operate in a Self-Directed Team	3	15
<b>Sector Specific Competencies</b>				<b>45</b>
5	SURT001L2V1	Recognize the RMG Business Scenario	2	15
6	SURT002L3V1	Perform Measurement and Calculations	2	15
7	SURT003L3V1	Interpret Sketch and Specifications in Manuals	3	15
<b>Occupation Specific Competencies</b>				<b>250</b>
8	OUPPS001L4V1	Interpret Textile and Garment Manufacturing Process	4	25
9	OUPPS002L4V1	Recognize Raw Materials and Machinery for Garments Manufacturing	4	20
10	OUPPS003L4V1	Interpret Production Planning and Supply Chain Management.	4	20
11	OUPPS004L4V1	Analyze garments operation, data management and planning methods	4	45
12	OUPPS005L4V1	Illustrate Processes of Supply Chain in Garments Industry	4	50
13	OUPPS006L4V1	Analyze supply market and uncertainty	4	50
14	OUPPS007L4V1	Interpret inventory control management	4	40
<b>Total Duration</b>				<b>360</b>

  
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## Units & Elements at a glance

### Generic Competencies

Code	Unit of competency	Elements of competency	Nominal Hours
GU002L2V1	Apply Occupational Safety and Health (OSH) Practices in the	<ol style="list-style-type: none"> <li>1. Identify, control and report OSH hazards</li> <li>2. Conduct work safely</li> <li>3. Follow emergency response procedures</li> <li>4. Maintain and improve health and safety in the work place</li> </ol>	15
GU006L3V1	Apply Basic IT Skills	<ol style="list-style-type: none"> <li>1. Identify and use most commonly used IT Tools</li> <li>2. Operate Computer.</li> <li>3. Work with word processing software.</li> <li>4. Use spread sheet packages to create /prepare worksheets</li> <li>5. Use presentation packages to create / prepare presentation</li> <li>6. Print the documents</li> <li>7. Use the Internet and Access E-Mail</li> </ol>	20
GU005L3V1	Carryout Workplace Interaction in English	<ol style="list-style-type: none"> <li>1. Interpret Workplace Communication and Etiquette</li> <li>2. Read and Understand Workplace Documents</li> <li>3. Work as a team member</li> <li>4. Participate in workplace meetings and discussions</li> </ol>	15
GU004L3V1	Operate in a Self-directed Team	<ol style="list-style-type: none"> <li>1. Identify team goals and processes</li> <li>2. Communicate and cooperate with team members</li> <li>3. Work as a team member</li> <li>4. Solve problems as a team member</li> </ol>	15

  
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## Sector Specific Competencies


Code	Unit of competency	Elements of competency	Nominal Hours
SURT001L2V1	Recognize the RMG Business Scenario	<ol style="list-style-type: none"> <li>1. Identify Basic Business Communication Practices in RMG sector</li> <li>2. Recognize history of RMG industries in Bangladesh</li> <li>3. Identify major departments of RMG industry</li> <li>4. List prime Export Markets</li> </ol>	15
SURT002L3V1	Perform Measurement and Calculations in the RMG Sector	<ol style="list-style-type: none"> <li>1. Select measuring devices</li> <li>2. Obtain measurements for apparel</li> <li>3. Perform simple calculations</li> </ol>	15
SURT003L3V1	Interpret Sketch and Specifications in Manuals for RMG Sector	<ol style="list-style-type: none"> <li>1. Identify information from manual</li> <li>2. Interpret Sketch and specifications</li> </ol>	15
<b>Total hours</b>			<b>45</b>

  
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## Occupation Specific Competencies

Code	Unit of competency	Elements of competency	Nominal Hours
OUPPS001L4V1	Interpret Textile and Garments Manufacturing Process	<ol style="list-style-type: none"> <li>1. Identify types of fiber, yarn &amp; fabric</li> <li>2. Interpret the process of textile manufacturing</li> <li>3. Interpret garments type &amp; manufacturing process</li> </ol>	25
OUPPS002L4V1	Recognize raw materials and machinery for garments manufacturing	<ol style="list-style-type: none"> <li>1. Identify the trims &amp; accessories for garments</li> <li>2. Identify the basic machinery</li> </ol>	20
OUPPS003L4V1	Interpret Production Planning and Supply Chain Management	<ol style="list-style-type: none"> <li>1. Interpret production, production planning &amp; supply chain management</li> <li>2. Interpret the structure, role &amp; responsibilities of PPC &amp; SCM department</li> <li>3. List the major functions of PPC &amp; SCM department</li> </ol>	20
OUPPS003L4V1	Analyze garments operation, data management and planning methods	<ol style="list-style-type: none"> <li>1. Prepare operation bulletin for garments</li> <li>2. Illustrate work study techniques</li> <li>3. Calculate production capacity &amp; target</li> <li>4. Interpret aggregate planning &amp; master production scheduling</li> </ol>	45
OUPPS005L4V1	Illustrate Processes of Supply Chain in Garments Industry	<ol style="list-style-type: none"> <li>1. Interpret the supply chain process</li> <li>2. Interpret the types of supply chain</li> <li>3. Apply the product selection &amp; procurement methods</li> </ol>	50
OUPPS006L4V1	Analyze supply market and uncertainty	<ol style="list-style-type: none"> <li>1. Perform supply market analysis</li> <li>2. Apply solution for supply chain uncertainty</li> <li>3. Apply forecasting tools &amp; techniques</li> </ol>	50



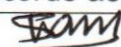
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# Generic Competencies

  
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<b>Unit Code and Title</b>	<b>GU002L2V1: Apply Occupational Safety and Health (OSH) Practices in the Workplace</b>
<b>Nominal Hours</b>	<b>15 Hours</b>
<b>Unit descriptor</b>	This unit covers the knowledge, skills and attitude required to identify and apply OSH in the workplace. This also covers identifying, controlling and reporting OSH hazards, conducting of work in a safe manner, following emergency response procedure and maintaining and improving health and safety in the workplace.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables Training Components
1. Identify, control and report OSH hazards	<p>1.1 Immediate work area is routinely checked for OSH hazards prior to commencing and during work.</p> <p>1.2 <b><u>Hazards</u></b> and unacceptable performance are identified and corrective action is taken within the level of responsibility.</p> <p>1.3 OSH hazards and incidents are reported to appropriate personnel according to workplace procedures.</p> <p>1.4 Safety Signs and symbols are identified and followed</p>
2. Conduct work safely	<p>2.1 Apply OSH practices in the workplace.</p> <p>2.2 Appropriate <b><u>Personal Protective Equipment (PPE)</u></b> is selected and worn.</p>
3. Follow emergency response procedures	<p>3.1 Emergency situations are identified and reported according to workplace reporting requirements.</p> <p>3.2 Emergency procedures are followed as appropriate to the nature of the emergency and according to workplace procedures.</p> <p>3.3 <b><u>Workplace procedures</u></b> for dealing with accidents, fires and emergencies are followed whenever necessary within scope of responsibilities.</p>
4. Maintain and improve health and safety in the work place	<p>4.1 Risks are identified and appropriate control measures are implemented in the work area.</p> <p>4.2 Recommendations arising from risk assessments are implemented within level of responsibility.</p> <p>4.3 Opportunities for improving OSH performance are identified and raised with relevant personnel.</p> <p>4.4 Safety records according to <b><u>company policies</u></b> are</p>



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	maintained.
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Hazards	<ul style="list-style-type: none"> <li>1.1 OSH incidents include near misses, injuries, illnesses and property damage, noise, handling hazardous substances, other hazards</li> <li>1.2 Working with and near moving equipment/load shifting equipment</li> <li>1.3 Broken or damaged equipment or materials</li> </ul>
2. Personal protective equipment (PPE)	<ul style="list-style-type: none"> <li>2.1 goggles</li> <li>2.2 Scarf</li> <li>2.3 Gloves</li> <li>2.4 Clothing</li> <li>2.5 Apron</li> </ul>
3. Workplace procedures	<ul style="list-style-type: none"> <li>3.1 OSH system and related documentation including policies and procedures</li> <li>3.2 Standard Operating Procedures (sops)</li> <li>3.3 Information on hazards and the work process, hazard alerts, safety signs and symbols</li> <li>3.4 Labels</li> <li>3.5 Material Safety Data Sheets (MSDSs) and manufacturers' advice.</li> </ul>
4. Company policies	4.1. Job-related Standard Operating Procedures (sops) and OSH-specific procedures.
<b>Evidence guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the unit of competency.	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 identified, controlled and reported OSH hazards</li> <li>1.2 followed work safety.</li> <li>1.3 followed emergency response procedures.</li> <li>1.4 maintained and improved health and safety in the workplace.</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Personal protective equipment - Hand gloves, safety shoes, safety goggles, masks, apron,</li> <li>2.2 Identification of tools and equipment</li> <li>2.3 Hazardous events</li> <li>2.4 Tools, equipment, machinery and relevant accessories.</li> <li>2.5 Communication</li> <li>2.6 Job roles, responsibilities and compliance</li> <li>2.7 Workplace laws</li> </ul>

  
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3. Underpinning skill	3.1 Using the appropriate PPE. 3.2 Identifying tools and equipment. 3.3 Quick responding and to take safety precautions for different hazardous situations. 3.4 Operating and using tools, equipment, machinery and accessories properly as per SOP (Company standards). 3.5 Communicating with peers and supervisors. 3.6 Applying in the workplace.
4. Required attitude	4.1 Commitment to occupational health and safety 4.2 Environmental concerns 4.3 Eagerness to learn 4.4 Tidiness and timeliness 4.5 Respect for rights of peers and seniors in workplace 4.6 Communication with peers and seniors in workplace
5. Resource implication	The following resources must be provided: 5.1 Tools, equipment and physical facilities appropriate to perform activities. 5.2 Materials, consumables to perform activities.
6. Methods of assessment	6.1 Written Test 6.2 Demonstration 6.3 Oral Questioning 6.4 Portfolio
7. Context of assessment	7.1. Competency assessment must be done in NSDA Accredited Assessment center 7.2. Assessment should be done by NSDA certified/nominated assessor

### Accreditation Requirements

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



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<b>Unit Code and Title</b>	<b>GU006L3V1: Apply Basic IT Skills</b>
<b>Nominal Hours</b>	<b>20 Hours</b>
<b>Unit Descriptor</b>	This unit covers the basic knowledge, skills and attitude required to work with IT Tools. It specifically includes understanding of the identified IT Tools and using them efficiently.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables Training Components.
1. Identify and use most commonly used IT Tools	1.1 Context of IT is interpreted. 1.2 Commonly used <b><u>IT tools</u></b> are identified. 1.3 Safe work practice and OSH Standards are followed.
2. Operate Computer.	2.1 <b><u>Peripherals</u></b> are checked and connected with computer as per standard 2.2 Power cords / adapter are connected with computer and power outlets socket safely. 2.3 Computer is switched on gently. 2.4 PC <b><u>desktop / GUI</u></b> settings are arranged and customized as per requirement. 2.5 Files and folders are created, opened, copied, renamed, deleted and sorted as per requirement. 2.6 Properties of files and folders are viewed and searched. 2.7 Disks are defragmented, formatted as per requirement.
3. Work with word processing software.	3.1 Word Processing software is selected and started 3.2 Basic typing technique is demonstrated 3.3 <b><u>Documents</u></b> are created as per requirement in personal use and office environment 3.4 <b><u>Contents</u></b> are entered. 3.5 Documents are <b><u>formatted</u></b> . 3.6 Paragraph and page settings are completed 3.7 Saving and retrieving technique of a document are interpreted
4. Use spread sheet packages to create /prepare worksheets	4.1 Spread sheet packages are selected and started. 4.2 Worksheets are created as per requirement in Personal use and office environment. 4.3 Data are entered 4.4 <b><u>Functions</u></b> are used for calculating and editing

  
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	<p>logical operation</p> <p>4.5 Sheets are formatted as per requirement.</p> <p>4.6 Charts are created.</p> <p>4.7 Charts/ Sheets are previewed</p>
5. Use presentation packages to create / prepare presentation	<p>5.1 Appropriate presentation software packages are selected and started</p> <p>5.2 Presentation are created as per requirement in personal use and office environment</p> <p>5.3 Image, Illustrations, text, table, symbols and media are entered as per requirements.</p> <p>5.4 Presentations are formatted and animated.</p> <p>5.5 Presentations are previewed.</p>
6. Print the documents	<p>6.1 Printer is connected with computer and power outlet properly.</p> <p>6.2 Power is switched on at both the power outlet and printer.</p> <p>6.3 Printer is installed and added.</p> <p>6.4 Correct printer settings are selected and document is printed.</p>
7. Use the Internet and Access E-Mail	<p>7.1 Appropriate internet <b>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 Email services are identified and selected to create a new email address</p> <p>7.6 Document is prepared, attached and sent to different types of recipient.</p> <p>7.7 Email is read, forwarded, replied and deleted as per requirement.</p> <p>7.8 Custom email folders are created and manipulated.</p> <p>7.9 Email message is printed.</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (may include but not limited to):</b>
1. IT tools	<p>1.1 Phone</p> <p>1.2 Cell Phone</p> <p>1.3 TABs</p> <p>1.4 Radio</p> <p>1.5 Television</p> <p>1.6 Computers</p> <p>1.7 Laptops</p>

  
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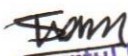
	<ul style="list-style-type: none"> <li>1.8 Notebooks</li> <li>1.9 Internet</li> <li>1.10 Software</li> <li>1.11 Satellite</li> </ul>
2. Peripherals	<ul style="list-style-type: none"> <li>2. 1 Monitor</li> <li>2. 2 Keyboard</li> <li>2. 3 Mouse</li> <li>2. 4 Modem</li> <li>2. 5 Scanner</li> <li>2. 6 Printer</li> </ul>
3. Desktop / GUI settings	<ul style="list-style-type: none"> <li>3. 1 Icons</li> <li>3. 2 Taskbar</li> <li>3. 3 View</li> <li>3. 4 Resolutions</li> </ul>
4. Documents	<ul style="list-style-type: none"> <li>4.1 Word documents</li> <li>4.2 Standard CV / Bio-Data with different text &amp; fonts, image and table.</li> <li>4.3 Application / Official letter with proper paragraph and indenting, spacing, styles, Illustrations, Tables, Headers &amp; Footers and symbols.</li> <li>4.4 Standard report / newspaper items with column, footnote and endnote, drop cap, indexing and page numbering.</li> </ul>
5. Contents	<ul style="list-style-type: none"> <li>5.1 Illustrations and styles</li> <li>5.2 Text</li> <li>5.3 Table</li> <li>5.4 Symbols</li> <li>5.5 Header &amp; Footer</li> </ul>
6. Formatted.	<ul style="list-style-type: none"> <li>6.1. Bold</li> <li>6.2. Italic</li> <li>6.3. Underline</li> <li>6.4. Font size, colour,</li> <li>6.5. Change case</li> <li>6.6. Alignment and indent</li> </ul>
7. Functions	<ul style="list-style-type: none"> <li>7.1. Mathematics</li> <li>7.2. Logical</li> <li>7.3. Simple Statistical</li> </ul>



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8. Browsers	8.1 Internet Explorer 8.2 Firefox 8.3 Google Chrome 8.4 Opera 8.5 Safari 8.6 Omni Web
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical Aspects of Competency	Assessment required evidence that the candidate: <ol style="list-style-type: none"> <li>1.1 followed OSH Standard and Safe Work Procedures.</li> <li>1.2 created, opened, copied, renamed, deleted and sorted files and folders as per requirement.</li> <li>1.3 completed application software Installations properly</li> <li>1.4 performed simple trouble shooting with Computer</li> <li>1.5 demonstrated typing on word processing software, save and retrieve documents</li> <li>1.6 used functions for calculating and editing logical operation in spread sheet.</li> <li>1.7 configured appropriate printer settings and printed the document.</li> <li>1.8 demonstrated ability to create email accounts.</li> <li>1.9 demonstrated ability to use email account for different online purpose</li> </ol>
2. Underpinning Knowledge	<ol style="list-style-type: none"> <li>2.1 Basic competent of PC</li> <li>2.2 IT and IT Tools</li> <li>2.3 Different type of software and application packages</li> <li>2.4 Use of word processor, spread sheet and presentation software</li> <li>2.5 Different type of math, logical and conditional functions</li> <li>2.6 Computer Trouble Shooting</li> <li>2.7 Techniques to access internet</li> </ol>

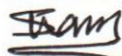
  
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3. Underpinning Skills	<ul style="list-style-type: none"> <li>3.1 Identifying and use IT Tools</li> <li>3.2 Demonstrating simple trouble shooting with Computer</li> <li>3.3 Demonstrating typing on word processing software</li> <li>3.4 Saving and retrieving documents on Word Processing software.</li> <li>3.5 Demonstrating ability to create email accounts</li> <li>3.6 Opening an email account and use it for different purpose.</li> <li>3.7 Configuring appropriate printer settings and printe the document</li> <li>3.8 Using functions for calculating and editing logical operation in spread sheet</li> </ul>
4. Underpinning Attitudes	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Environmental concerns</li> <li>4.3 Eagerness to learn</li> <li>4.4 Tidiness and timeliness</li> <li>4.5 Respect for rights of peers and seniors in workplace</li> <li>4.6 Communication with peers and seniors in workplace</li> </ul>
5. Resource Implications	<ul style="list-style-type: none"> <li>5.1 Workplace (simulated or actual)</li> <li>5.2 IT Tools</li> <li>5.3 Computers with word processing application</li> <li>5.4 Internet connection</li> <li>5.5 Presentations</li> <li>5.6 Learning manuals</li> </ul>
6. Methods of Assessment	<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>
7. Context of Assessment	<ul style="list-style-type: none"> <li>7.1 Competency assessment must be done in NSDA Accredited Assessment center</li> <li>7.2 Assessment should be done by NSDA certified/ nominated assessor</li> </ul>

### Accreditation Requirements

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<b>Unit Code and Title</b>	<b>GU005L3V1: Carryout Workplace Interaction in English</b>
<b>Nominal Hours</b>	<b>15 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required to Carry out workplace work place interaction. It specifically includes workplace communication and etiquette, workplace documents, workplace meeting and discussions, and professional ethics at work.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold &amp; Underlined</b> terms are elaborated in the Range of Variables Training Components
1. Interpret Workplace Communication and Etiquette	<p>1.1. Workplace code of conducts are interpreted as per organizational guidelines.</p> <p>1.2. Appropriate lines of communication are maintained with supervisors and colleagues.</p> <p>1.3. Workplace interactions are conducted in a <b><u>courteous manner</u></b> to gather and convey information.</p> <p>1.4. Questions about routine <b><u>workplace procedures and matters</u></b> are asked and responded as required.</p>
2. Read and Understand Workplace Documents	<p>2.1. Workplace documents are interpreted as per standard.</p> <p>2.2. Assistance is taken to aid comprehension when required from peers/supervisors.</p> <p>2.3. Visual information/ symbols/signage's are understood and followed.</p> <p>2.4. Specific and relevant information are accessed from <b><u>appropriate sources</u></b>.</p> <p>2.5. Appropriate medium is used to transfer information and ideas.</p>
3. Work as a team member	<p>3.1. Duties, responsibilities, authorities, objectives and task requirements are identified and clarified with team.</p> <p>3.2. Tasks are performed in accordance with organizational and team requirements, specifications and workplace procedures.</p> <p>3.3. Team members support other members as required to ensure team achieves goals and requirements.</p> <p>3.4. Agreed reporting lines are followed using standard</p>

  
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	operating procedures.
4. Participate in workplace meetings and discussions	<p>4.1. Team meetings are attended on time and followed meeting procedures and etiquette.</p> <p>4.2. Own opinions are expressed and listened to those of others without interruption.</p> <p>4.3. Inputs are provided consistent with the meeting purpose and interpreted and implemented meeting outcomes.</p>
5. Practice professional ethics at work.	<p>5.1. Responsibilities as a team member are demonstrated and kept promises and commitments made to others.</p> <p>5.2. Tasks are performed in accordance with workplace procedures.</p> <p>5.3. Confidentiality is respected and maintained.</p> <p>5.4. Situations and actions considered inappropriate or which present a conflict of interest are avoided</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (may include but not limited to)</b>
1. Courteous Manner	<p>1.1 Effective questioning</p> <p>1.2 Active listening</p> <p>1.3 Speaking skills</p>
2. Workplace Procedures and Matters	<p>2.1 Notes</p> <p>2.2 Agenda</p> <p>2.3 Simple reports such as progress and incident reports</p> <p>2.4 Job sheets</p> <p>2.5 Operational manuals</p> <p>2.6 Brochures and promotional material</p> <p>2.7 Visual and graphic materials</p> <p>2.8 Standards</p> <p>2.9 OSH information</p> <p>2.10 Signs</p>
3. Appropriate Sources	<p>3.1 HR Department</p> <p>3.2 Managers</p> <p>3.3 Supervisors</p>
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical Aspects of Competency	Assessment required evidence that the candidate: <p>1.1 demonstrated workplace communication and</p>

  
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	<p>etiquette</p> <p>1.2 demonstrated workplace instructions and symbols</p> <p>1.3 demonstrated workplace meetings</p>
2. Underpinning Knowledge	<p>2.1. Workplace communication and etiquette</p> <p>2.2. Workplace documents, signs and symbols</p> <p>2.3. Meeting procedure and etiquette</p>
3. Underpinning Skills	<p>3.1. Interpreting workplace communication and etiquette</p> <p>3.2. Interpreting workplace instructions and symbols</p> <p>3.3. Demonstrating workplace meetings</p>
4. Underpinning Attitudes	<p>4.1. Commitment to occupational health and safety</p> <p>4.2. Environmental concerns</p> <p>4.3. Eagerness to learn</p> <p>4.4. Tidiness and timeliness</p> <p>4.5. Respect for rights of peers and seniors in workplace</p> <p>4.6. Communication with peers and seniors in workplace</p>
5. Resource Implications	<p>5.1. Work place Procedure</p> <p>5.2. Materials relevant to the proposed activity</p> <p>5.3. All tools, equipment, material and documentation required.</p> <p>5.4. Relevant specifications or work instructions</p>
6. Methods of Assessment	<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 NSDA Accredited Assessment center</p> <p>7.2 Assessment should be done by NSDA certified/ nominated assessor</p>

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<b>Unit Code and Title</b>	<b>GU004L3V1: Operate in a Self-Directed Team</b>
<b>Nominal Hours</b>	<b>15 Hours</b>
<b>Unit Descriptor</b>	This unit Covered the knowledge, skills and attitude to communicate and work within a team in an interactive work environment as per the workplace standard.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold &amp; Underlined</b> terms are elaborated in the Range of Variables Training Components
1. Identify team goals and processes	<p>1.1 <b><u>Team goals and processes</u></b> are identified.</p> <p>1.2 Roles and responsibilities of team members are identified.</p> <p>1.3 Relationships within team and with other work areas are identified.</p>
2. Communicate and cooperate with team members	<p>1.1 Effective interpersonal skills are used to interact with team members and to contribute to activities and objectives.</p> <p>1.2 Formal and informal forms of communication are used effectively to support team achievement.</p> <p>1.3 Diversity is respected and valued in team functioning.</p> <p>1.4 Views and opinions of other team members are understood and reflected accurately.</p> <p>1.5 <b><u>Workplace staff regulation</u></b> is used correctly to assist communication.</p>
2. Work as a team member	<p>3.1 Duties, responsibilities, authorities, objectives and task requirements are identified and clarified with team.</p> <p>3.2 Tasks are performed in accordance with organizational and team requirements, specifications and workplace procedures.</p> <p>3.3 Team members support other members as required to ensure team achieves goals and requirements.</p> <p>3.4 Agreed reporting lines are followed using standard operating procedures.</p>
4. Solve problems as a team member	<p>3.1 Current and potential problems faced by team are identified.</p> <p>3.2 Procedures for avoiding and managing problems are identified.</p> <p>3.3 Problems are solved effectively and in a manner that supports the team.</p>
<b>Range of Variables</b>	

  
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<b>Variable</b>	<b>Range (May include but not limited to)</b>
1. Team goals and processes	1.1 Identifying the problem 1.2 Consider solutions 1.3 Action 1.4 Follow-up.
2. Workplace staff regulation	2.1 Organization / company's code of conduct, complaint handling / grievance policies and procedures
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 communicated and worked within a team in an interactive work environment as per workplace standard. 1.2 dealt with a range of communication/ information at one time. 1.3 made constructive contributions in workplace issues 1.4 presented information clearly and effectively in written form 1.5 asked appropriate questions 1.6 provided accurate information
2. Underpinning knowledge	2.1 Organization requirements for written and electronic communication methods 2.2 Effective verbal communication methods
3. Underpinning skill	3.1 Organizing information 3.2 Understanding and conveying intended meaning 3.3 Participating in a variety of workplace discussions 3.4 Compiling with Organization's requirements in the use of written and electronic communication methods
4. Underpinning Attitudes	4.1 Commitment to occupational health and safety 4.2 Environmental concerns 4.3 Eagerness to learn 4.4 Tidiness and timeliness 4.5 Respect for rights of peers and seniors in workplace 4.6 Communication with peers and seniors in workplace
5. Resource implication	5.1 Variety of Information 5.2 Communication tools 5.3 Simulated workplace



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6. Methods of assessment	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 NSDA Accredited Assessment center 7.2 Assessment should be done by NSDA certified/nominated assessor

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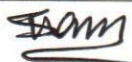


# Sector Specific Competencies



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Unit Code and Title	SURT001L2V1: Recognize The RMG Business Scenario
Nominal Hours	15 Hours
Unit Descriptor	This unit covers the knowledge; skills and attitude required for recognize the RMG business scenario. It specifically includes business communication, background of RMG industries, major departments and prime export markets.
Elements of Competency	<b>Performance Criteria</b> <b>Bold and Underlined</b> terms are elaborated in the Range of Variables.
1. Identify basic business communication practices in RMG Sector	1.1 The communication requirements in the RMG sector are recognized in alignment to the role of sector. 1.2 <b><u>Modes of Communication</u></b> are explained. 1.3 Communication policies and guidelines are identified and interpreted.
2. Recognize history of RMG Industries in Bangladesh	2.1. <b><u>Background of RMG</u></b> Industries in Bangladesh is inferred with reference to the past history, present status and expected future trends. 2.2. Importance of the RMG sector in relation to Bangladesh labour market is stated with emphasis on manpower and economic impact. 2.3. Present and projected future trends and technologies relevant to the sector are summarized.
3. Identify major departments of RMG Industry	3. 1 Scope and nature of <b><u>major departments</u></b> of the RMG sector are identified. 3. 2 Role and responsibilities of individuals are identified in relation to the department and organization as a whole. 3. 3 The <b><u>machines</u></b> used in different departments are identified.
4. List prime export markets	4.1 The types of <b><u>prime export markets</u></b> are categorized on the basis of their current and future potential. 4.2 Export marketing process is interpreted.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):



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1. Modes of Communication	<ul style="list-style-type: none"> <li>1.1 E-mail</li> <li>1.2 Social Media</li> <li>1.3 Telephonic Conversation</li> <li>1.4 Fax</li> <li>1.5 Meetings</li> <li>1.6 Video Conference</li> <li>1.7 Courier</li> </ul>
2. Background of RMG	<ul style="list-style-type: none"> <li>2.1 History of Bangladesh RMG</li> <li>2.2 Economy of Bangladesh</li> <li>2.3 SWOT analysis on RMG sector</li> <li>2.4 Gender dynamics of garments industry in Bangladesh.</li> <li>2.5 Wages &amp; efficiency in the garments industry</li> <li>2.6 Compliance</li> </ul>
3. Major Departments	<ul style="list-style-type: none"> <li>3.1 PDS</li> <li>3.2 Store</li> <li>3.3 Cutting</li> <li>3.4 Embellishment</li> <li>3.5 Sewing</li> <li>3.6 Washing</li> <li>3.7 Finishing</li> <li>3.8 Quality</li> <li>3.9 Industrial Engineering</li> <li>3.10 Production Planning and Control</li> <li>3.11 Maintenance</li> <li>3.12 Merchandising</li> </ul>
4. Machines	<ul style="list-style-type: none"> <li>4.1 Single needle machine</li> <li>4.2 Double needle Machine</li> <li>4.3 Over lock Machine</li> <li>4.4 Flat lock Machine</li> <li>4.5 Feed of the arm Machine</li> <li>4.6 Kansai Multi Needle Machine</li> <li>4.7 Bar tuck Machine</li> <li>4.8 Button Hole Machine</li> <li>4.9 Button Stitch Machine</li> <li>4.10 Snap Attach Machine</li> </ul>
5. Prime export markets	<ul style="list-style-type: none"> <li>5.1 American market</li> <li>5.2 European market</li> <li>5.3 Asian market</li> <li>5.4 Newly explored market</li> </ul>
<p><b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.</p>	
1. Critical aspects of	Assessment required evidence that the candidate:

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 sector</li> <li>2.3 Trends in the RMG sector</li> <li>2.4 Production process</li> <li>2.5 Different Department in RMG sector</li> <li>2.6 Own roles and responsibilities</li> <li>2.7 Types of prime export markets</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1. Identifying policies and guidelines in RMG sector</li> <li>3.2. Interpreting business communication technique</li> <li>3.3. Interpreting trends of RMG sector</li> <li>3.4. Identifying departments in RMG sector</li> <li>3.5. Identifying machines used in different departments</li> </ul>
4. Underpinning Attitudes	<ul style="list-style-type: none"> <li>3.4 Commitment to occupational health and safety</li> <li>3.5 Environmental concerns</li> <li>3.6 Eagerness to learn</li> <li>3.7 Tidiness and timeliness</li> <li>3.8 Respect for rights of peers and seniors in workplace</li> <li>3.9 Communication with peers and seniors in workplace</li> </ul>
5. Resource implications	<ul style="list-style-type: none"> <li>5.1. Tools, equipment and physical facilities appropriate to perform activities.</li> <li>5.2. Materials, consumables to perform activities.</li> </ul>
6. Methods of Assessment	<ul style="list-style-type: none"> <li>6.1. Written Test</li> <li>6.2. Demonstration</li> <li>6.3. Oral Questioning</li> <li>6.4. Portfolio</li> </ul>
7. Context of Assessment	<ul style="list-style-type: none"> <li>7.1. Competency assessment must be done in NSDA Accredited Assessment center</li> <li>7.2. Assessment should be done by NSDA certified/nominated assessor</li> </ul>

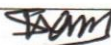
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<b>Unit Code and Title</b>	<b>SURT002L3V1: Perform Measurement and Calculations</b>
<b>Nominal Hours</b>	<b>15 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required for performing measurements and calculations in RMG sector. It specially includes the steps of selecting measuring devices, obtaining measurements and performing simple calculation.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold and Underlined</b> terms are elaborated in the Range of Variables.
1. Select measuring devices	<p>1.1. Work instructions are confirmed and applied to the job in hand.</p> <p>1.2. Materials to be measured are identified as per job specifications.</p> <p>1.3. Appropriate <b>measuring devices</b> are selected based on materials to be measured.</p> <p>1.4. Specifications are obtained from relevant <b>documents</b>.</p> <p>1.5. Tolerance and clearance limits are identified and adjusted according to the job requirements.</p>
2. Obtain measurements for apparel	<p>2.1. Accurate <b>measurements</b> are obtained in accordance with job requirements.</p> <p>2.2. Systems of measurements are identified and measurement conversions done as per requirement.</p> <p>2.3. Measurements are confirmed and recorded in the given company format.</p>
3. Perform simple calculations	<p>3.1. Simple calculations involving <b>basic operations</b> are carried out.</p> <p>3.2. <b>Other operations</b> are used to complete tasks.</p> <p>3.3. Appropriate formulas for calculating quantities of materials are selected.</p> <p>3.4. <b>Calculations</b> are performed and verified.</p> <p>3.5. Material quantities are calculated and shared with team as per requirement.</p>
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Measuring device	<p>1.1. Measuring Tape</p> <p>1.2. Steel rule</p> <p>1.3. Calculator</p> <p>1.4. Sets square</p>

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



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3. Underpinning skills	3.1 Identifying measuring devices based on materials to be measured 3.2 Obtaining specification of measuring devices from relevant document 3.3 Taking measurement according to the job requirements 3.4 Identifying tolerance and clearance limits and adjusting according to the job requirements 3.5 Performing calculations for quantities of materials 3.6 Conforming and recording measurements as per standard
4. Underpinning attitudes	4.1 Commitment to occupational health and safety 4.2 Environmental concerns 4.3 Eagerness to learn 4.4 Tidiness and timeliness 4.5 Respect for rights of peers and seniors in workplace 4.6 Communication with peers and seniors in workplace
5. Resource implications	5.1. Tools, equipment and physical facilities appropriate to perform activities. 5.2. Materials, consumables to perform activities.
6. Methods of assessment	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 NSDA Accredited Assessment center 7.2 Assessment should be done by NSDA certified/ nominated assessor

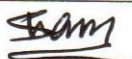
### Accreditation Requirements

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<b>Unit Code and Title</b>	<b>SURT003L3V1: Interpret Sketch and Specifications in Manuals</b>
<b>Nominal Hours</b>	<b>15 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required for interpreting sketches and specifications in manuals for RMG sector. It specially includes identification of information, sketch and specification as per sample.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold and Underlined</b> terms are elaborated in the Range of Variables.
1. Identify information from manual	1.1. Appropriate <b>manuals</b> are collected as per sample. 1.2. Importance of manuals is recognized. 1.3. Required information are collected from manuals.
2. Interpret Sketch and specifications	2.1. Relevant <b>sketch</b> and <b>specifications</b> are identified. 2.2. Key <b>terms and abbreviations</b> are identified. 2.3. <b>Signs and symbols</b> are identified. 2.4. Schedules, dimensions, drawings and specifications are interpreted.
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Manuals	1.1 Buyers specification manual 1.2 Compliance manual 1.3 Maintenance procedure manual 1.4 Periodic maintenance manual 1.5 Quality manual 1.6 Signs and symbols, instruction manuals
2. Sketch	2.1 Technical sketch 2.2 Measurement sketch
3. Specifications	3.1 Product specifications 3.2 Performance specifications 3.3 Method specifications
4. Terms and abbreviations	4.1 Refers to all terms and abbreviations associated with the RMG Industries
5. Signs and symbols	5.1 Include all signs and symbols associated with the RMG Industries
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	



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1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <p>1.1. collected information from manual as per sample</p> <p>1.2. identified sketches and specifications as per sample</p>
2. Underpinning knowledge	<p>2.1 Themes on various types of RMG manuals</p> <p>2.2 Units of measurement</p> <p>2.3 Units of conversion</p> <p>2.4 Rules of sketch, drawings and specifications</p>
3. Underpinning skills	<p>3.1 Recognising importance of manual</p> <p>3.2 Selecting appropriate manuals as per sample</p> <p>3.3 Collecting information from manual as per sample</p> <p>3.4 Interpreting schedules, dimensions, drawings and specifications</p>
4. Underpinning attitudes	<p>4.1 Commitment to occupational health and safety practices</p> <p>4.2 Communication with peers, sub-ordinates and seniors in workplace.</p> <p>4.3 Promptness in carrying out activities.</p> <p>4.4 Tidiness and punctual.</p> <p>4.5 Sincere and honest to duties</p> <p>4.6 Responsible during emergencies</p>
5. Resource implications	<p>5.1 Tools, equipment and physical facilities appropriate to perform activities.</p> <p>5.2 Materials, consumables to perform activities.</p>
6. Methods of assessment	<p>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 NSDA Accredited Assessment center</p> <p>7.2 Assessment should be done by NSDA certified/ nominated assessor</p>

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# Occupation specific competencies



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<b>Unit Code and Title</b>	<b>OUPPS001L4V1: Interpret Textile and Garment Manufacturing Process</b>
<b>Nominal Hours</b>	25 hours
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required to Interpret Textile and Garment Manufacturing Process. It specifically includes Identifying types of fiber, yarn & fabric, Interpreting the process of textile manufacturing & garments type & manufacturing process.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables.
1. Identify types of fiber, yarn & fabric	1.1. <b><u>Types of Fiber, yarn &amp; fabric</u></b> are identified. 1.2. Types of fiber, yarn & fabric is listed for garment construction.
2. Interpret the process of textile manufacturing	2.1 <b><u>Textile manufacturing processes</u></b> are interpreted. 2.2 Manufacturing process are listed.
3. Interpret garments type & manufacturing process	3.1 <b><u>Types of garments</u></b> are identified as per garment construction. 3.2 <b><u>Garments parts</u></b> are identified as per sample. 3.3 Methods of <b><u>manufacturing garments</u></b> are interpreted. 3.4 Manufacturing operation breakdown is listed as per styling.
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range (may include but not limited to):</b>
1. Types of fibre, yarn & fabric	<b>FIBER</b> 1.1. Natural 1.2. Man-made <b>YARN</b> 1.3. Carded yarn 1.4. Combed yarn <b>FABRIC</b> 1.5. Woven 1.6. Knit 1.7. Non-woven

  
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2. Textile manufacturing process	1.1 Yarn Manufacturing 1.2 Fabric Manufacturing 1.3 Dyeing, printing and finishing
3. Types of garments	1.1 Woven garments 1.2 Cut & sew Knit garments 1.3 Fully fashioned knit garments 1.4 Non- woven garments
4. Garments Parts	4.1 Front part 4.2 Back part 4.3 Assembling part
5. Manufacturing Garments	5.1 Measurement Chart 5.2 Sketch/Pattern 5.3 Sample 5.4 Cutting 5.5 Print and Embroidery 5.6 Sewing 5.7 Washing 5.8 Finishing 5.9 Packing
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment required evidence that the candidate: <ol style="list-style-type: none"> <li>1.1 identified types of fiber, yarn &amp; fabric</li> <li>1.2 identified types of garments</li> <li>1.3 comprehended garments manufacturing process</li> <li>1.4 listed process breakdown of Garments</li> </ol>
2. Underpinning knowledge	<ol style="list-style-type: none"> <li>2.1 Types of fiber, yarn &amp; fabric</li> <li>2.2 Textile manufacturing processes</li> <li>2.3 Types of garments</li> <li>2.4 Garments parts</li> <li>2.5 Methods of manufacturing garments</li> </ol>
3. Underpinning skills	<ol style="list-style-type: none"> <li>3.1 Listing types of fiber, yarn &amp; fabric</li> <li>3.2 Listing textile manufacturing processes</li> <li>3.3 Interpreting methods of manufacturing garments.</li> </ol>



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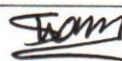
	3. 4 Listing manufacturing operation breakdown
4. Underpinning Attitudes	4.1. Commitment to occupational health and safety 4.2. Environmental concerns 4.3. Eagerness to learn 4.4. Tidiness and timeliness 4.5. Respect for rights of peers and seniors in workplace 4.6. Communication with peers and seniors in workplace
5. Resource implications	5.1 Workplace (simulated or actual) 5.2 Personal computer/laptop 5.3 Calculator 5.4 Instruction sheet/manual
6. Methods of assessment	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 NSDA Accredited Assessment center 7.2. Assessment should be done by NSDA certified/nominated assessor.

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<b>Unit Code and Title</b>	<b>OUPPS002L4V1: Recognize Raw Materials and Machinery for Garments Manufacturing</b>
<b>Nominal Hours</b>	20 hours
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required to recognize raw materials & machinery for garments manufacturing. It specifically includes identifying of trims & accessories for garments and basic machinery for garments manufacturing.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables.
1 Identify the trims & accessories for garments	1.1 <b><u>Trims and accessories</u></b> are interpreted. 1.2 Trims and accessories are identified. 1.3 Trims and accessories are listed.
2 Identify the basic machinery	2.1 Types of <b><u>basic machinery</u></b> are identified as per specification. 2.2 Types of stitch and seam are identified as per job requirement. 2.3 Sewing machine is listed as per styling.
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1 Trims and accessories	<b>Trims</b> 1.1 Sewing trims 1.2 Finishing trims <b>Accessories</b> 1.3 Informative accessories 1.4 Decorative accessories 1.5 Paper made accessories 1.3 Plastic made accessories
2 Basic machinery	2.1 Single needle machine 2.2 Double needle machine 2.3 Over lock machine 2.4 Feed of the arm machine 2.5 Kansai multi needle machine



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	<ul style="list-style-type: none"> <li>2.6 Flat lock machine</li> <li>2.7 Bar tuck machine</li> <li>2.8 Button stitch machine</li> <li>2.9 Button hole sewing machine</li> <li>2.10 Eye hole/ key hole machine</li> <li>2.11 Snap attach machine</li> </ul>
<p><b>Evidence Guide</b></p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.</p>	
1 Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. recognized different types of trims and accessories</li> <li>1.2. listed different types of trims and accessories</li> <li>1.3. identified types of basic machinery</li> <li>1.4. listed sewing machine as per styling</li> </ul>
2 Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Types of trims and accessories</li> <li>2.2 Types of basic machinery</li> <li>2.3 Types of stitch and seam</li> <li>2.4 Functions of machines</li> </ul>
3 Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Identifying different types of trims and accessories</li> <li>3.2 Listing different types of trims and accessories</li> <li>3.3 Identifying types of basic machinery</li> <li>3.4 Listing sewing machine as per styling</li> </ul>
4 Underpinning attitudes	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Environmental concerns</li> <li>4.3 Eagerness to learn</li> <li>4.4 Tidiness and timeliness</li> <li>4.5 Respect for rights of peers and seniors in workplace</li> <li>4.6 Communication with peers and seniors in workplace</li> </ul>
5 Resource implications	<ul style="list-style-type: none"> <li>5.1 Workplace (simulated or actual)</li> <li>5.2 Personal computer/laptop</li> <li>5.3 Instruction sheet/manual</li> <li>5.4 Sewing machine</li> </ul>
6 Methods of assessment	<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>

7 Context of assessment	7.1 Competency assessment must be done in NSDA Accredited Assessment center 7.2 Assessment should be done by NSDA certified/ nominated assessor
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**Accreditation Requirements**

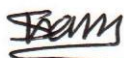
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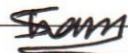


<b>Unit Code and Title</b>	<b>OUPPS003L4V1: Interpret Production Planning and Supply Chain Management</b>
<b>Nominal Hours</b>	20 hours
<b>Unit Descriptor</b>	<p>This unit covers the knowledge, skills and attitude required to interpret production planning &amp; supply chain management.</p> <p>It specifically includes the tasks of Interpreting production, production planning &amp; supply chain management, structure, role &amp; responsibilities of PPC &amp; SCM department and listing the major functions of PPC &amp; SCM departments.</p>
<b>Elements of Competency</b>	<p><b>Performance Criteria</b>  <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables.</p>
1. Interpret production, production planning & supply chain management	<p>1.1. <b><u>Production, production planning and supply chain terminology</u></b> are Comprehended.</p> <p>1.2. Relation between production planning &amp; Supply chain is Interpreted.</p> <p>1.3. <b><u>Supply chain requirements</u></b> are identified as per job requirement.</p>
2 Interpret the structure, role & responsibilities of PPC & SCM department	<p>2.1 Structure of <b><u>PPC Department</u></b> is outlined</p> <p>2.2 The responsibilities of PPC department are identified as per company's policy.</p> <p>2.3 Structure of <b><u>SCM Department</u></b> is outlined.</p> <p>2.4 The responsibilities of SCM department are identified as per company policy.</p>
3 List the major functions of PPC & SCM department	<p>3.1 The major functions of PPC department are identified.</p> <p>3.2 The major functions of supply chain management are identified.</p> <p>3.3 Cross functional relation among other departments are identified.</p> <p>3.4 major functions of PPC &amp; SCM department are listed.</p>
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range (may include but not limited to):</b>



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<p>1 Production, Production Planning and supply chain terminology</p>	<p>1.1. Documentation  1.2. Input  1.3. Processing  1.4. Output  1.5. Style analysis  1.6. Operation breakdown  1.7. Data Management  1.8. Capacity and target  1.9. Schedule  1.10. Sourcing  1.11. Logistic Management  1.12. Store Management  1.13. Procurement  1.14. Distribution  1.15. Letter of Credit (L/C)  1.16. Incoterms  1.17. Harmonized System (HS) Code  1.18. Material requirement planning (MRP)  1.19. Enterprise resource planning (ERP) software</p>
<p>2 Supply chain requirements</p>	<p>2.1 Sourcing management  2.2 Raw material sourcing  2.3 Required approvals  2.4 Preparation for production  2.5 Transportation  2.6 Customer management</p>
<p>3 PPC department</p>	<p>3.1. Taking orders from marketing division  3.2. Analyzing the orders  3.3. Time and Action (TNA) Plan  3.4. Planning for Fabric  3.5. Planning for Trims and Accessories  3.6. Planning for sample to packing  3.7. Shipment planning</p>
<p>4 SCM Department</p>	<p>4.1. Raw supply chain  4.2. Demand-supply management  4.3. Internal &amp; External supply chain</p>
<p><b>Evidence Guide</b></p>	



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The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 interpreted production, production planning and supply chain terminology.</p> <p>1.2 identified supply chain requirements.</p> <p>1.3 listed PPC department.</p> <p>1.4 listed SCM department.</p> <p>1.5 listed major functions of PPC and SCM department.</p>
2. Underpinning knowledge	<p>2.1 Production planning and supply chain management terminology.</p> <p>2.2 Structure of PPC department.</p> <p>2.3 Responsibilities of SCM department.</p> <p>2.4 Major functions of PPC department.</p> <p>2.5 Major functions of supply chain management.</p>
3. Underpinning skills	<p>3.1 Interpreting production, production planning and supply chain terminology.</p> <p>3.2 Identifying supply chain requirements.</p> <p>3.3 Listing PPC department.</p> <p>3.4 Listing SCM department.</p> <p>3.5 Listing major functions of PPC and SCM department.</p>
4. Underpinning attitudes	<p>4.1 Commitment to occupational health and safety</p> <p>4.2 Environmental concerns</p> <p>4.3 Eagerness to learn</p> <p>4.4 Tidiness and timeliness</p> <p>4.5 Respect for rights of peers and seniors in workplace</p> <p>4.6 Communication with peers and seniors in workplace</p>
5. Resource implications	<p>5.1 Learning materials</p> <p>5.2 Laptop/computer</p> <p>5.3 Calculator</p> <p>5.4 Pen</p> <p>5.5 Paper</p>
6. Methods of assessment	<p>6.1 Written test</p> <p>6.2 Demonstration</p>

	6.3 Oral questioning 6.4 Portfolio
7. Context of assessment	7.1 Competency assessment must be done in NSDA Accredited Assessment center 7.2 Assessment should be done by NSDA certified/ nominated assessor

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<b>Unit Code and Title</b>	<b>OUPPS004L4V1: Analyze Garments Operation, Data Management and Planning Methods</b>
<b>Nominal Hours</b>	45 hours
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required to analyze garments operation, data management & planning methods. It specifically includes the tasks of preparing operation bulletin for garments, illustrating work study techniques, calculating production capacity & target and interpreting aggregate planning & master scheduling for garments.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables.
1. Prepare operation bulletin for garments	1.1. <b><u>Garments operation breakdown</u></b> is interpreted as per styling. 1.2 <b><u>Garments operation bulletin</u></b> is prepared as per approved sample.
2. Illustrate work study techniques	2.1 <b><u>Method study procedures</u></b> are outlined as per job requirement. 2.2 <b><u>Work measurement techniques</u></b> are illustrated.
3 Calculate production capacity & target	3.1 Formula for <b><u>Production target calculation</u></b> is interpreted. 3.2 <b><u>Production capacity</u></b> is computed as per job requirement.
4 Interpret aggregate planning & Master production scheduling	4.1 Aggregate planning is interpreted. 4.2 <b><u>Master scheduling process</u></b> is interpreted. 4.3 <b><u>Functions of master production scheduling</u></b> are identified. 4.4 Production schedule is followed as per instruction.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (may include but not limited to):</b>
1. Garments operation breakdown	1.1 Style of the garment 1.2 Front part 1.3 Back part 1.4 Assembling part 1.5 Make section

  
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2. Garments operation bulletin	2.1. Operation breakdown 2.2. Machinery 2.3. Standard minute value 2.4. Manpower requirements 2.5. Work aids 2.6. Targeted efficiency
3 Method study procedures	3.1 Select 3.2 Record 3.3 Examine 3.4 Develop 3.5 Define 3.6 Install 3.7 Maintain
4 Work measurement techniques	4.1 Time study 4.2 Activity sampling 4.3 Synthesis form standard data 4.4 Estimating
5 Production target calculation	5.1 Production Capacity 5.2 Efficiency calculation 5.3 Non-Productive time/ loss time 5.4 Absenteeism
6 Production capacity	6.1 Working hour 6.2 Standard Minute Value (SMV)/ Standard Allocated Minute (SAM) 6.3 Total SMV earners 6.4 Working days
7 Master scheduling process	<b>Inputs</b> 7.1 Beginning inventory 7.2 Forecast 7.3 Customer orders 7.4 Aggregate planning <b>Outputs</b> 7.5 Projected inventory 7.6 Master production scheduling 7.7 Uncommitted inventory
8 Functions of master scheduling	8.1 Translating aggregate plans 8.2 Evaluating alternative master schedule



	<p>8.3 Generating material and capacity requirements</p> <p>8.4 Facilitating information processing</p> <p>8.5 Maintaining priorities</p>
<p><b>Evidence Guide</b></p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.</p>	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <p>1.1. prepared garments operation bulletin</p> <p>1.2. identified method study procedures</p> <p>1.3. illustrated work measurement techniques</p> <p>1.4. calculated production capacity as per formula</p> <p>1.5. interpreted aggregate planning.</p> <p>1.6. followed master production scheduling.</p>
2. Underpinning knowledge	<p>2.1 Garment operation breakdown</p> <p>2.2 Garments operation bulletin</p> <p>2.3 Method study procedure</p> <p>2.4 Work measurement techniques</p> <p>2.5 Production capacity calculation formula</p> <p>2.6 Production capacity</p> <p>2.7 Aggregate planning</p> <p>2.8 Production scheduling process</p> <p>2.9 Functions of master production scheduling</p>
3. Underpinning skills	<p>3.1 Preparing garments operation bulletin</p> <p>3.2 Identifying method study procedures</p> <p>3.3 Illustrating work measurement techniques</p> <p>3.4 Calculating production capacity as per formula</p> <p>3.5 Interpreting aggregate planning.</p> <p>3.6 Following master production scheduling.</p>
4 Underpinning attitudes	<p>4.1 commitment to occupational health and safety</p> <p>4.2 environmental concerns</p> <p>4.3 eagerness to learn</p> <p>4.4 tidiness and timeliness</p> <p>4.5 respect for rights of peers and seniors in workplace</p> <p>4.6 communication with peers and seniors in workplace</p>
5 Resource implications	<p>5.1 workplace (simulated or actual)</p>



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	5.2 personal computer/laptop 5.3 instruction sheet/manual 5.4 calculator
6 Methods of assessment	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 NSDA Accredited Assessment center 7.2 Assessment should be done by NSDA certified/nominated assessor

**Accreditation Requirements**

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

  
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<b>Unit Code and Title</b>	<b>OUPPS005L4V1: Illustrate Processes of Supply Chain in Garments Industry</b>
<b>Nominal Hours</b>	<b>50 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required to illustrate process of supply chain in garments industry. It specifically includes interpreting supply chain process type of supply chain, applying the product selection & procurement method in garments industry.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold and Underlined</b> terms are elaborated in the Range of Variables.
1. Interpret the supply chain process	1.1. <b><u>Supply chain management processes</u></b> are identified. 1.2. The supply chain management processes is interpreted.
2. Interpret the type of supply chain	2.1 <b><u>Types of supply chain</u></b> are Interpreted. 2.2 <b><u>Functions of supply chains</u></b> are stated.
3. Apply the product selection & procurement methods	3.1 Product selection and procurement methods are identified. 3.2 Procurement methods are applied as per company regulations.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1 Supply chain management processes	1.1. Planning 1.2. Inventory Management 1.3. Procurement 1.4. Manufacturing 1.5. Distribution 1.6. Logistics
2 Types of supply chain	2.1 Internal supply chain 2.2 External supply chain
3 Functions of supply chains	3.1 Customer relationship management 3.2 Customer service management 3.3 Demand management 3.4 Order fulfillment 3.5 Manufacturing management



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	<p>3.6 Supplier relationship management</p> <p>3.7 Product development and commercialization</p> <p>3.8 Returns management</p>
<p><b>Evidence Guide</b></p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.</p>	
1 Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 interpreted supply chain management process.</p> <p>1.2 stated functions of different types supply chain.</p> <p>1.3 applied production selection method.</p> <p>1.4 applied procurement method as per company regulations.</p>
2 Underpinning knowledge	<p>2.1 Process of supply chain management</p> <p>2.2 Types of supply chain</p> <p>2.3 Functions of supply chain</p> <p>2.4 Supply markets</p> <p>2.5 Product selection</p> <p>2.6 Procurement methods</p>
3 Underpinning skills	<p>3.1. Interpreting supply chain management process.</p> <p>3.2. Stating functions of different types supply chain.</p> <p>3.3. Applying production selection method.</p> <p>3.4. Applying procurement method as per company regulations.</p>
4 Underpinning attitudes	<p>4.1 Commitment to occupational health and safety</p> <p>4.2 Environmental concerns</p> <p>4.3 Eagerness to learn</p> <p>4.4 Tidiness and timeliness</p> <p>4.5 Respect for rights of peers and seniors in workplace</p> <p>4.6 Communication with peers and seniors in workplace</p>
5 Resource implications	<p>5.1 Workplace (simulated or actual)</p> <p>5.2 Material lists</p> <p>5.3 Laptop/computer</p> <p>5.4 Instruction sheet/manual</p>
6 Methods of assessment	<p>6.1 Written Teat</p> <p>6.2 Demonstration</p> <p>6.3 Oral Questioning</p> <p>6.4 Portfolio</p>
7 Context of	<p>7.1 Competency assessment must be done in NSDA</p>



assessment	<p>Accredited Assessment center</p> <p>7.2 Assessment should be done by NSDA certified/ nominated 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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<b>Unit Code and Title</b>	<b>OUPPS006L4V1: Analyze Supply Market and Uncertainty</b>
<b>Nominal Hours</b>	50 hours
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required to analyze supply market and uncertainty. It specifically includes Performing supply market analysis, Applying solutions for supply chain uncertainty & forecasting tools & techniques.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables.
1 Perform supply market analysis	1.1 Supply market is interpreted. 1.2 <b><u>Supplier priorities</u></b> are set as per procurement policies. 1.3 Supplier evaluation is performed as per company policy.
2 Apply solutions for supply chain uncertainty	2.1 Supply chain uncertainty is interpreted. 2.2 Possible <b><u>causes of supply chain uncertainty</u></b> are identified. 2.3 <b><u>Solutions to supply chain uncertainty</u></b> are applied.
3 Apply forecasting tools & techniques	3.1 <b><u>Forecasting tools &amp; techniques</u></b> are identified. 3.2 Forecasting tools & techniques are listed. 3.3 Forecasting tools are applied as per planning method.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Supplier priorities	1.1 Supplier positioning model 1.2 Procurement policy
2. Causes of supply chain uncertainty	2.1 Lack of information in supply chain environment 2.2 Lack of information on capacities 2.3 Unable to accurately predict supply chain behavior 2.4 Lack of effective control actions 2.5 Lack of proper Communication in supply chain
3. Solutions to supply chain uncertainty	3.1 Managing/controlling the supply 3.2 Managing inventory 3.3 Managing the demand

  
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	<ul style="list-style-type: none"> <li>3.4 Information centralization</li> <li>3.5 Specialization</li> <li>3.6 Postponement strategy</li> <li>3.7 Demand forecasting</li> </ul>
4. Forecasting tools & techniques	<ul style="list-style-type: none"> <li>4.1 Qualitative techniques</li> <li>4.2 Quantitative techniques</li> </ul>
<p><b>Evidence Guide</b></p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.</p>	
1 Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. set Supplier priorities.</li> <li>1.2. performed supplier evaluation.</li> <li>1.3. applied solutions to supply chain uncertainty.</li> <li>1.4. listed forecasting tools and techniques.</li> <li>1.5. applied forecasting tools as per planning method</li> </ul>
2 Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Supply market analysis</li> <li>2.2 Supplier priorities</li> <li>2.3 Causes of supply chain uncertainty</li> <li>2.4 Forecasting tools &amp; techniques</li> </ul>
3 Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Performing supplier evaluation.</li> <li>3.2 Applying solutions to supply chain uncertainty.</li> <li>3.3 Listing forecasting tools and techniques.</li> <li>3.4 Applying forecasting tools as per planning method</li> </ul>
4 Underpinning attitudes	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Environmental concerns</li> <li>4.3 Eagerness to learn</li> <li>4.4 Tidiness and timeliness</li> <li>4.5 Respect for rights of peers and seniors in workplace</li> <li>4.6 Communication with peers and seniors in workplace</li> </ul>
5 Resource implications	<ul style="list-style-type: none"> <li>5.1 Workplace (simulated or actual)</li> <li>5.2 Personal computer/laptop</li> <li>5.3 Instruction sheet/manual</li> </ul>
6 Methods of assessment	<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 NSDA Accredited Assessment center 7.2 Assessment should be done by NSDA certified/ nominated assessor.
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Unit Code and Title	OUPPS007L4V1: Interpret Inventory Control Management
Nominal Hours	40 hours
Unit Descriptor	This unit covers the knowledge, skills and attitude required to interpret inventory control management. It specifically includes interpreting the system of inventory control and applying lean tools on inventory management.
Elements of Competency	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables.
1. Interpret the system of inventory control	1.1. <b><u>Inventory control systems</u></b> are interpreted. 1.2. <b><u>Types of inventory</u></b> planning are identified. 1.3. Types of inventory planning is listed.
2 Apply lean tools on inventory management	2.1 <b><u>Lean tools</u></b> are identified. 2.2 Lean tools are selected. 2.3 Selected lean tools are applied to manage inventory.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1 Inventory control system	1.1. Economic Order Quantity (EOQ) 1.2. Safety stock 1.3. Reordering policy 1.4. Last in first out (LIFO), First in first out (FIFO)
2. Types of inventory	2.1 Yarn 2.2 Fabrics 2.3 Trims and accessories 2.4 Finished goods 2.5 Work-in-process (WIP) 2.6 Machinery 2.7 Tools and equipment
3 lean tools	3.1 Cause & effect diagram 3.2 Plan, Do, Check, Act (PDCA ) cycle 3.3 5S and visual management 3.4 KANBAN 3.5 Push pull system
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and	

meet the requirements of the current version of the Unit of Competency.	
1 Critical aspects of competency	Assessment required evidence that the candidate: 1.1 listed types of inventory planning. 1.2 selected lean tools. 1.3 applied lean tools as per guideline 1.4 interpreted inventory management
2 Underpinning knowledge	2.1 Inventory control system 2.2 Types of inventory planning 2.3 lean tools
3 Underpinning skills	3.1 Listing types of inventory planning. 3.2 Selecting lean tools. 3.3 Applying lean tools as per guideline 3.4 Interpreting inventory management
4 Underpinning attitudes	4.1 Commitment to occupational health and safety 4.2 Environmental concerns 4.3 Eagerness to learn 4.4 Tidiness and timeliness 4.5 Respect for rights of peers and seniors in workplace 4.6 Communication with peers and seniors in workplace
5 Resource implications	5.1 Workplace (simulated or actual) 5.2 Personal computer/laptop 5.3 Calculator 5.4 Instruction sheet/manual
6 Methods of assessment	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 NSDA Accredited Assessment center 7.2 Assessment should be done by NSDA certified/nominated assessor

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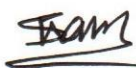
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## Experts involved

Industry experts who provided their valuable inputs to construct this competency standard (August – September 2017)

Name	Organization	Designation
Md. Shafiqul Islam	ISML (Viyellatex Group)	In charge, Planning
Mahbubur Rahman	Doreen Apparels Ltd.	Manager, IE & Planning
Tanvir Al Islam	Ehsan- Moonlight Garments Ltd.	Manager, IE & Planning
Ruhul Amin	Bd. Apparel	In charge, Planning & Sourcing
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Md. Amir Hossain	BC SD03 Project	Assistant Consultant – RMG sector
Rashmi Mehra	BC SD03 Project	International Consultant for Development of CBLM
Syed Azharul Haque	BC SD03 Project	National Subject Matter Consultant- RMG Sector



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## Working Group

### First working group formation and competency standard development workshop participants 5<sup>th</sup> November 2017

Name	Organization	Designation
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Mr. Mohiuzzaman	SEIP	Course Specialist
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## Validation workshop

First competency standard validation workshop participants (7 November, 2017).

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**RTISC Competency standard review workshop participants (27 July, 2020)**

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2	Mr. Shafiqul Islam	Mohammadi Group	Head of IE & Planning
3	Shahin Akter	PVH far east Ltd	Merchandising Account Head
4	Md. Hussain Shahid Ansary	BKMEA-SEIP	Senior Trainer (Productivity Improvement Cell)
5	MD. Faruk Hossain	Triton Textile Limidet Bangladesh Office	Manager -IE & Productivity
6	Ahmmmed Taukir Isitiaque	Tasniah Fabrics Limited (Masco Group)	Head of IE & Planning
7	Mr. Syed Azharul Haque	Skills Zone, Mirpur	CEO
8	Mr. Md. Amir Hossain	DPDS Consulting support	Consultant
9	Dr. Md. Sanwar Jahan Bhuiyan	SEIP	DEPD
10	Mohammad Fiznur Rahman	SEIP	AEPD
11	Md. Ahasan Habib	SEIP	TVET Specialist
12	Mohiuzzaman	SEIP	Course Specialist
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14	Mohammad Rezaul Karim	NSDA	Member (Skills Standard & Certification)
15	Md. Quamruzzaman	NSDA	Director (Skills Standard))
16	Wg Cdr Zaglul Hayder (retd)	RTISC	CEO
17	Md. Sharif Nowaz	RTISC	Executive (Curriculum development & Training)
18	Md. Moniruzzaman	RTISC	Executive (Assessment & Certification)

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## Members Standard & Curriculum Validation Committee

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3	Md. Abdul Sattar	Karuni knit composite Ltd.	Senior Manager (Planning)
4	Mr. Jahangir Alom	Ridisha Knitex Ltd.	Senior Manager (Planning and IE)
5	Mr. Syed Azharul Haque	Skills Zone, Mirpur	CEO
6	Mr. Hasan Mohammad Sahrirar	Urmi Group	Senior Manager (Planning)
7	Md. Sadikur Rahman	GMS composite Knitting Industry Ltd.	Senior Manager (Supply Chain)
8	Mr. Md. Amir Hossain	DPDS Consulting support	Consultant
9	Md. Quamruzzaman	NSDA	Director (Skills Standard)
10	B.M Shoriful Islam	NSDA	Deputy Director (Skills Standard)
11	Engr. Abdur Razzaque	SEIP	Specialist- Competency Standard

  
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