



**Competency Standards
for
Quality Control Management
(RMG & Textile Industry Skills Council)**

Level: 4

Competency Standard Code: RTCS0009L4V1

এনএসডিএ এর কার্যনির্বাহী কমিটির
২২।০৬।১৯ তারিখে অনুষ্ঠিত ৫৩৭ সভার 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 competiveness 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. "**Quality Control 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) & validated by BTEB. 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 **& 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"> 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



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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

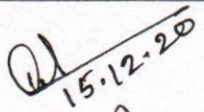
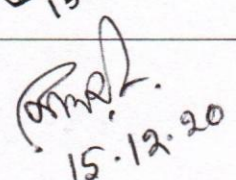
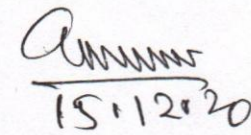
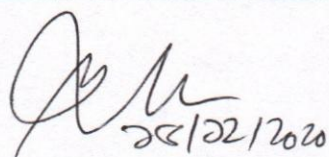
PPE – Personal Protective Equipment

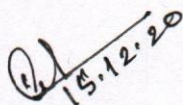
SOP – Standard Operating Procedures


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Approval of Competency Standard

Members of the Approval Committee:

Member	Signature
Dulal Krishna Saha Executive Chairman (Secretary) National Skills Development Authority (NSDA)	 15.12.20
Mohammad Rezaul Karim Member (Skills Standard & Certification) Additional Secretary National Skills Development Authority (NSDA)	 15.12.20
Md. Nurul Amin Member (Admin & Finance) Joint Secretary National Skills Development Authority (NSDA)	 15.12.20
Alif Rudaba Member (Planning & Research) and Member (Coordination & Evaluation) Joint Secretary National Skills Development Authority (NSDA)	 20/12/20


15.12.20

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


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Competency Standards for National Skill Certificate – 4 in Quality Control Management (QCM) in RMG Sector

Unit of competencies at a glance

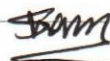
SL No	Code	Units of competency	UOC Level	Nominal Hours
Generic Competencies				65
1	GU002L2V1	Apply Occupational Safety and Health (OSH) Practices in the Workplace	2	15
2	GU006L3V1	Apply Basic IT Skills	2	20
3	GU005L3V1	Carryout Workplace Interaction in English	3	15
4	GU004L3V1	Operate in a Self-Directed Team	3	15
Sector Specific Competencies				45
5	SURT001L2V1	Recognize the RMG Business Scenario	2	15
6	SURT002L2V1	Perform Measurement and Calculations	3	15
7	SURT003L2V1	Interpret Sketch and Specifications in manuals	3	15
Occupation Specific Competencies				250
8	OUQCM001L4V1	Interpret Quality Control and Quality Assurance	4	20
9	OUQCM002L4V1	Interpret Garments and Garments Construction	4	30
10	OUQCM003L4V1	Interpret Clothing Material Types and Inspection	4	40
11	OUQCM004L4V1	Illustrate Department Wise Quality Check Points and Inspection	4	60
12	OUQCM005L4V1	Identify Defects in Raw Materials and Possible Remedies	4	30
13	OUQCM006L4V1	Perform Final Inspection	4	40
14	OUQCM007L4V1	Carry out Products Safety and Problem Solving	4	30
Total Duration				360


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Units and 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 Workplace	<ol style="list-style-type: none"> 1. Identify, control and report OSH hazards 2. Conduct work safely 3. Follow emergency response procedures 4. Maintain and improve health and safety in the work place 	15
GU006L3V1	Apply Basic IT Skills	<ol style="list-style-type: none"> 1. Identify and use most commonly used IT Tools 2. Operate Computer. 3. Work with word processing software. 4. Use spread sheet packages to create /prepare worksheets 5. Use presentation packages to create / prepare presentation 6. Print the documents 7. Use the Internet and Access E-Mail 	20
GU005L3V1	Carryout Workplace Interaction in English	<ol style="list-style-type: none"> 1. Interpret Workplace Communication and Etiquette 2. Read and Understand Workplace Documents 3. Work as a team member 4. Participate in workplace meetings and discussions 5. Practice professional ethics at work. 	15
GU004L3V1	Operate in a Self-directed Team	<ol style="list-style-type: none"> 1. Identify team goals and processes 2. Communicate and cooperate with team members 3. Work as a team member 4. Solve problems as a team member 	15
Total hours			65



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


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Occupation Specific Competencies


Code	Unit of competency	Elements of competency	Nominal Hours
OUQCM001L4V1	Interpret Quality Control and Quality Assurance	<ol style="list-style-type: none"> 1. Interpret quality concepts 2. Identify the structure of quality department 3. Interpret quality control 4. Interpret quality equipment's 	20
OUQCM002L4V1	Interpret Garments and Garments Construction	<ol style="list-style-type: none"> 1. Identify garment types, parts and points 2. Interpret garments operation breakdown 3. Interpret sewing machine and stitch 	30
OUQCM003L4V1	Interpret Clothing Material Types and Inspection	<ol style="list-style-type: none"> 1. Identify types of fabrics and Production processes 2. Perform fabric inspection 3. Interpret various types of trims and accessories 4. Perform trims and accessories inspection 5. Perform inspection of embellishment 	40
OUQCM004L4V1	Illustrate Department Wise Quality Check Points and Inspection	<ol style="list-style-type: none"> 1. Interpret quality in store 2. Carry out quality checks in samples 3. Interpret quality in cutting 4. Perform quality control in sewing 5. Check garments wash quality 6. Interpret quality in finishing and packing 	60
OUQCM005L4V1	Identify Defects in Raw Materials and Possible Remedies	<ol style="list-style-type: none"> 1. Identify common fabric faults 2. Identify trims and accessories faults 3. Identify garment defects and remedies 4. Interpret garment zone and defects classification 	30
OUQCM006L4V1	Perform Final Inspection	<ol style="list-style-type: none"> 1. Illustrate rules of acceptable quality level 2. Perform final inspection 3. Use quality formats 	60
OUQCM007L4V1	Carry out Products Safety and Problem Solving	<ol style="list-style-type: none"> 1. Practice '5s' system 2. Maintain broken needle policy 3. Apply root cause analysis 	30


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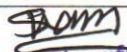
Generic Competencies


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Unit Code and Title	GU002L2V1: Apply Occupational Safety and Health (OSH) Practices in the Workplace
Nominal Hours	15 Hours
Unit descriptor	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.
Elements of Competency	Performance Criteria <u>Bold & Underlined</u> 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 <u>Hazards</u> 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>1.1. 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 <u>Personal Protective Equipment (PPE)</u> 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 <u>Workplace procedures</u> 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 <u>company policies</u> are maintained.</p>
Range of Variables	


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


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3. Underpinning skill	3.1 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 Demonstration 6.2 Oral questioning 6.3 Written test 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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Unit Code and Title	GU006L3V1: Apply Basic IT Skills
Nominal Hours	20 Hours
Unit Descriptor	This unit covers the basic knowledge, skills and attitude required to work with IT Tools. It specifically includes understanding of the identified IT Tools and using them efficiently.
Elements of Competency	Performance Criteria <u>Bold and Underlined</u> 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 <u>IT tools</u> are identified. 1.3 Safe work practice and OSH Standards are followed.
2. Operate Computer.	2.1 <u>Peripherals</u> 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 <u>desktop / GUI</u> 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 <u>Documents</u> are created as per requirement in personal use and office environment 3.4 <u>Contents</u> are entered. 3.5 Documents are <u>formatted</u> . 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 <u>Functions</u> 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 is created as per requirement in personal use and office environment</p> <p>5.3 Image, Illustrations, text, table, symbols and media are entered as per requirements.</p> <p>5.4 Presentations are formatted and animated.</p> <p>5.5 Presentations are previewed.</p>
6. Print the documents	<p>6.1 Printer is connected with computer and power outlet properly.</p> <p>6.2 Power is switched on at both the power outlet and printer.</p> <p>6.3 Printer is installed and added.</p> <p>6.4 Correct printer settings are selected and document is printed.</p>
7. Use the Internet and Access E-Mail	<p>7.1 Appropriate internet browsers are selected</p> <p>7.2 Search engines are used to access information</p> <p>7.3 Video / Information are Shared /downloaded / uploaded from / to web site/social media.</p> <p>7.4 Web based resources are used</p> <p>7.5 Email services are identified and selected to create a new email address</p> <p>7.6 Document is prepared, attached and sent to different types of recipient.</p> <p>7.7 Email is read, forwarded, replied and deleted as per requirement.</p> <p>7.8 Custom email folders are created and manipulated.</p> <p>7.9 Email message is printed.</p>
Range of Variables	
Variable	Range (may include but not limited to):
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> <p>1.8 Notebooks</p>


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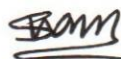
	<ul style="list-style-type: none"> 1.9 Internet 1.10 Software
2. Peripherals	<ul style="list-style-type: none"> 2.1 Monitor 2.2 Keyboard 2.3 Mouse 2.4 Modem 2.5 Scanner 2.6 Printer
3. Desktop / GUI settings	<ul style="list-style-type: none"> 3.1 Icons 3.2 Taskbar 3.3 View 3.4 Resolutions
4. Documents	<ul style="list-style-type: none"> 4.1 Word documents 4.2 Standard CV / Bio-Data with different text & fonts, image and table. 4.3 Application / Official letter with proper paragraph and indenting, spacing, styles, Illustrations, Tables, Headers & Footers and symbols. 4.4 Standard report / newspaper items with column, footnote and endnote, drop cap, indexing and page numbering.
5. Contents	<ul style="list-style-type: none"> 5.1 Illustrations and styles 5.2 Text 5.3 Table 5.4 Symbols 5.5 Header & Footer
6. Formatted.	<ul style="list-style-type: none"> 6.1 Bold 6.2 Italic 6.3 Underline 6.4 Font size, colour, 6.5 Change case 6.6 Alignment and indent
7. Functions	<ul style="list-style-type: none"> 7.1. Mathematics 7.2. Logical 7.3. Simple Statistical
8. Browsers	<ul style="list-style-type: none"> 8.1. Internet Explorer 8.2. Firefox 8.3. Google Chrome 8.4. Opera 8.5. Safari 8.6. Omni Web
Evidence Guide	

BAM

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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.

<p>1. Critical Aspects of Competency</p>	<p>Assessment required evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1 followed OSH Standard and Safe Work Procedures. 1.2 created, opened, copied, renamed, deleted and sorted files and folders as per requirement. 1.3 completed application software Installations properly 1.4 performed simple trouble shooting with Computer 1.5 demonstrated typing on word processing software, save and retrieve documents 1.6 used functions for calculating and editing logical operation in spread sheet. 1.7 configured appropriate printer settings and printed the document. 1.8 demonstrated ability to create email accounts. 1.9 demonstrated ability to use email account for different online purpose
<p>2. Underpinning Knowledge</p>	<ol style="list-style-type: none"> 2.1 Basic competent of PC 2.2 IT and IT Tools 2.3 Different type of software and application packages 2.4 Use of word processor, spread sheet and presentation software 2.5 Different type of math and logical functions 2.6 Computer Trouble Shooting 2.7 Techniques to access internet
<p>3. Underpinning Skills</p>	<ol style="list-style-type: none"> 3.1 Identifying and use IT Tools 3.2 Demonstrating simple trouble shooting with Comput 3.3 Demonstrating typing on word processing software 3.4 Saving and retrieving documents on Word Processi software. 3.5 Demonstrating ability to create email accounts 3.6 Opening an email account and use it for different purpose. 3.7 Configuring appropriate printer settings and printed the document 3.8 Using functions for calculating and editing logical operation in spread sheet



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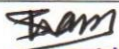
4. Underpinning Attitudes	4.1 Commitment to occupational health and safety 4.2 Environmental concerns 4.3 Eagerness to learn 4.4 Tidiness and timeliness 4.5 Respect for rights of peers and seniors in workplace 4.6 Communication with peers and seniors in workplace
5. Resource Implications	5.1 Workplace (simulated or actual) 5.2 IT Tools 5.3 Computers with word processing application 5.4 Internet connection 5.5 Presentations 5.6 Learning manuals
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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Unit Code and Title	GU005L3V1: Carryout Workplace Interaction in English
Nominal Hours	15 Hours
Unit Descriptor	This unit covers the knowledge, skills and attitude required Carry out workplace work place interaction. It specifically includes Workplace Communication and Etiquette, Workplace Documents, workplace Meeting Discussions, and Professional Ethics at work.
Elements of Competency	Performance Criteria Bold & Underlined 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 <u>courteous manner</u> to gather and convey information.</p> <p>1.4. Questions about routine <u>workplace procedures and matters</u> 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 <u>appropriate sources</u>.</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 operating procedures</p>


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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>
Range of Variables	
Variable	Range (may include but not limited to)
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>
<p>Evidence Guide</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 workplace communication and etiquette</p> <p>1.2 interpreted workplace instructions and symbols</p> <p>1.3 demonstrated workplace meetings</p>


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2. Underpinning Knowledge	<ul style="list-style-type: none"> 2.1. Workplace communication and etiquette 2.2. Workplace documents, signs and symbols 2.3. Meeting procedure and etiquette
3. Underpinning Skills	<ul style="list-style-type: none"> 3.1. Demonstrating workplace communication and etiquette demonstrate 3.2. Demonstrating workplace instructions and symbols 3.3. Demonstrating workplace meetings
4. Underpinning Attitudes	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 5.1. Work place Procedure 5.2. Materials relevant to the proposed activity 5.3. All tools, equipment, material and documentation required. 5.4. Relevant specifications or work instructions
6. Methods of Assessment	<ul style="list-style-type: none"> 6.1. Written Test 6.2. Demonstration 6.3. Oral Questioning 6.4. Portfolio
7. Context of Assessment	<ul style="list-style-type: none"> 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	GU004L3V1: Operate in a Self-Directed Team
Nominal Hours	15 Hours
Unit Descriptor	This unit Covered the knowledge, skills and attitude to communicate and work within a team in an interactive work environment as per the workplace standard.
Elements of Competency	Performance Criteria Bold & Underlined terms are elaborated in the Range of Variables Training Components
1. Identify team goals and processes	<p>1.1 Team goals and processes 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 Workplace staff regulation 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>
Range of Variables	


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Variable	Range (May include but not limited to)
1. Team goals and processes	1.1 Identifying the problem 1.2 Consider solutions 1.3 Action 1.4 Follow-up.
2. Workplace staff regulation	2.1 Organization / company's code of conduct, complaint handling / grievance policies and procedures
Evidence Guide 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	Performance Criteria Bold and Underlined terms are elaborated in the Range of Variables.
1. Identify basic business communication practices	<p>1.1 The business communication requirements are recognized.</p> <p>1.2 <u>Modes of Communication</u> are interpreted.</p> <p>1.3 Communication policies and guidelines are identified and interpreted.</p>
2. Recognize history of RMG Industries in Bangladesh	<p>2.1. <u>Background of</u> RMG Industries in Bangladesh is inferred with reference to the past history, present status and expected future trends.</p> <p>2.2. Importance of the RMG industries in relation to Bangladesh labour market is stated.</p> <p>2.3. Present and projected future trends and technologies relevant to the sector are summarized</p>
3. Identify major departments of RMG Industry	<p>3.1 Scope and nature of <u>major departments</u> of the RMG industries are identified</p> <p>3.2 Role and responsibilities of individuals are identified in relation to the department and organization</p> <p>3.3 The <u>machinery</u> used in different departments are identified.</p>
4. List prime export markets	<p>4.1 The types of <u>prime export markets</u> are categorized on the basis of their current and future potential.</p> <p>4.2 Export marketing process is interpreted.</p>
Range of Variables	
Variable	Range (may include but not limited to):


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

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent

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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 identified mode Communication 1.2 interpreted production process 1.3 identified prime export markets
2. Underpinning knowledge	2.1 Policies and Guidelines 2.2 History of RMG sector 2.3 Trends in the RMG sector 2.4 Production process 2.5 Different Department in RMG sector 2.6 Own roles and responsibilities 2.7 Types of prime export markets
3. Underpinning skills	3.1. Identifying policies and guidelines in RMG sector 3.2. Interpreting business communication technique 3.3. Interpreting trends of RMG sector 3.4. Identifying departments in RMG sector 3.5. Identifying machines used in different departments
4. Underpinning Attitudes	4.3 Commitment to occupational health and safety 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	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

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Unit Code and Title	SURT002L2V1: Perform Measurement and Calculations
Nominal Hours	15 Hours
Unit Descriptor	This unit covers the knowledge, skills and attitudes required for performing measurements and calculations in RMG sector. It specially includes the steps of selecting measuring devices, obtaining measurements and performing simple calculation.
Elements of Competency	Performance Criteria Bold and Underlined terms are elaborated in the Range of Variables.
1. Select measuring devices	1.1. Work instructions are confirmed and applied to the job in hand. 1.2. Materials to be measured are identified as per job specifications. 1.3. Appropriate <u>measuring devices</u> are selected based on materials to be measured. 1.4. Specifications are obtained from relevant <u>documents</u> 1.5. Tolerance and clearance limits are identified and adjusted according to the job requirements.
2. Obtain measurements for apparel	2.1. Accurate <u>measurements</u> are obtained in accordance with job requirements 2.2. Systems of measurements are identified and measurement conversions done as per requirement 2.3. Measurements are confirmed and recorded in the given company format
3. Perform simple calculations	3.1. Simple calculations involving <u>basic operations</u> are carried out 3.2. <u>Other operations</u> are used to complete tasks 3.3. Appropriate formulas for calculating quantities of materials are selected 3.4. <u>calculations</u> are performed and verified 3.5. Material quantities are calculated and shared with team as per requirement
Range of Variables	
Variables	Range (may include but not limited to):
1. Measuring device	1.1. Measuring Tape 1.2. Steel rule 1.3. Calculator 1.4. Sets square


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2. Documents	<ul style="list-style-type: none"> 2.1. Technical Manuals 2.2. Specifications 2.3. Sketches 2.4. Charts 2.5. Photographs
3. Measurements	<ul style="list-style-type: none"> 3.1. Length 3.2. Width 3.3. Weight 3.4. Tolerance
4. Basic operation	<ul style="list-style-type: none"> 4.1. Addition 4.2. Subtraction 4.3. Multiplication 4.4. Division
5. Other operations	<ul style="list-style-type: none"> 5.1. Fractions 5.2. Percentages 5.3. Mixed numbers 5.4. Conversions 5.5. Scales
6. Calculations	<ul style="list-style-type: none"> 6.1. Area 6.2. Volume 6.3. Circumference 6.4. CBM 6.5. Volumetric Weight
<p>Evidence Guide</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"> 1.1 selected measuring devices based on materials to be measured. 1.2 obtained measurements as per job requirements 1.3 performed calculations for quantities of materials 1.4 confirmed and recorded measurements as per standard



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2. Underpinning knowledge	<p>2.1 Information on measuring devices</p> <p>2.2 Selection technique of appropriate measuring devices</p> <p>2.3 Measurement and calculation technique for apparel merchandising</p> <p>2.4 Techniques of recording measurements</p> <p>2.5 Way to allowance and Tolerance</p> <p>2.6 Presentation of data and information</p> <p>2.7 Instructions to use of measuring devices</p>
3. Underpinning skills	<p>3.1 Identifying measuring devices based on materials to be measured</p> <p>3.2 Obtaining specification of measuring devices from relevant document</p> <p>3.3 Taking measurement according to the job requirements</p> <p>3.4 Identifying tolerance and clearance limits and adjusting according to the job requirements</p> <p>3.5 Performing calculations for quantities of materials</p> <p>3.6 Conforming and recording measurements as per standard</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. 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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Unit Code and Title	SURT003L2V1: Interpret Sketch and Specifications in Manuals
Nominal Hours	15 Hours
Unit Descriptor	This unit covers the knowledge, skills and attitude required for interpreting sketches and specifications in manuals. It specially includes identification of information, sketch and specification as per sample.
Elements of Competency	Performance Criteria Bold and Underlined terms are elaborated in the Range of Variables.
1. Identify information from manual	1.1. Appropriate <u>manuals</u> are collected as per sample. 1.2. Importance of manuals is recognized. 1.3. Required information are collected from manuals.
2. Interpret Sketch and specifications	2.1. Relevant <u>sketch</u> and <u>specifications</u> are identified. 2.2. Key <u>terms and abbreviations</u> are identified. 2.3. <u>Signs and symbols</u> are identified. 2.4. Schedules, dimensions, drawings and specifications are interpreted.
Range of Variables	
Variables	Range (may include but not limited to):
1. Manuals	1.1 Buyers specification manual 1.2 Compliance manual 1.3 Maintenance procedure manual 1.4 Periodic maintenance manual 1.5 Quality manual 1.6 Signs and symbols, instruction manuals
2. Sketch	2.1 Technical sketch 2.2 Measurement sketch
3. Specifications	3.1 Product specifications 3.2 Performance specifications 3.3 Method specifications
4. Terms and abbreviations	4.1 Refers to all terms and abbreviations associated with the RMG sector
5. Signs and symbols	5.1 Include all signs and symbols associated with the RMG sector
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1. collected information from manual as per sample 1.2. identified sketches and specifications as per sample



2. Underpinning knowledge	<p>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>
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Occupation Specific Competencies



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Unit Code and Title	OUQCM001L4V1: Interpret Quality Control and Quality Assurance
Nominal Hours	20 hours
Unit Descriptor	<p>This unit covers the knowledge, skills and attitude required to interpret Quality Control and Quality Assurance.</p> <p>It specifically includes the tasks of interpreting Quality concepts, structure of quality department, outline differences between quality control and quality assurance, Quality control and basic quality equipment's in RMG industries.</p>
Elements of Competency	<p>Performance Criteria <u>Bold and Underlined</u> terms are elaborated in the Range of Variables.</p>
1 Interpret quality concepts	<p>1.1. The <u>Quality terms</u> are defined.</p> <p>1.2. <u>Methods of quality control</u> are interpreted.</p> <p>1.3. <u>Quality assurance Tools</u> are identified.</p> <p>1.4. <u>Quality assurance parameters</u> are listed.</p>
2 Identify the structure of quality department	<p>2.1 Structure of the <u>Quality Department</u> is outlined.</p> <p>2.2 Activities of Quality department are identified as per the workplace requirements.</p>
3 Interpret quality control	<p>3.1 Importance of Quality control systems are outlined.</p> <p>3.2 Quality control procedures are interpreted as per job requirement.</p>
4 Interpret quality equipment's	<p>4.1 <u>Quality equipment</u> are identified.</p> <p>4.2 Quality equipment is listed.</p> <p>4.3 Quality equipment is interpreted as per quality manual.</p>
Range of Variables	
Variables	Range (may include but not limited to):
1 Quality terms	<p>1.1 Quality</p> <p>1.2 Quality Control</p> <p>1.3 Quality Assurance</p> <p>1.4 Total Quality Management (TQM)</p>
2 Methods of Quality Control	<p>2.1 Testing</p> <p>2.2 Inspection</p>


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3 Tools of Quality assurance	3.1 Cause and effect diagram 3.2 Check Sheet 3.3 Flow Chart
4 Quality assurance parameters	4.1 Dimensional stability 4.2 Shade 4.3 Strength 4.4 Fastness 4.5 Products safety
5 Quality Department	5.1 General Guidelines for Production and Quality Control(GPQ) 5.2 Store 5.3 Cutting 5.4 Sewing 5.5 Embellishment 5.6 Finishing and packing
6 Quality equipment's	6.1 Measuring Tape 6.2 Needle 6.3 Counting glass 6.4 Grey scale 6.5 GSM cutter 6.6 Weight balance 6.7 Button pull test machine 6.8 Needle detector machine
<p>Evidence Guide 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> <ol style="list-style-type: none"> 1.1. identified quality control system 1.2. interpreted the methods of quality control 1.3. identified tools of quality assurance 1.4. listed quality assurance parameters 1.5. identified quality department 1.6. interpreted quality control system 1.7. interpreted quality control procedures. 1.8. listed quality equipment


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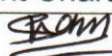
2 Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Quality terms 2.2 Methods of quality control 2.3 Quality assurance Tools 2.4 Quality assurance parameters 2.5 Structure of Quality department. 2.6 Quality and Quality control systems 2.7 Quality equipment
3 Underpinning skills	<ul style="list-style-type: none"> 3.1 Interpreting the methods of quality control 3.2 Listing quality assurance parameters 3.3 Identifying the structure of a quality department 3.4 Listing quality equipment. 3.5 Interpreting quality control system
4 Underpinning attitudes	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 5.1 Workplace (simulated or actual) 5.2 Personal computer/laptop 5.3 Instruction sheet/manual
6 Methods of assessment	<ul style="list-style-type: none"> 6.1 Written Test 6.2 Demonstration 6.3 Oral Questioning 6.4 Portfolio
7 Context of assessment	<ul style="list-style-type: none"> 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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Unit Code and Title	OUQCM002L4V1: Interpret Garments and Garments Construction
Nominal Hours	30 hours
Unit Descriptor	This unit covers the knowledge, skills and attitude required to interpret garments and garments construction. It specifically includes identifying of garments types, parts and points, interpreting garments operation breakdown, interpreting sewing machine and stitch for quality control management.
Elements of Competency	Performance Criteria <u>Bold and Underlined</u> terms are elaborated in the Range of Variables.
1. Identify garment types, parts and points	1.1. <u>Types of garments</u> are identified as per <u>production technique</u> . 1.2. Garments parts and points are identified as per sample. 1.3. Methods of <u>measuring garments</u> are comprehended.
2. Interpret garments operation breakdown	2.1 <u>Major garment parts</u> are identified as per sample. 2.2 Garment operation breakdown is interpreted as per styling. 2.3 Assembling parts are listed as per sample.
3. Interpret sewing machine and stitch	3.1 Types of <u>Sewing machines</u> are identified. 3.2 Application of sewing machines is illustrated. 3.3 Sewing machines are listed as per product. 3.4 <u>Type of stitches</u> is identified.
Range of Variables	
Variables	Range (may include but not limited to):
1. Types of garments	1.1. Woven garments 1.2. Knit garments 1.3. Sweater
2. Production techniques	2.1 Cut and Sew 2.2 Fully Fashioned
3. Measuring Garments	3.1 Technical Specification 3.2 Measurement Chart


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	3.3 Horizontal measurement 3.4 Vertical measurement
4. Major Garment Parts	4.1 Front Part 4.2 Back Part 4.3 Assembling Part
5. Types of sewing machine	5.1 Single needle stitch 5.2 Double needle stitch 5.3 Over lock 5.4 Flat lock 5.5 Feed of the arm
6. Types of stitches	6.1. Chain stitch 6.2. Lock stitch
Evidence Guide 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. identified garments parts and points. 1.2. interpreted garment operation breakdown. 1.3. recognized sewing machines function. 1.4. listed sewing machine as per specification.
2 Underpinning knowledge	2.1 Types of garments 2.2 Production technique. 2.3 Measuring garments. 2.4 Major garments parts. 2.5 Garments operation breakdown. 2.6 Types of sewing machine. 2.7 Application of sewing machine. 2.8 Types of stitches.
3 Underpinning skills	3.1 Identifying garments parts and points. 3.2 Interpreting garment operation breakdown. 3.3 Listing assembling parts. 3.4 Interpreting sewing machines application 3.5 listing sewing machine. 3.6 Listing type of stitches.


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4 Underpinning attitudes	4.1 Commitment to occupational health and safety practices 4.2 Communication with peers, sub-ordinates and seniors in workplace. 4.3 Promptness in carrying out activities. 4.4 Tidiness and punctual. 4.5 Sincere and honest to duties 4.6 Responsible during emergencies
5 Resource implications	5.1 Workplace (simulated or actual) 5.2 Personal computer/laptop 5.3 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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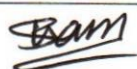
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Unit Code and Title	OUQCM003L4V1: Interpret Clothing Material Types and Inspection
Nominal Hours	40 hours
Unit Descriptor	<p>This unit covers the knowledge, skills and attitude required to interpret clothing material types and inspection.</p> <p>It specifically includes identifying types of fabric and production process, performing fabric inspection, interpreting various types of trims and accessories, performing Trims & Accessories inspection, inspection of embellishment for quality control management.</p>
Elements of Competency	<p>Performance Criteria <u>Bold and Underlined</u> terms are elaborated in the Range of Variables.</p>
1 Identify types of fabrics and Production processes	<p>1.1. <u>Types of fabrics</u> are identified.</p> <p>1.2. <u>Types of yarn</u> is identified.</p> <p>1.3. The categories of fabric types are comprehended.</p> <p>1.4. Production process of different categories of fabrics are interpreted.</p>
2 Perform fabric inspection	<p>2.1 Various types of <u>fabric defects</u> and their effects are listed out.</p> <p>2.2 <u>Fabric inspection Methods</u> are identified as per industry guidelines.</p> <p>2.3 Fabric inspection is performed as per buyer's guidelines and established quality norms.</p> <p>2.4 <u>Inspection report</u> is prepared.</p>
3 Interpret various types of trims and accessories	<p>3.1 <u>Trims and accessories</u> are identified.</p> <p>3.2 Difference between trims and accessories are interpreted.</p> <p>3.3 Trims and accessories are listed according to the specification sheet.</p>
4 Perform trims and accessories inspection	<p>4.1 Trims and accessories inspection methods are identified.</p> <p>4.2 Trims and Accessories inspection is carried out as per buyer's specification.</p> <p>4.3 <u>Inspection report</u> is prepared.</p>


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5 Perform inspection of embellishment	5.1 Types of embellishment faults are identified. 5.2 Embellishment inspection procedures are applied as per buyer's requirements. 5.3 Inspection report is prepared.
Range of Variables	
Variables	Range (may include but not limited to):
1 Types of fabrics	Woven Fabrics 1.1 Plain / Poplin Fabric 1.2 Twill Fabric 1.3 Oxford fabric 1.4 Dobby fabric 1.5 Jacquard Knit Fabrics 1.6 Weft knitted fabrics 1.7 Warp knitted fabrics
2 Types of yarn	2.1 Natural yarn 2.2 Man made yarn 2.3 Carded yarn 2.4 Combed yarn
3 Fabric defects	1.1 Yarn defects 1.2 Weaving/ raw fabric defects 1.3 Dyeing printing and finishing defects
4 Fabric inspection method	4.1 4-point system 4.2 10-point system
5 Trims and accessories	Trims 4.1 Sewing trims 4.2 Finishing trims Accessories 4.3 Informative accessories 4.4 Decorative accessories 4.5 Paper made accessories 4.6 Plastic made accessories
6 Inspection Report	6.1 Color 6.2 Material 6.3 Construction



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	6.4 Measurement 6.5 Assortment 6.6 Buyer's specification
7 Embellishment faults	7.1 Faults of Print 7.2 Faults of embroidery
Evidence Guide 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"> 1.1. interpreted production process. 1.2. listed fabrics defects. 1.3. performed fabric inspection method. 1.4. prepared inspection report. 1.5. listed different types of trims and accessories. 1.6. applied embellishment inspection procedures.
2 Underpinning knowledge	<ol style="list-style-type: none"> 2.1 Types of fabric 2.2 Types of yarn 2.3 The categories of fabric types. 2.4 Fabric defects 2.5 Methods of fabric inspection 2.6 Types of trims and accessories 2.7 Trims and accessories inspection methods. 2.8 Types of embellishment faults
3 Underpinning skills	<ol style="list-style-type: none"> 3.1 Interpreting production process. 3.2 listing fabrics defects. 3.3 Performing fabric inspection method. 3.4 Preparing inspection report. 3.5 Listing trims and accessories. 3.6 Performing trims and accessories inspection 3.7 Applying embellishment inspection procedures.



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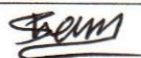
<p>4 Underpinning attitudes</p>	<p>4.1 Commitment to occupational health and safety practices</p> <p>4.2 Communication with peers, sub-ordinates and seniors in workplace.</p> <p>4.3 Promptness in carrying out activities.</p> <p>4.4 Tidiness and punctual.</p> <p>4.5 Sincere and honest to duties</p> <p>4.6 Responsible during emergencies</p>
<p>5 Resource implications</p>	<p>5.1 Workplace (simulated or actual)</p> <p>5.2 Personal computer/laptop</p> <p>5.3 Instruction sheet/manual</p>
<p>6 Methods of assessment</p>	<p>6.1 Written Test</p> <p>6.2 Demonstration</p> <p>6.3 Oral Questioning</p> <p>6.4 Portfolio</p>
<p>7 Context of assessment</p>	<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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Unit Code and Title	OUQCM004L4V1: Illustrate Department Wise Quality Check Points and Inspection
Nominal Hours	60 hours
Unit Descriptor	<p>This unit covers the knowledge, skills and attitude required to illustrate department wise quality check points and inspection.</p> <p>It specifically includes the tasks to interpreting quality in store, carrying out quality check in samples, interpreting quality in cutting, perform quality control in sewing, checking garments wash quality interpreting quality in finishing and packing.</p>
Elements of Competency	<p>Performance Criteria</p> <p><u>Bold and Underlined</u> terms are elaborated in the Range of Variables.</p>
1 Interpret quality in store	<p>1.1. Raw materials are selected as per product.</p> <p>1.2. <u>Raw materials receiving criteria</u> is interpreted as per the quality level.</p> <p>1.3. Quality in store is maintained as per quality guideline.</p>
2 Carry out quality check in samples	<p>2.1 <u>Types of samples</u> needed to be prepared in sample section are identified.</p> <p>2.2 <u>Technical issues</u> are identified.</p> <p>2.3 Final <u>checking of samples</u> is performed as per the quality specifications and quality norms.</p>
3 Interpret quality in cutting	<p>3.1 <u>Marker checking</u> procedure is comprehended.</p> <p>3.2 Cut panel checking procedure is interpreted as per the company's policy.</p> <p>3.3 Cutting quality reporting formats are comprehended.</p>
4 Perform quality control in sewing	<p>4.1 Inline quality checking procedure is interpreted as per quality manual.</p> <p>4.2 End line quality checking procedure is interpreted as per quality manual.</p> <p>4.3 Sewing quality reports are prepared.</p>
5 Check garments wash quality	<p>5.1 Wash quality checking procedures are interpreted.</p> <p>5.2 Wash quality is checked as per buyer's standard.</p> <p>5.3 Wash quality reports are prepared.</p>



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6 Interpret quality in finishing and packing	<p>6.1 Finishing and packing quality checkpoints are identified as per sample.</p> <p>6.2 Pre-final inspection is interpreted as per Acceptable Quality Level (AQL).</p> <p>6.3 Final inspection is followed according to the buyer's standard.</p>
Range of Variables	
Variables	Range (may include but not limited to):
1 Raw materials receiving criteria	<p>1.1. Preform invoice and booking sheet check</p> <p>1.2. Packing list / challan check</p> <p>1.3. Quality check with the specification</p> <p>1.4. Acceptability of the packing list / challan</p>
2 Types of samples	<p>2.1 Development / styling sample</p> <p>2.2 Size set / fit sample</p> <p>2.3 Pre-production sample</p> <p>2.4 Wash test sample</p> <p>2.5 Production sample</p> <p>2.6 Shipment sample</p>
3 Technical Issues	<p>3.1 Shrinkage report</p> <p>3.2 Master pattern</p> <p>3.3 Pattern grading</p>
4 Checking of samples	<p>4.1 Matching with the specification</p> <p>4.2 Fabrication</p> <p>4.3 Trims and accessories</p> <p>4.4 Workmanship</p> <p>4.5 Measurement</p> <p>4.6 Getup / presentation of the sample</p> <p>4.7 Sample information</p>
5 Marker checking	<p>5.1 Number of pattern and garment pieces</p> <p>5.2 Number of garments</p> <p>5.3 Parts alignment</p> <p>5.4 Fabric consumption</p> <p>5.5 Marker efficiency</p>
6 Finishing and packing	<p>6.1 Ironing</p> <p>6.2 Folding</p> <p>6.3 Packing</p>

	6.4 Arranging 6.5 Final inspection
Evidence Guide 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. maintained quality in store as per quality guide 1.2. performed marker checking as per the guideline 1.3. checked quality in cutting as per measurement 1.4. checked quality in sewing 1.5. interpreted quality inspection of finishing
2 Underpinning knowledge	2.1 Raw materials receiving criteria. 2.2 Types of sample. 2.3 Technical issues. 2.4 Checking samples. 2.5 Marker checking. 2.6 Sewing quality reports. 2.7 Finishing and packing quality. 2.8 Final inspection.
3 Underpinning skills	3.1 Maintaining quality in store as per quality guide 3.2 Performing final checking of samples. 3.3 Following cutting quality reporting. 3.4 Preparing sewing quality reports. 3.5 Preparing wash quality reports. 3.6 Following final inspection.
4 Underpinning attitudes	1.1 Commitment to occupational health and safety 1.2 Environmental concerns 1.3 Eagerness to learn 1.4 Tidiness and timeliness 1.5 Respect for rights of peers and seniors in workplace 1.6 Communication with peers and seniors in workplace
5 Resource implications	5.1 Learning materials 5.2 Laptop/computer 5.3 Measurement tape 5.4 Marker



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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

Accreditation Requirements

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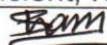
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Unit Code and Title	OUQCM005L4V1: Identify Defects in Raw Materials and Possible Remedies
Nominal Hours	30 hours
Unit Descriptor	This unit covers the knowledge, skills and attitude required to Identify defects in raw materials and possible remedies. It specifically includes identifying of common fabric faults, trims and accessories faults, garment defect and Interpreting garment zone and defects classification.
Elements of Competency	Performance Criteria <u>Bold and Underlined</u> terms are elaborated in the Range of Variables.
1. Identify common fabric faults	1.1. <u>Common fabric faults</u> are identified. 1.2. Common fabric faults are listed. 1.3. Fabric inspection report is prepared.
2. Identify trims and accessories faults	2.1 <u>Trims and accessories faults</u> are identified. 2.2 Trims and accessories faults are listed. Trims and accessories inspection report is prepared.
3 Identify garment defects and remedies	3.1 Types of <u>garments defects</u> are identified. 3.2 Garments defects are listed. 3.3 Garments inspection report is prepared.as per requirements.
4 Interpret garment zone and defects classification	4.1 <u>Garments zone classification</u> is described. 4.2 <u>Classification of garments defects</u> are carried out as per garments zone. 4.3 Faults are reported as per zone classification.
Range of Variables	
Variable	Range (may include but not limited to):
1. Common fabric faults	1.1. Oily stains 1.2. Dust to surface 1.3. Improper cleaning 1.5 Very high yarn twist 1.6 Uneven yarn 1.7 Unwanted marks on fabric



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2. Trims and accessories faults	2.1 Unmatched color of thread 2.2 Broken button and zipper 2.3 Short zippers 2.4 Wrong labels 2.5 Improper size of the labels 2.6 Printing mistake of labels and cartons 2.7 Broken polybag 2.8 Wrong hanger 2.9 Improper embroideries and prints
3. Garments defects	3.1 Seam puckering 3.2 Spirally 3.3 Broken buttons 3.4 Broken stitching 3.5 Defective snaps 3.6 Different shades with in the same garments 3.7 Dropped stitch 3.8 Exposed stitch 3.9 Exposed raw edges 3.10 Fabric defects 3.11 Holes 3.12 Inoperative zipper 3.13 Loose sewing threads 3.14 Misaligned buttons and holes 3.15 Needle cuts 3.16 Open seams 3.17 Loose thread 3.18 Stain 3.19 Unfinished buttonhole 3.20 Zipper too short
4 Garments zone classification	4.1 Zone A 4.2 Zone B 4.3 Zone C
5 Classification of garments defects	5.1 Critical defects 5.2 Major defects 5.3 Minor defects
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent and recent	


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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. identified common fabric faults 1.2. prepared trims and accessories report. 1.3. reported faults as per zone classification.
2. Underpinning knowledge	2.1 Common fabric fault. 2.2 Trims and accessories fault. 2.3 Types of garments defects. 2.4 Garments zone classification. 2.5 Classification of garments defects.
3. Underpinning skills	3.1. Listing common fabric faults. 3.2. Preparing fabric inspection report. 3.3. Listing garments defects. 3.4. Preparing garments inspection report. 3.5. Reporting faults as per zone classification.
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. Material lists 5.3. Laptop/computer
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
<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.</p>	

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Unit Code and Title	OUQCM006L4V1: Perform Final Inspection
Nominal Hours	40 Hours
Unit Descriptor	This unit covers the knowledge, skills and attitude required to Perform final inspection. It specifically includes interpreting rules of acceptable quality level, performing final inspection and using quality formats.
Elements of Competency	Performance Criteria <u>Bold and Underlined</u> terms are elaborated in the Range of Variables.
1. Interpret rules of acceptable quality level	1.1. Acceptable Quality Level (AQL) is interpreted. 1.2. <u>AQL chart</u> is identified as per the standard. 1.3. AQL chart is used as per buyer requirements.
2 Perform final inspection	2.1 <u>Inspection procedures</u> are interpreted. 2.2 Packing list are verified as per Purchase order. 2.3 Cartons are selected as per job requirement. 2.4 Garments are selected as per AQL. 2.5 Final inspection is performed. 2.6 Final inspection report is prepared.
3 Use quality formats	3.1 <u>Quality formats</u> are identified. 3.2 Quality format is selected and collected. 3.3 Quality formats are used as per job requirement.
Range of Variables	
Variable	Range (may include but not limited to):
1 AQL chart	1.1. Lot or batch size 1.2. Sample size code letter 1.3. Sample size 1.2 Acceptability or Rejection
2 Inspection Procedures	2.1 In line 2.2 End line 2.3 Pre final 2.4 Final
3 Quality formats	3.1 Raw material inspection formats 3.2 Sample inspection formats 3.3 Cutting inspection formats


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	3.4 In line quality formats 3.5 End line quality formats 3.6 Washing quality formats 3.7 Measurement checking formats 3.8 Finishing quality formats 3.9 Packing quality formats
Evidence Guide 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"> 1.1. used AQL chart. 1.2. verified packing list. 1.3. performed final inspection. 1.4. prepared final inspection report. 1.5. used quality formats.
2 Underpinning knowledge	<ol style="list-style-type: none"> 2.1 Types of AQL chart 2.2 Inspection procedures 2.3 Quality formats
3 Underpinning skills	<ol style="list-style-type: none"> 3.1 Using AQL chart 3.2 Verifying packing list. 3.3 Performing final inspection. 3.4 Collecting quality formats. 3.5 Using quality formats.
4 Underpinning attitudes	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 5.1 Workplace (simulated or actual) 5.2 Personal computer/laptop 5.3 Instruction sheet/manual



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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


Accreditation Requirements

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

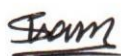


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Unit Code and Title	OUQCM007L4V1: Carry Out Products Safety and Problem Solving
Nominal Hours	30 hours
Unit Descriptor	<p>This unit covers the knowledge, skills and attitude required to carry out products safety and problem solving.</p> <p>It specifically includes practicing '5s' system, maintaining broken needle policy and applying root cause analysis.</p>
Elements of Competency	<p>Performance Criteria <u>Bold and Underlined</u> terms are elaborated in the Range of Variables.</p>
1 Practice '5s' system	<p>1.1. <u>"5s" system</u> is interpreted.</p> <p>1.2. "5s" system is practiced as per workplace requirements.</p> <p>1.3. "5s" system is applied as per workplace requirements.</p>
2 Maintain broken needle policy	<p>2.1 <u>Broken needle policy</u> is interpreted.</p> <p>2.2 Broken needle safety issues are interpreted as per the specification.</p> <p>2.3 Broken needle safety reports are checked as per standard.</p>
3 Apply root cause analysis	<p>3.1 Root cause analysis procedure is interpreted.</p> <p>3.2 Problem is listed.</p> <p>3.3 <u>Root cause analysis</u> is applied .</p>
Range of Variables	
Variable	Range (may include but not limited to):
1 "5s" System	<p>1.1. Seri (Sort)</p> <p>1.2. Seiton (Straighten)</p> <p>1.3. Seiso (Shine)</p> <p>1.4. Seiketsu (Standardize)</p> <p>1.5. Shitsuke (Sustain)</p>
2 Broken needle and safety policy	<p>2.1 Broken needle policy</p> <p>2.2 Needle detection</p> <p>2.3 Sharp material / broken needle inspection.</p>


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3 Root cause analysis	3.1 Problem identification 3.2 Problem analysis 3.3 Causes of the problem
Evidence Guide 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"> 1.1. practiced "5s" system 1.2. applied "5s" system 1.3. checked broken needle safety reports. 1.4. applied root cause analysis
2 Underpinning knowledge	<ol style="list-style-type: none"> 2.1 "5s" system. 2.2 Broken needle policy. 2.3 Broken needle safety issues. 2.4 Root cause analysis.
3 Underpinning skills	<ol style="list-style-type: none"> 3.1 Practicing "5s" system 3.2 Applying "5s" system 3.3 Checking broken needle safety reports. 3.4 Listing problem. 3.5 Applying root cause analysis.
4 Underpinning attitudes	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 5.1 Workplace (simulated or actual) 5.2 Personal computer/laptop 5.3 Projector with sound system 5.4 Instruction sheet/manual
6 Methods of assessment	<ol style="list-style-type: none"> 6.1 Written Test 6.2 Demonstration 6.3 Oral Questioning 6.4 Portfolio




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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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Name	Organization	Designation
Abul Hossain	Ananta Group	Director, Quality Assurance
Sk. Fazlur Rahman	Youngone Hi-Tech Industries Ltd.	Manager, Quality Assurance
Sahak Hossain	Alim Knit Garments Ltd.	Deputy Manager, Quality Assurance
Engr. Md. Sharif Nowaz,	SEIP Project, BKMEA	Senior Trainer (PIC Cell)
Md. Saiful Islam	Mozart Knit Ltd.	Asst Manager, Quality Dept.
Md. Amir Hossain	British Council 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-Sector



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Durlov Chandra Kha	Bangladesh German Technical Training Centre	Senior Instructor
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Md. Asif Shahriar	Walmart Global Sourcing Services Ltd.	Technologist, Quality Assurance
Md. Mizanur Rahman	Shanto-Marium University of Creative Technology	Asst. Professor
Md. Amir Hossain	British Council SD03 Project	Assistant Consultant – RMG sector
Syed Nasir Ershad	SEIP	AEPD (Public-1)
Md. Ahsan Habib	SEIP	TVET Specialist
Mohiuzzaman	SEIP	Course Specialist
Ananda Falia	BTEB	Assistant Controller
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Md. Sadequr Rahman	Knit asia Ltd.	Trainer
Azim Mohammad	SEIP- BGMEA	Senior Trainer
Md. Sultan Al Maruf	SEIP	Quality Assurance Officer
Al-Mustafa Tawqin	SEIP	Quality Assurance Officer
Engr. Abdur Razzaque	SEIP	Specialist – 1 Competency Standard
Syed Nasir Ershad	SEIP	AEPD (Public-1)
Md. Ahsan Habib	SEIP	TVET Specialist
Mohiuzzaman	SEIP	Course Specialist
Ananda Falia	BTEB	Assistant Controller
Md. Amir Hossain	British Council SD03 Project	Assistant Consultant – RMG sector
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Competency standard review workshop participants (12 March 16, 2020)


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2	Mr. Shafiqul Islam	Mohammadi Group	Head of IE & Planning
3	Md. Shafiqul Islam	Sobuj Bangla Apparel Ltd	QA Manager
4	Sk.Nazmus Saaqib	Primeasia Unuiversity	Asst. Professor, Textile Engineering Department
5	Mr. Syed Azharul Haque	Skills Zone, Mirpur	CEO
6	Mr. Md. Amir Hossain	DPDS Consulting Support	TVET Consultant
8	Md. Mizanur Rahman	Shanto-Mariam University	Asst. Professor, Fashion Designing
9	A.T.M Zakaria	MTM International	Director Operations
10	Mohammad Fiznur Rahman	SEIP	AEPD
11	Mohiuzzaman	SEIP	Course Specialist
12	Md. Ahasan Habib	SEIP	TVET Specialist
13	Mohammad Rezaul Karim	NSDA	Member (Skills Standard & Certification)
14	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 of Standard & Curriculum validation committee(SCVC)

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2	Mr. Saidur Rahman	BKMEA-SEIP	Trainer
3	Mrs, Hosne Ara Jahan	Fakir Apparels	Coordinator (Quality)
4	Md. Shofiqul Islam	Sobuj Bangla Apparel Ltd.	QA Manager
5	Mr. Syed Azharul Haque	Skills Zone, Mirpur	CEO
6	Mr. Md. Amir Hossain	DPDS Consulting Support	TVET Consultant
7	Rupali Biswas	BKMEA-SEIP	Chief Co-Ordinator
8	Md. Mohibullah Masud	BGMEA-SEIP	Acting Chief Co-Ordinator
9	Md. Quamruzzaman	NSDA	Director (Skills Standard))
10	BM Shariful Islam	NSDA	Deputy Director (Skills Standard)
11	Eng. Md. Abdur Razzaque	NSDA	Ex-Consultant


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This Competency Standard for **Quality Control Management** 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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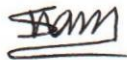
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এনএসডিএ এর কার্যনির্বাহী বোর্ডের
২২/১০২/২১ তারিখে অনুষ্ঠিত ৫৯তম সভায় অনুমোদিত



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