



# National Technical and Vocational Qualifications Framework

# NTVQF

**Course Accreditation Documents  
for  
National Skills Certificate in  
Plumbing  
(Construction Sector)  
NTVQF Level - 2  
January 2021**

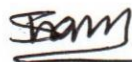
এনএসডিএ এর কার্যনির্বাহী কমিটির  
২২।০২।২১ তারিখে অনুষ্ঠিত ৫২ সভায় অনুমোদিত

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

  
**Engr. B. M. Shariful Islam**  
Deputy Director (Skills Standard)  
Principal  
National Skills Development Authority (NSDA)  
Prime Minister's Office, Dhaka

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**Engr. B. M. Shariful Islam**  
 Deputy Director (Skills Standard)  
 Principal  
 National Skills Development Authority (NSDA)  
 Prime Minister's Office, Dhaka

## Course Accreditation Document

This Course Accreditation Document is prepared to standardize the format for the accreditation / re-accreditation of courses under the National Quality Assurance Framework (NQAF) and for the registration of the accredited / re-accredited qualifications under the National Technical and Vocational Qualifications Framework (NTVQF).

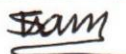
The two parts of this document as follows:

- Part A provides information on the Qualification Standards.
- Part B includes details of the pro-forma / templates for accreditation / re-accreditation. It guides the Skills Training Provider (STP) to accomplish the required documents for registration of the qualification.

### Part A

#### Qualification Standards: National Skills Certificate in Plumbing, NTVQF Level - 2

SL	Unit Code and Title		UoC Level	Nominal Hours
<b>Generic Competencies</b>				<b>65</b>
1.	GU002L2V1	Apply Occupational Safety and Health (OSH) Procedure in the Workplace	2	15
2.	GU012L2V1	Communicate in the workplace	2	30
3.	GU003L2V1	Work in a team environment	2	20
<b>Sector Specific Competencies</b>				<b>40</b>
4.	SUCS001L2V1	Work in the Construction Sector	2	20
5.	SUCS002L2V1	Interpret Drawings and Specifications in Plumbing Manuals	2	20
<b>Occupation Specific Competencies</b>				<b>255</b>
6.	OUPLB001L2V1	Use Hand Tools and Power Tools	2	20
7.	OUPLB002L2V1	Fabricate and prepare pipes for installation	2	24
8.	OUPLB003L2V1	Make Pipe joints	2	24
9.	OUPLB004L2V1	Perform Cutting and Penetration for plumbing works	2	48
10.	OUPLB005L2V1	Install water supply and waste water pipeline	2	30
11.	OUPLB006L2V1	Install plumbing fixtures	2	85
12.	OUPLB007L2V1	Maintain and service plumbing works	2	24
<b>Total Nominal Learning Hours</b>				<b>360</b>



Engr. B. M. Shariful Islam  
Deputy Director (Skills Standard)  
Principal  
National Skills Development Authority (NSDA)  
Prime Minister's Office, Dhaka

## I. Introduction

The Qualification Standards (QS) is a nationally-recognised specification to achieve a qualification. It details the level of training, experience and practice required to achieve the standard of competency. It provides the basis for the development of strategies for competency-based training and assessment by a Skills Training Provide (STP)

### The Qualification Standards aims to:

- a. Provide guidelines to National Skills Development Authority (NSDA) to accredited Skills Training Provider (STP),
- b. Serve as standard for the training providers to delivery competency-based training,
- c. Arrange basis of assessment and certification for skilled workers.

## II. Contents of the Standard

Section 1: Qualification Title

Section 2: Course Structure

Section 3: Purpose of the Qualification

Section 4: Training Standards

4.1 Training Delivery modes

4.2 Trainee's entry requirements

4.3 Required training supplies, materials, tools and equipment

4.4 Training Facilities

4.5 Trainer's Qualification

Section 5: Assessment and Certification Standards

5.1 Assessor's Qualification

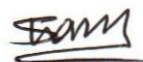
5.2 Assessment and Certification Arrangements

### Section 1: Qualification Title

National Skills Certificate in **Plumbing, NTVQF Level - 2**

### Section 2: Course Structure

The Course Structure is a prescribe set of units of competency needed to attain a National Skills Certificate in **Plumbing, NTVQF Level – 2**



**Engr. B. M. Shariful Islam**  
Deputy Director (Skills Standard)  
Principal  
National Skills Development Authority (NSDA)  
Prime Minister's Office, Dhaka

### Section 3: Purpose of the Qualification

The qualification is established upon industry requirements. It is designed for:

- a. Individuals who want to be trained in National Skills Certificate in **Plumbing**, NTVQF Level - 2
- b. Working and experienced individuals who want to be certified with National Skills Certificate in **Plumbing**, NTVQF Level - 2.

Candidates who will meet the requirements of this qualification may be employed as **Junior Plumber**.

### Section 4: Training standards

#### 4.1 Training Delivery modes

The competency-based TVET system recognizes various types of delivery modes both on and off-the-job as the learning is driven by the competency standards specified by the industry. Training modalities may be adopted depending on the needs of the qualification National Skills Certificate in **Plumbing, NTVQF Level - 2**. Some suggested modalities may include but not limited to the following:

##### 4.1.1 Standard training delivery.

This would comprise both, on and off-the-job components. **Plumbing, NTVQF Level – 2**, has a total of 360 minimum hours for the off-the-job and on-the-job component of the delivery. The nominal hour is a suggested duration to deliver the training.

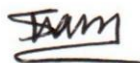
##### 4.1.2 Modular / Self-paced Learning / Multiple Entry / Multiple Exit

This is a competency based training modality where the trainee is allowed to progress at his own pace. The trainee can be certified and exit from the program at any time and re-enter to the qualification once he decided to finish the program.

#### 4.2 Trainees entry requirements:

The entry requirements for the National Skills Certificate in **Plumbing, NTVQF Level - 2** are

- Class VIII Pass or evidence of equivalent achievement **or**
- Pass in a challenge test on language, literacy and numeracy skills considered necessary for successful completion of the qualification (Model challenge test to be developed based on units of competencies to be achieved) **or**
- 2-year trade relevant work experience and pass in a challenge test on vocational skills considered necessary for successful completion of the qualification (Model challenge test to be developed).



Engr. B. M. Shariful Islam  
Deputy Director (Skills Standard)  
Principal  
National Skills Development Authority (NSDA)  
Prime Minister's Office, Dhaka

### 4.3 Required training supplies, materials, tools and equipment

Recommended List of tools, equipment and materials for the training of a maximum of 20 trainees for **Plumbing**, NTVQF Level - 2

#### List of Machinery / Equipment and Spares

SL	Name	Specification (for guidance only, some may vary depending on the workshop layout)	Unit	Quantity
1.	Computers	latest configuration	Nos	02
2.	Laptops	latest configuration	Nos	01
3.	Multimedia projector screen	Min 3200 lumen	Nos	01
4.	Digital camera	Min 16 Mega Pixel	Nos	01
5.	Scanner	Legal size	Nos	01
6.	Printer	Laser	Nos	01
7.	Welding machine	Latest Configuration	Nos	01
8.	Angle Grinder	0.5 HP (min) 2000 RPM, single phase	Nos	10
9.	Abrasive disc cutting machine	1 hp (Min), 3000 RPM, single phase	Nos	10
10.	Hand Grinder	0.5 hp (Min), 2000 RPM, single phase	Nos	10
11.	Hand drill machine	0.5 hp (Min), 2000 RPM, single phase	Nos	05
12.	Pedestal drill machine	Heavy Duty	Nos	01
13.	Pedestal grinding machine	Heavy Duty	Nos	10

#### List of Measuring Instruments

SL	Name	Specification (for guidance only, some may vary depending on the workshop layout)	Unit	Quantity
1.	Measuring tape	Steel tape	Nos	20
2.	Calculator	Normal calculator	Nos	10
3.	Tri square	24"	Nos	10
4.	Steel rule	12"	Nos	20

Engr. B. M. Shariful Islam  
Deputy Director (Skills Standard)  
Principal  
National Skills Development Authority (NSDA)  
Prime Minister's Office, Dhaka

## List of Tools

SL	Name	Specification (for guidance only, some may vary depending on the workstation layout)	Unit	Quantity
1.	Adjustable wrench	12"	Nos	10
2.	Pipe vice		Nos	10
3.	Bench vise		Nos	05
4.	Bolt extractor		Nos	05
5.	Brace		Nos	10
6.	C-clamp	12"	Nos	10
7.	Cold Chisel	6"	Nos	20
8.	Crosscut saw	Standard size	Nos	20
9.	Die	Pipe dir.	Nos	10
10.	Die stock	Adjustable	Nos	10
11.	Files	Flat, Half round	Nos	10
12.	Thread Gauge	-----	Nos	05
13.	Cross pein hammer	-----	Nos	10
14.	Hacksaw	Adjustable	Nos	10
15.	Ball pein hammer	Standard sized	Nos	10
16.	Measuring Tapes	-----	Nos	20
17.	Hand drill		Nos	20
18.	Hand saw			
19.	Paint Brushes		RFT	20
20.	Pliers		Nos	20
21.	Plumb bob		Nos	20
22.	Center punches		Nos	20
23.	Ripsaw		Nos	20
24.	Scarpers		Nos	20
25.	Screwdrivers		Nos	20
26.	Sealant Gun		Nos	20
27.	Shovel/Spades		Nos	20
28.	Sledge Hammers		Nos	20

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Engr. B. M. Shariful Islam

Deputy Director (Skills Standard)  
Principal

National Skills Development Authority (NSDA)  
Prime Minister's Office, Dhaka

29.	Sockets		Nos	20
30.	Spanners and Wrenches		Nos	20
31.	Spatula/Putty Knives		Nos	20
32.	Steel tape measure		Nos	20
33.	String Lines		Nos	20
34.	Taps		Nos	20
35.	Triangle		Nos	20
36.	Trowels and Floats		Nos	20
37.	Try square		Nos	20
38.	Vice grip		Nos	20
39.	Wire Cutters		Nos	20
40.	Wooden Planer		Nos	20

### List of Materials and Consumables

Materials / Consumables		
SL	Item	QTY
1.	G.I. Pipe.	As required
2.	PVC pipe	As required
3.	uPVC pipe.	As required
4.	uPVC thread pipe.	As required
5.	PPR pipe	As required
6.	CPVC pipe	As required
7.	Thread tape/Sealing tape	As required
8.	Adhesive solution	As required
9.	Waste cotton	As required
10.	Solvent cement	As required
11.	Y-joint	As required
12.	Cross	As required
13.	Tee	As required
14.	Elbow	As required
15.	Bend	As required
16.	Socket	As required
17.	Cement	As required
18.	Sand	As required
19.	Bricks	As required
20.	Nails	As required
21.	Basin	As required

*DSM*



22.	Sink	As required
23.	Shower	As required
24.	Marker	As required
25.	Brick/stone chips	As required
26.	Thread tape	As required
27.	Solvent cement	As required
28.	Waste cotton	As required

### List of Personal Protective Equipment (PPE)

Materials / Consumables		
SL	Item	QTY
1.	Dust mask	20 Nos
2.	Safety glasses/Goggles	20 Nos
3.	Gloves	20 Nos
4.	Safety shoes/boots	20 Nos
5.	Aprons	20 Nos
6.	Face masks	20 Nos
7.	Overalls	20 Nos
8.	Helmet	20 Nos

### List of Furniture

SL	Name	Specification (for guidance only, some may vary depending on the workshop layout)	Unit	Quantity
1.	Full Secretariat Table	-----	Nos.	01
2.	Half Secretariat Table	-----	Nos.	05
3.	Arm Cushion Chair	As per requirement	Nos.	02
4.	Tabloid Chair	As per requirement	Nos.	20
5.	Bookshelf	As per requirement	Nos.	02
6.	File Cabinet	As per requirement	Nos.	02
7.	Steel Almira	180 cm x 120 cm	Nos.	02
8.	White Board	240 cm X 120 cm made of particle board with white Formica covered and side covered by aluminum channel	Nos.	02
9.	Lecture Desk		Nos.	02
10.	Tools Rack		Nos.	05
11.	Working table		Nos.	05
12.	Shelf		Nos.	03
13.	Display Board	240 cm x 120 cm made of particle wood and fabric cover	Nos.	02



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Deputy Director (Skills Standard)  
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National Skills Development Authority (NSDA)  
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## List of Learning Materials

Quantity	Description
	<b>Learning Materials</b>
20	CBLM
01	Session Plan
20	Trainee Record Book
20	Competency Skills Log Book
01	Progress Chart
	<b>REFERENCES</b>
20	Related Books
20	Manuals
20	Charts
20	CD's
20	Pictures
20	Magazines

### Other requirements:

1. Internet connectivity
2. Continuous power supply source
3. Fire extinguisher

  
**Engr. B. M. Shariful Islam**  
Deputy Director (Skills Standard)  
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National Skills Development Authority (NSDA)  
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#### 4.4 Training Facilities (Training facilities for 20 trainees)

For first Occupation 1,200 sft. and for additional Occupation 1,000 sft. (one office room is required for several occupation)

Space Requirement	Size in Sq. Feet.	Quantity
Workshop	600 sft.	01
Classroom	400 sft.	01
Office room	200 sft.	01
Toilet (Male / Female)	--	02

#### 4.5 Trainers Qualification

- Must be at least holder of NSC in **Plumbing**, NTVQF Level – 2
- Must be CBT&A Methodology Level – 4 certified
- Must be physically and mentally fit

### Section 5: Assessment and Certification Standards

#### 5.1 Assessor's Qualification

Certified assessor duly recognized by NSDA shall conduct the National Assessment for this National Skills Certificate in **Plumbing, NTVQF Level - 2**.

#### 5.2 Assessment and Certification Arrangements

- To attain the Qualification of **National Skills Certificate in Plumbing, NTVQF Level – 2**, the candidate must demonstrate competence in all the units required. Successful candidates shall be awarded a National Skills Certificate issued by NSDA.
- The qualification of **National Skills Certificate in Plumbing NTVQF Level – 2**, may be attained through:
  - Accumulation of Statement of Achievement (SOA)
  - Demonstration of Competency through project-type assessment covering all the required units of competency.
- Assessment will be conducted in a simulated workplace environment or training institute using equipment, machinery and tools as specified in the assessment tools.
- The qualified Assessor (or Assessor Panel) will be responsible for making the final judgment of Competent or Not Yet Competent.
- There will be open entry to assessment leading to certification through **Recognition of Prior Learning (RPL)**.

## **Part B.**

Part B of the Course Accreditation Document (CAD) is a set of templates designed to assist the Skills Training Provider (STP) in the development of courses under the National Technical and Vocational Qualifications Framework (NTVQF). It is an integral part of the application documents that will be submitted to National Skills Development Authority (NSDA) for accreditation and re-accreditation of programs following National Skills Quality Assurance System (NQAS).

The accreditation document is divided into three sections:

- Part 1 provides information on the Skills Training Provider (STP), Standard Setting Body, the Quality Assurance Body, and course classification and accreditation information.
- Part 2 contains details of rules and requirements under which the course may be structured, delivered and assessed.
- Part 3 includes the units of competency or modules that are contained in the course.

The NSDA approved Competency Standards (CS) and Qualification Standards (QS) will serve as reference to complete the templates.

  
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for  
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(Construction Sector)  
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## Application for NTVQF Course / Program Accreditation

Date:

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Sir,

The undersigned **(Name of the Head of the Skills Training Provider), (Designation / Position)** of the **(Name of The Skills Training Provider (STP))**, located at **(Address)**, hereby apply for the accreditation of the course / program under the laws of the Government of the People's Republic of Bangladesh.

**Course / Program Duration** \_\_\_\_\_ Hours

To support this application, the following duly certified / authenticated documents are submitted:

➤ **Administrative Requirements**

- Fire Safety Inspection Certificate

➤ **Curricular Requirements**

- Competency Standards (CS) (indicating the job titles being addressed and the competencies being developed)
- Course and subject description
- List of supplies, tools and equipment per program
- List of instructional materials (books, videotapes, internet access, and other library references)
- List of official and their qualifications
- List of faculties for the program (WITH CBT&A 4 Certificate and National Skills Certificate)
- List of non-teaching personnel and their qualification



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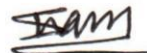
I, **(Name of the Head of the Skills Training Provider (STP) as (Position, Designation)**, promise to maintain the standards required for the course / programs and to follow faithfully all laws, rules and regulations, and their requirements governing the operations of the National Skills Development Authority of any plan of action regarding the closure of phasing out the course / programs or any changes in the prescribed requirements. I acknowledge that the violation of the laws, of the National Skills Development Authority shall be deemed sufficient cause for the revocation of the certificate of registration.

The institution, which I present, will not conduct classes in the courses / programs applied for the above until unless this application is approved and the National Skills Development Authority has issued the corresponding certificate.

Yours faithfully,

**(Name of the Head of the Skills Training Provider)**

(Designation / Position)



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## Part 1: General Information

### 1. Name and details of the Skills Training Provider

Name of Training Organization:

Status of Institution (e.g., Private, Public, NGO, TSC, Polytechnic):

Name of Respondent:

Position of Respondent:

Postal Address:

Phone Number:

E-mail Address:

### 2. Purpose of Submission

Accreditation

Re-accreditation

### 3. Delivery of the Course

*The STP applying for this accreditation shall write the method of delivery of the qualification (On-the-job, off-the-job, Apprenticeship, etc.)*

### 4. Quality Assurance Body

**National Skills Development Authority (NSDA)**

423-428 Tejgaon Industrial Area, Dhaka-1215

Phone: +880 2 8891091; Fax: +880 2 8891092; E-mail: [ecnsda@nsda.gov.bd](mailto:ecnsda@nsda.gov.bd)

Website: [www.nstda.gov.bd](http://www.nstda.gov.bd)

### 5. Standard Setting Body (ISC)

*State the name and address of the standard setting body responsible for the industry sector (Include Street / Postal, Phone and E-mail address).*



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## Part 2: Course Information

### 1. Nomenclature

#### 1.1 Name of the Course:

State the name(s) of the course(s) included in this document. The title of the course must accurately reflect the contents and outcomes of the course including the qualification awarded on successful completion of the course. The name of the course should meet the relevant Standard for Accreditation of courses.

#### 1.2 Nominal Duration of the Course

State the nominal duration of the course in hours. [The nominal duration of the course will indicate the number of hours of Off-the-Job training at the STP. In addition to Off-the-Job training, the course may contain On-the-Job (i.e. workplace based) training. The nominal duration of the course (Off-the-Job and On-the-Job) should be in accordance with the national guidelines.

- The length of training required for achieving a given level of the qualification could vary from occupation to occupation. For example, welding competencies may take a longer time to develop than machine operations competencies. The duration proposed for each qualification, though nominal, must be based on a clear and sound logic.
- The recommended Off-the-job training for a National Technical Vocational Qualification Framework (NTVQF) Level 1 course is a minimum of 360 learning hours. A higher level NTVQF course must have at least 270 hours of additional learning for each higher NTVQF level. For example, a Level 2 NTVQF course will have (360 + 270 =) 630 hours of learning and a Level 3 NTVQF course will have (360 + 270 + 270 =) 900 learning hours.
- The recommended work experience/On-the-Job training is a minimum of 160 hours for a NTVQF Level 1 course, and 216 hours for each higher NTVQF level course.
- If the length of the Off Job and/or On Job training is more than the recommended minimum, there must be adequate justification. Very strong justification is required if the nominal duration of the course is more than 20% of the recommended minimum. However, the nominal duration of the course should not be more than 25% of the recommended minimum.

### 2. Course Outcomes

Refer to the relevant Standard for Accreditation of courses. The course outcomes must reflect the industry/enterprise/ community needs, the level and the nature of the course.

### 3. Course Rules and Requirements

Refer to the relevant Standard for Accreditation of courses (CS and QS).

#### 3.1 Course Structure (may adapt the structure presented in the QS)

The course structure should ensure that the combination of Units of Competency and/or Modules provide training for the range of job functions and tasks from the competency standards.

Course structure may be presented in table format or as a combination of text and table, including guidelines on sequencing (pre-requisite, co-requisites), clustering and nominal hours.

- Outline the structure of the course and rules for completion. Course structure will reflect the intended skills and knowledge outcomes of the course and may be:
  - generic
  - industry sector specific

- occupation specific and/or (specialised) job role specific - compulsory
- occupation specific and/or (specialised) job role specific - elective

**Course Structure  
for**

**National Skills Certificate in \_\_\_\_\_**  
**(NTVQF Level \_\_\_\_\_)**

*Detailed Information on the UoCs to be successfully completed for the award of this national certificate should be identified.*

**3.1.1 Requirements for Award of the Qualification**

To be eligible for the award, the student should successfully complete the Units of Competency as required in the above table through:

**3.1.2 Exit Qualification**

*Any exit point from the course that provides for vocational or educational outcome should be identified.*

**3.1.3 Statement of Achievement**

*Indicate that only a Statement of Achievement will be issued for any unit of competency/module completed if the full qualification is not completed.*

**3.1.4 Reporting, Quality Assurance and Certification**

**3.2 Entry Requirements and Selection Criteria**

*Refer to the Qualification Standards*

**3.2.1 Entry Requirements (Refer to the relevant Qualification Standards)**

**3.2.2 Selection Criteria (refer to QS)**

**4. Assessment Rules and Requirements**

**4.1 Assessment Strategy**

**4.2 Recognition of Prior Learning (RPL)**

**3.3 Workplace Assessment**

**5. Resources Rules and Requirements**

(Accomplish the forms provided in the appendices)

Refer to the relevant Qualification Standards for the templates provided to accomplish this

information.

### **5.1 Physical Resources**

Provide details of specialized facilities, tools and equipment essential for the delivery of the course.

- List of number of classrooms, laboratories, and workshops required for a class of 20 students.
- List of number of tools and equipment required for each classroom, laboratory, and workshop for a class of 20 students.
- Summary of the consumables and materials required for practice (e.g. Food, Chemical, Computer spares and parts) for a class of 20 students.

### **5.2 Human Resources**

State the minimum recommended qualifications and experience of trainers and support staff. Include training and experience relating to both vocational competency / qualifications and competency-based training and assessment competency/qualifications and industry experience. Any recommended requirements must be justifiable and also meet the NQAF standards for Registration of Training establishments (Colleges / Institutes / Training Centers) and accreditation for delivering nationally registered courses.

#### *5.2.1 Industry Experience (Attach relevant portfolio)*

Teachers, trainers and assessors must have had at least 1 or 2 years of relevant industry experience and should keep abreast of the current technology through ongoing exposure to relevant practices in the industry

Teachers, trainers and assessors should also have current knowledge and awareness of access and equity issues relevant to students needs arising from a variety of factors including socio-economic status, disability status, ethnic background, race, family differences, sexual preferences and gender specific differences.

#### **5.2.2 Student Trainer Ratio:**

01 Trainer: 20 trainees

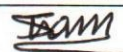
#### **5.2.3 Support Staff:**

- Include technical and administrative support staff.

### **5.3 Learning Resources**

Identify a list of teaching and learning resources required for offering the course.

- The list must include the text books, workbooks, in-house resource packs / customized trainee guidebooks, relevant national/industry standards, laws and regulations, manufacturer's instruction manuals, and audio, video and digital media (if any) included which are suitable for the students.
- In addition, additional reference books, audio, video and digital media and URLs of relevant websites, which could be used by teachers and gifted students must be included.
- The list must cover each Module / Unit of Competency (Subject) included in the course and emphasize the practical components of the training.



- APA (American Psychological Association) style of referencing is recommended for listing teaching and learning resources.

## **6. Ongoing Monitoring, Evaluation and Review**

Refer to the relevant Qualification Standard for accreditation of courses

1. Describe the monitoring and evaluation processes, which will be undertaken by the Skills Training Provider (College / Institute / Training Centre) offering the course and the Quality Assurance Body:
  - the relevance and current nature of the course (e.g. The mechanism for ensuring relevance and current nature of the course could include an active industry advisory committee and other ongoing networking and engagement with industry through work placement, industry visits, guest lectures, information on national skills shortage, international skills demand, global trends, current technology)
  - the quality of delivery of the course (e.g. students' feedback, staff feedback)
  - the quality of assessments leading to the award of the qualification (e.g. internal and/or external validation of assessment before and after assessment)
  - the quality of graduates (e.g. employment rate, employer satisfaction level)

  
**Engr. B. M. Shamful Islam**  
Deputy Director (Skills Standard)  
Principal  
National Skills Development Authority (NSDA)  
Prime Minister's Office, Dhaka

### Part 3: Details of the Course

#### CURRICULUM DESIGN

<b>Course Title:</b>	
<b>NTVQF Level:</b>	
<b>Nominal Duration:</b>	____ Hours
<b>Course Description:</b>	<p>This course is designed to enhance the knowledge, skills, positive attitude and work values of the learner in accordance with the prevailing standards in the National Skills Development Authority. This encompasses competencies required of a (<u>Occupation / Qualification</u>) to perform the tasks in the areas of (<u>Describe the duties of the occupation / qualification</u>).</p> <p>To obtain this, all units prescribed for this qualification must be achieved:</p>

#### GENERIC COMPETENCY (\_\_\_\_ HOURS)

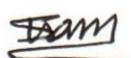
Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1.	1.1	•	•
2.	2.1	•	•

#### SECTOR SPECIFIC COMPETENCY (\_\_\_\_ HOURS)

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1.	1.1	•	•
2.	2.1	•	•

#### OCCUPATION SPECIFIC COMPETENCY (\_\_\_\_ HOURS)

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1.	1.1	•	•
2.	2.1	•	•



**Engr. B. M. Shariful Islam**

Deputy Director (Skills Standard)  
Principal

National Skills Development Authority (NSDA)  
Prime Minister's Office, Dhaka

# Appendices

(Appendix 1-9)



**Engr. B. M. Shariful Islam**  
Deputy Director (Skills Standard)  
Principal  
National Skills Development Authority (NSDA)  
Prime Minister's Office, Dhaka

## Appendix 1 - Training Design

**QUALIFICATION:** \_\_\_\_\_

**Nominal Duration:** \_\_\_\_\_ hours

**Name of Institution:** \_\_\_\_\_

Competencies	Duration of Training																			
	Month 1				Month 2				Month 3				Month 4				Month 5			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Generic Competencies (____ Hours)																				
Sector Specific Competencies (____ hours)																				
Occupation Specific Competencies (____ hours)																				
Elective (____ hours)																				

(Sample legend only, may change depending on the STP)



4 hours each for 2 days



Whole day



Half-day

Submitted by: \_\_\_\_\_  
(Head of the Department)

Date:

Attested by: \_\_\_\_\_  
(Head of the Institution)

Date:

Inspected by: \_\_\_\_\_  
QA / Expert NSDA

Date:

**Engr. B. M. Shariful Islam**  
Deputy Director (Skills Standard)  
Principal  
National Skills Development Authority (NSDA)  
Prime Minister's Office, Dhaka

## Appendix 2 - List of Equipment

Program: \_\_\_\_\_

Name of Institution: \_\_\_\_\_

Name of Equipment (1)	Specification (2)	Acquisition Year (3)	Quantity on Site (4)	Quantity Required (5)	Difference (6)	Percent Compliance (7)	Inspectors Remarks (indicate standard ratios) (8)

Submitted by: \_\_\_\_\_  
(Head of the Department)

Attested by: \_\_\_\_\_  
(Head of the Institution)

Inspected by: \_\_\_\_\_  
QA / Expert NSDA

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

*Note: Columns 1-4 to be filled out by Institution; Columns 5-8 to be filled out by QA / Expert NSDA.*

## Appendix 3 - List of Tools

Program: \_\_\_\_\_

Name of Institution: \_\_\_\_\_

Name of Tools (1)	Specification (2)	Acquisition Year (3)	Quantity on Site (4)	Quantity Required (5)	Difference (6)	Percent Compliance (7)	Inspectors Remarks (indicate standard ratios) (8)

Submitted by: \_\_\_\_\_  
(Head of the Department)

Attested by: \_\_\_\_\_  
(Head of the Institution)

Inspected by: \_\_\_\_\_  
QA/ Expert NSDA

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

*Note: Columns 1-4 to be filled out by Institution; Columns 5-8 to be filled out by QA / Expert NSDA.*



**Engr. B. M. Shariful Islam**  
Deputy Director (Skills Standard)  
Principal  
National Skills Development Authority (NSDA)  
Prime Minister's Office, Dhaka



### Appendix 4 - List of Consumables

Course: \_\_\_\_\_

Name of Institution: \_\_\_\_\_

Name of Tools (1)	Specification (2)	Acquisition Year (3)	Quantity on Site (4)	Quantity Required (5)	Difference (6)	Percent Compliance (7)	Inspectors Remarks (indicate standard ratios) (8)

Submitted by: \_\_\_\_\_  
(Head of the Department)

Attested by: \_\_\_\_\_  
(Head of the Institution)

Inspected by: \_\_\_\_\_  
QA/ Expert NSDA

Date:

Date:

Date:

*Note: Columns 1-4 to be filled out by Institution; Columns 5-8 to be filled out by QA / Expert NSDA.*

### Appendix 5 - List of Instructional Materials / Library Holdings

Program: \_\_\_\_\_

Name of Institution: \_\_\_\_\_

Title	Classification	Date of Publication	No. of Copies	Inspector's Remarks

Submitted by: \_\_\_\_\_  
(Head of the Department)

Attested by: \_\_\_\_\_  
(Head of the Institution)

Inspected by: \_\_\_\_\_  
QA / Expert NSDA

Date:

Date:

Date:

- *Classify whether journal, book, magazine, etc.*

  
**Engr. B. M. Shariful Islam**  
 Deputy Director (Skills Standard)  
 Principal  
 National Skills Development Authority (NSDA)  
 Prime Minister's Office, Dhaka

### Appendix 6 - List of Instruction's Physical Facilities

Program: \_\_\_\_\_

Name of Institution: \_\_\_\_\_

Name	Description	Quantity	Inspector's Remarks

Submitted by: \_\_\_\_\_  
(Head of the Department)

Attested by: \_\_\_\_\_  
(Head of the Institution)

Inspected by: \_\_\_\_\_  
QA / Expert NSDA

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

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### Appendix 7 - List of Off-Campus Physical Facilities

Program: \_\_\_\_\_

Name of Institution: \_\_\_\_\_

Name	Description	Quantity	Inspector's Remarks

Submitted by: \_\_\_\_\_  
(Head of the Department)

Attested by: \_\_\_\_\_  
(Head of the Institution)

Inspected by: \_\_\_\_\_  
QA / Expert NSDA

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

  
**Engr. B. M. Shariful Islam**  
Deputy Director (Skills Standard)  
Principal  
National Skills Development Authority (NSDA)  
Prime Minister's Office, Dhaka

## Appendix 8 - List of Officials (President, Registrar, Guidance Counselor)

Program: \_\_\_\_\_

Name of Institution: \_\_\_\_\_

Name	Position	Nature of Appointment	Educational Attainment	Experience Related to Position	Industry Experience	Competency Certificates	Remarks

Submitted by: \_\_\_\_\_

(Head of the Department)

Date: \_\_\_\_\_

Attested by: \_\_\_\_\_

(Head of the Institution)

Date: \_\_\_\_\_

Inspected by: \_\_\_\_\_

QA / Expert NSDA

Date: \_\_\_\_\_

## Appendix 9 - Trainers, Faculty, Teaching Professionals

Program: \_\_\_\_\_

Name of Institution: \_\_\_\_\_

Name	Position	Nature of Appointments	Educational Attainment	Experiences Related to Position	Industry Experience	Competency Certificates			Remarks
						NSC	TQ	AQ	

Submitted by: \_\_\_\_\_

(Head of the Department)

Date: \_\_\_\_\_

Attested by: \_\_\_\_\_

(Head of the Institution)

Date: \_\_\_\_\_

Inspected by: \_\_\_\_\_

QA / Expert NSDA

Date: \_\_\_\_\_

- NSC - National Skills Certificate
- TQ - Trainer Qualification
- AQ - Assessor Qualification

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



Engr. B. M. Shariful Islam

Deputy Director (Skills Standard)  
Principal

National Skills Development Authority (NSDA)  
Prime Minister's Office, Dhaka