



**Government of the People's Republic of Bangladesh
Skills Development Project**



National Competency Standards For Painting

Qualification Title: **National Skills Certificate-III in Painting
(Construction Sector)**

Qualification Code: **CONPNT0803**



BANGLADESH TECHNICAL EDUCATION BOARD

May 2014

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Approval Sheet

The National Competency Standards for **National Skills Certificate-III Painting (Construction Sector)** Qualification is a document developed by the Technical sub Committee for Plumber under the Skills Development Project ADB Loan 2425 – BAN (SF).

It was approved by the Bangladesh Technical Education Board (BTEB) upon the endorsement of the Industry Skills Council at a meeting held on 24-01-2014 at BTEB CBT cell.

The Standard was also approved by Standard and Curriculum Development Committee (SCDC) on 15-04-2014 at BTEB conference room.

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Chairman
On behalf of Construction Sector *Industry* Skills Council

Under the guidance of: **Chowdury Mufad Ahmed**
Project Director
Skills Development Project

Approved by: **Prof. Md. Abul Kashem**
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Bangladesh Technical Education Board

Preface

The TVET system has a large role to play in economic growth and social development as workforce provider to the labor market and as provider of skills to those who are looking for employment. In the case of Bangladesh, the TVET sector needs major reforms to ensure that issues of quality and capacity, relevance, and access are properly addressed.

The Directorate of Technical Education (DTE) with funding from the Asian Development Bank (ADB), Swiss Agency Development for Cooperation SDC and the Government of Bangladesh (GoB) is implementing a project known as Skills Development Project (SDP). The main target of the Skills Development Project (SDP) is to improve the relevance of TVET in labor market by introducing competency-based training system: a system that proceeds from the development of a qualifications framework, competency standards, curriculum, training delivery, assessment, and quality assurance mechanisms in order to develop a competitive workforce.

The development of competency standards is regarded as the heart of a competency-based training regime. Each standard defines sets of knowledge, skills and attitudes (KSAs) that a Bangladeshi trainee should be able to demonstrate at a recognized level of competence. It provides a common framework of outcomes between the labor and education sectors, as well as among workers, trainers and trainees.

In the process of development, Industry Sector Committees (ISCs) were organized to determine competencies expected of an occupation in Bangladesh. The ISC, whose membership come from “top performers” in the industry, performed occupational, competency and unit analyses based on their rich experiences in the field, existing documents, and on the advice of national and international experts. Competency standards of Sri Lanka, Philippines, Australia, Korea, Malaysia, Maldives and other countries were examined.

A series of workshops – development, review and finalization - were conducted to ensure a workable National Competency Standards for the occupation. Further, a validation instrument was developed and administered to other top industry performers to verify and confirm the draft being developed.

It is hoped that this document reflects the real needs of the industry thereby providing a concrete basis for the curriculum development and assessment. In such a way, the development of relevant and competent workforce is not farfetched.

Chowdhury Mufad Ahmed

Project Director
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Acronyms

MoE	Ministry of Education
DG	Director General
DTE	Directorate of Technical Education
SDP	Skills Development Project
PD	Project Director
PIU	Project Implementation Unit
GOB	Government of Bangladesh
ADB	Asian Development Bank
SC	Swiss contact
ANTA	Australian National Training Authority
APEC	Asia Pacific Economic Cooperation
ASEAN	Association of Southeast Asian Nations
BMET	Bureau of Manpower Employment and Training
NTVQ	National Technical Vocational Qualification
NTVQF	National Technical Vocational Qualification Framework
BTEB	Bangladesh Technical Education Board
CBT	Competency Based Training
CS	Competency Standard
HSC (Voc)	Higher Secondary Certificate (Vocational)
KSA	Knowledge, Skills, Attitude
MoLE	Ministry of Labor and Employment
NTVQF	National Technical Vocational Qualification Framework
NTVQ	National Technical Vocational Qualification
OHS	Occupational Health and Safety
PSC	Project Steering Committee
RMG	Ready Made Garments
RPL	Recognition of Prior Learning
SSC (Voc)	Secondary School Certificate (Vocational)
STEP	Skills and Training Enhancement project (WB)
ISC	Industry Skill Council
TESDA	Technical Education and Skills Development Authority
TL	Team Leader
TSC	Technical Sub Committee
TVET	Technical and Vocational Education and Training
WB	World Bank
DACUM	Development of a Curriculum
CBLM	Competency based learning Materials

Section 1. The Qualification

1. Title of Qualification: National Skills Certificate-III in Painting (Construction Sector)	
2. Qualification code:	3. Endorsement date:
CONPN0803	10 April 2012.
4. Purpose of the qualification	<p>The NSC III in Painting Qualification consists of a set of competencies that a person must achieve in order to work competently in the Construction Sector as a Painter.</p> <p>In particular, he/she should be able to:</p> <ol style="list-style-type: none"> 1. Perform cement painting 2. Perform spray painting 3. Perform varnishing 4. Perform French polishing 5. Perform estimate for painting
5. Regulatory Arrangements	The holder of this qualification should have been assessed by a BTEB certified assessor and found to be competent in the units listed in Section 2.
6. Accreditation requirements	The qualifications shall be offered in compliance with the accreditation requirements set by BTEB.
7. Transition arrangements	In the absence of certified assessors, the BTEB shall appoint trainers who have undergone assessment trainings.
8. Contact for comments	Chairperson Bangladesh Technical Education Board (BTEB) Agargaon, Sher-E-Bangla Nagar, Dhaka-1207

**Section -2: National Competency Standards
for
National Skills Certificates in Painting**

Generic Competencies

Code	Unit of Competency	Level	No. of Hrs
GN0101	Communicate in the workplace	1	30
GN0102	Work in a team environment	1	18
GN0103	Practice workplace cleanliness	1	18
GN0104	Practice occupational health and safety (OHS)	1	30
GN0305	Lead Small team	3	18
GN0306	Demonstrate work values	3	18
GN0307	Practice negotiation skills	3	24
Total			156

Sector Specific Competencies

Code	Unit of Competency	Level	No. of Hrs
CON0101	Work in the Construction Sector	1	24
CON0102	Interpret Drawings and Specifications in Construction Manuals	1	30
CON0103	Use Hand Tools and Power Tools for the Construction Sector	1	30
CON0204	Perform Measurement and calculations in painting	2	48
CON0205	Maintain tools and equipment	2	30
Total			162

Occupation Specific Competencies

Code	Unit of Competency	Level	No. of Hrs.
CONPNT0101	Prepare tools, equipment and materials for painting	1	45
CONPNT0102	Prepare surface for white washing.	1	45
CONPNT0103	Perform white washing	1	45
CONPNT0104	Perform color washing	1	45
CONPNT0205	Perform distempering	2	42
CONPNT0206	Perform aluminum painting	2	42
CONPNT0207	Perform plastic emulsion painting	2	48
CONPNT0208	Perform weather coat painting	2	30
CONPNT0209	Perform synthetic enamel painting	2	30
CONPNT0310	Perform cement painting	3	45
CONPNT0311	Perform spray painting	3	45
CONPNT0312	Perform varnishing	3	45
CONPNT0313	Perform French polishing	3	40
CONPNT03014	Perform estimate for painting	3	35
Total			582
Grand Total			900

Section 2. The Summary of Units of Competencies

The units of competencies this qualification are summarized as follows:

Generic Competencies

Code	Unit of Competency	Level	No. of Hrs
GN3005	Lead Small team	3	18
GN3006	Demonstrate work values	3	18
GN3007	Practice negotiation skills	3	24
Total			60

Occupation Specific Competencies

Code		Level	No. of Hrs
CONPNT0310	Perform cement painting	3	45
CONPNT0311	Perform spray painting	3	45
CONPNT0312	Perform varnishing	3	45
CONPNT0313	Perform French polishing	3	40
CONPNT0314	Perform estimate for painting	3	35
Total			210

Section 3. The Basic Competencies

Unit of Competency	Lead small teams
Unit Code	GN0305
Unit Descriptor	This unit covers the knowledge, skills, and attitude required to Demonstrate work values. It includes lead small teams including setting and maintaining team and individual performance standards.
Nominal Hours	18 hours

Elements	Performance Criteria
	Bold italicized words are detailed in the Range of Variables
1. Provide team leadership	1.1 Work requirements are identified and presented to team members 1.2 Reasons for instructions and requirements are communicated to team members 1.3 Team members' queries and concerns are recognized, discussed and dealt with
2. Assign responsibilities	2.1 Duties, and responsibilities are allocated having regard to the skills, knowledge and aptitude required to properly undertake the assigned task and according to company policy. 2.2 Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible.
3. Set performance expectations for team members	3.1 Performance expectations are established based on client needs and according to assignment requirements. 3.2 Performance expectations are based on individual team members duties and area of responsibility. 3.3 Performance expectations are discussed and disseminated to individual team members.
4. Supervise team performance	4.1 Monitoring of performance takes place against defined performance criteria and/or assignment instructions and corrective action taken if required

	<p>4.2 Team members are provided with <i>feedback</i>, positive support and advice on strategies to overcome any deficiencies</p> <p>4.3 <i>Performance issues</i> which cannot be rectified or addressed within the team are referenced to appropriate personnel according to employer policy</p> <p>4.4 Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on client/customer needs and satisfaction</p> <p>4.5 Team operations are monitored to ensure that employer/client needs and requirements are met</p> <p>4.6 Follow-up communication is provided on all issues affecting the team</p> <p>4.7 All relevant documentation is completed in accordance with company procedures</p>
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Range of Variables

Variables	Range (Included but not limited to):
1. Work requirements	<p>1.1 Client Profile</p> <p>1.2 Assignment instructions</p>
2.PPE	<p>2.1 Gas Mask</p> <p>2.2 Gloves</p> <p>2.3 Safety boots</p> <p>2.4 Helmet</p> <p>2.5 Face mask</p> <p>2.6 Overalls</p> <p>2.7 Goggles and safety glasses</p> <p>2.9 Ear plugs</p>
2. Team member's concerns	2.1 Roster/shift details
4. Monitor performance	<p>4.1 Formal process</p> <p>4.2 Informal process</p>
5. Feedback	<p>5.1 Formal process</p> <p>5.2 Informal process</p>
6. Performance issues	6.1 Work output

	6.2 Work quality 6.3 Team participation 6.4 Compliance with workplace protocols 6.5 Safety 6.6 Customer service
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Evidence Guide

1. Critical aspects of competency	Assessment requires evidence that the learner: <ul style="list-style-type: none"> 1.1 Maintained or improved individuals and/or team performance given a variety of possible scenario 1.2 Assessed and monitored team and individual performance against set criteria 1.3 Represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf 1.4 Allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed 1.5 Set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Company policies and procedures 2.2 Relevant legal requirements 2.3 Performance expectations setting system 2.4 Methods of Monitoring Performance 2.5 Client expectations 2.6 Team member's duties and responsibilities
3. Underpinning Skills	<ul style="list-style-type: none"> 3.1 Communication skills required for leading teams 3.2 Informal performance counseling skills 3.3 Team building skills 3.1 Negotiating skills
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

	<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>The following resources MUST be provided:</p> <p>5.1 Access to relevant workplace or appropriately simulated environment where assessment can take place</p> <p>5.2 Materials relevant to the proposed activity or task</p>
6. Methods of Assessment	<p>Competency in this unit should be assessed through:</p> <p>6.1 Direct observation.</p> <p>6.2 Oral test</p> <p>6.3 Demonstration</p> <p>6.4 Assignment</p> <p>6.5 Written test</p>
7. Context for Assessment	<p>For certification competency should be assessed in the actual workplace or in a simulated workplace individually after completion of the module.</p>

Accreditation Requirements

Training providers must be accredited by Bangladesh Technical Education Board (BTEB), 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 national qualification.

Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.

Section 3. The Generic Competencies

Unit of Competency	Demonstrate work values
Unit Code	GN0306
Unit Descriptor	This unit covers the knowledge, skills, and attitude required to demonstrate work values. It includes: defining purpose of work; applying work values and ethics; dealing with ethical problems; and maintaining integrity of conduct in the workplace.
Nominal Hours	18

Elements	Performance Criteria Bold italicized words are detailed in the Range of Variables
1. Define the purpose of work	1.1 One's unique sense of purpose for working and the why's of work are identified, reflected on and clearly defined for one's development as a person and as a member of society.. 1.2 Personal mission is in harmony with company's values.
2. Apply work values/ ethics	2.1 Work values/ethics/concepts are classified and reaffirmed in accordance with the transparent company ethical standards, policies and guidelines. 2.2 Work practices are undertaken in compliance with industry work ethical standards, organizational policy and guidelines. 2.3 Personal behavior and relationships with co-workers standards, policy and guidelines. 2.4 Company resources are used in accordance with transparent company ethical standard, policies and guidelines.
3. Deal with ethical problems	3.1 Company ethical standard, organizational policy and guidelines on the prevention and reporting of unethical conduct are accessed and applied in accordance with transparent company ethical standard, policies and guidelines. 3.2 Work incidents/situations are reported . 3.3 Resolution and/or referral of ethical problems identified are used as learning opportunities.
4. Maintain integrity of conduct in the workplace	4.1 Personal work practices and values are demonstrated consistently with acceptable ethical conduct and company's core values.

	<p>4.2 Instructions to co-workers are provided based on ethical, lawful and reasonable directives.</p> <p>4.3 Company values/practices are shares with co-workers using appropriate behavior and language.</p>
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Range of Variables

Variables	Range (Included but not limited to):
1. Work values/ethics/ concepts	<p>May include but are not limited to:</p> <p>1.1 Commitment/Dedication</p> <p>1.2 Sense of urgency</p> <p>1.3 Sense of purpose</p> <p>1.4 Love for work</p> <p>1.5 High motivation</p> <p>1.6 Orderliness</p> <p>1.7 Reliability</p> <p>1.8 Competence</p> <p>1.9 Dependability</p> <p>1.10 Goal-oriented</p> <p>1.11 Sense of responsibility</p> <p>1.12 Being knowledgeable</p> <p>1.13 Loyalty to work/company</p> <p>1.14 Sensitivity to others</p> <p>1.15 Compassion/Caring attitude</p> <p>1.16 Balancing between family and work</p> <p>1.17 Benjamin spirit/teamwork</p> <p>1.18 Sense of nationalism</p>
2 . PPE	<p>2.1 Gas Mask</p> <p>2.2 Gloves</p> <p>2.3 Safety boots</p> <p>2.4 Helmet</p> <p>2.5 Face mask</p> <p>2.6 Overalls</p> <p>2.7 Goggles and safety glasses</p> <p>2.8 Ear plugs</p>
3. Work practices	<p>3.1 Quality of work.</p> <p>3.2 Punctuality</p>

	<p>3.3 Efficiency</p> <p>3.4 Effectiveness</p> <p>3.5 Productivity</p> <p>3.6 Resourcefulness</p> <p>3.7 Innovativeness/Creativity</p> <p>3.8 Cost consciousness</p> <p>3.9 5S</p> <p>3.10 Attention to details</p>
4. Incidents/situations	<p>4.1 Violent/intense dispute or argument</p> <p>4.2 Gambling</p> <p>4.3 Use of prohibited substances</p> <p>4.4 Pilferages</p> <p>4.5 Damage to person or property</p> <p>4.6 Vandalism</p> <p>4.7 Falsification</p> <p>4.8 Bribery</p> <p>4.9 Sexual Harassment</p> <p>4.10 Blackmail</p>
5. Company resources	<p>5.1 Consumable materials</p> <p>5.2 Equipment/Machineries</p> <p>5.3 Human</p> <p>5.4 Time</p> <p>5.5 Financial resources</p>
6. Instructions	<p>6.1 Verbal</p> <p>6.2 written</p>
7. Preparing for negotiation	<p>7.1 Background information on other parties to the negotiation</p> <p>6.2 Good understanding of topic to be negotiated</p> <p>6.3 Clear understanding of desired outcome/s</p> <p>6.4 Personal attributes</p> <p>6.4.1 self awareness</p> <p>6.4.2 self esteem</p> <p>6.4.3 objectivity</p> <p>6.4.4 empathy</p> <p>6.4.5 respect for others</p> <p>6.5 Interpersonal skills</p> <p>6.5.1 listening/reflecting</p> <p>6.5.2 non verbal communication</p> <p>6.5.3 assertiveness</p>

	6.5.4 behavior labeling 6.5.5 testing understanding 6.5.6 seeking information 6.5.7 Self disclosing 6.6 Analytic skills 6.6.1 Observing differences between content and process 6.6.2 identifying bargaining information 6.6.3 applying strategies to manage process 6.6.4 Applying steps in negotiating process 6.6.5 Strategies to manage conflict 6.6.6 Steps in negotiating process 6.6.7 Options within organization and externally for resolving conflict
7. Non verbal environments	7.1 Friendly reception 7.2 Warm and welcoming room 7.3 Refreshments offered 7.4 Lead in conversation before negotiation begins
8. Active listening	8.1 Attentive 8.2 Don't interrupt 8.3 Good posture 8.4 Maintain eye contact 8.5 Reflective listening
9. Questioning techniques	9.1 Direct 9.2 indirect 9.3 Open-ended

Evidence Guide

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Defined one's unique sense of purpose for working 1.2. Clarified and affirmed work values/ethics/concepts consistently in the workplace 1.3 Demonstrated work practices satisfactorily and consistently in compliance with industry work ethical standards, organizational policy and guidelines
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	<p>1.4 Demonstrated personal behavior and relationships with co-workers and/or clients consistent with ethical standards policy and guidelines</p> <p>1.5 Used company resources in accordance with company ethical standard, policies and guidelines.</p> <p>1.6 Followed company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct/behavior</p> <p>1.7 Demonstrated sufficient knowledge of the factors influencing negotiation to achieve agreed outcome</p> <p>1.8 Participated in negotiation with at least one person to achieve an agreed outcome</p>
2. Underpinning knowledge	<p>2.1 Occupational health and safety</p> <p>2.2 Work valued and ethics</p> <p>2.3 Company performance and ethical standards</p> <p>2.4 Company policies and guidelines</p> <p>2.5 Fundamental rights at work including gender sensitivity</p> <p>2.6 Work responsibilities/job functions</p> <p>2.7 Corporate social responsibilities</p> <p>2.8 Company code of conduct/values</p> <p>2.9 Balancing work and family responsibilities</p> <p>2.10 Codes of practice and guidelines for the organization</p> <p>2.11 Organization policy and procedures for negotiations</p> <p>2.12 Decision making and conflict resolution strategies procedures</p> <p>2.13 Problem solving strategies on how to deal with unexpected questions and attitudes during negotiation</p> <p>2.14 Flexibility</p> <p>2.14 Empathy</p>
3. Underpinning Skills	<p>3.1 Interpersonal skills to develop rapport with other parties</p> <p>3.2 Communication skills (verbal and listening)</p> <p>3.3 Self awareness, understanding and</p>

	<p>acceptance</p> <p>3.4 Application of good manners and right conduct</p> <p>3.5 Observation skills</p> <p>3.6 Negotiation skills</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>6.3 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>The following resources MUST be provided:</p> <p>5.1 Workplace or assessment location</p> <p>5.2 Case studies/Scenarios</p> <p>5.3 Room with facilities necessary for the negotiation process</p> <p>5.5 Human resources (negotiators)</p>
6. Methods of Assessment	<p>Competency in this unit should be assessed through:</p> <p>6.1 Direct observation.</p> <p>6.2 Oral test</p> <p>6.3 Demonstration</p> <p>6.4 Written test</p>
7. Context for Assessment	<p>For certification competency should be assessed in the actual workplace or in a simulated workplace individually after completion of the module.</p>

Accreditation Requirements

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Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.

Unit of Competency	Practice Negotiation Skills
Unit Code	GN0307
Unit Descriptor	This unit covers the knowledge, skills, and attitude required to practice negotiation skills. It includes following: plan negotiations; and participate in negotiations;
Nominal Hours	24

Elements	Performance Criteria
	Italicized terms are elaborated in the Range of variables
1. Plan negotiations	<p>1.1 Information on preparing for negotiation are identified and included in the plan as required.</p> <p>1.2 Information on creating non verbal environments for positive negotiating is identified and included in the plan.</p> <p>1.3 Information on active listening is identified and included in the plan.</p> <p>1.4 Information on different questioning techniques is identified and included in the plan</p> <p>1.5 Information is checked to ensure it is correct and up-to-date.</p>
2. Participate in negotiations	<p>2.1 Criteria for successful outcome are agreed upon by all parties.</p> <p>2.2 Desired outcome of all parties are considered.</p> <p>2.3 Appropriate language is used throughout the negotiation.</p> <p>2.4 A variety of questioning techniques are used for justification.</p> <p>2.5 The issues and processes are documented and agreed upon by all parties.</p> <p>2.6 Possible solutions are discussed and their viability assessed.</p> <p>2.7 Areas for agreement are confirmed and recorded.</p> <p>2.8 Follow-up action is agreed upon by all parties.</p>

Range of Variables

Variable	Range (Included but not limited to):
1.Preparing for negotiation	1.1 Background information on other parties to the negotiation 1.2 Good understanding of topic to be negotiated 1.3 Clear understanding of desired outcome/s 1.4 Personal attributes 1.4.1 self esteem 1.4.2 self esteem 1.4.3 objectivity 1.4.4 empathy 1.4.5 respect for others 1.5 Interpersonal skills 1.5.1 listening/reflecting 1.5.2 non verbal communication 1.5.3 assertiveness 1.5.4 behavior labeling 1.5.5 testing understanding 1.5.6 seeking information 1.5.7 self disclosing 1.6 Analytic skills 1.6.1 observing differences between content and process 1.6.2 identifying bargaining information 1.6.3 applying strategies to manage process 1.6.4 applying steps in negotiating process 1.6.5 strategies to manage conflict 1.6.6 steps in negotiating process 1.6.7 options within organization and externally for resolving conflict
2 . PPE	2.1 Gas Mask 2.2 Gloves 2.3 Safety boots 2.4 Helmet 2.5 Face mask 2.6 Overalls 2.7 Goggles and safety glasses 2.8 Ear plugs

3. Non verbal environments	3.1 Friendly reception. 3.2 Warm and welcoming room 3.3 Refreshments offered 3.4 Lead in conversation before negotiation begins
4. Active listening	4.1 Attentive 4.2 Don't interrupt 4.3 good posture 4.4 Maintain eye contact 4.5 Reflective listening
5. Questioning techniques	5.1 Direct 5.2 Indirect 5.3 Human Open-ended

Evidence Guide

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Demonstrated sufficient knowledge of the factors influencing negotiation to achieve agreed outcome 1.2 Participated in negotiation with at least one person to achieve an agreed outcome
2. Underpinning knowledge	2.1 Codes of practice and guidelines for the organization 2.2 Organization policy and procedures for negotiations 2.3 Decision making and conflict resolution strategies procedures 2.4 Problem solving strategies on how to deal with unexpected questions and attitudes during negotiation 2.5 Flexibility 2.6 Empathy
3. Underpinning Skills	3.1 Interpersonal skills to develop rapport with other parties 3.2 Communication skills (verbal and listening) 3.3 Observation skills 3.4 Negotiation skills
4. Underpinning Attitudes	4.1 Commitment to occupational health and

	<p>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>The following resources MUST be provided:</p> <p>5.1 Room with facilities necessary for the negotiation process</p> <p>5.2 Human resources (negotiators)</p>
6. Methods of Assessment	<p>Competency in this unit should be assessed through:</p> <p>6.1 Direct observation.</p> <p>6.2 Oral test</p> <p>6.3 Demonstration</p> <p>6.4 Assignment</p> <p>6.5 Written test</p>
7. Context for Assessment	<p>For certification competency should be assessed in the actual workplace or in a simulated workplace individually after completion of the module.</p>

Accreditation Requirements

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Section 4. The Occupation Specific Competencies

Unit of Competency	Perform Cement Painting
Unit Code	CONPNT0310
Unit Descriptor	This unit covers the knowledge, skills and attitude required to apply cement paint It includes inspecting surface, collecting tools and equipment, making scaffolding, preparing surface performing cement painting and clean the work place.
Nominal Hours	45

Element	Performance Criteria
1. Inspect Surface	1.1 PPE are selected and used. 1.2 Surfaces are checked for moisture. 1.3 Surfaces are checked for defects and imperfection.
2. Collect tools, equipment and materials	2.1 Tools and equipment are selected and collected. 2.2 Materials (Paints) are selected and collected.
3. Make scaffolding	3.1 Scaffoldings materials are collected. 3.2 Scaffolding is made for upper position. 3.3 Safety precautions are practiced in using scaffolds.
4. Prepare surface	4.1 Surface is leveled by No.60-80 stone for gaining the smooth surfaces. 4.2 Surface is cleaned by water and dry. 4.3 Prime coat is applied for holding putty. 4.4 Spot Putty is applied to remove the defect where necessary. 4.5 Surface is plained by No.120 sand paper & cleaned by brush. 4.6 After checking the surface, Seat putty is applied to fill-up final defects. 4.7 No.120 water paper used for final finishing.
5. Mix materials	5.1 Material is measured as proportion.

	5.2 Material is mixed as per instruction.
6. Perform painting.	6.1 Prime coat of cement paint is applied as required. 6.2 Second and final coats cement paint are applied to the prepared surface. 6.3 Quality of painting is checked and rectified as required. 6.4 Curing is completed as per standard.
7. Clean work place	7.1 Tools and equipment are cleaned. 7.2 Work place is cleaned. 7.3 Waste materials are disposed in proper place.

Range Of Variables

Variables	Range (Include but are not limited to):
1. Surface	1.1 Plastered concrete surface 1.2 Plastered masonry surface
2. PPE	2.1 Body harness/Safety belt 2.2 Gloves 2.3 Safety Shoes 2.4 Hard Hat 2.5 Respirator/Dust mask 2.6 Goggles 2.7 Apron
3. Scaffolds	3.1 Wood/Bamboo/Steel Scaffolding 3.2 7 feet and above high 4 feet and above wide.
4. Tools and equipment	4.1 Paint brushes 4.2 Scraper 4.3 Chisel 4.4 Mixing stick 4.5 Steel brush or cap brush 4.6 Putty Knife 4.7 Lifeline and anchorage 4.8 Roller brush 4.9 Spray/Mortar gun 4.10 Stone (No 60-80) 4.11 Air Compressor
5. Materials	5.1 Sand paper 5.2 Base coat materials

	<p>5.3 Sealer</p> <p>5.4 White cement</p> <p>5.4 Gray cement</p> <p>5.5 Lime Powder</p> <p>5.6 Calcite powder</p> <p>5.7 Water</p> <p>5.8 China clay</p> <p>5.9 Calcium chemicals</p> <p>5.10 Binding chemicals</p> <p>5.11 Empty cans</p> <p>5.12 Patching compound(putty, decollate/kalsomine powder)</p> <p>5.13 Top/Intermediate/finishing coat</p> <p>5.14 concrete neutralizer</p>
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Evidence Guide

1. Critical aspects of competency	<p>Assessment requires evidence that the learner:</p> <p>1.1 Interpreted instructions.</p> <p>1.2 Maintained the proper ratio of materials.</p> <p>1.3 Mixed the materials consistently.</p> <p>1.4 Applied first and second coating of cement paint sequentially and perfectly .</p>
2. Underpinning Knowledge	<p>2.1 Safety and maintenance</p> <p>2.1.1 Safety rules and regulations</p> <p>2.1.2 Proper handling and care of tools, materials and equipment</p> <p>2.2 Grades of sandpaper</p> <p>2.3 Various paint remover and cleaner</p> <p>2.5 Methods and procedures</p> <p>2.6 Methods/Procedures of surface Preparation</p> <p>2.7 Surface inspection procedures .</p>
3. Underpinning Skills	<p>3.1 Following safety maintenance procedures</p> <p>3.2 Staging/preparing scaffolds</p> <p>3.3 Interpreting specifications</p> <p>3.4 Applying Mensuration</p> <p>3.5 Preparing surfaces for:</p>

	<p>3.5.1 Concrete surface</p> <p>3.5.2 Plaster surface</p> <p>3.6 Smoothing surfaces</p> <p>3.7 Applying cement painting</p> <p>3.8 Preparing inspection and completion reports .</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>Things necessary to conduct assessment:</p> <p>5.1 Workplace location</p> <p>5.2 Tools and equipment appropriate to work processes.</p> <p>5.3 Materials relevant to the proposed activity.</p> <p>5.4 Working drawings, instructions and specifications relevant to the task.</p> <p>5.5 Appropriate PPE .</p>
6. Methods of Assessment	<p>Competency in this unit should be assessed through:</p> <p>6.1 Direct observation.</p> <p>6.2 Oral test</p> <p>6.3 Demonstration</p> <p>6.4 Written test</p> <p>6.5 Assignment</p>
7. Context for Assessment	<p>For certification competency should be assessed in the actual workplace or in a simulated workplace individually after completion of the module.</p>

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Unit of Competency	Perform Spray Painting
Unit Code	CONPNT0311
Unit Descriptor	This unit covers the knowledge, skills and attitude required to perform spray painting. It includes: inspecting surface, making scaffolding, collecting tools and equipment, preparing surface, performing spray painting and clean the work place.
Nominal Hours	45

Element	Performance Criteria
1. Inspect Surface	1.1 PPE are collected and used. 1.2 Surfaces are cleaned according to standard operating procedure. 1.3 Surfaces are checked for moisture. 1.4 Surfaces are checked for defects and imperfection.
2. Collect tools & equipment and materials.	2.1 Tools and equipment are selected and collected. 2.3 Materials (Paints) selected and collected.
3. Make scaffolding	3.1 Scaffoldings materials are collected. 3.2 Scaffolding is made for upper position. 3.3 Safety precautions are practiced in using scaffolds.

4. Prepare surface	<p>4.1 Surface is smoothen by water proof sand paper (No 120).</p> <p>4.2 Surface is cleaned by water & dried.</p> <p>4.3 Putty is applied for removing the defects and smoothen.</p> <p>4.4 Prime coat is applied for holding putty.</p> <p>4.5 First coat spray paint is applied to cover the previous puttying .</p> <p>4.6 Sand paper (No.120) is again used for final finishing .</p>
5. Perform painting	<p>5.1 Paint is taken into the spray machine.</p> <p>5.2 Ist coat paint is sprayed on the surface from top to bottom.</p> <p>5.3 Second coat is applied after the first coat is dried or vice-versa.</p> <p>5.4 Quality of painting is checked and rectified as required.</p> <p>5.5 Finishing coat is applied as required.</p>
6. Clean work place.	<p>6.1 Tools and equipment are cleaned.</p> <p>6.2 Work place is cleaned.</p> <p>6.3 Waste materials are disposed in proper place.</p>

Range Of Variables

Variables	Range (Include but are not limited to):
1. Surface	<p>1.1 wood</p> <p>1.2 metal</p> <p>1.3 Plaster surface</p> <p>1.4 Concrete surface</p>
2.PPE	<p>2.1 Body harness/Safety belt</p> <p>2.2 Gloves</p> <p>2.3 Safety Shoes</p> <p>2.4 Hard Hat</p> <p>2.5 Respirator/Dust mask</p> <p>2.6 Goggles</p> <p>2.7 Apron</p>
3. Scaffolds	<p>3.1 Wood/Bamboo/Steel Scaffolding.</p> <p>3.2 7 feet and above high 4 feet and above wide.</p>

4. Tools and equipment	4.1 Paint brushes 4.2 Scraper 4.3 Chisel 4.4 Spatula 4.5 Mixing stick 4.6 Lifeline and anchorage 4.7 Spray/Mortar gun 4.8 Air compressor 4.9 Air Atomizing Spray gun. 4.10 Roller brush 4.11 Steel brush or cap brush
5. Materials	5.1 Base coat paint 5.2 1 K Metallic paint 5.3 2 K Epoxy primer paint 5.4 Lime marking paint 5.5 Powder Coating spray paint 5.6 Gold effect spray paint 5.7 Water proof sand paper No.120-220 .

Evidence Guide

1. Critical aspects of competency	Assessment requires evidence that the learner: <ul style="list-style-type: none"> 1.1 Interpreted instructions. 1.2 Maintained the proper ratio of materials. 1.3 Mixed the materials consistently. 1.4 Applied first and second coating of spray paint sequentially.
2. Underpinning Knowledge	2.1 Safety and maintenance <ul style="list-style-type: none"> 2.1.1 Safety rules and regulations 2.1.2 Fire prevention 2.1.3 Proper handling and care of tools, materials and equipment 2.1.4 Grades of sand paper 2.1.5 Paint defects and troubleshooting 2.1.6 Various paint remover and cleaner 2.2 Tools and equipment <ul style="list-style-type: none"> 2.2.1 Sander (Pneumatic)

	<p>2.2.2 Compressor</p> <p>2.2.3 Hand tools (Spatula, hammer, nail set)</p> <p>2.3 Plans and specifications interpretation</p> <p>2.3.1 Painting Schedule</p> <p>2.3.2 drawings</p> <p>2.4 Methods/Procedures of surface Preparation</p> <p>2.5 Surface inspection procedures</p> <p>2.6 Application of primer and filler.</p>
3. Underpinning Skills	<p>3.1 Following safety maintenance procedures</p> <p>3.2 Staging/preparing scaffolds</p> <p>3.3 Interpreting specifications</p> <p>3.4 Applying Mensuration</p> <p>3.5 Preparing surfaces for:</p> <p>3.5.1 Concrete surface</p> <p>3.5.2 Plaster surface</p> <p>3.5.3 Wooden surface</p> <p>3.5.4 Metallic surface</p> <p>3.6 Smoothing surfaces</p> <p>3.7 Applying spray paint</p> <p>3.8 Preparing inspection and completion reports.</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>Things necessary to conduct assessment:</p> <p>5.1 Workplace location.</p> <p>5.2 Tools and equipment appropriate to work processes.</p> <p>5.3 Materials relevant to the proposed activity.</p> <p>5.4 Working drawings, instructions and specifications relevant to the task.</p> <p>5.5 Appropriate PPE.</p>

6. Methods of Assessment	Competency in this unit should be assessed through: 6.1 Direct observation 6.2 Oral test 6.3 Demonstration 6.4 Practical Project 6.5 Written test.
7. Context for Assessment	For certification competency should be assessed in the actual workplace or in a simulated workplace individually after completion of the module.

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Unit of Competency	Perform Varnishing
Unit Code	CONPNT0312
Unit Descriptor	This unit covers the knowledge, skills and attitude required to perform varnishing. It includes: inspecting surface, collecting tools and equipment, making scaffolding, preparing surface, applying varnish and clean the work place.
Nominal Hours	45 hours

Elements	Performance Criteria Bold <i>italicized</i> words are detailed in the Range of Variables
1. Inspect Surface	1.1 PPE are collected and used. 1.2 Surfaces are cleaned according to standard operating procedure. 1.3 Surfaces are checked for moisture. 1.4 Surfaces are checked for defects and imperfection.
2. Collect tools & equipment and materials.	2.1 Tools and equipment are selected and collected. 2.3 Materials (Paints) selected and collected.
3. Make scaffolding	3.1 Scaffoldings are collected. 3.2 Scaffolding is made for upper position. 3.3 Safety precautions are practiced in using scaffolds.

4. Prepare surface	<p>4.1 Surface is smoothen by sand paper (No 120).</p> <p>4.2 Surface is cleaned by soft cloth.</p> <p>4.3 Putty is applied for removing the defects and smoothen.</p> <p>4.4 Prime coat is applied for holding putty.</p> <p>4.5 First coat is applied to cover the previous puttying.</p>
5. Perform varnishing	<p>5.1 Second coat is applied.</p> <p>5.2 Putty is applied for removing the defects by Formica.</p> <p>5.3 Surface is again plained by No.120 sand paper.</p> <p>5.4 Third coat varnish is applied to cover the previous puttying.</p> <p>5.5 Finishing coat of varnish are applied.</p> <p>5.6 Quality of varnishing is checked and rectified as required.</p>
6. Clean work place.	<p>6.1 Tools and equipment are cleaned.</p> <p>6.2 Work place is cleaned.</p> <p>6.3 Waste materials are disposed in proper place.</p>

Range Of Variables

Variables	Range (Include but are not limited to):
1. Surface	1.1 wood
2.PPE	<p>2.1 Body harness/Safety belt</p> <p>2.2 Gloves</p> <p>2.3 Safety Shoes</p> <p>2.4 Hard Hat</p> <p>2.5 Respirator/Dust mask</p> <p>2.6 Goggles</p>
3. Scaffolds	<p>3.1 Wood/Bamboo/Steel Scaffolding</p> <p>3.2 7 feet and above high 4 feet and above wide.</p>

4. Tools and equipment	4.1 Cloth 4.2 Scraper 4.3 Chisel 4.4 Masking tape 4.5 Spatula 4.6 Mixing stick 4.8 Putty Knife 4.9 Sand Paper (Different No) 4.9 Lifeline and anchorage 4.10 Water paper No.0-120 no.
5. Materials	5.1 Varnish oil 5.2 Resin 5.3 Solvent 5.4 Dryer 5.5 Ultraviolet additive

Evidence Guide

1. Critical aspects of competency	Assessment requires evidence that the learner: <ul style="list-style-type: none"> 1.1 Interpreted instructions 1.2 Maintained the proper ratio of materials 1.3 Mixed the materials consistently 1.4 Applied first and second coding of varnish sequentially
2. Underpinning knowledge	2.1 Safety and maintenance <ul style="list-style-type: none"> 2.1.1 Safety rules and regulations 2.1.2 Fire prevention 2.1.3 Proper handling and care of tools, materials and equipment Trade theory <ul style="list-style-type: none"> 2.1.4 Grades of sandpaper 2.1.5 Varnish defects and troubleshooting 2.1.6 Various varnish remover and cleaner 2.2 Tools and equipment <ul style="list-style-type: none"> 2.2.1 Sander (Pneumatic) 2.2.2 Compressor

	<p>2.2.3 Hand tools (Spatula, hammer, nail set)</p> <p>2.3 Plans and specifications interpretation</p> <p>2.3.1 Painting Schedule</p> <p>2.4 Methods/Procedures of surface Preparation</p> <p>2.5 Surface inspection procedures</p> <p>2.6 Application of primer and filler.</p>
3. Underpinning Skills	<p>3.1 Following safety maintenance procedures</p> <p>3.2 Staging/preparing scaffolds</p> <p>3.3 Interpreting specifications</p> <p>3.4 Applying Mensuration</p> <p>3.5 Preparing surfaces for:</p> <p>3.5.1 wood</p> <p>3.6 Smoothing surfaces</p> <p>3.7 Applying spray paint</p> <p>3.8 Preparing inspection and completion reports.</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>Things necessary to conduct Method of Assessment:</p> <p>5.1 Workplace location</p> <p>5.2 Tools and equipment appropriate to work processes.</p> <p>5.3 Materials relevant to the proposed activity.</p> <p>5.4 Working drawings, instructions and specifications relevant to the task.</p> <p>5.5 Appropriate PPE</p>
6. Methods of Assessment	<p>Competency in this unit should be assessed through:</p> <p>6.1 Direct observation.</p> <p>6.2 Oral test</p> <p>6.3 Demonstration</p> <p>6.4 Practical Project</p> <p>6.5 Written test</p>

7. Context for Assessment	For certification competency should be assessed in the actual workplace or in a simulated workplace individually after completion of the module.
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Unit of Competency	Perform French Polishing
Unit Code	CONPNT0313
Unit Descriptor	This unit covers the knowledge, skills and attitude required to perform French polishing. It includes: inspecting surface, collecting tools and equipment, making scaffolding, preparing surface, performing cement painting and clean the work place.
Nominal Hours	40

Element	Performance Criteria Bold <i>italicized</i> words are detailed in the Range of Variables
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1. Inspect Surface	<p>1.1 PPE are collected and used .</p> <p>1.2 Surfaces are cleaned according to standard operating procedure.</p> <p>1.3 Surfaces are checked for moisture.</p> <p>1.4 Surfaces are checked for defects and imperfection</p>
2. Collect tools, equipment and materials.	<p>2.1 Tools and equipment are selected and collected.</p> <p>2.2 Materials (Paints) selected and collected.</p>
2. Make scaffolding	<p>3.1 Scaffoldings are collected.</p> <p>3.2 Scaffolding is made for upper position.</p> <p>3.3 Safety precautions are practiced in using scaffolds.</p>
4. Prepare surface	<p>4.1 Surface is leveled by Sand paper(No.120) for gaining the smooth surfaces.</p> <p>4.1 Surface is cleaned by cloth.</p> <p>4.3 Surface is allowed to dry.</p> <p>4.4 Prime coat is applied.</p> <p>4.5 Surface is cleaned by brush & cloth</p> <p>4.6 Surface is plained by No.120 sand paper.</p> <p>4.7. Second coat is applied</p> <p>4.8 Putty is applied for removing the defects</p> <p>4.9 Surface is again plained by No.120 sand paper.</p>
5. Perform French Polish	<p>5.1 Varnish is applied manually to the prepared surface</p> <p>5.2 Finishing coat varnish is applied.</p> <p>5.3 Quality of French polish is checked and rectified as required.</p>
6. Clean work place.	<p>6.1 Tools and equipment are cleaned .</p> <p>6.2 Work place is cleaned .</p> <p>6.3 Waste materials are disposed in proper place.</p>

Range Of Variables

Variables	Range (Include but are not limited to):
1. Surface	1.1 wood
2.PPE	2.1 Body harness/Safety belt

	2.2 Gloves 2.3 Safety Shoes 2.4 Hard Hat 2.5 Respirator/Dust mask 2.6 Goggles 2.7 Overalls
3. Scaffolds	3.1 Wood/Bamboo/Steel Scaffolding 3.2 7 feet and above high 4 feet and above wide.
4. Tools and equipments	4.1 Cloth 4.2 Masking tape 4.3 Spatula 4.4 Putty Knife 4.5 Sand Paper (Different No)
5. Materials	5.1 Dyes and stains 5.2 Epoxy 5.3 Lacquers 5.4 Oils 5.5 Paints 5.6 Shellac 5.7 Varnish 5.8 Waxes

Evidence Guide

1. Critical aspects of competency	Assessment requires evidence that the learner: <ul style="list-style-type: none"> 1.1 Interpreted instructions 1.2 Maintained the proper ratio of materials 1.3 Mixed the materials consistently 1.4 Applied first and second coding of weather coat sequentially
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Safety and maintenance <ul style="list-style-type: none"> 2.1.1 Safety rules and regulations 2.1.2 Proper handling and care of tools, materials and equipment 2.1.3 Grades of sandpaper 2.1.4 polish defects and troubleshooting 2.1.5 polish procedure 2.2 Plans and specifications interpretation <ul style="list-style-type: none"> 2.2.1 French polish Schedule

	2.3 Methods and procedures of French polishing.
3. Underpinning Skills	<p>3.1 Following safety maintenance procedures</p> <p>3.2 Methods/Procedures of surface Preparation</p> <p>3.3 Surface inspection procedures</p> <p>3.4 Application of primer and filler.</p> <p>3.4 Applying Mensuration</p> <p>3.5 Preparing surfaces for wood</p> <p>3.6 Application technic of polish</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>Things necessary to conduct assessment:</p> <p>5.1 Workplace location</p> <p>5.2 Tools and equipment appropriate to work processes.</p> <p>5.3 Materials relevant to the proposed activity.</p> <p>5.4 Instructions and specifications relevant to the task.</p> <p>5.5 Appropriate PPE</p>
6. Methods of Assessment	<p>Competency in this unit should be assessed through:</p> <p>6.1 Direct observation</p> <p>6.2 Oral test</p> <p>6.3 Demonstration</p> <p>6.4 Practical Project</p> <p>6.5 Assignment</p> <p>6.6 Written test.</p>
7. Context for Assessment	<p>For certification competency should be assessed in the actual workplace or in a simulated workplace individually after completion of the module.</p>

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Unit of Competency	Prepare Estimate for Painting
Unit Code	CONPNT0314
Unit Descriptor	This unit covers the knowledge, skills and attitude required to prepare estimate for painting. It includes Identify the location, take surface measurement ,calculate surface area ,calculate , calculate quantity of materials ,calculate man hours , estimate of total cost of painting .
Nominal Hours	35

Element	Performance Criteria
1. Identify the location	1.1 Drawing and Manuals are interpreted. 1.2 Location of the building Surfaces are identified. 1.3 Painting work to be done identified 1.4 Preparation required for painting or polishing are identified. 1.5 Additional surface treatments required identified depending on condition of the surface.
2. Measure and calculate	2.1 Appropriate measuring tools are selected.

area.	<p>2.2 Tools are checked in the point of accuracy.</p> <p>2.3 Measurements are taken on the surface with the measuring tools.</p> <p>2.4 Surface areas are calculated.</p>
3. Calculate quantity of materials.	<p>3.1 Quantity for prime coat is calculated depending on calculated surface area.</p> <p>3.2 Quantity of putty is calculated depending on inspecting of surface area.</p> <p>3.3 Sand papers are estimated depending on condition of surface area.</p> <p>3.4 Emery papers are estimated depending on total grill area.</p> <p>3.5 Stones are estimated depending on the condition of surface area.</p> <p>3.6 Brush/ Rollers are estimated depending on the total surface area.</p> <p>3.7 The quantity of paint is estimated depending on the total surface area.</p>
4. Calculate man hours	4.1 Painter helper, semi-skilled painter, skilled painter, highly skilled painter/ supervisor's man hours are estimated.
5. Estimate of total cost of painting.	<p>5.1 Material cost is calculated.</p> <p>5.2 Cost for painting accessories is calculated.</p> <p>5.3 Labor cost is calculated.</p> <p>5.4 sundries is considered.</p>

Range Of Variables

Variable	Range (Include but are not limited to):
1. Surface	<p>1.1 Old inner plaster surface</p> <p>1.2 New inner plaster surface</p> <p>1.3 Old outer plaster surface</p> <p>1.4 New outer plaster surface</p> <p>1.5 Wood surface</p> <p>1.6 Grill surface.</p>
2. Measuring tools	<p>3.1 Glass fiber tape</p> <p>3.2 Steel tape</p> <p>3.3 Scale</p> <p>3.4 Calculator</p> <p>3.5 Paper</p>

	3.6 Color Card.
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Evidence Guide

1. Critical aspects of competency	<p>1.1 Measured and calculated surface areas</p> <p>1.2 Calculated quantity of materials and man hours.</p> <p>1.3 Ensured present market rate for labors and materials</p> <p>1.4 Calculated total cost.</p>
2. Underpinning Knowledge	<p>2.1 Measuring tools</p> <p>2.2 Mensuration</p> <p>2.3 Material per unit area.</p> <p>2.4 Market price for labor.</p> <p>2.5 Market price for painting materials.</p> <p>2.6 Interpretation specification of materials.</p>
3. Underpinning Skills	<p>3.1 Use of measuring tools</p> <p>3.2 Mensuration</p> <p>3.3 Rate collection for labors and materials.</p> <p>3.4 Drawing interpretation.</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>4.6 Respect for rights of peers and seniors in workplace</p> <p>4.6 Communication with peers and seniors in workplace.</p>
5. Resource Implications	<p>5.1 Workplace location</p> <p>5.2 Tools and equipment appropriate to work processes.</p> <p>5.3 Materials relevant to the proposed activity.</p> <p>5.4 Working drawings, instructions and specifications relevant to the task.</p> <p>5.5 Appropriate PPE.</p>
6. Methods of Assessment	<p>Competency in this unit should be assessed through:</p> <p>6.1 Oral test</p> <p>6.2 Assignment</p> <p>6.3 Practical Project</p>

	6.4 Written test.
7. Context for Assessment	For certification competency should be assessed in the actual workplace or in a simulated workplace individually after completion of the module.

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Annexes

Annex 1. Competency Map for Painter in Construction Sector

OCCUPATION SPE. COMPETENCIES	Prepare tools, equipment and materials for painting	Prepare surface for white washing.	Perform white washing	Perform color washing	Perform Distempering	Perform aluminum painting
	1	1	1	1	2	2
	Perform plastic emulsion painting	Perform weather coat painting	Perform synthetic enamel painting	Perform cement painting	Perform spray painting	Perform varnishing
	2	2	2	3	3	3
	Perform French polishing	Perform Estimate for painting				
	3	3				
SECTOR SPE. COMPETENCIES	Work in the construction sector	Interpret Drawings and Specifications in Construction Manuals	Use Hand Tools and Power Tools for the Construction Sector	Perform Measurement & Calculations in painting	Maintain tools and equipment	
	1	1	1	2	2	
GENERIC COMPETENCIES	Communicate in the workplace	Work in a team environment	Practice workplace cleanliness	Practice occupational health & safety	Lead small teams	Demonstrate work values
	1	1	1	1	3	3
	Practice negotiation skills					
	3					

Annex 2. Bangladesh National Qualifications Framework

TVQF Level	Education Type			Current Qualification Structure	Job Classification
	Pre-Voc	VE	TE		
TVQF 6			Diploma	4-year Diploma	Supervisor/Middle Manager/Sub-Assistant Engineer
TVQF 5		**NSC-V		NSS Master	Highly-Skilled Worker/Supervisor
TVQF 4		**NSC-IV		NSS 1/HSC (Voc) Year 11/12	Skilled Worker
TVQF 3		**NSC-III		NSS 2/SSC (Voc) Year 10	Semi-Skilled Worker
TVQF 2		**NSC-II		NSS 3/SSC (Voc) Year 9	Basic Skilled Worker
TVQF 1		**NSC-I		NSS Basic/ Basic Trade Course	Basic Worker
Pre-Voc 2	*NPVC-II			None	Pre-Vocational Trainee
Pre-Voc 1	*NPVC-I			None	Pre-Vocational Trainee

*NPVC – National Pre-Vocational Certificate

**NSC – National Skill Certificate

Annex 3. Qualification Level Descriptors

BTVQF Level	Knowledge	Skill	Responsibility	Job Classes
6	Comprehensive actual and theoretical knowledge within a specific study area with an awareness of the limits of that knowledge.	Specialised and restricted range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems	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 Engineer
5	Very broad knowledge of the underlying, concepts, principles, and processes in a specific study area	Very broad range of cognitive and practical skills required to generate solutions to specific problems in one or more study areas.	Take overall responsibility for completion of tasks in work or study Apply past experiences in solving similar problems	Highly Skilled Worker / Supervisor (NSC 4)
4	Broad knowledge of the underlying, concepts, and processes in a specific study area	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	Take responsibility, within reason, for completion of tasks in work or study Apply past experiences in solving similar problems	Skilled Worker
3	Moderately broad knowledge in a specific study area.	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	Work or study under supervision with some autonomy	Semi Skilled worker
2	Basic underpinning knowledge in a specific study area.	Basic skills required to carry out simple tasks	Work or study under indirect supervision in a structured context	Medium Skilled Worker
1	Elementary understanding of the underpinning knowledge in a specific study area.	Limited range of skills required to carry out simple tasks	Work or study under direct supervision in a structured context	Basic Skilled Worker

BTVQF Level	Knowledge	Skill	Responsibility	Job Classes
Pre-Voc 2	Limited general knowledge	Very limited range of skills and use of tools required to carry out simple tasks	Work or study under direct supervision in a well-defined, structured context.	Pre-Vocation Trainee (NPVC 2)
Pre-Voc 1	Extremely limited general knowledge	Minimal range of skills required to carry out simple tasks	Simple work or study exercises, under direct supervision in a clear, well defined structured context	Pre-Vocation Trainee (NPVC 1)

Annex 4. Key for Coding

Code	Description
Occupational Sector	
RMG	Ready-Made Garments
LEG	Light Engineering
CON	Construction
INF	Informal Sector
Occupation	
MAS	Mason
PLM	Plumbing
PNT	Painter
Competencies	
GN	Generic Competencies
SCC	Sector Specific Competency
OCC	Occupation Specific competency

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