**National Technical and Vocational Qualification Framework**

# N T V Q F

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# Competency Standards

## For

## Supervision
## (Leather Goods/Footwear/Tannery)
## NTVQ, Level 5

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# Bangladesh Technical Education Board

**Agargoan, Sher-E-Bangla Nagar**
**Dhaka-1207**

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# Introduction

These Competency Standards were developed by the Standards and Curriculum Development Committee (SCDC) **for the occupation 'Supervision'** that was established under the sub-sector Industry Skills Council (ISC) and with the assistance of the Technical and Vocational Education Reform project.  This project is funded by the European Union, the International Labour Organization and the Government of Bangladesh.

The competency standards are the foundation on which new competency based curriculum will be developed that responds better to the needs of industry for skilled workers. The members of the SCDCs are primarily from industry but with representatives from the Bangladesh Technical Education Board (BTEB), Directorate of Technical Education (DTE), Bureau of Manpower Employment and Training (BMET), NGO, and Private Training providers. Persons who will successfully complete the new TVET programs based on these competency standards will receive a qualification in the new National Technical and Vocational Qualification Framework (NTVQF).

Endorsed by

Industry Skills Council
Date:

Bangladesh Technical Education Board (BTEB)
Date:

# Bangladesh 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 (NSC3) | | Semi-Skilled Worker |
| NTVQF 2 | | National Skill Certificate 2 (NSC 2) | | Medium-Skilled Worker |
| NTVQF 1 | | National Skill Certificate 1 (NSC 1) | | Basic-Skilled Worker |
| Pre-Voc 2 | National Pre-Vocation Certificate NPVC 2 | | | Pre-Vocation Trainee |
| Pre-Voc 1 | National Pre-Vocation Certificate 1 NPVC 1 | | | Pre-Vocation Trainee |

## Annex 1: NTVQF level Descriptors

| NTVQF Level | Knowledge | Skill | Responsibility | Job Class. |
|---|---|---|---|---|
| 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 | • Mange a team or teams in workplace activities where there is unpredictable change<br>• Identify and design learning programs to develop performance of team members | Supervisor / Middle Level Manager /Sub Assistant Engr. etc. |
| 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<br>• Apply past experiences in solving similar problems | Highly Skilled Worker / Supervisor |
| 4 | • Broad knowledge of the underlying, concepts, principles, 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<br>• 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 |
| 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 |
| 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 |

# Course Structure for National Certificate in Supervision (NTVQF Level 5) (Leather Goods/Footwear/Tannery)

| S. No. | Unit Code and Title | | UoC Level | Nominal Duration (Hours) |
|---|---|---|---|---|
| **Occupation Specific - Leather Goods/Footwear/Tannery (10 UoCs required)** | | | | |
| 1 | LLGSUP5044A1 | Supervise operations in a leather enterprise | 5 | 40 |
| 2 | LLGSUP5045A1 | Coordinate or set up machine/s for product change | 5 | 40 |
| 3 | LLGSUP5046A1 | Manage quality customer service | 5 | 40 |
| 4 | LLGSUP5047A1 | Coordinate quality assurance for leather & leather products | 5 | 40 |
| 5 | LLGSUP5048A1 | Show leadership in the workplace | 5 | 40 |
| 6 | LLGSUP4049A1 | Promote and ensure team effectiveness | 5 | 40 |
| 7 | LLGSUP5050A1 | Establish and manage effective workplace relationships | 5 | 40 |
| 8 | LLGSUP5051A1 | Develop work priorities | 5 | 40 |
| 9 | LLGSUP5052A1 | Identify risk and apply risk management processes | 5 | 40 |
| 10 | LLGSUP5053A1 | Monitor and ensure a safe workplace | 5 | 40 |
| | | *Total Nominal Learning Hours* | | **400** |

**National Certificate in Supervision (Leather Goods) (NTVQF Level 5)** requires successful completion of the pre-requisite qualification, National Certificate in Machine Operations (Leather Goods) (NTVQF Level 2), and the 10 Units of Competencies listed in the Table above, in the context of the Leather Goods Industry/Enterprise.

**National Certificate in Supervision (Footwear) (NTVQF Level 5)** requires successful completion of National Certificate in Machine Operations (Footwear) (NTVQF Level 2) and the 10 Units of Competencies listed in the Table above, in the context of the Footwear Industry/ Enterprise.

**National Certificate in Supervision (Tannery) (NTVQF Level 5)** requires successful completion of National Certificate in Machine Operations (Tannery) (NTVQF Level 3) and the 10 Units of Competencies listed in the Table above, in the context of the Tannery Industry/Enterprise.

# List of Abbreviations

**General**

BMET – Bureau of Manpower Employment and Training
BTEB – Bangladesh Technical Education Board
DTE – Directorate of Technical Education
ILO – International Labour Organization
ISC – Industry Skills Council
NPVC – National Pre-Vocation Certificate
NTVQF – National Technical and Vocational Qualification Framework
SSDC – Standards and Curriculum Development Committee
TVET – Technical Vocational Education and Training
UoC – Unit of Competency

**Occupation Specific Abbreviations**

MSDS – Material Safety Data Sheet
OSH – Occupational Safety and Health
PPE – Personal Protective Equipment
SOP – Standard Operating Procedures

# OCCUPATION SPECIFIC UNITS

## National Technical and Vocational Qualification Framework for Bangladesh
## Unit of Competency

| Unit Code and Title | LLGSUP5044A1: Supervise operations in a leather enterprise |
|---|---|
| Nominal Hours | 40 hours |
| Unit Descriptor | This unit covers the technical and supervisory knowledge, skills and attitude required to supervise operations in a leather enterprise. |
| Elements of Competency | **Performance Criteria**<br>*Italicized* terms are elaborated in the Range of Variable |
| 1. Follow *OSH Practices* | 1.1 Safe work practices observed and PPE worn as required for the work performed in *relevant leather enterprise*. |
| 2. Establish work priorities | 2.1. Routine and non-routine tasks necessary to meet production needs and goals are identified.<br>2.2. Ability to be flexible is demonstrated in responding to unexpected occurrences / emergencies without hindrance to ongoing routine production needs.<br>2.3. Decisions on work priorities are taken in relation to current production goals.<br>2.4. The effects of priorities selected are carefully considered in terms of the possible effects on other members of the production team.<br>2.5. Slack time is used productively and in accordance with established priorities and production goals. |
| 3. Plan / schedule work of self and others | 3.1. Work is planned and executed in a systematic manner.<br>3.2. Tasks are carried out in logical sequence.<br>3.3. Work tasks scheduled for colleagues are co-ordinated to avoid repetition / omissions. |
| 4. Conduct work in orderly/ systematic way | 4.1 Tasks are carried out in accordance with work schedule(s).<br>4.2 Production demands are taken into account when executing work tasks.<br>4.3 Competing demands between production, maintenance, quality and other influencing factors are dealt with according to agreed procedures/ instructions. |
| **Range of Variables** | |
| **Variable** | **Range** (May include but not limited to) |
| 1. Relevant Leather enterprise | 1.1 footwear production<br>1.2 leather goods production<br>1.3 leather production |
| 2. Company policy, legislation and guidelines | 2.1. OSH<br>2.2. anti-discrimination<br>2.3. equal employment opportunities<br>2.4. workplace diversity |

| | 2.5. | freedom of information |
|---|---|---|
| | 2.6. | environmental guidelines |
| | 2.7. | industrial relations awards |
| 3. Employability skills | 3.1. ability to work in teams<br>3.2. ability to solve problems<br>3.3. ability to communicate in the workplace<br>3.4. using initiative and enterprise<br>3.5. using technology<br>3.6. ability to plan and organise<br>3.7. ability to manage self<br>3.8. ability to learn work-related skills and knowledge | |
| 4. OSH practices | OSH practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may relate to:<br>    4.1 manual handling techniques<br>    4.2 standard operating procedures<br>    4.3 personal protective equipment<br>    4.4 safe materials handling<br>    4.5 taking of rest breaks<br>    4.6 following marked walkways<br>    4.7 safe storage of equipment<br>    4.8 housekeeping<br>    4.9 reporting accidents and incidents<br>    4.10 environmental practices | |

**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 | 1.1 Follow the OHS and PPE properly<br>1.2 Identify priority works<br>1.3 Execute as per standard operating procedure (SOP) |
|---|---|
| 2. Underpinning knowledge | 2.1. Key industry and workplace processes and representatives<br>2.2. Applicable legislation<br>2.3. Industry terminology and acronyms<br>2.4. Quality standards and practices<br>2.5. OSH practices, including hazard identification and control measures<br>2.6. Workplace practices<br>2.7. Recording and reporting practices |
| 3. Underpinning skill | 3.1. Identify key industry and workplace processes and representatives<br>3.2. Access information as required<br>3.3. Question and make inquiries<br>3.4. Read, interpret and follow information on work specifications, standard operating procedures and work instructions, and other reference material<br>3.5. Maintain accurate records<br>3.6. Communicate within the workplace<br>3.7. Sequence operations<br>3.8. Meet specifications |

| | | |
|---|---|---|
| | 3.9. | Clarify and check task-related information |
| | 3.10. | Carry out work according to OSH practices |
| 4. Required attitude | 4.1 | Commitment to occupational health and safety |
| | 4.2 | Promptness in carrying out activities |
| | 4.3 | Sincere and honest to duties |
| | 4.4 | 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, sub-ordinates 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 with oral questioning |
| | 6.2 | Direct observation |
| | 6.3 | Written test |
| | 6.4 | Portfolio |
| | 6.5 | Log book |
| 7. Context of assessment | 7.1 | Competencies may be assessed in the work place or a simulated work place |

**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.

## National Technical and Vocational Qualification Framework for Bangladesh
## Unit of Competency

| Unit Code and Title | LLGSUP5045A1: Coordinate or set up machine(s) for product change |
|---|---|
| **Nominal Hours** | **40 hours** |
| **Unit Descriptor** | This unit of competency covers the knowledge, skills and attitude required to coordinate or set up machine(s) for product change in a leather enterprise. |
| **Elements of Competency** | **Performance Criteria**<br>***Italicized*** terms are elaborated in the Range of Variable |
| 1. Follow ***OSH Practices*** | 1.1 Safe work practices observed and PPE worn as required for the work performed. |
| 2. Select and use correct tools, machines and equipment for job | 2.1. Tools and equipment are selected, appropriate to the tasks to be performed and in accordance with workplace procedures.<br>2.2. Tools and equipment used to carry out tasks are correct, fit for purpose and in good working order/ condition.<br>2.3. Tools and equipment are used appropriately in accordance with workplace procedures. |
| 3. Set up machine/s for product change | 3.1. Product specifications are interpreted correctly in relation to machine setting requirements.<br>3.2. ***Machine*** is set in accordance with product specifications.<br>3.3. Appropriate handling of machines, tools, equipment, materials and installation of software is ensured. |
| 4. Ensure cleanliness and proper storage of equipment | 4.1 Work area is maintained in clean and safe condition.<br>4.2 All waste materials are stored/ removed from site in an appropriate manner. |
| **Range of Variables** | |
| **Variable** | **Range** (May include but not limited to) |
| 1. OSH practices | OSH practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may relate to:<br>1.1 manual handling techniques<br>1.2 standard operating procedures<br>1.3 personal protective equipment |

| | | |
|---|---|---|
| | 1.4 | safe materials handling |
| | 1.5 | taking of rest breaks |
| | 1.6 | ergonomic arrangement of workplaces |
| | 1.7 | following marked walkways |
| | 1.8 | safe storage of equipment |
| | 1.9 | housekeeping |
| | 1.10 | reporting accidents and incidents |
| | 1.11 | environmental practices |
| 2. Machines | 2.1. | Cutting machines |
| | 2.2. | Sewing Machines (flatbed, post-type, zigzag, etc.) |
| | 2.3. | Lasting machines (toe lasting, seat and side lasting, backpart moulding, mulling machine, chiller, heat setting, roughing, sole attaching machine, heel attaching etc.) |
| | 2.4. | Finishing machine (buffing/polishing, etc.) |
| | 2.5. | Tannery machines |

**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 | 1.1 | Follow the OHS and PPE properly |
| | 1.2 | Select tools, machines and equipment as per product specifications |
| | 1.3 | Set up machines as planned layout for specific product |
| | 1.4 | Ensure cleanliness of work area |
| 2. Underpinning knowledge | 2.1. | Leather sector machine assembly processes where the position of the work may be controlled by guide bars, sensor lights or other such guiding devices |
| | 2.2. | Techniques in using and maintaining all relevant machines |
| | 2.3. | Quality standards and practices |
| | 2.4. | OSH practices, including hazard identification and control measures |
| | 2.5. | Workplace practices |
| | 2.6. | Recording and reporting practices |
| 3. Underpinning skill | 3.1. | Handle, receive and assemble work pieces |
| | 3.2. | Consistently achieve quality and production output requirements |

| | | |
|---|---|---|
| | 3.3. | Read, interpret and follow information on work specification, standard operating procedures and work instructions, and other reference material |
| | 3.4. | Maintain accurate records |
| | 3.5. | Communicate within the workplace |
| | 3.6. | Sequence operations |
| | 3.7. | Meet specifications |
| | 3.8. | Clarify and check task-related information |
| | 3.9. | Carry out work according to OSH practices |
| 4. Required attitude | 4.1 | Commitment to occupational health and safety |
| | 4.2 | Promptness in carrying out activities |
| | 4.3 | Sincere and honest to duties |
| | 4.4 | 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, sub-ordinates 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 with oral questioning |
| | 6.2 | Direct observation |
| | 6.3 | Written test |
| | 6.4 | Portfolio |
| | 6.5 | Log book |
| 7. Context of assessment | 7.1 | Competencies may be assessed in the work place or a simulated work place |

**Accreditation Requirements**

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

| Unit Code and Title | LLGSUP5046A1: Manage quality customer service |
|---|---|
| **Nominal Hours** | **40 hours** |
| **Unit Descriptor** | This unit covers the knowledge, skills and attitude required to ensure that products and services are delivered and maintained to standards agreed upon by the organization and the customer, and carried out in the context of the organization's policies and practices. |
| **Elements of Competency** | **Performance Criteria**<br>*Italicized* terms are elaborated in the Range of Variable |
| 1. Follow OSH Practices | 1.1 Safe work practices observed and PPE worn as required for the work performed. |
| 2. Plan to meet internal and external customer needs | 2.1. The needs of customers are investigated, identified, assessed and included in planning processes at personal and organizational level.<br>2.2. Quality, time and cost factors are included in planning processes.<br>2.3. Specifications are agreed on with **customers** demand. |
| 3. Ensure delivery of quality products | 3.1. Resources are developed, procured and used effectively to provide quality products to customers.<br>3.2. Ensure products are delivered according to customer specifications and within the scheduled time.<br>3.3. Team performance is managed to consistently meet the organization's *quality* and delivery standards.<br>3.4. Leadership, supervision, coaching and mentoring are used to assist colleagues to overcome difficulties in meeting customer service standards. |
| 4. Monitor, adjust and review customer service to facilitate continuous improvement | 4.1 *Strategies* are developed and used to monitor progress in achieving product targets and standards.<br>4.2 Customer feedback is obtained and reviewed to improve the provision of products and services.<br>4.3 *Resource* development, procurement and effective use is monitored to provide quality products and/or services to customers.<br>4.4 Decisions are made to address customer feedback and other problems in consultation with individuals and groups.<br>4.5 Records, reports and recommendations are managed to meet the organization's objectives. |

| Range of Variables | |
|---|---|
| **Variable** | **Range** (May include but not limited to) |
| 1. Customers | • co-workers, peers and fellow frontline managers<br>• workers<br>• supervisors<br>• buyers |
| 2. Quality | • characteristics of a product, system, service or process that meet the requirements of customers and interested parties |
| 3. Strategies | • databases and other controls to record and compare data over time<br>• feedback forms and other devices to enable communication from customers<br>• long-term or short-term plans for monitoring achievement and evaluating effectiveness<br>• policies and procedures<br>• questionnaires, survey and interviews<br>• training and development activities |
| 4. Resources | • buildings/facilities<br>• equipment<br>• finance<br>• information<br>• people<br>• power/energy<br>• technology<br>• time |

**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 | 1.1 Follow the OHS and PPE properly<br>1.2 Meet internal and external customer needs by specified customer demand<br>1.3 Ensure quality of products as per specification and schedule time<br>1.4 Monitor the developed strategies for achieve the targets<br>1.5 Maintain records, reports and recommendations |
| 2. Underpinning knowledge | 2.1. Techniques for solving complaints including the principles and techniques involved in the management and organisation of:<br>• customer behaviour<br>• customer needs research<br>• customer relations<br>• ongoing product and/or service quality<br>• problem identification and resolution<br>• quality customer service delivery<br>• record keeping and management methods |

| | | |
|---|---|---|
| | | • strategies for monitoring, managing and introducing ways to improve customer service relationships |
| | 2.2. | Strategies to obtain customer feedback. |
| 3. Underpinning skill | 3.1. | Communication, coaching and mentoring skills to provide support to colleagues |
| | 3.2. | Problem-solving skills to deal with complex and non-routine difficulties |
| 4. Required attitude | 4.1 | Commitment to occupational health and safety |
| | 4.2 | Promptness in carrying out activities |
| | 4.3 | Sincere and honest to duties |
| | 4.4 | 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, sub-ordinates 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 with oral questioning |
| | 6.2 | Direct observation |
| | 6.3 | Written test |
| | 6.4 | Portfolio |
| | 6.5 | Log book |
| 7. Context of assessment | 7.1 | Competencies may be assessed in the work place or a simulated work place |

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

| Unit Code and Title | LLGSUP5047A1: Coordinate quality assurance for leather & leather products |
|---|---|
| **Nominal Hours** | **40 hours** |
| **Unit Descriptor** | This unit of competency covers the knowledge, skills and attitude required to ensure quality objectives of the product, establish processes and documentation, verification and validation activities, and the criteria for acceptability. |
| **Elements of Competency** | **Performance Criteria**<br><br>*Italicized* terms are elaborated in the Range of Variable |
| 1. Follow *OSH Practices* | 1.1 Safe work practices observed and PPE worn as required for the work performed. |
| 2. Follow quality assurance practices | 2.1. Quality assurance practices are followed to workplace standards.<br><br>2.2. Applicable methods including statistical methods and *required skill and knowledge* are followed |
| 3. Plan for monitoring and measurement of processes or products | 3.1. Suitable methods for monitoring and measurement of the processes and products are applied.<br><br>3.2. Evidence of conformity with the acceptance criteria is documented.<br><br>3.3. Responsibility for delivery of *quality products* are ensured |
| 4. Plan and implement continuous improvement | 4.1 A documented continuous improvement procedure is defined.<br><br>4.2 Continuous improvement and involvement of the workforce is ensured.<br><br>4.3 Delivery of quality products is ensured. |
| 5. Coordinate delivery of quality products | 5.1 Team performance is managed to consistently meet the organization's delivery and *quality standards*.<br><br>5.2 Colleagues are assisted to overcome difficulty in meeting product standards and enhancing product quality, using leadership, supervision, coaching and mentoring. |

| Range of Variables | |
|---|---|
| **Variable** | **Range**  (May include but  not limited to) |
| 1.  Product quality | 1.1    consistency in quality<br>1.2    producing to specification, including time requirements<br>1.3    meeting customer requirements |
| 2.  Quality standards | 2.1.    materials<br>2.2.    component parts<br>2.3.    final product<br>2.4.    production processes<br>2.5.    workplace quality standards |
| 3.  OSH practices | OSH practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may relate to:<br>3.1.    standard operating procedures<br>3.2.    personal protective equipment<br>3.3.    safe materials handling<br>3.4.    taking of rest breaks<br>3.5.    ergonomic arrangement of workplaces<br>3.6.    following marked walkways<br>3.7.    safe storage of equipment<br>3.8.    housekeeping<br>3.9.    reporting accidents and incidents<br>3.10.    environmental practices |
| 4.  Skills and knowledge | 4.1    must know what to check and how to check<br>4.2    List major and minor defects and display<br>4.3    Check all inputs materials for quality/ quantity<br>4.4    When a mistake occurs look for corrective and preventive action<br>   a.  Corrective Action- Immediate action taken to solve problem<br>   b.  Preventive Action- Steps taken to prevent a recurrence of the problem<br>4.5    Keep a defect file as a learning system<br>4.6    Clearly fix responsibility for quality in each department<br>4.7    Quality cannot be controlled at the end of line. It must be built into the system.<br>4.8    Continuous improvement in small steps is the key to success<br>4.9    Have a good monitoring system. |

| | 4.10 Good house keeping is important for good quality |
|---|---|

**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 | 1.1 Follow the OHS and PPE properly<br>1.2 Monitor the suitable method for total production process<br>1.3 Ensure the continuous improvement of product and workforce<br>1.4 Manage the team performance to consistently meet the organization's quality and delivery standard |
|---|---|
| 2. Underpinning knowledge | 2.1. relevant quality standards, policies and procedures<br>2.2. production processes, materials and products relevant to the workplace<br>2.3. characteristics of materials used in relevant production processes<br>2.4. relevant measurement techniques and quality checking procedures<br>2.5. quality standards and practices<br>2.6. OSH practices, including hazard identification and control measures<br>2.7. workplace practices<br>2.8. recording and reporting practices |
| 3. Underpinning skill | 3.1. carry out relevant visual inspections of materials, component parts and final products<br>3.2. interpret and apply defined procedures<br>3.3. read, interpret and follow information on work specifications, standard operating procedures and work instructions, and other reference material<br>3.4. maintain accurate records<br>3.5. communicate within the workplace<br>3.6. sequence operations<br>3.7. meet specifications<br>3.8. clarify and check task-related information<br>3.9. carry out work according to OSH practices |
| 4. Required attitude | 4.1 Commitment to occupational health and safety<br>4.2 Promptness in carrying out activities<br>4.3 Sincere and honest to duties<br>4.4 Environmental concerns<br>4.5 Eagerness to learn<br>4.6 Tidiness and timeliness<br>4.7 Respect for rights of peers and seniors in workplace<br>4.8 Communication with peers, sub-ordinates and seniors in workplace |
| 5. Resource implication | The following resources must be provided:<br>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 with oral questioning<br>6.2 Direct observation<br>6.3 Written test<br>6.4 Portfolio<br>6.5 Log book |
| 7. Context of assessment | 7.1 Competencies may be assessed in the work place or a simulated work place |

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

| Unit Code and Title | **LLGSUP5048A1: Provide leadership in the workplace** |
|---|---|
| **Nominal Hours** | **40 hours** |
| **Unit Descriptor** | This unit covers the knowledge, skills and attitude required to effectively provide workplace leadership and management in a leather enterprise and contribute to identifying and implementing improvements. |
| **Elements of Competency** | **Performance Criteria** <br> *Italicized* terms are elaborated in the Range of Variable |
| 1. Follow OSH Practices | 1.1 Safe work practices observed and PPE worn as required for the work performed. |
| 2. Demonstrate high standards of management performance | 2.1. Performance plans are developed and implemented in accordance with the organization's goals and objectives. <br> 2.2. Key performance indicators are developed within the team's/organization's business plans <br> 2.3. Performance meets the organization's requirements. <br> 2.4. Performance serves as positive role model for others. |
| 3. Enhance the organization's image | 3.1. The organization's standards and values are used in the workplace. <br> 3.2. Standards, values and quality should be considered and maintained to enhance the organization's image. <br> 3.3. Advanced communication systems are established. <br> 3.4. Personal performance with integrity and credibility are developed. |
| 4. Influence individuals and teams positively | 4.1 Expectations, roles and responsibilities are communicated clearly to *individuals* and *teams*. <br> 4.2 Individual's/team's efforts and contributions are Encouraged, valued and rewarded. <br> 4.3 Ideas and information are received and accepted by colleagues. |
| 5. Make informed decisions | 5.1 Information relevant to the issue(s) under consideration is gathered and organized. <br> 5.2 Individuals/teams participate actively in the decision making processes. <br> 5.3 Options are examined and their associated risks assessed to determine preferred course(s) of action. <br> 5.4 Decisions are timely and communicated clearly to individuals/teams. |

| 6. Plan, monitor and review decisions | 6.1 | Feedback processes are used effectively to monitor the implementation and impact of decisions. |
| | 6.2 | Plans to implement decisions are prepared and Agreed by relevant individuals/teams. |

**Range of Variables**

| Variable | Range (May include but not limited to) | |
| --- | --- | --- |
| 1. Team | 1.1 | maintain discipline |
| | 1.2 | build team spirit |
| | 1.3 | encourage, motivate, give a sense of purpose |
| | 1.4 | appoint sub-leaders |
| | 1.5 | ensure communication within group |
| | 1.6 | develop the group |
| 2. Individual | 2.1. | attend to personal problems |
| | 2.2. | praise individuals |
| | 2.3. | give status |
| | 2.4. | recognize and use individual abilities |
| | 2.5. | develop the individual |

**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 | 1.1 | influence individual and team by innovative ideas |
| --- | --- | --- |
| | 1.2 | demonstrate high performance for fulfilling organization requirements |
| | 1.3 | establish advance communication system |
| | 1.4 | active participation of individuals/teams for decision making process |
| 2. Underpinning knowledge | 2.1. | Innovation at work skills |
| | 2.2. | Leadership qualities |
| | 2.3. | Techniques for evaluating team performance |
| | 2.4. | Group dynamics in a team setting |
| | 2.5. | The qualities of an effective team member |
| | 2.6. | Relevant policy, legislation, codes of practice and national standards including: |
| | | • the industrial relations system, industry/workplace relations |
| | | • vocational education and training |
| | 2.7. | Occupational safety and health (OSH) relating to leading a team to foster innovation, including: |
| | | • OSH obligations of the training and/or assessment organisation, the trainer/facilitator and learner |
| | | • legislative requirements for information and consultation relevant to safety |
| | | • elements of an OSH management system as it applies to a training and/or assessment organisation |
| | | • nature of OSH risks that should be addressed by a training and/or assessment organisation |

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|---|---|
| 3. Underpinning skill | 3.1. Communication and leadership skills |
| | 3.2. Numeracy skills to calculate and plan team activities/projects/ functions |
| | 3.3. Language and communication skills to: |
| | &bull; communicate and promote team-based innovation |
| | &bull; use language flexibly to suit audience and purpose, to plan and influence others |
| | &bull; establish a supportive environment to effective communication |
| | &bull; give and receive feedback |
| | &bull; listening skills |
| | 3.4. Application and modelling of innovation at work skills in own work |
| | 3.5. Interpersonal skills |
| | 3.6. Motivational skills |
| | 3.7. Coaching skills |
| | 3.8. Counselling and consoling skills |
| | 3.9. Conflict resolution skills |
| | 3.10. Evaluation skills |
| | 3.11. Matching personnel competency to task requirements |
| 4. Required attitude | 4.1 Commitment to occupational health and safety |
| | 4.2 Promptness in carrying out activities |
| | 4.3 Sincere and honest to duties |
| | 4.4 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, sub-ordinates 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 with oral questioning |
| | 6.2 Direct observation |
| | 6.3 Written test |
| | 6.4 Portfolio |
| | 6.5 Log book |
| 7. Context of assessment | 7.1 Competencies may be assessed in the work place or a simulated work place |

**Accreditation Requirements**

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

| Unit Code and Title | LLGSUP5049A1: Promote and ensure team effectiveness |
|---|---|
| Nominal Hours | 40 hours |
| Unit Descriptor | This unit covers the knowledge, skills and attitude required to promote working in a team and ensure team effectiveness |
| **Elements of Competency** | **Performance Criteria**<br>*Italicized* terms are elaborated in the Range of Variable |
| 1. Follow OSH Practices | 1.1 Safe work practices observed and PPE worn as required for the work performed. |
| 2. Develop team plan | 2.1. Team members are *consulted* to develop a common understanding of team purpose, roles, responsibilities and *accountabilities* in accordance with organisational goals, plans and objectives.<br>2.2. *Performance plans* are developed to establish expected *outcomes, outputs* and goals for team. |
| 3. Communicate effectively | 3.1. Organizational plans and vision are clearly communicated to the team.<br>3.2. Trust is developed through honest and clear communication.<br>3.3. Trust is built with team members by spending one-on-one time in an atmosphere of honesty and openness.<br>3.4. Effective leadership behaviour is demonstrated. |
| 4. Develop positive team interaction | 4.1 Decisions are made in consultation with team members where appropriate.<br>4.2 Team members are encouraged to apply initiative and innovation.<br>4.3 Conflict is managed effectively.<br>4.4 Team members are encouraged to collaborate.<br>4.5 Team meetings are managed efficiently and effectively.<br>4.6 Team members are treated with fairness and loyalty.<br>4.7 Be loyal to your employees, if you expect the same. |
| 5. Facilitate team diversity and cohesion | 5.1 Diversity of skills is ensured in the team.<br>5.2 Team members are supported to develop and use their individual strengths.<br>5.3 Good communication is personally demonstrated and encouraged in the team. |
| 6. Establish team goals | 6.1 Organizational goals are communicated to the team members. |

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| | 6.2 | Roles are appropriately delegated and clearly communicated to individual members. |
| | 6.3 | Clarity is ensured as to who is responsible for what and overlapping authority is avoided. |
| 7. Interpersonal issues | 7.1 | Interpersonal issues are recognized early and are dealt with in full. |
| | 7.2 | Opportunities are availed to empower employees. Individual team players are thanked and appreciation of work is shown. |
| | 7.3 | Feedback includes positive as well as negative, giving positive feedback wherever possible. Fairness is demonstrated. |

**Range of Variables**

| Variable | Range (May include but not limited to) |
|---|---|
| 1. Consultation | may refer to: |
| | 1.1 conducting meetings, interviews, brainstorming sessions, or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual performance plans |
| | 1.2 mechanisms used to provide feedback to the work team in relation to outcomes of consultation |
| 2. Accountabilities | may refer to: |
| | 2.1. responsibilities as defined in position descriptions, codes of conduct/behaviour, duty statements or similar |
| | 2.2. statement of conduct outlining responsibilities/actions/ performance |
| 3. Performance plans | 3.1. individual performance plans linked to team goals |
| | 3.2. team plans based on work assignments and responsibilities |
| 4. Outcomes, outputs, key performance indicators | 4.1 changes in work roles and responsibilities |
| | 4.2 improved individual and team, performance and participation |
| | 4.3 improvements to systems, operations |
| | 4.4 measures for monitoring and evaluating the efficiency or effectiveness of systems or services |
| | 4.5 quality standards and expectations |
| | 4.6 targets for productivity improvements such as reduced downtime, higher production levels, decreases in absenteeism |
| | 4.7 targets for training and development |

**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 | 1.1 | develop the trust among team though honest and clear communication |
| | 1.2 | spend the time one-on-one for building trust by honestly atmosphere and openness |

| | | |
|---|---|---|
| | 1.3 | encourage team members to apply initiative and innovation |
| | 1.4 | Clear the organizational goal to the team members |
| 2. Underpinning knowledge | 2.1. | Group behaviour |
| | 2.2. | Models for conflict resolution. |
| 3. Underpinning skill | 3.1. | Identify individual approaches to innovative teamwork |
| | 3.2. | Match individual strengths with team roles |
| | 3.3. | Reinforce and appreciate the contributions of others |
| | 3.4. | Reduce team stress and conflict |
| | 3.5. | Foster trust and build mutual support |
| | 3.6. | Encourage team innovation and problem-solving |
| | 3.7. | Increase productivity and improve quality |
| | 3.8. | Training skills to mentor and coach team members |
| | 3.9. | Communication skills to explain team goals, to address team conflict and to build an environment of trust |
| | 3.10. | Planning and organisational skills to keep team on track and focussed on work outcomes. |
| 4. Required attitude | 4.1 | Commitment to occupational health and safety |
| | 4.2 | Promptness in carrying out activities |
| | 4.3 | Sincere and honest to duties |
| | 4.4 | 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, sub-ordinates 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 with oral questioning |
| | 6.2 | Direct observation |
| | 6.3 | Written test |
| | 6.4 | Portfolio |
| | 6.5 | Log book |
| 7. Context of assessment | 7.1 | Competencies may be assessed in the work place or a simulated work place |

**Accreditation Requirements**
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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
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**National Technical and Vocational Qualification Framework for Bangladesh**
**Unit of Competency**

| Unit Code and Title | LLGSUP5050A1: Establish and manage effective workplace relationships |
|---|---|
| **Nominal Hours** | **40 hours** |
| **Unit Descriptor** | This unit of competency covers the knowledge, skills and attitude required to establish and effectively manage workplace relationships. |
| **Elements of Competency** | **Performance Criteria**<br>*Italicized* terms are elaborated in the Range of Variable |
| 1. Follow OSH Practices | 1.1 Safe work practices observed and PPE worn as required for the work performed. |
| 2. Seek, receive and communicate information and ideas | 2.1. *Information* associated with the achievement of work responsibilities is collected from appropriate sources.<br>2.2. Ideas and information are communicated to individuals/teams in an appropriate and sensitive manner.<br>2.3. Employees are encouraged to contribute to issues related to their work.<br>2.4. Outcomes of *consultation* are *promptly* communicated to the work team.<br>2.5. Issues raised are promptly dealt with and *resolved*, or are *referred* to *relevant personnel*. |
| 3. Encourage trust and confidence | 3.1. Colleagues are treated with integrity, respect and empathy.<br>3.2. Effective relationships are encouraged within the framework of the *organization's social, ethical and workplace standards*.<br>3.3. The trust and confidence of *colleagues, customers and suppliers* is gained and maintained through competent performance.<br>3.4. Interpersonal styles and methods are adjusted in relation to the organization's social and cultural environment. |
| 4. Identify and use networks and relationships | 4.1 Workplace *networks* are identified and utilized to help build and improve relationships.<br>4.2 The value and benefits of networks and other work relationships are identified and described for the team and the organization. |
| 5. Contribute to positive outcomes | 5.1 Difficulties are identified and action taken to rectify the situation within own level of responsibility. |

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|---|---|---|
| | 5.2 | Guidance and support are received by colleagues to resolve and eliminate work difficulties. |
| | 5.3 | *Workplace outcomes* are regularly reviewed and improvements are implemented in consultation with relevant personnel. |
| | 5.4 | *Poor work performance* is identified and resolved within own level of responsibility and according to organizational policies. |
| | 5.5 | Conflict is dealt with constructively, within the organization's established processes. |

| Range of Variables | | |
|---|---|---|
| **Variable** | **Range (** May include but not limited to) | |
| 1. Information | 1.1 | data appropriate to work roles and organisational policies that is shared and retrieved in writing or verbally, electronically or manually such as:<br>　i. archived, filed and historical background data<br>　ii. individual and team performance data<br>　iii. marketing and customer related data<br>　iv. planning and organisational documents including the outcomes of continuous improvement and quality assurance<br>　v. policies and procedures |
| 2. Consultation processes | 2.1. | feedback to the work team and relevant personnel in relation to outcomes of the consultation process |
| | 2.2. | opportunities for all employees to contribute to ideas and information about organisational issues |
| 3. Processes to ensure that issues raised are resolved promptly or referred | 3.1. | conducting informal meetings |
| | 3.2. | exchanging informal dialogue with relevant personnel |
| | 3.3. | participating in planned organisational activities |
| 4. Relevant personnel | 4.1 | Managers |
| | 4.2 | OH&S committee and other people with specialist responsibilities |
| | 4.3 | other employees |
| | 4.4 | supervisors |
| 5. Organisation's social, ethical and business standards | 5.1 | implied standards such as honesty and respect relative to the organisational culture and generally accepted within the wider community |
| | 5.2 | rewards and recognition for high performing staff |
| | 5.3 | written standards such as those expressed in:<br>　a. code of workplace conduct/behaviour<br>　b. dress code<br>　c. policies<br>　d. statement of workplace values<br>　e. vision and mission statements |

| 6. Colleagues, customers and suppliers | 6.1 | both internal and external contacts |
| | 6.2 | employees at the same level and more senior managers |
| | 6.3 | people from a wide variety of social, cultural and ethnic backgrounds |
| | 6.4 | team members |
| 7. Networks | 7.1 | established structures or unstructured arrangements and may include business or professional associations |
| | 7.2 | informal or formal and with individuals or groups |
| | 7.3 | internal and/or external |
| 8. Workplace outcomes | 8.1 | OSH processes and procedures |
| | 8.2 | performance of the work team |
| 9. Poor work performance | 9.1 | individual team members |
| | 9.2 | organisation as a whole |
| | 9.3 | self |
| | 9.4 | whole work team |

**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 | 1.1 | Range of methods and techniques for communicating information and ideas to a range of stakeholders |
| | 1.2 | Range of methods and techniques for developing positive work relationships that build trust and confidence in the team |
| | 1.3 | Accessing and analysing information to achieve planned outcomes |
| | 1.4 | Techniques for resolving problems and conflicts and dealing with poor performance |
| 2. Underpinning knowledge | 2.1. | Relevant legislation from all levels of government that affects business operation, especially in regard to occupational safety and health (OSH), and environmental issues, equal opportunity, industrial relations and anti-discrimination |
| | 2.2. | Theory associated with managing work relationships to achieve planned outcomes:<br>a. developing trust and confidence<br>b. maintaining consistent behaviour in work relationships<br>c. understanding the cultural and social environment<br>d. identifying and assessing interpersonal styles<br>e. establishing, building and maintaining networks<br>f. identifying and resolving problems<br>g. resolving conflict<br>h. managing poor work performance |

| | | i. monitoring, analysing and introducing ways to improve work relationships |
|---|---|---|
| 3. Underpinning skill | 3.1. | Coaching and mentoring skills to provide support to colleagues |
| | 3.2. | Literacy skills to research, analyse, interpret and report information |
| | 3.3. | Relationship management and communication skills to: |
| | | a. deal with people openly and fairly |
| | | b. forge effective relationships with internal and/or external people, and to develop and maintain these networks |
| | | c. gain the trust and confidence of colleagues |
| | | d. respond to unexpected demands from a range of people |
| | | e. use supportive and consultative processes effectively |
| 4. Required attitude | 4.1 | Commitment to occupational health and safety |
| | 4.2 | Promptness in carrying out activities |
| | 4.3 | Sincere and honest to duties |
| | 4.4 | 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, sub-ordinates 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 with oral questioning |
| | 6.2 | Direct observation |
| | 6.3 | Written test |
| | 6.4 | Portfolio |
| | 6.5 | Log book |
| 7. Context of assessment | 7.1 | Competencies may be assessed in the work place or a simulated work place |

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

| Unit Code and Title | LLGSUP5051A1: Develop work priorities |
| --- | --- |
| **Nominal Hours** | **40 hours** |
| **Unit Descriptor** | This unit covers the performance outcomes, knowledge, skills and attitude required to manage own performance and professional development. |
| **Elements of Competency** | **Performance Criteria**<br><br>*Italicized* terms are elaborated in the Range of Variable |
| 1. Follow OSH Practices | 1.1 Safe work practices observed and PPE worn as required for the work performed. |
| 2. Plan and complete own work schedule | 2.1. *Workgroup plans* are prepared to reflect consideration of resources, client needs and workgroup targets.<br>2.2. *Work objectives* and priorities are analyzed and incorporated into personal schedules and responsibilities.<br>2.3. *Factors affecting the achievement of work objectives* are identified and strategies established and incorporated into work plans.<br>2.4. Techniques are used efficiently and effectively to manage and monitor planning completion and scheduling of tasks. |
| 3. Monitor own work performance | 3.1. Personal performance standards are identified and analyzed through self-assessment and feedback from others.<br>3.2. *Feedback on performance* is actively sought from colleagues and clients and evaluated in context of workplace requirements.<br>3.3. Variations in the quality of service and products are routinely identified and reported in accordance with organizational requirements. |
| 4. Coordinate professional development | 4.1 Personal knowledge and skills are assessed against competency standards performance descriptions to determine development needs and priorities.<br>4.2 Opportunities for improvement and sources of learning are researched and planned in liaison with colleagues and other professionals.<br>4.3 Feedback is used to identify and develop ways to improve competence within available opportunities.<br>4.4 New skills are identified and *professional development activities* are accessed and completed to facilitate continuous learning and career development. |

| | | |
|---|---|---|
| | 4.5 | Records and documents relating to achievements and assessments are stored and maintained in accordance with organizational requirements. |
| 5. Develop and maintain professional competence | 5.1 | *Professional* competence is assessed against competency standards to determine *developmental* needs and priorities. |
| | 5.2 | Personal competence is achieved and maintained using appraisals and other techniques. |
| | 5.3 | A personal career plan is developed. |
| | 5.4 | Networks are established with associations and outside organizations to keep up-to-date with industry information. |
| | 5.5 | Constructive feedback is accepted and provided to benefit the organization and the employee. |

| Range of Variables | | |
|---|---|---|
| **Variable** | **Range (**May include but not limited to) | |
| 1. Workgroup plans | 1.1 budgetary plans<br>1.2 production plans<br>1.3 reporting plans<br>1.4 shipment plans<br>1.5 team and individual learning goals<br>1.6 team participation<br>1.7 work schedules | |
| 2. Work objectives | 2.1. budgetary targets<br>2.2. production targets<br>2.3. reporting deadlines<br>2.4. shipment targets<br>2.5. team and individual learning goals<br>2.6. team participation | |
| 3. Factors affecting the achievement of work objectives | 3.1. budget constraints<br>3.2. competing work demands<br>3.3. environmental factors such as time, weather, etc<br>3.4. personnel<br>3.5. resource and materials availability<br>3.6. technology/equipment breakdowns<br>3.7. unforeseen incidents | |
| 4. Feedback on performance | 4.1 formal/informal performance appraisals<br>4.2 obtaining comments from clients<br>4.3 obtaining comments from supervisors and colleagues<br>4.4 personal, reflective behaviour strategies<br>4.5 routine organisational methods for monitoring service delivery | |
| 5. Professional development activities | 5.1 career planning/development<br>5.2 coaching, mentoring and/or supervision<br>5.3 formal/informal learning programs<br>5.4 internal/external training provision | |

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|---|---|---|
| | 5.5 | performance appraisals |
| | 5.6 | personal study |
| | 5.7 | Recognition of Prior Learning |
| | 5.8 | work experience/exchange/opportunities |
| | 5.9 | workplace skills assessment |
| 6. Professional development | 6.1 | Advanced technological knowledge and skills. |

**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 | 1.1 | Documentation of consultation processes to introduce or evaluate an existing continuous improvement process or system, including suggested actions or an action plan |
| | 1.2 | Generation of an idea or concept which exhibits creative thinking and which offers the possibility of advantaging the organisation |
| | 1.3 | How the concept or idea was introduced, tested and evaluated – the idea or concept does not have to have been shown to work or to be adopted by the business |
| 2. Underpinning knowledge | 2.1. | Preparing workgroup plans |
| | 2.2. | Analysing work objectives and priorities |
| | 2.3. | Identifying factors affecting the achievement of work objectives |
| | 2.4. | Identifying and analysing personal performance standards |
| | 2.5. | Using feedback to improve competence |
| | 2.6. | Facilitating continuous learning and career development |
| | 2.7. | Storing and maintaining records and documents |
| | 2.8. | Learning skills to recognise and develop new and necessary skills and knowledge |
| | 2.9. | Literacy skills to understand the organisation's policies, procedures and communications, to write personal work plans and professional development plans, and to request and receive feedback about performance |
| | 2.10. | Organising skills to prioritise, manage time and meet deadlines |
| | 2.11. | Problem solving skills to develop contingency plans |
| 3. Underpinning skill | 3.1. | Preparing workgroup plans |
| | 3.2. | Analysing work objectives and priorities |
| | 3.3. | Identifying factors affecting the achievement of work objectives |
| | 3.4. | Identifying and analysing personal performance standards |
| | 3.5. | Using feedback to improve competence |
| | 3.6. | Facilitating continuous learning and career development |

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| | 3.7. | Storing and maintaining records and documents |
| | 3.8. | Learning skills to recognise and develop new and necessary skills and knowledge |
| | 3.9. | Literacy skills to understand the organisation's policies, procedures and communications, to write personal work plans and professional development plans, and to request and receive feedback about performance |
| | 3.10. | Organising skills to prioritise, manage time and meet deadlines |
| | 3.11. | Problem solving skills to develop contingency plans |
| 4. Required attitude | 4.1 | Commitment to occupational health and safety |
| | 4.2 | Promptness in carrying out activities |
| | 4.3 | Sincere and honest to duties |
| | 4.4 | 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, sub-ordinates 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 with oral questioning |
| | 6.2 | Direct observation |
| | 6.3 | Written test |
| | 6.4 | Portfolio |
| | 6.5 | Log book |
| 7. Context of assessment | 7.1 | Competencies may be assessed in the work place or a simulated work place |

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## National Technical and Vocational Qualification Framework for Bangladesh
## Unit of Competency

| Unit Code and Title | **LLGSUP5052A1: Identify risk and apply risk management processes** |
|---|---|
| **Nominal Hours** | **40 hours** |
| **Unit Descriptor** | This unit covers the knowledge, skills and attitude required to provide risk identification, analysis, mitigation planning, mitigation plan implementation, and tracking to ensure early identification and handling of risks. |
| **Elements of Competency** | **Performance Criteria**<br>***Italicized*** terms are elaborated in the Range of Variable |
| 1. Follow *OSH Practices* | 1.1 Safe work practices observed and PPE worn as required for the work performed.<br>1.2 ***Hazard***ous substance identified and maintained properly. |
| 2. Define risk factors | 2.1. Consistent criteria are defined for evaluating and quantifying the likelihood and consequence of risk, and the thresholds for each risk category.<br>2.2. The factors used to analyze ***control risks*** are defined.<br>2.3. Consistency in end result is ensured. |
| 3. Identify risk | 3.1. Probable and realistic risks are identified.<br>3.2. Identified risks are described in an understandable way. |
| 4. Analyse risk | 4.1 Risks are analyzed by: (1) evaluating, (2) prioritizing and (3) categorizing.<br>4.2 The probability of the risk occurring is determined.<br>4.3 The possible consequences or impact of risk is identified in terms of performance, schedule, and cost.<br>4.4 The risk rating and priority is determined. |
| **Range of Variables** | |
| **Variable** | **Range (**May include but not limited to) |
| 1. Hazards | 1.1 chemicals, dangerous and other hazardous substances<br>1.2 load shifting equipment such as overhead cranes, forklifts<br>1.3 production machinery and equipment<br>1.4 inflammable materials and fire hazards<br>1.5 manual handling of materials and equipment<br>1.6 waste management and disposal<br>1.7 extremes in weather conditions<br>1.8 variations in lighting levels<br>1.9 floor surfaces<br>1.10 water hazards |

| | | 1.11 | accidents |
|---|---|---|---|
| | | 1.12 | storage areas |
| 2. Risk control | | 2.1. | isolation procedures |
| | | 2.2. | machine guards and safety devices |
| | | 2.3. | traffic and pedestrian flow regulation |
| 3. *OSH practices* include hazard identification and control, risk assessment and implementation of risk reduction measures, specific to the tasks described by this unit | | 3.1. | manual handling techniques |
| | | 3.2. | standard operating procedures |
| | | 3.3. | personal protective equipment |
| | | 3.4. | safe materials handling |
| | | 3.5. | taking of rest breaks |
| | | 3.6. | ergonomic arrangement of workplaces |
| | | 3.7. | following marked walkways |
| | | 3.8. | safe storage of equipment |
| | | 3.9. | housekeeping |
| | | 3.10. | reporting accidents and incidents |
| | | 3.11. | environmental practices |

**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 | | 1.1 | follow the OHS and PPE properly |
| | | 1.2 | identify hazardous substance and proper maintaining |
| | | 1.3 | identify risk by analysis |
| | | 1.4 | determine the risk occurring probability |
| | | 1.5 | identify the possible consequences or impact of risk |
| 2. Underpinning knowledge | | 2.1. | Rights and responsibilities of parties under OSH legislation, regulations and codes of practice |
| | | 2.2. | Workplace OSH policies and procedures related to the job role or function |
| | | 2.3. | Workplace emergency and evacuation procedures |
| | | 2.4. | The meaning of OSH signs and symbols |
| | | 2.5. | Workplace reporting procedures in regard to risks, hazards and accidents |
| | | 2.6. | Location and use of necessary safety equipment, including personal protective equipment |
| | | 2.7. | Safe operating procedures for machinery and equipment |
| | | 2.8. | Quality standards and practices |
| | | 2.9. | OSH practices, including hazard identification and control measures |
| | | 2.10. | Workplace practices |
| | | 2.11. | Recording and reporting practices |
| 3. Underpinning skill | | 3.1. | Identify and apply risk control measures |
| | | 3.2. | Identify and report workplace hazards |
| | | 3.3. | Follow workplace practices for accidents and emergency situations |

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| | 3.4. | Read, interpret and follow information on work specifications, standard operating procedures and work instructions, and other reference material |
| | 3.5. | Maintain accurate records |
| | 3.6. | Communicate within the workplace |
| | 3.7. | Sequence operations |
| | 3.8. | Meet specifications |
| | 3.9. | Clarify and check task-related information |
| | 3.10. | Carry out work according to OSH practices |
| 4. Required attitude | 4.1 | Commitment to occupational health and safety |
| | 4.2 | Promptness in carrying out activities |
| | 4.3 | Sincere and honest to duties |
| | 4.4 | 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, sub-ordinates 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 with oral questioning |
| | 6.2 | Direct observation |
| | 6.3 | Written test |
| | 6.4 | Portfolio |
| | 6.5 | Log book |
| 7. Context of assessment | 7.1 | Competencies may be assessed in the work place or a simulated work place |

**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.

## National Technical and Vocational Qualification Framework for Bangladesh
## Unit of Competency

| Unit Code and Title | LLGSUP5053A1: Monitor and ensure a safe workplace |
|---|---|
| **Nominal Hours** | **40 hours** |
| **Unit Descriptor** | This unit describes the performance outcomes, knowledge, skills and attitude required to establish, maintain and evaluate the organisation's occupational safety and health (OSH) policies, procedures and programs in the relevant work area in accordance with OSH legal requirements. |
| **Elements of Competency** | **Performance Criteria**<br>***Italicized*** terms are elaborated in the Range of Variable |
| 1. Follow OSH Practices | 1.1 Safe work practices observed and ***PPE*** worn as required for the work performed. |
| 2. Establish and maintain an OSH system | 2.1. OSH policies are located and communicated which clearly express the organization's commitment to implement relevant ***OSH legislation***.<br>2.2. Preparation is made to face regulatory compliance audits.<br>2.3. The effectiveness of control measures are closely monitored. |
| 3. ***Establish and maintain*** participatory ***arrangements for the management of OSH*** | 3.1. Participatory arrangements with employees are established and maintained.<br>3.2. Issues raised through participatory arrangements and consultation are resolved.<br>3.3. Information about the outcomes of participation and consultation is provided promptly in a manner accessible to employees. |
| 4. Establish and maintain procedures for identifying hazards and assessing and controlling risks | 4.1 Procedures are developed for ongoing hazard identification, and assessment and control of associated risks.<br>4.2 Hazard identification is included at the planning, design and evaluation stages of any change in the workplace.<br>4.3 Intervention points for expert OSH advice are identified.<br>4.4 Procedures for selection and implementation of risk control measures are developed and maintained. |
| 5. Establish and maintain a quality OSH management system | 5.1 An OSH induction and training program is developed and provided for all employees as part of the organization's training program.<br>5.2 An ***OSH record keeping*** system is utilized. |

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| | 5.3 | The OSH system is measured and evaluated in line with the organization's quality systems framework. |
| | 5.4 | Improvements to the *OSH system* are developed and implemented. |
| | 5.5 | Compliance with the OSH legislative framework is ensured so that legal OSH standards are maintained. |

| **Range of Variables** | | |
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| **Variable** | **Range (**May include, but not limited to) | |
| 1.  PPE (Personal Protective Equipment) | 1.1 Safety glasses<br>1.2 Protective clothing<br>1.3 Safety mask<br>1.4 Hand gloves<br>1.5 Safety boot<br>1.6 Finger guard<br>1.7 Ear muffs | |
| 2.  Legislation, codes and national standards relevant to the workplace | 2.1. relevant legislation from all levels of government that affects business operation, especially in regard to OSH and environmental issues, equal opportunity, industrial relations and anti-discrimination<br>2.2. relevant industry codes of practice | |
| 3.  OSH legislation and requirements | 3.1. regulations and approved codes of practice relating to hazards in work area<br>3.2. requirements for establishment of consultative arrangements including those for health and safety representatives and Health and Safety committees<br>3.3. requirements for effective management of hazards<br>3.4. requirements for provision of information and training including training in safe operating procedures, procedures for workplace hazards, hazard identification, risk assessment and risk control and emergency and evacuation procedures<br>3.5. requirements for the maintenance and confidentiality of records of occupational injury and disease | |
| 4.  Establishment and maintenance of arrangements for management of OSH in the organization | 4.1 obtaining expert OSH advice as required<br>4.2 consultation<br>4.3 designing safe operations and systems of work<br>4.4 provision of information and training<br>4.5 a. specific hazard management policies and procedures for:<br>  i.   hazard reporting by employees<br>  ii.  hazard identification<br>  b.  assessment of risks associated with identified hazards | |

| | 4.6 | control of risks in accordance with the hierarchy of control namely: |
| | | i. elimination |
| | | ii. engineering |
| | | iii. administrative |
| | | iv. personal protective equipment |
| | 4.7 | workplace inspections including plant and equipment |
| | 4.8 | OSH records' maintenance and analysis |
| | 4.9 | housekeeping and storage |
| | 4.10 | purchasing of supplies and equipment issue resolution |
| | 4.11 | counselling/disciplinary processes |
| 5. Organizational health and safety record-keeping | 5.1 | audit and inspection reports |
| | 5.2 | workplace environmental monitoring records |
| | 5.3 | consultation, e.g. meetings of Health and Safety Committees, work group meeting agendas including OSH items and actions |
| | 5.4 | induction, instruction and training |
| | 5.5 | manufacturer's and supplier's information including dangerous goods storage lists |
| | 5.6 | hazardous substances registers |
| | 5.7 | plant and equipment maintenance and testing reports |
| | 5.8 | workers compensation and rehabilitation records |
| | 5.9 | First Aid/medical records |
| 6. Establishing and maintaining a quality *OSH* management *system* includes | 6.1 | Employee well-being |
| | 6.2 | Injury and illness prevention |
| | 6.3 | Emergency preparedness and response |
| | 6.4 | Electrical safety |
| | 6.5 | Equipment safety |
| | 6.6 | Chemical safety |

**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 | 1.1 | Detailed knowledge and application of all relevant OSH legislative frameworks |
| | 1.2 | Principles and practice of effective OSH management in a small, medium or large business |
| | 1.3 | Establishment and maintenance of arrangements for managing OSH within the organizations' business systems and practices Identification of intervention points for expert OSH advice |
| | 1.4 | Detailed knowledge of workforce characteristics and how they impact on the design and maintenance of OSH in the organization |

| 2. Underpinning knowledge | 2.1. | Relevant legislation from all levels of government that affects business operation, especially in regard to OSH and environmental issues, equal opportunity, industrial relations and anti-discrimination |
| | 2.2. | Understanding the principles and practices of effective OSH management |
| | 2.3. | Understanding of the application of the hierarchy of control (the preferred order of risk control measures from most to least preferred, that is, elimination, engineering controls, administrative controls, personal protective equipment) |
| | 2.4. | Knowledge of relevant OSH legislative frameworks |
| | 2.5. | Understanding the principles and techniques associated with modeling safe work practices, hazard identification and risk management |
| | 2.6. | Knowledge of how to develop and promote a safety culture |
| | 2.7. | Understanding how to provide and arrange support so individuals/groups are competent to fulfill workplace requirements |
| | 2.8. | Understanding the actual and potential workplace and environmental impact of non-conformance |
| | 2.9. | Knowledge of facilitating incident investigation and process improvement |
| | 2.10. | Knowledge of preparing and negotiating reports and recommendations to improve safety |
| | 2.11. | Knowledge of literacy levels and communication skills of work group members and consequent suitable communication techniques |
| 3. Underpinning skill | 3.1. | Ability to analyze the working environment in order to identify hazards, assess risks and control risks |
| | 3.2. | Ability to analyze relevant workplace data in order to identify hazards, assess and control risks |
| | 3.3. | Ability to analyze relevant workplace data in order to evaluate effectiveness of the OHS management system |
| | 3.4. | Functional literacy skills to access and use workplace information |
| | 3.5. | Communication skills including researching and analyzing information |
| | 3.6. | Interpersonal skills to relate to people from a range of social and cultural backgrounds |
| | 3.7. | Problem-solving skills to deal with complex and non-routine difficulties |

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| | 3.8. | Team work skills to work effectively with teams/groups |
| | 3.9. | Consultation skills to effectively consult with colleagues |
| | 3.10. | Skills to select and use technology at the appropriate level |
| | 3.11. | Coaching and mentoring skills to provide support to colleagues |
| | 3.12. | Ability to relate to people from a range of social and cultural backgrounds and physical and mental abilities |
| 4. Required attitude | 4.1 | Commitment to occupational health and safety |
| | 4.2 | Promptness in carrying out activities |
| | 4.3 | Sincere and honest to duties |
| | 4.4 | Environmental concerns |
| | 4.5 | Eagerness to learn |
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