



# Skills for Employment Investment Program (SEIP)

## COMPETENCY STANDARD FOR BASIC WOVEN STRUCTURE (*TEXTILE SECTOR*)

Finance Division, Ministry of Finance  
Government of the People's Republic of Bangladesh

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## Copyright

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The Competency Standard for Basics of Woven Structure is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing training consistent with the requirements of industry in order for individuals who graduated through the established standard via competency-based assessment to be suitably qualified for a relevant job.

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## List of Abbreviations

<b>General</b>	
BMET	Bureau of Manpower Employment and Training
B-SEP	Bangladesh Skills for Employment and Productivity
BTEB	Bangladesh Technical Education Board
DTE	Directorate of Technical Education
ILO	International Labor Organization
ISC	Industry Skills Council
NPVC	National Pre-Vocation Certificate
NTVQF	National Technical and Vocational Qualifications Framework
PPP	Public Private Partnership
SCDC	Standards and Curriculum Development Committee
SEIP	Skills for Employment Investment Program
TVET	Technical Vocational Education and Training
UoC	Unit of Competency
<b>Occupation Specific</b>	
EPI	Ends per inch
GSM	Grams per square metre
OHS	Occupational health and safety
PPE	Personal protective equipment
PPI	Picks per inch
SOP	Standard operating procedure
TPI	Twist per inch

## Introduction

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The Skills for Employment Investment Program (SEIP) Project of the Finance Division of the Ministry of Finance has embarked on a project which aims to qualitatively and quantitatively expand the skilling capacity of identified public and private training providers by establishing and operationalising a responsive skill ecosystem and delivery mechanism through a combination of well-defined set of funding triggers and targeted capacity support.

Among the many components of the project, one is to promote a Market Responsive Inclusive Skills Training Delivery programme. Key priority economic growth sectors identified by the government have been targeted by the project to improve current job skills along with up-skilling of the existing workforce to ensure 'required skills to industry standards'. Training providers are encouraged and supported to work with industry to address identified skills and knowledge to enable industry growth and increased employment through the provision of market responsive inclusive skills training programmes. Priority sectors were identified to adopt a demand driven approach to training with effective inputs from Industry Skills Councils (ISC's), employer associations and employers.

This document is developed to improve skills and knowledge in accordance with the job roles, duties and tasks of the occupation and ensure that the required skills and knowledge are aligned to industry requirements.

The document also details the format, sequencing, wording and layout of the Competency Standard for an occupation which is comprised of Units of Competence and its corresponding Elements.

## Overview

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A **competency standard** is a written specification of the knowledge, skills and attitudes required for the performance of an occupation, trade or job corresponding to the industry standard of performance required in the workplace.

The purpose of a competency standards is to:

- provide a consistent and reliable set of components for training, recognising and assessing people's skills, and may also have optional support materials
- enable industry recognised qualifications to be awarded through direct assessment of workplace competencies
- encourage the development and delivery of flexible training which suits individual and industry requirements
- encourage learning and assessment in a work-related environment which leads to verifiable workplace outcomes

Competency standards are developed by a working group comprised of national and international subject-matter experts, SEIP, BTEB, ISC, and industry experts to identify the competencies required of an occupation in a particular sector.

Competency standards describe the skills, knowledge and attitude needed to perform effectively in the workplace. Competency standards acknowledge that people can achieve technical and vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it.

With competency standards, training and assessment may be conducted at the workplace or at training institute or any combination of these.

Competency standards consist of a number of units of competency. A unit of competency describes a distinct work activity that would normally be undertaken by one person in accordance with industry standards.

Units of competency are documented in a standard format that comprises of:

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

Together, all the parts of a unit of competency:

- describe a work activity
- guide the assessor to determine whether the candidate is competent or not yet competent

## Approval Sheet

Identification and validation of units of competency and elements for this occupation were made by experts within this sector. A series of meetings were held to accurately capture industry and employer needs and expectations, and develop the competency framework that would help to enhance the employability of the youth trained. This process started on 22 May 2018 and concluded with a validation workshop with working group on 19 September 2018.

### Experts Involved

Industry and subject-matter experts who provided their valuable inputs to develop this competency standard (May - September 2018).

Name	Organisation	Designation
Engr. Mozaffar Hossain	SIM Group	Managing Director
Mr. Masud Rana	Asia Composite Mills Limited	Managing Director
Mr. Abu Rayhan Albeeroone	BTMA	Chief Coordinator
Md. Khairul Islam Khan	Noman Weaving Mills Limited	Executive Director
Md. Jahidul Islam	Noman Weaving Mills Limited	Production Manager - Weaving
Md. Mamunur Rashid	Saad-Shan Textile Mills Limited	Assistant Manager - Sizing
Md. Shah Alam	Noman Composite Textiles Limited	Deputy General Manager
Md. Kamruzzaman	Talha Fabrics Limited	General Manager
Md. Sepon Siddique	Noman Weaving Mills Limited	Assistant General Manager
Md. Nizam Uddin	Noman Home Textile Mills Limited	Deputy General manager
David King	British Council - SD03	Team Leader
Shilpi Akter	British Council - SD03	National Subject Matter Consultant - Textile Sector

### Development Workshop

Working group formation and competency standard development workshop participants [held on 23 July 2018]:

Name	Organisation	Designation
Md. Alauddin	Zarba Textile Mills Limited	Senior Manager

Name	Organisation	Designation
Md. Firoz Intekhab Alam	Noman Textile Mills Limited	Manager
Md. Saiful Islam	Saad Saan Textile Mills Limited	Assistant General Manager
Mr. Kamrun Nahar Shetu	BTMA	Assistant Coordinator - Monitoring and Evaluation
Dr. Md. Shah Alam Majumder	BTEB	Specialist (Course Accreditation)
Syed Nasir Ershad	SEIP	AEPD (Public1)
Md. Ahsan Habib	SEIP	TVET Specialist
Mr Mohiuzzaman	SEIP	Course Specialist
David King	British Council - SD03	Team Leader
Shilpi Akter	British Council - SD03	National Subject Matter Consultant - Textile Sector

### Validation Workshop

Competency standard validation workshop participants [held on 19 September 2018]:

Name	Organisation	Designation
Mohammad Saiful Islam	Saad Saan Textile Mills Limited	Assistant General Manager
Md. Firoz Intekhab Alam	Noman Textile Mills Limited	Manager
Rafiqul Islam	Zarba Textile Mills Limited	Manager
Md. Rafiqul Islam	Talha Fabrics Limited	Manager
Md. Nurunnabi	NITER	Lecturer
Abu Rayhan Al-Beeroone	BTMA	Chief Coordinator
Md. Abdur Razzaque	SEIP-BTEB	Specialist -1 (Course Accreditation)
Syed Nasir Ershad	SEIP	AEPD (Public1)
Md. Ahsan Habib	SEIP	TVET Specialist
Mr Mohiuzzaman	SEIP	Course Specialist
David King	British Council - SD03	Team Leader



Name	Organisation	Designation
Shilpi Akter	British Council - SD03	National Subject Matter Consultant - Textile Sector

The ensuing sections of this document comprise of a description of the relevant occupation, trade or job with all the key components of a unit of competency, including:

- a chart with an overview of all Units of Competency for the relevant occupation, trade or job including the Unit Codes and the Unit of Competency titles and corresponding Elements
- the Competency Standard that includes the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide and Assessment Evidence Guide



## Course Structure

SL	Unit Code and Title		Level	Nominal Duration (Hours)
<b>Generic Competencies</b>				
1	SEIP-TEX-BWS-01-G	Use basic mathematical concepts		8
2	SEIP-TEX-BWS-02-G	Apply occupational health and safety (OHS) practice in the workplace		8
3	SEIP-TEX-BWS-03-G	Carry out workplace interaction		8
4	SEIP-TEX-BWS-04-G	Operate in a team environment		8
<b>Sub-Total</b>				<b>32</b>
<b>Sector-specific Competencies</b>				
1	SEIP-TEX-BWS-01-S	Explore the history of Textile Sector		8
2	SEIP-TEX-BWS-02-S	Use hand and measuring tools		8
3	SEIP-TEX-BWS-03-S	Read and interpret sketches and drawings		8
<b>Sub-Total</b>				<b>24</b>
<b>Occupation-specific Competencies</b>				
1	SEIP-TEX-BWS-01-O	Apply basic knowledge of woven structure		56
2	SEIP-TEX-BWS-02-O	Identify plain weave and its derivatives		56
3	SEIP-TEX-BWS-03-O	Identify twill weave and its derivatives		88
4	SEIP-TEX-BWS-04-O	Identify satin weave and its derivatives		40
5	SEIP-TEX-BWS-05-O	Perform analysis of woven fabric		64
<b>Sub-Total</b>				<b>304</b>
<b>Total Nominal Learning Hours</b>				<b>360</b>

## Competency Chart

Units of Competency	Elements		
<p>Use basic mathematical concepts SEIP-TEX-BWS-01-G</p>	<p>Identify calculation requirements in the workplace</p>	<p>Select appropriate mathematical methods/concepts for the calculation</p>	<p>Use tools and instruments to perform calculations</p>
<p>Apply occupational health and safety (OHS) practice in the workplace SEIP-TEX-BWS-02-G</p>	<p>Identify OHS policies and procedures</p>	<p>Apply personal health and safety practices</p>	<p>Report hazards and risks</p>
<p>Carry out workplace interaction SEIP-TEX-BWS-03-G</p>	<p>Interpret workplace communication and etiquette</p>	<p>Read and understand workplace documents</p>	<p>Participate in workplace meetings and discussions</p>
<p>Operate in a team environment SEIP-TEX-BWS-04-G</p>	<p>Identify team goals and work processes</p>	<p>Identify own role and responsibilities within team</p>	<p>Communicate and co-operate with team members</p>
	<p>Practice problem solving within the team</p>		

## Sector-specific (Common) Competencies

<p>Explore the history of Textile Sector SEIP-TEX-BWS-01-S</p>	<p>Examine the background of textile sector</p>	<p>Identify main industries within textile sector</p>	<p>Identify prime local and export markets</p>
<p>Use hand and measuring tools SEIP-TEX-BWS-02-S</p>	<p>Identify and inspect hand and measuring tools</p>	<p>Use hand and measuring tools properly and safely</p>	<p>Operate measuring tools properly and safely</p>
	<p>Clean and maintain hand and measuring tools</p>		
<p>Read and interpret sketches and drawings SEIP-TEX-BWS-03-S</p>	<p>Interpret information and specifications</p>	<p>Read and interpret sketches and drawings</p>	

## Occupation-specific (Core) Competencies

Apply basic knowledge of woven structure SEIP-TEX-BWS-01-O	Interpret basic elements of woven structure	Identify methods of drafting	Identify systems of drafting
	Interpret technical terms		
Identify plain weave and its derivatives SEIP-TEX-BWS-02-O	Describe basics of plain weave	Identify derivatives of plain weave	
Identify twill weave and its derivatives SEIP-TEX-BWS-03-O	Describe basics of twill weave	Identify derivatives of twill weave	
Identify satin weave and its derivatives SEIP-TEX-BWS-04-O	Describe basics of satin weave	Identify derivatives of satin weave	
Perform analysis of woven fabric SEIP-TEX-BWS-05-O	Identify objectives of fabric analysis	Perform analysis	Interpret results

## Units and Elements Table

### Generic - Compulsory (4 units of competency required)

Code	Unit of Competency	Elements of Competency	Duration (hours)
SEIP-TEX-BWS-01-G	Use basic mathematical concepts	<ol style="list-style-type: none"> <li>1. Identify calculation requirements in the workplace.</li> <li>2. Select appropriate mathematical methods/concepts for the calculation.</li> <li>3. Use tools and instruments to perform calculations.</li> </ol>	8
SEIP-TEX-BWS-02-G	Apply occupational health and safety (OHS) practice in the workplace	<ol style="list-style-type: none"> <li>1. Identify OHS policies and procedures.</li> <li>2. Apply personal health and safety practices.</li> <li>3. Report hazards and risks.</li> <li>4. Respond to emergencies.</li> </ol>	8
SEIP-TEX-BWS-03-G	Carry-out workplace interaction	<ol style="list-style-type: none"> <li>1. Interpret workplace communication and etiquette.</li> <li>2. Read and understand workplace documents.</li> <li>3. Participate in workplace meetings and discussions.</li> <li>4. Practice professional ethics at work.</li> </ol>	8
SEIP-TEX-BWS-04-G	Operate in a team environment	<ol style="list-style-type: none"> <li>1. Identify team goals and work processes.</li> <li>2. Identify own role and responsibilities within team.</li> <li>3. Communicate and co-operate with team members.</li> <li>4. Practice problem solving within the team.</li> </ol>	8
<b>Total Hours</b>			<b>32</b>

### Sector-specific - Compulsory (3 units of competency required)

Code	Unit of Competency	Elements of Competency	Duration (hours)
SEIP-TEX-BWS-01-S	Explore the history of Textile Sector	<ol style="list-style-type: none"> <li>1. Examine the background of textile sector.</li> <li>2. Identify main industries within textile sector.</li> <li>3. Identify prime local and export markets.</li> </ol>	8
SEIP-TEX-BWS-02-S	Use hand tools and measuring tools	<ol style="list-style-type: none"> <li>1. Identify and inspect hand and measuring tools.</li> <li>2. Use hand tools properly and safely.</li> <li>3. Operate measuring tools properly and safely.</li> <li>4. Clean and maintain hand and measuring tools.</li> </ol>	8
SEIP-TEX-BWS-03-S	Read and interpret sketches and drawings	<ol style="list-style-type: none"> <li>1. Interpret information and specifications.</li> <li>2. Read and interpret sketches and drawings.</li> </ol>	8
<b>Total Hours</b>			<b>24</b>



### Occupation-specific - Compulsory (5 units of competency required)

Code	Unit of Competency	Elements of Competency	Duration (hours)
SEIP-TEX-BWS-01-O	Apply basic knowledge of woven structure	<ol style="list-style-type: none"> <li>1. Identify basic elements of woven structure.</li> <li>2. Identify methods of drafting</li> <li>3. Identify systems of drafting.</li> <li>4. Interpret technical terms.</li> </ol>	56
SEIP-TEX-BWS-02-O	Identify plain weave and its derivatives	<ol style="list-style-type: none"> <li>1. Describe basics of plain weave.</li> <li>2. Identify derivatives of plain weave.</li> </ol>	56
SEIP-TEX-BWS-03-O	Identify twill weave and its derivatives	<ol style="list-style-type: none"> <li>1. Describe basics of twill weave.</li> <li>2. Identify derivatives of twill weave.</li> </ol>	88
SEIP-TEX-BWS-04-O	Identify satin weave and its derivatives	<ol style="list-style-type: none"> <li>1. Describe basics of satin weave.</li> <li>2. Identify derivatives of satin weave.</li> </ol>	40
SEIP-TEX-BWS-05-O	Perform analysis of woven fabric	<ol style="list-style-type: none"> <li>1. Identify objectives of fabric analysis.</li> <li>2. Perform analysis.</li> <li>3. Interpret results.</li> </ol>	64
<b>Total Hours</b>			<b>304</b>

## Generic Competencies

<b>Unit Title:</b>	Use basic mathematical concepts
<b>Unit Code:</b>	SEIP-TEX-BWS-01-G
<b>Nominal Hours:</b>	8 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required to perform computations using basic mathematical concepts in the workplace. It specifically includes identifying general calculation requirements, selecting appropriate mathematical method/concept, and forming and solving mathematical problems in the workplace using appropriate tools and instruments.
<b>Elements of Competency</b>	<b>Performance Criteria</b> ( <b><u>bold and underlined</u></b> terms are elaborated in the Range of Variables)
1. Identify calculation requirements in the workplace	1.1. <b><u>Calculation requirements</u></b> are identified from <b><u>workplace information</u></b> . 1.2. Mathematical problems are constructed from workplace information.
2. Select appropriate mathematical methods/concepts for the calculation	2.1. <b><u>Appropriate method</u></b> is selected to carry out calculation requirements. 2.2. Constructed mathematical problems are solved with appropriate method.
3. Use tools and instruments to perform calculations	3.1. Tools and instruments required for computation are identified. 3.2. Calculation is performed using appropriate tools and instruments accurately.

Range of Variables	
Variable	Range ( <i>may include but not limited to</i> )
1. Calculation requirements	1.1. Unit 1.2. Area 1.3. Height/ length/ breadth/ thickness 1.4. Diameter 1.5. Weight 1.6. Capacity 1.7. Time 1.8. Temperature 1.9. Material/data usage 1.10. Speed 1.11. Costing

Range of Variables	
Variable	Range (may include but not limited to)
2. Workplace information	2.1. Floor environment 2.2. Design sheet 2.3. Specification sheet 2.4. Working chart/drawing 2.5. Standard operating procedure (SOP) 2.6. Job order
3. Appropriate method	3.1. Addition 3.2. Subtraction 3.3. Division 3.4. Multiplication 3.5. Conversion 3.6. Percentage and ratio calculation 3.7. Simple equation
4. Tools and instruments	4.1. Calculator 4.2. Cell phone 4.3. Computer 4.4. Ruler

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment must evidence that the candidate: <ol style="list-style-type: none"> <li>1.1. Identified calculation requirements from workplace information</li> <li>1.2. Selected appropriate method to carry out the calculation requirements</li> <li>1.3. Completed calculations using appropriate tools and instruments</li> </ol>
2. Underpinning knowledge	<ol style="list-style-type: none"> <li>2.1. Numerical concepts</li> <li>2.2. Basic mathematical methods such as addition, subtraction, multiplication, division and percentage</li> <li>2.3. Mathematical language, symbols and terminology</li> <li>1.1. Measuring units</li> </ol>
3. Underpinning skills	<ol style="list-style-type: none"> <li>3.1. Constructing simple problems from workplace information</li> <li>3.2. Solving problems using appropriate method, tools and instruments</li> <li>3.3. Using appropriate tools and instruments</li> </ol>

### 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.

<b>4. Underpinning attitudes</b>	<b>4.1.</b> Prompt in carrying out activities <b>4.2.</b> Tidy and punctual <b>4.3.</b> Respectful of peers, subordinates and seniors in the workplace <b>4.4.</b> Safely use tools and equipment <b>4.5.</b> Sincere and honest concerning duties
<b>5. Resource implications</b>	The following resources must be provided: <b>5.1.</b> Workplace (simulated or actual) <b>5.2.</b> Calculator <b>5.3.</b> Cell phone <b>5.4.</b> Computer/laptop/notebook <b>5.5.</b> Measuring tape <b>5.6.</b> Ruler <b>5.7.</b> Projector <b>5.8.</b> Stationary <b>5.9.</b> Learning manual
<b>6. Methods of assessment</b>	Methods of assessment may include but is not limited to: <b>6.1.</b> Written test <b>6.2.</b> Oral test <b>6.3.</b> Observation <b>6.4.</b> Demonstration <b>6.5.</b> Portfolio
<b>7. Context of assessment</b>	<b>7.1.</b> Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency. <b>7.2.</b> Assessment must be done by a suitably qualified/certified assessor.

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

<b>Unit Title:</b>	Apply occupational health and safety (OHS) practice in the workplace
<b>Unit Code:</b>	SEIP-TEX-BWS-02-G
<b>Nominal Hours:</b>	8 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required to apply occupational health and safety (OHS) practices in the workplace. It specifically includes identifying OHS policies and procedures, applying personal health and safety practices, reporting hazards and risks, and responding to emergencies.
<b>Elements of Competency</b>	<b>Performance Criteria</b> ( <b><u>bold and underlined</u></b> terms are elaborated in the Range of Variables)
1. Identify OHS policies and procedures	<p>1.1. <b><u>OHS policies</u></b> and safe operating procedures are interpreted.</p> <p>1.2. Safety signs and symbols are identified and followed.</p> <p>1.3. Response, evacuation procedures and other contingency measures are interpreted correctly.</p>
2. Apply personal health and safety practices	<p>2.1. OHS policies and procedures are applied in the workplace including <b><u>personal protective equipment (PPE)</u></b>.</p> <p>2.2. Common health issues are recognised.</p> <p>2.3. Common safety issues are identified.</p>
3. Report hazards and risks	<p>3.1. Hazards and risks are identified.</p> <p>3.2. Hazards and risks assessment and controls are interpreted.</p>
4. Respond to emergencies	<p>4.1. Respond to alarms and warning devices.</p> <p>4.2. <b><u>Emergency response plans and procedures</u></b> are responded to.</p> <p>4.3. <b><u>First aid procedures</u></b> during emergency situations are identified.</p>

<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> ( <i>may include but not limited to</i> )
1. OHS policies	<p>1.1. Organisational OHS policies</p> <p>1.2. International OHS requirements</p> <p>1.3. Fire safety rules and regulations</p>
2. Emergency response plans and procedures	<p>2.1. Firefighting procedures</p> <p>2.2. Earthquake response procedures</p> <p>2.3. Emergency response plans and procedures</p> <p>2.4. Medical and first aid</p>

Range of Variables	
Variable	Range ( <i>may include but not limited to</i> )
3. First aid procedure	3.1. Washing of open wound 3.2. Washing chemically infected area 3.3. Applying bandage 3.4. Taking appropriate medicine
4. Personal protective equipment	4.1. Safety glasses 4.2. Ear plugs 4.3. Gloves 4.4. Apron 4.5. Helmet 4.6. Mask 4.7. Safety shoes

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment must evidence that the candidate: <ul style="list-style-type: none"> <li>1.1. Identified OHS policies and procedures</li> <li>1.2. Applied personal health and safety practices (including PPE)</li> <li>1.3. Reported hazards and risks</li> <li>1.1. Responded to emergencies</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1. Workplace OHS policies and procedures</li> <li>2.2. Work safety procedures</li> <li>2.3. Emergency response procedures:               <ul style="list-style-type: none"> <li>2.3.1. Firefighting</li> <li>2.3.2. Earthquake response</li> <li>2.3.3. Accident response</li> </ul> </li> <li>2.4. Types of hazards (biological, chemical and physical) and their effects</li> <li>2.5. OHS awareness</li> <li>2.6. Personal protective equipment (PPE)</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1. Identifying OHS policies and procedures</li> <li>3.2. Applying personal health and safety practices</li> <li>3.3. Reporting hazards and risks</li> <li>3.4. Responding to emergencies</li> </ul>

## 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.

4. Underpinning attitudes	<ul style="list-style-type: none"><li>4.1. Committed to occupational health and safety practices</li><li>4.2. Communicates well with peers, subordinates and seniors in workplace</li><li>4.3. Prompt in carrying out activities</li><li>4.4. Tidy and punctual</li><li>4.5. Sincere and honest concerning duties</li><li>4.6. Responsible during emergencies</li></ul>
5. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"><li>5.1. Workplace (simulated or actual)</li><li>5.2. Personal protective equipment (PPE)</li><li>5.3. Firefighting equipment</li><li>5.4. Emergency response manual</li><li>5.5. First aid kits</li><li>5.6. Projector</li><li>5.7. Stationary</li><li>5.8. Learning manual</li></ul>
6. Methods of assessment	<p>Methods of assessment may include but is not limited to:</p> <ul style="list-style-type: none"><li>6.1. Written test</li><li>6.2. Demonstration</li><li>6.3. Oral test</li><li>6.4. Observation</li><li>6.5. Portfolio</li></ul>
7. Context of assessment	<ul style="list-style-type: none"><li>7.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.</li><li>7.2. Assessment must be done by a suitably qualified/certified assessor.</li></ul>

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

<b>Unit Title:</b>	Carry out workplace interaction
<b>Unit Code:</b>	SEIP-TEX-BWS-03-G
<b>Nominal Hours:</b>	8 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required to carry out workplace interaction. It specifically includes workplace communication, etiquette, understanding workplace documents, workplace meetings and discussions, and professional ethics at work.
<b>Elements of Competency</b>	<b>Performance Criteria</b> ( <b><u>bold and underlined</u></b> terms are elaborated in the Range of Variables)
1. Interpret workplace communication and etiquette	<p>1.1. Workplace codes of conduct are interpreted as per organisational guidelines.</p> <p>1.2. Appropriate lines of communication are maintained with supervisors and colleagues.</p> <p>1.3. Workplace interactions are conducted in a <b><u>courteous manner</u></b> to gather and convey information.</p> <p>1.4. <b><u>Workplace procedures and matters</u></b> are comprehended.</p>
2. Read and understand workplace documents	<p>2.1. Workplace documents are interpreted correctly.</p> <p>2.2. Visual information/symbols/signage are understood correctly and followed.</p> <p>2.3. Specific and relevant information are accessed from <b><u>appropriate sources</u></b>.</p> <p>2.4. Appropriate medium is used to transfer information and ideas.</p>
3. Participate in workplace meetings and discussions	<p>3.1. Team meetings are attended on time.</p> <p>3.2. Meeting procedures and etiquette are followed.</p> <p>3.3. Active participation is ensured, opinions are expressed and heard.</p> <p>3.4. Inputs are provided and interpreted in line with the meeting purpose.</p>
4. Practice professional ethics at work	<p>4.1. Responsibilities as a team member are performed.</p> <p>4.2. Tasks are performed in accordance with workplace procedures.</p> <p>4.3. Confidentiality is maintained.</p> <p>4.4. Inappropriate and conflicting situations are avoided.</p>



Range of Variables	
Variable	Range (may include but not limited to)
1. Courteous manner	1.1. Effective questioning 1.2. Active listening 1.3. Speaking skills 1.4. Writing skill 1.5. Email etiquette
2. Workplace procedures and matters	2.1. Notes 2.2. Arranging a meeting 2.3. Agenda 2.4. Simple reports such as progress and incident reports 2.5. Job sheets 2.6. Operational manuals 2.7. Brochures and promotional material 2.8. Visual and graphic materials 2.9. Standards 2.10. OHS information 2.11. Signs
3. Appropriate sources	3.1. Human Resources (HR) Department 3.2. Managers 3.3. Supervisors 3.4. Management Information System (MIS)

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment must evidence that the candidate: <ol style="list-style-type: none"> <li>1.1. Interpreted workplace communication and etiquette</li> <li>1.2. Interpreted workplace instructions and symbols</li> <li>1.3. Performed active participation in workplace meetings</li> </ol>
2. Underpinning knowledge	<ol style="list-style-type: none"> <li>2.1. Workplace communication and etiquette</li> <li>2.2. Workplace documents, signs and symbols</li> <li>2.3. Meeting procedure and etiquette</li> <li>2.4. Professional ethics</li> </ol>
3. Underpinning skills	<ol style="list-style-type: none"> <li>3.1. Demonstrating workplace communication and etiquette</li> <li>3.2. Interpreting workplace instructions and symbols</li> <li>3.3. Demonstrating active participation in workplace meeting</li> <li>3.4. Applying professional ethics at work</li> </ol>

### 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.

#### 4. Underpinning attitudes

- 4.1. Prompt in carrying out activities
- 4.2. Tidy and punctual
- 4.3. Respectful of peers, subordinates and seniors in the workplace
- 4.4. Concerned about the work environment
- 4.5. Sincere and honest concerning duties

#### 5. Resource implications

- The following resources must be provided:
- 5.1. Workplace (simulated or actual)
  - 5.2. Workplace procedures
  - 5.3. Standard operating procedure
  - 5.4. Workplace documents, signs and symbols
  - 5.5. Codes of conduct
  - 5.6. Projector
  - 5.7. Stationary
  - 5.8. Learning manual

#### 6. Methods of assessment

- Methods of assessment may include but is not limited to:
- 6.1. Written test
  - 6.2. Demonstration
  - 6.3. Oral test
  - 6.4. Observation
  - 6.5. Portfolio

#### 7. Context of assessment

- 7.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.
- 7.2. Assessment must be done by a suitably qualified/certified assessor.

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

<b>Unit Title:</b>	Operate in a team environment
<b>Unit Code:</b>	SEIP-TEX-BWS-04-G
<b>Nominal Hours:</b>	8 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required to operate in a team environment. It specifically includes team goals and work processes, roles and responsibilities, team communication and problem solving within the team.
<b>Elements of Competency</b>	<b>Performance Criteria</b> ( <b><u>bold and underlined</u></b> terms are elaborated in the Range of Variables)
1. Identify team goals and work processes	<p>1.1. Roles and objectives of the team are identified and interpreted.</p> <p>1.2. Roles and responsibilities of team members are identified and interpreted.</p>
2. Identify own role and responsibilities within team	<p>2.1. Personal role and responsibilities are identified within the team environment.</p> <p>2.2. Reporting relationships are interpreted within team and external to team.</p>
3. Communicate and co-operate with team members	<p>3.1. Other teammates' tasks are identified and support provided when requested.</p> <p>3.2. The team is encouraged through <b><u>sharing information</u></b> or expertise, working together to solve problems, and putting team success first.</p> <p>3.3. Views and opinions of other team members are interpreted and respected.</p>
4. Practice problem solving within the team	<p>4.1. Problems faced at the individual and team level are identified and showed insight into the root-causes of the problems.</p> <p>4.2. A range of solutions and courses of action are identified together with benefits, costs, and risks associated with each.</p> <p>4.3. The good ideas of others to help develop solutions are recognised and advice sought from those who have solved similar problems.</p> <p>4.4. It is looked beyond the obvious and not stopped at the first answers.</p>

Range of Variables	
Variable	Range (may include but not limited to)
1. Sharing information	1.1. Agenda 1.2. Minutes 1.3. Progress and incident reports 1.4. Operational manuals 1.5. Visual and graphic materials 1.6. Emails and SMS 1.7. Phone directory 1.8. Policy, procedure and standards 1.9. OHS information

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. Underpinning knowledge	1.1. Team goals and work processes 1.2. Roles and responsibilities 1.3. Finding problems and solving them
2. Underpinning skills	2.1. Identifying own role and responsibilities within team 2.2. Communicating and co-operating with team members 2.3. Demonstrating problem solving within the team
3. Underpinning attitudes	3.1. Active on teamwork 3.2. Prompt in carrying out activities 3.3. Tidy and punctual 3.4. Respectful of peers, subordinates and seniors in the workplace 3.5. Sincere and honest concerning duties
4. Underpinning knowledge	4.1. Team goals and work processes 4.2. Roles and responsibilities 4.3. Finding problems and solving them
5. Resource implications	The following resources must be provided: 5.1. Workplace (simulated or actual) 5.2. Projector 5.3. Stationary 5.4. Learning manual

### 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.

#### 6. Methods of assessment

Methods of assessment may include but is not limited to:

- 6.1. Written test
- 6.2. Demonstration
- 6.3. Oral test
- 6.4. Observation
- 6.5. Portfolio

#### 7. Context of assessment

- 7.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.
- 7.2. Assessment must be done by a suitably qualified/certified assessor.

### Accreditation Requirements

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## Sector-specific Competencies

<b>Unit Title:</b>	Explore the history of Textile Sector
<b>Unit Code:</b>	SEIP-TEX-BWS-01-S
<b>Nominal Hours:</b>	8 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required to explore the history of Textile Sector in Bangladesh. It specifically includes examining the background of textile sector, identifying the main industries within the textile sector, and identifying prime local and export markets.
<b>Elements of Competency</b>	<b>Performance Criteria</b> ( <b><u>bold and underlined</u></b> terms are elaborated in the Range of Variables)
1. Examine the background of textile sector	1.1. The historical background of textile sector is identified and described. 1.2. <b><u>Steps of fabric manufacturing process</u></b> are clearly identified. 1.3. Backward and forward linkages are identified.
2. Identify main industries within textile sector	2.1. <b><u>Main industries</u></b> of the textile sector are identified. 2.2. Importance of textile sector and main industries is explored and analysed.
3. Identify prime local and export markets	3.1. Prime <b><u>local markets</u></b> and <b><u>export markets</u></b> are identified. 3.2. Local and export markets are listed.

Range of Variables	
Variable	Range ( <i>may include but not limited to</i> )
1. Steps of fabric manufacturing process	1.1. Winding 1.2. Warping 1.3. Sizing 1.4. Drafting 1.5. Denting 1.6. Looming 1.7. Weaving
2. Main industries	2.1. Spinning 2.2. Weaving 2.3. Knitting 2.4. Dyeing 2.5. Printing 2.6. Finishing

Range of Variables	
Variable	Range ( <i>may include but not limited to</i> )
3. Local markets	3.1. Wet processing mills 3.2. Wholesale market 3.3. Retail market
4. Export markets	4.1. Europe 4.2. United States 4.3. Australia

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment must evidence that the candidate: <ol style="list-style-type: none"> <li>1.1. Illustrated history of textile sector</li> <li>1.2. Identify main industries</li> <li>1.3. Identified basic steps of manufacturing process</li> <li>1.4. Identified prime local and export markets</li> </ol>
2. Underpinning knowledge	<ol style="list-style-type: none"> <li>2.1. History of textile sector</li> <li>2.2. Main industries of textile sector</li> <li>2.3. Steps of manufacturing process</li> <li>2.4. Prime local and export markets</li> </ol>
3. Underpinning skills	<ol style="list-style-type: none"> <li>3.1. Describing the history of textile sector</li> <li>3.2. Identifying main industries within textile sector</li> <li>3.3. Identifying steps of manufacturing processing</li> <li>3.4. Identifying prime local and export markets</li> </ol>
4. Underpinning attitudes	<ol style="list-style-type: none"> <li>4.1. Eager to learn</li> <li>4.2. Patient and attentive</li> <li>4.3. Tidy and punctual</li> <li>4.4. Sincere and honest concerning duties</li> </ol>
5. Resource implications	The following resources must be provided: <ol style="list-style-type: none"> <li>5.1. Workplace (simulated or actual)</li> <li>5.2. Map/globe</li> <li>5.3. Projector</li> <li>5.4. Stationary</li> <li>5.5. Learning manual</li> </ol>

**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.

**6. Methods of assessment**

Methods of assessment may include but is not limited to:

- 6.1.** Written test
- 6.2.** Oral test
- 6.3.** Observation
- 6.4.** Demonstration
- 6.5.** Portfolio

**7. Context of assessment**

- 7.1.** Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.
- 7.2.** Assessment must be done by a suitably qualified/certified assessor.

**Accreditation Requirements**

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<b>Unit Title:</b>	Use hand and measuring tools
<b>Unit Code:</b>	SEIP-TEX-BWS-02-S
<b>Nominal Hours:</b>	8 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required to use hand and measuring tools in the workplace. It specifically includes identifying and inspecting hand and measuring tools for usability, using and operating tools properly and safely, and cleaning and maintaining hand and measuring tools after use.
<b>Elements of Competency</b>	<b>Performance Criteria</b> ( <b><u>bold and underlined</u></b> terms are elaborated in the Range of Variables)
1. Identify and inspect hand and measuring tools	<p>1.1. Appropriate hand and measuring tools are identified.</p> <p>1.2. Application of hand and measuring tools is recognised.</p> <p>1.3. Usability of hand and measuring tools is checked and verified.</p>
2. Use hand tools properly and safely	<p>2.1. Appropriate <b><u>hand tools</u></b> are selected.</p> <p>2.2. Safety precautions are ensured before using hand tools.</p> <p>2.3. Unsafe or faulty hand tools are identified and marked for repair.</p> <p>2.4. Use hand tools properly and safely to perform work activity.</p>
3. Operate measuring tools properly and safely	<p>3.1. Appropriate <b><u>measuring tools</u></b> are selected.</p> <p>3.2. Measuring tools are checked and calibrated before use.</p> <p>3.3. Unsafe or faulty hand tools are identified and marked for repair.</p> <p>3.4. Measuring tools are operated properly and safely to perform work activity.</p>
4. Clean and maintain hand and measuring tools	<p>4.1. Dust and foreign matter is removed from hand and measuring tools in accordance to workplace standards.</p> <p>4.2. Condition of hand and measuring tools is checked after use and reported.</p> <p>4.3. Appropriate lubricant is applied after use and prior to storage.</p> <p>4.4. Measuring tools are checked and calibrated after use.</p> <p>4.5. Defective hand and measuring tools are inspected and repaired or replaced.</p> <p>4.6. Hand and measuring tools are stored and secured in accordance with workplace requirements.</p>

Range of Variables	
Variable	Range ( <i>may include but not limited to</i> )
1. Hand tools	1.1. Counting glass 1.2. Needles 1.3. Twist tester 1.4. Scissor
2. Measuring tools	2.1. Measuring tape 2.2. Steel tape 2.3. Measuring balance 2.4. Beesleys balance

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment must evidence that the candidate: <ol style="list-style-type: none"> <li>1.1. Identified and selected appropriate hand and measuring tools for work to be performed</li> <li>1.2. Followed safety precautions when using hand and measuring tools</li> <li>1.3. Operated hand and measuring tools safely and pursuant to manufacturer's operating specification</li> <li>1.4. Performed cleaning and maintenance of hand and measuring tools after use and prior to storing</li> </ol>
2. Underpinning knowledge	<ol style="list-style-type: none"> <li>2.1. Information on types of hand and measuring tools, their functions and use</li> <li>2.2. Procedures for safely using hand and measuring tools</li> </ol>
3. Underpinning skills	<ol style="list-style-type: none"> <li>3.1. Identifying hand and measuring tools</li> <li>3.2. Following safety precautions when using hand and measuring tools</li> <li>3.3. Using hand and measuring tools correctly and safely in accordance with manufacturer's operating specification</li> <li>3.4. Cleaning and maintaining hand and measuring tools after use</li> <li>3.5. Applying appropriate lubricant on hand and measuring tools after use and prior to storing</li> </ol>

## 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.

### 4. Underpinning attitudes

- 4.1. Prompt in carrying out activities
- 4.2. Tidy and punctual
- 4.3. Eager to learn
- 4.4. Active on teamwork
- 4.5. Sincere and honest concerning duties
- 4.6. Concerned for proper use of tools
- 4.7. Committed to occupational health and safety practices
- 4.8. Respectful of peers, subordinates and seniors in the workplace

### 5. Resource implications

The following resources must be provided:

- 5.1. Workplace (simulated or actual)
- 5.2. Personal protective equipment (PPE)
- 5.3. Hand tools
- 5.4. Measuring tools
- 5.5. Manufacturers specifications
- 5.6. Projector
- 5.7. Stationary
- 5.8. Learning manual

### 6. Methods of assessment

Methods of assessment may include but is not limited to:

- 6.1. Written test
- 6.2. Oral test
- 6.3. Observation
- 6.4. Demonstration
- 6.5. Portfolio

### 7. Context of assessment

- 7.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.
- 7.2. Assessment must be done by a suitably qualified/certified assessor.

## Accreditation Requirements

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<b>Unit Title:</b>	Read and interpret sketches and drawings
<b>Unit Code:</b>	SEIP-TEX-BWS-03-S
<b>Nominal Hours:</b>	8 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required to read and interpret sketches and drawings. It specifically includes interpreting information and specifications and reading and interpreting sketches and drawings.
<b>Elements of Competency</b>	<b>Performance Criteria</b> ( <b><u>bold and underlined</u></b> terms are elaborated in the Range of Variables)
1. Interpret information and specifications	1.1. Appropriate <b><u>manuals</u></b> for work activity are identified and collected. 1.2. Information and specifications in the manuals are interpreted and applied.
2. Read and interpret sketches and drawings	2.1. Relevant <b><u>sketches and drawings</u></b> are identified for job requirement. 2.2. Key <b><u>terms and abbreviations</u></b> are identified and interpreted. 2.3. <b><u>Signs and symbols</u></b> are identified and interpreted. 2.4. Schedules, dimensions, sketches, drawings and specifications are correctly read and interpreted.

Range of Variables	
Variable	Range ( <i>may include but not limited to</i> )
1. Manuals	1.1. Buyers specification 1.2. Compliance 1.3. Maintenance procedure 1.4. Periodic maintenance 1.5. Quality assurance 1.6. Standard operating procedure (SOP)
2. Sketches and drawings	2.1. Technical 2.2. Measurement 2.3. Design
3. Terms and abbreviations	3.1. Refers to all terms and abbreviations associated with the Textile Sector
4. Signs and symbols	4.1. Includes all signs and symbols associated with the Textile Sector

## Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

<b>1. Critical aspects of competency</b>	Assessment must evidence that the candidate: <b>1.1.</b> Identified information and specifications <b>1.2.</b> Read and interpreted sketches and drawings
<b>2. Underpinning knowledge</b>	<b>2.1.</b> Manuals <b>2.2.</b> Units of measurement <b>2.3.</b> Units of conversion <b>2.4.</b> Sketch, drawings and specifications
<b>3. Underpinning skills</b>	<b>3.1.</b> Reading and identifying information and specifications (from manual) <b>3.2.</b> Reading and interpreting sketches and drawings
<b>4. Underpinning attitudes</b>	<b>4.1.</b> Prompt in carrying out activities <b>4.2.</b> Tidy and punctual <b>4.3.</b> Eager to learn <b>4.4.</b> Active on teamwork <b>4.5.</b> Sincere and honest concerning duties <b>4.6.</b> Eager to learn <b>4.7.</b> Concerned about proper use of computer and peripherals
<b>5. Resource implications</b>	The following resources must be provided: <b>5.1.</b> Workplace (simulated or actual) <b>5.2.</b> Computer/laptop/notebook <b>5.3.</b> Software <b>5.4.</b> Sketches, drawings and specifications <b>5.5.</b> Projector <b>5.6.</b> Stationary <b>5.7.</b> Learning manual
<b>6. Methods of assessment</b>	Methods of assessment may include but is not limited to: <b>6.1.</b> Written test <b>6.2.</b> Oral test <b>6.3.</b> Observation <b>6.4.</b> Demonstration <b>6.5.</b> Portfolio
<b>7. Context of assessment</b>	<b>7.1.</b> Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency. <b>7.2.</b> Assessment must be done by a suitably qualified/certified assessor.

**Evidence Guide**

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## Occupation-specific Competencies

<b>Unit Title:</b>	Apply basic knowledge of woven structure
<b>Unit Code:</b>	SEIP-TEX-BWS-01-O
<b>Nominal Hours:</b>	56 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required to apply basic knowledge of woven structure. It specifically includes identifying the basic elements of woven structure, identifying methods of drafting, identifying systems of drafting, and interpreting technical terms used in workplace.
<b>Elements of Competency</b>	<b>Performance Criteria</b> ( <b><u>bold and underlined</u></b> terms are elaborated in the Range of Variables)
1. Identify basic elements of woven structure	1.1. <b><u>Basic woven structures</u></b> are identified and interpreted. 1.2. <b><u>Basic elements</u></b> of woven structure are identified and described. 1.3. Relationship between the basic elements is described.
2. Identify methods of drafting	2.1. <b><u>Methods of drafting</u></b> are identified and described. 2.2. Appropriate method is selected. 2.3. Selected method is used to complete drafting plan.
3. Identified systems of drafting	3.1. <b><u>Systems of drafting</u></b> are identified and described. 3.2. Appropriate system is selected. 3.3. Selected system is used to complete drafting plan.
4. Interpret technical terms	4.1. <b><u>Technical terms</u></b> are identified. 4.2. Technical terms are defined.

Range of Variables	
Variable	Range ( <i>may include but not limited to</i> )
1. Basic woven structure	1.1. Plain 1.2. Twill 1.3. Satin
2. Basic elements	2.1. Weave plan 2.2. Drafting plan 2.3. Lifting plan 2.4. Denting plan
3. Methods of drafting	3.1. Ruling line 3.2. Numbering 3.3. Design paper

<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> <i>(may include but not limited to)</i>
4. Systems of drafting	4.1. Straight 4.2. Skip 4.3. Pointed 4.4. Broken 4.5. Divided 4.6. Grouped 4.7. Combined 4.8. Curved
5. Technical terms	5.1. Formula number 5.2. Repeat unit 5.3. Repeat size 5.4. Thread density 5.5. Ends per inch (EPI) 5.6. Picks per inch (PPI) 5.7. Grams per square metre (GSM) 5.8. Twist per inch (TPI) 5.9. Yarn count

<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment must evidence that the candidate: <ol style="list-style-type: none"> <li>1.1. Identified and interpreted basic woven structures</li> <li>1.2. Identified basic elements of woven structure</li> <li>1.3. Identified various methods of drafting</li> <li>1.4. Identified various systems of drafting</li> <li>1.5. Defined technical terms</li> </ol>
2. Underpinning knowledge	<ol style="list-style-type: none"> <li>2.1. Basic woven structures</li> <li>2.2. Basic elements of woven structure</li> <li>2.3. Methods of drafting</li> <li>2.4. Systems of drafting</li> <li>2.5. Technical terms</li> </ol>
3. Underpinning skills	<ol style="list-style-type: none"> <li>3.1. Identifying and interpreting basic elements of woven structure</li> <li>3.2. Explaining the relationship between the different elements</li> <li>3.3. Selecting and apply method of drafting</li> <li>3.4. Selecting and applying system of drafting</li> </ol>



## 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.

<b>4. Underpinning attitudes</b>	<b>4.1.</b> Tidy and punctual <b>4.2.</b> Prompt in carrying out activities <b>4.3.</b> Sincere and honest concerning duties <b>4.4.</b> Active on teamwork <b>4.5.</b> Eager to learn <b>4.6.</b> Respectful of peers, subordinates and seniors in the workplace
<b>5. Resource implications</b>	The following resources must be provided: <b>5.1.</b> Workplace (simulated or actual) <b>5.2.</b> Personal protective equipment (PPE) <b>5.3.</b> Tools and equipment <b>5.4.</b> Materials <b>5.5.</b> Projector <b>5.6.</b> Stationary <b>5.7.</b> Learning manual
<b>6. Methods of assessment</b>	Methods of assessment may include but is not limited to: <b>6.1.</b> Written test <b>6.2.</b> Oral test <b>6.3.</b> Observation <b>6.4.</b> Demonstration <b>6.5.</b> Portfolio
<b>7. Context of assessment</b>	<b>7.1.</b> Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency. <b>7.2.</b> Assessment must be done by a suitably qualified/certified assessor.

## Accreditation Requirements

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<b>Unit Title:</b>	Identify plain weave and its derivatives
<b>Unit Code:</b>	SEIP-TEX-BWS-02-O
<b>Nominal Hours:</b>	56 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required to identify plain weave and its derivatives. It specifically includes describing the basics of plain weave and identifying the derivatives of plain weave.
<b>Elements of Competency</b>	<b>Performance Criteria</b> ( <b><u>bold and underlined</u></b> terms are elaborated in the Range of Variables)
1. Describe basics of plain weave	<p>1.1. Plain weave is described and classified.</p> <p>1.2. Common uses of plain weave are identified and described.</p> <p>1.3. <b><u>Commercial names of plain weave</u></b> are identified.</p> <p>1.4. Purpose of ornamentation of plain weave is explained.</p> <p>1.5. <b><u>Graph paper design</u></b> of plain weave is identified and explained.</p>
2. Identify derivatives of plain weave	<p>2.1. <b><u>Derivatives of plain weave</u></b> are identified and described.</p> <p>2.2. Graph paper designs are interpreted.</p>

<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> ( <i>may include but not limited to</i> )
1. Commercial names of plain weave	<p>1.1. Poplin</p> <p>1.2. Oxford</p> <p>1.3. Rib stop</p> <p>1.4. Canvas</p> <p>1.5. Calico</p> <p>1.6. Parcale</p> <p>1.7. Sheeting</p> <p>1.8. Chambray</p>
2. Graph paper design	<p>2.1. Weave</p> <p>2.2. Drafting</p> <p>2.3. Lifting</p> <p>2.4. Denting</p>

Range of Variables	
Variable	Range (may include but not limited to)
3. Derivatives of plain weave	3.1. Rib: 3.1.1. Warp rib (regular and irregular) 3.1.2. Weft rib (regular and irregular) 3.2. Matt: 3.2.1. Regular 3.2.2. Irregular 3.2.3. Stitched 3.2.4. Fancy

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment must evidence that the candidate: 1.1. Identified and explained basics of plain weave 1.2. Identified common commercial names of plain weave 1.3. Explained ornamentation of plain weave 1.4. Identified and described derivatives of plain weave
2. Underpinning knowledge	2.1. Basics of plain weave 2.2. Commercial names of plain weave 2.3. Ornamentation of plain weave 2.4. Derivatives of plain weave 2.5. Graph paper design
3. Underpinning skills	3.1. Identifying plain weave and its derivatives 3.2. Identifying graph paper design
4. Underpinning attitudes	4.1. Tidy and punctual 4.2. Prompt in carrying out activities 4.3. Sincere and honest concerning duties 4.4. Active on teamwork 4.5. Eager to learn 4.6. Respectful of peers, subordinates and seniors in the workplace
5. Resource implications	The following resources must be provided: 5.1. Workplace (simulated or actual) 5.2. Plain weave samples 5.3. Projector 5.4. Stationary 5.5. Learning manual

### 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.

#### 6. Methods of assessment

Methods of assessment may include but is not limited to:

- 6.1. Written test
- 6.2. Oral test
- 6.3. Observation
- 6.4. Demonstration
- 6.5. Portfolio

#### 7. Context of assessment

- 7.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.
- 7.2. Assessment must be done by a suitably qualified/certified assessor.

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

<b>Unit Title:</b>	Identify twill weave and its derivatives
<b>Unit Code:</b>	SEIP-TEX-BWS-03-O
<b>Nominal Hours:</b>	88 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required to identify twill weave and its derivatives. It specifically includes describing the basics of twill weave and identifying the derivatives of twill weave.
<b>Elements of Competency</b>	<b>Performance Criteria</b> ( <b><u>bold and underlined</u></b> terms are elaborated in the Range of Variables)
1. Describe basics of twill weave	<p>1.1. Twill weave is described and classified.</p> <p>1.2. Key features of twill weave are identified and described.</p> <p>1.3. Common uses of twill weave are identified and described.</p> <p>1.4. <b><u>Commercial names of twill weave</u></b> are identified.</p> <p>1.5. Graph paper design of twill weave is identified and explained.</p>
2. Identify derivatives of twill weave	<p>2.1. <b><u>Derivatives of twill weave</u></b> are identified and described.</p> <p>2.2. Graph paper design is interpreted.</p>

<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> ( <i>may include but not limited to</i> )
1. Commercial names of twill weave	<p>1.1. Denim</p> <p>1.2. Gabardine</p> <p>1.3. Drill</p>
2. Derivatives of twill weave	<p>2.1. Zig-zag</p> <p>2.2. Herring bone</p> <p>2.3. Diamond</p> <p>2.4. Diaper</p> <p>2.5. Broken</p> <p>2.6. Rearranged</p> <p>2.7. Elongated</p> <p>2.8. Stepped</p> <p>2.9. Shaded</p> <p>2.10. Combined</p>

## Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

<b>1. Critical aspects of competency</b>	Assessment must evidence that the candidate: <b>1.1.</b> Identified and explained basics of twill weave <b>1.2.</b> Explained key features of twill weave <b>1.3.</b> Identified common commercial names of twill weave <b>1.4.</b> Identified and described derivatives of twill weave
<b>2. Underpinning knowledge</b>	<b>2.1.</b> Basics of twill weave <b>2.2.</b> Key features of twill weave <b>2.3.</b> Commercial names of twill weave <b>2.4.</b> Derivatives of twill weave
<b>3. Underpinning skills</b>	<b>3.1.</b> Identifying twill weave and its derivatives <b>3.2.</b> Identifying key features of twill weave
<b>4. Underpinning attitudes</b>	<b>4.1.</b> Tidy and punctual <b>4.2.</b> Prompt in carrying out activities <b>4.3.</b> Sincere and honest concerning duties <b>4.4.</b> Active on teamwork <b>4.5.</b> Eager to learn <b>4.6.</b> Respectful of peers, subordinates and seniors in the workplace
<b>5. Resource implications</b>	The following resources must be provided: <b>5.1.</b> Workplace (simulated or actual) <b>5.2.</b> Twill weave samples <b>5.3.</b> Projector <b>5.4.</b> Stationary <b>5.5.</b> Learning manual
<b>6. Methods of assessment</b>	Methods of assessment may include but is not limited to: <b>6.1.</b> Written test <b>6.2.</b> Oral test <b>6.3.</b> Observation <b>6.4.</b> Demonstration <b>6.5.</b> Portfolio
<b>7. Context of assessment</b>	<b>7.1.</b> Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency. <b>7.2.</b> Assessment must be done by a suitably qualified/certified assessor.

**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.

**Accreditation Requirements**

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<b>Unit Title:</b>	Identify satin weave and its derivatives
<b>Unit Code:</b>	SEIP-TEX-BWS-04-O
<b>Nominal Hours:</b>	48 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required to identify satin weave and its derivatives. It specifically includes describing the basics of satin weave and identifying the derivatives of satin weave.
<b>Elements of Competency</b>	<b>Performance Criteria</b> ( <b><u>bold and underlined</u></b> terms are elaborated in the Range of Variables)
1. Describe basics of satin weave	1.1. Satin weave is described and classified. 1.2. Move number for satin weave is identified. 1.3. Key features of satin weave are identified and described. 1.4. Common uses of satin weave are identified and described. 1.5. Graph paper design of satin weave is identified and explained.
2. Identify derivatives of satin weave	2.1. <b><u>Derivatives of satin weave</u></b> are identified and described. 2.2. Graph paper design is interpreted.

<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> ( <i>may include but not limited to</i> )
1. Derivatives of satin weave	1.1. Satin base crepe weave 1.2. Satin base shaded design 1.3. Even number cork-screw weave

<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment must evidence that the candidate: 1.1. Identified and explained basics of satin weave 1.2. Explained key features of satin weave 1.3. Identified common uses of satin weave 1.4. Identified and described derivatives of satin weave
2. Underpinning knowledge	2.1. Basics of satin weave 2.2. Key features of satin weave 2.3. Move number for satin weave 2.4. Common uses of satin weave 2.5. Derivatives of satin weave
3. Underpinning skills	3.1. Identifying satin weave and its derivatives 3.2. Identifying key features of satin weave



**Evidence Guide**

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

<p><b>4. Underpinning attitudes</b></p>	<p>4.1. Tidy and punctual          4.2. Prompt in carrying out activities          4.3. Sincere and honest concerning duties          4.4. Active on teamwork          4.5. Eager to learn          4.6. Respectful of peers, subordinates and seniors in the workplace</p>
<p><b>5. Resource implications</b></p>	<p>The following resources must be provided:          5.1. Workplace (simulated or actual)          5.2. Satin weave samples          5.3. Projector          5.4. Stationary          5.5. Learning manual</p>
<p><b>6. Methods of assessment</b></p>	<p>Methods of assessment may include but is not limited to:          6.1. Written test          6.2. Oral test          6.3. Observation          6.4. Demonstration          6.5. Portfolio</p>
<p><b>7. Context of assessment</b></p>	<p>7.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.          7.2. Assessment must be done by a suitably qualified/certified assessor.</p>

**Accreditation Requirements**

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<b>Unit Title:</b>	Perform analysis of woven fabric
<b>Unit Code:</b>	SEIP-TEX-BWS-05-O
<b>Nominal Hours:</b>	56 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required to perform analysis of woven fabric. It specifically includes identifying the objectives of fabric analysis, performing analysis of fabric, and interpreting the results of analysis.
<b>Elements of Competency</b>	<b>Performance Criteria</b> ( <b><u>bold and underlined</u></b> terms are elaborated in the Range of Variables)
1. Identify objectives of fabric analysis	1.1. Objectives of fabric analysis are identified and explained. 1.2. Importance and process of fabric analysis is described.
2. Perform analysis of fabric	2.1. Appropriate tools, face and back are identified. 2.2. Warp and weft direction are identified. 2.3. Warp and weft yarn count is measured. 2.4. TPI of warp and weft yarn is measured. 2.5. Thread density (EPI and PPI) is counted. 2.6. Weave plan, drafting plan and lifting plan is interpreted.
3. Interpret results	3.1. <b>Fabric construction</b> is identified as per standard. 3.2. Fabric construction is interpreted when required.

<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> ( <i>may include but not limited to</i> )
1. Fabric construction	1.1. Ends per inch (EPI) 1.2. Picks per inch (PPI) 1.3. Warp and weft yarn count 1.4. Fabric width

<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment must evidence that the candidate: 1.1. Understood the objectives of fabric analysis 1.2. Performed analysis of fabric 1.3. Interpreted fabric construction
2. Underpinning knowledge	2.1. Objectives of fabric analysis 2.2. Fabric analysis procedure 2.3. Fabric construction

### 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.

3. Underpinning skills	<ul style="list-style-type: none"><li>3.1. Performing fabric analysis</li><li>3.2. Identifying fabric construction</li></ul>
4. Underpinning attitudes	<ul style="list-style-type: none"><li>4.1. Tidy and punctual</li><li>4.2. Prompt in carrying out activities</li><li>4.3. Sincere and honest concerning duties</li><li>4.4. Active on teamwork</li><li>4.5. Eager to learn</li><li>4.6. Respectful of peers, subordinates and seniors in the workplace</li></ul>
5. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"><li>5.1. Workplace (simulated or actual)</li><li>5.2. Projector</li><li>5.3. Stationary</li><li>5.4. Learning manual</li><li>5.5. Graph paper</li></ul>
6. Methods of assessment	<p>Methods of assessment may include but is not limited to:</p> <ul style="list-style-type: none"><li>6.1. Written test</li><li>6.2. Oral test</li><li>6.3. Observation</li><li>6.4. Demonstration</li><li>6.5. Portfolio</li></ul>
7. Context of assessment	<ul style="list-style-type: none"><li>7.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.</li><li>7.2. Assessment must be done by a suitably qualified/certified assessor.</li></ul>

### Accreditation Requirements

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