



# Skills for Employment Investment Program (SEIP)

## COMPETENCY STANDARD FOR FASHION DESIGN, PRODUCT DEVELOPMENT AND ENTREPRENEURSHIP *(RMG SECTOR)*

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

## Table of Contents

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<b>Copyright</b>	<b>3</b>
<b>List of Abbreviations</b>	<b>4</b>
<b>Introduction</b>	<b>5</b>
<b>Overview</b>	<b>6</b>
<b>Approval Sheet</b>	<b>7</b>
<b>Course Structure</b>	<b>11</b>
<b>Competency Chart</b>	<b>12</b>
<b>Units and Elements Table</b>	<b>15</b>
<b>The Generic Units</b>	<b>18</b>
Carry out workplace interaction	18
Operate in a team environment	21
Apply basic IT skills	24
<b>The Sector-specific Units</b>	<b>27</b>
Apply occupational health and safety (OHS) practice in the workplace	27
Carry out measurement and calculations	30
Read and interpret sketches and drawings	33
Apply knowledge of business planning	36
<b>The Occupation-specific Units</b>	<b>39</b>
Understand basics of fashion design and product development	39
Design and create product pattern	42
Perform product development	46
Develop production house	49
Establish retail outlet	52

## Copyright

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The Competency Standard for Fashion Design, Product Development and Entrepreneurship 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>	
HR	Human resources
OHS	Occupational health and safety
PPE	Personal protective equipment
SOP	Standard operating procedure

## 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 23 July 2018 and concluded with a validation workshop with working group on 6 September 2018.

### Experts Involved

Industry and subject-matter experts who provided their valuable inputs to develop this competency standard [July - September 2018]:

Name	Organisation	Designation
Shajahan Begum Khuku	DAM-VTI (Pallabi)	Senior Instructor (Fashion Garments)
Selina Chowdhury	UNDP-SWAPNA	Livelihood Skills Development Specialist
Md. Mizanur Rahman	Shanto Marium University of Creative Technology	Assistant Professor
Zobayer Alam	Institute of Science Trade & technology	Head of Department
Ananda Falia	BTEB	Assistant Controller
David King	British Council - SD03	Team Leader
Syed Azharul Haque	British Council - SD03	National Subject Matter Consultant - RMG Sector
Md. Amir Hossain	Dhaka Ahsania Mission	Assistant Consultant - RMG Sector

### Development Workshop

Working group formation and competency standard development workshop participants held on 3 September 2018:

Name	Organisation	Designation
Ashikur Rahman Tuhin	ISC & BGMEA	Director
Shajahan Begum Khuku	DAM-VTI (Pallabi)	Senior Instructor (Fashion Garments)
Md. Mizanur Rahman	Shanto Marium University of Creative Technology	Assistant Professor
Selina Chowdhury	UNDP-SWAPNA	Livelihood Skills Development Specialist
Md. Zobayer Alam	Institute of Science Trade & Technology	Head of Department
Ananda Falia	BTEB	Assistant Controller

Name	Organisation	Designation
Syed Nasir Ershad	SEIP	AEPD (Public-1)
Mr. Md. Ahsan Habib	SEIP	TVET Specialist
Mr. Mohiuzzaman	SEIP	Course Specialist
David King	British Council - SD03	Team Leader
Syed Azharul Haque	British Council - SD03	National Subject Matter Consultant- RMG Sector
Md. Amir Hossain	British Council - SD03	Assistant Consultant - RMG Sector

### Validation Workshop

Competency standard validation workshop participants held on 6 September 2018:

Name	Organisation	Designation
Syed Sultan Chand	BWCCI	Chief Coordinator
Pejush Kanti Datta	BWCCI	Coordinator - Monitoring & Database
Farhana Akter Nila	BWCCI	Coordinator - Entrepreneurship Development
Bikash Chandra Ghatak	BWCCI	Assistant Coordinator (Training)
Saba Nowreen	Mekhola Fashion House	Proprietor and Designer
Md. Joherul Islam	Bangladesh Institute of Business & Technology	Lecturer
Pijush Banik (Apu)	Radiant Institute of Design	Fashion Designer
Syed Nasir Ershad	SEIP	AEPD (Public-1)
Mr. Md. Ahsan Habib	SEIP	TVET Specialist
Mr. Mohiuzzaman	SEIP	Course Specialist
David King	British Council - SD03	Team Leader
Syed Azharul Haque	British Council - SD03	National Subject Matter Consultant - RMG Sector
Md. Amir Hossain	British Council - SD03	Assistant Consultant – RMG 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

### Committee Workshop

The National competency standards for National Skills Certificate in Fashion Design, Product Development and Entrepreneurship, NTVQF Level [INSERT LEVEL] qualification is a document developed by the Skill for Employment Investment Programme (SEIP), Finance Division, Ministry of Finance. This standard has been developed by an industry expert group under guidance of SEIP. The standard was approved by the SCDC [BTEB to insert date] at NTVQF Cell, BTEB.

### Respectable members of the SCDC:

Fashion Design, Product Development and Entrepreneurship - Level [INSERT LEVEL]		

## Course Structure

SL	Unit Code and Title		Level	Nominal Duration (Hours)
<b>Generic Competencies (3 units of competency required)</b>				
1	SEIP-RMG-FPE-01-G	Carry out workplace interaction		12
2	SEIP-RMG-FPE-02-G	Operate in a team environment		12
3	SEIP-RMG-FPE-03-G	Apply basic IT skills		16
<b>Sub-Total</b>				<b>40</b>
<b>Sector-specific Competencies (4 units of competency required)</b>				
1	SEIP-RMG-FPE-01-S	Apply occupational health and safety (OHS) practice in the workplace		12
2	SEIP-RMG-FPE-02-S	Carry out measurements and calculations		12
3	SEIP-RMG-FPE-03-S	Read and interpret sketches and drawings		12
4	SEIP-RMG-FPE-04-S	Apply knowledge of business planning		24
<b>Sub-Total</b>				<b>60</b>
<b>Occupation-specific Competencies (5 units of competency required)</b>				
1	SEIP-RMG-FPE-01-O	Understand basics of fashion design and product development		20
2	SEIP-RMG-FPE-02-O	Design and create product pattern		60
3	SEIP-RMG-FPE-03-O	Perform product development		90
4	SEIP-RMG-FPE-04-O	Develop production house		50
5	SEIP-RMG-FPE-05-O	Establish retail outlet		40
<b>Sub-Total</b>				<b>260</b>
<b>Total Nominal Learning Hours</b>				<b>360</b>

## Competency Chart

Units of Competency	Elements		
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### Generic Specific (Basic) Competencies

Carry out workplace interaction SEIP-RMG-FPE-01-G	Interpret workplace communication and etiquette	Read and understand workplace documents	Participate in workplace meetings and discussions
	Practice professional ethics at work		
Operate in a team environment SEIP-RMG-FPE-02-G	Identify team goals and work process	Identify own role and responsibilities within team	Communicate and cooperate with team members
	Practice problem solving within the team		
Apply basic IT skills SEIP-RMG-FPE-03-G	Identify and use most commonly used IT tools	Understand use of computer	Work with word processing application
	Work with spreadsheets	Access email and search the internet	

## Sector-specific (Common) Competencies

Apply occupational health and safety (OHS) practice in the workplace SEIP-RMG-FPE-01-S	Identify OHS policies and procedures	Apply personal health and safety practices	Report hazards and risks
	Respond to emergencies		
Carry out calculations and measurements SEIP-RMG-FPE-02-S	Plan and prepare	Obtain measurements	Perform calculations
Read and interpret sketches and drawings SEIP-RMG-FPE-03-S	Interpret information and specifications	Read and interpret sketches and drawings	
Apply knowledge of business planning SEIP-RMG-FPE-04-S	Identify business plan	Perform business survey	Identify banking requirements

## Occupation-specific (Core) Competencies

Understand basics of fashion design and product development SEIP-RMG-FPE-01-O	Identify fashion design process	Identify product development process	
Design and create product pattern SEIP-RMG-FPE-02-O	Prepare for work	Draw sketches	Perform surface ornamentation
	Develop technical packages		
Perform product development SEIP-RMG-FPE-03-O	Prepare for garment construction	Carry out pattern making and cutting	
Develop production house SEIP-RMG-FPE-04-O	Identify infrastructure requirements	Identify tools and equipment requirements	Identify human resource requirements
	Identify raw material procurement plan		
Establish retail outlet SEIP-RMG-FPE-05-O	Conduct feasibility study	Develop marketing plan	Set-up retail outlet
	Manage product sourcing and sales		

## Units and Elements Table

### Generic – Compulsory (3 units of competency required)

Code	Unit of Competency	Elements of Competency	Duration (hours)
SEIP-RMG-FPE-01-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>	12
SEIP-RMG-FPE-02-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>	12
SEIP-RMG-FPE-03-G	Apply basic IT skills	<ol style="list-style-type: none"> <li>1. Identify and use most commonly used IT tools.</li> <li>2. Understand use of computer.</li> <li>3. Work with word processing application.</li> <li>4. Work with spreadsheets.</li> <li>5. Access email and search the internet.</li> </ol>	16
<b>Total Hours</b>			<b>40</b>

### Sector-specific – Compulsory (4 units of competency required)

Code	Unit of Competency	Elements of Competency	Duration (hours)
SEIP-RMG-FPE-01-S	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> </ol>	12
SEIP-RMG-FPE-02-S	Carry out measurements and calculations	<ol style="list-style-type: none"> <li>1. Plan and prepare.</li> <li>2. Obtain measurements.</li> <li>3. Perform calculations.</li> </ol>	12
SEIP-RMG-FPE-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>	12
SEIP-RMG-FPE-04-S	Apply knowledge of business planning	<ol style="list-style-type: none"> <li>1. Identify business plan.</li> <li>2. Perform business survey.</li> <li>3. Identify banking requirements.</li> </ol>	24
<b>Total Hours</b>			<b>60</b>



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

Code	Unit of Competency	Elements of Competency	Duration (hours)
SEIP-RMG-FPE-01-O	Understand basics of fashion design and product development	<ol style="list-style-type: none"> <li>1. Identify fashion design process.</li> <li>2. Identify product development process.</li> </ol>	20
SEIP-RMG-FPE-02-O	Design and create product pattern	<ol style="list-style-type: none"> <li>1. Prepare for work.</li> <li>2. Draw sketches.</li> <li>3. Perform surface ornamentation.</li> <li>4. Develop technical packages.</li> </ol>	60
SEIP-RMG-FPE-03-O	Perform product development	<ol style="list-style-type: none"> <li>1. Prepare for garment construction.</li> <li>2. Carry out pattern making and cutting.</li> </ol>	90
SEIP-RMG-FPE-04-O	Develop production house	<ol style="list-style-type: none"> <li>1. Identify infrastructure requirements.</li> <li>2. Identify tools and equipment requirements.</li> <li>3. Identify human resource requirements.</li> <li>4. Identify raw material procurement plan.</li> </ol>	50
SEIP-RMG-FPE-05-O	Establish retail outlet	<ol style="list-style-type: none"> <li>1. Conduct feasibility study.</li> <li>2. Develop marketing plan.</li> <li>3. Set-up retail outlet.</li> <li>4. Manage product sourcing and sales.</li> </ol>	40
<b>Total Hours</b>			<b>260</b>

## Generic Competencies

<b>Unit Title:</b>	Carry out workplace interaction
<b>Unit Code:</b>	SEIP-RMG-FPE-01-G
<b>Nominal Hours:</b>	12 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: <ul 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> </ul>
2. Underpinning knowledge	<ul 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> </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.

<b>3. Underpinning skills</b>	<b>3.1.</b> Demonstrating workplace communication and etiquette <b>3.2.</b> Interpreting workplace instructions and symbols <b>3.3.</b> Demonstrating active participation in workplace meeting <b>3.4.</b> Applying professional ethics at work
<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> Concerned about the work environment <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> Workplace procedures <b>5.3.</b> Standard operating procedure <b>5.4.</b> Workplace documents, signs and symbols <b>5.5.</b> Codes of conduct <b>5.6.</b> Projector <b>5.7.</b> Stationary <b>5.8.</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>	Operate in a team environment
<b>Unit Code:</b>	SEIP-RMG-FPE-02-G
<b>Nominal Hours:</b>	12 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required to operate in a team environment. It specifically includes identifying 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 ( <i>may include but not limited to</i> )
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. Critical aspects of competency	Assessment must evidence that the candidate: 1.1. Identified own role and responsibilities within team 1.2. Communicated and co-operated with team members 1.3. Demonstrated problem solving within the team
2. Underpinning knowledge	2.1. Team goals and work processes 2.2. Roles and responsibilities 2.3. Finding problems and solving them
3. Underpinning skills	3.1. Identifying own role and responsibilities within team 3.2. Communicating and co-operating with team members 3.3. Demonstrating problem solving within the team
4. Underpinning attitudes	4.1. Active on teamwork 4.2. Prompt in carrying out activities 4.3. Tidy and punctual 4.4. Respectful of peers, subordinates and seniors in the workplace 4.5. Sincere and honest concerning duties
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. 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>	Apply basic IT skills
<b>Unit Code:</b>	SEIP-RMG-FPE-03-G
<b>Nominal Hours:</b>	16 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required to apply basic IT skills in the workplace. It specifically includes identifying IT tools, using computer, word processing and spreadsheet applications, email and searching on internet.
<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 use most commonly used IT tools	<p>1.1. History of information technology (IT) is identified and summarised.</p> <p>1.2. Commonly used <b><u>IT tools</u></b> are identified and described.</p>
2. Understand use of computer	<p>2.1. Basic parts of a computer are identified.</p> <p>2.2. Turning on and off technique of a computer is performed.</p> <p>2.3. Working environment, functions and features of operating system is interpreted.</p> <p>2.4. Simple trouble-shooting techniques are applied.</p>
3. Work with word processing application	<p>3.1. Word processing application appropriate to perform activity is operated.</p> <p>3.2. Basic typing technique to document is applied.</p> <p>3.3. Word processing techniques to document are employed.</p> <p>3.4. Personal CV writing using suitable word processing techniques is practiced.</p> <p>3.5. Saving and retrieving technique of a document is used.</p>
4. Work with spreadsheets	<p>4.1. Spreadsheet working environment, functions and features are identified and interpreted.</p> <p>4.2. Data entry on spreadsheet appropriate to perform activity is performed.</p> <p>4.3. <b><u>Data manipulation techniques</u></b> to spreadsheet document are applied.</p> <p>4.4. Spreadsheet document is created and saved.</p>
5. Access email and search the internet	<p>5.1. Use of email account in online environment is explained.</p> <p>5.2. Writing and sending of workplace emails is completed.</p> <p>5.3. Different <b><u>browsers</u></b> to work online are identified and selected.</p> <p>5.4. Browse different web portals and apply proper search techniques.</p>



Range of Variables	
Variable	Range ( <i>may include but not limited to</i> )
1. IT tools	1.1. Cell phone 1.2. Tablets 1.3. Computers, laptops, notebooks 1.4. Internet 1.5. Software 1.6. Satellite
2. Data manipulation techniques	2.1. Sum 2.2. Average 2.3. Count 2.4. Max 2.5. Min 2.6. If 2.7. Sort 2.8. Fill 2.9. Header 2.10. Footer 2.11. Print
3. Browsers	3.1. Internet Explorer 3.2. Firefox 3.3. Google Chrome 3.4. Opera 3.5. Safari 3.6. Omni Web 3.7. Microsoft Edge

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 commonly used IT tools</li> <li>1.2. Performed simple trouble-shooting with computer</li> <li>1.3. Performed typing on word processing software, saved and retrieved documents</li> <li>1.4. Performed data entry with spread sheet</li> <li>1.5. Used email account for different online purposes</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.

2. Underpinning knowledge	<ul style="list-style-type: none"><li>2.1. IT and IT tools</li><li>2.2. Computer trouble-shooting</li><li>2.3. Techniques to access internet</li></ul>
3. Underpinning skills	<ul style="list-style-type: none"><li>3.1. Demonstrating simple trouble-shooting with computer</li><li>3.2. Demonstrating typing on word processing software</li><li>3.3. Demonstrating data entry with spread sheet</li><li>3.4. Opening email account and using it for different purposes</li></ul>
4. Underpinning attitudes	<ul style="list-style-type: none"><li>4.1. Active on teamwork</li><li>4.2. Prompt in carrying out activities</li><li>4.3. Tidy and punctual</li><li>4.4. Respectful of peers, subordinates and seniors in the workplace</li><li>4.5. Sincere and honest concerning duties</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. IT tools</li><li>5.3. Computer/laptop/notebook</li><li>5.4. Software</li><li>5.5. Internet</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. 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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## Sector-specific Competencies

<b>Unit Title:</b>	Apply occupational health and safety (OHS) practice in the workplace
<b>Unit Code:</b>	SEIP-RMG-FPE-01-S
<b>Nominal Hours:</b>	12 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 interpreted 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>

Range of Variables	
Variable	Range ( <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: <ol 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>1.4. Responded to emergencies</li> </ol>
2. Underpinning knowledge	<ol 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:               <ol 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> </ol> </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> </ol>
3. Underpinning skills	<ol 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> </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> Committed to occupational health and safety practices <b>4.2.</b> Communicates well with peers, subordinates and seniors in workplace <b>4.3.</b> Prompt in carrying out activities <b>4.4.</b> Tidy and punctual <b>4.5.</b> Sincere and honest concerning duties <b>4.6.</b> Responsible during emergencies
<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> Firefighting equipment <b>5.4.</b> Emergency response manual <b>5.5.</b> First aid kits <b>5.6.</b> Projector <b>5.7.</b> Stationary <b>5.8.</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>	Carry out measurements and calculations
<b>Unit Code:</b>	SEIP-RMG-FPE-02-S
<b>Nominal Hours:</b>	12 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required for carry out measurements and calculations in the workplace. It specifically includes planning and preparing to take measurements, obtaining measurements, and performing calculations.
<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. Plan and prepare	<p>1.1. Work instructions are confirmed and applied to the job in hand.</p> <p>1.2. Materials to be measured are identified as per job specification.</p> <p>1.3. Appropriate <b><u>measuring device</u></b> is identified and selected based on materials to be measured.</p> <p>1.4. Specifications are obtained and verified from relevant <b><u>documents</u></b>.</p>
2. Obtain measurements	<p>2.1. Method of obtaining measurement is selected and applied.</p> <p>2.2. <b><u>Measurements</u></b> are obtained using appropriate device in accordance with job requirement.</p> <p>2.3. Measurements, including area, volume, tolerance and clearance limits, are confirmed and applied.</p>
3. Perform calculations	<p>3.1. <b><u>Calculations</u></b>, using basic operations, for determining material requirement are taken.</p> <p>3.2. Appropriate <b><u>formulas</u></b> for calculating quantities are selected.</p> <p>3.3. Quantities are estimated from the calculation taken.</p> <p>3.4. Material quantities are calculated, confirmed and recorded within tolerances.</p>

<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> ( <i>may include but not limited to</i> )
1. Measuring device	<p>1.1. Measuring tape</p> <p>1.2. Steel rule</p> <p>1.3. Calculator</p> <p>1.4. Sets square</p>
2. Documents	<p>2.1. Technical manuals</p> <p>2.2. Specifications</p> <p>2.3. Sketches</p> <p>2.4. Drawings</p> <p>2.5. Charts</p> <p>2.6. Photographs</p>

Range of Variables	
Variable	Range (may include but not limited to)
3. Measurements	3.1. Length 3.2. Width 3.3. Weight 3.4. Tolerance
4. Calculations	4.1. Addition 4.2. Subtraction 4.3. Multiplication 4.4. Division 4.5. Area 4.6. Volume 4.7. Circumference 4.8. CBM 4.9. Volumetric weight
5. Formulas	5.1. Fractions 5.2. Percentages 5.3. Mixed numbers 5.4. Conversions 5.5. Scales

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment required evidence that the candidate: <ol style="list-style-type: none"> <li>1.1. Identified and selected appropriate measuring devices</li> <li>1.2. Carried out measurements for apparel</li> <li>1.3. Identified and selected correct mathematical formula</li> <li>1.4. Performed calculations as per job requirement</li> </ol>
2. Underpinning knowledge	<ol style="list-style-type: none"> <li>2.1. Measuring devices</li> <li>2.2. Basic mathematical formulas</li> <li>2.3. Simple calculation techniques</li> <li>2.4. Garment allowances and tolerances</li> <li>2.5. Recording data procedures</li> </ol>
3. Underpinning skills	<ol style="list-style-type: none"> <li>3.1. Identifying appropriate measuring devices</li> <li>3.2. Carrying out measurements for apparel</li> <li>3.3. Performing calculations as per job requirement</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> Committed to occupational health and safety practices <b>4.2.</b> Communicates well with peers, subordinates and seniors in workplace <b>4.3.</b> Prompt in carrying out activities <b>4.4.</b> Tidy and punctual <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> Computer/laptop/notebook <b>5.3.</b> Calculator <b>5.4.</b> Measuring tape <b>5.5.</b> Ruler <b>5.6.</b> Projector <b>5.7.</b> Stationary <b>5.8.</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>	Read and interpret sketches and drawings
<b>Unit Code:</b>	SEIP-RMG-FPE-03-S
<b>Nominal Hours:</b>	12 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 <b><u>specifications</u></b> in the manuals is 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. Specifications	3.1. Product 3.2. Performance 3.3. Method
4. Terms and abbreviations	4.1. Refers to all terms and abbreviations associated with the RMG Sector
5. Signs and symbols	5.1. Includes all signs and symbols associated with the RMG Sector

**Evidence Guide**

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

<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> Read 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> Eager to learn <b>4.2.</b> Tidy and punctual <b>4.3.</b> Concerned about proper use of computer and peripherals <b>4.4.</b> Concerns for other's rights <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> Computer/laptop/notebook <b>5.3.</b> Software <b>5.4.</b> Sketches and drawings <b>5.5.</b> Specifications and information <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**

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>	Apply knowledge of business planning
<b>Unit Code:</b>	SEIP-RMG-FPE-04-S
<b>Nominal Hours:</b>	24 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required to apply knowledge of business planning. It specifically includes identifying business plan, performing business surveys, and identifying banking requirements.
<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 business plan	<p>1.1. Business planning systems are identified.</p> <p>1.2. Business <b><u>planning steps</u></b> are identified as per marketing plan.</p> <p>1.3. Business plan is developed and prepared as per marketing plan.</p>
2. Perform business surveys	<p>2.1. <b><u>Market survey techniques</u></b> are identified.</p> <p>2.2. Survey is conducted and information is collected.</p> <p>2.3. Marketing plan is followed when conducting business survey.</p>
3. Identify banking requirements	<p>3.1. <b><u>Banking requirements</u></b> for apparel business are identified and explained.</p> <p>3.2. Banking requirements and procedures are finalised.</p> <p>3.3. Bank account opening process is identified and described.</p> <p>3.4. Financial requirements and loan process are identified.</p>

<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> ( <i>may include but not limited to</i> )
1. Planning steps	<p>1.1. Research</p> <p>1.2. Strategize</p> <p>1.3. Calculate</p> <p>1.4. Draft</p> <p>1.5. Revise</p> <p>1.6. Proof</p>
2. Market survey techniques	<p>2.1. Focus group</p> <p>2.2. One-on-one</p> <p>2.3. Telephone</p> <p>2.4. Mail</p> <p>2.5. Online</p>

<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> <i>(may include but not limited to)</i>
3. Banking requirements	3.1. Trade license 3.2. Bank account 3.3. TIN (Tax Identification Number) 3.4. VAT (Value Added Tax) 3.5. Factory license

<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 business planning systems</li> <li>1.2. Prepared business plan</li> <li>1.3. Identified market survey techniques</li> <li>1.4. Carried out business survey</li> <li>1.5. Identified banking requirements</li> </ol>
2. Underpinning knowledge	<ol style="list-style-type: none"> <li>2.1. Business planning systems</li> <li>2.2. Business planning steps</li> <li>2.3. Market survey techniques</li> <li>2.4. Marketing plans</li> <li>2.5. Banking requirements</li> </ol>
3. Underpinning skills	<ol style="list-style-type: none"> <li>3.1. Preparing business plan</li> <li>3.2. Carrying out business survey</li> <li>3.3. Identifying banking requirements</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. Active on team work</li> <li>4.4. Tidy and punctual</li> <li>4.5. 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. Projector</li> <li>5.3. Stationary</li> <li>5.4. 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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## Occupation-specific Competencies

<b>Unit Title:</b>	Understand basics of fashion design and product development
<b>Unit Code:</b>	SEIP-RMG-FPE-01-O
<b>Nominal Hours:</b>	20 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required to understand the basics of fashion design and product development. It specifically includes identifying fashion design process, and identifying product development process.
<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 fashion design process	<p>1.1. Fashion as a concept is interpreted.</p> <p>1.2. <b><u>Main influences</u></b> of fashion are identified and described.</p> <p>1.3. <b><u>Principles of design</u></b> are identified and defined.</p> <p>1.4. <b><u>Fashion design process</u></b> is identified and explained.</p> <p>1.5. <b><u>Types of sketches</u></b> used in fashion design are identified.</p> <p>1.6. Role and responsibilities of fashion designer are identified and defined.</p>
2. Identify product development process	<p>2.1. Materials used in product development are identified.</p> <p>2.2. Raw materials for products are identified.</p> <p>2.3. <b><u>Product development process</u></b> for converting materials into product is identified and explained.</p> <p>2.4. Role and responsibilities of product developer are identified and defined.</p>

Range of Variables	
Variable	Range ( <i>may include but not limited to</i> )
1. Main influences	<p>1.1. Social</p> <p>1.2. Technology</p> <p>1.3. Political</p> <p>1.4. Economic</p> <p>1.5. Cultural</p> <p>1.6. Religious</p>
2. Principles of design	<p>2.1. Unity</p> <p>2.2. Emphasis</p> <p>2.3. Proportion</p> <p>2.4. Balance</p> <p>2.5. Rhythm</p>

Range of Variables	
Variable	Range (may include but not limited to)
3. Fashion design process	3.1. Research 3.2. Design 3.3. Manufacturing 3.4. Merchandising 3.5. Marketing 3.6. Retailing
4. Types of sketches	4.1. Pencil 4.2. Line 4.3. Flat
5. Product development process	5.1. Concept 5.2. Research 5.3. Analysis 5.4. Selection 5.5. Pre-approval 5.6. Development 5.7. Final approval 5.8. Launch

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. Explained concept of fashion</li> <li>1.2. Identified and explained fashion design process</li> <li>1.3. Identified and explained product development process</li> <li>1.4. Identified raw materials for products</li> </ol>
2. Underpinning knowledge	<ol style="list-style-type: none"> <li>2.1. Main influences</li> <li>2.2. Principles of design</li> <li>2.3. Fashion trends and styles</li> <li>2.4. Fashion design process</li> <li>2.5. Types of sketches</li> <li>2.6. Product development process</li> <li>2.7. Role and responsibilities</li> </ol>
3. Underpinning skills	<ol style="list-style-type: none"> <li>3.1. Identifying and explaining fashion design process</li> <li>3.2. Identifying and explaining product development process</li> <li>3.3. Identifying raw materials for products</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> Enthusiastic and innovative
<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> Internet <b>5.5.</b> Sketches <b>5.6.</b> Materials <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

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<b>Unit Title:</b>	Design and create product pattern
<b>Unit Code:</b>	SEIP-RMG-FPE-02-O
<b>Nominal Hours:</b>	60 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required to design and create product pattern. It specifically includes preparing for work, drawing sketches, performing surface ornamentation, and developing technical packages.
<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. Prepare for work	<p>1.1. <b><u>Technical sketch sheet</u></b> and measurement sheet is read and interpreted.</p> <p>1.2. <b><u>Elements of design</u></b> are read and interpreted.</p> <p>1.3. Tools and equipment are identified and selected for job.</p>
2. Draw sketches	<p>2.1 Sketches of human body are performed as per measurement sheet.</p> <p>2.2 Sketches of garment are performed as per technical sketch sheet.</p>
3. Perform surface ornamentation	<p>3.1. Fashion embellishments are identified and selected.</p> <p>3.2. Types of <b><u>ornamentation</u></b> are identified.</p> <p>3.3. Surface ornaments are selected and performed as per job specification.</p> <p>3.4. Inspection procedures are applied as per buyer requirements.</p>
4. Develop technical packages	<p>4.1. Setting specifications of fabrics are read and interpreted.</p> <p>4.2. Measurement setting by size is completed.</p> <p>4.3. <b><u>Trims and accessories</u></b> settings are identified and selected.</p> <p>4.4. <b><u>Technical packages</u></b> are developed and applied.</p>

<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> ( <i>may include but not limited to</i> )
1. Technical sketch sheets	<p>1.1. Illustration</p> <p>1.2. Flat sketch</p> <p>1.3. Construction</p> <p>1.4. Stitching and types</p> <p>1.5. Seam types and placement</p> <p>1.6. Trims and fabrics</p> <p>1.7. Sizes</p> <p>1.8. Pieces</p>

<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> <i>(may include but not limited to)</i>
<b>2. Elements of design</b>	<b>2.1.</b> Line <b>2.2.</b> Shape <b>2.3.</b> Texture <b>2.4.</b> Colour <b>2.5.</b> Value
<b>3. Ornamentation</b>	<b>3.1.</b> Block <b>3.2.</b> Batik <b>3.3.</b> Screen print <b>3.4.</b> Tie dye <b>3.5.</b> Hand paint <b>3.6.</b> Embroidery
<b>4. Trims and accessories</b>	<b>4.1.</b> Trims: <b>4.1.1.</b> Sewing thread <b>4.1.2.</b> Interlining <b>4.1.3.</b> Button <b>4.1.4.</b> Zipper <b>4.1.5.</b> Lace <b>4.1.6.</b> Elastic <b>4.1.7.</b> Label <b>4.1.8.</b> Hook and loop <b>4.1.9.</b> Twill tape <b>4.2.</b> Accessories: <b>4.2.1.</b> Hangtag <b>4.2.2.</b> Size tag <b>4.2.3.</b> Price tag <b>4.2.4.</b> Poly bag <b>4.2.5.</b> Carton
<b>5. Technical packages</b>	<b>5.1.</b> Colour combination <b>5.2.</b> Fabric details <b>5.3.</b> Trims and accessories details <b>5.4.</b> Stitching and garments construction <b>5.5.</b> Graphic or print <b>5.6.</b> Embroidery or beading <b>5.7.</b> Washing <b>5.8.</b> Measurement and size chart

## 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> Prepared for work <b>1.2.</b> Read and interpreted technical sketch sheet <b>1.3.</b> Read and interpreted measurement sheet <b>1.4.</b> Drew sketches <b>1.5.</b> Performed surface ornamentation <b>1.6.</b> Developed technical packages
<b>2. Underpinning knowledge</b>	<b>2.1.</b> Elements of design <b>2.2.</b> Technical sketch sheets <b>2.3.</b> Measurement sheets <b>2.4.</b> Sketching and drawing <b>2.5.</b> Ornamentation <b>2.6.</b> Trims and accessories <b>2.7.</b> Technical packages
<b>3. Underpinning skills</b>	<b>3.1.</b> Preparing for work <b>3.2.</b> Interpreting technical sketch sheet <b>3.3.</b> Interpreting measurement sheet <b>3.4.</b> Sketching human body and garments <b>3.5.</b> Performing surface ornamentation <b>3.6.</b> Developing technical packages
<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> Committed to occupational health and safety practices <b>4.7.</b> Concerned for proper use of tools
<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> Technical sketch sheets <b>5.6.</b> Measurement sheets <b>5.7.</b> Projector <b>5.8.</b> Stationary <b>5.9.</b> 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

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<b>Unit Title:</b>	Perform product development
<b>Unit Code:</b>	SEIP-RMG-FPE-03-O
<b>Nominal Hours:</b>	90 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required to perform product development. It specifically includes preparing for garment construction and carrying out pattern making and cutting.
<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. Prepare for garment construction	<p>1.1. <b><u>Construction process</u></b> of garment is identified and explained.</p> <p>1.2. Job specifications and instructions are read and interpreted.</p> <p>1.3. <b><u>Sewing machine</u></b> is identified and selected as per job specification.</p> <p>1.4. Tools, equipment and materials are identified and selected as per job requirement.</p>
2. Carry out pattern making and cutting	<p>2.1. <b><u>Pattern making procedure</u></b> is identified.</p> <p>2.2. Patterns are produced as per job specification.</p> <p>2.3. <b><u>Fabric cutting process</u></b> is carried out.</p> <p>2.4. Parts cutting is carried out as per pattern design.</p>

<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> ( <i>may include but not limited to</i> )
1. Construction process	<p>1.1. Sketches</p> <p>1.2. Basic block patterns</p> <p>1.3. Working patterns</p> <p>1.4. Sample making</p> <p>1.5. Fit to model</p> <p>1.6. Adjustments</p> <p>1.7. Sample approval</p> <p>1.8. Costing</p> <p>1.9. Grading</p> <p>1.10. Cutting</p> <p>1.11. Sewing</p> <p>1.12. Finishing</p> <p>1.13. Packing</p>
2. Sewing machine	<p>2.1. Single needle</p> <p>2.2. Overlock</p> <p>2.3. Button hole</p> <p>2.4. Button stitch</p>

<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> <i>(may include but not limited to)</i>
3. Pattern making procedure	3.1. Block pattern: 3.1.1. Flat method 3.1.2. Modelling 3.2. Working pattern: 3.2.1. Manual grading 3.2.2. Computer grading
4. Fabric cutting process	4.1. Marker 4.2. Fabric spreading 4.3. Cutting 4.4. Sorting 4.5. Checking 4.6. Inputting (to sewing)

<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 interpreted job specifications 1.2. Selected appropriate sewing machine 1.3. Selected and prepared tools, equipment and materials 1.4. Performed pattern making 1.5. Carried out fabric cutting
2. Underpinning knowledge	2.1. Construction process 2.2. Sewing machines 2.3. Pattern designs 2.4. Pattern making procedure 2.5. Fabric cutting process 2.6. Tools, equipment and materials
3. Underpinning skills	3.1. Identifying construction process of garment 3.2. Reading and interpreting job specifications 3.3. Selecting appropriate sewing machine for job 3.4. Identifying tools, equipment and materials 3.5. Performing pattern making as per job specifications 3.6. Carrying out fabric cutting as per job specifications

## 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>	<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. Committed to occupational health and safety practices</li><li>4.7. Concerned for proper use of tools</li><li>4.8. Respectful of peers, subordinates and seniors in the workplace</li><li>4.9. Communicate with peers and seniors in the workplace</li></ul>
<b>5. Resource implications</b>	The following resources must be provided: <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. Tools and equipment (including sewing machine)</li><li>5.4. Materials</li><li>5.5. Job specifications</li><li>5.6. Pattern designs</li><li>5.7. Projector</li><li>5.8. Stationary</li><li>5.9. Learning manual</li></ul>
<b>6. Methods of assessment</b>	Methods of assessment may include but is not limited to: <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>
<b>7. Context of assessment</b>	<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>

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<b>Unit Title:</b>	Develop production house
<b>Unit Code:</b>	SEIP-RMG-FPE-04-O
<b>Nominal Hours:</b>	50 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitude required to develop production house. It specifically includes identifying infrastructure, tools and equipment, and human resource requirements, and identifying raw material procurement plan.
<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 infrastructure requirements	1.1. <b><u>Infrastructure</u></b> requirements are identified and described. 1.2. Facilities plan and costing for establishing factory is developed.
2. Identify tools and equipment requirements	2.1. <b><u>Tools and equipment</u></b> are identified as per factory requirement. 2.2. Procurement of tools and equipment is carried out.
3. Identify human resource requirements	3.1. Human resource requirements are identified as per facilities plan. 3.2. Allocation of human resources is established.
4. Identify raw material procurement plan	4.1. Purchasing requirements of raw materials is identified. 4.2. <b><u>Procurement plan</u></b> is developed. 4.3. Inventory system is developed.

<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> ( <i>may include but not limited to</i> )
1. Infrastructure	1.1. Legal 1.2. Financial 1.3. Administrative 1.4. Facility 1.5. Health and safety
2. Tools and equipment	2.1. Fabric chalk 2.2. Iron 2.3. Measuring tape 2.4. Pencil 2.5. Pointer 2.6. Scissors 2.7. Threads 2.8. Sewing machine 2.9. Tables

Range of Variables	
Variable	Range ( <i>may include but not limited to</i> )
3. Procurement plan	3.1. Product listing and specification 3.2. Supplier sourcing, evaluation and selection 3.3. Contracting

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 described infrastructure requirements</li> <li>1.2. Establishing facilities plan and costing</li> <li>1.3. Identified tools and equipment requirements</li> <li>1.4. Identified human resource requirements</li> <li>1.5. Developed procurement plan</li> <li>1.6. Developed inventory system</li> </ol>
2. Underpinning knowledge	<ol style="list-style-type: none"> <li>2.1. Factory infrastructure</li> <li>2.2. Human resources</li> <li>2.3. Tools and equipment</li> <li>2.4. Procurement</li> <li>2.5. Inventory</li> <li>2.6. Costing</li> <li>2.7. Planning</li> </ol>
3. Underpinning skills	<ol style="list-style-type: none"> <li>3.1. Identifying infrastructure requirements</li> <li>3.2. Identifying tools and equipment requirements</li> <li>3.3. Identifying human resource requirements</li> <li>3.4. Developing procurement plan</li> <li>3.5. Developing inventory system</li> </ol>
4. Underpinning attitudes	<ol 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. Committed to occupational health and safety practices</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>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> Calculator <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.

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<b>Unit Title:</b>	Establish retail outlet
<b>Unit Code:</b>	SEIP-RMG-FPE-05-O
<b>Nominal Hours:</b>	40 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required to establish retail outlet. It specifically includes conducting feasibility study, developing marketing plan, setting-up retail outlet, and managing product sourcing and sales.
<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. Conduct feasibility study	1.1. Feasibility study is carried out. 1.2. The <b><u>four principles</u></b> of business are identified. 1.3. Appropriate business location is identified and selected.
2. Develop marketing plan	2.1. <b><u>Marketing plan</u></b> is identified and described. 2.2. Marketing plan is developed and implemented.
3. Set-up retail outlet	3.1. Retail outlet is rented or leased. 3.2. Retail outlet is fitted and established.
4. Manage product sourcing and sales	4.1. <b><u>Types of sourcing</u></b> are identified and described. 4.2. Types of supplier are identified and described. 4.3. Garment management system is identified and implemented. 4.4. Sales management system is identified and implemented.

<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> ( <i>may include but not limited to</i> )
1. Four principles (4P's)	1.1. Product 1.2. Price 1.3. Place 1.4. Promotion
2. Marketing plan	2.1. Shop decoration 2.2. Advertising 2.3. Branding
3. Types of sourcing	3.1. Local manufacturer 3.2. Global manufacturer 3.3. International sourcing

## 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> Conducted feasibility study <b>1.2.</b> Identified and described marketing process <b>1.3.</b> Developed and implemented marketing plan <b>1.4.</b> Implemented garment management system <b>1.5.</b> Implemented sales management system
<b>2. Underpinning knowledge</b>	<b>2.1.</b> Feasibility basics <b>2.2.</b> 4P's <b>2.3.</b> Marketing plans <b>2.4.</b> Types of sourcing <b>2.5.</b> Types of supplier <b>2.6.</b> Garment management systems <b>2.7.</b> Sales management systems
<b>3. Underpinning skills</b>	<b>3.1.</b> Carrying out feasibility study <b>3.2.</b> Identifying marketing process <b>3.3.</b> Developing and implementing marketing plan <b>3.4.</b> Developing and implementing garment management system <b>3.5.</b> Developing and implementing sales management system
<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> Committed to occupational health and safety practices
<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> Internet <b>5.5.</b> Calculator <b>5.6.</b> Projector <b>5.7.</b> Stationary <b>5.8.</b> 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.

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