Skills for Employment Investment Program (SEIP)

COMPETENCY STANDARD

FOR

TOTAL QUALITY MANAGEMENT

(LEATHER AND FOOTWEAR SECTOR)

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

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The Competency Standard for Total Quality Management 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

General	
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
Occupation Specific	
OHS	Occupational health and safety
PPE	Personal protective equipment
SOP	Standard operating procedure

Introduction

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

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 2 October 2017 and concluded with a validation workshop with working group on 7 November 2017, and was reviewed and revised on 24 August 2018.

Experts Involved

Industry and subject-matter experts who provided their valuable inputs to develop this competency standard [October 2017 - August 2018]:

Name	Organisation	Designation
Md. Mominul Ahsan	Industry Skills Council (ISC)	Chief Executive Officer
Md. Mehedi Hasan	LFMEAB-SEIP	Lead Trainer
Mr. Mehedi Hasan	FB Footwear Limited	Manager - Quality Assurance
Md. Hamidur Rahman	Rimex Footwear Limited	Manager - Quality Assurance
Md. Rawshanuzzaman Basunia	Apex Footwear Limited	Manager - Quality Assurance
Md. Abu Tofail	Pacific Quality Control Centre Limited	Technical Manager - Leather Department
Md. Golam Shahnewaz	US Bangla Leather Limited	General Manager
Mr. Foysal Hossain	FB Footwear Limited	Production Manager
Syed Abdullah Al Arafat	Walker Footwear (RFL Group)	Manager - Production
Md. Abu Talha	Leatherex Footwear Limited	Manager – R & D Merchandising
Md. Mosaddequr Rahman	Bata Shoe Company (Bd) Limited	Assistant Production Manager
Mr. Uzzal Kumar Kundu	Lalmai Footwear Limited	Production Manager
M. M. Khalid Ahsan	Banbiz (Pvt) Limited	Factory In-charge
Ms. Israt Jahan	FB Footwear Limited	Assistant Manager - Compliance
David King	British Council - SD03	Team Leader
Sobur Ahmed	British Council - SD03	National Subject Matter Consultant - Leather and Footwear Sector

Development Workshop

Working group formation and competency standard development workshop participants [held on 4 November 2017]:

Name	Organisation	Designation
Md. Mominul Ahsan	Industry Skills Council (ISC)	Chief Executive Officer
Md. Mehedi Hasan	LFMEAB-SEIP Project	Lead Trainer
Mr. Mehedi Hasan	FB Footwear Limited	Manager - Quality Assurance
Md. Rawshanuzzaman Basunia	Apex Footwear Limited	Manager - Quality Assurance
Md. Hamidur Rahman	Rimex Footwear Limited	Manager - Quality Assurance
Md. Abu Tofail	Pacific Quality Control Centre Limited	Technical Manager - Leather Department
Md. Arifur Rahman Bhuiyan	LFMEAB-SEIP	Coordinator - Training, Job Placement and Database
Eng. Md. Mostafa	BTEB	Industry Liaison Officer
Eng. Md. Abdur Razzaque	SEIP-BTEB	Specialist-1 (Competency Standards)
Syed Nasir Ershad	SEIP	AEPD (Public-1)
Md. Ahsan Habib	SEIP	TVET Specialist
Mr. Mohiuzzaman	SEIP	Course Specialist
Rashmi Mehra	British Council - SD03	International CBLM Expert
Sobur Ahmed	British Council - SD03	National Subject Matter Consultant - Leather and Footwear Sector

Validation Workshop

Competency standard validation workshop participants [held on 7 November 2017]:

Name	Organisation	Designation
Md. Mominul Ahsan	Industry Skills Council (ISC)	Chief Executive Officer
Md. Golam Shah Newaz	US Bangla Leather Limited	General Manager
Md. Mehedi Hasan	LFMEAB-SEIP	Lead Trainer
Md. Sazzadul Karim	Bata Shoe Company (Bd) Limited	Assistant Manager - Quality Assurance
Md. Rawshanuzzaman Basunia	Apex Footwear Limited	Manager - Quality Assurance
Md. Hamidur Rahman	Rimex Footwear Limited	Manager - Quality Assurance
Md. Mashiur Rahman	LFMEAB-SEIP	Chief Coordinator
Engineer Md. Mostafa	BTEB	Industry Liaison Officer

Name	Organisation	Designation
Engineer Abdur Razzaque	SEIP-BTEB	Specialist-1 (Competency Standards)
Syed Nasir Ershad	SEIP	AEPD (Public-1)
Md. Ahsan Habib	SEIP	TVET Specialist
Mr. Mohiuzzaman	SEIP	Course Specialist
Rashmi Mehra	British Council - SD03	International CBLM Expert
Sobur Ahmed	British Council - SD03	National Subject Matter Consultant - Leather and Footwear 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 Total Quality Management, 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:

Total Quality Management - Level [INSERT LEVEL]		

Course Structure

SL	Unit Code and Title		Level	Nominal Duration (Hours)
Generic Competencies (2 units of competency required)				
1	SEIP-LEA-TQM-01-S	Apply occupational health and safety (OHS) practice in the workplace		2
2	SEIP-LEA-TQM-02-S	Operate in a team environment		2
Sub-Total				**4**
Sector-specific Competencies (1 unit of competency required)				
1	SEIP-LEA-TQM-01-S	Understand compliance requirements in the workplace		4
Sub-Total				**4**
Occupation-specific Competencies (6 units of competency required)				
1	SEIP-LEA-TQM-01-O	Understand basics of total quality management		8
2	SEIP-LEA-TQM-02-O	Apply human dimension and philosophy to total quality management		8
3	SEIP-LEA-TQM-03-O	Apply quality planning and control processes		12
4	SEIP-LEA-TQM-04-O	Apply quality improvement		12
5	SEIP-LEA-TQM-05-O	Carry out problem solving and decision-making		16
6	SEIP-LEA-TQM-06-O	Identify benchmarking approach and process		16
Sub-Total				**72**
Total Nominal Learning Hours				**80**

Competency Chart

Units of Competency	Elements		
Generic Specific (Basic) Competencies			
Apply occupational health and safety (OHS) practices in the workplace SEIP-LEA-TQM-01-S	Identify OHS policies and procedures	Apply personal health and safety practices	Report hazards and risk
	Respond to emergencies		
Operate in a team environment SEIP-LEA-TQM-02-G	Identify team goals and work processes	Identify own role and responsibilities within the team	Communicate and co-operate with team members
	Practice problem solving within the team		

Sector-Specific (Common) Competencies

Understand compliance requirements in the workplace SEIP-LEA-TQM-01-S	Identify environmental compliance	Identify waste and chemical handling compliance	Identify national labour laws

Occupation-Specific (Core) Competencies

Understand basics of total quality management SEIP-LEA-TQM-01-O	Define total quality management	Identify customer perceptions	
Apply human dimension and philosophy to total quality management SEIP-LEA-TQM-02-O	Identify total quality management philosophy	Show leadership in the workplace	Manage employee appraisal
Apply quality planning and control processes SEIP-LEA-TQM-03-O	Implement quality planning process	Implement quality control process	
Apply quality improvement SEIP-LEA-TQM-04-O	Identify quality improvement techniques	Identify quality improvement tools	
Carry out problem solving and decision-making SEIP-LEA-TQM-05-O	Apply problem solving	Apply decision-making	
Identify benchmarking approach and process SEIP-LEA-TQM-06-O	Identify benchmarking	Implement approach and process	

Units and Elements Table

Generic – Compulsory (2 units of competency required)

Code	Unit of Competency	Elements of Competency	Duration (hours)
SEIP-LEA-TQM-01-G	Apply occupational health and safety (OHS) practice in the workplace	1. Identify OHS policies and procedures. 2. Apply personal health and safety Practices. 3. Report hazards and risks. 4. Respond to emergencies.	2
SEIP-LEA-TQM-02-G	Operate in a team environment	1. Identify team goals and work processes. 2. Identify own role and responsibilities within team. 3. Communicate and co-operate with team members. 4. Practice problem solving within the team.	2
Total Hours			**4**

Sector-specific – Compulsory (1 unit of competency required)

Code	Unit of Competency	Elements of Competency	Duration (hours)
SEIP-LEA-TQM-01-S	Understand compliance requirements in the workplace	1. Identify environmental compliance. 2. Identify waste and chemical handling compliance. 3. Identify national labour laws.	4
Total Hours			**4**

Occupation-specific – Compulsory (6 units of competency required)

Code	Unit of Competency	Elements of Competency	Duration (hours)
SEIP-LEA-TQM-01-O	Understand basics of total quality management	1. Define total quality management. 2. Identify customer perceptions.	8
SEIP-LEA-TQM-02-O	Apply human dimension and philosophy to total quality management	1. Identify total quality management philosophy. 2. Show leadership in the workplace. 3. Manage employee relations.	8
SEIP-LEA-TQM-03-O	Apply quality planning and control processes	1. Implement quality planning process. 2. Implement quality control process.	12
SEIP-LEA-TQM-04-O	Apply quality improvement	1. Identify quality improvement techniques. 2. Identify quality improvement tools.	12
SEIP-LEA-TQM-05-O	Carry out problem solving and decision-making	1. Apply problem solving. 2. Apply decision-making.	16
SEIP-LEA-TQM-06-O	Identify benchmarking approach and process	1. Identify benchmarking. 2. Implement approach and process.	16
Total Hours			**72**

Generic Competencies

Unit Title:	Apply occupational health and safety (OHS) practice in the workplace
Unit Code:	SEIP-LEA-TQM-01-S
Nominal Hours:	2 hours
Unit Descriptor:	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.

Elements of Competency	Performance Criteria (**bold and underlined** terms are elaborated in the Range of Variables)
1. Identify OHS policies and procedures	**1.1.** **OHS policies** and safe operating procedures are interpreted. **1.2.** Safety signs and symbols are identified and followed. **1.3.** Response, evacuation procedures and other contingency measures are interpreted correctly.
2. Apply personal health and safety practices	**2.1.** OHS policies and procedures are applied in the workplace including **personal protective equipment (PPE)**. **2.2.** Common health issues are recognised. **2.3.** Common safety issues are identified.
3. Report hazards and risks	**3.1.** Hazards and risks are identified. **3.2.** Hazards and risks assessment and controls are interpreted.
4. Respond to emergencies	**4.1.** Respond to alarms and warning devices. **4.2.** **Emergency response plans and procedures** are responded to. **4.3.** **First aid procedures** during emergency situations are identified.

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

Range of Variables	
Variable	**Range** *(may include but not limited to)*
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: **1.1.** Identified OHS policies and procedures **1.2.** Applied personal health and safety practices (including PPE) **1.3.** Reported hazards and risks **1.4.** Responded to emergencies

2. Underpinning knowledge	**2.1.** Workplace OHS policies and procedures
	 2.2. Work safety procedures
	 2.3. Emergency response procedures:
	     2.3.1. Firefighting
	     2.3.2. Earthquake response
	     2.3.3. Accident response
	 2.4. Types of hazards (biological, chemical and physical) and their effects
	 2.5. OHS awareness
	 2.6. Personal protective equipment (PPE)

3. Underpinning skills	**3.1.** Identifying OHS policies and procedures **3.2.** Applying personal health and safety practices **3.3.** Reporting hazards and risks **3.4.** Responding to emergencies

<table>
<tr><td colspan="2">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.</td></tr>
<tr>
<td>4. Underpinning attitudes</td>
<td>
4.1. Committed to occupational health and safety practices
4.2. Communicates well with peers, subordinates and seniors in workplace
4.3. Prompt in carrying out activities
4.4. Tidy and punctual
4.5. Sincere and honest concerning duties
4.6. Responsible during emergencies
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<tr>
<td>5. Resource implications</td>
<td>
The following resources must be provided:
5.1. Workplace (simulated or actual)
5.2. Personal protective equipment (PPE)
5.3. Firefighting equipment
5.4. Emergency response manual
5.5. First aid kits
5.6. Projector
5.7. Stationary
5.8. Learning manual
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<tr>
<td>6. Methods of assessment</td>
<td>
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
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<tr>
<td>7. Context of assessment</td>
<td>
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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<td colspan="2">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.</td>
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Unit Title:	Operate in a team environment
Unit Code:	SEIP-LEA-TQM-03-G
Nominal Hours:	2 hours
Unit Descriptor:	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.

Elements of Competency	Performance Criteria (**bold and underlined** terms are elaborated in the Range of Variables)
1. Identify team goals and work processes	**1.1.** Roles and objectives of the team are identified and interpreted. **1.2.** Roles and responsibilities of team members are identified and interpreted.
2. Identify own role and responsibilities within team	**2.1.** Personal role and responsibilities are identified within the team environment. **2.2.** Reporting relationships are interpreted within team and external to team.
3. Communicate and co-operate with team members	**3.1.** Other teammates' tasks are identified and support provided when requested. **3.2.** The team is encouraged through **sharing information** or expertise, working together to solve problems, and putting team success first. **3.3.** Views and opinions of other team members are interpreted and respected.
4. Practice problem solving within the team	**4.1.** Problems faced at the individual and team level are identified and showed insight into the root-causes of the problems. **4.2.** A range of solutions and courses of action are identified together with benefits, costs, and risks associated with each. **4.3.** The good ideas of others to help develop solutions are recognised and advice sought from those who have solved similar problems. **4.4.** It is looked beyond the obvious and not stopped at the first answers.

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

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.

Sector-specific Competencies

Unit Title:	Understand compliance requirements in the workplace
Unit Code:	SEIP-LEA-TQM-01-S
Nominal Hours:	4 hours
Unit Descriptor:	This unit covers the skills, knowledge and attitudes required to identify compliance requirements. It specifically includes identifying environment compliance, identifying waste and chemical handling compliance, and identifying national labour laws.
Elements of Competency	**Performance Criteria** (**bold and underlined** terms are elaborated in the Range of Variables)
1. Identify environmental compliance	1.1. Environmental compliance requirements are identified and described. 1.2. **Code of conduct** is identified and described aligned to expectations of industry.
2. Identify waste and chemical handling compliance	2.1. Waste and chemical handling requirements are identified and described. 2.2. Procedures for the handling of waste and chemicals are identified and explained.
3. Identify national labour laws	3.1. National labour laws and regulations are identified. 3.2. Application of labour laws and regulations in workplace are identified and explained.

Range of Variables	
Variable	**Range** *(may include but not limited to)*
1. Code of conduct	1.1. Child labour 1.2. Forced labour 1.3. Health and safety 1.4. Compensation 1.5. Working hours 1.6. Discrimination 1.7. Maternity benefit

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 environmental compliance **1.2.** Identified and described codes of conduct **1.3.** Identified waste and chemical handling compliance **1.4.** Identified waste and chemical handling procedures **1.5.** Identified and explained national labour laws and regulations
2. Underpinning knowledge	**2.1.** Environmental compliance **2.2.** Codes of conduct **2.3.** Waste and chemical handling compliance **2.4.** Waste and chemical handling procedures **2.5.** National labour laws and regulations
3. Underpinning skills	**3.1.** Identifying and describing environmental compliance requirements **3.2.** Identifying and explaining codes of conduct **3.3.** Identifying and describing waste and chemical handling compliance requirements **3.4.** Identifying and explaining national labour laws and regulations
4. Underpinning attitudes	**4.1.** Active on teamwork **4.2.** Prompt in carrying out activities **4.3.** Tidy and punctual **4.4.** Sincere and honest concerning duties **4.5.** Eager to learn **4.6.** Concerned about the work environment **4.7.** Respectful of peers, subordinates and seniors in the workplace **4.8.** Communicate with peers and seniors in the workplace **4.9.** Concerned for other's rights
5. Resource implications	The following resources must be provided: **5.1.** Workplace (simulated or actual) **5.2.** Codes of conduct **5.3.** Labour law and regulations **5.4.** Standard operating procedure **5.5.** Projector **5.6.** Stationary **5.7.** 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

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.

Occupation-specific Competencies

Unit Title:	Understand basics of total quality management
Unit Code:	SEIP-LEA-TQM-01-O
Nominal Hours:	8 hours
Unit Descriptor:	This unit covers the skills, knowledge and attitudes required to understand basics of total quality management. It specifically includes defining total quality management, and identifying customer perceptions.
Elements of Competency	**Performance Criteria** (**bold and underlined** terms are elaborated in the Range of Variables)
1. Define total quality management	1.1. Total quality management is defined. 1.2. Main objectives of total quality management system are described. 1.3. **Quality parameters** are identified and explained.
2. Identify customer perceptions	2.1. **Customer perception** of quality is identified. 2.2. **Quality management principles** are identified. 2.3. **Key areas** of total quality management system are identified and described.

Range of Variables	
Variable	**Range** *(may include but not limited to)*
1. Quality parameters	1.1. Performance 1.2. Features 1.3. Reliability 1.4. Conformance 1.5. Durability 1.6. Serviceability 1.7. Aesthetics
2. Customer perception	2.1. Product performance 2.2. Product features 2.3. Service 2.4. Warranty 2.5. Price 2.6. Reputation

Range of Variables	
Variable	**Range** *(may include but not limited to)*
3. Quality management principles	**3.1.** Customer focus **3.2.** Leadership **3.3.** Engagement **3.4.** Process approach **3.5.** Continual improvement **3.6.** Relationship management
4. Key areas	**4.1.** Production quality evaluation **4.2.** Quality planning **4.3.** Quality evaluation **4.4.** Quality information **4.5.** Quality training **4.6.** Post-production quality service

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.** Defined total quality management **1.2.** Identified objectives of total quality management system **1.3.** Identified quality parameters **1.4.** Identified customer perceptions of quality **1.5.** Identified quality management principles **1.6.** Identified key areas of total quality management system
2. Underpinning knowledge	**2.1.** Total quality management **2.2.** Quality management principles **2.3.** Quality parameters **2.4.** Customer perception **2.5.** Key areas of total quality management system
3. Underpinning skills	**3.1.** Defining total quality management **3.2.** Identifying and explaining quality management principles **3.3.** Describing objectives of total quality management system **3.4.** Identifying quality parameters **3.5.** Identifying customer perception of quality
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

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.	
5. Resource implications	The following resources must be provided: **5.1.** Workplace (simulated or actual) **5.2.** Total quality management system (sample) **5.3.** Projector **5.4.** Stationary **5.5.** 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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Unit Title:	Apply human dimension and philosophy to total quality management
Unit Code:	SEIP-LEA-TQM-02-O
Nominal Hours:	8 hours
Unit Descriptor:	This unit covers the skills, knowledge and attitudes required to apply human dimension and philosophy to total quality management. It specifically includes identifying total quality management philosophy, showing leadership in the workplace, and managing employee relations.

Elements of Competency	Performance Criteria (**bold and underlined** terms are elaborated in the Range of Variables)
1. Identify total quality management philosophy	1.1. **Evolution** of total quality management is explained. 1.2. **Integrated total quality management model** is defined. 1.3. **Quality management philosophy** is described.
2. Show leadership in the workplace	2.1. Leadership for total quality management is identified. 2.2. Role of total quality management leader is explained. 2.3. Leadership survey report is prepared as per requirement.
3. Manage employee relations	3.1. Characteristics of successful teams are identified. 3.2. Employee appraisal method is identified and described. 3.3. Performance appraisal approach is identified and selected.

Range of Variables	
Variable	**Range** *(may include but not limited to)*
1. Evolution	1.1. Inspection 1.2. Quality control 1.3. Quality assurance 1.4. Total quality management
2. Integrated total quality management model	2.1. Leadership 2.2. Product process excellence 2.3. Human resource excellence
3. Quality management philosophy	3.1. Juran formula 3.2. Crosby formula

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.** Explained evolution of total quality management **1.2.** Identified integrated total quality management model **1.3.** Identified quality management philosophies **1.4.** Showed leadership in total quality management **1.5.** Managed employee relations
2. Underpinning knowledge	**2.1.** Evolution of total quality management **2.2.** Quality management philosophy **2.3.** Integrated total quality management models **2.4.** Leadership attributes **2.5.** Performance appraisal
3. Underpinning skills	**3.1.** Explaining evolution of total quality management **3.2.** Identifying quality management philosophy **3.3.** Identifying integrated total quality management model **3.4.** Showing leadership in the workplace **3.5.** Conducting employee appraisal
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 **4.7.** Communicate with peers and seniors in the workplace
5. Resource implications	The following resources must be provided: **5.1.** Workplace (simulated or actual) **5.2.** Performance appraisal sheets **5.3.** Leadership survey report **5.4.** Projector **5.5.** Stationary **5.6.** 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

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.

| 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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Unit Title:	Apply quality planning and control processes
Unit Code:	SEIP-LEA-TQM-03-O
Nominal Hours:	12 hours
Unit Descriptor:	This unit covers the skills, knowledge and attitudes required to apply quality planning and control process. It specifically includes identifying and implementing quality planning and control processes.

Elements of Competency	Performance Criteria (**bold and underlined** terms are elaborated in the Range of Variables)
1. Implement quality planning process	**1.1.** **Quality planning process** is identified and described. **1.2.** Quality planning process is implemented.
2. Implement quality control process	**2.1.** **Quality control process** is identified and described. **2.2.** Quality control process is implemented.

Range of Variables	
Variable	**Range** *(may include but not limited to)*
1. Quality planning process	**1.1.** Identify customer **1.2.** Identify customer needs **1.3.** Translate customer needs into units of measurement **1.4.** SWOT analysis **1.5.** Product development **1.6.** Process development **1.7.** Optimisation
2. Quality control process	**2.1.** Select quality control subject **2.2.** Establish measurement **2.3.** Choose performance starts **2.4.** Measure performance **2.5.** Compare to standards **2.6.** Act on discrepancies

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 quality planning process **1.2.** Implemented quality planning process **1.3.** Identified quality control process **1.4.** Implemented quality control process

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	**2.1.** Quality planning **2.2.** Quality control
3. Underpinning skills	**3.1.** Identified and implemented quality planning process **3.2.** Identified and implemented quality control process
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 **4.7.** Communicate with peers and seniors in the workplace
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
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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Unit Title:	Apply quality improvement
Unit Code:	SEIP-LEA-TQM-04-O
Nominal Hours:	12 hours
Unit Descriptor:	This unit covers the skills, knowledge and attitudes required to apply quality improvement. It specifically includes identifying quality improvement techniques and tools.

Elements of Competency	Performance Criteria (**bold and underlined** terms are elaborated in the Range of Variables)
1. Identify quality improvement techniques	1.1. Quality **improvement strategies** are identified. 1.2. Quality **improvement techniques** are identified. 1.3. Strategy and technique is selected and applied to workplace practice.
2. Identify quality improvement tools	2.1. Quality **improvement tools** are identified. 2.2. **Deming cycle** is identified and described. 2.3. Cause and effect diagram is identified explained. 2.4. Quality improvement tool is selected and applied to eliminate non-conformity.

Range of Variables	
Variable	**Range** *(may include but not limited to)*
1. Improvement strategies	1.1. Repair 1.2. Refine 1.3. Renovate 1.4. Reinvent
2. Improvement techniques	2.1. Kaizen 2.2. Brainstorming 2.3. Benchmarking
3. Improvement tools	3.1. Deming wheel 3.2. Root cause analysis 3.3. Arrow diagram 3.4. Pareto analysis 3.5. 5S housekeeping
4. Deming cycle	4.1. Plan 4.2. Do 4.3. Check 4.4. Act

Evidence Guide	
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1. Critical aspects of competency	Assessment must evidence that the candidate: **1.1.** Identified and described quality improvement techniques **1.2.** Selected and applied quality improvement technique **1.3.** Identified and described quality improvement tools **1.4.** Selected and applied quality improvement tool
2. Underpinning knowledge	**2.1.** Quality improvement strategies **2.2.** Quality improvement techniques **2.3.** Quality improvement tools
3. Underpinning skills	**3.1.** Identifying quality improvement techniques **3.2.** Applying quality improvement techniques **3.3.** Identifying quality improvement tools **3.4.** Applying quality improvement tools
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 **4.7.** Communicate with peers and seniors in the workplace
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
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.

Evidence Guide
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Unit Title:	Carry out problem solving and decision-making
Unit Code:	SEIP-LEA-TQM-05-O
Nominal Hours:	16 hours
Unit Descriptor:	This unit covers the skills, knowledge and attitudes required to carry out problem solving and decision-making. It specifically includes carrying out problem solving, and carrying out decision-making.

Elements of Competency	Performance Criteria (**bold and underlined** terms are elaborated in the Range of Variables)
1. Apply problem solving model	1.1. Problem solving activities are identified and described. 1.2. **Models** for problem solving are identified and explained. 1.3. Appropriate model is selected and applied to solve problem.
2. Apply decision-making technique	2.1. **Five steps of decision-making process** are identified. 2.2. **Decision-making techniques** are identified and described. 2.3. Appropriate technique is selected and applied to make decision.

Range of Variables	
Variable	**Range** *(may include but not limited to)*
1. Models	1.1. Deming cycle 1.2. Identify opportunity 1.3. Analyse process 1.4. Develop optimal solution 1.5. Implement change 1.6. Study result 1.7. Standardise solution 1.8. Plan for future
2. Five steps of decision-making process	2.1. State the problem 2.2. Gather information 2.3. Consider consequences 2.4. Make decision 2.5. Evaluate decision
3. Decision-making techniques	2.1. Multiple criteria analysis 2.2. Paired comparison 2.3. Analytical hierarchy process 2.4. Decision-making tree 2.5. Pro/con 2.6. Cost/benefit analysis

1. Critical aspects of competency	Assessment must evidence that the candidate:
	1.1. Identified and explained problem solving models
	1.2. Carried out problem solving
	1.3. Identified five steps of decision-making process
	1.4. Identified and described decision-making techniques
	1.5. Carried out decision-making
2. Underpinning knowledge	**2.1.** Problem solving models
	2.2. Five steps of decision-making process
	2.3. Decision-making techniques
3. Underpinning skills	**3.1.** Identifying problem solving models
	3.2. Selecting and implementing problem solving model
	3.3. Identifying five steps of decision-making process
	3.4. Identifying decision-making techniques
	3.5. Selecting and implementing decision-making technique
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
	4.7. Communicate with peers and seniors in the workplace
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
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.

Evidence Guide
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Unit Title:	Identify benching approach and process
Unit Code:	SEIP-LEA-TQM-06-O
Nominal Hours:	16 hours
Unit Descriptor:	This unit covers the skills, knowledge and attitudes required to identify benchmarking approach and process. It specifically includes identifying benchmarking, and implement benchmarking approach and process.

Elements of Competency	Performance Criteria (**bold and underlined** terms are elaborated in the Range of Variables)
1. Identify benchmarking	1.1. Benchmarking is identified and explained. 1.2. **Dimensions of benchmarking** are identified.
2. Implement approach and process	2.1. Benchmarking approach and process is identified. 2.2. **Approach of benchmarking** is explained. 2.3. Benchmarking approach and process is implemented.

Range of Variables	
Variable	Range *(may include but not limited to)*
1. Dimensions of benchmarking	1.1. Quality 1.2. Time 1.3. Cost 1.4. Customer satisfaction
2. Approach of benchmarking	2.1. Select subject 2.2. Define process 2.3. Identify partners 2.4. Select partners 2.5. Identify data sources 2.6. Collect data 2.7. Determine gap 2.8. Establish process differences 2.9. Target future performance 2.10. Communicate 2.11. Adjust goal 2.12. Implement 2.13. Review

Evidence Guide	
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1. Critical aspects of competency	Assessment must evidence that the candidate: **1.1.** Identified and explained benchmarking. **1.2.** Identified dimensions of benchmarking **1.3.** Identified and explained benchmarking approach and process **1.4.** Implemented benchmarking approach and process
2. Underpinning knowledge	**2.1.** Benchmarking **2.2.** Dimensions of benchmarking **2.3.** Benchmarking approach and process
3. Underpinning skills	**3.1.** Identifying dimensions of benchmarking **3.2.** Identifying benchmarking approach and process **3.3.** Implementing benchmarking approach and process
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 **4.7.** Communicate with peers and seniors in the workplace
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
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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