COMPETENCY STANDARDS & ASSESSMENT GUIDE
FOR
FIRE SAFETY MANAGEMENT AND RISK ASSESSMENT
FOR MID-LEVEL MANAGEMENT

Skills for Employment Investment Program (SEIP)
Finance Division, Ministry of Finance

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The Competency Standards for Fire Safety Management and Risk Assessment for Mid-Level Management staff is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing trainings consistent with the requirement of industry in order for individuals who passed through the set standard via assessment would be qualified and settled for a relevant job.

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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 operationalizing a responsive skill eco system 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 program. Key priority economic growth sectors identified by 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, supported to work with the industry to address identified skills to enable industry growth, and increased employment through the provision of market responsive inclusive skills training programs. Priority sectors were identified to adopt a demand driven approach to training with effective inputs from Industry Skills Councils (ISCs), Employer Associations and Employers.

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

The document details the format, sequencing, wording and layout of the Competency Standard for an occupation, which comprised 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 a job or occupation or trade corresponding to the standard of performance required in the workplace.
Competency standard:
- Provides a consistent and reliable set of components for training, recognizing and assessing people's skills, and may have optional support materials.
- Enables industry recognized qualifications to be awarded through direct assessment of workplace competencies
- Encourages the development and delivery of flexible training which suits individual and industry requirements
- Encourages learning and assessment in a work-related environment that leads to verifiable workplace outcomes.

A working group who comprised national and international process experts develops competency Standards and the participation of experts from the industry 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 vocational and technical competency in many ways by emphasizing 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 rat training organization or any combination of these.

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:
- Reference to Industry Sector, Occupational Title and Occupational Description
- Unit code
- Unit title
- Unit descriptor
- Unit of Competency
- Elements and performance criteria
- Variables and range statement
- Evidence guides

Together all the parts of a Unit of Competency:
- Describe a work activity
- Guide the assessor in determining whether the candidate is competent.

Identification and validation of units of competency and elements for each occupation were made by experts of various construction companies in an industry consultative workshop held at the Bangladesh Knitwear Manufacturer's and Exporters Association (BKMEA) of RMG sector on the 14th of June 2016.

Profile of experts and facilitators who participated in the Competency Verification and Validation Workshop are given below:

Competency Verification-Validation Experts:

Name	Company	Job Position
Mohammad Manik Mia	BKMEA	Senior Trainer (Fire Safety)
Mohammad Iftekhar	BKMEA	Senior Trainer (Fire Safety)
Joya Nandy	Zuma Fashions Ltd. BKSP Savar	Group Manager (HR Admin and Compliance & Audit)
Md. Shahabuddin (Bilash)	Impress Fashion Ltd.	Manager (HRA & Compliance)

Workshop Facilitators:

Md. Mohiuzzaman	SEIP	Course Specialist
Emeterio Cedillo, Jr.	SEIP	International Specialist

The ensuing sections of this document comprise a description of the respective occupation with all the key components of a Unit of Competency:

- A chart with an overview of all Units of Competency for the respective occupation including the Unit Codes and the Unit of Competency titles and corresponding Elements.

- The Competency Standards that include the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide and Assessment Evidence Guide.

COMPETENCY PROFILE/MAP FOR
FIRE SAFETY MANAGEMENT AND RISK ASSESSMENT

UNITS OF COMPETENCY	ELEMENTS

A. Occupation Specific (Core) Competencies

Units of Competency	Elements			
EXPLAIN THE FUNDAMENTALS OF FIRE (SEIP-RMG-FIRM-1-O)	Identify the nature of fire	Explain the principle of extinguishing fire	Describe the process of heat transfer	Describe different types of flammable materials
	Explain the different classes of fire	Describe the methods of extinguishing fire	Identify the causes of fire	
OPERATE FIRE FIGHTING EQUIPMENT PROPERLY (SEIP-RMG-FIRM-2-O)	Describe the different types of fire extinguisher and their applications	Demonstrate the proper method of using fire extinguisher	Explain the operation and application of the sprinkler system	Explain the operation and application of the water hydrant system
	Explain the operation and application of the fire alarm system	Explain the proper use of auxiliary firefighting equipment		
CARRY OUT FIRE DRILLS (SEIP-RMG-FIRM-3-O)	Describe the different types of fire drills	Follow the evacuation procedures	Perform firefighting	Carry out rescue operation
PERFORM SAFETY INSPECTION, RISK ASSESSMENT AND HAZARD ELIMINATION (SEIP-RMG-FIRM-4-O)	Make checklist base on existing laws	Perform safety inspection	Eliminate risk in the workplace	Identify hazards in the workplace
	Eliminate identified hazards in the workplace			
PERFORM THE ROLE OF SAFETY OFFICER (SEIP-RMG-FIRM-5-O)	Identify the categories of safety officer	Explain the duties and responsibilities of safety officer	Conduct and monitor fire drills	Report fire drill results

WEAR PERSONAL PROTECTIVE EQUIPMENT (SEIP-RMG-FIRW-6-O)	Explain the application and importance of Personal Protective Equipment	Wear personal protective equipment	
PERFORM FIRST AID and RESCUE MANAGEMENT (SEIP-RMG-FIRW-7-O)	Explain the purpose of first aid	Describe the importance of first aid	Carry out first aid treatment for different types of workplace injuries
EXPLAIN ELECTRICAL SAFETY PRINCIPLES (SEIP-RMG-FIRW-8-O)	Identify the types of electricity	Describe the effects of electricity to a person	Describe the causes of fire due to electricity
	Explain the lockout and tag out system of preventing electrical accidents		
EXPLAIN CHEMICAL SAFETY PRINCIPLES (SEIP-RMG-FIRW-9-O)	Describe the nature of chemicals	Identify the risks associated with chemicals	Explain the application of Material Safety Data Sheet (MSDS) in chemicals safety management
	Identify the types and application of PPEs used for chemical handling		

In the third row, the fourth column contains: "Explain Electrical Safety Management System"

In the fifth row, the fourth column contains: "Recognize the importance of chemical labelling"

A. Occupation Specific (Core) Competencies (30hrs.)

Code	Unit of Competency	Elements of Competency	Guided Learning Hours
SEIP-RMG-FIRM-1-O	Explain the Fundamentals of Fire	1. Identify the nature of fire 2. Explain the principle of extinguishing fire 3. Describe the process of heat transfer 4. Describe different types of flammable materials 5. Explain the different classes of fire 6. Describe the methods of extinguishing fire 7. Identify the causes of fire	3
SEIP-RMG-FIRM-2-O	Operate Fire Fighting Equipment Properly	1. Describe the different types of fire extinguisher and their applications 2. Demonstrate the proper method of using fire extinguisher 3. Explain the operation and application of the sprinkler system 4. Explain the operation and application of water hydrant system 5. Explain the operation and application of fire alarm system 6. Identify the proper use of auxiliary firefighting equipment	6
SEIP-RMG-FIRM-3-O	Carry Out Fire Drills	1. Describe the different types of fire drills 2. Follow the evacuation procedures 3. Perform firefighting 4. Carry out rescue operation	3
SEIP-RMG-FIRM-4-O	Perform Safety Inspection, Risk Assessment and Hazard Elimination	1. Make fire safety checklist based on existing laws 2. Perform safety inspection 3. Eliminate risk in the workplace 4. Identify hazards in the workplace 5. Eliminate identified hazards in the workplace	4
SEIP-RMG-FIRM-5-O	Perform the Role of Safety Officer	1. Identify the categories of safety officers 2. Explain the duties and responsibilities of safety officer 3. Conduct and monitor fire drills 4. Report fire drill results	2
SEIP-RMG-FIRM-6-O	Wear Personal Protective Equipment	1. Explain the application and importance of Personal Protective Equipment 2. Wear personal protective equipment	2
SEIP-RMG-FIRM-7-O	Perform First Aid and Rescue Management	1. Explain the purpose of first aid 2. Describe the importance of first aid training 3. Carry out first aid treatment for different types of workplace injuries	4

	Explain Electrical Safety Principles	1. Identify the types of electricity 2. Describe the effects of electricity to a person 3. Describe the causes of fire due to electricity 4. Explain Electrical Safety Management System 5. Explain the lockout and tag out system of preventing electrical accidents	
SEIP-RMG-FIRM-8-O			3
SEIP-RMG-FIRM-9-O	Explain Chemical Safety Principles	1. Describe the nature of chemicals 2. Identify risks associated with chemicals 3. Explain the application of Material Safety Data Sheet (MSDS) in chemical safety management 4. Explain the importance of chemical labelling 5. Identify the types and application of PPEs used for chemical handling	3
Total Hours			**30**

COMPETENCY STANDARD: FIRE SAFETY MANAGEMENT AND RISK ASSESSMENT

A. The Occupation Specific (Core) Competencies

Unit of Competency: **EXPLAIN THE FUNDAMENTALS OF FIRE**	Nominal Duration: 3 hrs.	Unit Code: SEIP-RMG-FIRM-1-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required for a management staff to explain the basic application of fire in the readymade garments sector. It specifically includes the tasks of identifying the nature of fire, explaining the principle of extinguishing fire, describing the process of heat transfer, explaining the different classes of fire, describing the methods of extinguishing fires and identifying the causes of fire.		

Elements and Performance Criteria Template:
(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Identify the nature of fire	1.1 The nature of fire is defined. 1.2 The four (4) **requirements of combustion** are described.
2. Explain the principle of extinguishing fire	2.1 The **methods of extinguishing fires** explained.

3. Describe the process of heat transfer	3.1 The **heat transfer process** is described.
	    3.1.1 The conduction process is explained
	    3.1.2 The convection process is explained
	    3.1.3 The radiation process is explained

4. Describe different types of flammable materials	4.1 **Types of flammable materials** are described.
5. Explain the different classes of fire	5.1 The different **classification of fire according to burning principle** are identified.
6. Describe the methods of extinguishing fire	6.1 The methods of extinguishing fire are identified.
7. Identify the causes of fire	7.1 The **causes of fire** are described.

Range of Variables

Variable	Range (Includes but not limited to):
1. Requirements of combustion	1.1 Oxygen (air) 1.2 Fuel 1.3 Heat 1.4 Chemical chain reaction
2. Methods of extinguishing fires	2.1 Starvation 2.2 Smothering 2.3 Cooling 2.4 Interrupting chain reaction
3. Heat transfer process	3.1 Conduction 3.2 Convection

	3.3	Radiation
4. Types of flammable materials	4.1	Tinder
	4.2	Kindling
	4.3	Bulk
5. Classification of fire according to burning principle	5.1	Solid fire – Class A
	5.2	Liquid fire – Class B
	5.3	Gasses fire - Class C
	5.4	Metal fire - Class D
	5.5	Electrical fire – Class E
	5.6	Cooking fire – Class F/K
6. Causes of fire	6.1	Electrical
	6.2	Hazardous chemical mishandling
	6.3	Welding
	6.4	Gas eruption/explosion
	6.5	Sabotage/arson
	6.6	Burning stove
	6.7	Lightning
	6.8	Smoking
	6.9	Overheating
	6.10	Friction
	6.11	Hostility
	6.12	Boiler eruption
	6.13	Flaming mosquito coil
	6.14	Gas cylinder abuse

Curricular Content Guide

1. Underpinning Knowledge	1.1	The nature of fire
	1.2	The four (4) requirements of combustion
	1.3	The principle of fire extinguishment
	1.4	The principle of heat transfer process
	1.5	Types of flammable materials
	1.6	Different classes of fire
	1.7	Classification of fire according to their burning principle
	1.8	Methods and techniques of extinguishing
	1.9	Causes of fire
2. Underpinning Skills	2.1	Defining the nature of fire
	2.2	Describing the four (4) components of combustion
	2.3	Explaining the principle of extinguishing fire
	2.4	Describing the heat transfer process
3. Underpinning Attitudes	3.1	Commitment to occupational health and safety
	3.2	Awareness to fire prevention
	3.3	Eagerness to learn
	3.4	Tidiness, timeliness, and orderliness
	3.5	Respect for rights of peers and seniors in workplace
4. Resource Implications	4.1	Workplace (simulated or actual)
	4.2	Various kinds of firefighting tools, equipment and PPEs

	4.3 Workplace rules and regulation policy manual
	4.4 Pens
	4.5 Papers
	4.6 Work books
	4.7 Multi-media (Projector, laptop, sound system)

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate:
	1.1 Described the four (4) requirements of combustion.
	1.2 Explained the principle of fire extinguishment.
	1.3 Described the heat transfer process.
	1.4 Identified the different classification of fire according to burning principle.
	1.5 Identified the methods of extinguishing fires.
	1.6 Described the causes of fire.
2. Methods of Assessment	Competency should be assessed by:
	2.1 Written examination
	2.2 Demonstration
	2.3 Oral questioning
	2.4 Workplace observation
3. Context of Assessment	3.1 Competency assessment must be finished in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency:	Nominal Duration:	Unit Code:
OPERATE FIRE FIGHTING EQUIPMENT PROPERLY	6 hrs.	SEIP-RMG-FIRM-2-O
Unit Descriptor:		
This unit covers the knowledge, skills and attitudes required for a management staff to operate firefighting equipment properly. It specifically includes the tasks of describing the different types of fire extinguisher and their applications, demonstrating the proper method of using fire extinguisher, explaining the operation and application of the sprinkler system, explaining the operation and application of the water hydrant system, explaining the operation and application of the fire alarm system and identifying the proper use of auxiliary firefighting equipment.		

Elements and Performance Criteria Template:
(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Describe the different types of fire extinguisher and their applications	1.1 The **four stages of fire** are identified 1.2 The different **types of fire extinguishers** are identified 1.3 The **properties of the different types of fire extinguishers** are identified
2. Demonstrate the proper method of using fire extinguisher	2.1 The proper use and application of the different types of fire extinguisher are explained 2.2 The **"PASS" technique** of using the portable fire extinguisher is applied 2.3 Placement and installation height of portable fire extinguisher is identified
3. Explain the operation and application of the sprinkler system	3.1 The operation and application of the **different types of sprinkler system** is explained
4. Explain the operation and application of water hydrant system	4.1 Operation and application of the water hydrant the system is Explained
5. Explain the operation and application of fire alarm system	5.1 The operation and application of the fire alarm system is explained 5.2 Major **components of the Fire Alarm System** is identified
6. Identify the proper use of auxiliary firefighting equipment	6.1 The proper use of **auxiliary firefighting equipment** are identified

Range of Variables

Variable	Range (Includes but not limited to):
1. Four stages of fire	1.1 Incipient (developing) stage 1.2 Smoldering stage 1.3 Flame stage 1.4 Uncontrolled stage
2. Types of fire extinguishers	2.1 Dry chemical powder (DCP)/ABC powder 2.2 Carbon dioxide (CO_2)

	2.3 Foam spray
	2.4 Water
	2.5 Wet chemical
3. Properties of the different types of fire extinguisher	3.1 Test pressure
	3.2 Working pressure
	3.3 Discharge time
	3.4 Gas used
	3.5 Effective distance
4. "PASS" technique	4.1 Pull
	4.2 Aim
	4.3 Squeeze
	4.4 Sweep
5. Different types of sprinkler system	5.1 Wet type
	5.2 Dry type
	5.3 Pre-action type
	5.4 Deluge type
6. Components of the fire alarm system	6.1 Alarm initiation device
	6.2 Notification appliances
	6.3 Fire alarm control units
	6.4 Remote on-site annunciation
	6.5 Batteries/power supply
7. Auxiliary firefighting equipment	7.1 Fire bitter
	7.2 Fire hook
	7.3 Fire blanket
	7.4 Hose pipe
	7.5 Bucket

Curricular Content Guide

1. Underpinning Knowledge	1.1 The four stages of fire
	1.2 Different types of fire extinguishers
	1.3 Properties of the different types of fire extinguishers
	1.4 Use and application of the different types of fire extinguisher
	1.5 The "PASS" technique of using the portable fire extinguisher
	1.6 Placement and installation height of portable fire extinguisher
	1.7 Operation and application of a sprinkler system
	1.8 Operation and application of water hydrant system
	1.9 Operation and application of fire alarm system
	1.10 The proper use of auxiliary firefighting equipment
2. Underpinning Skills	2.1 Identifying the four stages of fire
	2.2 Identifying the different types of fire extinguishers
	2.3 Identifying the properties of different types of fire extinguishers
	2.4 Explaining the proper use and application of different types of fire extinguisher
	2.5 Applying the "PASS" technique of using the portable fire extinguisher

	2.6 Identifying placement and installation height of portable fire extinguisher
	2.7 Explaining the operation and application of a sprinkler system
	2.8 Explaining the operation and application of water hydrant system
	2.9 Explaining the operation and application of the fire alarm system
	2.10 Identifying the proper use of auxiliary firefighting equipment
3. Underpinning Attitudes	3.1 Commitment to occupational health and safety
	3.2 Awareness to fire prevention
	3.3 Eagerness to learn
	3.4 Tidiness, timeliness, and orderliness
	3.5 Respect for rights of peers and seniors in workplace
4. Resource Implications	4.1 Workplace (simulated or actual)
	4.2 Various kinds of firefighting tools, equipment and PPEs
	4.3 Workplace rules and regulation policy manual
	4.4 Pens
	4.5 Papers
	4.6 Work books

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate:
	1.1 Identified the different types of fire extinguishers.
	1.2 Applied the "PASS" technique of using the portable fire extinguisher.
	1.3 Explained the operation and application of a sprinkler system.
	1.4 Explained operation and application of water hydrant system.
	1.5 Explained the operation and application of fire alarm system.
	1.6 Identified the proper use of auxiliary firefighting equipment.
2. Methods of Assessment	Competency should be assessed by:
	2.1 Written examination
	2.2 Demonstration
	2.3 Oral Interview
	2.4 Workplace observation
3. Context of Assessment	3.1 Competency assessment must be finished in a training center or in an actual or simulated work place after completion of the training module.

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Unit of Competency:	Nominal Duration:	Unit Code:
CARRY OUT FIRE DRILLS	3 hrs.	SEIP-RMG-FIRM-3-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required for a management staff to carry out fire drills. It specifically includes the tasks of describing the different types of fire drills, following the evacuation procedures, performing firefighting and carrying out rescue operation.		

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Describe the different types of fire drills	1.1 Fire drill is explained 1.2 The **types of fire drills** are described 1.3 **Fire response/firefighting teams** are identified
2. Follow the evacuation procedures	2.1 Evacuation plan is identified 2.2 Evacuation procedures are described 2.3 Evacuation is followed in accordance with the plan
3. Perform firefighting	3.1 Assigned members of firefighting team performed firefighting in accordance with the appropriate procedures
4. Carry out rescue operation	4.1 Types of **rescue methods/techniques** in the event of fire is explained 4.2 Member of the rescue team carries out rescue operation in accordance with appropriate procedures

Range of Variables

Variable	Range (Includes but not limited to):
1. Types of fire drill	1.1 Announced fire drill 1.2 Unannounced fire drill
2. Fire response/firefighting teams	2.1 Firefighting team 2.2 Rescue team 2.3 First aid team

3. Rescue methods/ techniques	3.1 One rescuer techniques
	    3.1.1 One rescuer human crutch
	    3.1.2 Pack strap carry technique
	    3.1.3 Fire fighter's crawl
	    3.1.4 Down stairs removal technique
	3.2 Two rescuer Techniques
	    3.2.1 Two rescuer human crutch
	    3.2.2 Two and four handed seats
	    3.2.3 The "fore and aft" method

Curricular Content Guide

1. Underpinning Knowledge	1.1 Definition of fire drill 1.2 Types of fire drill 1.3 Composition of fire response/firefighting teams 1.4 Evacuation plan 1.5 Evacuation procedures 1.6 Set procedure of evacuation plan 1.7 Procedures in performing firefighting 1.8 Rescue methods/techniques 1.9 Procedure on carrying out rescue operation
2. Underpinning Skills	2.1 Explaining meaning of fire drills 2.2 Describing the types of fire drill 2.3 Identifying fire response/firefighting teams 2.4 Identifying evacuation plan 2.5 Describing evacuation procedures 2.6 Following evacuation in accordance with the plan 2.7 Performing firefighting in accordance with appropriate procedures 2.8 Explained types of rescue methods/techniques 2.9 Carrying out rescue operation by member of the rescue team
3. Underpinning Attitudes	3.1 Commitment to occupational health and safety 3.2 Awareness to fire prevention 3.3 Eagerness to learn 3.4 Tidiness, timeliness, and orderliness 3.5 Respect for rights of peers and seniors in workplace
4. Resource Implications	4.1 Workplace (simulated or actual) 4.2 Various kinds of firefighting tools, equipment and PPEs 4.3 Workplace rules and regulation policy manual 4.4 Pens 4.5 Papers 4.6 Work books

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Explained fire drill 1.2 Described the types of fire drill 1.3 Identified fire response/firefighting teams 1.4 Identified evacuation plan 1.5 Described evacuation procedures 1.6 Followed evacuation in accordance with the plan 1.7 Performed firefighting in accordance with the appropriate procedures 1.8 Explained the types of rescue methods/techniques in the event of fire incident

	1.9 Carried out rescue operation in accordance with appropriate procedures
2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Demonstration 2.3 Oral Interview 2.4 Workplace observation
3. Context of Assessment	3.1 Competency assessment must be finished in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: PERFORM SAFETY INSPECTION, RISK ASSESSMENTAND HAZARD ELIMINATION	Nominal Duration: 4hrs.	Unit Code: SEIP-RMG-FIRM-4-O

Unit Descriptor:
This unit covers the knowledge, skills and attitudes required to perform safety inspection, risk assessment and hazard elimination. It specifically includes the tasks of making fire safety checklist based on existing law, performing safety inspection, eliminating risk in the workplace, identifying hazards in the workplace and eliminating identified hazards in the workplace.

Elements and Performance Criteria Template:
(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Make fire safety checklist based on existing laws	1.1 Important provisions of existing fire safety law are identified 1.2 Fire safety checklist based on existing laws
2. Perform safety inspection	2.1 Safety inspection is carried out in accordance with workplace requirements
3. Eliminate risk in the workplace	3.1 **Steps in risk management** are explained 3.2 Workplace risks are eliminated
4. Identify hazards in the workplace	4.1 **Classification of hazard** is identified 4.2 **Steps in hazard identification** are described 4.3 **Potential hazards** in the workplace are identified 4.4 Hazards in the workplace are identified
5. Eliminate identified hazards in the workplace	5.1 **Identified hazards** in the workplace are immediately eliminated 5.2 Improvements are made to totally eliminate hazards in the workplace

Range of Variables

Variable	Range (Includes but not limited to):
1. Steps in risk management	1.1 Hazard identification 1.2 Risk assessment 1.3 Risk control
2. Classification of hazards	2.1 Physical 2.2 Chemical 2.3 Ergonomic 2.4 Radiation 2.5 Psychological 2.6 Biological
3. Steps in hazard identification	3.1 Workplace plan retrieval 3.2 Audit of workplace environment 3.3 Work area survey 3.4 Check operation of firefighting equipment 3.5 Inventory of firefighting equipment

4. Potential hazards	4.1 Hazards due to unsafe acts
	4.2 Hazards due to unsafe conditions
5. Identified hazards	5.1 Obstructed passageways/corridors
	5.2 Unavailable water in fire water tanks
	5.3 Expired/zero pressure in fire extinguishers
	5.4 Damaged/broken parts of fire extinguishers
	5.5 Locked/blocked exit doors
	5.6 Open electrical wiring
	5.7 Workplace building does not follow Construction Building Codes
	5.8 Extreme temperature in working areas
	5.9 Presence Gas
	5.10 Presence of Oil and other flammable liquids

Curricular Content Guide

1. Underpinning Knowledge	1.1 National and international fire safety laws
	1.2 Fire safety checklist based on existing laws
	1.3 Safety inspection in accordance with workplace requirements
	1.4 Steps in risk management
	1.5 Procedure of workplace risk elimination
	1.6 Classification of hazards
	1.7 Steps in hazards identification
	1.8 Potential hazard identification methods in the workplace
	1.9 Hazards identification process in the workplace
	1.10 Procedure of eliminating identified hazards in the workplace
2. Underpinning Skills	2.1 Identifying important provisions of existing fire safety laws
	2.2 Making fire safety checklist based on existing laws
	2.3 Carrying out safety inspection in accordance with workplace requirements
	2.4 Explaining steps in risk management
	2.5 Eliminating workplace risks
	2.6 Identifying classification of industrial hazards
	2.7 Describing steps in hazard identification
	2.8 Identifying potential hazards in the workplace
	2.9 Identifying hazards in the workplace
	2.10 Eliminating identified hazards in the workplace immediately
	2.11 Making improvements to eliminate hazards in the workplace
3. Underpinning Attitudes	3.1 Commitment to occupational health and safety
	3.2 Awareness to fire prevention
	3.3 Eagerness to learn
	3.4 Tidiness, timeliness, and orderliness
	3.5 Respect for rights of peers and seniors in workplace
4. Resource Implications	4.1 Workplace (simulated or actual)
	4.2 Various kinds of firefighting tools, equipment and PPEs
	4.3 Workplace rules and regulation policy manual
	4.4 Pens
	4.5 Papers

	4.6 Work books

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Made fire safety checklist based on existing law 1.2 Performed safety inspection 1.3 Eliminated risks in the workplace 1.4 Identified hazards in the workplace 1.5 Eliminated the hazards identified in the workplace
2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Demonstration 2.3 Oral Interview 2.4 Workplace observation 2.5 Portfolio
3. Context of Assessment	3.1 Competency assessment must be finished in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: **PERFORM THE ROLE OF SAFETY OFFICER**	Nominal Duration: 2 hrs.	Unit Code: SEIP-RMG-FIRM-5-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required to perform the role of safety officer. It specifically includes the tasks of identifying the categories of safety officers, explaining the duties and responsibilities of safety officer, conducting and monitoring fire drills and reporting fire drill results.		

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Identify the categories of safety officers	1.1 **Categories of safety officers** recognized in the RMG sector in Bangladesh is identified 1.2 **Characteristics of safety officers** are identified
2. Explain the duties and responsibilities of safety officer	2.1 **Eight P's of good safety management** is described 2.2 Management incident decision making model is described when solving incidental issues 2.3 **Duties and responsibilities** of safety officer are explained
3. Conduct and monitor fire drills	3.1 Periodic fire safety drills are conducted 3.2 Fire safety drills are monitored
4. Report fire drill results	4.1 Fire drill proceedings and results are reported to proper authorities 4.2 Observations and recommendations are made for improvements

Range of Variables

Variable	Range (Includes but not limited to):
1. Categories of safety officers	1.1 Fire safety officer 1.2 Environmental safety officer 1.3 Health safety officer 1.4 Chemical safety officer
2. Characteristics of safety officer	2.1 Positive 2.2 Passionate 2.3 Resilient 2.4 Curious 2.5 Critical thinker 2.6 Effective communicator 2.7 Team player 2.8 People person 2.9 Facilitator 2.10 Holistic 2.11 Customer centric 2.12 Flexible

3. Eight P's of good safety management	3.1 Passion
	3.2 Patience
	3.3 Professional
	3.4 Priority
	3.5 Persistence/Perseverance
	3.6 Performance
	3.7 People person
	3.8 Personality/profile
4. Duties and responsibilities	4.1 Fire safety plan
	4.2 Health safety plan
	4.3 Safety audit
	4.4 Safety risk assessment
	4.5 Safety of workers

Curricular Content Guide

1. Underpinning Knowledge	1.1 Categories of safety officers recognized in the RMG sector in Bangladesh
	1.2 Characteristics of safety officers
	1.3 Eight p's of good safety management
	1.4 Management decision making model in solving incidental issues
	1.5 Duties and responsibilities of safety officer
	1.6 Procedure in conducting periodic fire safety drills
	1.7 Methods of monitoring fire safety drills
	1.8 Method of reporting fire drill proceedings and results to proper authorities
	1.9 Observations and recommendations for improvements
2. Underpinning Skills	2.1 Identifying the categories of safety officers recognized in the RMG sector in Bangladesh
	2.2 Identifying characteristics of safety officers
	2.3 Describing the eight p's of good safety management
	2.4 Describing management decision making model in solving incidental issues
	2.5 Explaining the duties and responsibilities of safety officer
	2.6 Conducting periodic fire safety drills
	2.7 Monitoring fire safety drills
	2.8 Reporting fire drill proceedings and results to proper authorities
	2.9 Making observations and recommendations for improvements
3. Underpinning Attitudes	3.1 Commitment to occupational health and safety
	3.2 Awareness to fire prevention
	3.3 Eagerness to learn
	3.4 Tidiness, timeliness, and orderliness
	3.5 Respect for rights of peers and seniors in workplace
4. Resource Implications	4.1 Workplace (simulated or actual)
	4.2 Various kinds of firefighting tools, equipment and PPEs
	4.3 Workplace rules and regulation policy manual
	4.4 Pens

| | 4.5 Papers |
| | 4.6 Work books |

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Identified the categories of safety officers recognized in the RMG sector in Bangladesh 1.2 Explained duties and responsibilities of safety officer 1.3 Conducted Periodic fire safety drills 1.4 Reported Fire drill proceedings and results to proper authorities
2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Demonstration 2.3 Oral questioning 2.4 Workplace observation 2.5 Portfolio
3. Context of Assessment	3.1 Competency assessment must be finished in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency:	Nominal Duration:	Unit Code:
WEAR PERSONAL PROTECTIVE EQUIPMENT	2 hrs.	SEIP-RMG-FIRM-6-O
Unit Descriptor:		
This unit covers the knowledge, skills and attitudes required for a management staff to wear personal protective equipment in the readymade garments sector. It specifically includes the tasks of explaining the application and importance of personal protective equipment and wearing personal protective equipment at work.		

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Explain the application and importance of Personal Protective Equipment	1.1 Application and importance of **Personal Protective Equipment (PPE)** are explained. 1.2 **Classification of personal protective equipment** is identified 1.3 Importance of wearing personal protective equipment are explained.
2. Wear personal protective equipment	2.1 Rules for the use and maintenance of personal protective equipment are described. 2.2 Personal protective equipment are regularly and properly worn at work.

Range of Variables

Variable	Range (Includes but not limited to):
1. Personal Protective Equipment (PPE)	1.1 Vest 1.2 Helmet 1.3 Protective eye glass 1.4 Safety boot 1.5 Ear plug 1.6 Hand gloves
2. Classification of personal protective equipment	2.1 Work clothing 2.2 Head protection 2.3 Eye and face protection 2.4 Foot protection 2.5 Hearing protection

Curricular Content Guide

1. Underpinning Knowledge	1.1 Application and importance of Personal Protective Equipment (PPE) 1.2 Classification of personal protective equipment 1.3 Importance of wearing personal protective equipment

	1.4 Rules for the use and maintenance of personal protective equipment
	1.5 Proper way of wearing personal protective equipment at work
	1.6 Consequences of NOT wearing PPEs at work
2. Underpinning Skills	2.1 Explaining the application and importance of Personal Protective Equipment (PPE)
	2.2 Identifying the classification of personal protective equipment
	2.3 Explaining the importance of wearing personal protective equipment (PPE).
	2.4 Describing the rules for the use and maintenance of personal protective equipment (PPE).
	2.5 Wearing of personal protective equipment (PPEs) regularly and properly at work
3. Underpinning Attitudes	3.1 Commitment to occupational health and safety practices
	3.2 Commitment to wear appropriate PPEs properly
	3.3 Eagerness to learn
	3.4 Tidiness, timeliness, and orderliness
	3.5 Respect for rights of peers and seniors in workplace
4. Resource Implications	4.1 Workplace (simulated or actual)
	4.2 Various kinds of firefighting tools, equipment and PPEs
	4.3 Workplace rules and regulation policy manual
	4.4 Pens
	4.5 Papers
	4.6 Work books

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate:
	1.1 Explained the Importance of wearing personal protective equipment
	1.2 Worn Personal protective equipment regularly and properly
2. Methods of Assessment	Competency should be assessed by:
	2.1 Written examination
	2.2 Demonstration
	2.3 Oral questioning
	2.4 Workplace observation
3. Context of Assessment	3.1 Competency assessment must be finished in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency:	Nominal Duration:	Unit Code:
PERFORM FIRST AID AND RESCUE MANAGEMENT	4 hrs.	SEIP-RMG-FIRM-7-O

Unit Descriptor:
This unit covers the knowledge, skills and attitudes required for a management staff to perform first aid and rescue management in the readymade garments sector. It specifically includes the tasks of explaining the purpose of first aid, describing the importance of first aide training and carrying out first aid treatment for different types of occupational injuries.

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Explain the purpose of first aid	1.1 The purpose of providing first aid is explained. 1.2 **Roles and responsibilities** of first aid provider are described.
2. Describe the importance of first aid training	2.1 The importance of first aide training is described. 2.2 Availability of **first aid kit supply** is checked. 2.3 Availability of **first aid medication** is checked.
3. Carry out first aid treatment for different types of workplace injuries	3.1 **General/universal first aid procedure** is carried out. 3.2 First aid treatment for **workplace injuries** are carried out.

Range of Variables

Variable	Range (Includes but not limited to):
1. Roles and responsibilities	1.1 Maintain composure 1.2 Maintain personal health and safety 1.3 Maintain caring attitude 1.4 Maintain up-to-date knowledge and skills 1.5 Make the victim's needs in your concern but without putting yourself in danger 1.6 Do not do anything that may harm others
2. First aid kit supply	2.1 Adhesive tape 2.2 Elastic wrap bandages 2.3 Nonstick sterile bandages and roller gauze in assorted sizes 2.4 Eye shield or pad 2.5 Instant cold packs 2.6 Cotton balls and cotton-tipped swabs 2.7 Disposable non-latex examination gloves, several pairs 2.8 Petroleum jelly or other lubricants 2.9 Scissors and tweezers 2.10 Antibiotic ointment 2.11 Antiseptic solution and towelettes 2.12 Eyewash solution 2.13 Thermometer

3. First aid medication	3.1	Calamine lotion
	3.2	Anti-diarrhea medication
	3.3	Laxative
	3.4	Antacids
	3.5	Antihistamine, such as diphenhydramine
	3.6	Pain relievers, such as acetaminophen (Tylenol, others), ibuprofen (Advil, Motrin IB, others)
	3.7	Hydrocortisone cream
	3.8	Cough and cold medications
4. General/universal first aid procedure	4.1	Assess the scene
	4.2	Alert in case of emergency or activate the emergency plan
	4.3	Attend to victim
	4.4	Provide first aid treatment
5. Workplace injuries	5.1	Minor wounds
	5.2	Severe bleeding
	5.3	Electric shock
	5.4	Burns
	5.5	Eye injury
	5.6	Nose bleed
	5.7	Heat stroke

Curricular Content Guide

1. Underpinning Knowledge	1.1	Purpose of providing first aid
	1.2	Roles and responsibilities of first aid provider
	1.3	Importance of first aid training
	1.4	First aid kit supply
	1.5	First aid medications
	1.6	General/universal first aid procedure
	1.7	First aid treatment procedures for various workplace injuries
2. Underpinning Skills	2.1	Explaining the purpose of providing first aid
	2.2	Describing the roles and responsibilities of first aid provider
	2.3	Describing the importance of first aid training
	2.4	Checking the availability of first aid kit supply
	2.5	Checking the availability of first aid medications
	2.6	Carrying out general/universal first aid procedure
	2.7	Carrying out first aid treatment for workplace injuries
3. Underpinning Attitudes	3.1	Commitment to occupational health and safety
	3.2	Eagerness to learn
	3.3	Tidiness, timeliness, and orderliness
	3.4	Respect to the rights of peers and seniors in workplace
4. Resource Implications	4.1	Workplace (simulated or actual)
	4.2	Various kinds of firefighting tools, equipment and PPEs
	4.3	Workplace rules and regulation policy manual
	4.4	Pens
	4.5	Papers
	4.6	Work books

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate:
	1.1 Explained purposes of providing first aid
	1.2 Described roles and responsibilities of first aid provider
	1.3 Described importance of first aide training
	1.4 Carried out general/universal first aid procedure
	1.5 Carried out first aid treatment for workplace injuries
2. Methods of Assessment	Competency should be assessed by:
	2.1 Written examination
	2.2 Demonstration
	2.3 Oral questioning
	2.4 Workplace observation
3. Context of Assessment	3.1 Competency assessment must be finished in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency:	Nominal Duration:	Unit Code:
EXPLAIN ELECTRICAL SAFETY PRINCIPLES	3 hrs.	SEIP-RMG-FIRM-8-O

Unit Descriptor:
This unit covers the knowledge, skills and attitudes required for a management staff to explain electrical safety principles. It specifically includes the tasks of identify the types of electricity, describe the effects of electricity to a person, describe the causes of fire due to electricity, explain electrical safety management system, and explain the lockout and tag out system of preventing electrical accidents.

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Identify the types of electricity	1.1 Principle of electricity is explained 1.2 The **main types of electricity** are identified 1.3 Important **electrical terms** are defined
2. Describe the effects of electricity to a person	2.1 The effect of electricity to a person is explained 2.2 The **factors** that affect the severity of electric shock is described
3. Describe the causes of fire due to electricity	3.1 **Causes of fire involving electricity** are explained 3.2 Other contributing factors that may cause electrical fire are identified.
4. Explain Electrical Safety Management System	4.1 Responsibilities of management are described 4.2 Responsibilities of employees are described 4.3 Proper electrical installation based on codes and regulation is observed
5. Explain the lockout and tagout system of preventing electrical accidents	5.1 The purpose of lockout-tagout procedure is explained 5.2 **Devices and characteristics of Lockout- Tagout (LOTO)** implementation procedures are identified 5.3 **Principles of Lockout-Tag out** execution is explained 5.4 Requirements to be completed before the release of Lockout-Tagout (LOTO) is identified 5.5 The **steps in LOTO implementation** are identified

Range of Variables

Variable	Range (Includes but not limited to):

1. Main types of electricity	1.1 Static electricity
	1.2 Current electricity
	     1.2.1 Direct current
	     1.2.2 Alternating current

2. Electrical terms	2.1 Volts 2.2 Ampere 2.3 Ohm 2.4 Frequency 2.5 Power 2.6 Ampacity

3. Factors	3.1 Primary factors
	     3.1.1 Amount of current
	     3.1.2 Path of current
	     3.1.3 Length of time
	3.2 Other factors
	     3.2.1 Voltage
	     3.2.2 Presence of moisture
	     3.2.3 Phase or cycle (Hertz)
	     3.2.4 Health condition of person

4. Causes of fire involving electricity	4.1 Overheating 4.2 Arcing
5. Devices and characteristics of Logout- Tagout (LOTO)	5.1 Padlock 5.2 Tag with attachments 5.3 Easily Identifiable 5.4 Durable and strong 5.5 Tag attachment non-reusable, attachable by hand, self-locking, non-re-sealable, environmentally tolerant 5.6 Contain statement prohibiting unauthorized person 5.7 Available with disconnecting means or tag removal
6. Principles of Lockout-Tag out	6.1 Employee involvement 6.2 Training 6.3 Planning 6.4 Control of energy 6.5 Identification 6.6 Power (Voltage) removal 6.7 Coordination
7. Steps in LOTO implementation	7.1 Identify energy sources 7.2 Notify employees 7.3 Shutdown equipment 7.4 Isolate equipment 7.5 Attach LOTO device 7.6 Release stores energy 7.7 Verify isolation 7.8 Perform servicing or maintenance 7.9 Release LOTO

Curricular Content Guide

1. Underpinning Knowledge	1.1 Principles of electricity 1.2 Main types of electricity 1.3 Definitions of important electrical terms 1.4 Effect of electricity to a person 1.5 Factors that affect the severity of electric shock 1.6 Causes of fire involving electricity 1.7 Other contributing factors that may cause electrical fire 1.8 Responsibilities of management 1.9 Responsibilities of employees

	1.10 Electrical installation based on codes and regulation
	1.11 Purpose of lockout-tagout procedure
	1.12 Devices and characteristics of lockout-tagout (LOTO) implementation procedure
	1.13 Principles of lockout-tagout execution
	1.14 Requirements to be completed before the release Lockout-Tag out(LOTO)
	1.15 Steps in LOTO implementation
2. Underpinning Skills	2.1 Explaining the principle of electricity
	2.2 Describing the main types of electricity
	2.3 Defining important electrical terms
	2.4 Explaining the effect of electricity to a person
	2.5 Describing the factors that affect the severity of electric shock
	2.6 Explaining the causes of fire involving electricity
	2.7 Identifying other contributing factors that may cause electrical fire
	2.8 Describing responsibilities of management
	2.9 Describing the responsibilities of employees
	2.10 Observing proper electrical installation based on codes and regulation
	2.11 Explaining the purpose of lock out-tag out procedure
	2.12 Identifying devices and characteristics of lockout-tagout (LOTO) implementation procedure
	2.13 Explaining the principles of lockout-tagout execution
	2.14 Identifying the requirements to be completed before the release of lockout-tagout (LOTO)
	2.15 Identifying the steps in LOTO implementation
3. Underpinning Attitudes	3.1 Commitment to occupational health and safety
	3.2 Awareness to fire safety
	3.3 Eagerness to learn
	3.4 Tidiness, timeliness, and orderliness
	3.5 Respect for rights of peers and seniors in workplace
4. Resource Implications	4.1 Workplace (simulated or actual)
	4.2 Various kinds of firefighting tools, equipment and PPEs
	4.3 Workplace rules and regulation policy manual
	4.4 Pens
	4.5 Papers
	4.6 Work books

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate:
	1.1 Identified main types of electricity
	1.2 Explained effect of electricity to a person
	1.3 Explained causes of fire involving electricity
	1.4 Described responsibilities of management
	1.5 Described responsibilities of employees

	1.6 Identified steps in LOTO implementation
2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Demonstration 2.3 Oral questioning 2.4 Workplace observation
3. Context of Assessment	3.1 Competency assessment must be finished in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: **EXPLAIN CHEMICAL SAFETY PRINCIPLES**	Nominal Duration: 3 hrs.	Unit Code: SEIP-RMG-FIRM-9-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required for a management staff to explain chemical safety principles. It specifically includes the tasks of describe the nature of chemicals, identify the risks associated with chemicals, explain the application of material safety data sheet (MSDS) to chemicals, explain the importance of chemical labelling and identify the types and application of PPE used for chemical handling.		

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Describe the nature of chemicals	1.1 The nature of chemicals is described. 1.2 The types of **process chemicals** used in textile manufacturing are identified. 1.3
2. Identify risks associated with chemicals	2.1 The **risks** associated with chemicals are identified. 2.2 **Classes of chemicals** and their properties are described. 2.3 **Types of chemicals** found in workplace are identified.
3. Explain the application of Material Safety Data Sheet (MSDS) in chemical safety management	3.1 Material Safety Data Sheet (MSDS) is defined. 3.2 **Contents of Material Safety Data Sheet (MSDS)** are identified. 3.3 Application of material Safety Data Sheet (MSDS) is explained.
4. Explain the importance of chemical labelling	4.1 The **standard pictograms** in classification and labelling of chemicals/materials are identified. 4.2 The importance of chemical labelling is explained.
5. Identify the types and application of PPEs used for chemical handling	5.1 Importance of using Personal Protective Equipment when handling chemicals is explained. 5.2 Types of **PPE used for handling of chemicals** are identified. 5.3 Proper use and application of the different types of PPEs when handling chemicals is carried out.

Range of Variables

Variable	Range (Includes but not limited to):
1. Process chemicals	1.1 Acids 1.2 Alkalis 1.3 Bleach 1.4 Dyes 1.5 Stabilizers 1.6 Surfactants 1.7 Auxiliary finishes

	1.8 Resins
	1.9 Detergents
	1.10 Caustic soda
2. Risks	2.1 Pollution
	2.2 Hazard due to explosion
	2.3 Burning
	2.4 Oxidation
	2.5 Toxicity
3. Classes of chemicals	3.1 Class A
	3.2 Class B
	3.3 Class C
	3.4 Class D
	3.5 Class E
	3.6 Class F
4. Types of chemicals	4.1 Solid
	4.2 Dust
	4.3 Liquid
	4.4 Vapor
	4.5 Gas
5. Contents of Material Safety Data Sheet (MSDS)	5.1 Section 1: Chemical product and company identification
	5.2 Section 2: Composition and information on ingredients
	5.3 Section 3: Hazards identification
	5.4 Section 4: First aid measures
	5.5 Section 5: Firefighting measures
	5.6 Section 6: Accident release measures
	5.7 Section 7: Handling and storage
	5.8 Section 8: Exposure control/personal protection
	5.9 Section 9: Physical and chemical properties
	5.10 Section 10: Stability and reactivity
	5.11 Section 11: Toxicological information
	5.12 Section 12: Ecological information
	5.13 Section 13: Disposal consideration
	5.14 Section 14: Transport information
	5.15 Section 15: Regulatory information
	5.16 Section 16: Other information (e.g. last known revision)
6. Standard pictograms	6.1 Health hazard
	6.2 Flammable materials
	6.3 Irritant materials
	6.4 Gas cylinders
	6.5 Corrosive materials
	6.6 Explosives
	6.7 Flammable oxides
	6.8 Environmental hazardous materials
	6.9 Acute toxicity materials
7. PPEs used for handling of chemicals	7.1 Respirator
	7.2 Chemical resistant gloves
	7.3 Chemical resistant boots

	7.4 Chemical protective clothing

Curricular Content Guide

1. Underpinning Knowledge	1.1 Types of chemicals used in textile manufacturing 1.2 Nature of chemicals 1.3 Risks associated with chemicals 1.4 Classes of chemicals and their properties 1.5 Types of chemicals found in workplace 1.6 Material Safety Data Sheet (MSDS) 1.7 Contents of Material Safety Data Sheet (MSDS) 1.8 Application of Material Safety Data Sheet (MSDS) 1.9 Importance of chemical labelling 1.10 Standard hazard pictograms used in classification and labelling of chemicals on hazardous materials 1.11 Importance of using personal protective equipment when handling chemicals 1.12 Types of PPE used for handling of chemicals 1.13 Use and application of the different types of PPE when handling chemicals
2. Underpinning Skills	2.1 Identifying the types of chemicals used in textile manufacturing 2.2 Describing the nature of chemicals 2.3 Identifying the risks associated with different chemicals 2.4 Describing classes of chemicals and their properties 2.5 Identifying types of chemicals found in workplace 2.6 Defining Material Safety Data Sheet (MSDS) 2.7 Identifying contents of Material Safety Data Sheet (MSDS) 2.8 Explaining application of Material Safety Data Sheet (MSDS) 2.9 Explaining the importance of chemical labelling 2.10 Identifying the standard hazard pictograms used in classification and labelling of chemicals on hazardous materials 2.11 Explaining the importance of using personal protective equipment when handling chemicals 2.12 Identifying the types of PPE used for handling of chemicals 2.13 Carrying out proper use and application of different types of PPE when handling chemicals
3. Underpinning Attitudes	3.1 Commitment to occupational health and safety practices 3.2 Awareness to fire safety 3.3 Eagerness to learn 3.4 Tidiness, timeliness, and orderliness 3.5 Respect for rights of peers and seniors in workplace
4. Resource Implications	4.1 Workplace (simulated or actual) 4.2 Various kinds of firefighting tools, equipment and PPEs 4.3 Workplace rules and regulation policy manual 4.4 Pens 4.5 Papers 4.6 Work books

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate:
	1.1 Identified types of process chemicals used in textile manufacturing
	1.2 Described nature of chemicals
	1.3 Identified types of chemicals found in workplace
	1.4 Explained application of Material Safety Data Sheet (MSDS)
	1.5 Identified standard hazard pictograms used in classification and labelling of chemicals on hazardous materials
	1.6 Explained importance of chemical labelling
	1.7 Identified types of PPE used for handling of chemicals
	1.8 Carried out proper use and application of the different types of PPE when handling chemicals
2. Methods of Assessment	Competency should be assessed by:
	2.1 Written examination
	2.2 Demonstration
	2.3 Oral questioning
	2.4 Workplace observation
3. Context of Assessment	3.1 Competency assessment must be finished in a training center or in an actual or simulated work place after completion of the training module.

End of Competency Standard

Assessment Guide

A Framework for Effective Assessment

Fire Safety Management and Risk Assessment for Mid-Level Management

How to Use this Assessment Guide

- This Assessment Guide presents need-to-know information for Assessors and others who want to know more about the assessment process. A handy Table of Contents Guide on the next page shows you where to look.

- If you want the basics of assessment, its key terms and definitions, in a Question & Answer (Q&A) format, see Section One.

- If you want a knowledge of who does what, the key roles and responsibilities involved in assessment, see Section Two.

- If you want a "toolbox" of tools and templates, that you can select from depending on your assessment need, see Section Three.

- If you want to look at working samples of completed assessment tools, see the Appendices.

Table of Contents

Section One: Q&A linked to Key Terms & Definitions

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1.25   Define the term "evidence gathering tools" giving examples
1.26   Define the term "portfolio."
1.27   Outline a 6-step method for preparing an evidence plan.

1.28   Outline the steps (sequence of activities) involved in developing an assessment tool.
1.29   Describe the four dimensions of competency.

Section Two: Roles and Responsibilities

Section Three: Tools and Templates

Assessment Guide

Section One: Objectives linked to Key Terms & Definitions

Define assessment.

Assessment is a systematic process of collecting proof or evidence on whether or not a candidate has demonstrated competence in the performance of a work-related activity/task that is directly linked to a performance standard. The assessment confirms that the individual can perform to the standard expected in the workplace and/or the nationally approved competency standard.

Give an example of assessment.

A helpful example in this regard is the driving test. The driver must prove his competence to drive by demonstrating to the driving assessor his ability to do so. The driving assessor uses a checklist to assess the candidate and make the necessary recommendations, based on the evidence he has collected in observing the candidate's driving. S/He either records/recommends that the candidate is **competent** or **not yet competent.**

What is the purpose of assessment?

The Purpose of Assessment is to confirm that a trainee can perform competently to the standards expected in the workplace.

What is Assessment based on?

- An effective Assessment is based on a Competency Standard.
- A Competency Standard describes the skills, knowledge, and attitudes needed to perform effectively in the workplace, not the classroom.

Define the term "competency."

Competency is the ability to do a task successfully. Aspects of competency include:

- The capacity to perform tasks to the required standard consistently
- The ability to respond to different needs in the workplace
- The ability to plan and integrate a variety of tasks to attain a work outcome
-

Describe what makes up a competency standard.

It must be noted that a competency standard is made up of individual units of competency that include elements of competency as well as the performance criteria needed to accomplish them.

Define the term "Assessment tool."

An assessment tool is, in effect, an evidence-gathering tool. It contains both the instrument used for the assessment and instructions for gathering evidence in the assessment process. As an assessment instrument it contains the context and conditions for the assessment; tasks to be administered to the learner; an outline of the evidence to be gathered for the learner; the criteria for judging the evidence; and the necessary housekeeping records for recording and reporting requirements.

Describe the difference between Conventional Testing & Competency Based Assessment.

Conventional Testing	CBT Assessment
- Emphasis on knowledge/memorization - Teachers/Training Providers have main role - Theory & practical Tests can become outdated - High cost & central control - Relatively inflexible	- Based on competency standards - Involve industry partners in crucial role - Assessment based on demonstration of work skills rather than classroom knowledge - Flexible delivery - Competencies widely recognized - Guidelines & Templates used

Describe briefly what makes up an assessment system.

An Assessment System must be understood as a well-coordinated set of documented policies and procedures, including assessment materials and tools, that ensure assessments are consistently valid, reliable, flexible, fair, and safe.

Define the purpose of the Assessor role.

The role of Assessor is the heart and soul of effective competency based assessment. Without this pivotal role, determining the competency of the trainee is mere guesswork.

Note:

- The Industry Assessor will be asked to provide specs and practical demonstration tests from his workplace that will provide the evidence for determining competency.
- The importance of this input cannot be overemphasized for it best matches and tests the required performance criteria from the Standard.

Describe the basic questions that an Assessor must ask when planning an Assessment.

Planning an Assessment: What Needs to Happen?

- Determine which Units of Competency need to be assessed?
- Determine what Assessment Methods will be used?
- Determine what evidence-based tools (specs) need to be developed by the Assessor to guide the assessment?
- Determine how long it will take?
- Determine when the assessment will occur?
- Determine where the assessment will take place?
- Determine how it will be recorded?

Give some Assessor Requirements/Competencies.

Requirements/Competencies of an Assessor-

- The ability to use assessment tools to gather evidence effectively is essential, adjusting the language where necessary to reflect the language/literacy/numeracy levels of the workplace and not to exceed them in order to ensure learner understanding. This will also entail an ability to respond to learner needs such as responding to learner disability.

- The skill to develop specifications and practical tests, based on performance criteria, that provide evidence of competency that will fast track the assessment process.
- The ability to clearly demonstrate current industry skills and competencies relevant to the Standard.

- The Assessor is selected/appointed by Industry to act as an Assessor because of his proven competencies.
- Knows what needs to be done to assess the performance criteria
- Demonstrates a high level of expertise in the technical area to be examined
- Can provide constructive feedback

Define the challenges of the Assessor Role.

Assessor Role: Challenges

- Needs to be objective and unbiased
- Must have interpersonal skills to relax nervous candidates or deal with those who are aggressive or emotional
- Must have ability to deal with those who have literacy problems or difficult dialect

Review some basic need-to-know elements concerning assessment.

Assessment Basics: Need to Know Elements

- Assessment to be conducted by Industry Assessor selected by industry
- Industry assessor must be familiar with units of competency outlined in the course standards
- Industry Assessor should drafts specs that reflect industry requirements for trainees and that are based on critical aspects of competency
- Industry assessor is responsible for making final judgment of **competent** or **not yet competent**
- Trainer will assist industry assessor
- Trainees must demonstrate competence based on the units of competency outlined in the standards
- All resources related to units of competency must be made available prior to the assessment event, e.g., tools, equipment, materials

Describe the trainer's role in the assessment process.

The Trainer acts as a primary resource for the Assessor and acts as a Facilitator.

Trainer ensures:

- All industry required tools, equipment, and materials are available for the assessment
- The training venue is booked and has sufficient space for demonstrations/tasks
- That all logistics such as admission slips, signature sheets, and records are readily available for distribution and collection
- That all teaching materials and Standard documents and Assessment tools are ready for the Assessor

Discuss the importance of principles of assessment and what is involved.

Principles of Assessment Table

Key Principles	Relevance/Meaning
Valid	Ensures assessment aligned with the Unit of Competency and is based on evidence that shows the learner can demonstrate skills and knowledge in other similar contexts (workplace)
Reliable	Evidence presented for assessment is consistently interpreted regardless of the Assessor
Flexible	Assesses competencies held by the learner regardless of where they have been acquired; reflects the individual learner's needs
Fair	The individual learner's needs or disability is considered in the assessment process; the learner is provided with information about the assessment process and given the opportunity to challenge the result of the assessment if warranted
Safe	The assessor has inspected the venue for assessment and determined that it is safe for all involved and that emergency evacuations are in place if needed

Define the term "evidence."

Evidence is information that is gathered and matched against a Unit of Competency to provide proof of competency.

State the different forms of evidence that can be collected.

Different forms of evidence that can be collected are-

- **Direct** such as demonstration test, or observation of Candidate
- **Indirect** such as Candidate's self-assessment or third party reports such as an employer interview

Describe and outline what is involved in "rules of evidence" and why they are important.

Rules of Evidence Table

Rules of Evidence	Meaning
Valid	The assessor is given assurance that the learner possesses the skills, knowledge, and attitudes described in the Unit of Competency and related assessment requirements
Sufficient	The assessor is assured that the quality, quantity, and relevance of the evidence is sufficient to enable a judgment to be made on the learner's competency
Authentic	The assessor is assured that the evidence provided for assessment is the learner's own work
Current	The assessor is assured that the assessment evidence demonstrates current competency of the learner. This evidence must be from the present or very recent past.

Describe the purpose of evidence gathering tools.

The Purpose of evidence gathering tools are-

- To help candidates understand what is expected of them
- To provide a focus for the assessment
- To identify what is needed to verify competency

State the use of the evidence guide.

The evidence guide provides useful advice on Unit of Competency assessment and must be read in conjunction with the performance criteria, required underpinning skills/knowledge/attitudes, range statement, and the critical aspects of competency for the Standard.

State why assessment evidence is important.

Evidence is the information gathered that provides proof that the performance criteria of a unit of competency has been met. Evidence can take many forms:

- **Observation:** watching the trainee perform
- **Questioning:** asking the trainee questions
- **Demonstration of specific skills:** seeing how the trainee performs a procedure or creates a final product
- **Examining** previous work the trainee has done

Describe the kinds of Assessment Methods that can be used for Evidence gathering purposes.

Various kinds of Assessment Methods can be used for Evidence gathering purposes. A wide range of assessment methods are available for Evidence- gathering purposes. Assessment methods are not limited to those listed below. The greater the range of assessment methods applied, the better the accuracy of the assessment.

Assessment Methods Table

Methods	Examples
Direct Observation of Candidate	Actual real-time activities in the workplace Work activities in a simulated workplace/training center
Questioning	Written questions; interviews; self-evaluation with questions; verbal questioning; questionnaires

Evidence compiled by Candidate	Portfolio; collection of work samples; products with supporting documentation; logbooks; information about life experience
Methods	**Examples**
Review of Product	Work samples and products; products as a result of a demonstration test/spec
Third Party Feedback	Reports/testimonials from Employers and Supervisors; evidence of training; interviews with Employers and Supervisors

Advice to the Assessor: use these methods and examples as a means of making your assessment valid, reliable, flexible, fair, and safe.

Define the term "evidence gathering tools" and give some examples of these tools.

Evidence gathering tools are the actual instruments that the Assessor uses to collect evidence. Evidence may be collected through:

- Demonstration of work activity
- Observation Checklist
- Question List
- Third party reports e.g. supervisor to verify consistent performance
- Review of candidate's portfolio
- Verifying the Candidate's capacity to deal with contingencies (unexpected things that come up)
- Written test

Define the term "portfolio."

A collection of evidence that may be presented by the Candidate to an Assessor to prove the Candidate's competence at a job or task.

What are some examples of Portfolio Evidence?

- Training results and certificates
- Training workbooks
- References from employers
- Job description and work experience
- Photos and videos
- Work journals
- Awards
- Work samples
- Letters and memos

Outline a 6-step method for preparing an evidence plan.

Steps in Preparing an Evidence Plan (Sequence of Steps to Follow)-

The Evidence Plan is the most important planning tool for an Assessor. A good evidence plan generates a list of the evidence that the Assessor must gather when conducting the assessment for a specific Unit of Competency. The following 6-Point Method for preparing an Evidence Plan provides a useful sequence of inter-related steps to follow:

1. Select Unit of Competency for assessment
2. Read full Unit of Competency
3. Identify evidence requirements based on:
    a. Elements and Performance Criteria
    b. Dimensions of Competence
    c. Underpinning skills knowledge
    d. Critical aspects of competency
4. Develop a list of evidence requirements
5. Identify best ways of collecting evidence (tools)
6. Document evidence plan

Outline the steps (sequence of activities) involved in developing an assessment tool.

Following are the steps (sequence of activities) involved in developing an assessment tool:

1. Select the Unit of Competency
2. Read the Unit of Competency

3. Identify the required evidence: critical aspects of competency
4. Identify the evidence gathering method
5. Complete the evidence plan
6. Select the appropriate template
7. Complete the template
8. Check the evidence gathering tools against the evidence plan and Unit of Competency
9. Check the tool with another Assessor for his opinion

Describe the four dimensions of competency.

Task Skills: the capacity to perform tasks in the workplace and demonstrate competence that meets the required Standard;

Task Management Skills: the ability to plan and integrate several tasks simultaneously that achieve a desired work outcome such as those skills involved in budgeting for a work operation, securing supplies and equipment for the work operation, completing the task in a timely, cost-effective manner, and ensuring safety practices are followed throughout;

Contingency Management Skills: the ability to respond to crises and breakdowns in the workplace, such as accidents and emergency situations that are unanticipated and require immediate action and resolution;

Job/Role Environment Skills: the capacity to own the responsibilities and expectations of the work environment that involves working with others effectively and participating in creating a work culture where all can contribute their best within the parameters of their job role

Assessment Guidelines

Section Two: Roles and Responsibilities

The Assessment System: Planning Guide for the Assessor

An Assessment System must be understood as a well-coordinated set of documented policies and procedures, including assessment materials and tools, that ensure assessments are consistently valid, reliable, flexible, fair, and safe.

Competency Assessment is a systematic process of collecting proof or evidence on whether or not a candidate has demonstrated competence in the performance of a work-related activity/task that is directly linked to a performance standard. The assessment confirms that the individual can perform to the standard expected in the workplace and/or the nationally approved competency standard.

Each **Unit of Competency** contained in a Standard describes a distinct part of a Mason's work and job profile. Within each Unit of Competency, the following components appear:

- Unit Title
- Unit Descriptor
- Elements of Competency
- Performance Criteria
- Range of Variables
- Evidence Guide

As a prelude to conducting assessments, the Assessor must be thoroughly familiar with all of the particulars and details of the Unit of Competency that is being assessed. This is a "must" for the role of the Assessor. He must be especially familiar with the Evidence Guide for gathering critical information.

The three sample assessment tools found below focus on the critical aspects of competency that can provide the required evidence to determine competency- the evidence guide. These sample assessment tools are as follows:

- Demonstration Checklist
- Observation Checklist
- Oral Questions Checklist

The duties of the Assessor include:

- Covering all of the key elements of the Unit of Competency under assessment
- Applying rigorously the Evidence Guide for the Unit of Competency as this contains the method and context of assessment, resources required for the assessment, the critical aspects of competency, and the required underpinning knowledge, skills, and attitudes
- Developing specifications (specs) for the task sheet for Demonstration as required
- Requiring the candidate to perform project tasks that cover interrelated units of competency- known as a "clustering."
- Making what can be termed "reasonable adjustments" for candidates with disabilities or for example, those candidates with regional dialects that prove difficult to understand

Note: These "reasonable adjustments" may involve reconfiguring a simulated workplace site so that a candidate's disability does not impede the assessment process, or for example, finding someone who can understand a regional dialect and assist the Assessor with essential communication skills.

Roles and Responsibilities of Assessor

Prior to any assessment, the Assessor should follow the specific instructions below to ensure a well-planned assessment event. In most cases s/he will be assisted by a Trainer. Nevertheless, s/he should make certain that good preparation has taken place for the assessment event.

1. Visit the assessment venue or workplace to ensure an adequate work area or platform containing:

- Sufficient space for working- ensure square meters of work space enough for task to be carried out effectively and safely
- Fire extinguisher and safety equipment within reach
- Emergency procedures in place
- All necessary tools, equipment, and materials ready at hand
- All necessary machinery in good working order

2. Assessment is drawn and extracted from the relevant Unit of Competency based on an approved Standard and on an Evidence plan that clearly focuses on critical aspects of competency.

3. The duration of time to assess the demonstration is clearly indicated, for example, 3 hours. This information is shared with the Candidate along with other pertinent information such

as the sequence of tasks that he must follow, and the fact that he will be closely observed as the tasks are performed.

4.   After the Candidate has performed the task, the Assessor will provide feedback to the Candidate on his performance.

5.   The responsibility on finally deciding whether or not the Candidate was Competent or Not Yet Competent belongs to the accredited Assessor.

6.   At the conclusion of the assessment, the Assessor will provide feedback on whether or not the Candidate was Competent or Not Yet Competent. S/He will also share information on next steps. These next steps include where to obtain the certificate related to the assessment or, if unsuccessful, how to re-try for competency within a specified period of time.

Roles and Responsibilities of Trainer

Prior to the assessment, you will have studied and become familiar with the Competency Standard for the industry occupation. You will also have met with or contacted the Assessor beforehand and discussed preparations and arrangements for the assessment. Your role will be to facilitate the assessment process and ensure all necessary resources are available, assisting the Assessor wherever possible. For example, once a draft spec has been produced by the Assessor, you will ensure it is fully consistent with the evidence plan and copied appropriately for use by both the Assessor and Candidate.

In addition to a confirming a suitable training venue and time, you will ensure that:

- Sufficient space is allotted for task work- square meters of work space enough for demonstration tasks to be carried out effectively and safely
- Fire extinguisher and safety equipment within reach if necessary
- Emergency procedures in place
- All necessary tools, equipment, and materials ready at hand
- All necessary machinery in good working order

Your duties include:

- **notifying** the Assessor and candidates of planned assessment events and their location
- **advising and assisting** the Assessor on planned assessment events
- **collecting** admission slips and signature sheets for assessment events
- **ensuring** all required forms and reporting mechanisms are in place and ready for distribution to the Assessor and to the Candidate
- **ensuring** all requisite forms are duly signed and forwarded to the SEIP Office, or certifying body

- **responding** to candidate queries and concerns such as re-assessment procedures
- **reconfiguring** workplace simulations so that candidates with disabilities are able to participate fully and without impediment
- **working** closely with the SEIP contact to ensure a successful assessment event

Roles and Responsibilities of Candidate

Prior to the assessment, you will have studied and become familiar with the Competency Standard for your industry.

1. Initially, you will be given information on the task you are to perform, and the estimated time you will require to perform it. These tasks are based on the critical aspects of competency related to the performance criteria within the approved Competency Standard.

Given the necessary instructions, and/or a task-related spec and the necessary tools, materials, and equipment, you will carry out and complete a work task. You will observe that there is:

- Sufficient space for working- square meters of work space enough for task to be carried out effectively and safely
- Fire extinguisher and safety equipment within reach if necessary
- Emergency procedures in place
- All necessary tools, equipment, and materials ready at hand
- All necessary machinery in good working order

2. Assessment is drawn and extracted from the relevant Unit of Competency based on the approved Competency Standard and on an Evidence plan (proof of competence) developed by the Assessor that clearly focuses on critical aspects of competency. The Evidence plan will be based on critical assessment tools such as demonstration/task; observation; oral questions.

3. The duration of time to assess the demonstration should be clearly indicated, for example, 3 hours. This information will be given to you along with other pertinent information such as the procedure or sequence of tasks that you must follow. It is important to note that you will be closely observed and assessed throughout the duration of your demonstration. You will be given time to ask questions and request clarification. You will also be given 10 minutes to familiarize yourself with the resources to be used in the assessment.

4. Based on your performance in demonstrating the task, you will be assessed by the Assessor to be Competent or Not Yet Competent. Regardless of the result you will be given feedback from the Assessor on your performance and the next steps.

5. After you have performed the task, the Assessor will provide feedback to you on your performance.

6.   The responsibility on finally deciding whether or not you are Competent or Not Yet Competent belongs to the accredited Assessor.

7.   At the conclusion of the assessment, the Assessor will provide feedback on whether or not you have been assessed to be **Competent** or **Not Yet Competent**. Both your signatures will be required on the Assessment Form. You will also be allowed to make comments on the Assessor's decision. The Assessor will then share information on next steps. These next steps include where to obtain the certificate related to the successful assessment or, if unsuccessful, how to re-try for competency within a specified period of time.

Section Three: Tools and Templates

This toolbox of Tools and Templates offers a wide range of assessment tools that will facilitate evidence gathering and other assessment-related needs. Evidence gathering, however, should not be limited to these tools and templates alone. The toolbox should be revised or expanded as necessary, to include other tools and templates that are deemed relevant.

- Demonstration Checklist
- Observation Checklist
- Oral Questions Checklist
- Evidence Plan (Overall Summary)
- Assessor Job Sheet and Specifications (Spec) Form
- Competency Assessment Results
- Assessor Planning Checklist Tool
- All About Questioning Techniques for Use in Assessment
- Quick Guide to Conducting Competency Assessments
- Assessor's Quick Start

Demonstration Checklist

Candidate's name:	
Assessor's name:	
Qualification:	
Project-Based Assessment Title	
Units of competency covered:	
Date of assessment:	
Time of assessment:	

Instructions for demonstration

Please see attached Instruction for Demonstration (Candidate/Assessor)

Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction

	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐

Observation Checklist

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Unit of Competency:	
Code:	
Name of Workplace/Training Center	
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided

During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):

	YES	NO
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		

Candidate's Signature:	Date:
Assessor's Signature:	Date:

Oral Questions Checklist

Candidate's name:	
Assessor's name	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	
Reference Standard:	

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for competent/non yet competent.

List of Questions	Satisfactory Response	
Indicate Y or N in the box provided	YES	NO
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

Feedback to Candidate:

Candidate's overall performance was (circle):	Satisfactory	Not Satisfactory
The Candidate's underpinning knowledge was (circle):	Satisfactory	Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

EVIDENCE PLAN: Overall Summary

QUALIFICATION:	
Project-Based Assessment Title	
Units of competency covered	

Ways in which evidence will be collected: [tick the column] The evidence must show that the candidate …...	Observation with Questioning	Demonstration with Questioning	Written Examination	Portfolio
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				

Assessor Job Sheet and Specifications (Spec) Form

This Spec is in reference to the_____ Standard, and has been developed by an Industry Representative/Assessor.

The Result* indicates either C for Competent, or NYC for Not Yet Competent.

Unit of Competency	Elements Reviewed	Critical Aspects of Competency Covered	Result*: C/NYC

JOB #1 Procedure for Developing Specification (Spec): List the steps involved in performing the task/spec successfully. It will cover, in logical order, the critical aspects of competency listed above that will determine if the candidate is **Competent** or **Not Yet Competent.**

1.	
2.	
3.	
4.	
5.	

Tools and Equipment Required for Spec completion: List all tools, equipment, and materials required in completing Job #1:

Tools	Equipment	Materials

Assessor Name: Date:

Competency Assessment Results

Candidate's name:	
Assessor's name	
Qualification Title:	
Date of Assessment:	
Assessment Venue:	
Reference Standard:	
Unit of Competency:	

Assessment Unit	Competent	Not Yet Competent

Assessor's Recommendation and Comments:

Overall Assessment:

Yes: The Candidate successfully met the required evidence/standards and demonstrated all of the competencies necessary for certification in the Qualification and Units of Competency listed above.

No: The Candidate did not meet the evidence requirements. Re-assessment is recommended.

Assessor Signature:	Date:
Candidate Signature:	Date:
Assessment Center Manager Signature:	

ASSESSMENT PLANNING CHECKLIST TOOL

Assessor's name:	
Date:	

Directions: Circle the 'Yes' or 'No' response to each item.

1.	The Assessor is familiar with the unit(s) of competency being assessed	Yes	No
2.	The Assessor has verified that the workplace or training center has the correct equipment, machinery, tools, and materials necessary to complete all of the relevant aspects of the unit of competency	Yes	No
3.	The Assessor has ensured that all materials and equipment were assembled and arranged in advance.	Yes	No
4.	The Assessor has all the necessary tools, templates, and specifications needed to assess the trainee including a variety of assessment tools covering practical demonstration, observation, oral question, and (where necessary) written tests relevant to the competency specified in the standard	Yes	No
5.	The Assessor has met with the trainer prior to the assessment event to discuss his/her role.	Yes	No
6.	The Assessor will discuss the performance test with the trainee and address any concerns prior to giving the test	Yes	No
7.	The Assessor will discuss and record with the trainee the results of their performance	Yes	No

Action to be taken on "No" responses:

General Guidelines for Effective Questioning

- Keep questions short and focused on one key concept
- Ensure that questions are structured
- Test the questions to check that they are not ambiguous
- Use `open-ended questions such as `what if...?' and `why...?' questions, rather than closed questions
- Keep questions clear and straight forward and ask one at a time
- Use words that the candidate is able to understand
- Look at the candidate when asking questions
- Check to ensure that the candidate fully understands the questions
- Ask the candidate to clarify or re-phrase their answer if the assessor does not understand the initial response
- Confirm the candidate's response by repeating the answer back in his/her own words
- Encourage a conversational approach with the candidate when appropriate, to put him or her at ease
- Use questions or statements as prompts for keeping focused on the purpose of the questions and the kind of evidence being collected
- Use language at a suitable level for the candidate
- Listen carefully to the answers for opportunities to find unexpected evidence
- Follow up responses with further questions, if useful, to draw out more evidence or to make links between knowledge areas
- Compile a list of acceptable responses to ensure reliability of assessments

Recording responses

When using oral questioning, you may need a tool that has a structured approach (see below) and also enables you to record a candidate's responses. If the candidate's response is insufficient the assessor should record why on the recording sheet or checklist. This provides information that can be used later, if necessary, to explain to the candidate where he or she needs to develop their skills and/or knowledge to achieve the required competence.

Recording sheet for oral questioning (template)

Candidate's Name		
Assessor or Observer's Name		
Unit of Competency)		
Code		
Date of Assessment		
Location		
Task/Procedure		
Questions to be Answered by candidate	Response/Answer*	Satisfactory (Yes/No)
What would you do if …		
What would you do if …		
What would you do if …		
How do you …		
What are …		
Why did you… (Clarification)		
Follow up Questions		
The candidate's knowledge was:	Satisfactory Unsatisfactory	
Feedback to candidate:		
Candidate signature:	Date:	
Assessor/Observer's Signature:	Date:	

ASSESSOR GUIDE TO CONDUCTING COMPETENCY ASSESSMENTS

1. BEFORE THE ASSESSMENT	2. DAY OF ASSESSMENT	3. DURING THE ASSESSMENT	4. POST ASSESSMENT
- Review unit(s) of competency to be assessed especially evidence to be collected against performance criteria - Ensure the workplace or training center complies with all safety requirements and that high risk areas are clearly marked - Identify/request essential assessment resources: • tools and equipment • supplies and materials • personal protective equipment • print resources and rating sheets • Have trainees contacted if they have to bring any resources for the assessment, e.g. logbook	-Verify attendance through signed attendance sheet - Provide overview of what is to happen throughout day Orient the trainees to: • purpose of assessment • qualification to be assessed • assessment procedures to be followed • address needs of trainees and provide information on evidence requirements and assessment process • make all announcements just before start of assessment	Give clear instructions to trainees on what they are required to do: • time limits and expectations • all equipment and tools must be of the same quality for all trainees • written and verbal instructions translated into local dialects as needed • encourage questions • avoid providing any assistance to trainees during assessment • stop process if accident imminent • keep focused on evidence being valid, reliable, fair, flexible, and safe • Record details of evidence collected	Provide feedback on outcome of assessment process re: • give clear feedback on assessment decision • provide information on overcoming any gaps in competency assessment • provide opportunity to discuss assessment process and outcome **Prepare required assessment reports:** • all rating sheets signed by trainee as well as Assessor • maintain records of assessment procedures, evidence collected, and assessment outcome • verify assessment results/outcomes with training center **Prepare** recommendations for issuance of national certificate

Assessor's Quick Start

1. Identify the Unit(s) of Competency from the Program Standard that you are going to assess.

2. Review the Critical Aspects of Competency from the Unit of Competency that will be the basis of your Evidence Guide.

3. Select the Assessment Tools that you will use to gather evidence.
   i. Demonstration Checklist
   ii. Observation Checklist
   iii. Oral Questions Checklist

4. Create spec sheet(s) for the Unit of Competency to be examined.

5. Review the assessment procedure with the Candidate and ask if there are any questions.

6. Complete the assessment using the assessment tools in the order above. You are free to use other tools as well if you wish.

7. Determine whether Candidate is **Competent** or **Not-Yet-Competent**

8. Complete all necessary record sheets.

9. Give feedback to the Candidate.

Demonstration Checklist: Explain the Fundamentals of Fire

Candidate's name:	
Assessor's name:	

Qualification:	Fire Safety Management and Risk Assessment for Mid-Level managers
Project-Based Assessment Title	
Units of competency covered:	Explain the Fundamentals of Fire
Date of assessment:	
Time of assessment:	

Instructions for demonstration
Please see attached Instruction for Demonstration (Candidate/Assessor)

Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction

	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Describe the 4 components of combustion.	☐	☐	☐
2. Describe the 4 principles of fire extinguishment.	☐	☐	☐
3. Describe the heat transfer process.	☐	☐	☐
4. Identify the different classification of fire according to the burning principle.	☐	☐	☐
5. Outline the 4 simple methods of extinguishing fires.	☐	☐	☐
6. Describe 14 common causes of fire.	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Observation Checklist: Explain the Fundamentals of Fire

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Unit of Competency:	Explain the Fundamentals of Fire

Code:	SEIP-RMG-FIRW-1-0
Name of Workplace/Training Center	

Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided

During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):

	YES	NO
1. Describe the 4 components of combustion.		
2. Describe the 4 principles of fire extinguishment.		
3. Describe the heat transfer process.		
4. Identify the different classification of fire according to the burning principle.		
5. Outline the 4 simple methods of extinguishing fires.		
6. Describe 14 common causes of fire.		

Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		

Candidate's Signature:	Date:
Assessor's Signature:	Date:

Oral Questions Checklist: Explain the Fundamentals of Fire

Candidate's name:	
Assessor's name:	

Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Explain the Fundamentals of Fire
Reference Standard:	Fire Safety Management and Risk Assessment for Mid-Level managers

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response	
Indicate Y or N in the box provided	**YES**	**NO**
1. What are 14 common causes of fire?		
2. Can you outline 4 methods of extinguishing fire?		
3. Can you briefly review 3 aspects of the heat transfer process?		
4. What are 3 types of flammable materials?		
5. Can you briefly describe the classifications of fire according to 6 burning principles?		

Feedback to Candidate:

The Candidate's overall performance was (circle):   Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

Demonstration Checklist: Operate Fire Fighting Equipment Properly

Candidate's name:	
Assessor's name:	

Qualification:	Fire Safety Management and Risk Assessment for Mid-Level managers
Project-Based Assessment Title	
Units of competency covered:	Operate Fire Fighting Equipment Properly
Date of assessment:	
Time of assessment:	

Instructions for demonstration
Please see attached Instruction for Demonstration (Candidate/Assessor)

Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction

	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Identify the 5 different types of fire extinguishers.	☐	☐	☐
2. Apply the "PASS" technique of using the portable fire extinguisher.	☐	☐	☐
3. Describe the operation and application of a sprinkler system.	☐	☐	☐
4. Describe the operation and application of a water hydrant system.	☐	☐	☐
5. Describe the operation and application of a fire alarm system.	☐	☐	☐
6. Identify the proper use of auxiliary firefighting equipment.	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Observation Checklist: Operate Fire Fighting Equipment Properly

Candidate's name:	
Assessor's name:	
Date of Assessment:	

Unit of Competency:	Operate Fire Fighting Equipment Properly		
Code:	SEIP-RMG-FIRW-2-0		
Name of Workplace/Training Center			
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided		
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):			
		YES	**NO**
1. Identify the 5 different types of fire extinguishers.			
2. Apply the "PASS" technique of using the portable fire extinguisher.			
3. Describe the operation and application of a sprinkler system.			
4. Describe the operation and application of a water hydrant system.			
5. Describe the operation and application of a fire alarm system.			
6. Identify the proper use of auxiliary firefighting equipment.			
Candidate's performance was:	**COMPETENT**	**NOT YET COMPETENT**	
Feedback to Candidate:			
Candidate's Signature:		Date:	
Assessor's Signature:		Date:	

Oral Questions Checklist: Operate Fire Fighting Equipment Properly

Candidate's name:	

Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Operate Fire Fighting Equipment Properly
Reference Standard:	Fire Safety Management and Risk Assessment for Mid-Level managers

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response	

Indicate Y or N in the box provided	YES	NO
1. Can you identify the 4 stages of fire?		
2. What are 5 types of fire extinguishers?		
3. Can you describe the properties of the different types of fire extinguishers?		
4. Can you describe the actions and purpose of the "PASS" technique?		
5. What are 4 types of sprinkler systems?		
6. Can you briefly describe the 5 components of the fire alarm system?		
7. Can you identify and outline the uses of auxiliary firefighting equipment?		

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

Demonstration Checklist: Carry Out Fire Drills

Candidate's name:	
Assessor's name:	

Qualification:	Fire Safety Management and Risk Assessment for Mid-Level managers
Project-Based Assessment Title	
Units of competency covered:	Carry Out Fire Drills
Date of assessment:	
Time of assessment:	

Instructions for demonstration
Please see attached Instruction for Demonstration (Candidate/Assessor)

Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction

	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Describe what happens in a fire drill.	☐	☐	☐
2. Identify 2 types of fire drill.	☐	☐	☐
3. Describe and briefly explain 3 types of fire response/firefighting teams.	☐	☐	☐
4. Describe the purpose of an evacuation plan and its importance.	☐	☐	☐
5. Describe what happens (procedures) during an evacuation.	☐	☐	☐
6. Outline the 4 rescue methods/techniques followed for one rescuer techniques.	☐	☐	☐
7. Outline the 3 rescue methods/techniques followed for two rescuer techniques.	☐	☐	☐
8. Describe the importance of communicating awareness of fire prevention and ways of promoting it.	☐	☐	☐
	☐	☐	☐

Observation Checklist: Carry Out Fire Drills

Candidate's name:	

Assessor's name:	
Date of Assessment:	
Unit of Competency:	Carry Out Fire Drills
Code:	SEIP-RMG-FIRW-3-0
Name of Workplace/Training Center	
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided

During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):

	YES	NO
1. Describe what happens in a fire drill.		
2. Identify 2 types of fire drill.		
3. Describe and briefly explain 3 types of fire response/firefighting teams.		
4. Describe the purpose of an evacuation plan and its importance.		
5. Describe what happens (procedures) during an evacuation.		
6. Outline the 4 rescue methods/techniques followed for one rescuer techniques.		
7. Outline the 3 rescue methods/techniques followed for two rescuer techniques.		
8. Describe the importance of communicating awareness of fire prevention and ways of promoting it.		

Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		

Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Carry Out Fire Drills

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Carry Out Fire Drills
Reference Standard:	Fire Safety Management and Risk Assessment for Mid-Level managers

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response	
Indicate Y or N in the box provided	**YES**	**NO**
1. Why is it important to regularly practice rescue methods/techniques?		
2. Why is an evacuation plan essential?		
3. Should an evacuation plan conform to the physical layout of a factory floor or office?		
4. Can you briefly outline one rescuer techniques and two rescuer techniques to the satisfaction of the Assessor?		
5. Why are defined procedures for carrying out a rescue operation so crucial?		

Feedback to Candidate:

The Candidate's overall performance was (circle):   Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	**Date:**
Candidate Signature:	**Date:**

Demonstration Checklist: Perform Safety Inspection, Risk Assessment, and Hazard Elimination

Candidate's name:	
Assessor's name:	
Qualification:	Fire Safety Management and Risk Assessment for Mid-Level managers
Project-Based Assessment Title	
Units of competency covered:	Perform Safety Inspection, Risk Assessment, and Hazard Elimination
Date of assessment:	
Time of assessment:	

Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			

Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction

During the demonstration of skills, did the candidate:	✓ to show if evidence is demonstrated		
	Yes	No	N/A
1. Make fire safety checklist based on existing law.	☐	☐	☐
2. Perform safety inspection.	☐	☐	☐
3. Eliminate risks in the workplace.	☐	☐	☐
4. Identify 10 hazards in the workplace.	☐	☐	☐
5. Eliminate the hazards identified in the workplace.	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Observation Checklist: Perform Safety Inspection, Risk Assessment, and Hazard Elimination

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Unit of Competency:	Perform Safety Inspection, Risk Assessment, and Hazard Elimination
Code:	SEIP-RMG-FIRW-4-0
Name of Workplace/Training Center	
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided

During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):

	YES	NO
1. Make fire safety checklist based on existing law.		
2. Perform safety inspection.		
3. Eliminate risks in the workplace.		
4. Identify 10 hazards in the workplace.		
5. Eliminate the hazards identified in the workplace.		

Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		

Candidate's Signature:	Date:
Assessor's Signature:	Date:

Oral Questions Checklist: Perform Safety Inspection, Risk Assessment, and Hazard Elimination

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Perform Safety Inspection, Risk Assessment, and Hazard Elimination
Reference Standard:	Fire Safety Management and Risk Assessment for Mid-Level managers

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	**Satisfactory Response**	
Indicate Y or N in the box provided	**YES**	**NO**
1. Can you outline 3 steps in risk management?		
2. What are the 6 hazard classifications?		
3. What is the 5-step method for hazard identification?		
4. Can you identify 10 workplace hazards?		
5. Can you describe what is involved in making a fire safety checklist based on identified existing laws?		
6. Describe what is done when performing a safety inspection carried out in accord with workplace requirements?		

Feedback to Candidate:

The Candidate's overall performance was (circle):   Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	**Date:**
Candidate Signature:	**Date:**

Demonstration Checklist: Perform the Role of Safety Officer

Candidate's name:	
Assessor's name:	
Qualification:	Fire Safety Management and Risk Assessment for Mid-Level managers
Project-Based Assessment Title	
Units of competency covered:	Perform the Role of Safety Officer
Date of assessment:	
Time of assessment:	

Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			

Supplies and Materials	Tools and equipment
▪ Please refer to attached specific instruction	• Please refer to attached specific instruction

	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Identify the 4 categories of safety officers recognized in the RMG Sector in Bangladesh.	☐	☐	☐
2. Describe the 5 main duties and responsibilities of a safety officer.	☐	☐	☐
3. Describe what is involved in conducting periodic fire safety drills to the satisfaction of the Assessor.	☐	☐	☐
4. Describe how fire drill proceedings are reported with results given to the proper authorities.	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Observation Checklist: Perform the Role of Safety Officer

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Unit of Competency:	Perform the Role of Safety Officer
Code:	SEIP-RMG-FIRW-5-0
Name of Workplace/Training Center	
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided

During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):

	YES	NO
1. Identify the 4 categories of safety officers recognized in the RMG Sector in Bangladesh.		
2. Describe the 5 main duties and responsibilities of a safety officer.		
3. Describe what is involved in conducting periodic fire safety drills to the satisfaction of the Assessor.		
4. Describe how fire drill proceedings are reported with results given to the proper authorities.		

Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		

Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Perform the Role of Safety Officer

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Perform the Role of Safety Officer
Reference Standard:	Fire Safety Management and Risk Assessment for Mid-Level managers

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	**Satisfactory Response**	
Indicate Y or N in the box provided	**YES**	**NO**
1. What are the Eight P is of good safety management?		
2. Can you describe the management decision-making model in solving incidental issues?		
3. What is the best approach to conducting and monitoring fire safety drills?		
4. What is the best way to make observations and recommendations for improvements in fire safety?		
5. To what extent is spreading fire awareness a responsibility of a Safety Officer?		

Feedback to Candidate:

The Candidate's overall performance was (circle):   Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	**Date:**
Candidate Signature:	**Date:**

Demonstration Checklist: Wear Personal Protective Equipment

Candidate's name:	
Assessor's name:	
Qualification:	Fire Safety Management and Risk Assessment for Mid-Level managers
Project-Based Assessment Title	
Units of competency covered:	Wear Personal Protective Equipment
Date of assessment:	
Time of assessment:	

Instructions for demonstration
Please see attached Instruction for Demonstration (Candidate/Assessor)

Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction

	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Identify 6 items of personal protective equipment.	☐	☐	☐
2. Describe the importance of wearing personal protective equipment according to the classification of protection involved.	☐	☐	☐
3. Demonstrate how personal protective equipment should be worn to the satisfaction of the Assessor.	☐	☐	☐
4. State the importance of dedicated workplace rules, policies, and regulations covering fire safety.	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Observation Checklist: Wear Personal Protective Equipment

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Unit of Competency:	Wear Personal Protective Equipment
Code:	SEIP-RMG-FIRW-6-0
Name of Workplace/Training Center	
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided

During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):

	YES	NO
1. Identify 6 items of personal protective equipment.		
2. Describe the importance of wearing personal protective equipment according to the classification of protection involved.		
3. Demonstrate how personal protective equipment should be worn to the satisfaction of the Assessor.		
4. State the importance of dedicated workplace rules, policies, and regulations covering fire safety.		

Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		

Candidate's Signature:	Date:
Assessor's Signature:	Date:

Oral Questions Checklist: Wear Personal Protective Equipment

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Wear Personal Protective Equipment
Reference Standard:	Fire Safety Management and Risk Assessment for Mid-Level managers

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response	
Indicate Y or N in the box provided	**YES**	**NO**
1. Why is a commitment to wear personal protective equipment regularly and properly essential?		
2. Why is the classification of personal protective equipment according to the protection function important?		
3. Can you identify at least 6 kinds of personal protective equipment and their uses?		
4. Can you describe the rules for the use and maintenance of personal protective equipment?		

Feedback to Candidate:

The Candidate's overall performance was (circle):   Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	**Date:**
Candidate Signature:	**Date:**

Demonstration Checklist: Perform First Aid And Rescue Management

Candidate's name:	
Assessor's name:	
Qualification:	Fire Safety Management and Risk Assessment for Mid-Level managers
Project-Based Assessment Title	
Units of competency covered:	Perform First Aid And Rescue Management
Date of assessment:	
Time of assessment:	

Instructions for demonstration
Please see attached Instruction for Demonstration (Candidate/Assessor)

Supplies and Materials	Tools and equipment
▪ Please refer to attached specific instruction	• Please refer to attached specific instruction

	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Describe the purposes of providing first aid.	☐	☐	☐
2. Describe the roles and responsibilities of first aid providers.	☐	☐	☐
3. Describe the importance of first aid training.	☐	☐	☐
4. Carry out general/universal first aid procedure to the satisfaction of the Assessor.	☐	☐	☐
5. Describe/carry out first aid treatment for workplace injuries to the satisfaction of the Assessor.	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Observation Checklist: Perform First Aid And Rescue Management

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Unit of Competency:	Perform First Aid And Rescue Management
Code:	SEIP-RMG-FIRW-7-0
Name of Workplace/Training Center	
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided

During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):

	YES	NO
1. Describe the purposes of providing first aid.		
2. Describe the roles and responsibilities of first aid providers.		
3. Describe the importance of first aid training.		
4. Carry out general/universal first aid procedure to the satisfaction of the Assessor.		
5. Describe/carry out first aid treatment for workplace injuries to the satisfaction of the Assessor.		

Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		

Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Perform First Aid And Rescue Management

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Perform First Aid And Rescue Management
Reference Standard:	Fire Safety Management and Risk Assessment for Mid-Level managers

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response	
Indicate Y or N in the box provided	**YES**	**NO**
1. Can you describe the roles and responsibilities embodied in the first aid and rescue management role?		
2. Can you define the purpose of first aid?		
3. What are at least 6 common first aid medications used?		
4. Can you describe 13 essential components of a first aid supply kit?		
5. Can you outline a 4-step method for the application of universal first aid?		

Feedback to Candidate:

The Candidate's overall performance was (circle):   Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	**Date:**
Candidate Signature:	**Date:**

Demonstration Checklist: Explain Electrical Safety Principles

Candidate's name:	
Assessor's name:	
Qualification:	Fire Safety Management and Risk Assessment for Mid-Level managers
Project-Based Assessment Title	
Units of competency covered:	Explain Electrical Safety Principles
Date of assessment:	
Time of assessment:	

Instructions for demonstration
Please see attached Instruction for Demonstration (Candidate/Assessor)

Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction

	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Identify the main types of electricity.	☐	☐	☐
2. Describe the effect of electricity (shock) on a human body.	☐	☐	☐
3. Identify the common causes of fire involving electricity.	☐	☐	☐
4. Describe the responsibilities of management.	☐	☐	☐
5. Describe the responsibilities of employees.	☐	☐	☐
6. Identify the 7 steps in LOTO (lockout-tagout) implementation.	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Observation Checklist: Explain Electrical Safety Principles

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Unit of Competency:	Explain Electrical Safety Principles
Code:	SEIP-RMG-FIRW-8-0
Name of Workplace/Training Center	
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided

During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):

	YES	NO
1. Identify the main types of electricity.		
2. Describe the effect of electricity (shock) on a human body.		
3. Identify the common causes of fire involving electricity.		
4. Describe the responsibilities of management.		
5. Describe the responsibilities of employees.		
6. Identify the 7 steps in LOTO (lockout-tagout) implementation.		

Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		

Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Explain Electrical Safety Principles

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Explain Electrical Safety Principles
Reference Standard:	Fire Safety Management and Risk Assessment for Mid-Level managers

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response	
Indicate Y or N in the box provided	**YES**	**NO**
1. Can you identify the factors that affect electrical shock on the human body?		
2. What are the devices and characteristics of Lockout-Tagout?		
3. What are the principles of Lockout-Tagout?		
4. Can you briefly describe the steps in LOTO implementation?		
5. To what extent and why is training important in dealing with electrical shock?		

Feedback to Candidate:

The Candidate's overall performance was (circle):   Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	**Date:**
Candidate Signature:	**Date:**

Demonstration Checklist: Explain Chemical Safety Principles

Candidate's name:	
Assessor's name:	
Qualification:	Fire Safety Management and Risk Assessment for Mid-Level managers
Project-Based Assessment Title	
Units of competency covered:	Explain Chemical Safety Principles
Date of assessment:	
Time of assessment:	

Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			

Supplies and Materials ▪ Please refer to attached specific instruction		Tools and equipment • Please refer to attached specific instruction	

	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Identify the types of process chemicals used in textile manufacturing.	☐	☐	☐
2. Describe the nature of chemicals.	☐	☐	☐
3. Identify the types of chemicals found in the workplace.	☐	☐	☐
4. Describe the application of Material Safety Data Sheets (MSDS).	☐	☐	☐
5. Identify standard hazard pictograms for use in classification and labelling of chemicals on hazardous materials.	☐	☐	☐
6. Describe the importance of chemical labelling.	☐	☐	☐
7. Identify types of PPE used for handling of chemicals.	☐	☐	☐
8. Carry out the proper use and application of the different types of PPE when handling chemicals.	☐	☐	☐
	☐	☐	☐

Observation Checklist: Explain Chemical Safety Principles

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Unit of Competency:	Explain Chemical Safety Principles
Code:	SEIP-RMG-FIRW-9-0
Name of Workplace/Training Center	
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided

During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):

	YES	NO
1. Identify the types of process chemicals used in textile manufacturing.		
2. Describe the nature of chemicals.		
3. Identify the types of chemicals found in the workplace.		
4. Describe the application of Material Safety Data Sheets (MSDS).		
5. Identify standard hazard pictograms for use in classification and labelling of chemicals on hazardous materials.		
6. Describe the importance of chemical labelling.		
7. Identify types of PPE used for handling of chemicals.		
8. Carry out the proper use and application of the different types of PPE when handling chemicals.		

Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		

Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Explain Chemical Safety Principles

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Explain Chemical Safety Principles
Reference Standard:	Fire Safety Management and Risk Assessment for Mid-Level managers

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response	

Indicate Y or N in the box provided	YES	NO
1. Can you identify 10 common types of process chemicals used in textile manufacturing?		
2. Can you identify 5 risks associated with process chemicals?		
3. Can you describe the functions and importance of Material Safety Data Sheets?		
4. What are 9 common pictograms and why are they important?		
5. Why is it essential to know the classes of chemicals?		
6. Can you identify 4 PPEs used for handling chemicals?		

Feedback to Candidate:

The Candidate's overall performance was (circle):   Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date: