



**COMPETENCY STANDARDS & ASSESSMENT GUIDE  
FOR  
SOCIAL COMPLIANCE NORMS  
FOR MID-LEVEL MANAGEMENT**

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

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The Competency Standards for Social Compliance Norms for Mid-Level Management 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 and 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 also 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 which leads to verifiable workplace outcomes.

Competency Standards are developed by a working group who comprised national and international process experts 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 or at 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 RMG companies in an industry consultative workshop held at the Bangladesh Knitwear Manufacturer’s & Exporters Association (BKMEA) 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:**

<b>Name</b>	<b>Company</b>	<b>Job Position</b>
Farzana Sharmin	BKMEA	Senior trainer (Compliance officer)
Urmila Barua	BKMEA	Trainer (Compliance)
Mohammad Mizanur Rahaman	Shovon Group of Companies Limited	Manager (compliance and CSR)
Javed Ahmed	EPYLLION Group	Manager (Training and Development)

**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 SOCIAL COMPLIANCE NORMS

### UNITS OF COMPETENCY

### ELEMENTS

#### A. Occupation Specific (Core) Competencies

<b>EXPLAIN EMPLOYMENT RULES AND REGULATIONS</b> (SEIP-RMG-SOCM-1-O)	Explain service and employment conditions for workers	Carry out the service rules	Carry out implementation of company rules and regulations	
<b>CARRY OUT PROVISIONS ON WAGES, BENEFITS AND LEAVES</b> (SEIP-RMG-SOCM-2-O)	Create work schedules and calendar (working hours)	Prepare payment of wages and benefits of workers	Carry out leave provisions of workers	
<b>CARRY OUT DISCIPLINARY PROCEDURE</b> (SEIP-RMG-SOCM-3-O)	Carry out retrenchment, discharges, dismissal and termination procedures	Process resignation procedures of workers	Process retirement procedures of worker	Process procedures on lay-off, closure and work stoppage and any disaster beyond control
<b>IMPLEMENT PROVISIONS ON WELFARE FACILITIES</b> (SEIP-RMG-SOCM-4-O)	Implement the provisions on employee welfare facilities	Carry out provisions for Maternity leave and benefits		
<b>APPLY OCCUPATIONAL HEALTH &amp; SAFETY IN THE WORKPLACE</b> (SEIP-RMG-SOCM-5-O)	Implement worker's occupational health and safety rules and regulations	Identify and eliminate workplace hazards	Provide and maintain Personal Protective Equipment (PPE)	Carry out fire safety awareness at work
<b>DESCRIBE THE PROVISIONS ON INDUSTRIAL RELATIONS</b> (SEIP-RMG-SOCM-6-O)	Perform the role of handling participation committee	Carry out grievance mitigation	Carry out provisions on misconduct and penalty	Carry out the provisions on industrial dispute settlement
	Perform the role of handling Safety Committee membership	Explain the function of trade union		
<b>EXPLAIN THE ENVIRONMENTAL ISSUES IN RELATION TO RMG MANUFACTURE</b> (SEIP-RMG-SOCM-7-O)	Perform the provisions on environmental rules and regulations	Manage workplace waste management system and disposal procedure		

## Units & Elements at Glance:

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

Code	Unit of Competency	Elements of Competency	Guided Learning Hours
SEIP-RMG-SOCM-1-O	Explain Employment Rules and Regulations	<ol style="list-style-type: none"> <li>1. Explain service and employment conditions for workers</li> <li>2. Carry out service rules</li> <li>3. Carry out implementation of company rules and regulations</li> </ol>	4
SEIP-RMG-SOCM-2-O	Carry Out Provisions on Wages, Benefits and Leaves	<ol style="list-style-type: none"> <li>1. Create work schedules and calendar (working hours)</li> <li>2. Prepare payment of wages and benefits of workers</li> <li>3. Carryout leave provisions of workers</li> </ol>	6
SEIP-RMG-SOCM-3-O	Carry Out Disciplinary Procedure	<ol style="list-style-type: none"> <li>1. Carry out retrenchment, discharges, dismissal and termination procedures</li> <li>2. Process resignation procedures of workers</li> <li>3. Process retirement procedures of workers</li> <li>4. Process procedures on lay-off, closure and work stoppage on any disaster beyond control</li> </ol>	6
SEIP-RMG-SOCM-4-O	Implement Provisions on Welfare Facilities	<ol style="list-style-type: none"> <li>1. Implement the provisions on employee welfare facilities</li> <li>2. Carry out provisions for maternity leave and benefits</li> </ol>	3
SEIP-RMG-SOCM-5-O	Apply Occupational Health & Safety in the Workplace	<ol style="list-style-type: none"> <li>1. Implement worker's occupational health and safety rules and regulations</li> <li>2. Identify and eliminate workplace risks and hazards</li> <li>3. Provide and maintain Personal Protective Equipment (PPE)</li> </ol>	4

		4. Carry out fire safety awareness at work	
SEIP-RMG-SOCM-6-O	Describe Provisions on Industrial Relations	<ol style="list-style-type: none"> <li>1. Perform the role of handling participation committee</li> <li>2. Carry out grievance mitigation</li> <li>3. Carry out provisions on misconduct and penalty</li> <li>4. Carry out provisions on industrial dispute settlement</li> <li>5. Perform the role of handling Safety Committee membership</li> <li>6. Explain the function of trade union</li> </ol>	4
SEIP-RMG-SOCM-7-O	Explain Environmental Issues in Relation to RMG Manufacture	<ol style="list-style-type: none"> <li>1. Perform the provisions on environmental rules and regulations</li> <li>2. Manage workplace waste management system and disposal procedure</li> </ol>	3
<b>Total Hours</b>			<b>30 hrs.</b>



## COMPETENCY STANDARD: SOCIAL COMPLIANCE NORMS FOR MID-LEVEL MANAGEMENT

### A. The Occupation Specific (Core) Competencies

<b>Unit of Competency:</b> <b>EXPLAIN EMPLOYMENT RULES AND REGULATIONS</b>	<b>Nominal Duration:</b> 4hrs.	<b>Unit Code:</b> SEIP-RMG-SOCM-1-O
<b>Unit Descriptor:</b> This unit covers the knowledge, skills and attitudes required for a management staff to explain employment rules and regulations. It specifically includes the tasks of explaining service and employment conditions for workers, carrying out service rules and carrying out implementation of company rules and regulations.		

#### 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 service and employment conditions for workers	1.1 <b><u>Worker's classification</u></b> is described. 1.2 <b><u>Employment documents</u></b> are identified.
2. Carry out service rules	2.1 Service rules are carried out in accordance with Bangladesh Labor Law 2006 (amendment 2013). 2.2 <b><u>Employment provisions for children</u></b> are explained. 2.3 <b><u>Employment provisions for adolescent</u></b> in certain work are explained.
3. Carry out implementation of company rules and regulations	3.1 Implementation of company rules and regulations are carried out.

#### Range of Variables

Variable	Range (Includes but not limited to):
1. Worker's classification	1.1 Apprentice 1.2 Badli 1.3 Casual, 1.4 Temporary 1.5 Probationer 1.6 Permanent 1.7 Seasonal worker
2. Employment documents	2.1 Letter of Appointment 2.2 Identity Card 2.3 Service book
3. Employment provisions for children	3.1 Prohibition agreement 3.2 Disputes as to age
4. Employment provisions for adolescent	4.1 Dispute as to age 4.2 Certificate of fitness 4.3 Medical examination 4.4 Working on dangerous machines

	4.5 Working hours for adolescent 4.6 Limitation adolescent's work
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### Curricular Content Guide

1. Underpinning Knowledge	1.1 Worker's classification 1.2 Employment documents 1.3 Service rules in accordance with Bangladesh Labor Law 2006 (amendment 2013) 1.4 Employment provisions for children 1.5 Employment provisions for adolescent in certain work 1.6 Implementation of company rules and regulations
2. Underpinning Skills	2.1 Describing worker's classification 2.2 Identifying employment documents 2.3 Carrying out service rules in accordance with Bangladesh Labor Law 2006 (amendment 2013) 2.4 Explaining employment provisions for children 2.5 Explaining employment provisions for adolescent certain work 2.6 Carrying out implementation of company rules and regulations
3. Underpinning Attitudes	3.1 Commitment to occupational health and safety practice 3.2 Concern to environmental care 3.3 Obedience to labor laws/codes 3.4 Eagerness to learn 3.5 Tidiness, timeliness, and orderliness 3.6 Respect for rights of peers and seniors in workplace
4. Resource Implications	4.1 Workplace (simulated or actual) 4.2 Worker training manual 4.3 Worksheet 4.4 Pens 4.5 Papers

### Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Explained service and employment conditions for workers. 1.2 Carried out service rules. 1.3 Carried out implementation of company rules and regulations.
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 done in a training center or in an actual or simulated work place after completion of the training module.
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<b>Unit of Competency:</b> <b>CARRY OUT PROVISIONS ON WAGES, BENEFITS AND LEAVES</b>	<b>Nominal Duration:</b> 6hrs.	<b>Unit Code:</b> SEIP-RMG-SOCM-2-O
<b>Unit Descriptor:</b> This unit covers the knowledge, skills and attitudes required for a management staff to carry out provisions on wages, benefits and leaver. It specifically includes the tasks of creating work schedules and calendar (working hours), preparing payment of wages and benefits of workers and carrying out leave provisions of workers.		

#### Elements and Performance Criteria Template:

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

<b>Elements of Competency</b>	<b>Performance Criteria</b>
1. Create work schedules and calendar (working hours)	1.1 Daily, weekly, and monthly working hours are identified and maintained. 1.2 Spread over of working hours are performed and maintained. 1.3 Limitation of working time for female workers are carried out. 1.4 Interval for rest or meal is defined. 1.5 Weekly holiday and <b><u>other related provisions</u></b> are observed.
2. Prepare payment of wages and benefits of workers	2.1 Provisions on <b><u>payments and benefits</u></b> are identified. 2.2 Deductible matters from wages are prepared. 2.3 Preparation of wages, benefits and leave payments of workers are carried out. 2.4 Fines are identified and implemented.
3. Carryout leave provisions of workers	3.1 <b><u>Classification of Leaves</u></b> of workers are identified. 3.2 Leave provisions of workers are carried out.

#### Range of Variables

<b>Variable</b>	<b>Range (Includes but not limited to):</b>
1. Other related provisions	1.1 Compensatory weekly holiday 1.2 Overtime 1.3 Limitation of hours of work for women 1.4 Restriction on double employment 1.5 Deductions for absence from duty 1.6 Deductions for damage or loss 1.7 Deductions for services rendered 1.8 Deductions for recovery of loans or advances
2. Payment and benefits	2.1 Wages 2.2 Overtime
3. Classification of leaves	3.1 Casual leave 3.2 Sick leave 3.3 Festival holiday

	3.4 Annual leave
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### Curricular Content Guide

1. Underpinning Knowledge	<ul style="list-style-type: none"> <li>1.1 Daily, weekly, and monthly working hours</li> <li>1.2 Spread over of working hours</li> <li>1.3 Limitation of working time for female workers</li> <li>1.4 Interval for rest or meal is defined</li> <li>1.5 Weekly holiday and other related provisions</li> <li>1.6 Provisions on payments and benefits</li> <li>1.7 Deductible matters from wages</li> <li>1.8 Preparation of wages, benefits and leave payments of workers</li> <li>1.9 Fines</li> <li>1.10 Classification of leaves of workers</li> <li>1.11 Leave provisions of workers</li> </ul>
2. Underpinning Skills	<ul style="list-style-type: none"> <li>2.1 Identifying and maintaining daily, weekly, and monthly working hours</li> <li>2.2 Performing and maintaining spread over of working hours</li> <li>2.3 Carrying out limitation of working time for female workers</li> <li>2.4 Defining interval for rest or meal</li> <li>2.5 Observing weekly holiday and other related provisions</li> <li>2.6 Identifying provisions on payments and benefits</li> <li>2.7 Preparing deductible matters from wages</li> <li>2.8 Carrying out preparation of wages, benefits and leave payments of workers</li> <li>2.9 Identifying and implementing fines</li> <li>2.10 Identifying classification of leaves of workers</li> <li>2.11 Carrying out leave provisions of workers</li> </ul>
3. Underpinning Attitudes	<ul style="list-style-type: none"> <li>3.1 Commitment to occupational health and safety practice</li> <li>3.2 Concern to environmental care</li> <li>3.3 Obedience to labor laws/codes</li> <li>3.4 Eagerness to learn</li> <li>3.5 Tidiness, timeliness, and orderliness</li> <li>3.6 Respect for rights of peers and seniors in workplace</li> </ul>
4. Resource Implications	<ul style="list-style-type: none"> <li>4.1 Workplace (simulated or actual)</li> <li>4.2 Worker training manual</li> <li>4.3 Worksheet</li> <li>4.4 Pens</li> <li>4.5 Papers</li> </ul>

### Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Created work schedules and calendar (working hours). 1.2 Carried out preparation of wages, benefits and leave payments of workers. 1.3 Carried out leave provisions of workers.
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 done in a training center or in an actual or simulated work place after completion of the training module.

<b>Unit of Competency:</b> <b>CARRY OUT DISCIPLINARY PROCEDURE</b>	<b>Nominal Duration:</b> 6hrs.	<b>Unit Code:</b> SEIP-RMG-SOCM-3-O
<b>Unit Descriptor:</b> This unit covers the knowledge, skills and attitudes required for a management staff to carry out disciplinary procedure. It specifically includes the tasks of carrying out retrenchment, discharges, dismissal and termination procedures, processing resignation procedures of workers, processing retirement procedures of workers, processing procedures on lay-offs, closure and work stoppage on any disaster beyond control.		

#### Elements and Performance Criteria Template:

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

<b>Elements of Competency</b>	<b>Performance Criteria</b>
1. Carry out retrenchment, discharges, dismissal and termination procedures	1.1 Disciplinary procedures for <b><u>offenses or misconduct</u></b> made by a worker are explained 1.2 Retrenchment, discharges, dismissal and termination provisions are identified 1.3 Retrenchment, discharges, dismissal and termination procedures are carried out
2. Process resignation procedures of workers	2.1 Resignation provisions of workers are identified 2.2 Resignation procedures of workers are processed
3. Process retirement procedures of workers	3.1 Retirement provisions of workers are identified 3.2 Retirement procedures of workers are processed
4. Process procedures on lay-off, closure and work stoppage on any disaster beyond control	4.1 Provisions on lay-off, closure and work stoppage and any disaster beyond control are identified 4.2 Procedures on lay-off, closure and work stoppage and any disaster beyond control are processed

#### Range of Variables

<b>Variable</b>	<b>Range (Includes but not limited to):</b>
1. Offenses or misconduct	1.1 Willful insubordination or disobedience 1.2 Theft, fraud or dishonesty 1.3 Taking for giving bribe 1.4 Habitual late attendance 1.5 Breach of any law or rule or regulation 1.6 Riotous or disorderly behavior 1.7 Habitual negligence work 1.8 Habitual breach of any rule of employment 1.9 Falsifying, tampering with, damaging or causing loss of employer's official records

#### Curricular Content Guide

1. Underpinning Knowledge	1.1 Disciplinary procedures for offenses or misconduct made by a worker
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	<ul style="list-style-type: none"> <li>1.2 Retrenchment, discharges, dismissal and termination provisions</li> <li>1.3 Procedures on retrenchment, discharges, dismissal and termination</li> <li>1.4 Resignation provisions of workers</li> <li>1.5 Procedures on resignation of workers</li> <li>1.6 Retirement provisions of workers</li> <li>1.7 Procedures on retirement of workers</li> <li>1.8 Provisions on lay-off, closure and work stoppage and any disaster beyond control</li> <li>1.9 Procedures on lay-off, closure and work stoppage and any disaster beyond control</li> </ul>
2. Underpinning Skills	<ul style="list-style-type: none"> <li>2.1 Explaining disciplinary procedures for offenses or misconduct made by a worker</li> <li>2.2 Identifying retrenchment, discharges, dismissal and termination provisions</li> <li>2.3 Carrying out retrenchment, discharges, dismissal and termination procedures</li> <li>2.4 Identifying resignation provisions of workers</li> <li>2.5 Processing resignation procedures of workers</li> <li>2.6 Identifying retirement provisions of workers</li> <li>2.7 Processing retirement procedures of workers</li> <li>2.8 Identifying procedures on lay-off, closure and work stoppage and any disaster beyond control</li> <li>2.9 Processing procedures on lay-off, closure and work stoppage and any disaster beyond control</li> </ul>
3. Underpinning Attitudes	<ul style="list-style-type: none"> <li>3.1 Commitment to occupational health and safety practice</li> <li>3.2 Concern to environmental care</li> <li>3.3 Obedience to labor laws/codes</li> <li>3.4 Eagerness to learn</li> <li>3.5 Tidiness, timeliness, and orderliness</li> <li>3.6 Respect for rights of peers and seniors in workplace</li> </ul>
4. Resource Implications	<ul style="list-style-type: none"> <li>4.1 Workplace (simulated or actual)</li> <li>4.2 Worker training manual</li> <li>4.3 Worksheet</li> <li>4.4 Pens</li> <li>4.5 Papers</li> </ul>

### Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Carried out retrenchment, discharges, dismissal and termination procedures</li> <li>1.2 Processed resignation procedures of workers</li> <li>1.3 Processed retirement procedures of workers</li> <li>1.4 Processed procedures on lay-off, closure and work stoppage on any disaster beyond control</li> </ul>
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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 done in a training center or in an actual or simulated work place after completion of the training module.

<b>Unit of Competency:</b> <b>IMPLEMENTPROVISIONS ON WELFARE FACILITIES</b>	<b>Nominal Duration:</b> 3hrs.	<b>Unit Code:</b> SEIP-RMG-SOCM-4-O
<b>Unit Descriptor:</b> This unit covers the knowledge, skills and attitudes required for a management staff to implement the provisions on welfare facilities. It specifically includes the tasks of implement the provisions on employee welfare facilities and carrying out provisions for Maternity leave and benefits.		

#### 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. Implement the provisions on employee welfare facilities	1.1 Provision on <b><u>employee welfare facilities</u></b> are identified. 1.2 Provision on employee welfare facilities are implemented.
2. Carry out provisions for maternity leave and benefits	2.1 Provisions for <b><u>maternity leave and benefits</u></b> are identified. 2.2 Provisions for maternity leave and benefits are carried out.

#### Range of Variables

Variable	Range (Includes but not limited to):
1. Employee welfare facilities	1.1 First aid facility 1.2 Medical facility 1.3 Pure drinking water facility 1.4 Washing facilities 1.5 Dining room facility 1.6 Canteen facility 1.7 Child care room 1.8 Compulsory Group Insurance
2. Maternity leave and benefits	2.1 Employment of women worker prohibited during certain period 2.2 Rights and liability for payment 2.3 Procedure regarding payments 2.4 Amount of maternity benefits 2.5 Payment in case of women's death 2.6 Restriction on termination of employment of a woman in certain cases

#### Curricular Content Guide

1. Underpinning Knowledge	1.1 Provisions on employee welfare facilities 1.2 Provisions for maternity leave and benefits
2. Underpinning Skills	2.1 Implementing provisions on employee welfare facilities 2.2 Carrying out provisions for maternity leave and benefits

3. Underpinning Attitudes	3.1 Commitment to occupational health and safety practice 3.2 Concern to environmental care 3.3 Obedience to labor laws/codes 3.4 Eagerness to learn 3.5 Tidiness, timeliness, and orderliness 3.6 Respect for rights of peers and seniors in workplace
4. Resource Implications	4.1 Workplace (simulated or actual) 4.2 Worker training manual 4.3 Worksheet 4.4 Pens 4.5 Papers

**Assessment Evidence Guide**

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Implemented provisions on employee welfare facilities 1.2 Carried out provisions for maternity leave and benefits
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 done in a training center or in an actual or simulated work place after completion of the training module.

<b>Unit of Competency:</b> <b>APPLY OCCUPATIONAL HEALTH &amp; SAFETY IN THE WORKPLACE</b>	<b>Nominal Duration:</b> 4hrs.	<b>Unit Code:</b> SEIP-RMG-SOCM-5-O
<b>Unit Descriptor:</b> This unit covers the knowledge, skills and attitudes required for a management staff to apply occupational health & safety in the workplace. It specifically includes the tasks of implementing worker's occupational health and safety rules and regulations, identifying and eliminating workplace risks and hazards, providing and maintaining personal protective equipment (PPE) and carrying out fire safety awareness 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).

<b>Elements of Competency</b>	<b>Performance Criteria</b>
1. Implement worker's occupational health and safety rules and regulations	1.1 Importance of occupational health to workers are explained. 1.2 Occupational <b><u>Health and safety concerns</u></b> are explained. 1.3 <b><u>Healthy work place environment</u></b> is maintained. 1.4 Health and hygiene in the workplace are applied.
2. Identify and eliminate workplace risks and hazards	2.1 <b><u>workplace risks and hazards</u></b> are identified and eliminated. 2.2 Routes of entry of <b><u>contaminants and harmful compounds</u></b> into the body are described.
3. Provide and maintain Personal Protective Equipment (PPE)	3.1 <b><u>Personal protective Equipment (PPE)</u></b> are identified. 3.2 Personal protective equipment (PPE) are provided and maintained.
4. Carry out fire safety awareness at work	4.1 <b><u>Classification of fires</u></b> are identified. 4.2 <b><u>Causes of Fire</u></b> are identified. 4.3 Types of <b><u>fire extinguishing agents</u></b> are identified. 4.4 Method/procedure of facing fire is explained. 4.5 Important aspects of preventing fire is described. 4.6 Proper use of <b><u>fire equipment</u></b> is explained. 4.7 Do's and Don'ts in case of fire is identified.

#### Range of Variables

<b>Variable</b>	<b>Range (Includes but not limited to):</b>
1. Health and safety concerns	1.1 Cleanliness 1.2 Dust and fumes 1.3 Dustbin and spittoon 1.4 Temperature and ventilation 1.5 Sufficient lighting 1.6 Noise and vibration 1.7 Overcrowding
2. Healthy work place environment	2.1 No presence of dirt and waste 2.2 Clean work floor

	<ul style="list-style-type: none"> <li>2.3 Clean wall/sides and ceilings</li> <li>2.4 Dry floor area</li> <li>2.5 Regularly painted or varnished walls, ceilings and siding</li> <li>2.6 Adequate lighting</li> </ul>
3. Workplace risks and hazards	<ul style="list-style-type: none"> <li>3.1 Safety hazards</li> <li>3.2 Health hazards</li> <li>3.3 Risk and accident</li> <li>3.4 Hazardous substance</li> <li>3.5 Occupational hazards, prevention or control mechanism</li> <li>3.6 Occupational disease</li> <li>3.7 Ergonomics</li> </ul>
4. Contaminants and harmful compounds	<ul style="list-style-type: none"> <li>4.1 Particles <ul style="list-style-type: none"> <li>4.1.1 Dusts</li> <li>4.1.2 Fumes</li> <li>4.1.3 Mists</li> <li>4.1.4 Fibers</li> </ul> </li> <li>4.2 Chemicals compounds in the form of: <ul style="list-style-type: none"> <li>4.2.1 Solids</li> <li>4.2.2 Liquids</li> <li>4.2.3 Gases</li> <li>4.2.4 Mists</li> <li>4.2.5 Dusts</li> <li>4.2.6 Fumes</li> <li>4.2.7 Vapors</li> </ul> </li> <li>4.3 Biological <ul style="list-style-type: none"> <li>4.3.1 Pathogens</li> <li>4.3.2 Bacteria</li> <li>4.3.3 Viruses</li> <li>4.3.4 Fungi</li> <li>4.3.5 Other organisms</li> </ul> </li> </ul>
5. Personal protective Equipment (PPE)	<ul style="list-style-type: none"> <li>5.1 Mask</li> <li>5.2 Ear muff and ear plug</li> <li>5.3 Metal hand Gloves and other gloves</li> <li>5.4 Eye goggles</li> <li>5.5 Needle guard and eye guard</li> <li>5.6 Safety vest/apron</li> <li>5.7 Protective boots</li> </ul>
6. Classification of fires	<ul style="list-style-type: none"> <li>6.1 Class A</li> <li>6.2 Class B</li> <li>6.3 Class C</li> <li>6.4 Class D</li> <li>6.5 Class E</li> <li>6.6 Class F</li> </ul>
7. Causes of Fire	<ul style="list-style-type: none"> <li>7.1 Electrical</li> <li>7.2 Hazardous chemical mishandling</li> <li>7.3 Welding</li> <li>7.4 Gas eruption/explosion</li> </ul>

	<ul style="list-style-type: none"> <li>7.5 Sabotage/arson</li> <li>7.6 Burning stove</li> <li>7.7 Lightning</li> <li>7.8 Smoking</li> <li>7.9 Overheating</li> <li>7.10 Friction</li> <li>7.11 Hostility</li> <li>7.12 Boiler eruption</li> <li>7.13 Gas cylinder abuse</li> </ul>
8. Fire extinguishing agents	<ul style="list-style-type: none"> <li>8.1 Water</li> <li>8.2 Sand</li> <li>8.3 Powder</li> <li>8.4 Foam</li> <li>8.5 CO2</li> </ul>
9. Fire equipment	<ul style="list-style-type: none"> <li>9.1 Fire extinguishers</li> <li>9.2 Fire hose reel</li> <li>9.3 Water hydrant</li> <li>9.4 Spade</li> <li>9.5 Fire hook</li> <li>9.6 Fire bitter</li> </ul>

### Curricular Content Guide

1. Underpinning Knowledge	<ul style="list-style-type: none"> <li>1.1 Importance of occupational health to workers</li> <li>1.2 Occupational health and safety concerns</li> <li>1.3 Healthy work place environment</li> <li>1.4 Health and hygiene in the workplace</li> <li>1.5 Workplace risks and hazards</li> <li>1.6 Routes of entry of contaminants and harmful compounds into the body</li> <li>1.7 Personal protective equipment (PPE)</li> <li>1.8 Personal protective equipment (PPE)</li> <li>1.9 Classification of fires</li> <li>1.10 Causes of fire</li> <li>1.11 Types of fire extinguishing agents</li> <li>1.12 Method/procedure of facing fire</li> <li>1.13 Important aspects of preventing fire</li> <li>1.14 Proper use of fire equipment</li> <li>1.15 Do's and don'ts in case of fire</li> </ul>
2. Underpinning Skills	<ul style="list-style-type: none"> <li>2.1 Explaining the importance of occupational health to workers</li> <li>2.2 Explaining occupational health and safety concerns</li> <li>2.3 Maintaining healthy work place environment</li> <li>2.4 Applying health and hygiene in the workplace</li> <li>2.5 Identifying and eliminate workplace risks and hazards</li> <li>2.6 Describing routes of entry of contaminants and harmful compounds into the body</li> </ul>

	<ul style="list-style-type: none"> <li>2.7 Identifying personal protective equipment (PPE)</li> <li>2.8 Providing and maintained personal protective equipment (PPE)</li> <li>2.9 Identifying classification of fires</li> <li>2.10 Identifying causes of fire</li> <li>2.11 Identifying types of fire extinguishing agents</li> <li>2.12 Explaining method/procedure of facing fire</li> <li>2.13 Describing important aspects of preventing fire</li> <li>2.14 Explaining proper use of fire equipment</li> <li>2.15 Identifying DO'S and DON'TS in case of fire</li> </ul>
3. Underpinning Attitudes	<ul style="list-style-type: none"> <li>3.1 Commitment to occupational health and safety practice</li> <li>3.2 Concern to environmental care</li> <li>3.3 Obedience to labor laws/codes</li> <li>3.4 Eagerness to learn</li> <li>3.5 Tidiness, timeliness, and orderliness</li> <li>3.6 Respect for rights of peers and seniors in workplace</li> </ul>
4. Resource Implications	<ul style="list-style-type: none"> <li>4.1 Workplace (simulated or actual)</li> <li>4.2 Worker training manual</li> <li>4.3 Worksheet</li> <li>4.4 Pens</li> <li>4.5 Papers</li> </ul>

### Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Implemented worker's occupational health and safety rules and regulations</li> <li>1.2 Identified and eliminate workplace risks and hazards</li> <li>1.3 Provided and maintained Personal Protective Equipment (PPE)</li> <li>1.4 Carried out fire safety awareness at work</li> </ul>
2. Methods of Assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> <li>2.1 Written examination</li> <li>2.2 Demonstration</li> <li>2.3 Oral questioning</li> <li>2.4 Workplace observation</li> </ul>
3. Context of Assessment	<ul style="list-style-type: none"> <li>3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.</li> </ul>

<b>Unit of Competency:</b> <b>DESCRIBE PROVISIONS ON INDUSTRIAL RELATIONS</b>	<b>Nominal Duration:</b> 4hrs.	<b>Unit Code:</b> SEIP-RMG-SOCM-6-O
<b>Unit Descriptor:</b> This unit covers the knowledge, skills and attitudes required for a worker to describe provisions on industrial relations. It specifically includes the tasks of performing the role of handling participation committee, carrying out grievance mitigation, carrying out provisions on misconduct and penalty, carrying out provisions on industrial dispute settlement, performing the role of handling safety committee membership and explaining the function of trade union.		

#### Elements and Performance Criteria Template:

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

<b>Elements of Competency</b>	<b>Performance Criteria</b>
1. Perform the role of handling participation committee	1.1 Functions of <b><u>participation committee members</u></b> is explained 1.2 Formation procedure of participation committee is explained 1.3 Role of handling participation committee is performed
2. Carry out grievance mitigation	2.1 Grievance mitigation procedures are described 2.2 Grievance mitigation is carried out
3. Carry out provisions on misconduct and penalty	3.1 Carry out penalty provisions on misconduct and penalty
4. Carry out provisions on industrial dispute settlement	4.1 Industrial disputes are identified 4.2 The provision on industrial dispute settlement are carried out
5. Perform the role of handling Safety Committee membership	5.1 <b><u>Provisions in the formation of safety committee</u></b> is explained 5.2 Selection of safety committee members is explained 5.3 The role of handling Safety Committee membership is Performed
6. Explain the function of trade union	6.1 <b><u>Different types of trade unions</u></b> are explained 6.2 The <b><u>objectives and functions of trade union</u></b> is explained

#### Range of Variables

<b>Variable</b>	<b>Range (Includes but not limited to):</b>
1. Participation committee members	1.1 Worker's representative 1.2 Management representative
2. Provisions in the formation of safety committee	2.1 Formation procedure 2.2 Selection of committee members 2.3 Requirements of the safety committee members 2.4 Meetings and implementation of recommendations 2.5 Duration of the safety committee 2.6 Entry post and fulfillment of empty post 2.7 Scope jurisdiction and responsibility



3. Different types of trade unions	3.1 General 3.2 Industrial 3.3 Craft 3.4 Blue collar 3.5 White-collar 3.6 Mixed unions 3.7 CBA unions
4. Objectives and functions of trade unions	4.1 Trade unions for workers and employers 4.2 Unfair labor practice 4.3 Unfair labor practice by workers 4.4 Collective Bargaining Agreement (CBA)

### Curricular Content Guide

1. Underpinning Knowledge	1.1 Functions of participation committee members 1.2 Formation procedure of participation committee 1.3 Role of handling participation committee 1.4 Grievance mitigation procedures 1.5 Grievance mitigation 1.6 Carry out penalty provisions on misconduct and penalty 1.7 Industrial disputes 1.8 the provision on industrial dispute settlement 1.9 Provisions in the formation of safety committee 1.10 Selection of safety committee members 1.11 The role of handling Safety Committee membership 1.12 Different types of trade unions 1.13 The objectives and functions of trade union
2. Underpinning Skills	2.1 Explaining functions of participation committee members 2.2 Explaining formation procedure of participation committee 2.3 Performing role of handling participation committee 2.4 Describing grievance mitigation procedures 2.5 Carrying out grievance mitigation 2.6 Carrying out penalty provisions on misconduct and penalty 2.7 Identifying industrial disputes 2.8 Carrying out the provision on industrial dispute settlement 2.9 Explaining provisions in the formation of safety committee 2.10 Explaining selection of safety committee members 2.11 Performing the role of handling safety committee membership 2.12 Explaining different types of trade unions 2.13 Explaining the objectives and functions of trade union
3. Underpinning Attitudes	3.1 Concern to industrial relations 3.2 Obedience to labor laws/codes

	<ul style="list-style-type: none"> <li>3.3 Eagerness to learn</li> <li>3.4 Tidiness, timeliness, and orderliness</li> <li>3.5 Respect for rights of peers and seniors in workplace</li> </ul>
4. Resource Implications	<ul style="list-style-type: none"> <li>4.1 Workplace (simulated or actual)</li> <li>4.2 Worker training manual</li> <li>4.3 Worksheet</li> <li>4.4 Pens</li> <li>4.5 Papers</li> </ul>

### Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Performed the role of handling participation committee</li> <li>1.2 Carried out grievance mitigation</li> <li>1.3 Carried out provisions on misconduct and penalty</li> <li>1.4 Carried out provisions on industrial dispute settlement</li> <li>1.5 Performed the role of handling Safety Committee membership</li> <li>1.6 Explained the function of trade union</li> </ul>
2. Methods of Assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> <li>2.1 Written examination</li> <li>2.2 Demonstration</li> <li>2.3 Oral questioning</li> <li>2.4 Workplace observation</li> </ul>
3. Context of Assessment	<ul style="list-style-type: none"> <li>3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.</li> </ul>

<b>Unit of Competency:</b> <b>EXPLAIN ENVIRONMENTAL ISSUES IN RELATION TO RMG MANUFACTURE</b>	<b>Nominal Duration:</b> 3hrs.	<b>Unit Code:</b> SEIP-RMG-SOCM-7-O
<b>Unit Descriptor:</b> This unit covers the knowledge, skills and attitudes required for a management staff to explain the environmental issues in relation to RMG manufacture. It specifically includes the tasks of performing the provisions on environmental rules and regulations, and manage workplace waste management system and disposal procedure.		

#### 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. Perform the provisions on environmental rules and regulations	1.1 Workplace environmental compliance guidelines are identified in accordance with national environmental compliance policy. 1.2 Provisions on environmental rules and regulations are performed in accordance with national and international requirements.
2. Manage workplace waste management system and disposal procedure	2.1 <b><u>Hazardous</u></b> and non-hazardous waste in RMG manufacture are identified. 2.2 <b><u>Workplace waste management system and disposal procedure</u></b> is explained. 2.3 Workplace waste management system and disposal procedure are managed.

#### Range of Variables

Variable	Range (Includes but not limited to):
1. Hazardous waste	1.1 Toxic materials 1.2 Corrosives 1.3 Carcinogenic
2. Workplace waste management system and disposal procedure	2.1 Solid waste and disposal procedure 2.1.1 Solid waste 2.1.2 Liquid waste 2.2

#### Curricular Content Guide

1. Underpinning Knowledge	1.1 Workplace environmental compliance guidelines 1.2 Perform the provisions on environmental rules and regulations 1.3 Hazardous and non-hazardous waste in RMG manufacture 1.4 Workplace waste management system and disposal procedure
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	1.5 Manage workplace waste management system and disposal procedure
2. Underpinning Skills	2.1 Identifying Workplace environmental compliance guidelines in accordance with national environmental compliance policy 2.2 Performing the provisions on environmental rules and regulations in accordance with national and international requirements 2.3 identifying Hazardous and non-hazardous waste in RMG manufacture 2.4 explaining Workplace waste management system and disposal procedure 2.5 Managing workplace waste management system and disposal procedure
3. Underpinning Attitudes	3.1 Commitment to occupational health and safety 3.2 Concern to environmental care 3.3 Obedience to labor laws/codes 3.4 Eagerness to learn 3.5 Tidiness, timeliness, and orderliness 3.6 Respect for rights of peers and seniors in workplace
4. Resource Implications	4.1 Workplace (simulated or actual) 4.2 Bangladesh labor law/code 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 Performed the provisions on environmental rules and regulations. 1.2 Managed workplace waste management system and disposal procedure.
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 done 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**

## **Social Compliance Norms 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.

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- 1.24 What kinds of Assessment Methods can be used for Evidence gathering
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# 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
<ul style="list-style-type: none"> <li>• Emphasis on knowledge/memorization</li> <li>• Teachers/Training Providers have main role</li> <li>• Theory &amp; practical Tests can become outdated</li> <li>• High cost &amp; central control</li> <li>• Relatively inflexible</li> </ul>	<ul style="list-style-type: none"> <li>• Based on competency standards</li> <li>• Involve industry partners in crucial role</li> <li>• Assessment based on demonstration of work skills rather than classroom knowledge</li> <li>• Flexible delivery</li> <li>• Competencies widely recognized</li> <li>• Guidelines &amp; Templates used</li> </ul>

*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
<b>Valid</b>	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)
<b>Reliable</b>	Evidence presented for assessment is consistently interpreted regardless of the Assessor
<b>Flexible</b>	Assesses competencies held by the learner regardless of where they have been acquired; reflects the individual learner’s needs
<b>Fair</b>	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
<b>Safe</b>	

	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
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*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
<b>Valid</b>	The assessor is given assurance that the learner possesses the skills, knowledge, and attitudes described in the Unit of Competency and related assessment requirements
<b>Sufficient</b>	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
<b>Authentic</b>	The assessor is assured that the evidence provided for assessment is the learner’s own work
<b>Current</b>	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 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

<b>Candidate's name:</b>			
<b>Assessor's name:</b>			
<b>Qualification:</b>			
<b>Project-Based Assessment Title</b>			
<b>Units of competency covered:</b>			
<b>Date of assessment:</b>			
<b>Time of assessment:</b>			
<b>Instructions for demonstration</b>			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
<b>Supplies and Materials</b> ▪ Please refer to attached specific instruction	<b>Tools and equipment</b> • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
<b>During the demonstration of skills, did the candidate:</b>	Yes	No	N/A
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## 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):		
	<b>YES</b>	<b>NO</b>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
<b>Candidate's performance was:</b>	<b>COMPETENT</b>	<b>NOT YET COMPETENT</b>
<b>Feedback to Candidate:</b>		
<b>Candidate's Signature:</b>	Date:	
<b>Assessor's Signature:</b>	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:



## 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*

<b>1. BEFORE THE ASSESSMENT</b>	<b>2. DAY OF ASSESSMENT</b>	<b>3. DURING THE ASSESSMENT</b>	<b>4. POST ASSESSMENT</b>
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<p>- Review unit(s) of competency to be assessed especially evidence to be collected against performance criteria</p> <p>- Ensure the workplace or training center complies with all safety requirements and that high risk areas are clearly marked</p> <p>- Identify/request essential assessment resources:</p> <ul style="list-style-type: none"> <li>• tools and equipment</li> <li>• supplies and materials</li> <li>• personal protective equipment</li> <li>• print resources and rating sheets</li> <li>• Have trainees contacted if they have to bring any resources for the assessment, e.g. logbook</li> </ul>	<p>-Verify attendance through signed attendance sheet</p> <p>- Provide overview of what is to happen throughout day</p> <p>Orient the trainees to:</p> <ul style="list-style-type: none"> <li>• purpose of assessment</li> <li>• qualification to be assessed</li> <li>• assessment procedures to be followed</li> <li>• address needs of trainees and provide information on evidence requirements and assessment process</li> <li>• make all announcements just before start of assessment</li> </ul>	<p>Give clear instructions to trainees on what they are required to do:</p> <ul style="list-style-type: none"> <li>• time limits and expectations</li> <li>• all equipment and tools must be of the same quality for all trainees</li> <li>• written and verbal instructions translated into local dialects as needed</li> <li>• encourage questions</li> <li>• avoid providing any assistance to trainees during assessment</li> <li>• stop process if accident imminent</li> <li>• keep focused on evidence being valid, reliable, fair, flexible, and safe</li> <li>• Record details of evidence collected</li> </ul>	<p>Provide feedback on outcome of assessment process re:</p> <ul style="list-style-type: none"> <li>• give clear feedback on assessment decision</li> <li>• provide information on overcoming any gaps in competency assessment</li> <li>• provide opportunity to discuss assessment process and outcome</li> </ul> <p><b>Prepare required assessment reports:</b></p> <ul style="list-style-type: none"> <li>• all rating sheets signed by trainee as well as Assessor</li> <li>• maintain records of assessment procedures, evidence collected, and assessment outcome</li> <li>• verify assessment results/outcomes with training center</li> </ul> <p><b>Prepare</b></p> <p>recommendations for issuance of national certificate</p>
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## *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 Employment Rules and Regulations*

Candidate's name:	
Assessor's name:	
Qualification:	Social Compliance Norms For Mid Level Management
Project-Based Assessment Title	

Units of competency covered:	Explain Employment Rules And Regulations		
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 three key worker service and employment conditions in Bangladesh.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe how to carry out service rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe what's involved in carrying out and implementing company rules and regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### *Observation Checklist: Explain Employment Rules and Regulations*

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Unit of Competency:	Explain Employment Rules and Regulations
Code:	<b>(SEIP-RMG-SOCM-1- 0)</b>

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):		
	<b>YES</b>	<b>NO</b>
1. Describe three key worker service and employment conditions in Bangladesh.		
2. Describe how to carry out service rules.		
3. Describe what's involved in carrying out and implementing company rules and regulations.		
<b>Candidate's performance was:</b>	<b>COMPETENT</b>	<b>NOT YET COMPETENT</b>
<b>Feedback to Candidate:</b>		
<b>Candidate's Signature:</b>		Date:
<b>Assessor's Signature:</b>		Date:

### *Oral Questions Checklist: Explain Employment Rules and Regulations*

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

Unit of Competency:	Explain Employment Rules and Regulations
Reference Standard:	Social Compliance Norms For Mid Level Management

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 and briefly describe four key employment provisions for children?		
2. Can you identify and briefly describe three key employment provisions for adolescents?		
3. According to what documents are service rules interpreted?		
4. How important is it to have a commitment to occupational health and safety?		
5. What is involved in the implementation of company rules and regulations?		
6. What are the seven major classifications for workers and what is the difference in service and employment conditions?		
7. Can you identify three key employment documents?		

<b>Feedback to Candidate:</b>
-------------------------------

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 Provisions on Wages Benefits and Leaves*

Candidate's name:	
Assessor's name:	
Qualification:	Social Compliance Norms For Mid Level Management
Project-Based Assessment Title	

Units of competency covered:	Carry Out Provisions on Wages Benefits and Leaves		
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 provisions on wages and payment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe maternity benefits for women management staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify working hours and other related provisions such as deductions for absence from duty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Describe four different classifications of leave.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***Observation Checklist: Carry Out Provisions on Wages Benefits and Leaves***

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

Unit of Competency:	Carry Out Provisions on Wages Benefits and Leaves	
Code:	<b>(SEIP-RMG-SOCM-2- 0)</b>	
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):		
	<b>YES</b>	<b>NO</b>
1. Identify provisions on wages and payment.		
2. Describe maternity benefits for women management staff.		
3. Identify working hours and other related provisions such as deductions for absence from duty.		
4. Describe four different classifications of leave		
<b>Candidate's performance was:</b>	<b>COMPETENT</b>	<b>NOT YET COMPETENT</b>
<b>Feedback to Candidate:</b>		
<b>Candidate's Signature:</b>		Date:
<b>Assessor's Signature:</b>		Date:

*Oral Questions Checklist: Carry Out Provisions on Wages Benefits and Leaves*

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

Assessment Venue:	
Unit of Competency:	Carry Out Provisions on Wages Benefits and Leaves
Reference Standard:	Social Compliance Norms For Mid Level Management

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 maternity benefits for women management staff?		
2. Can you identify four deductions related to wages?		
3. Can you describe the four classifications of leaves?		
4. To what extent is a commitment to occupational health and safety important?		
5. Can you identify provisions on wages and payment?		

<b>Feedback to Candidate:</b>
-------------------------------

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 Disciplinary Procedure*

Candidate's name:	
Assessor's name:	
Qualification:	Social Compliance Norms For Mid Level Management
Project-Based Assessment Title	



Units of competency covered:	Carry Out Disciplinary Procedure		
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 and be able to carry out retrenchment, discharges, dismissal, and termination procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe the process covering the resignation of workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe the process covering the retirement of workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Describe the procedures covering lay-off, closure, and work stoppage on any disaster beyond control.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### *Observation Checklist: Carry Out Disciplinary Procedure*

Candidate's name:	
Assessor's name:	

Date of Assessment:		
Unit of Competency:	Carry Out Disciplinary Procedure	
Code:	<b>(SEIP-RMG-SOCM-3- 0)</b>	
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):		
	<b>YES</b>	<b>NO</b>
1. Describe and be able to carry out retrenchment, discharges, dismissal, and termination procedures.		
2. Describe the process covering the resignation of workers.		
3. Describe the process covering the retirement of workers.		
4. Describe the procedures covering lay-off, closure, and work stoppage on any disaster beyond control.		
<b>Candidate's performance was:</b>	<b>COMPETENT</b>	<b>NOT YET COMPETENT</b>
<b>Feedback to Candidate:</b>		
<b>Candidate's Signature:</b>		Date:
<b>Assessor's Signature:</b>		Date:

### *Oral Questions Checklist: Carry Out Disciplinary Procedure*

Candidate's name:	
Assessor's name:	

Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Carry Out Disciplinary Procedure
Reference Standard:	Social Compliance Norms For Mid Level Management

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
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Indicate Y or N in the box provided	YES	NO
1. Can you identify at least six common employee offenses/misconduct and the best disciplinary procedure to deal with each of them?		
2. What are the procedures to follow for worker resignation?		
3. What are the procedures to follow for worker retirement?		
4. To what extent and why is a commitment to occupational health and safety important?		
5. Why is obedience to labour laws/codes essential in the workplace?		

<b>Feedback to Candidate:</b>
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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: Implement Provisions on Welfare Facilities*

Candidate's name:	
Assessor's name:	

Qualification:	Social Compliance Norms For Mid Level Management		
Project-Based Assessment Title			
Units of competency covered:	Implement Provisions on Welfare Facilities		
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 and be able to implement provisions on employee welfare facilities covering at least 8 items.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe and be able to carry out provisions for maternity leave and benefits covering at least 6 items.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***Observation Checklist: Implement Provisions on Welfare Facilities***

Candidate's name:	
Assessor's name:	

Date of Assessment:		
Unit of Competency:	Implement Provisions on Welfare Facilities	
Code:	<b>(SEIP-RMG-SOCM-4- 0)</b>	
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):		
	<b>YES</b>	<b>NO</b>
1. Describe and be able to implement provisions on employee welfare facilities covering at least 8 items.		
2. Describe and be able to carry out provisions for maternity leave and benefits covering at least 6 items.		
<b>Candidate's performance was:</b>	<b>COMPETENT</b>	<b>NOT YET COMPETENT</b>
<b>Feedback to Candidate:</b>		
<b>Candidate's Signature:</b>		Date:
<b>Assessor's Signature:</b>		Date:

### *Oral Questions Checklist: Implement Provisions on Welfare Facilities*

Candidate's name:	
Assessor's name:	

Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Implement Provisions on Welfare Facilities
Reference Standard:	Social Compliance Norms For Mid Level Management

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
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Indicate Y or N in the box provided	YES	NO
1. How important and why is obedience to labour laws/codes?		
2. Can you describe the main elements of employee welfare facilities?		
3. Can you outline six features of maternity leave and benefits?		

<b>Feedback to Candidate:</b>
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The Candidate's overall performance was (circle):      Satisfactory/      Not Satisfactory

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

<b>Assessor Signature:</b>	<b>Date:</b>
<b>Candidate Signature:</b>	<b>Date:</b>

### *Demonstration Checklist: Apply Occupational Health and Safety In The Workplace*

Candidate's name:	
Assessor's name:	

Qualification:	Social Compliance Norms For Mid Level Management		
Project-Based Assessment Title			
Units of competency covered:	Apply Occupational Health And Safety In The Workplace		
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 and be able to implement worker's occupational health and safety rules and regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify and develop a plan to eliminate workplace risks and hazards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide and maintain Personal Protective Equipment (PPE).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Carry out fire safety awareness at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***Observation Checklist: Apply Occupational Health and Safety In The Workplace***

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

Unit of Competency:	Apply Occupational Health And Safety In The Workplace	
Code:	(SEIP-RMG-SOCM-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):		
	<b>YES</b>	<b>NO</b>
1. Describe and be able to implement worker's occupational health and safety rules and regulations.		
2. Identify and develop a plan to eliminate workplace risks and hazards.		
3. Provide and maintain Personal Protective Equipment (PPE).		
4. Carry out fire safety awareness at work.		
<b>Candidate's performance was:</b>	<b>COMPETENT</b>	<b>NOT YET COMPETENT</b>
<b>Feedback to Candidate:</b>		
<b>Candidate's Signature:</b>		Date:
<b>Assessor's Signature:</b>		Date:

*Oral Questions Checklist: Apply Occupational Health and Safety In The Workplace*

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



Assessment Venue:	
Unit of Competency:	Apply Occupational Health and Safety In The Workplace
Reference Standard:	Social Compliance Norms For Mid Level Management

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
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Indicate Y or N in the box provided	YES	NO
1. Can you identify routes of entry into the body by contaminants and harmful compounds?		
2. Can you identify several common contaminants and harmful compounds in the workplace?		
3. Can you outline several steps for carrying out fire safety awareness at work?		
4. Can you identify seven PPEs and their functions?		
5. Can you identify common health and safety concerns in the workplace and how to combat them?		

<b>Feedback to Candidate:</b>
-------------------------------

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

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

<b>Assessor Signature:</b>	<b>Date:</b>
<b>Candidate Signature:</b>	<b>Date:</b>

### *Demonstration Checklist: Describe The Provisions On Industrial Relations*

Candidate's name:	
Assessor's name:	
Qualification:	Social Compliance Norms For Mid Level Management

Project-Based Assessment Title			
Units of competency covered:	Describe The Provisions on Industrial Relations		
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 and be able to perform the role of handling the participation committee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe and be able to carry out grievance mitigation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe and be able to carry out provisions on misconduct and penalty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Describe and be able to carry out provisions on industrial dispute settlement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Describe and be able to perform the role of handling Safety Committee membership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Describe the function of the trade union and the different kinds of trade unions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***Observation Checklist: Describe The Provisions on Industrial Relations***

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Unit of Competency:	Describe The Provisions on Industrial Relations

Code:	<b>(SEIP-RMG-SOCM-6- 0)</b>	
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):		
	<b>YES</b>	<b>NO</b>
1. Describe and be able to perform the role of handling the participation committee.		
2. Describe and be able to carry out grievance mitigation.		
3. Describe and be able to carry out provisions on misconduct and penalty.		
4. Describe and be able to carry out provisions on industrial dispute settlement.		
5. Describe and be able to perform the role of handling Safety Committee membership.		
6. Describe the function of the trade union and the different kinds of trade unions.		
<b>Candidate's performance was:</b>	<b>COMPETENT</b>	<b>NOT YET COMPETENT</b>
<b>Feedback to Candidate:</b>		
<b>Candidate's Signature:</b>		Date:
<b>Assessor's Signature:</b>		Date:

### *Oral Questions Checklist: Describe The Provisions on Industrial Relations*

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

Assessment Venue:	
Unit of Competency:	Describe The Provisions on Industrial Relations
Reference Standard:	Social Compliance Norms For Mid Level Management

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 composition of and the functions of participation committee members?		
2. Can you identify seven different types of trade unions?		
3. What is involved in grievance mitigation procedures?		
4. What is involved in the selection of safety committee membership?		
5. How are industrial disputes best handled?		

<b>Feedback to Candidate:</b>
-------------------------------

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 The Environmental Issues In Relation To RMG Manufacture*

Candidate's name:	
Assessor's name:	
Qualification:	Social Compliance Norms For Mid Level Management

Project-Based Assessment Title			
Units of competency covered:	Explain The Environmental Issues In Relation To RMG Manufacture		
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 and be able to perform the provisions on environmental rules and regulations in accordance with national environmental compliance policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe and be able to manage the workplace waste management system and disposal procedure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify three hazardous waste substances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***Observation Checklist: Explain The Environmental Issues In Relation To RMG Manufacture***

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

Unit of Competency:	Explain The Environmental Issues In Relation To RMG Manufacture	
Code:	<b>(SEIP-RMG-SOCM-7- 0)</b>	
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):		
	<b>YES</b>	<b>NO</b>
1. Describe and be able to perform the provisions on environmental rules and regulations in accordance with national environmental compliance policy.		
2. Describe and be able to manage the workplace waste management system and disposal procedure.		
3. Identify three hazardous waste substances.		
<b>Candidate's performance was:</b>	<b>COMPETENT</b>	<b>NOT YET COMPETENT</b>
<b>Feedback to Candidate:</b>		
<b>Candidate's Signature:</b>		Date:
<b>Assessor's Signature:</b>		Date:

*Oral Questions Checklist: Explain The Environmental Issues In Relation To RMG Manufacture*

Candidate's name:	
Assessor's name:	

Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Explain The Environmental Issues In Relation To RMG Manufacture
Reference Standard:	Social Compliance Norms For Mid Level Management

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
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Indicate Y or N in the box provided	YES	NO
1. Why must workplace environmental compliance guidelines be in accord with national environmental compliance policy?		
2. Why is it essential to have a workplace waste management system and disposal procedure?		
3. What is involved in managing a workplace waste management system and disposal procedure?		
4. To what extent and why is adherence to the Bangladesh labour law/code important?		
5. Can you identify three kinds of hazardous waste that can occur in the workplace?		

**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: