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# **National Technical and Vocational Qualifications Framework**

# NTVQF

## **Competency Standards**

for

## **Food Packaging, NTVQ, Level – I**



**Bangladesh Technical Education Board**

Agargoan, Sher-E-Bangla Nagar

Dhaka-1207

## Introduction

These Competency Standards were developed by the Standards and Curriculum Development Committee (SCDC) for the occupation “**Food Packaging Technician**” that was established under the sub-sector Industry Skills Council (ISC) and with the assistance of the Technical and Vocational Education Reform project. This project is funded by the European Union, the International Labour Organization and the Government of Bangladesh.

The competency standards are the foundation on which new competency based curriculum will be developed that responds better to the needs of industry for skilled workers. The members of the SCDCs are primarily from industry but with representatives from the Bangladesh Technical Education Board (BTEB) and the Directorate of Technical Education (DTE), Bureau of Manpower Employment and Training (BMET), NGO, and Private Training providers. Persons who will successfully complete the new TVET programs based on these competency standards will receive a qualification in the new National Technical and Vocational Qualification Framework (NTVQF).

### Endorsed by

Industry Skills Council

Date:

Bangladesh Technical Education Board  
(BTEB)

Date:

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## **List of Abbreviations**

BMET – Bureau of Manpower Employment and Training

BTEB – Bangladesh Technical Education Board

DTE – Directorate of Technical Education

ILO – International Labour Organization

ISC – Industry Skills Council

NPVC – National Pre-Vocation Certificate

NTVQF – National Technical and Vocational Qualification Framework

SSDC – Standards and Curriculum Development Committee

TVET – Technical Vocational Education and Training

UoC – Unit of Competency

## **Occupation Specific Abbreviations**

GAP – Good Agricultural Practices

GMP – Good Manufacturing Practices

HACCP – Hazard Analysis and Critical Control Points

HDPE – High Density Polyethylene

LDPE - Low Density Polyethylene

MSDS – Material Safety Data Sheet

OSH – Occupational Safety and Health

PPE – Personal Protective Equipment

SOP – Standard Operating Procedure

SSOP – Sanitation Standard Operating Procedure

**National Competency Standards for National Skill Certificate – I in  
Food Packaging**

**Proposed Bangladesh NTVQF with Job Classifications**

NTVQF LEVELS	EDUCATION SECTORS			Job Classification
	Pre-Vocation Education	Vocational Education	Technical Education	
NTVQF 6			Diploma in engineering or equivalent	Middle Level Manager /Sub Assistant Engr. etc.
NTVQF 5		National Skill Certificate 5 (NSC 5)		Highly Skilled Worker / Supervisor
NTVQF 4		National Skill Certificate 4 (NSC 4)		Skilled Worker
NTVQF 3		National Skill Certificate 3 (NSC 3)		Semi-Skilled Worker
NTVQF 2		National Skill Certificate 2 (NSC 2)		Basic Skilled Worker
NTVQF 1		National Skill Certificate 1 (NSC 1)		Basic Worker
Pre-Voc 2	National Pre-Vocation Certificate 2 (NPVC 2)			Pre-Vocation Trainee
Pre-Voc 1	National Pre-Vocation Certificate 1 (NPVC 1)			Pre-Vocation Trainee

## Annex 1: NTVQF level Descriptors

NTVQF Level	Knowledge	Skill	Responsibility	Job Class.
6	<ul style="list-style-type: none"> <li>Comprehensive actual and theoretical knowledge within a specific study area with an awareness of the limits of that knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Specialised and restricted range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems</li> </ul>	<ul style="list-style-type: none"> <li>Manage a team or teams in workplace activities where there is unpredictable change</li> <li>Identify and design learning programs to develop performance of team members</li> </ul>	Supervisor / Middle Level Manager /Sub Assistant Engr. etc.
5	<ul style="list-style-type: none"> <li>Very broad knowledge of the underlying, concepts, principles, and processes in a specific study area</li> </ul>	<ul style="list-style-type: none"> <li>Very broad range of cognitive and practical skills required to generate solutions to specific problems in one or more study areas.</li> </ul>	<ul style="list-style-type: none"> <li>Take overall responsibility for completion of tasks in work or study</li> <li>Apply past experiences in solving similar problems</li> </ul>	Highly Skilled Worker / Supervisor
4	<ul style="list-style-type: none"> <li>Broad knowledge of the underlying, concepts, principles, and processes in a specific study area</li> </ul>	<ul style="list-style-type: none"> <li>Range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information</li> </ul>	<ul style="list-style-type: none"> <li>Take responsibility, within reason, for completion of tasks in work or study</li> <li>Apply past experiences in solving similar problems</li> </ul>	Skilled Worker
3	<ul style="list-style-type: none"> <li>Moderately broad knowledge in a specific study area.</li> </ul>	<ul style="list-style-type: none"> <li>Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools</li> </ul>	<ul style="list-style-type: none"> <li>Work or study under supervision with some autonomy</li> </ul>	Semi-Skilled Worker
2	<ul style="list-style-type: none"> <li>Basic underpinning knowledge in a specific study area.</li> </ul>	<ul style="list-style-type: none"> <li>Basic skills required to carry out simple tasks</li> </ul>	<ul style="list-style-type: none"> <li>Work or study under indirect supervision in a structured context</li> </ul>	Basic Skilled Worker
1	<ul style="list-style-type: none"> <li>Elementary understanding of the underpinning knowledge in a specific study area.</li> </ul>	<ul style="list-style-type: none"> <li>Limited range of skills required to carry out simple tasks</li> </ul>	<ul style="list-style-type: none"> <li>Work or study under direct supervision in a structured context</li> </ul>	Basic Worker
Pre-Voc 2	<ul style="list-style-type: none"> <li>Limited general knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Very limited range of skills and use of tools required to carry out simple tasks</li> </ul>	<ul style="list-style-type: none"> <li>Work or study under direct supervision in a well-defined, structured context.</li> </ul>	Pre-Vocation Trainee
Pre-Voc 1	<ul style="list-style-type: none"> <li>Extremely limited general knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Minimal range of skills required to carry out simple tasks</li> </ul>	<ul style="list-style-type: none"> <li>Simple work or study exercises, under direct supervision in a clear, well defined structured context</li> </ul>	Pre-Vocation Trainee

## The Qualification of the Competency Standards

1. Title of Qualification: NTVQ Level - I in Food Packaging	
2. Qualification code: MMMMMMMM	3. Endorsement date: 27 <sup>th</sup> June 2018
4. Purpose of the qualification	<p>The NSC- I in Food Packaging Qualification consists of a set Food Packaging works of competencies that a person must achieve in order to work competently in the Agro Food Sector as a Food Packaging Technician.</p> <p>In particular, he / she should be able to:</p> <ol style="list-style-type: none"> <li>1. Use basic mathematical concepts</li> <li>2. Apply Occupational Health and Safety (OSH) practice in the workplace</li> <li>3. Follow quality and food safety programs</li> <li>4. Follow Occupational Health and Safety (OSH) procedures in the food industry</li> <li>5. Work in the food industry</li> <li>6. Interpret the features of packaging materials</li> <li>7. Perform packeting and sealing process</li> <li>8. Perform labeling of the packet</li> </ol>
5. Regulatory Arrangements	The holder of this qualification should have been assessed by a BTEB certified assessor and found to be competent in the units listed in Section 2.
6. Accreditation requirements	The qualifications shall be offered in compliance with the accreditation requirements set by BTEB.
7. Transition arrangements	In the absence of certified assessors, the BTEB shall appoint trainers who have undergone assessment trainings.
8. Contact for comments	Chairperson Bangladesh Technical Education Board (BTEB) Agargaon, Sher-E-Bangla Nagar, Dhaka-1207

## National Competency Standards for NTVQ - I in Food Packaging

### Course Structure

SL	Unit Code and Title		UoC Level	Nominal Duration (Hours)
<b>The Generic Specific (Basic) Competencies (02UoCs required)</b>				<b>70</b>
1	GN1001A1	Use basic mathematical concepts	1	40
2	GN1002A1	Apply OSH practices in the workplace	1	30
<b>The Sector Specific (Common) Competencies (03 UoC required)</b>				<b>130</b>
1	FODSS1006A1	Follow quality and food safety programs	1	60
2	FODSS1007A1	Follow OSH policies and procedures in the food industry	1	40
3	FODSS1008A1	Working in the food industry	1	30
<b>The Occupation Specific (Core) Competencies (03UoCs required)</b>				<b>160</b>
1	FODPAC3010A1	Interpret the feature of Packaging materials, tools and equipment	1	40
2	FODPAC3010A1	Perform packaging and sealing process	1	90
3	FODPAC3010A1	Perform labeling of the packet	1	30
<b>Total Nominal Learning Hours</b>				<b>360</b>



## **The Generic Specific (Basic) Competencies**

**National Technical and Vocational Qualification Framework for Bangladesh  
Unit of Competency**

<b>Unit Title</b>	<b>Use Basic Mathematical Concepts</b>
<b>Unit Code</b>	<b>GN1001A1</b>
<b>Nominal Hours</b>	<b>40 hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to use basic mathematical concepts. It specifically includes – identify calculation requirements in the workplace; select appropriate mathematical methods for the calculation; and use mathematical concepts to calculate workplace calculation
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold &amp; Italicized</b> terms are elaborated in the Range of Variable
1. Identify calculation requirements in the workplace	1.1 Calculation requirements are identified from <b>workplace information</b>
2. Select appropriate mathematical methods for the calculation	2.1 Appropriate <b>Mathematical methods</b> are selected to carry out the calculation 2.2 <b>System and units of measurement</b> to be followed are determined
3. Use basic mathematical concepts to calculate workplace calculation	3.1 Calculations are completed using appropriate methods such as addition, subtraction, multiplication and division 3.2 Systems and units of measurement for the task are applied to workplace calculation

<b>Range of Variables</b>	
<b>Variable</b>	<b>Range ( may include but are not limited to)</b>
1. Workplace information	1.1 Project documents 1.2 Graphs 1.3 Charts 1.4 Tables 1.5 Spread sheets 1.6 Item price quotations 1.7 Equipment manuals
2. Mathematical methods	2.1 Addition 2.2 Subtraction 2.3 Division 2.4 Multiplication 2.5 Ratio on any types of real values (such as whole numbers, fractional numbers, percentages, numbers with exponents)
3. System and units of measurement	3.1 Measurement 3.2 Volume 3.3 Weight 3.4 Mass 3.5 Density 3.6 Percentage 3.7 Length / Breadth / Thickness 3.8 Capacity 3.9 Time 3.10 Temperature 3.11 Budget, Pay/ Wages, Leave entitlements 3.12 Material usage 3.13 Speed 3.14 Costing
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	

<p>1. Critical aspects of competency</p>	<p>Assessment required evidence that the candidate:</p> <p>1.1 Applied mathematical methods such as addition, subtraction, division and multiplication to workplace calculations</p>
<p>2. Underpinning knowledge</p>	<p>Trainee will acquire knowledge of:</p> <p>2.1 Calculation requirements in the workplace  2.2 Select appropriate mathematical methods  2.3 Equipment and tools  2.4 Mathematical language, symbols and terminology  2.5 Application of units  2.6 Workplace information  2.7 Using arithmetic processes to find solutions to simple mathematical problems</p>
<p>3. Underpinning skills</p>	<p>3.1 Ability to identify calculation requirements from workplace information  3.2 Ability to select appropriate mathematical methods  3.3 Ability to use appropriate technology  3.4 Ability to use mathematical language, symbols and terminology  3.5 Understanding of appropriate units of measurement (such as kg, meter) and application may include measurement, volume, weight, density, percentage etc.  3.6 Ability to include workplace information (project documents, graphs, charts, tables, spread sheets, item price quotations, equipment manuals)  3.7 Ability to use arithmetic processes to find solutions to simple mathematical problems  3.8 Ability to apply in the workplace</p>
<p>4. Required attitudes</p>	<p>4.1 Commitment to occupational health and safety  4.2 Promptness in carrying out activities  4.3 Sincere and honest to duties  4.4 Environmental concerns  4.5 Eagerness to learn  4.6 Tidiness and timeliness  4.7 Respect for rights of peers and seniors in workplace  4.8 Communication with peers and seniors in workplace</p>

5. Resource implication	<p>The following resources must be provided:</p> <p>5.1 Workplace (Actual or simulated)</p> <p>5.2 Tools, equipment and physical facilities appropriate to perform activities</p> <p>5.3 Materials, consumables to perform activities</p>
6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1 Written test</p> <p>6.2 Demonstration</p> <p>6.3 Oral questioning</p> <p>6.4 Portfolio</p>
7. Context of assessment	<p>7.1 Competency assessment must be done in a training centre or in an actual or simulated workplace after completion of the training module</p> <p>7.2 Assessment should be done by a BTEB certified assessor</p>

### **Accreditation Requirements**

Training Providers must be accredited by Bangladesh Technical Education Board (BTEB), the national quality assurance body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.

**National Technical and Vocational Qualification Framework for Bangladesh  
Unit of Competency**

<b>Unit Title</b>	<b>Apply Occupational Health and Safety (OSH) Practices in the Workplace</b>
<b>Unit Code</b>	<b>GN1002A1</b>
<b>Nominal Hours</b>	<b>30 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to apply occupational health and safety (OSH) practices in the workplace. It specifically includes – identify, control and report OSH hazards; conduct work safety; follow emergency response procedures; and maintain and improve health and safety in the workplace.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold &amp; italicized</b> terms are elaborated in the Range of Variables
1. Identify, control and report OSH hazards	<p>1.1 Immediate work area is routinely checked for OSH hazards prior to commencing and during work</p> <p>1.2 <b>Hazards</b> and unacceptable performance are identified and corrective action is taken within the level of responsibility</p> <p>1.3 OSH hazards and incidents are reported to appropriate personnel according to workplace procedures</p> <p>1.4 Safety signs and symbols are identified and followed</p>
2. Conduct work safety	<p>2.1 Apply OSH practices in the workplace</p> <p>2.2 Appropriate <b>Personal Protective Equipment (PPE)</b> is selected and worn</p>

3. Follow emergency response procedures	<p>3.1 Emergency situations are identified and reported according to workplace reporting requirements</p> <p>3.2 Emergency procedures are followed as appropriate to the nature of the emergency and according to workplace procedures</p> <p>3.3 <b>Workplace procedures</b> for dealing with accidents, fires and emergencies are followed whenever necessary within scope of responsibilities</p>
4. Maintain and improve health and safety in the work place	<p>4.1 Risks are identified and appropriate control measures are implemented in the work area</p> <p>4.2 Recommendations arising from risk assessments are implemented within level of responsibility</p> <p>4.3 Opportunities for improving OSH performance are identified and raised with relevant personnel</p> <p>4.4 Maintain safety records according to <b>company policies</b></p>
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (May include but not limited to)
1. Hazards	<p>1.1 OSH incidents include near misses, injuries, illnesses and property damage, noise, handling hazardous substances, other hazards</p> <p>1.2 Working with and near moving equipment/load shifting equipment</p> <p>1.3 Broken or damaged equipment or materials</p>
2. Personal Protective Equipment	<p>2.1 Goggles</p> <p>2.2 Ear muffs</p> <p>2.3 Ear plugs</p> <p>2.4 Gloves</p> <p>2.5 Clothing</p> <p>2.6 Apron</p> <p>2.7 Helmet</p> <p>2.8 Boots</p>
3. Workplace procedures	<p>3.1 OSH system and related documentation including policies and procedures</p> <p>3.2 Standard Operating Procedures (SOPs)</p> <p>3.3 Information on Hazards and the work process, hazard alerts, safety signs and symbols</p> <p>3.4 Labels</p>

	3.5 Material Safety Data Sheets (MSDSs) and manufacturers' advice
4. Company policies	4.1 Job related Standard Operating Procedures (SOPs) and OSH –specific procedures Examples of OSH procedures include – consultation and participation, emergency response to specific hazards, incident investigation, risk assessment, reporting arrangement and issue resolution procedures
<p><b>Evidence Guide</b></p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency</p>	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1 Worn Personal Protective Equipment (PPE)</li> <li>1.2 Identified hazards</li> <li>1.3 Took corrective action of different hazards</li> <li>1.4 Took corrective action for emergency procedure</li> <li>1.5 Reported Emergency situation to the supervisor/Manger</li> <li>1.6 Satisfied the requirements mentioned in the Performance Criteria and Range of Variables</li> </ol>
2. Underpinning Knowledge	<p>Trainee will acquire knowledge of:</p> <ol style="list-style-type: none"> <li>2.1 OSH Workplace Policies and Procedures</li> <li>2.2 Work Safety Procedures</li> <li>2.3 Emergency Procedures</li> <li>2.4 Types of Hazards (Biological, Chemical and Physical) and their effects)</li> <li>2.5 PPE types and uses</li> <li>2.6 Personal Hygiene Practices</li> <li>2.7 OSH Awareness</li> <li>2.8 Steps of Hazard Identification</li> <li>2.9 Principles of Hazards control</li> <li>2.10 Employer's Role</li> <li>2.11 Supervisor's Responsibilities</li> </ol>



3. Underpinning Skills	<ul style="list-style-type: none"> <li>3.1 Identifying OSH policies and procedures</li> <li>3.2 Following personal work safety practices</li> <li>3.3 Reporting hazards and risks</li> <li>3.4 Responding to emergency procedures</li> <li>3.5 Maintaining physical well-being in the workplace</li> <li>3.6 Identify tools and equipment related to OSH</li> <li>3.7 Fire and emergency procedures</li> <li>3.8 Improving OSH performance.</li> </ul>
4. Required Attitude	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Sincere and honest to duties</li> <li>4.3 Promptness in carrying out activities</li> <li>4.4 Environmental concerns</li> <li>4.5 Eagerness to learn</li> <li>4.6 Tidiness and timeliness</li> <li>4.7 Respect of peers and seniors in workplace</li> <li>4.8 Communicate with peers and seniors in workplace</li> </ul>
5. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1 Workplace (actual or simulated)</li> <li>5.2 Tools and equipment appropriate to the work place</li> <li>5.3 Materials relevant to the proposed activity</li> <li>5.4 All tools, equipment, material and documentation required</li> <li>5.5 Relevant specifications or work instructions</li> </ul>
6. Methods of Assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> <li>6.1 Written test</li> <li>6.2 Demonstration</li> <li>6.3 Oral Questioning</li> <li>6.4 Portfolio</li> </ul>
7. Context for Assessment	<ul style="list-style-type: none"> <li>7.1 Competency assessment must be done in a training institute or in an actual or simulated after completion of the training module</li> <li>7.2 Assessment should be done by a BTEB certified assessor</li> </ul>

**Accreditation Requirements**

Training Providers must be accredited by Bangladesh Technical Education Board (BTEB), the national quality assurance body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.

## **The Sector Specific (Common) Competencies**

**National Technical and Vocational Qualification Framework for Bangladesh  
Unit of Competency**

<b>Unit Title</b>	<b>Follow Quality and Food Safety Programs</b>
<b>Unit Code</b>	<b>FODSS1006A1</b>
<b>Nominal Hours</b>	<b>60 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to follow quality and food safety programs. It specifically includes – observe OSH practices; practice personal hygiene and good grooming standards; follow safe food handling and sanitation practices; monitor quality of work outcome; and identify and act on quality deficits and / or safety hazards.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold &amp; italicized</b> words are detailed in the Range of Variables
1. Observe OSH practices	<p>1.1 Housekeeping standards are maintained in the workplace following OSH requirements</p> <p>1.2 Personal hygiene is maintained and <b>Personal Protective Equipment (PPE)</b> worn as per OSH requirements</p> <p>1.3 Equipment is cleaned for production and hygiene requirements</p>
2. Practice personal hygiene and good grooming standards	<p>2.1 Personal hygiene and good grooming is practiced in line with workplace health and safety requirements</p> <p>2.2 Health conditions and/or illness are reported as required by the food safety program</p> <p>2.3 <b>Clothing and footwear</b> is appropriate for the food handling task and meets the requirements of the food safety program</p> <p>2.4 Movement around the workplace complies with the food safety program</p>

3. Follow safe food handling and sanitation practices	<p>3.1 Food handling requirements are identified</p> <p>3.2 Safe food handling practices are followed in line with workplace sanitation regulations and the food safety code</p> <p>3.3 The workplace is maintained in a clean and tidy order to meet workplace standards</p>
4. Monitor quality of work outcome	<p>4.1 Quality requirements are identified</p> <p>4.2 Inputs are inspected to confirm capability to meet quality requirements</p> <p>4.3 Work is conducted and monitored to produce required outcomes</p>
5. Identify and act on quality deficits and/or food safety hazards	<p>5.1 Work area, materials, equipment and product are routinely checked to ensure compliance with quality and / or food safety requirements</p> <p>5.2 <b>Processes, practices or conditions</b> that are not consistent with quality standards or food safety program are identified</p> <p>5.3 Quality variations and/or <b>food safety</b> hazards are rectified or removed within the level of responsibility and in accordance with workplace procedures</p> <p>5.4 Quality variations and/or food safety outside the scope of individual responsibility are reported to appropriate personnel according to workplace reporting requirements</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (May included but not limited to):
1. Personal Protective Equipment (PPE)	<p>1.1 Protective clothing</p> <p>1.2 Gloves</p> <p>1.3 Hair net</p> <p>1.4 Other PPE as per OSH requirements</p>
2. Clothing and footwear	<p>2.1 Purpose designed overalls or uniforms</p> <p>2.2 Hair-nets</p> <p>2.3 Beard snoods</p> <p>2.4 Gloves</p> <p>2.5 Overshoes</p>
3. Processes, practices or conditions	<p>3.1 Methods of receiving and storing food</p> <p>3.2 Food preparation</p> <p>3.3 Cooking</p> <p>3.4 Holding</p>

	3.5 Cooling 3.6 Chilling and reheating 3.7 Packaging 3.8 Disposal
4. Food safety	4.1 Failure to check delivery temperatures of potentially hazardous chilled food; 4.2 Failure to place temperature-sensitive food in temperature-controlled storage conditions promptly 4.3 Failure to wash hands when required 4.4 Use of cloths for unsuitable purposes
5. Food handled and stored	5.1 Raw materials 5.2 Ingredients 5.3 Consumables 5.4 Part-processed product 5.5 Finished product 5.6 Cleaning materials

**Special Notes**

**Food Safety Program** is a written document that specifies how a business will control all food safety hazards that may be reasonably expected to occur in all food handling operations of the food business. The food safety program and related procedures must comply with legal requirements of the Food Safety Standards and must be communicated to all food handlers. Where no food safety program is in place, food safety requirements may be specified in general operating procedures.

**Food safety information** may be provided in a food safety program and/or in Standard Operating Procedures (SOPs), specifications, log sheets and written or verbal instruction.

**Appropriate clothing and footwear** depends on work requirements. It should be designed to ensure that the body and clothing itself does not contaminate food or surfaces likely to come into contact with food.

**A food safety hazard** is a biological, chemical or physical agent in, or condition of, food that has the potential to cause an adverse health effect. Examples are bacteria, chemical additives, plastic and glass.

**Responsibility** for monitoring food safety, identifying breaches in food safety procedures and taking corrective action relates to own tasks and responsibilities and occurs in the context of the food safety program in the workplace.

**Responsibility** for monitoring quality relates to immediate work responsibilities and may require visual inspections and checks.

**Monitoring** typically involves visual inspection or checks at control points. Control points refer to those key points in a work process which must be monitored and controlled. This includes food safety (critical) control points.

**Responding** to out-of-specification or unacceptable outcomes at this level typically involves exercising judgment within clearly defined boundaries and reporting/referring to others.

**Minimum personal hygiene requirements** are specified by the workplace food safety

program and at a minimum must at least meet legal requirements as set out in the Food Safety Standard.

**Evidence Guide**

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

<p>1. Critical aspects of competency</p>	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Housekeeping standards are maintained in the workplace following OSH requirements</li> <li>1.2 Personal hygiene is maintained and PPE worn as per OSH requirements.</li> <li>1.3 Equipment and work place is cleaned for production and hygiene requirements</li> <li>1.4 Quality variations and/or food safety hazards are rectified or removed within the level of responsibility and in accordance with workplace procedures</li> </ul>
<p>2. Underpinning Knowledge</p>	<p>Trainee will acquire knowledge of:</p> <ul style="list-style-type: none"> <li>2.1 Personal protective equipment - hand gloves, safety shoes, safety goggles, masks, apron.</li> <li>2.2 Practice personal hygiene</li> <li>2.3 Rules and regulations to produce quality and safety in food</li> <li>2.4 Control measures for food safety</li> <li>2.5 Food safety hazards</li> <li>2.6 Cleaning, sanitation and waste storage and disposal practices</li> <li>2.7 Food safety procedures</li> <li>2.8 Monitor quality of work outcome</li> <li>2.9 Hazardous events</li> <li>2.10 Interaction skills (teamwork, networking, interpersonal skills, etc.</li> <li>2.11 Job roles, responsibilities and compliance</li> </ul>

<p>3. Underpinning Skills</p>	<p>3.1 Ability to use the appropriate PPE</p> <p>3.2 Ability to practice personal hygiene and good grooming in line with workplace health and safety requirements.</p> <p>3.3 Ability to identify food rules and regulations, food grade preservatives and food additives to meet food production safety requirements according to BSTI.</p> <p>3.4 Ability to control the measures for minimizing food contamination for food safety (for example keeping out micro-organisms, maintenance of anaerobic conditions, use of low temperatures, drying, use of chemical preservatives etc.)</p> <p>3.5 Understand food safety hazards: biological, chemical or physical agents in, or conditions of, food that have the potential to cause an adverse health effect. Examples are bacteria, chemical additives, plastic, and glass</p> <p>3.6 Ability to perform waste collection, recycling, handling and disposal. This may include handling/disposal requirements for different types of waste including hazardous waste where relevant</p> <p>3.7 Ability to perform food safety procedures such as: checking delivery temperatures of potentially hazardous chilled food, placing temperature-sensitive food in temperature-controlled storage conditions promptly, washing hands when required, use of cloths for unsuitable purposes</p> <p>3.8 Ability to perform food safety and quality responsibilities and requirements relating to the work area</p> <p>3.9 Ability to respond quickly and to take safety precautions for different hazardous situations</p> <p>3.10 Ability to apply in the workplace</p>
<p>4. Required Attitudes</p>	<p>4.1 Commitment to occupational health and safety</p> <p>4.2 Promptness in carrying out activities</p> <p>4.3 Sincere and honest to duties</p> <p>4.4 Environmental concern</p> <p>4.5 Eagerness to learn</p> <p>4.6 Tidiness and timeliness</p> <p>4.7 Respect to peers &amp; seniors in workplace.</p> <p>4.8 Communicate with peers and seniors in workplace</p>

5. Resource Implications	<p>The following resources must be provided:</p> <p>5.1 Workplace (actual or simulated)</p> <p>5.2 Tools, equipment and facilities appropriate to the process or activity.</p> <p>5.3 Materials relevant to the proposed activity.</p>
6. Methods of Assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1 Written test</p> <p>6.2 Demonstration</p> <p>6.3 Oral questioning</p> <p>6.4 Portfolio report</p>
7. Context of Assessment	<p>7.1 Competency assessment must be done in a training center or in an actual or simulated workplace after completing of module</p> <p>7.2 Assessment should be done by a BTEB certified assessor</p>

**Accreditation Requirements**

Training providers must be accredited by Bangladesh Technical Education Board (BTEB), the national quality assurance body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.



**National Technical and Vocational Qualification Framework for Bangladesh  
Unit of Competency**

<b>Unit Title</b>	<b>Follow Occupational Health and Safety (OSH) policies and procedures in the food industry</b>
<b>Unit Code</b>	<b>FODSS1007A1</b>
<b>Nominal Hours</b>	<b>40 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to follow occupational health and safety (OSH) policies and procedures in the food industry. It specifically includes – observe OSH practices; conduct work safely; identify, control and report OSH hazards; and follow emergency procedures to respond to hazardous event.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold &amp; italicized</b> words are detailed in the Range of Variables
1. Observe OSH practices	<p>1.1 Housekeeping standards are maintained in the workplace following OSH requirements</p> <p>1.2 Personal hygiene is maintained and <b>Personal Protective Equipment (PPE)</b> worn as per OSH requirements</p> <p>1.3 Equipment is cleaned for production and hygiene requirements</p>
2. Conduct work safely	<p>2.1 <b>Workplace procedures</b> for controlling risks are followed when carrying out work tasks.</p> <p>2.2 <b>Workplace information</b> are interpreted and followed</p>
3. Identify, control and report OSH hazards	<p>3.1 Immediate work area is routinely checked for safety hazards prior to starting and during work</p> <p>3.2 Hazards and unacceptable performance are identified</p> <p>3.3 Hazards and unacceptable performance are rectified or removed within the level of responsibility and in accordance with workplace procedures and OSH standards</p>

	3.4 <b>OSH hazards and incidents</b> in the work area are reported to appropriate personnel according to workplace procedures.
4. Follow emergency procedures to respond to a hazardous event	<p>4.1 Emergency <i>situations</i> are promptly identified.</p> <p>4.2 Emergency situations are reported to appropriate personnel according to workplace reporting requirements.</p> <p>4.3 Workplace procedures for dealing with accidents, fires and emergencies are followed whenever necessary within scope of responsibilities</p> <p>4.4 Necessary within scope of responsibilities</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. PPE (Personal Protective Equipment)	<p>1.1 Protective clothing</p> <p>1.2 Gloves</p> <p>1.3 Hair net and other PPE as per OSH requirements.</p>
2. Workplace procedures	2.1 Job-related SOPs (standard operating procedures) and OSH-specific procedures. Examples of OSH procedures include consultation and participation, emergency response, response to specific hazards, incident investigation, risk assessment, reporting arrangements and issue resolution procedures.
3. Workplace information	<p>3.1 OSH systems and related documentation including policies and procedures</p> <p>3.2 Information on hazards and the work process</p> <p>3.3 Hazard alerts</p> <p>3.4 Safety signs and symbols, labels</p> <p>3.5 Material Safety Data Sheets (MSDSs) and manufacturers' advice.</p>
4. OSH hazards and incidents	4.1 Near misses, injuries, illnesses and property damage, noise, handling hazardous substances, working with steam and hot services/product, airborne particulates, slip, trip and fall hazards, manual handling, working with 240V power supply, poor ventilation, working in exposed weather conditions, working with combustible materials, working with and near moving equipment/load shifting equipment, broken or damaged equipment or materials.

**Evidence Guide**

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

1. Critical aspects of competency	Assessment required that the candidate: 1.1 Followed rule and regulation. 1.2 Checked workplaces hazards 1.3 Identified unacceptable performance and report appropriate personnel.
2. Underpinning knowledge	Trainee will acquire knowledge of: 2.1 Selected appropriate PPE 2.2 Cleaning agents and equipment 2.3 Personal hygiene and sanitations 2.4 Food safety and hazards
3. Underpinning skills	3.1 Ability to use the appropriate PPE. 3.2 Ability to practice personal hygiene and good grooming in line with workplace health and safety requirements 3.3 Ability to identify food rules and regulations, food grade preservatives and food additives to meet food production safety requirements according to BSTI 3.4 Ability to identify responsible personnel
4. Required Attitudes	4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Environmental concern 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect to peers & seniors in workplace. 4.8 Communicate with peers and seniors in workplace
5. Resource implications	The following resources must be provided: 5.1 Workplace (actual or simulated) 5.2 Tools, equipment and facilities appropriate to the process or activity. 5.3 Materials relevant to the proposed activity

6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1 Written test</p> <p>6.2 Demonstration</p> <p>6.3 Oral questioning</p> <p>6.4 Portfolio</p>
7. Context for assessment	<p>7.1 Competency assessment must be done in a training center or in an actual or simulated workplace after completing of module</p> <p>7.2 Assessment should be done by a BTEB certified assessor</p>
<p><b>Accreditation Requirements</b></p> <p>Training providers must be accredited by Bangladesh Technical Education Board (BTEB), the national quality assurance body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.</p>	

**National Technical and Vocational Qualification Framework for Bangladesh  
Unit of Competency**

<b>Unit Title</b>	<b>Work in the Food Industry</b>
<b>Unit Code</b>	<b>FODSS1008A1</b>
<b>Nominal Hours</b>	<b>30 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to work in the food industry. It specifically includes – identify job roles and responsibilities in the food industry; identify and observe OSH in the food industry; plan work activities; and work with others.
<b>Element of Competency</b>	<b>Performance Criteria</b> <b>Bold &amp; italicized</b> words are detailed in the Range of Variables
1. Identify job roles and responsibilities in the food industry	1.1 Job roles and responsibilities in the food industry are identified 1.2 Relationships within the food industry employees are identified
2. Identify and observe OSH in the food industry	2.1 <b>Occupational Health and Safety (OSH)</b> in the food industry is identified and observed 2.2 Safe work practices are followed when using equipment in the work environment
3. Plan work activities	3.1 Common goals, objectives and tasks are identified and clarified with appropriate persons 3.2 Individual tasks are determined and agreed on according to workplace environment

4. Work with others	<p>4.1 <b>Effective interpersonal skills</b> are applied to interact with others and to contribute to activities and objectives</p> <p>4.2 Assigned tasks are performed in accordance with job requirements, specifications and workplace environment</p> <p>4.3 Work <b>requirements</b> are confirmed with colleagues</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Occupational Health and Safety (OSH)	<p>1.1 Personal protective equipment (PPE)</p> <p>1.2 Apron</p> <p>1.3 Hair net</p> <p>1.4 Hand gloves</p>
2. Effective interpersonal skills	<p>2.1 Basic listening and speaking skills<sup>1</sup></p> <p>2.2 Use of terminology and jargon</p> <p>2.3 Communicating and receiving feedback</p> <p>2.4 Interpretation of instructions, and basic principles of effective communication</p>
3. Requirements	3.1 Requirements as directed in verbal modes or written in specification or procedures
<p><b>Evidence Guide</b></p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency</p>	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 Followed work place rule and regulation.</p> <p>1.2 Make a work plan</p> <p>1.3 Group forming and work with others.</p>

2. Underpinning knowledge	<p>Trainee will acquire knowledge of:</p> <ul style="list-style-type: none"> <li>2.1 Positive attitudes for work others.</li> <li>2.2 Identify own task</li> <li>2.3 Food sector in Bangladesh</li> <li>2.4 Job opportunity</li> <li>2.5 Salary structure for food worker</li> <li>2.6 Written and oral language communication</li> <li>2.7 Occupational Health and Safety (OSH)</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Able to identify task</li> <li>3.2 Able to communicated with co workers</li> <li>3.3 Able to communicate with supervisor</li> <li>3.4 Able to writing report</li> </ul>
4. Required Attitudes	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Sincere and honest to duties</li> <li>4.3 Promptness in carrying out activities</li> <li>4.4 Environmental concerns</li> <li>4.5 Eagerness to learn</li> <li>4.6 Tidiness and timeliness</li> <li>4.7 Respect of peers and seniors in workplace</li> <li>4.8 Communicate with peers and seniors in workplace</li> </ul>
5. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1 Workplace (actual or simulated)</li> <li>5.2 Tools, equipment and facilities appropriate to the process or activity.</li> <li>5.3 Materials relevant to the proposed activity.</li> </ul>
6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> <li>6.1 Written test</li> <li>6.2 Demonstration</li> <li>6.3 Oral Questioning</li> <li>6.4 Portfolio</li> </ul>
7. Context of assessment	<ul style="list-style-type: none"> <li>7.1 Competency assessment must be done in a training institute or in an actual or simulated after completion of the training module</li> <li>7.2 Assessment should be done by a BTEB certified assessor</li> </ul>
<p><b>Accreditation Requirements</b>  Training providers must be accredited by Bangladesh Technical Education Board (BTEB), the national quality assurance body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification. Accredited providers assessing</p>	

against this unit of competency must meet the quality assurance requirements set by BTEB.



## **The Occupation Specific (Core) Competencies**

**National Technical and Vocational Qualification Framework for Bangladesh  
Unit of Competency**

<b>Unit Title</b>	<b>Interpret the feature of Packaging materials, tools and equipment</b>
<b>Unit Code</b>	<b>FODPAC1002A1</b>
<b>Nominal Hours</b>	<b>40 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to interpret the feature or packaging tools, equipment and materials. It specifically includes - identify packeting and sealing materials; and classify packaging materials.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold &amp; italicized</b> words are detailed in the Range of Variables
1. Identify packaging materials	1.1 <b>Packaging Materials</b> are defined 1.2 <b>Supporting components</b> of a packaging are identified 1.3 <b>Tools and equipment</b> for packaging are listed
2. Classify packaging materials	2.1 Type of packaging are listed 2.2 Feature of each packaging materials are described 2.3 Packaging items are interpreted 2.4 Type of Packaging are described 2.5 <b>Sealing products</b> are identified
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Packaging materials	1.1 Foil 1.2 Poly propile Ethylene 1.3 High Depth Poly Ethylene (HDPE) 1.4 Paper 1.5 Low linear Depth Poly Ethylene (LLDPE) 1.6 Polyethylene 1.7 Rope

	<ul style="list-style-type: none"> <li>1.8 Gum tape</li> <li>1.9 Glue</li> </ul>
2. Supporting components	<ul style="list-style-type: none"> <li>2.1 Tissue</li> <li>2.2 Foam</li> <li>2.3 Plastic Chamber box</li> </ul>
3. Tools and equipment	<ul style="list-style-type: none"> <li>3.1 Tray</li> <li>3.2 Stainless Table</li> <li>3.3 Sealer machine</li> <li>3.4 Weighting Machine</li> <li>3.5 Date seal</li> <li>3.6 Knife</li> <li>3.7 Pen</li> <li>3.8 Date coding machine</li> </ul>
4. Sealing product	<ul style="list-style-type: none"> <li>4.1 Electrical Heat sealer</li> <li>4.2 Continuous sealer</li> <li>4.3 Auto sealer</li> <li>4.4 Air gun</li> </ul>
<p><b>Evidence Guide</b></p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency</p>	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 identified packaging materials</li> <li>1.2 interpreted the use of tools and equipment</li> <li>1.3 identified the support components of packaging</li> <li>1.4 identified sealing materials</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Packaging materials</li> <li>2.2 Type of packaging</li> <li>2.3 List of tools and Equipment used in Packaging</li> <li>2.4 Safety measures for packaging</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Identifying packaging materials</li> <li>3.2 Interpreting the use of tools and equipment</li> <li>3.3 Identifying the support components of packing</li> <li>3.4 Identifying Sealing materials</li> </ul>

4. Required Attitudes	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Sincere and honest to duties</li> <li>4.3 Promptness in carrying out activities</li> <li>4.4 Environmental concerns</li> <li>4.5 Eagerness to learn</li> <li>4.6 Tidiness and timeliness</li> <li>4.7 Respect of peers and seniors in workplace</li> <li>4.8 Communicate with peers and seniors in workplace</li> </ul>
5. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1 Workplace (actual or simulated)</li> <li>5.2 Tools, equipment and facilities appropriate to the process or activity</li> <li>5.3 Materials relevant to the proposed activity</li> </ul>
6. Method of assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> <li>6.1 Written test</li> <li>6.2 Demonstration</li> <li>6.3 Oral Questioning</li> <li>6.4 Portfolio</li> </ul>
7. Context for assessment	<ul style="list-style-type: none"> <li>7.1 Competency assessment must be done in a training institute or in an actual or simulated after completion of the training module</li> <li>7.2 Assessment should be done by a BTEB certified assessor</li> </ul>
<p><b>Accreditation Requirements</b></p> <p>Training providers must be accredited by Bangladesh Technical Education Board (BTEB), the national quality assurance body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.</p>	

**National Technical and Vocational Qualification Framework for Bangladesh  
Unit of Competency**

<b>Unit Title</b>	<b>Perform bagging, filling and sealing Process</b>
<b>Unit Code</b>	<b>FODPAC1002A1</b>
<b>Nominal Hours</b>	<b>90 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to perform to prepare for bagging & filling, perform bagging, filling and sealing, check packeting, filling and sealing process and organize the packaging of instant deliverable food.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold &amp; italicized</b> words are detailed in the Range of Variables
1. Practices Occupational Safety and Health (OSH)	<p>1.1 Personal Protective Equipment (PPE) are collected and worn</p> <p>1.2 Housekeeping standards are maintained in the workplace, following OSH requirements</p> <p>1.3 Personal hygiene is maintained as per job requirement</p> <p>1.4 <b>Equipment</b> is cleaned for production and hygiene requirements before and after production.</p>
2. Prepare for bagging/packeting and filling	<p>2.1 Materials are selected and confirmed for bagging/packeting, filling and sealing as required</p> <p>2.2 Bagging and filling components are collected as required</p> <p>2.3 Tools and equipment are arranged in an orderly manner as per bagging and filling process</p>
3. Perform bagging and filling	<p>3.1 Food product are collected as per specification</p> <p>3.2 Products are <b>measured</b> as per company procedure</p> <p>3.3 Food product are poured and filled</p>
4. Perform sealing	<p>4.1 Sealing equipment is identified and confirmed ready for operation</p> <p>4.2 Sealing equipment is adjusted as per sealing requirements</p> <p>4.3 Sealing performance is checked and adjusted as per operating process</p> <p>4.4 Pre-start checks are carried out as required by sealing process</p>

	4.5 Sealing operation is completed.
5. Check bagging / packeting, filling and sealing process	<p>5.1 Equipment and process are checked to ensure quality of packaging</p> <p>5.2 Sealing process are checked to ensure sealing is perfect as per SOPs.</p> <p>5.3 Problems during packeting and sealing are identified and rectified</p> <p>5.4 Problems are reported to concern authority if could not be rectified</p>
6. Organize the packaging of instant deliverable food	<p>6.1 Appropriate food packaging type is selected</p> <p>6.2 Packaging procedure is interpreted</p> <p>6.3 Packet is selected and collected considering the food item and health hygiene</p> <p>6.4 Packaging materials and support components are collected</p> <p>6.5 Food product and items are collected for packing according to the food item specification/ menu</p> <p>6.6 Packaging process is started and processed food are filled into box/ box chambers / container according to standard operating procedure.</p> <p>6.7 Aluminium foil is set for the containers if required</p> <p>6.8 Bending of the packet is done</p> <p>6.9 Label into the packet are checked</p>
7. Test packeting and sealing of instant food products	<p>7.1 Packeting and sealing products are tested to ensure the quality assurance standards</p> <p>7.2 Weight and volume of the packet products are checked to ensure the standard requirements</p> <p>7.3 Checked final packed to ensure proper sealing /sowing</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Equipment	<p>1.1 Sealer</p> <p>1.2 Conveyors</p> <p>1.3 Weighing machine</p> <p>1.4 Packeting machine</p>

2. Measured	<ul style="list-style-type: none"> <li>2.1 Counting</li> <li>2.2 Weighing</li> <li>2.3 Scooping</li> </ul>
3. Work schedule record	<ul style="list-style-type: none"> <li>3.1 Production schedules and instructions</li> <li>3.2 Manufacturers advice</li> <li>3.3 Standard operating procedures</li> </ul>
<p><b>Evidence Guide</b></p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency</p>	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Selected materials are confirmed for operating process as required</li> <li>1.2 Adjusted equipment as per packeting and sealing requirements</li> <li>1.3 Started the packeting and sealing process and operated according to work schedule records</li> <li>1.4 Checked final packed to ensure proper sealing</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Materials selection and operating process for packeting and sealing process</li> <li>2.2 Arrange tools and equipment.</li> <li>2.3 Equipment is identified and confirmed ready for operation</li> <li>2.4 Quality assurance standards</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Checking equipment and adjusting</li> <li>3.2 Pre-starting checking</li> <li>3.3 Weighting mass and volume</li> <li>3.4 Identifying and reporting Problems</li> </ul>
4. Required Attitudes	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Sincere and honest to duties</li> <li>4.3 Promptness in carrying out activities</li> <li>4.4 Environmental concerns</li> <li>4.5 Eagerness to learn</li> <li>4.6 Tidiness and timeliness</li> <li>4.7 Respect of peers and seniors in workplace</li> <li>4.8 Communicate with peers and seniors in workplace</li> </ul>

5. Resource implications	<p>The following resources must be provided:</p> <p>5.1 Workplace (actual or simulated)</p> <p>5.2 Tools, equipment and facilities appropriate to the process or activity</p> <p>5.3 Materials relevant to the proposed activity</p>
6. Method of assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1 Written test</p> <p>6.2 Demonstration</p> <p>6.3 Oral Questioning</p> <p>6.4 Portfolio</p>
7. Context for assessment	<p>7.1 Competency assessment must be done in a training institute or in an actual or simulated after completion of the training module</p> <p>7.2 Assessment should be done by a BTEB certified assessor</p>

### **Accreditation Requirements**

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**National Technical and Vocational Qualification Framework for Bangladesh  
Unit of Competency**

<b>Unit Title</b>	<b>Perform Labeling for Food Packet</b>
<b>Unit Code</b>	<b>FODPAC1002A1</b>
<b>Nominal Hours</b>	<b>30 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to perform labeling for food packet. It specifically includes – practice Occupational Health and Safety (OSH); identify criteria for food label; prepare labeling materials; perform labeling; and finalize labeling.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold &amp; italicized</b> words are detailed in the Range of Variables
1. Practices Occupational Safety and Health (OSH)	<p>1.1 Housekeeping standards are maintained in the workplace, following OSH requirements</p> <p>1.2 Personal hygiene is maintained, clothing, gloves, hair net etc.</p> <p>1.3 <b>Labeling Equipment</b> is cleaned for production and hygiene requirements before and after production</p>
2. Identify criteria for food label	<p>2.1 Components of food labels are identified</p> <p>2.2 Labeling in food packet is defined</p> <p>2.3 Product Specifications are identified</p> <p>2.4 Ingredients in a food product are accurately interpreted</p> <p>2.5 <b>Labeling items</b> are identified</p>
3. Prepare labeling materials	<p>3.1 <b>Labeling materials</b> are identified</p> <p>3.2 Changeable label contents are determined</p> <p>3.3 <b>Labeling materials / coding</b> tools is collected</p> <p>3.4 Labels are set and adjusted in the seal</p> <p>3.5 Sticker for labeling are identified correctly</p>

4. Perform labeling	<ul style="list-style-type: none"> <li>4.1 Label data and format is collated</li> <li>4.2 Label stickers or equipment are collected</li> <li>4.3 Label is applied / pasted</li> </ul>
5. Finalize Labeling	<ul style="list-style-type: none"> <li>5.1 Quality of the text label are checked</li> <li>5.2 Quality of the pasting are verified</li> <li>5.3 Tools and equipment are cleaned</li> <li>5.4 Directions for use and storage information is provided</li> <li>5.5 Waste materials stored for disposal</li> </ul>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Labeling equipment	<ul style="list-style-type: none"> <li>1.1 Auto Seal</li> <li>1.2 Stamp</li> <li>1.3 Weighing machine</li> </ul>
2. Labeling items	<ul style="list-style-type: none"> <li>2.1 Brand Name</li> <li>2.2 Date coding</li> <li>2.3 Ingredients</li> <li>2.4 Net weight /Volume</li> <li>2.5 MRP</li> <li>2.6 Standard logo</li> <li>2.7 Disposable sign</li> <li>2.8 Company Name and address</li> </ul>
3. Labeling materials	<ul style="list-style-type: none"> <li>3.1 Paper</li> <li>3.2 Foil</li> <li>3.3 Plastic</li> <li>3.4 Sticker</li> </ul>
4. Coding	<ul style="list-style-type: none"> <li>4.1 Batch No</li> <li>4.2 Manufacturing date</li> <li>4.3 Expire date/ period of use</li> </ul>
<p><b>Evidence Guide</b></p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency</p>	

1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 Selected labeling materials  1.2 Identified labeling materials  1.3 Label is applied / pasted</p>
2. Underpinning knowledge	<p>Assessment required evidence that the candidate:</p> <p>2.1 Labeling Materials  2.2 Labeling procedure  2.3 Labeling items  2.4 Types of coding</p>
3. Underpinning skills	<p>3.1 Preparing labeling materials  3.2 Performing labeling  3.3 Interpreting labeling item</p>
4. Required Attitudes	<p>4.1 Commitment to occupational health and safety  4.2 Sincere and honest to duties  4.3 Promptness in carrying out activities  4.4 Environmental concerns  4.5 Eagerness to learn  4.6 Tidiness and timeliness  4.7 Respect of peers and seniors in workplace  4.8 Communicate with peers and seniors in workplace</p>
5. Resource implications	<p>The following resources must be provided:</p> <p>5.1 Workplace (actual or simulated)  5.2 Tools, equipment and facilities appropriate to the process or activity.  5.3 5.2 Materials relevant to the proposed activity</p>
6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1 Written test  6.2 Demonstration  6.3 Oral Questioning  6.4 Portfolio</p>
7. Context of assessment	<p>7.1 Competency assessment must be done in a training institute or in an actual or simulated after completion of the training module  7.2 Assessment should be done by a BTEB certified assessor</p>

**Accreditation Requirements**

Training Providers must be accredited by Bangladesh Technical Education Board (BTEB), the national quality assurance body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.

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