



# **COMPETENCY STANDARD FOR RAW JUTE CRAFTS MAKING**

**Level: 2**

**(Jute Sector)**

**Competency Standard Code: CS-JS-RJCM-L2-EN-V1**



**National Skills Development Authority  
Chief Adviser's Office  
Government of the People's Republic of Bangladesh**



## Copyright

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This Competency Standard for Raw Jute Crafts Making is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing training consistent with the requirements of industry in order to meet the qualification of individuals who graduated through the established standard via competency-based assessment for a relevant job.

This document has been developed by NSDA in association with Jute Sector, industry representatives, academia, related specialist, trainer and related employee.

Public and private institutions may use the information contained in this standard for activities benefitting Bangladesh.

## Introduction

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The NSDA aims to enhance an individual's employability by certifying completeness with skills. NSDA works to expand the skilling capacity of identified public and private training providers qualitatively and quantitatively. It also aims to establish and operationalize a responsive skills ecosystem and delivery mechanism through a combination of well-defined set of mechanisms and necessary technical supports.

Key priority economic growth sectors identified by the government have been targeted by NSDA to improve current job skills along with existing workforce to ensure required skills to industry standards. Training providers are encouraged and supported to work with industry to address identified skills and knowledge to enable industry growth and increased employment through the provision of market responsive inclusive skills training program. "**Raw Jute Crafts Making**" is selected as one of the priority occupations of Jute Sector. This standard is developed to adopt a demand driven approach to training with effective inputs from Industry Skills Councils (ISC's), employer associations and employers.

Generally, a competency standard informs curriculum, learning materials, assessment and certification of trainees enrolled in Skills Training. Trainees who successfully pass the assessment will receive under Bangladesh National Qualification Framework and will be listed on the NSDA's online portal.

This competency standard is developed to improve skills and knowledge in accordance with the job roles, duties and tasks of the occupation and ensure that the required skills and knowledge are aligned to industry requirements. A series of stakeholder consultations, workshops were held to develop this document.

The document also details the format, sequencing, wording and layout of the Competency Standard for an occupation which is comprised of Units of Competence and its corresponding Elements.

## Overview

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A competency standard is a written specification of the knowledge, skills and attitudes required for the performance of an occupation, trade or job corresponding to the industry standard of performance required in the workplace.

The purpose of a competency standards is to:

- provide a consistent and reliable set of components for training, recognising and assessing people's skills, and may also have optional support materials
- enable industry recognised qualifications to be awarded through direct assessment of workplace competencies
- encourage the development and delivery of flexible training which suits individual and industry requirements
- encourage learning and assessment in a work-related environment which leads to verifiable workplace outcomes

Competency standards are developed by a working group comprised of representative from NSDA, Key Institutions, ISC, and industry experts to identify the competencies required of an occupation in Jute Sector.

Competency standards describe the skills, knowledge and attitude needed to perform effectively in the workplace. CS acknowledge that people can achieve technical and vocational 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 institute or any combination of these.

Competency standards consist of a number of units of competency. A unit of competency describes a distinct work activity that would normally be undertaken by one person in accordance with industry standards.

Units of competency are documented in a standard format that comprises of:

- unit title
- nominal duration
- unit code
- unit descriptor
- elements and performance criteria
- variables and range statement
- curricular content guide
- assessment evidence guide

Together, all the parts of a unit of competency:

- describe a work activity
- guide the assessor to determine whether the candidate is competent or not yet competent

The ensuing sections of this document comprise of a description of the relevant occupation, trade or job with all the key components of a unit of competency, including:

- a chart with an overview of all Units of Competency for the relevant occupation, trade or job including the Unit Codes and the Unit of Competency titles and corresponding Elements
- the Competency Standard that includes the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide and Assessment Evidence Guide.

## Competency Standards for National Skill Certificate, Level-2 in Raw Jute Crafts Making in Jute Sector

### Level Descriptors of BNQF 1-6

| Level & Job classification                  | Knowledge Domain   | Skills Domain   | Responsibility Domain  |
|---|--|---|--|
| 6-Mid-Level Manager/ Sub Assistant Engineer | Comprehensive actual and theoretical knowledge within a specific work or study area with an awareness of the validity and limits of that knowledge, able to analyse, compare, relate and evaluate. | Specialised and wider range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems. Communicate professional issues and solutions to the team and to external partners/users.  | Work under broad guidance and self-motivation to execute strategic and operational plan/s. Lead lower-level management. Diagnose and resolve problems within and among work groups.      |
| 5-Supervisor                                | Broad knowledge of the underlying, concepts, principles, and processes in a specific work or study area, able to scrutinize and break information into parts by identifying motives or causes.     | Broad range of cognitive and practical skills required to generate solutions to specific problems in one or more work or study areas. Communicate practice-related problems and possible solutions to external partners.  | Work under guidance of management and self-direction to resolve specific issues. Lead and take responsibility for the work and actions of group/team members. Bridge between management. |
| 4-Highly Skilled Worker                     | Broader knowledge of the underlying, concepts, principles, and processes in a specific work or study area, able to solve problems to new situations by comparing and applying acquired knowledge.  | A 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. Communicate using technical terminology and IT technology with partners and users as per workplace requirements. | Work under minimal supervision in specific contexts in response to workplace requirements. Resolve technical issues in response to workplace requirements and lead/guide a team/ group.  |
| 3-Skilled Worker                            | Moderately broad knowledge in a specific work or study area, able to perceive ideas and abstract from drawing and design according to workplace requirements.                                      | 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. Communicate with his team and limited external partners upholding the values, nature and culture of the workplace               | Work or study under supervision with considerable autonomy. Participate in teams and responsible for group coordination.   |
| 2-Semi Skilled Worker                       | Basic understanding of underpinning knowledge in a specific work or study area, able to interpret and apply common occupational terms and instructions.  | Skills required to carry out simple tasks, communicate with his team in the workplace presenting and discussing results of his work with required clarity.  | Work or study under supervision in a structured context with limited scope of manipulation   |
| 1 –Basic Skilled Worker                     | Elementary understanding of ability to interpret the underpinning knowledge in a specific study area, able to interpret common occupational terms and instructions.                                | Specific Basic skills required to carry out simple tasks. Interpret occupational terms and present the results of own work within guided work environment/ under supervision.   | Work under direct supervision in a structured context with limited range of responsibilities.  |

## List of Abbreviations

|      |   |
|------|---|
| CS   | Competency Standard                           |
| ISC  | Industry Skills Council                       |
| NSDA | National Skills Development Authority         |
| OSH  | Occupational Safety and Health                |
| PPE  | Personal Protective Equipment                 |
| SCVC | Standards and Curriculum Validation Committee |
| STP  | Skills Training Provider                      |
| SOP  | Standard Operating Procedure                  |
| UoC  | Unit of Competency                            |

# **Approval of Competency Standard**

Approved by  
45<sup>th</sup> Authority Meeting of NSDA  
Held on 30.10.2025

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**Competency Standards for National Skill Certificate, Level-2 in  
Raw Jute Crafts Making in Jute Sector**

**Course Structure**

| <b>SL No</b>                                     | <b>Unit code and Title</b> | <b>UOC Level</b>  | <b>Nominal (hours)</b> |
|--|----------------------------|---|------------------------|
| <b>Generic Units of Competencies</b>             |                            |   |                        |
| 1.   | GU-02-L1-V1                | Apply Occupational Safety and Health (OSH) Procedure in the Workplace | 1<br>15                |
| 2.   | GU-06-L1-V1                | Practice Housekeeping Procedure                                       | 1<br>15                |
| 3.   | GU-05-L1-V1                | Deal with Clients/ Customers  | 1<br>10                |
| <b>Sub Total</b>                                 |                            |   | <b>40</b>              |
| <b>Sector Specific Units of Competencies</b>     |                            |   |                        |
| 4.   | SU-CS-01-L2-V1             | Work in the Jute Sector   | 2<br>20                |
| <b>Sub Total</b>                                 |                            |   | <b>20</b>              |
| <b>Occupation Specific Units of Competencies</b> |                            |   |                        |
| 5.   | OU-JS-RJCM-01-L2-V1        | Identify Jute Products  | 2<br>20                |
| 6.   | OU-JS-RJCM-02-L2-V1        | Prepare for Handmade Jute Products Making                             | 2<br>60                |
| 7.   | OU-JS-RJCM-03-L2-V1        | Make Handmade Diversified Jute Products                               | 2<br>175               |
| 8.   | OU-JS-RJCM-04-L2-V1        | Control Quality and Perform Finishing                                 | 2<br>25                |
| <b>Sub Total</b>                                 |                            |   | <b>280</b>             |
| <b>Workplace Visit</b>                           |                            |   | <b>20</b>              |
| <b>Total Duration</b>                            |                            |   | <b>360</b>             |

## Units & Elements at Glance

### Generic Competencies

| Code               | Unit of competency  | Elements of competency   | Duration (hours) |
|--------------------|---|--|------------------|
| GU-02-L1-V1        | Apply Occupational Safety and Health (OSH) procedure In the Workplace | <ol style="list-style-type: none"> <li>1. Identify OSH policies and procedures</li> <li>2. Follow OSH procedure</li> <li>3. Report hazards and risks</li> <li>4. Respond to emergencies</li> <li>5. Maintain personal well-being</li> </ol>                            | 15               |
| GU-06-L1-V1        | Practice Housekeeping Procedure                                       | <ol style="list-style-type: none"> <li>1. Sort and remove unnecessary items</li> <li>2. Arrange items</li> <li>3. Maintain work area, tools and equipment</li> <li>4. Follow standardized work process and procedure</li> <li>1. Perform work spontaneously</li> </ol> | 15               |
| GU-05-L1-V1        | Deal with Clients / Customers   | <ol style="list-style-type: none"> <li>1. Response customer with due respect</li> <li>2. Perform customer service</li> <li>3. Ensure customer satisfaction</li> </ol>  | 10               |
| <b>Total hours</b> |   |  | <b>40</b>        |

## Sector specific competencies

| Code           | Unit of competency      | Elements of competency  | Duration (hours) |
|----------------|-------------------------|---|------------------|
| SU-CS-01-L2-V1 | Work in the Jute Sector | <ol style="list-style-type: none"><li>1. Describe the organizational structure within the sector</li><li>2. Identify processes and procedures</li><li>3. Identify workplace requirements</li><li>4. Organize own workload</li></ol> | 20               |
| Total hours    |                         |   | 20               |

## Occupation specific competencies

| Code                | Unit of competency                        | Elements of competency  | Duration (hours) |
|---------------------|---|---|------------------|
| OU-JS-RJCM-01-L2-V1 | Identify Jute Products                    | <ol style="list-style-type: none"> <li>1. Interpret the heritage of Jute and Jute products</li> <li>2. Identify jute</li> <li>3. Recognize Jute Handmade Products</li> </ol>  | 20               |
| OU-JS-RJCM-02-L2-V1 | Prepare for Handmade Jute Products Making | <ol style="list-style-type: none"> <li>1. Follow OSH</li> <li>2. Practice Sewing Machine Operation</li> <li>3. Analyze Sample</li> <li>4. Identify and Arrange Tools, Equipment and Materials</li> <li>5. Clean and Maintain Tools, Equipment and Workplace</li> </ol>  | 60               |
| OU-JS-RJCM-03-L2-V1 | Make Handmade Diversified Jute Products   | <ol style="list-style-type: none"> <li>1. Follow OSH</li> <li>2. Prepare Handmade Yarn and Braids</li> <li>3. Practice Jute Products by Crafting</li> <li>4. Accomplish Handmade Jute Products</li> <li>5. Clean and Maintain Tools, Equipment and Workplace</li> </ol> | 175              |
| OU-JS-RJCM-04-L2-V1 | Control Quality and Perform Finishing     | <ol style="list-style-type: none"> <li>1. Control Quality of Jute Products</li> <li>2. Perform Finishing</li> </ol>   | 25               |
| <b>Total Hours</b>  |   |   | <b>280</b>       |

## **Generic Units of Competencies**

|  |   |
|--|---|
| <b>Unit Code and Title</b>               | <b>GU-02-L1-V1: Apply Occupational Safety and Health (OSH) Procedure in the Workplace</b>   |
| <b>Unit Descriptor</b>                   | <p>This unit covers the knowledge, skills and attitudes (KSA) required in applying occupational safety and health (OSH) procedures in the workplace.</p> <p>It specifically includes identifying OHS policies and procedures, following OSH procedure, reporting to emergencies, and maintaining personal well-being.</p>   |
| <b>Nominal Hours</b>                     | <b>15 Hours</b>   |
| <b>Elements of Competency</b>            | <p><b>Performance Criteria</b><br/> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables</p>  |
| 1. Identify OSH policies and procedures. | <p>1.1 <b><u>OHS policies</u></b> and <b><u>safe operating procedures</u></b> are accessed and stated.</p> <p>1.2 <b><u>Safety signs and symbols</u></b> are identified and followed.</p> <p>1.3 Emergency response, evacuation procedures and other contingency measures are determined according to workplace requirements.</p>   |
| 2. Follow OSH procedure                  | <p>2.1 <b><u>Personal protective equipment (PPE)</u></b> is selected and collected as required.</p> <p>2.2 Personal protective equipment (PPE) is correctly used in accordance with organization OHS procedures and practices.</p> <p>2.3 A clear and tidy workplace is maintained as per workplace standard.</p> <p>2.4 PPE is maintained to keep them operational and compliant with OHS regulations.</p> |
| 3. Report hazards and risks.             | <p>3.1 <b><u>Hazards</u></b> and risks are identified, assessed and controlled.</p> <p>3.2 Incidents arising from hazards and risks are reported to designated authority.</p>   |
| 4. Respond to emergencies                | <p>4.1 Alarms and warning devices are responded.</p> <p>4.2 Workplace <b><u>emergency procedures</u></b> are followed.</p> <p>4.3 <b><u>Contingency measures</u></b> during workplace accidents, fire and other emergencies are recognized and followed in accordance with organization procedures.</p> <p>4.4 First aid procedures is applied during emergency situations.</p>                             |
| 5. Maintain personal well-being          | <p>5.1 OHS policies and procedures are adhered to.</p> <p>5.2 OHS awareness programs are participated in as per workplace guidelines and procedures.</p> <p>5.3 Corrective actions are implemented to correct unsafe condition in the workplace.</p> <p>5.4 <b><u>“Fit to work” records</u></b> are updated and maintained according to workplace requirements.</p>   |

| <b>Range of Variables</b>   |   |
|---|---|
| <b>Variables</b>  | <b>Range</b> (may include but not limited to):  |
| 1. OHS Policies   | 1.1 Bangladesh standards for OHS<br>1.2 Fire Safety Rules and Regulations<br>1.3 Code of Practice<br>1.4 Industry Guidelines  |
| 2. Safe Operating Procedures  | 2.1 Orientation on emergency exits, fire extinguishers, fire escape, etc.<br>2.2 Emergency procedures<br>2.3 First Aid procedures<br>2.4 Tagging procedures<br>2.5 Use of PPE<br>2.6 Safety procedures for hazardous substances |
| 3. Safety Signs and symbols   | 3.1 Direction signs (exit, emergency exit, etc.)<br>3.2 First aid signs<br>3.3 Danger Tags<br>3.4 Hazard signs<br>3.5 Safety tags<br>3.6 Warning signs  |
| 4. Personal Protective Equipment (PPE)  | 4.1 Gas Mask<br>4.2 Gloves<br>4.3 Safety boots<br>4.4 Face mask<br>4.5 Overalls<br>4.6 Goggles and safety glasses<br>4.7 Sun block<br>4.8 Chemical/Gas detectors  |
| 5. Hazards  | 5.1 Chemical hazards<br>5.2 Biological hazards<br>5.3 Physical Hazards<br>5.4 Mechanical and Electrical Hazard<br>5.5 Mental hazard<br>5.6 Ergonomic hazard   |
| 6. Emergency Procedures   | 6.1 Fire fighting<br>6.2 Earthquake<br>6.3 Medical and first aid<br>6.4 Evacuation  |
| 7. Contingency measures   | 7.1 Evacuation<br>7.2 Isolation<br>7.3 Decontamination  |
| 8. “Fit to Work” records  | 8.1 Medical Certificate every year<br>8.2 Accident reports, if any<br>8.3 Eye vision certificate  |
| <b>Evidence Guide</b><br>The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency |   |
| 1. Critical aspects of competency   | Assessment required evidence that the candidate:<br>1.1 stated OHS policies and safe operating procedures   |

|   |  |
|---|--|
|   | 1.2 followed safety signs and symbols<br>1.3 used personal protective equipment (PPE)<br>1.4 maintained workplace clear and tidy<br>1.5 assessed and Controlled hazards<br>1.6 followed emergency procedures<br>1.7 followed contingency measures<br>1.8 implemented corrective actions  |
| 2. Underpinning knowledge   | 2.1 Define OHS<br>2.2 OHS Workplace Policies and Procedures<br>2.3 Work Safety Procedures<br>2.4 Emergency Procedures<br>2.5 Hazard control procedure<br>2.6 Different types of Hazards<br>2.7 PPE and uses<br>2.8 Personal Hygiene Practices<br>2.9 OHS Awareness   |
| 3. Underpinning skills  | 3.1 Accessing OHS policies<br>3.2 Handling of PPE<br>3.3 Handling cleaning tools and equipment<br>3.4 Writing report<br>3.5 Responding to emergency procedures   |
| 4. Required attitude  | 4.1 Commitment to occupational health and safety<br>4.2 Sincere and honest to duties<br>4.3 Promptness in carrying out activities<br>4.4 Environmental concerns<br>4.5 Eagerness to learn<br>4.6 Tidiness and timeliness<br>4.7 Respect of peers and seniors in workplace<br>4.8 Communicate with peers and seniors in workplace |
| 5. Resource implications  | 5.1 Workplace<br>5.2 Equipment and outfits appropriate in applying safety measures<br>5.3 Tools, materials and documentation required<br>5.4 OHS Policies and Procedures   |
| 6. Methods of assessment  | Competency should be assessed by:<br>6.1 Written test<br>6.2 Demonstration<br>6.3 Oral Questioning<br>6.4 Portfolio  |
| 7. Context of assessment  | 7.1 Competency assessment must be done in NSDA accredited assessment centre<br>7.2 Assessment should be done by a NSDA certified/nominated assessor  |
| <b>Accreditation Requirements</b><br><br>Training Providers must be accredited by National Skills Development Authority (NSDA), 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 qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA. |  |

|   |  |
|---|--|
| <b>Unit Code and Title</b>                        | <b>GU-06-L1-V1: Practice Housekeeping Procedure</b>  |
| <b>Unit Descriptor</b>                            | <p>This unit covers the knowledge, skills and attitude required to Practice housekeeping procedure.</p> <p>It specifically includes sorting and removing unnecessary items, arranging items, maintaining work area, tools and equipment, following standardized work process and procedure and performing work spontaneously.</p>  |
| <b>Nominal Hours</b>                              | <b>15 Hours</b>  |
| <b>Elements of Competency</b>                     | <p><b>Performance Criteria</b><br/> <b><u>Bold underlined</u></b> terms are elaborated in the Range of Variables</p>   |
| 1. Sort and remove unnecessary items              | <p>1.1 Reusable, recyclable materials are sorted in accordance with company/office procedures</p> <p>1.2 <b><u>Unnecessary items</u></b> are removed and disposed of in accordance with company or office procedures</p>   |
| 2. Arrange items                                  | <p>2.1 Items are arranged in accordance with company/office housekeeping procedures</p> <p>2.2 Work area is arranged according to job requirements</p> <p>2.3 Activities are prioritized based on instructions.</p> <p>2.4 Items are provided with clear and visible <b><u>identification marks</u></b> based on procedure</p> <p>2.5 Safety equipment and evacuation passages are kept clear and accessible based on instructions</p> |
| 3. Maintain work area, tools and equipment        | <p>3.1 Cleanliness and orderliness of work area is maintained in accordance with company/office procedures</p> <p>3.2 Tools and equipment are cleaned in accordance with manufacturer's instructions/manual</p> <p>3.3 <b><u>Minor repairs</u></b> are performed on tools and equipment in accordance with manufacturer's instruction/manual</p> <p>3.4 Defective tools and equipment are reported to immediate supervisor</p>         |
| 4. Follow standardized work process and procedure | <p>4.1 Materials for common use are maintained in designated area based on procedures</p> <p>4.2 Work is performed according to standard work procedures. Abnormal incidents are reported to immediate supervisor</p>  |
| 5. Perform work spontaneously                     | <p>5.1 Work is performed as per instruction</p> <p>5.2 Company and office <b><u>decorum</u></b> are followed and complied with</p> <p>5.3 Work is performed in accordance with OSH requirements</p>  |
| <b>Range of Variables</b>                         |  |

| <b>Variable</b>  | <b>Range (may include but not limited to):</b>  |
|--|---|
| 1. Unnecessary items   | 1.1 Non-recyclable materials<br>1.2 Pictures, posters and other materials not related to work activity<br>1.3 Unserviceable tools and equipment<br>1.4 Waste materials  |
| 2. Identification marks  | 2.1 Color coding<br>2.2 Labels<br>2.3 Tags  |
| 3. Minor repairs   | 3.1 Application of lubricants<br>3.2 Replacement of parts<br>3.3 Sharpening of tools<br>3.4 Tightening of nuts, bolts and screws  |
| 4. Decorum   | 4.1 Behavior<br>4.2 Company/office rules and regulations<br>4.3 Company/office uniform  |
| <b>Evidence Guide</b><br>The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency. |   |
| 1. Critical aspects of competency  | 1.1 Sorted and removes unnecessary items<br>1.2 Arranged items<br>1.3 Maintained work area, tools and equipment<br>1.4 Followed standardized work process and procedures<br>1.5 Performed work spontaneously  |
| 2. Underpinning knowledge  | 2.1 Environmental requirements relative to work safety<br>2.2 Principles of 5S<br>2.3 Reading skills required to interpret instructions<br>2.4 Work process and procedures<br>2.5 Work-related documentation requirements   |
| 3. Underpinning skills   | 3.1 Arranging items<br>3.2 Maintaining work area, tools and equipment<br>3.3 Following standardizing work process   |
| 4. Underpinning attitude   | 4.1 Commitment to occupational health and safety<br>4.2 Promptness in carrying out activities<br>4.3 Sincere and honest to duties<br>4.4 Environmental concerns<br>4.5 Eagerness to learn<br>4.6 Tidiness and timeliness<br>4.7 Respect for rights of peers and seniors in workplace<br>4.8 Communication with peers and seniors in workplace |
| 5. Resource implications   | The following resources must be provided:<br>5.1 Work place Procedure   |

|   |   |
|---|---|
|   | 5.2 Materials relevant to the proposed activity<br>5.3 All tools, equipment, material and documentation required.<br>5.4 Relevant specifications or work instructions                                   |
| 6. Methods of assessment  | Methods of assessment may include but not limited to:<br>6.1 Written test<br>6.2 Demonstration<br>6.3 Oral questioning<br>6.4 Portfolio   |
| 7. Context of assessment  | 7.1 Competency assessment must be done in a training center or in an actual or simulated work place after Completion of the training module<br>7.2 Assessment should be done by NSDA certified assessor |
| <b>Accreditation Requirements</b><br>Training Providers must be accredited by National Skills Development Authority (NSDA), 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 qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA. |   |

|                                       |   |
|---------------------------------------|---|
| <b>Unit Code and Title</b>            | <b>GU-05-L1-V1: Deal with Clients/ Customers</b>  |
| <b>Nominal Hours</b>                  | <b>10 Hours</b>   |
| <b>Unit Descriptor</b>                | <p>This unit covers the knowledge, skills and attitudes required to deal with clients.</p> <p>It includes response customer with due respect, perform customer service and ensure customer satisfaction</p>   |
| <b>Elements of Competency</b>         | <p><b>Performance Criteria</b><br/> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables</p>  |
| 1. Response customer with due respect | <p>1.1 Customers required service and needs are responded with due <b><u>courteous manner</u></b></p> <p>1.2 Customer's attitude and psychology is recognized</p> <p>1.3 Customers queries are responded with patience</p> <p>1.4 Customers required service and needs are recorded in accordance with workplace procedures</p> <p>1.5 Payment method is explained and agreed with customers</p> <p>1.6 Customers are entertained as per workplace procedures</p> |
| 2. Perform customer service           | <p>2.1 Customer's security and confidentiality are ensured as per workplace standard</p> <p>2.2 Customer special needs are identified and ensured in consultation with customer</p> <p>2.3 Workplace health and hygiene are ensured as per workplace standard</p> <p>2.4 Customer service is provided as required</p> <p>2.5 Courtesy kind and sincere services are provided to ensure customers positive impression</p>  |
| 3. Ensure customer satisfaction       | <p>3.1 Customers comments are requested about service provided</p> <p>3.2 Possible causes of client/customer dissatisfaction are identified, dealt with and recorded</p> <p>3.3 Customer satisfaction is reviewed and evaluated as per workplace standard</p> <p>3.4 Customer service policy is replanted and readjusted based on evaluation</p> <p>3.5 Customers details are recorded for future contact as per workplace standard</p>                           |
| <b>Range of variables</b>             |   |
| <b>Variables</b>                      | <b>Range</b> (may include but not limited to):  |
| 1. Courteous manner                   | <p>1.1 Greet customers with brighter smiling face</p> <p>1.2 Polite greetings</p> <p>1.3 Use decent words</p>   |

| <b>Evidence Guide</b><br>The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency |  |
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| 1. Critical aspects of competency  | Assessment required evidence that the candidate:<br>1.1 responded customer with due respect<br>1.2 performed customer service<br>1.3 ensured customer satisfaction   |
| 2. Underpinning knowledge  | 2.1 Uniform and personal grooming requirements of the employer and the client<br>2.2 Occupational Health and safety requirement for the assignment<br>2.3 Assignment Instructions  |
| 3. Underpinning Skills   | 3.1 Attention to detail when completing client/employer documentation<br>3.2 Interpersonal and communication skills required in client contact assignments<br>3.3 Customer service skills required to meet client/customer needs<br>3.4 Punctuality<br>3.5 Customer Service<br>3.6 Telephone Technique<br>3.7 Problem Solving and Negotiation<br>3.8 Maintaining Records |
| 4. Underpinning Attitudes  | 4.1 Commitment to occupational health and safety<br>4.2 Promptness in carrying out activities<br>4.3 Sincere and honest to duties<br>4.4 Environmental concerns<br>4.5 Eagerness to learn<br>4.6 Tidiness and timeliness<br>4.7 Respect for rights of peers and seniors in workplace<br>4.8 Communication with peers and seniors in workplace.                           |
| 5. Resource Implications   | The following resources must be provided:<br>5.1 Workplace (simulated or actual)<br>5.2 Different types of hand tools and power tools<br>5.3 Work books<br>5.4 Hand tools and power tools operating and maintenance manuals  |
| 6. Methods of Assessment   | Methods of assessment may include but not limited to:<br>6.1 Written test<br>6.2 Demonstration<br>6.3 Oral questioning   |

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| 7. Context of Assessment   | <p>7.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module</p> <p>7.2 Assessment should be done by NSDA certified assessor</p> |
| <p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by NSDA, 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 national skills qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p> |  |

## **Sector Specific Units of Competencies**

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| <b>Unit Code and Title</b>                                 | <b>SU-CS-01-L2-V1: Work in the Jute Sector</b>   |
| <b>Nominal Hours</b>                                       | <b>20 Hours</b>  |
| <b>Unit Descriptor</b>                                     | <p>This unit covers the skills, knowledge and attitude required in working in the Jute sector.</p> <p>It includes describing the organizational structure within the Jute sector, identifying processes and procedures, identifying tools, equipment and materials, identifying workplace practices, and organizing own workload.</p>  |
| <b>Elements of Competency</b>                              | <p><b>Performance Criteria</b></p> <p><b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables.</p>  |
| 1. Describe the organizational structure within the sector | <p>1.1 Scope, nature and <b><u>major fields</u></b> of the Jute sector are determined</p> <p>1.2 The profile of the Jute sector in relation to Bangladesh <b><u>employment conditions</u></b> is determined</p> <p>1.3 Trends and technologies relevant to the sector are explained.</p> <p>1.4 Relevant policies and guidelines are identified and interpreted.</p> <p>1.5 <b><u>Instructions</u></b> as to procedures in achieving quality are obtained, understood and clarified.</p> |
| 2. Identify processes and procedures                       | <p>2.1 Jute processes are identified, described and explained.</p> <p>2.2 Work activities are correctly identified.</p> <p>2.3 Adjustments are interpreted.</p>  |
| 3. Identify workplace requirements                         | <p>3.1 <b><u>Workplace requirements</u></b> are identified and clarified.</p> <p>3.2 Roles and responsibilities of all personnel are described.</p> <p>3.3 Workplace's practices are identified.</p> <p>3.4 <b><u>Problem-solving strategies</u></b> are used to address bottlenecks, inconsistencies and other concerns.</p>  |
| 4. Organize own workload                                   | <p>4.1 Own work activities are planned and progress of work is communicated to relevant staff.</p> <p>4.2 Work activities are completed.</p> <p>4.3 Difficulties and bottlenecks are identified, and solutions are put forwarded.</p> <p>4.4 Own work is monitored against workplace standards and areas for improvement identified and acted upon.</p>  |
| <b>Range of Variables</b>                                  |  |
| <b>Variables</b>   | <b>Range</b> (may include but not limited to):   |
| 1. Major Fields  | <p>1.1 Raw jute production</p> <p>1.2 Jute fabrics production</p> <p>1.3 Diversified jute products production</p>  |

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| 2. Employment conditions  | 2.1 Code of Practice<br>2.2 Salary/Wage System<br>2.3 Labor Practices<br>2.4 Anti-Discrimination Policy<br>2.5 Gender Issues<br>2.6 Collective Bargaining and Other Practices<br>2.7 Awards<br>2.8 Procedures for Handling Disputes<br>2.9 Innovations in the Sector |
| 3. Instructions   | 3.1 Specifications and requirements<br>3.2 Standard operating procedures<br>3.3 Manuals of Instruction<br>3.4 Operations Manual<br>3.5 Environmental Guidelines<br>3.6 Gender and Develop Guidelines   |
| 4. Workplace requirements   | 4.1 Goals and objectives<br>4.2 Strategic and Operational Plans<br>4.3 Systems and Processes<br>4.4 Monitoring and Evaluation<br>4.5 Reports and Documentation   |
| 5. Problem-solving strategies   | 5.1 Asking questions<br>5.2 Feedback and Feed forward system<br>5.3 Reference to Standard Operating Procedures<br>5.4 Accessing Information<br>5.5 Reviews<br>5.6 Brainstorming  |
| <b>Evidence Guide</b><br>The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency. |  |
| 1. Critical aspects of competency   | Assessment required evidence that the candidate:<br>1.1 demonstrated knowledge in working in the Jute sector<br>1.2 satisfying all the requirements mentioned in the performance criteria and range of variables   |
| 2. Underpinning knowledge   | 2.1 Scope and major divisions of the Jute sector<br>2.2 Relevant policies and guidelines in the Jute sector<br>2.3 Manuals used in the Jute sector<br>2.4 Relevant terminologies and acronyms<br>2.5 Workplace practices<br>2.6 Recording and reporting practices    |
| 3. Underpinning skills  | 3.1 Describing the organization structure<br>3.2 Identifying Jute processes and procedures<br>3.3 Identifying tools, equipment and materials   |

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|   | 3.4 Identifying workplace practices<br>3.5 Organizing own workload<br>3.6 Practicing OHS  |
| 4. Underpinning attitudes   | 4.1 Commitment to occupational health and safety<br>4.2 Environmental concerns<br>4.3 Eagerness to learn<br>4.4 Tidiness and timeliness<br>4.5 Respect for rights of peers and seniors in workplace |
| 5. Resource implications  | 5.1 Pens<br>5.2 Telephone<br>5.3 Computer<br>5.4 Writing materials<br>5.5 Online communication  |
| 6. Methods of assessment  | Competency should be assessed by<br>6.1 Demonstration<br>6.2 Oral questioning<br>6.3 Written test   |
| 7. Context of assessment  | 7.1 Competency assessment must be done in NSDA accredited assessment centre<br>7.2 Assessment should be done by a NSDA certified/nominated assessor   |
| <b>Accreditation Requirements</b><br>Training Providers must be accredited by National Skills Development Authority (NSDA), 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 qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA. |   |

## **Occupation Specific Units of Competencies**

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| <b>Unit Code and Title</b>                          | <b>OU-JS-RJCM-01-L2-EN-V1: Identify Jute Products</b>  |
| <b>Unit Descriptor</b>                              | This unit covers the skills, knowledge and attitude required to Identify Jute Products.<br>It specifically includes interpreting the heritage of jute and jute products, identifying jute and recognizing jute handmade products.  |
| <b>Nominal Hours</b>                                | <b>20 Hours</b>  |
| <b>Elements of Competency</b>                       | <b>Performance Criteria</b><br><b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables  |
| 1. Interpret the heritage of Jute and Jute products | 1.1 Jute as golden fiber of Bangladesh is interpreted<br>1.2 Environmental and economic revival of jute and jute products are interpreted<br>1.3 Major sourcing areas of jute in Bangladesh are recognized   |
| 2. Identify jute                                    | 2.1 <b><u>Types of jute</u></b> are recognized<br>2.2 Uses of quality jute are identified<br>2.3 Key features of different types of jute are interpreted   |
| 3. Recognize Jute Handmade Products                 | 3.1 <b><u>Categories of jute handmade diversified products</u></b> are listed<br>3.2 <b><u>Jute handmade products</u></b> are identified<br>3.3 Uses and specialty of jute handmade products are recognized<br>3.4 <b><u>Domestic and international market places</u></b> for jute products are identified |
| <b>Range of Variables</b>                           |  |
| <b>Variables</b>                                    | <b>Range</b> (may include but not limited to):   |
| 1. Types of jute                                    | 1.1 White jute<br>1.2 Tossa jute<br>1.3 Mesta jute<br>1.4 Kenaf jute<br>1.5 Hybrid jute (Developed by BJRI)  |
| 2. Categories of diversified jute products          | 2.1 Fashion and lifestyle products<br>2.2 Home decor and furnishings<br>2.3 Toys and handicrafts<br>2.4 Recycled products<br>2.5 Jute pulp and paper   |
| 3. Diversified jute handmade products               | 3.1 Planters<br>3.2 Jute bags<br>3.3 Jute purses<br>3.4 Accessories<br>3.5 Footwear  |

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|   | 3.6 Rugs, Carpets, Mats<br>3.7 Wall hanging<br>3.8 Curtain and cushion cover<br>3.9 Storage baskets<br>3.10 Toys<br>3.11 Place mat<br>3.12 Runner<br>3.13 Coaster<br>3.14 Decorative items<br>3.15 Jute gift wraps<br>3.16 Bottle covers<br>3.17 Gift items<br>3.18 Jewelry<br>3.19 Jute Net  |
| 4. Domestic and international market places   | 4.1 Physical marketplace<br>4.2 Online marketplace<br>4.3 Wholesalers<br>4.4 Retailers<br>4.5 Government and institutional outlets<br>4.6 Trade fair and exhibitions  |
| <b>Evidence Guide</b><br>The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency |   |
| 1. Critical aspects of competency   | Assessment required evidence that the candidate:<br>1.1 interpreted the heritage of jute and jute products<br>1.2 identified jute<br>1.3 recognized jute handmade products  |
| 2. Underpinning knowledge   | 2.1 Jute as golden fiber of Bangladesh<br>2.2 Environmental and economic revival of jute and jute products<br>2.3 Major sourcing areas of jute in Bangladesh<br>2.4 Types and uses of jute<br>2.5 Key features of different types of jute<br>2.6 Categories of jute handmade diversified products<br>2.7 Jute handmade products<br>2.8 Uses and specialty of jute handmade products<br>2.9 Domestic market places |
| 3. Underpinning skills  | 3.1 Interpreting the heritage of jute and jute products<br>3.2 Identifying jute<br>3.3 Recognizing jute handmade products   |

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| 4. Required attitude  | 4.1 Commitment to occupational health and safety<br>4.2 Sincere and honest to duties<br>4.3 Promptness in carrying out activities<br>4.4 Eagerness to learn<br>4.5 Tidiness and timeliness<br>4.6 Respect of peers and seniors in workplace<br>4.7 Communicate with peers and seniors in workplace |
| 5. Resource implications  | 5.1 Workplace (simulated or actual)<br>5.2 Jute fiber<br>5.3 Jute products<br>5.4 Learning materials<br>5.5 Paper, Pen   |
| 6. Methods of assessment  | Competency should be assessed by:<br>6.1 Written test<br>6.2 Demonstration<br>6.3 Oral Questioning   |
| 7. Context of assessment  | 7.1 Competency assessment must be done in NSDA accredited assessment centre<br>7.2 Assessment should be done by a NSDA certified/nominated assessor  |
| <b>Accreditation Requirements</b><br>Training Providers must be accredited by National Skills Development Authority (NSDA), 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 qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA. |  |

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| <b>Unit Code and Title</b>                             | <b>OU-JS-RJCM-02-L2-EN-V1: Prepare for Handmade Jute Products Making</b>   |
| <b>Unit Descriptor</b>                                 | This unit covers the skills, knowledge and attitude required to prepare for handmade jute products making. It specifically includes following OSH, practicing sewing machine operation, analyzing sample, identifying and arranging tools, equipment and materials.                          |
| <b>Nominal Hours</b>                                   | <b>60 Hours</b>  |
| <b>Elements of Competency</b>                          | <b>Performance Criteria</b><br><b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables  |
| 1. Follow OSH  | 1.1 <b><u>Personal Protective Equipment (PPE)</u></b> is collected and worn as required<br>1.2 Safe work practices are followed as per workplace standard  |
| 2. Practice Sewing Machine Operation                   | 2.1 Sewing machine is identified<br>2.2 <b><u>Major parts of sewing machine</u></b> are recognized<br>2.3 Sewing machine threading is practiced<br>2.4 Sewing machine operation is practiced   |
| 3. Analyze Sample                                      | 3.1 Sample is identified<br>3.2 Materials and components are recognized<br>3.3 <b><u>Dimensions</u></b> and measurements are analyzed<br>3.4 Crafting design and texture are investigated<br>3.5 Weight of the products are considered<br>3.6 <b><u>Other specifications</u></b> are studied |
| 4. Identify and Arrange Tools, Equipment and Materials | 4.1 <b><u>Tools and equipment</u></b> for jute products making are identified<br>4.2 Uses of tool and equipment are recognized<br>4.3 Required <b><u>raw materials</u></b> are selected and arranged   |
| 5. Clean and Maintain Tools, Equipment and Workplace   | 5.1 Tools and equipment are cleaned, maintained and stored as per SOP<br>5.2 Workplace is cleaned and waste materials are disposed off as per workplace standard   |
| <b>Range of Variables</b>                              |  |
| <b>Variables</b>                                       | <b>Range</b> (may include but not limited to):   |
| 1. Personal Protective Equipment (PPE)                 | 1.1 Mask<br>1.2 Apron<br>1.3 Hair net/ Cap<br>1.4 Eye protection glass<br>1.5 Finger guard   |
|  | 2.1 Hand wheel<br>2.2 Spool pin  |

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| 2. Major parts of sewing machine | 2.3 Bobbin and bobbin case<br>2.4 Tension dial<br>2.5 Presser foot<br>2.6 Presser foot lever<br>2.7 Needle<br>2.8 Feed dogs<br>2.9 Throat plate / Needle plate<br>2.10 Slide plate   |
| 3. Dimension                     | 3.1 Length<br>3.2 Width<br>3.3 Height<br>3.4 Thickness<br>3.5 Dia  |
| 4. Other specifications          | 4.1 Color specification<br>4.2 Construction specification<br>4.3 Care instructions<br>4.4 Regulatory specification<br>4.5 Performance and Functional specification   |
| 5. Tools and equipment           | 5.1 Sewing Machine<br>5.2 Scissors<br>5.3 Trimmer<br>5.4 Anti-cutter<br>5.5 Measuring tape<br>5.6 Marking tools<br>5.7 Ruler<br>5.8 Hand needles<br>5.9 Glue gun<br>5.10 Weight scale<br>5.11 Wooden hammer<br>5.12 Folding bone<br>5.13 Pin<br>5.14 Clip Board<br>5.15 Clip<br>5.16 Pattern/ Dice<br>5.17 Icepick (Pina)<br>5.18 Spring Calipers (Compass)<br>5.19 Burner |
| 6. Raw materials                 | 6.1 Raw jute<br>6.2 Jute yarn<br>6.3 Jute rope<br>6.4 Sewing threads<br>6.5 Jute braid<br>6.6 Glue   |

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|   | 6.7 Beads<br>6.8 Fabrics<br>6.9 Buttons<br>6.10 Labels<br>6.11 Zipper<br>6.12 D ring<br>6.13 Bamboo<br>6.14 Cane<br>6.15 Leather<br>6.16 Chalk / Marker  |
| <b>Evidence Guide</b><br>The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency |  |
| 1. Critical aspects of competency   | Assessment required evidence that the candidate:<br>1.1 Followed OSH<br>1.2 Practiced Sewing Machine Operation<br>1.3 Analyzed Sample  |
| 2. Underpinning knowledge   | 2.1 Personal Protective Equipment (PPE)<br>2.2 Sewing machine<br>2.3 Major parts of sewing machine<br>2.4 Sewing machine operation<br>2.5 Sample<br>2.6 Dimensions and measurements<br>2.7 Crafting design and texture<br>2.8 Weight and other specification                                       |
| 3. Underpinning skills  | 3.1 Following OSH<br>3.2 Practicing Sewing Machine Operation<br>3.3 Analyzing Sample<br>3.4 Identifying and Arranging Tools, Equipment and Materials<br>3.5 Cleaning and Maintaining Tools, Equipment and Workplace  |
| 4. Required attitude  | 4.1 Commitment to occupational health and safety<br>4.2 Sincere and honest to duties<br>4.3 Promptness in carrying out activities<br>4.4 Eagerness to learn<br>4.5 Tidiness and timeliness<br>4.6 Respect of peers and seniors in workplace<br>4.7 Communicate with peers and seniors in workplace |
| 5. Resource implications  | 5.1 Workplace (simulated or actual)<br>5.2 PPE<br>5.3 Sewing machine   |

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|   | 5.4 Samples<br>5.5 Weight and Measuring tools<br>5.6 Required raw materials<br>5.7 Learning materials   |
| 6. Methods of assessment  | Competency should be assessed by:<br>6.1 Written test<br>6.2 Demonstration<br>6.3 Oral Questioning  |
| 7. Context of assessment  | 7.1 Competency assessment must be done in NSDA accredited assessment centre<br>7.2 Assessment should be done by a NSDA certified/nominated assessor |
| <b>Accreditation Requirements</b><br>Training Providers must be accredited by National Skills Development Authority (NSDA), 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 qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA. |   |

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| <b>Unit Code and Title</b>                           | <b>OU-JS-RJCM-03-L2-EN-V1: Make Handmade Diversified Jute Products</b>   |
| <b>Unit Descriptor</b>                               | <p>This unit covers the skills, knowledge and attitude required to Make Handmade Diversified Jute Products.</p> <p>It specifically includes following OSH, preparing handmade yarn and braids, practicing jute products by crafting, accomplishing handmade jute products, cleaning and maintaining tools, equipment and workplace.</p>  |
| <b>Nominal Hours</b>                                 | <b>175 Hours</b>   |
| <b>Elements of Competency</b>                        | <p><b>Performance Criteria</b></p> <p><b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables</p>   |
| 1. Follow OSH  | <p>1.1 Personal Protective Equipment (PPE) is collected and worn as required</p> <p>1.2 Safe work practices are followed as per workplace standard</p>   |
| 2. Prepare Handmade Yarn, Rope and Braids            | <p>2.1 Raw jute is selected and collected</p> <p>2.2 Impurities are checked, separated and cleaned</p> <p>2.3 Raw jute fibers are taken for yarn, rope and braids making as per thickness</p> <p>2.4 Yarn, rope and braids are made by hand twisting and taken to hank</p> <p>2.5 Singeing is applied to remove open fibers in case of special requirements</p>  |
| 3. Practice Jute Products by Crafting                | <p>3.1 Different <b><u>hand crafting methods</u></b> are identified</p> <p>3.2 Macramé is interpreted</p> <p>3.3 Types of Macramé are selected and practiced</p> <p>3.4 <b><u>Knotting</u></b> and other crafting methods are practiced</p> <p>3.5 Samples are prepared using various crafting methods</p>   |
| 4. Accomplish Handmade Jute Products                 | <p>4.1 Sample or Design is selected and collected</p> <p>4.2 Products or parts of the product are prepared</p> <p>4.3 Product is assembled if prepare the parts separately</p> <p>4.4 <b><u>Selected jute hand made products</u></b> are produced</p> <p>4.5 Singeing is carried out if necessary</p> <p>4.6 <b><u>Addition materials</u></b> and <b><u>accessories</u></b> are added as per the buyers requirements</p> |
| 5. Clean and Maintain Tools, Equipment and Workplace | <p>5.1 Tools and equipment are cleaned, maintained and stored as per SOP</p> <p>5.2 Workplace is cleaned and waste materials are disposed off as per workplace standard</p>  |
| <b>Range of Variables</b>                            |  |
| <b>Variables</b>                                     | <b>Range (may include but not limited to):</b>   |

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| 1. Hand crafting methods  | 1.1 Weaving<br>1.2 Knotting<br>1.3 Crocheting<br>1.4 Beading<br>1.5 Sewing   |
| 2. Knotting   | 2.1 Square knot<br>2.2 Double half hitch knot (Piping knot)  |
| 3. Selected jute hand made products   | 3.1 Braid<br>3.2 Twisting yarn<br>3.3 Hanging planters by yarn<br>3.4 Mobile bag by hand stitching<br>3.5 Wall hanging by knotting<br>3.6 Small purse by braids with hand stitching<br>3.7 Fruits bag by knotting<br>3.8 Small hanging / Key ring<br>3.9 Tassel<br>3.10 Coaster by hand stitching<br>3.11 Toy/ Gift items<br>3.12 Bracelet/ Friendship band<br>3.13 Handmade Twines<br>3.14 Flower by jute or rope |
| 4. Addition materials   | 4.1 Fabrics materials<br>4.2 Decorative elements<br>4.3 Support materials<br>4.4 Handles and straps  |
| 5. Accessories  | 5.1 Labels<br>5.2 Beads<br>5.3 Sequins<br>5.4 Buttons<br>5.5 Lace<br>5.6 Ribbons<br>5.7 Cardboard<br>5.8 Foam/ padding<br>5.9 Lining<br>5.10 Zippers<br>5.11 Velcro Tape<br>5.12 Hook & Eye<br>5.13 Leather<br>5.14 Wooden motifs  |
| <b>Evidence Guide</b><br>The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency |  |

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| 1. Critical aspects of competency | <p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 followed OSH</li> <li>1.2 prepared handmade yarn and braids</li> <li>1.3 practiced jute products by crafting</li> <li>1.4 accomplished handmade jute products</li> <li>1.5 cleaned and maintained tools, equipment and workplace</li> </ul>   |
| 2. Underpinning knowledge         | <ul style="list-style-type: none"> <li>2.1 Personal Protective Equipment (PPE)</li> <li>2.2 Safe work practices</li> <li>2.3 Raw jute</li> <li>2.4 Impurities</li> <li>2.5 Yarn or braid making</li> <li>2.6 Hand twisting and hank</li> <li>2.7 Burning</li> <li>2.8 Hand crafting methods</li> <li>2.9 Macramé</li> <li>2.10 Knotting and other crafting methods</li> <li>2.11 Sample or Design</li> <li>2.12 Products or parts of the product</li> <li>2.13 Product assembling</li> <li>2.14 Singeing</li> <li>2.15 Addition materials and accessories</li> </ul> |
| 3. Underpinning skills            | <p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>3.1 Following OSH</li> <li>3.2 Preparing handmade yarn and braids</li> <li>3.3 Crafting jute products</li> <li>3.4 Accomplishing handmade jute products</li> <li>3.5 Cleaning and maintaining tools, equipment and workplace</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 Eagerness to learn</li> <li>4.5 Tidiness and timeliness</li> <li>4.6 Respect of peers and seniors in workplace</li> <li>4.7 Communicate with peers and seniors in workplace</li> </ul>   |
| 5. Resource implications          | <ul style="list-style-type: none"> <li>5.1 Workplace (simulated or actual)</li> <li>5.2 PPE</li> <li>5.3 Raw Jute</li> <li>5.4 Burner</li> <li>5.5 Sewing machine</li> <li>5.6 Samples</li> <li>5.7 Accessories</li> <li>5.8 Paper, pen</li> </ul>   |

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|   | 5.9 Learning materials  |
| 6. Methods of assessment  | Competency should be assessed by:<br>6.1 Written test<br>6.2 Demonstration<br>6.3 Oral Questioning  |
| 7. Context of assessment  | 7.1 Competency assessment must be done in NSDA accredited assessment centre<br>7.2 Assessment should be done by a NSDA certified/nominated assessor |
| <b>Accreditation Requirements</b><br>Training Providers must be accredited by National Skills Development Authority (NSDA), 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 qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA. |   |

|                                      |   |
|--------------------------------------|---|
| <b>Unit Code and Title</b>           | <b>OU-JS-RJCM-04-L2-EN-V1: Control Quality and Perform Finishing</b>  |
| <b>Unit Descriptor</b>               | This unit covers the skills, knowledge and attitude required to Control Quality and Perform Finishing.<br>It specifically includes controlling quality of jute products and performing finishing.   |
| <b>Nominal Hours</b>                 | <b>25 Hours</b>   |
| <b>Elements of Competency</b>        | <b>Performance Criteria</b><br><b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables   |
| 1. Control Quality of Jute Products  | 1.1 Quality control and quality assurance are interpreted<br>1.2 <b><u>Quality of handmade jute products</u></b> are interpreted<br>1.3 <b><u>Faults</u></b> are identified<br>1.4 Faults are rectified if possible as standard procedure   |
| 2. Perform Finishing                 | 2.1 <b><u>Finishing activities for handmade jute products</u></b> are interpreted<br>2.2 Finishing is performed<br>2.3 Packing is carried out in case of buyer's requirement  |
| <b>Range of Variables</b>            |   |
| <b>Variables</b>                     | <b>Range</b> (may include but not limited to):  |
| 1. Quality of handmade jute products | 1.1 Material Quality<br>1.2 Craftsmanship<br>1.3 Handwork<br>1.4 Stitching<br>1.5 Finishing<br>1.6 Symmetry<br>1.7 Durability<br>1.8 Aesthetic Appeal   |
| 2. Faults                            | 2.1 Coarse or Uneven Fiber<br>2.2 Excessive Shedding<br>2.3 Bad odor<br>2.4 Uneven Stitching<br>2.5 Loose Threads<br>2.6 Weak Seams<br>2.7 Poor joining<br>2.8 Misaligned Parts<br>2.9 Poor Embellishment Fixing<br>2.10 Weak Handles or Straps<br>2.11 Zipper or Button Issues<br>2.12 Unstable Shape<br>2.13 Color Inconsistency<br>2.14 Design Defects |

|   |  |
|---|--|
|   | 2.15 Rough Finish  |
| 3. Finishing activities for handmade jute products  | 3.1 Trimming loose threads<br>3.2 Cutting excess jute fibers<br>3.3 Brushing or dusting off<br>3.4 Ensure full drying<br>3.5 Hemming or binding<br>3.6 Sealing edges with fabric glue<br>3.7 Attachment of Label and Accessories<br>3.8 Singeing   |
| <b>Evidence Guide</b><br>The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency |  |
| 1. Critical aspects of competency   | Assessment required evidence that the candidate:<br>1.1 controlled Quality of Jute Products<br>1.2 identified faults<br>1.3 performed finishing  |
| 2. Underpinning knowledge   | 2.1 Quality of handmade jute products<br>2.2 Faults<br>2.3 Finishing activities for handmade jute products<br>2.4 Packing  |
| 3. Underpinning skills  | 3.1 Controlling Quality of Jute Products<br>3.2 Identifying faults<br>3.3 Performing finishing   |
| 4. Required attitude  | 4.1 Commitment to occupational health and safety<br>4.2 Sincere and honest to duties<br>4.3 Promptness in carrying out activities<br>4.4 Eagerness to learn<br>4.5 Tidiness and timeliness<br>4.6 Respect of peers and seniors in workplace<br>4.7 Communicate with peers and seniors in workplace |
| 5. Resource implications  | 5.1 Workplace (simulated or actual)<br>5.2 Jute products<br>5.3 Accessories<br>5.4 Learning materials  |
| 6. Methods of assessment  | Competency should be assessed by:<br>6.1 Written test<br>6.2 Demonstration<br>6.3 Oral Questioning   |
| 7. Context of assessment  | 7.1 Competency assessment must be done in NSDA accredited assessment centre<br>7.2 Assessment should be done by a NSDA certified/nominated assessor  |

**Accreditation Requirements**

Training Providers must be accredited by National Skills Development Authority (NSDA), 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 qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.



## Development of Competency Standard

The Competency Standards for National Skills Certificate in Raw Jute Crafts Making occupation, Level- 3 is developed by NSDA on 18,19, 20 and 21 August, 2025.

### List of Members

| SI No | Name and Address   | Position in the committee |
|-------|--|---------------------------|
| 1.    | <b>Md. Shamim Ahmed</b><br>Trainer (Jute & Leather goods), B-Shan Handicrafts, Mirpur, Dhaka<br>Mobile: 01819521234, Email: shamimgt@yahoo.com   | Member                    |
| 2.    | <b>Tasmina Ruby</b> , Proprietor<br>Taha Handicrafts, Mohammadpur, Dhaka<br>Mobile: 01916167581, Email: tahahandicrafts40@gmail.com  | Member                    |
| 3.    | <b>Nupur khanam</b><br>Chairman, Nupur Fashion & Handicrafts, Badda, Dhaka<br>Mobile: 01707606600 Email: nupurfashion01@gmail.com  | Member                    |
| 4.    | <b>Rokeya Pervin Shumona</b><br>Proprietor, Boichitro, Mohammadpur, Dhaka<br>Mobile: 01624503856 Email: boichitro.bd12@gmail.com   | Member                    |
| 5.    | <b>Mohammed Abu Kawsar</b><br>CEO, Natural Crafts Bd., Naya Paltan, Dhaka<br>Mobile: 01716585279 Email: kawsarcu@yahoo.com   | Member                    |
| 6.    | <b>Hasina Akter</b><br>Managing Director, Fashion & Style, Rampura, Dhaka<br>Mobile: 01726464622, 01928965380 Email: hasina.minu@gmail.com   | Member                    |
| 7.    | <b>Saira Islam</b> ,<br>Founder & CEO, Aurore Tex, Banani, Dhaka<br>Mobile: 01961234450, 01729090769 Email: s.islam70@gmail.com  | Member                    |
| 8.    | <b>Mashraka Binta Mosharrof</b><br>Founder & CEO, Creative Connections, Gulshan, Dhaka<br>Mobile: 01817673787 Email: mashraka009@gmail.com   | Member                    |
| 9.    | <b>Anjuman Akter (Kakoli)</b><br>Proprietor, Jute Root, Basabo, Dhaka<br>Mobile: 01733840111, 01911482213 Email: juterootbd@gmail.com  | Member                    |
| 10.   | <b>Farida Easmin</b><br>Trainer, SDS Technical Training Institute, Joypurhat<br>Owner, Nari Natural Craft, Ulipur, Kurigram<br>Mobile: 01731213678, 01914607532 Email: nari.naturalcraft@gmail.com | Member                    |
| 11.   | <b>Syed Azharul Haque</b><br>Competency Standard Expert<br>National Skills Development Authority (NSDA)<br>Mobile: +880 1711047815 Email: azharulhaque2008@gmail.com                               | Member                    |



## Validation of Competency Standard

The Competency Standards for National Skills Certificate in Raw Jute Crafts Making, Level-2 is validated by NSDA on 22 September, 2025.

### List of Members

| Sl No | Name and Address  | Position in the committee | Signature |
|-------|---|---------------------------|-----------|
| 1.    | <b>Abdul Barik Khan</b><br>CEO, Jute ISC<br>Mobile:01717113932<br>Email: jutemills@bjma.org.bd  | Chairperson               |           |
| 2.    | <b>Swapan Kumar Das</b><br>Executive Director, Prokritee, Mohammadpur, Dhaka<br>Mobile: 01715040669<br>Email: swapan@prokritee.com  | Member                    |           |
| 3.    | <b>Mohammad Mosharrof Hossain</b><br>Founder & CEO, eSheBee Enterprizes,<br>Mohammadpur, Dhaka<br>Multifaceted Social Entrepreneur<br>Mobile: 01849126776<br>Email: mosharrof@eshebee.com | Member                    |           |
| 4.    | <b>Tasmina Ruby,</b><br>Proprietor, Taha Handicrafts, Mohammadpur, Dhaka<br>Mobile: 01916167581<br>Email: tahahandicrafts40@gmail.com   | Member                    |           |
| 5.    | <b>Ishrat Jahan</b><br>Proprietor, K2k Wears International & Chairman, New<br>NEED Foundation, Mirpur, Dhaka<br>Mobile: 01796390779<br>Email: ishratjahan7221@gmail.com                   | Member                    |           |
| 6.    | <b>Mobashawara Rahmatullah</b><br>Proprietor, Golden Rope, Motijheel, Dhaka<br>Mobile: 01671057008<br>Email: tulipexp@yahoo.com   | Member                    |           |
| 7.    | <b>Md. Shahidul Islam,</b><br>Proprietor & CEO, Dhanshiri, Badda, Dhaka<br>Mobile: 01309002908<br>Email: shahidul.nfh@gmail.com   | Member                    |           |
| 8.    | <b>Mst. Fatematuz Zahura</b><br>Proprietor, Oyster Craft, Mirpur, Dhaka<br>Mobile: 01796199989<br>Email: fdt.fatema032@gmail.com  | Member                    |           |
| 9.    | <b>Shahjahan Siraji</b><br>General Manager, Jute Textile Mills Ltd., Khulna<br>Mobile: 01700938866<br>Email: siraji.shahjahan@gmail.com   | Member                    |           |
| 10.   | <b>Syed Azharul Haque</b><br>Competency Standard Expert, National Skills<br>Development Authority (NSDA)<br>Cell: +880 1711047815<br>Email: azharulhaque2008@gmail.com                    | Member                    |           |



## Workshop Minutes

Government of the People's Republic of Bangladesh  
Chief Adviser's Office

National Skills Development Authority

Level: 10-11, Biniyog Bhaban,  
E-6 / B, Agargaon, Sher-E-Bangla Nagar Dhaka-1207, Bangladesh.

Email: [ec@nsda.gov.bd](mailto:ec@nsda.gov.bd)

Website: [www.nsd.gov.bd](http://www.nsd.gov.bd).

Minutes of the Competency Standard Validation Workshop on “Raw Jute Crafts Making” Occupation.

|          |   |
|----------|---|
| Chairman | : Mr. Abdul Barik Khan, CEO, Jute ISC                             |
| Date     | : 22 September, 2025  |
| Time     | : 9:00 am - 5:00 pm   |
| Place    | : ISC Conference Room, NSDA, Biniyog Bhaban, Agargaon, Dhaka-1207 |

The Chairman welcomed all those present and started the work of the workshop. During the day-long workshop, the competency standard of Raw Jute Crafts Making was reviewed and finalized in detail. The activities related to the finalized standard through validation workshop are presented below:

| Serial No. | Content of validation         | Whether it was appropriate |     | What actions have been taken if not appropriate?   |
|------------|-------------------------------|----------------------------|-----|--|
|            |                               | Yes                        | No. |  |
| 1          | Name and level of occupation  | Yes                        |     | The name of the occupation has been unchanged.<br>Level of this CS was considered Level 3.                                     |
| 2          | Nominal Hour                  | Yes                        |     | 360 hours  |
| 3          | Unit of Competency            | Yes                        |     | Name of the units were validated without any change.   |
| 4          | Element                       | Yes                        |     | Name of the Elements were validated without any change.  |
| 5          | Performance Criteria          |                            | No. | Relevant performance criteria were updated for changed element and some other elements.  |
| 6          | Variables                     |                            | No. | Relevant variables were added, changed and updated.  |
| 7          | Critical Aspect of Competence |                            | No. | Appropriate changes have been made in the critical aspect of competency as per the change of element and performance criteria. |
| 8          | Underpinning knowledge        |                            | No. | Necessary addition, changings and refinements have been made.  |
| 9          | Underpinning Skills           |                            | No. | Necessary addition, changes and refinements have been made.  |
| 10         | Attitude                      | Yes                        |     |  |
| 11         | Resources                     | Yes                        |     |  |

|    |                    |     |  |   |
|----|--------------------|-----|--|---|
| 12 | Assessment methods | Yes |  |   |
| 13 | Others             |     |  | <ul style="list-style-type: none"> <li>▪ The nominal hours of the units of competencies have been readjusted for content consideration.</li> <li>▪ Overall, the occupation has been included in Level-3 according to BNQF 1-6.</li> </ul> |

Through the above activities, the Competency Standard has been finalized and validated as “Raw Jute Crafts Making” Level - 2.

Chairman  
Committee on Standard and  
Curriculum Validation,  
CEO – JS ISC