



# **Skills for Employment Investment Program (SEIP)**

**COMPETENCY STANDARD**

**FOR**

**LASTING AND ASSEMBLING OPERATIONS**

***(LEATHER AND FOOTWEAR SECTOR)***

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

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## Copyright

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The Competency Standard for Lasting and Assembling Operations is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing training consistent with the requirements of industry in order for individuals who graduated through the established standard via competency-based assessment to be suitably qualified for a relevant job.

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## List of Abbreviations

<b>General</b>	
BMET	Bureau of Manpower Employment and Training
B-SEP	Bangladesh Skills for Employment and Productivity
BTEB	Bangladesh Technical Education Board
DTE	Directorate of Technical Education
ILO	International Labor Organization
ISC	Industry Skills Council
NPVC	National Pre-Vocation Certificate
NTVQF	National Technical and Vocational Qualifications Framework
PPP	Public Private Partnership
SCDC	Standards and Curriculum Development Committee
SEIP	Skills for Employment Investment Program
TVET	Technical Vocational Education and Training
UoC	Unit of Competency
<b>Occupation Specific</b>	
EVA	Ethyl vinyl acetate
OHS	Occupational health and safety
PPE	Personal protective equipment
PVC	Polyvinyl chloride
PU	Polyurethane
SOP	Standard operating procedure
TPR	Thermoplastic rubber
WTM	Work transportation method

## Introduction

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The Skills for Employment Investment Program (SEIP) Project of the Finance Division of the Ministry of Finance has embarked on a project which aims to qualitatively and quantitatively expand the skilling capacity of identified public and private training providers by establishing and operationalising a responsive skill ecosystem and delivery mechanism through a combination of well-defined set of funding triggers and targeted capacity support.

Among the many components of the project, one is to promote a Market Responsive Inclusive Skills Training Delivery programme. Key priority economic growth sectors identified by the government have been targeted by the project to improve current job skills along with up-skilling of the existing workforce to ensure 'required skills to industry standards'. Training providers are encouraged and supported to work with industry to address identified skills and knowledge to enable industry growth and increased employment through the provision of market responsive inclusive skills training programmes. Priority sectors were identified to adopt a demand driven approach to training with effective inputs from Industry Skills Councils (ISC's), employer associations and employers.

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

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

## Overview

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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 national and international subject-matter experts, SEIP, BTEB, ISC, and industry experts to identify the competencies required of an occupation in a particular sector.

Competency standards describe the skills, knowledge and attitude needed to perform effectively in the workplace. Competency standards acknowledge that people can achieve technical and vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it.

With competency standards, training and assessment may be conducted at the workplace or at training institute or any combination of these.

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

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

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

Together, all the parts of a unit of competency:

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

## Approval Sheet

Identification and validation of units of competency and elements for this occupation were made by experts within this sector. A series of meetings were held to accurately capture industry and employer needs and expectations and develop the competency framework that would help to enhance the employability of the youth trained. This process started on 2 September 2017 and concluded with a validation workshop with working group on 11 November 2017, and was reviewed and revised on 19 August 2018.

### Experts Involved

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

Name	Organisation	Designation
Md. Mehedi Hasan	LFMEAB-SEIP	Lead Trainer
Engineer Kamruzzaman Manik	PICARD Bangladesh Limited	Production Manager
Mr. Mehedi Hasan	FB Footwear Limited	Manager (Quality Assurance)
Md. Golam Shahnewaz	US-Bangla Leather Products Limited	General Manager (Operations)
Engineer Md. Mostafa	BTEB	Industry Liaison Officer
Mr. Syed Sibgat Ullah	LFMEAB-SEIP	Chief Coordinator
Md. Arifur Rahman Bhuiyan	LFMEAB-SEIP	Coordinator - Training, Job Placement and Database
Md. Mominul Ahsan	Landmark Footwear	Executive Director and Chief Executive Officer (and ISC member)
David King	British Council - SD03	Team Leader
Sobur Ahmed	British Council - SD03	National Subject Matter Consultant - Leather and Footwear Sector

### Development Workshop

Working group formation and competency standard development workshop participants [held on 6 November 2017]:

Name	Organisation	Designation
Md. Mominul Ahsan	Landmark Footwear	Executive Director and Chief Executive Officer (and ISC member)
Md. Mehedi Hasan	LFMEAB-SEIP	Lead Trainer
Engineer Kamruzzaman Manik	PICARD Bangladesh Limited	Production Manager
Mr. Mehedi Hasan	FB Footwear Limited	Manager (Quality Assurance)
Md. Golam Shahnewaz	US-Bangla Leather Products Limited	General Manager (Operations)

Name	Organisation	Designation
Mr. Syed Sibgat Ullah	LFMEAB-SEIP	Chief Coordinator
Md. Arifur Rahman Bhuiyan	LFMEAB-SEIP	Coordinator - Training, Job Placement and Database
Eng. Md. Mostafa	BTEB	Industry Liaison Officer
Eng. Md. Abdur Razzaque	SEIP-BTEB	Specialist-1 (Competency Standards)
Syed Nasir Ershad	SEIP	AEPD (Public-1)
Md. Ahsan Habib	SEIP	TVET Specialist
Mr. Mohiuzzaman	SEIP	Course Specialist
Rashmi Mehra	British Council - SD03	International CBLM Expert
Sobur Ahmed	British Council - SD03	National Subject Matter Consultant - Leather and Footwear Sector

### Validation Workshop

Competency standard validation workshop participants [held on 16 May 2017]:

Name	Organisation	Designation
Md. Mehedi Hasan	LFMEAB-SEIP	Lead Trainer
Mr. Mehedi Hasan	FB Footwear Limited	Manager (Quality Assurance)
Md. Golam Shahnewaz	US-Bangla Leather Products Limited	General Manager (Operations)
Md. Monirul Islam	ALERON Limited	Production Executive
Engineer Md. Mostafa	BTEB	Industry Liaison Officer
Rashmi Mehra	British Council - SD03	International CBLM Expert
Sobur Ahmed	British Council - SD03	National Subject Matter Consultant - Leather and Footwear Sector

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

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





## Course Structure

SL	Unit Code and Title		Level	Nominal Duration (Hours)
<b>Generic Competencies (3 units of competency required)</b>				
1	SEIP-LEA-LAS-01-S	Use basic mathematical concepts		8
2	SEIP-LEA-LAS-02-S	Carry out workplace interaction		8
3	SEIP-LEA-LAS-03-S	Operate in a team environment		8
<b>Sub-Total</b>				<b>24</b>
<b>Sector-specific Competencies (2 units of competency required)</b>				
1	SEIP-LEA-LAS-01-S	Apply occupational health and safety (OHS) practice in the workplace		24
2	SEIP-LEA-LAS-02-S	Work in leather goods and footwear industry		24
<b>Sub-Total</b>				<b>48</b>
<b>Occupation-specific Competencies (5 units of competency required)</b>				
1	SEIP-LEA-LAS-01-O	Identify basic lasting and assembling operations		56
2	SEIP-LEA-LAS-02-O	Prepare upper and last for lasting		56
3	SEIP-LEA-LAS-03-O	Perform basic lasting operation		64
4	SEIP-LEA-LAS-04-O	Prepare upper and sole for assembling		56
5	SEIP-LEA-LAS-05-O	Perform basic assembling operation		56
<b>Sub-Total</b>				<b>288</b>
<b>Total Nominal Learning Hours</b>				<b>360</b>

## Competency Chart

Units of Competency	Elements		
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### Generic Specific (Basic) Competencies

Use basic mathematical concepts SEIP-LEA-LAS-01-G	Identify calculation requirements in the workplace	Select appropriate mathematical methods/concepts for the calculation	Use tools and instruments to perform calculations
Carry out workplace interaction SEIP-LEA-LAS-02-G	Interpret workplace communication and etiquette	Read and understand workplace documents	Participate in workplace meetings and discussions
	Practice professional ethics at work		
Operate in a team environment SEIP-LEA-LAS-03-G	Identify team goals and work processes	Identify own role and responsibilities within the team	Communicate and co-operate with team members
	Practice problem solving within the team		

### Sector-Specific (Common) Competencies

Apply occupational health and safety (OHS) practices in the workplace SEIP-LEA-LAS-01-S	Identify OHS policies and procedures	Apply personal health and safety practices	Report hazards and risk
	Respond to emergencies		
Work in leather goods and footwear industry SEIP-LEA-LAS-02-S	Identify workflow process	Identify materials	Identify prime local and export markets

## Occupation-Specific (Core) Competencies

Identify basic lasting and assembling operation SEIP-LEA-LAS-01-O	Identify basic operations	Identify tools, equipment and machinery	
Prepare upper and last for lasting SEIP-LEA-LAS-02-O	Prepare for work	Collect material	Carried out temporary lacing
	Attached insole	Clean and maintain workplace	
Perform lasting operation SEIP-LEA-LAS-03-O	Prepare for work	Perform conditioning of prepared upper	Carry out lasting operation
	Clean and maintain workplace		
Prepare upper and sole for assembling SEIP-LEA-LAS-04-O	Prepare for work	Carry out heat setting and wrinkling chasing	Mark sole margin
	Carry out roughing and scouring	Apply adhesive and attach filler	Clean and maintain workplace
Perform assembling operation SEIP-LEA-LAS-05-O	Prepare for work	Carry out attaching and pressing	Perform chilling and cleaning
	Carry out de-lasting and final inspection	Clean and maintain workplace	

## Units and Elements Table

### Generic – Compulsory (3 units of competency required)

Code	Unit of Competency	Elements of Competency	Duration (hours)
SEIP-LEA-LAS-01-G	Use basic mathematical concepts	<ol style="list-style-type: none"> <li>1. Identify calculation requirements in the workplace.</li> <li>2. Select appropriate mathematical methods/concepts for the calculation.</li> <li>3. Use tools and instruments to perform calculations.</li> </ol>	8
SEIP-LEA-LAS-02-G	Carry out workplace interaction	<ol style="list-style-type: none"> <li>1. Interpret workplace communication and etiquette.</li> <li>2. Read and understand workplace documents.</li> <li>3. Participate in workplace meetings and discussions.</li> <li>4. Practice professional ethics at work.</li> </ol>	8
SEIP-LEA-LAS-03-G	Operate in a team environment	<ol style="list-style-type: none"> <li>1. Identify team goals and work processes.</li> <li>2. Identify own role and responsibilities within team.</li> <li>3. Communicate and co-operate with team members.</li> <li>4. Practice problem solving within the team.</li> </ol>	8
<b>Total Hours</b>			<b>24</b>

**Sector-specific – Compulsory (2 units of competency required)**

<b>Code</b>	<b>Unit of Competency</b>	<b>Elements of Competency</b>	<b>Duration (hours)</b>
SEIP-LEA-LAS-01-S	Apply occupational health and safety (OHS) practice in the workplace	<ol style="list-style-type: none"> <li>1. Identify OHS policies and procedures</li> <li>2. Apply personal health and safety Practices</li> <li>3. Report hazards and risks</li> <li>4. Respond to emergencies</li> </ol>	24
SEIP-LEA-LAS-02-S	Work in leather goods and footwear industry	<ol style="list-style-type: none"> <li>1. Identify workflow process.</li> <li>2. Identify materials.</li> <li>3. Identify prime local and export markets.</li> </ol>	24
<b>Total Hours</b>			<b>48</b>

### Occupation-specific – Compulsory (5 units of competency required)

Code	Unit of Competency	Elements of Competency	Duration (hours)
SEIP-LEA-LAS-01-O	Identify basic lasting and assembling operation	<ol style="list-style-type: none"> <li>1. Identify basic operations.</li> <li>2. Identify tools, equipment and machinery.</li> </ol>	56
SEIP-LEA-LAS-02-O	Prepare upper and last for lasting	<ol style="list-style-type: none"> <li>1. Prepare for work.</li> <li>2. Collect material.</li> <li>3. Carry out temporary lacing.</li> <li>4. Attach insole.</li> <li>5. Clean and maintain workplace.</li> </ol>	56
SEIP-LEA-LAS-03-O	Perform lasting operation	<ol style="list-style-type: none"> <li>1. Prepare for work.</li> <li>2. Perform conditioning of prepared upper.</li> <li>3. Carry out setting operation.</li> <li>4. Clean and maintain workplace.</li> </ol>	64
SEIP-LEA-LAS-04-O	Prepare upper and sole for assembling	<ol style="list-style-type: none"> <li>1. Prepare for work.</li> <li>2. Carry out heat setting and wrinkle chasing.</li> <li>3. Mark sole margin.</li> <li>4. Carry out roughing and scouring.</li> <li>5. Apply adhesive and attach filler.</li> <li>6. Clean and maintain workplace.</li> </ol>	56
SEIP-LEA-LAS-05-O	Perform assembling operation	<ol style="list-style-type: none"> <li>1. Prepare for work.</li> <li>2. Carry out attaching and pressing.</li> <li>3. Perform chilling and cleaning.</li> <li>4. Carry out de-lasting and final inspection.</li> <li>5. Clean and maintain workplace.</li> </ol>	56
<b>Total Hours</b>			<b>288</b>



## Generic Competencies

<b>Unit Title:</b>	Use basic mathematical concepts
<b>Unit Code:</b>	SEIP-LEA-LAS-01-G
<b>Nominal Hours:</b>	8 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required to perform computations using basic mathematical concepts at workplace. It specifically includes identifying general calculation requirements, selecting appropriate mathematical method/concept, and forming and solving mathematical problems in the workplace using appropriate tools and instruments.
<b>Elements of Competency</b>	<b>Performance Criteria</b> ( <b><u>bold and underlined</u></b> terms are elaborated in the Range of Variables)
1. Identify calculation requirements in the workplace	1.1. <b><u>Calculation requirements</u></b> are identified from <b><u>workplace information</u></b> . 1.2. Mathematical problems are constructed from workplace information.
2. Select appropriate mathematical methods/concepts for the calculation.	2.1. <b><u>Appropriate method</u></b> is selected to carry-out calculation requirements. 2.2. Constructed mathematical problems are solved with appropriate method.
3. Use tools and instruments to perform calculations	3.1. Tools and instruments required for computation are identified. 3.2. Calculation is performed using appropriate tools and instruments accurately.

Range of Variables	
Variable	Range ( <i>may include but not limited to</i> )
1. Calculations requirements	1.1. Unit 1.2. Area 1.3. Height/length/breadth/thickness 1.4. Diameter 1.5. Weight/density 1.6. Capacity 1.7. Time 1.8. Temperature 1.9. Material/data usage 1.10. Speed 1.11. Costing

Range of Variables	
Variable	Range (may include but not limited to)
2. Workplace information	2.1. Floor environment 2.2. Design sheet 2.3. Specification sheet 2.4. Working chart/drawing 2.5. Standard operating procedure (SOP) 2.6. Job order
3. Appropriate method	3.1. Addition 3.2. Subtraction 3.3. Division 3.4. Multiplication 3.5. Conversion 3.6. Percentage and ratio calculation 3.7. Simple equation
4. Tools and instruments	4.1. Calculator 4.2. Cell phone 4.3. Computer 4.4. Ruler

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment must evidence that the candidate: <ol style="list-style-type: none"> <li>1.1. Identified calculation requirements from workplace information</li> <li>1.2. Selected appropriate method to carry out the calculation requirements</li> <li>1.3. Completed calculations using appropriate tools/instruments</li> </ol>
2. Underpinning knowledge	<ol style="list-style-type: none"> <li>2.1. Numerical concepts</li> <li>2.2. Basic mathematical methods such as addition, subtraction, multiplication and division and percentage</li> <li>2.3. Mathematical language, symbols and terminology</li> <li>2.4. Measuring units</li> </ol>
3. Underpinning skills	<ol style="list-style-type: none"> <li>3.1. Construct simple problems with workplace information</li> <li>3.2. Solve problems using appropriate method and instruments</li> <li>3.3. Use appropriate tools and instruments.</li> </ol>

## 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.

<b>4. Underpinning attitudes</b>	<b>4.1.</b> Prompt in carrying out activities <b>4.2.</b> Tidy and punctual <b>4.3.</b> Respectful of peers, subordinates and seniors in the workplace <b>4.4.</b> Safely use tools and equipment <b>4.5.</b> Sincere and honest concerning duties
<b>5. Resource implications</b>	The following resources must be provided: <b>5.1.</b> Work place ( simulated or actual) <b>5.2.</b> Calculator <b>5.3.</b> Cell phone <b>5.4.</b> Computer/laptop/notebook <b>5.5.</b> Measuring tape <b>5.6.</b> Ruler <b>5.7.</b> Projector <b>5.8.</b> Stationary <b>5.9.</b> Learning manual
<b>6. Methods of assessment</b>	Methods of assessment may include but is not limited to: <b>6.1.</b> Written test <b>6.2.</b> Oral test <b>6.3.</b> Observation <b>6.4.</b> Demonstration <b>6.5.</b> Portfolio
<b>7. Context of assessment</b>	<b>7.1.</b> Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency. <b>7.2.</b> Assessment must be done by a suitably qualified/certified assessor.

## Accreditation Requirements

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

<b>Unit Title:</b>	Carry out workplace interaction
<b>Unit Code:</b>	SEIP-LEA-LAS-02-G
<b>Nominal Hours:</b>	8 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required to carry out workplace interaction. It specifically includes workplace communication, etiquette, understanding workplace documents, workplace meetings and discussions, and professional ethics at work.
<b>Elements of Competency</b>	<b>Performance Criteria</b> ( <b><u>bold and underlined</u></b> terms are elaborated in the Range of Variables)
1. Interpret workplace communication and etiquette	<p>1.1. Workplace codes of conduct are interpreted as per organisational guidelines.</p> <p>1.2. Appropriate lines of communication are maintained with supervisors and colleagues.</p> <p>1.3. Workplace interactions are conducted in a <b><u>courteous manner</u></b> to gather and convey information.</p> <p>1.4. <b><u>Workplace procedures and matters</u></b> are comprehended.</p>
2. Read and understand workplace documents	<p>2.1. Workplace documents are interpreted correctly.</p> <p>2.2. Visual information/symbols/signage are understood correctly and followed.</p> <p>2.3. Specific and relevant information are accessed from <b><u>appropriate sources</u></b>.</p> <p>2.4. Appropriate medium is used to transfer information and ideas.</p>
3. Participate in workplace meetings and discussions	<p>3.1. Team meetings are attended on time.</p> <p>3.2. Meeting procedures and etiquette are followed.</p> <p>3.3. Active participation is ensured, opinions are expressed and heard.</p> <p>3.4. Inputs are provided and interpreted in line with the meeting purpose.</p>
4. Practice professional ethics at work	<p>4.1. Responsibilities as a team member are performed.</p> <p>4.2. Tasks are performed in accordance with workplace procedures.</p> <p>4.3. Confidentiality is maintained.</p> <p>4.4. Inappropriate and conflicting situations are avoided.</p>

Range of Variables	
Variable	Range (may include but not limited to)
1. Courteous manner	1.1. Effective questioning 1.2. Active listening 1.3. Speaking skills 1.4. Writing skill 1.5. Email etiquette
2. Workplace procedures and matters	2.1. Notes 2.2. Arranging a meeting 2.3. Agenda 2.4. Simple reports such as progress and incident reports 2.5. Job sheets 2.6. Operational manuals 2.7. Brochures and promotional material 2.8. Visual and graphic materials 2.9. Standards 2.10. OHS information 2.11. Signs
3. Appropriate sources	3.1. Human Resources (HR) Department 3.2. Managers 3.3. Supervisors 3.4. Management Information System (MIS)

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment must evidence that the candidate: <ol style="list-style-type: none"> <li>1.1. Interpreted workplace communication and etiquette</li> <li>1.2. Interpreted workplace instructions and symbols</li> <li>1.3. Performed active participation in workplace meetings</li> </ol>
2. Underpinning knowledge	<ol style="list-style-type: none"> <li>2.1. Workplace communication and etiquette</li> <li>2.2. Workplace documents, signs and symbols</li> <li>2.3. Meeting procedure and etiquette</li> <li>2.4. Professional ethics</li> </ol>
3. Underpinning skills	<ol style="list-style-type: none"> <li>3.1. Demonstrating workplace communication and etiquette</li> <li>3.2. Interpreting workplace instructions and symbols</li> <li>3.3. Demonstrating active participation in workplace meeting</li> <li>3.4. Applying professional ethics at work</li> </ol>

### 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.

#### 4. Underpinning attitudes

- 4.1. Prompt in carrying out activities
- 4.2. Tidy and punctual
- 4.3. Respectful of peers, subordinates and seniors in the workplace
- 4.4. Concerned about the work environment
- 4.5. Sincere and honest concerning duties

#### 5. Resource implications

- The following resources must be provided:
- 5.1. Workplace (simulated or actual)
  - 5.2. Workplace procedures
  - 5.3. Standard operating procedure
  - 5.4. Workplace documents, signs and symbols
  - 5.5. Codes of conduct
  - 5.6. Projector
  - 5.7. Stationary
  - 5.8. Learning manual

#### 6. Methods of assessment

- Methods of assessment may include but is not limited to:
- 6.1. Written test
  - 6.2. Demonstration
  - 6.3. Oral test
  - 6.4. Observation
  - 6.5. Portfolio

#### 7. Context of assessment

- 7.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.
- 7.2. Assessment must be done by a suitably qualified/certified assessor.

### Accreditation Requirements

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

<b>Unit Title:</b>	Operate in a team environment
<b>Unit Code:</b>	SEIP-LEA-LAS-03-G
<b>Nominal Hours:</b>	8 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required to operate in a team environment. It specifically includes team goals and work processes, roles and responsibilities, team communication and problem solving within the team.
<b>Elements of Competency</b>	<b>Performance Criteria</b> ( <b><u>bold and underlined</u></b> terms are elaborated in the Range of Variables)
1. Identify team goals and work processes	<p>1.1. Roles and objectives of the team are identified and interpreted.</p> <p>1.2. Roles and responsibilities of team members are identified and interpreted.</p>
2. Identify own role and responsibilities within team	<p>2.1. Personal role and responsibilities are identified within the team environment.</p> <p>2.2. Reporting relationships are interpreted within team and external to team.</p>
3. Communicate and co-operate with team members	<p>3.1. Other teammates' tasks are identified and support provided when requested.</p> <p>3.2. The team is encouraged through <b><u>sharing information</u></b> or expertise, working together to solve problems, and putting team success first.</p> <p>3.3. Views and opinions of other team members are interpreted and respected.</p>
4. Practice problem solving within the team	<p>4.1. Problems faced at the individual and team level are identified and showed insight into the root-causes of the problems.</p> <p>4.2. A range of solutions and courses of action are identified together with benefits, costs, and risks associated with each.</p> <p>4.3. The good ideas of others to help develop solutions are recognised and advice sought from those who have solved similar problems.</p> <p>4.4. It is looked beyond the obvious and not stopped at the first answers.</p>

<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> <i>(may include but not limited to)</i>
1. Sharing information	1.1. Agenda 1.2. Minutes 1.3. Progress and incident reports 1.4. Operational manuals 1.5. Visual and graphic materials 1.6. Emails and SMS 1.7. Phone directory 1.8. Policy, procedure and standards 1.9. OHS information

<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.	
1. Underpinning knowledge	1.1. Team goals and work processes 1.2. Roles and responsibilities 1.3. Finding problems and solving them
2. Underpinning skills	2.1. Identifying own role and responsibilities within team 2.2. Communicating and co-operating with team members 2.3. Demonstrating problem solving within the team
3. Underpinning attitudes	3.1. Active on teamwork 3.2. Prompt in carrying out activities 3.3. Tidy and punctual 3.4. Respectful of peers, subordinates and seniors in the workplace 3.5. Sincere and honest concerning duties
4. Underpinning knowledge	4.1. Team goals and work processes 4.2. Roles and responsibilities 4.3. Finding problems and solving them
5. Resource implications	The following resources must be provided: 5.1. Workplace (simulated or actual) 5.2. Projector 5.3. Stationary 5.4. Learning manual



**Evidence Guide**

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

**6. Methods of assessment**

Methods of assessment may include but is not limited to:

- 6.1.** Written test
- 6.2.** Demonstration
- 6.3.** Oral test
- 6.4.** Observation
- 6.5.** Portfolio

**7. Context of assessment**

- 7.1.** Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.
- 7.2.** Assessment must be done by a suitably qualified/certified assessor.

**Accreditation Requirements**

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

## Sector-specific Competencies

<b>Unit Title:</b>	Apply occupational health and safety (OHS) practice in the workplace
<b>Unit Code:</b>	SEIP-LEA-LAS-01-S
<b>Nominal Hours:</b>	24 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required to apply occupational health and safety (OHS) practices in the workplace. It specifically includes identifying OHS policies and procedures, applying personal health and safety practices, reporting hazards and risks, and responding to emergencies.
<b>Elements of Competency</b>	<b>Performance Criteria</b> ( <b><u>bold and underlined</u></b> terms are elaborated in the Range of Variables)
1. Identify OHS policies and procedures	<p>1.1. <b><u>OHS policies</u></b> and safe operating procedures are interpreted.</p> <p>1.2. Safety signs and symbols are identified and followed.</p> <p>1.3. Response, evacuation procedures and other contingency measures are interpreted correctly.</p>
2. Apply personal health and safety practices	<p>2.1. OHS policies and procedures are applied in the workplace including <b><u>personal protective equipment (PPE)</u></b>.</p> <p>2.2. Common health issues are recognised.</p> <p>2.3. Common safety issues are identified.</p>
3. Report hazards and risks	<p>3.1. Hazards and risks are identified.</p> <p>3.2. Hazards and risks assessment and controls are interpreted.</p>
4. Respond to emergencies	<p>4.1. Respond to alarms and warning devices.</p> <p>4.2. <b><u>Emergency response plans and procedures</u></b> are responded to.</p> <p>4.3. <b><u>First aid procedures</u></b> during emergency situations are identified.</p>

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

Range of Variables	
Variable	Range ( <i>may include but not limited to</i> )
3. First aid procedure	3.1. Washing of open wound 3.2. Washing chemically infected area 3.3. Applying bandage 3.4. Taking appropriate medicine
4. Personal protective equipment	4.1. Safety glasses 4.2. Ear plugs 4.3. Gloves 4.4. Apron 4.5. Helmet 4.6. Mask 4.7. Safety shoes

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment must evidence that the candidate: <ol style="list-style-type: none"> <li>1.1. Identified OHS policies and procedures</li> <li>1.2. Applied personal health and safety practices (including PPE)</li> <li>1.3. Reported hazards and risks</li> <li>1.4. Responded to emergencies</li> </ol>
2. Underpinning knowledge	<ol style="list-style-type: none"> <li>5.1. Workplace OHS policies and procedures</li> <li>5.2. Work safety procedures</li> <li>5.3. Emergency response procedures:               <ol style="list-style-type: none"> <li>2.3.1. Firefighting</li> <li>2.3.2. Earthquake response</li> <li>2.3.3. Accident response</li> </ol> </li> <li>5.4. Types of hazards (biological, chemical and physical) and their effects</li> <li>5.5. OHS awareness</li> <li>5.6. Personal protective equipment (PPE)</li> </ol>
3. Underpinning skills	<ol style="list-style-type: none"> <li>5.1. Identifying OHS policies and procedures</li> <li>5.2. Applying personal health and safety practices</li> <li>5.3. Reporting hazards and risks</li> <li>5.4. Responding to emergencies</li> </ol>

**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><b>4. Underpinning attitudes</b></p>	<p><b>5.1.</b> Committed to occupational health and safety practices  <b>5.2.</b> Communicates well with peers, subordinates and seniors in workplace  <b>5.3.</b> Prompt in carrying out activities  <b>5.4.</b> Tidy and punctual  <b>5.5.</b> Sincere and honest concerning duties  <b>5.6.</b> Responsible during emergencies</p>
<p><b>5. Resource implications</b></p>	<p>The following resources must be provided:  <b>5.1.</b> Workplace (simulated or actual)  <b>5.2.</b> Personal protective equipment (PPE)  <b>5.3.</b> Firefighting equipment  <b>5.4.</b> Emergency response manual  <b>5.5.</b> First aid kits  <b>5.6.</b> Projector  <b>5.7.</b> Stationary  <b>5.8.</b> Learning manual</p>
<p><b>6. Methods of assessment</b></p>	<p>Methods of assessment may include but is not limited to:  <b>6.1.</b> Written test  <b>6.2.</b> Demonstration  <b>6.3.</b> Oral test  <b>6.4.</b> Observation  <b>6.5.</b> Portfolio</p>
<p><b>7. Context of assessment</b></p>	<p><b>7.1.</b> Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.  <b>7.2.</b> Assessment must be done by a suitably qualified/certified assessor.</p>

**Accreditation Requirements**

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<b>Unit Title:</b>	Work in the leather goods and footwear industry
<b>Unit Code:</b>	SEIP-LEA-LAS-02-S
<b>Nominal Hours:</b>	24 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required to work in the leather goods and footwear industry. It specifically includes identifying basic workflow process, identifying materials, and identifying prime local and export markets.
<b>Elements of Competency</b>	<b>Performance Criteria</b> ( <b><u>bold and underlined</u></b> terms are elaborated in the Range of Variables)
1. Identify basic workflow	1.1. <b><u>Leather goods workflow process</u></b> is identified and described. 1.2. <b><u>Footwear workflow process</u></b> is identified and described.
2. Identify materials	2.1. <b><u>Raw materials</u></b> commonly used in industry are identified. 2.2. <b><u>Leather goods materials</u></b> are identified. 2.3. <b><u>Footwear materials</u></b> are identified.
3. Identify prime local and export markets	3.1. Prime <b><u>local markets</u></b> and <b><u>export markets</u></b> are identified. 3.2. Local and export markets are listed.

<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> ( <i>may include but not limited to</i> )
1. Leather goods workflow process	1.1. Designing 1.2. Pattern making 1.3. Cutting 1.4. Setting and assembly 1.5. Finishing 1.6. Quality control 1.7. Packaging
2. Footwear workflow process	2.1. Designing 2.2. Pattern making 2.3. Cutting 2.4. Preparation and setting 2.5. Sewing/Upper closing 2.6. Lasting and making 2.7. Finishing 2.8. Quality control 2.9. Packaging

Range of Variables	
Variable	Range (may include but not limited to)
3. Raw materials	3.1. Cow hides 3.2. Buffalo hides 3.3. Goat skins 3.4. Sheep skins
4. Leather goods materials	4.1. Upper 4.2. Lining 4.3. Interlining 4.4. Reinforcement 4.5. Accessories 4.6. Adhesives 4.7. Threads
5. Footwear materials	5.1. Upper 5.2. Lining 5.3. Interlining 5.4. Reinforcement 5.5. Accessories 5.6. Adhesives 5.7. Threads 5.8. Insole 5.9. Soling
6. Local markets	6.1. Garments 6.2. Wholesale 6.3. Retail
7. Export markets	7.1. Europe 7.2. United States 7.3. Australia

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment must evidence that the candidate: <ol style="list-style-type: none"> <li>1.1. Identified and described leather goods workflow process</li> <li>1.2. Identified and described footwear workflow process</li> <li>1.3. Identified raw materials commonly used in industry</li> <li>1.4. Identified leather goods and footwear materials</li> <li>1.5. Identified prime local and export markets</li> </ol>

## Evidence Guide

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

2. Underpinning knowledge	<ul style="list-style-type: none"><li>2.1. Workflow processes</li><li>2.2. Raw materials</li><li>2.3. Leather goods materials</li><li>2.4. Footwear materials</li><li>2.5. Local and export markets</li></ul>
3. Underpinning skills	<ul style="list-style-type: none"><li>3.1. Identifying leather goods workflow process</li><li>3.2. Identifying footwear workflow process</li><li>3.3. Identifying raw materials</li><li>3.4. Identifying leather goods and footwear materials</li><li>3.5. Identifying prime local and export markets</li></ul>
4. Underpinning attitudes	<ul style="list-style-type: none"><li>4.1. Prompt in carrying out activities</li><li>4.2. Tidy and punctual</li><li>4.3. Sincere and honest concerning duties</li><li>4.4. Eager to learn</li><li>4.5. Communicates well with peers, subordinates 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 (simulated or actual)</li><li>5.2. Internet</li><li>5.3. Materials (samples)</li><li>5.4. Projector</li><li>5.5. Stationary</li><li>5.6. Learning manual</li></ul>
6. Methods of assessment	<p>Methods of assessment may include but is 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 test</li><li>6.4. Observation</li><li>6.5. 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 an actual or simulated workplace after completion of this unit of competency.</li><li>7.2. Assessment must be done by a suitably qualified/certified assessor.</li></ul>

## Accreditation Requirements

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## Occupation-specific Competencies

<b>Unit Title:</b>	Identify basic lasting and assembling operations
<b>Unit Code:</b>	SEIP-LEA-LAS-01-O
<b>Nominal Hours:</b>	56 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required to identify basic lasting and assembling operations. It specifically includes identifying basic operation, and identifying tools, equipment and machinery.
<b>Elements of Competency</b>	<b>Performance Criteria</b> ( <b><u>bold and underlined</u></b> terms are elaborated in the Range of Variables)
1. Identify basic operations	<p>1.1. <b><u>Lasting operations</u></b> are identified and defined.</p> <p>1.2. Types of <b><u>lasting</u></b> are identified and described.</p> <p>1.3. <b><u>Assembling operations</u></b> are identified and defined.</p>
2. Identify tools, equipment and machinery	<p>2.1. <b><u>Tools and equipment</u></b> used in lasting and assembling operations are identified.</p> <p>2.2. <b><u>Machinery</u></b> used in lasting and assembling operations is identified.</p>

Range of Variables	
Variable	Range ( <i>may include but not limited to</i> )
1. Lasting operations	<p>1.1. Insole attaching</p> <p>1.2. Upper conditioning</p> <p>1.3. Toe and forepart lasting</p> <p>1.4. Seat and side lasting</p>
2. Lasting	<p>2.1. Hand</p> <p>2.2. Machine</p>
3. Assembling operations	<p>3.1. Preparation of lasted upper</p> <p>3.2. Preparation of soles</p> <p>3.3. Applying adhesives</p> <p>3.4. Drying adhesive layers</p> <p>3.5. Reactivating upper sole and sole adhesives</p> <p>3.6. Sole spotting, laying and attaching</p> <p>3.7. Sole pressing</p>



<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (may include but not limited to)</b>
4. Tools and equipment	<p><b>4.1. Tools:</b></p> <ul style="list-style-type: none"> <li>4.1.1. Trolley</li> <li>4.1.2. Scissors</li> <li>4.1.3. Pincers</li> <li>4.1.4. Hammers</li> <li>4.1.5. Roughie</li> <li>4.1.6. Allen keys</li> <li>4.1.7. Spanners</li> <li>4.1.8. Needle nose pliers</li> <li>4.1.9. Screwdrivers</li> <li>4.1.10. Thimble</li> <li>4.1.11. Last</li> </ul> <p><b>4.2. Equipment:</b></p> <ul style="list-style-type: none"> <li>4.2.1. Oil can</li> <li>4.2.2. Grease gun</li> </ul>
5. Machinery	<ul style="list-style-type: none"> <li>5.1. Back part/counter forming</li> <li>5.2. Insole attaching</li> <li>5.3. Mulling/upper conditioning</li> <li>5.4. Toe and forepart lasting</li> <li>5.5. Seat and side lasting</li> <li>5.6. Heat setting</li> <li>5.7. Hot air blower</li> <li>5.8. Hand iron</li> <li>5.9. Pounding</li> <li>5.10. Sole margin marking</li> <li>5.11. Roughing and scouring</li> <li>5.12. Sole press</li> <li>5.13. Chiller</li> </ul>

<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.	
1. Critical aspects of competency	<p>Assessment must evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. Identified and defined lasting operations</li> <li>1.2. Identified and defined assembling operations</li> <li>1.3. Identified types of lasting</li> <li>1.4. Identified tools, equipment and machinery</li> </ul>

## Evidence Guide

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

2. Underpinning knowledge	<ul style="list-style-type: none"><li>2.1. Lasting and assembling operations</li><li>2.2. Types of lasting</li><li>2.3. Tools and equipment</li><li>2.4. Machinery</li></ul>
3. Underpinning skills	<ul style="list-style-type: none"><li>3.1. Identifying and defining basic lasting operation</li><li>3.2. Identifying and defining assembling operation</li><li>3.3. Identifying and describing types of lasting</li><li>3.4. Identifying tools, equipment and machinery</li></ul>
4. Underpinning attitudes	<ul style="list-style-type: none"><li>4.1. Tidy and punctual</li><li>4.2. Prompt in carrying out activities</li><li>4.3. Sincere and honest concerning duties</li><li>4.4. Active on teamwork</li><li>4.5. Eager to learn</li><li>4.6. Concerned for proper use of tools</li></ul>
5. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"><li>5.1. Workplace (simulated or actual)</li><li>5.2. Tools and equipment</li><li>5.3. Machinery</li><li>5.4. Materials</li><li>5.5. Projector</li><li>5.6. Stationary</li><li>5.7. Learning manual</li></ul>
6. Methods of assessment	<p>Methods of assessment may include but is not limited to:</p> <ul style="list-style-type: none"><li>6.1. Written test</li><li>6.2. Oral test</li><li>6.3. Observation</li><li>6.4. Demonstration</li><li>6.5. 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 an actual or simulated workplace after completion of this unit of competency.</li><li>7.2. Assessment must be done by a suitably qualified/certified assessor.</li></ul>

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<b>Unit Title:</b>	Prepare upper and last for lasting
<b>Unit Code:</b>	SEIP-LEA-LAS-02-O
<b>Nominal Hours:</b>	56 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required to prepare upper and last for lasting. It specifically includes preparing for work, collecting material, carrying out temporary lacing, attaching insole, and cleaning and maintaining workplace.
<b>Elements of Competency</b>	<b>Performance Criteria</b> ( <b><u>bold and underlined</u></b> terms are elaborated in the Range of Variables)
1. Prepare for work	1.1. Job specifications and instructions are read and interpreted. 1.2. Appropriate personal protective equipment (PPE) is identified and selected. 1.3. Appropriate tools and equipment are identified and selected.
2. Collect material	2.1. <b><u>Work bundles</u></b> are received, inspected and checked as per job specification. 2.2. Defective materials are identified, marked and recorded as per standard operating procedure.
3. Carry out temporary lacing	3.1. Upper is laced with temporary lace as per job specification. 3.2. Lacing norm is followed as per standard operating procedure.
4. Attach insole	4.1. <b><u>Insole</u></b> is secured to last button using appropriate <b><u>attachment method</u></b> . 4.2. Closed upper and lasted insole is placed into <b><u>work transportation method (WTM)</u></b> as per standard operating procedure.
5. Clean and maintain workplace	5.1. Tools and equipment are cleaned, maintained and stored. 5.2. Machine and machine parts are cleaned as per standard operating procedure. 5.3. Workplace is cleaned and waste material disposed of.

<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> ( <i>may include but not limited to</i> )
1. Work bundles	1.1. Stitched upper 1.2. Moulded sole 1.3. Temporary laces
2. Insole	2.1. Leather board 2.2. Cellulose board 2.3. Leather insole 2.4. Non-woven material insole 2.5. Fibre board

Range of Variables	
Variable	Range (may include but not limited to)
3. Attachment method	3.1. Masking tape 3.2. Hot melt adhesive
4. Work transportation method	4.1. Racks 4.2. Conveyors 4.3. Trolleys 4.4. Boxes

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment must evidence that the candidate: <ol style="list-style-type: none"> <li>1.1. Prepared for work</li> <li>1.2. Collected and inspected work bundles</li> <li>1.3. Identified, marked and recorded defective materials</li> <li>1.4. Carried out temporary lacing</li> <li>1.5. Attached insole to last button</li> <li>1.6. Placed closed upper and lasted insole into WTM</li> <li>1.7. Cleaned and maintained workplace</li> </ol>
2. Underpinning knowledge	<ol style="list-style-type: none"> <li>2.1. Lasting operations</li> <li>2.2. Insoles</li> <li>2.3. Lasts</li> <li>2.4. Lacing</li> <li>2.5. Work transportation methods</li> <li>2.6. Standard operating procedure</li> <li>2.7. Maintenance procedure</li> </ol>
3. Underpinning skills	<ol style="list-style-type: none"> <li>3.1. Preparing for work</li> <li>3.2. Inspecting and checking work bundles</li> <li>3.3. Identifying, marking and recording defective materials</li> <li>3.4. Carrying out temporary lacing</li> <li>3.5. Securing insole to last button</li> <li>3.6. Placing close upper and lasted insole into WTM</li> <li>3.7. Cleaning and maintaining workplace</li> </ol>

## 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.

<b>4. Underpinning attitudes</b>	<ul style="list-style-type: none"><li>4.1. Tidy and punctual</li><li>4.2. Prompt in carrying out activities</li><li>4.3. Sincere and honest concerning duties</li><li>4.4. Active on teamwork</li><li>4.5. Eager to learn</li><li>4.6. Concerned for proper use of tools</li><li>4.7. Committed to occupational health and safety practices</li><li>4.8. Respectful of peers, subordinates and seniors in the workplace</li><li>4.9. Communicate with peers and seniors in the workplace</li></ul>
<b>5. Resource implications</b>	The following resources must be provided: <ul style="list-style-type: none"><li>5.1. Workplace (simulated or actual)</li><li>5.2. Personal protective equipment (PPE)</li><li>5.3. Tools and equipment</li><li>5.4. Work bundles</li><li>5.5. Laces</li><li>5.6. Insoles/Lasts</li><li>5.7. Other materials</li><li>5.8. Job specification</li><li>5.9. Standard operating procedure</li><li>5.10. Projector</li><li>5.11. Stationary</li><li>5.12. Learning manual</li></ul>
<b>6. Methods of assessment</b>	Methods of assessment may include but is not limited to: <ul style="list-style-type: none"><li>6.1. Written test</li><li>6.2. Oral test</li><li>6.3. Observation</li><li>6.4. Demonstration</li><li>6.5. Portfolio</li></ul>
<b>7. Context of assessment</b>	<ul style="list-style-type: none"><li>7.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.</li><li>7.2. Assessment must be done by a suitably qualified/certified assessor.</li></ul>

## Accreditation Requirements

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<b>Unit Title:</b>	Perform basic lasting operation
<b>Unit Code:</b>	SEIP-LEA-LAS-03-O
<b>Nominal Hours:</b>	64 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required to perform basic lasting operation. It specifically includes preparing for work, performing conditioning of prepared upper, carrying out lasting operation, and cleaning and maintaining workplace.
<b>Elements of Competency</b>	<b>Performance Criteria</b> ( <b><u>bold and underlined</u></b> terms are elaborated in the Range of Variables)
1. Prepare for work	<p>1.1. Job specifications and instructions are read and interpreted.</p> <p>1.2. Appropriate personal protective equipment (PPE) is identified and selected.</p> <p>1.3. Appropriate tools and equipment are identified and selected.</p> <p>1.4. Work pieces are collected, checked and prepared as per standard operating procedure.</p> <p>1.5. Lasting machine is tested and <b><u>adjustments</u></b> made, if necessary, as per manufacturer's specification.</p>
2. Perform conditioning of prepared upper	<p>2.1. Temperature of conditioning chamber is adjusted as per job specification.</p> <p>2.2. Water level of conditioning chamber is checked and adjusted if necessary.</p> <p>2.3. Prepared upper is placed in conditioning chamber for specified time.</p>
3. Carry out lasting operation	<p>3.1. Toe lasting is identified as per job specification.</p> <p>3.2. Process of toe lasting is identified and described.</p> <p>3.3. Side and seat lasting is identified as per job specification.</p> <p>3.4. Side and seat lasting are checked as per standard operating procedure.</p> <p>3.5. Lasting is carried out as per job specification.</p>
4. Clean and maintain workplace	<p>4.1. Tools and equipment are cleaned, maintained and stored.</p> <p>4.2. Machine and machine parts are cleaned as per standard operating procedure.</p> <p>4.3. Workplace is cleaned and waste material disposed of.</p>

Range of Variables	
Variable	Range (may include but not limited to)
1. Adjustments	1.1. Temperature 1.2. Cycle/dwell time 1.3. Air pressure 1.4. Wiper temperature regulator 1.5. Thermoplastic rod temperature regulator 1.6. Pincer pull pressure regulator

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment must evidence that the candidate: <ol style="list-style-type: none"> <li>1.1. Prepared for work</li> <li>1.2. Collected, checked and prepared work pieces</li> <li>1.3. Tested and adjusted lasting machine</li> <li>1.4. Conditioned prepared upper</li> <li>1.5. Identified toe, side and seat lasting (and process)</li> <li>1.6. Carried out lasting operation</li> <li>1.7. Cleaned and maintained workplace</li> </ol>
2. Underpinning knowledge	<ol style="list-style-type: none"> <li>2.1. Tools and equipment</li> <li>2.2. Work pieces</li> <li>2.3. Lasting machines</li> <li>2.4. Conditioning</li> <li>2.5. Toe, side and seat lasting</li> <li>2.6. Lasting operation</li> <li>2.7. Standard operating procedure</li> <li>2.8. Maintenance procedure</li> </ol>
3. Underpinning skills	<ol style="list-style-type: none"> <li>3.1. Preparing for work</li> <li>3.2. Collecting checking and preparing work pieces</li> <li>3.3. Testing and adjusting lasting machine</li> <li>3.4. Conditioning prepared upper</li> <li>3.5. Carrying out lasting operation</li> <li>3.6. Cleaning and maintaining workplace</li> </ol>

## 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.

### 4. Underpinning attitudes

- 4.1. Tidy and punctual
- 4.2. Prompt in carrying out activities
- 4.3. Sincere and honest concerning duties
- 4.4. Active on teamwork
- 4.5. Eager to learn
- 4.6. Concerned for proper use of tools
- 4.7. Committed to occupational health and safety practices
- 4.8. Respectful of peers, subordinates and seniors in the workplace
- 4.9. Communicate with peers and seniors in the workplace

### 5. Resource implications

The following resources must be provided:

- 5.1. Workplace (simulated or actual)
- 5.2. Personal protective equipment (PPE)
- 5.3. Tools and equipment
- 5.4. Work pieces
- 5.5. Lasting machine
- 5.6. Lasts
- 5.7. Manufacturer's specification
- 5.8. Job specification
- 5.9. Standard operating procedure
- 5.10. Projector
- 5.11. Stationary
- 5.12. Learning manual

### 6. Methods of assessment

Methods of assessment may include but is not limited to:

- 6.1. Written test
- 6.2. Oral test
- 6.3. Observation
- 6.4. Demonstration
- 6.5. Portfolio

### 7. Context of assessment

- 7.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.
- 7.2. Assessment must be done by a suitably qualified/certified assessor.

## Accreditation Requirements

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<b>Unit Title:</b>	Prepare upper and sole for assembling
<b>Unit Code:</b>	SEIP-LEA-LAS-04-O
<b>Nominal Hours:</b>	56 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required to prepare upper and sole for assembling. It specifically includes preparing for work, carrying out heat setting and wrinkle chasing, marking sole margins, carrying out roughing and scouring, applying adhesive and attaching filler, performing priming and cementing, and cleaning and maintaining workplace.
<b>Elements of Competency</b>	<b>Performance Criteria</b> ( <b><u>bold and underlined</u></b> terms are elaborated in the Range of Variables)
1. Prepare for work	<p>1.1. Job specifications and instructions are read and interpreted.</p> <p>1.2. Appropriate personal protective equipment (PPE) is identified and selected.</p> <p>1.3. Appropriate tools and equipment are identified and selected.</p>
2. Carry out heat setting and wrinkle chasing	<p>2.1. Heat setting is applied as per job specification.</p> <p>2.2. Wrinkle chasing is carried out on lasted upper using hot air blower or hand iron.</p>
3. Mark sole margin	<p>3.1. <b><u>Outsoles</u></b> and lasted uppers are matched as per job specification.</p> <p>3.2. Upper is marked as per profile of outsole margin which is to be cemented for attachment.</p>
4. Carry out roughing and scouring	<p>3.1. Roughing and scouring is carried out as per markings.</p> <p>3.2. Grains and finish of lasting margin of upper are removed without <b><u>damage</u></b>.</p>
5. Apply adhesive and attach filler	<p>5.1. <b><u>Adhesive</u></b> is applied to bottom of lasted insole as per job specification.</p> <p>5.2. <b><u>Filler</u></b> is attached on bottom profile of lasted upper as per job specification.</p>
6. Perform priming and cementing	<p>6.1. <b><u>Primers</u></b> and cement are identified as per job specification.</p> <p>6.2. Outsole is primed as per materials and job specification.</p> <p>6.3. Sole cementing is carried out as per materials and job specification.</p>
7. Clean and maintain workplace	<p>7.1. Tools and equipment are cleaned, maintained and stored.</p> <p>7.2. Machine and machine parts are cleaned as per standard operating procedure.</p> <p>7.3. Workplace is cleaned and waste material disposed of.</p>

Range of Variables	
Variable	Range (may include but not limited to)
1. Outsoles	1.1. Leather 1.2. Polyvinyl chloride (PVC) 1.3. Thermoplastic rubber (TPR) 1.4. Polyurethane (PU) 1.5. Ethyl vinyl acetate (EVA) 1.6. Phylon 1.7. Rubber (vulcanised, unvulcanised)
2. Damage	2.1. Over-roughing 2.2. Over-scouring 2.3. Burning 2.4. Scratching
3. Adhesive	3.1. Latex 3.2. PU 3.3. Neoprene 3.4. Hot melt
4. Filler	4.1. Scrap leather 4.2. Sawdust 4.3. Rubber 4.4. Foam 4.5. Felt materials
5. Primers	5.1. MEK (mixed solvents) 5.2. Rubber 5.3. TPR 5.4. EVA

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment must evidence that the candidate: <ol style="list-style-type: none"> <li>1.1. Prepared for work</li> <li>1.2. Carried out heat setting</li> <li>1.3. Performed wrinkle chasing</li> <li>1.4. Marked sole margins</li> <li>1.5. Carried out roughing and scouring</li> <li>1.6. Applied adhesives and attached fillers</li> <li>1.7. Performed priming and cementing</li> <li>1.8. Cleaned and maintained workplace</li> </ol>

## 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.

<b>2. Underpinning knowledge</b>	<ul style="list-style-type: none"><li>2.1. Tools and equipment</li><li>2.2. Heat settings</li><li>2.3. Wrinkle chasing</li><li>2.4. Sole margins</li><li>2.5. Adhesives and fillers</li><li>2.6. Primers and cement</li><li>2.7. Standard operating procedure</li><li>2.8. Maintenance procedure</li></ul>
<b>3. Underpinning skills</b>	<ul style="list-style-type: none"><li>3.1. Preparing for work</li><li>3.2. Applying heat setting</li><li>3.3. Carrying out wrinkle chasing (with hand iron or hot air blower)</li><li>3.4. Marking sole margins</li><li>3.5. Performing roughing and scouring</li><li>3.6. Applying adhesives</li><li>3.7. Attached fillers</li><li>3.8. Performing priming and cementing</li><li>3.9. Cleaning and maintaining workplace</li></ul>
<b>4. Underpinning attitudes</b>	<ul style="list-style-type: none"><li>4.1. Tidy and punctual</li><li>4.2. Prompt in carrying out activities</li><li>4.3. Sincere and honest concerning duties</li><li>4.4. Active on teamwork</li><li>4.5. Eager to learn</li><li>4.6. Concerned for proper use of tools</li><li>4.7. Committed to occupational health and safety practices</li><li>4.8. Respectful of peers, subordinates and seniors in the workplace</li><li>4.9. Communicate with peers and seniors in the workplace</li></ul>
<b>5. Resource implications</b>	<p>The following resources must be provided:</p> <ul style="list-style-type: none"><li>5.1. Workplace (simulated or actual)</li><li>5.2. Personal protective equipment (PPE)</li><li>5.3. Tools and equipment</li><li>5.4. Adhesives and fillers</li><li>5.5. Primers and cement</li><li>5.6. Insoles and outsoles</li><li>5.7. Materials specification</li><li>5.8. Job specification</li><li>5.9. Standard operating procedure</li><li>5.10. Projector</li><li>5.11. Stationary</li><li>5.12. Learning manual</li></ul>

### **Evidence Guide**

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

#### **6. Methods of assessment**

Methods of assessment may include but is not limited to:

- 6.6.** Written test
- 6.7.** Oral test
- 6.8.** Observation
- 6.9.** Demonstration
- 6.10.** Portfolio

#### **7. Context of assessment**

- 7.1.** Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.
- 7.2.** Assessment must be done by a suitably qualified/certified assessor.

### **Accreditation Requirements**

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<b>Unit Title:</b>	Perform basic assembling operation
<b>Unit Code:</b>	SEIP-LEA-LAS-05-O
<b>Nominal Hours:</b>	56 hours
<b>Unit Descriptor:</b>	This unit covers the skills, knowledge and attitudes required to perform basic assembling operation. It specifically includes preparing for work, carrying out attaching and pressing, performing chilling and cleaning, carrying out de-lasting and final inspection, and cleaning and maintaining workplace.
<b>Elements of Competency</b>	<b>Performance Criteria</b> ( <b><u>bold and underlined</u></b> terms are elaborated in the Range of Variables)
1. Prepare for work	<p>1.1. Job specifications and instructions are read and interpreted.</p> <p>1.2. Appropriate personal protective equipment (PPE) is identified and selected.</p> <p>1.3. Appropriate tools and equipment are identified and selected.</p>
2. Carry out attaching and pressing	<p>2.1. Upper and sole adhesives are reactivated as per manufacturer's specification.</p> <p>2.2. Sole is attached to lasted upper without causing <b>damage</b> as per standard operating procedure.</p> <p>2.3. <b>Sole press machine</b> is set-up and pressing is carried out as per standard operating procedure.</p>
3. Perform chilling and cleaning	<p>3.1. Lasted shoe is chilled as per standard operating procedure.</p> <p>3.2. Sole and upper are cleaned and kept free from excessive adhesive.</p>
4. Carry out de-lasting and final inspection	<p>4.1. Temporary laces are removed.</p> <p>4.2. De-lasting is carried out without damage to topline and seams.</p> <p>4.3. Shoe is inspected against approved sample as per standard operating procedure.</p>
5. Clean and maintain workplace	<p>5.1. Tools and equipment are cleaned, maintained and stored.</p> <p>5.2. Machine and machine parts are cleaned as per standard operating procedure.</p> <p>5.3. Workplace is cleaned and waste material disposed of.</p>

<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> ( <i>may include but not limited to</i> )
1. Damage	<p>1.1. Incorrect positioning of lasted upper to outsole</p> <p>1.2. Weak adhesion due to improper priming</p>

Range of Variables	
Variable	Range (may include but not limited to)
2. Sole press machine	2.1. Two-station sole press: <ul style="list-style-type: none"> <li>2.1.1. Pneumatic</li> <li>2.1.2. Hydraulic pressure</li> </ul> 2.2. One-station sole press: <ul style="list-style-type: none"> <li>2.2.1. Pneumatic</li> <li>2.2.2. Hydraulic press</li> </ul>

Evidence Guide	
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1. Critical aspects of competency	Assessment must evidence that the candidate: <ul style="list-style-type: none"> <li>1.1. Prepared for work</li> <li>1.2. Carried out attaching and pressing</li> <li>1.3. Operated sole press machine</li> <li>1.4. Performed chilling and cleaning</li> <li>1.5. Carried out de-lasting</li> <li>1.6. Performed quality inspection</li> <li>1.7. Cleaned and maintained workplace</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1. Tools and equipment</li> <li>2.2. Sole press machines</li> <li>2.3. Attaching and pressing of sole</li> <li>2.4. Chilling process</li> <li>2.5. De-lasting</li> <li>2.6. Quality control</li> <li>2.7. Standard operating procedure</li> <li>2.8. Maintenance procedure</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1. Preparing for work</li> <li>3.2. Carrying out attaching and pressing</li> <li>3.3. Setting-up and operating sole press machine</li> <li>3.4. Performing chilling and cleaning</li> <li>3.5. Carrying out de-lasting</li> <li>3.6. Performing final quality control</li> <li>3.7. Cleaning and maintaining workplace</li> </ul>

## 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.

<b>4. Underpinning attitudes</b>	<ul style="list-style-type: none"><li>4.1. Tidy and punctual</li><li>4.2. Prompt in carrying out activities</li><li>4.3. Sincere and honest concerning duties</li><li>4.4. Active on teamwork</li><li>4.5. Eager to learn</li><li>4.6. Concerned for proper use of tools</li><li>4.7. Committed to occupational health and safety practices</li><li>4.8. Respectful of peers, subordinates and seniors in the workplace</li><li>4.9. Communicate with peers and seniors in the workplace</li></ul>
<b>5. Resource implications</b>	The following resources must be provided: <ul style="list-style-type: none"><li>5.1. Workplace (simulated or actual)</li><li>5.2. Personal protective equipment (PPE)</li><li>5.3. Tools and equipment</li><li>5.4. Sole press machine</li><li>5.5. Job specification</li><li>5.6. Standard operating procedure</li><li>5.7. Projector</li><li>5.8. Stationary</li><li>5.9. Learning manual</li></ul>
<b>6. Methods of assessment</b>	Methods of assessment may include but is not limited to: <ul style="list-style-type: none"><li>6.1. Written test</li><li>6.2. Oral test</li><li>6.3. Observation</li><li>6.4. Demonstration</li><li>6.5. Portfolio</li></ul>
<b>7. Context of assessment</b>	<ul style="list-style-type: none"><li>7.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.</li><li>7.2. Assessment must be done by a suitably qualified/certified assessor.</li></ul>

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