



## **COMPETENCY STANDARD**

# **Off-Industry Food Preservation**

**Level: 04**

**(Agro-Food Sector)**

**Competency Standard Code: CS-AgFd-OIFP-L4-EN-V1**



**National Skills Development Authority  
Prime Minister's Office  
Government of the People's Republic of Bangladesh**



## Copyright

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This Competency Standard for Off-Industry Food Preservation 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 Agro-Food Sector ISC, 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. "Off-Industry Food Preservation" is selected as one of the priority occupations of Agro-Food 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 a qualification in the National Skills Qualification Framework (NSQF) under Bangladesh National Qualification Framework (BNQF) 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

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 Informal 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 guides

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 Skills Certificate – Level-4 in Off-Industry Food Preservation in Agro-Food Sector

### Level Descriptors of NSQF (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

General	
NSDA	National Skills Development Authority
BMET	Bureau of Manpower Employment and Training
ILO	International Labor Organization
ISC	Industry Skills Council
NPVC	National Pre-Vocation Certificate
NSQF	National Skills Qualifications Framework
PPP	Public Private Partnership
SCVC	Standards and Curriculum Validation Committee
STP	Skills Training Provider
UoC	Unit of Competency
Occupation Specific	
KSA	knowledge, Skills and Attitudes
OSH	Occupational Safety and Health
PPE	Personal protective equipment
SWOT	Strength, Weakness, Opportunity and Threat
HACCP	Hazard Analysis and Critical Control Points
SOP	Standard Operating Procedures
BFSA	Bangladesh Food Safety Authority





## **Approval of Competency Standard**

Approved by  
\_\_\_\_\_th Executive Committee (EC) Meeting of NSDA  
Held on \_\_\_\_\_ 2022

Deputy Director (Admin)  
and  
Officer of Secretarial Duties for EC Meeting  
National Skills Development Authority



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**Competency Standards for National Skill Certificate – 4 in  
Off-Industry Food Preservation in Agro-Food Sector**

**Course Structure**

SL	Unit Code and Title		UoC Level	Nominal Duration (Hours)
Generic Units of Competencies				35
1.	GU-14-L3-V1	Carryout Communication with Clients	4	20
2.	GU-15-L4-V1	Develop Entrepreneurship Skills	4	15
Sector Specific Units of Competencies				20
3.	SU-AgFd-04-L3-V1	Follow Food Safety, Hygiene and HACCP Requirements	3	20
Occupation Specific Units of Competencies				205
4.	OU-AgFd-OIFP-01-L4-V1	Preserve raw materials / ingredients	4	60
5.	OU- AgFd -OIFP-02-L4-V1	Preserve Street Food items	4	65
6.	OU- AgFd -OIFP-03-L4-V1	Preserve Regular restaurants Food Items	4	80
Total Nominal Learning Hours				260

## Units & Elements at Glance

### Generic Units of Competencies

Code	Unit of Competency	Elements of Competency	Duration (Hours)
GU-14-L3-V1	Carryout Communication with Clients	<ol style="list-style-type: none"> <li>1. Interpret client-based communication and etiquette</li> <li>2. Prepare documents for endeavor/working environment/platform</li> <li>3. Conduct communication</li> </ol>	20
GU-15-L4-V1	Develop Entrepreneurship Skills	<ol style="list-style-type: none"> <li>1. Recognize concept of Entrepreneurship</li> <li>2. Explain functions of Entrepreneur</li> <li>3. Explain role of Entrepreneur in Economic Development</li> <li>4. Plan for Business and marketing</li> <li>5. Explain small business</li> <li>6. Interpret reasons of failure and success in small business</li> </ol>	15

### Sector Specific Units of Competencies

Code	Unit of Competency	Elements of Competency	Duration (Hours)
SU-ICT-03-L3-V1	Follow Food Safety, Hygiene and HACCP Requirements	<ol style="list-style-type: none"> <li>1. Uphold the requirements of clients</li> <li>2. Deliver quality products and services</li> <li>3. Maintain professionalism at workplace</li> <li>4. Maintain workplace code of conduct.</li> </ol>	20

## Occupation Specific Units of Competencies

<b>Code</b>	<b>Unit of Competency</b>	<b>Elements of Competency</b>	<b>Duration (Hours)</b>
OU-AgFd-OIFP-01-L4-V1	Preserve raw materials / ingredients	<ol style="list-style-type: none"> <li>1. Take Preparation for Preservation</li> <li>2. Preserve Perishable items</li> <li>3. Preserve Semi-perishable items</li> <li>4. Preserve Non-perishable item</li> <li>5. Clean and store tools and equipment</li> </ol>	60
OU- AgFd - OIFP-02-L4-V1	Preserve Street Food items	<ol style="list-style-type: none"> <li>1. Take Preparation for Preservation</li> <li>2. Preserve Items for street food</li> <li>3. Clean and store tools and equipment</li> </ol>	65
OU- AgFd - OIFP-03-L4-V1	Preserve Regular restaurants Food Items	<ol style="list-style-type: none"> <li>1. Take Preparation for Preservation</li> <li>2. Preserve Dessert Items</li> <li>3. Preserve snacks Items</li> <li>4. Preserve meal Items</li> <li>5. Clean and store tools and equipment</li> </ol>	80





## **Generic Units of Competencies**



<b>Unit Code and Title</b>	<b>GU-14-L3-V1: Carryout Communication with Clients</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to carryout communication with clients. It specifically includes the task of interpreting client-based communication and etiquette, preparing documents for endeavor/ working environment/ platform and conducting communication
<b>Nominal Hours</b>	<b>20 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables Training Components
1. Interpret client-based communication and etiquette	1.1 Code of conduct of communication are interpreted as per working environment/platform 1.2 Manners and etiquette of communication is interpreted as 1.3 Questions about routine working environment/platform <b><u>procedures and matters</u></b> are explained as required
2. Prepare documents for endeavor/working environment/platform	2.1 Relevant <b><u>documents</u></b> are prepared for effective communication with work environment 2.2 <b><u>Validated sources</u></b> are identified as per client's requirements 2.3 Documents are validated by the authentic sources as per client's requirements 2.4 Documents are submitted as per standard procedure
3. Conduct communication	3.1 Appropriate means/ method/ <b><u>way of communication</u></b> are maintained as per working environment/ platform 3.2 <b><u>Channels of communication</u></b> are identified and followed 3.3 Communication is conducted in a <b><u>courteous manner</u></b> to gather and convey information 3.4 Appropriate non-verbal communication is used as required
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Procedures and Matters	1.1 Notes 1.2 Agenda 1.3 Simple reports such as progress and incident reports 1.4 Job sheets 1.5 Operational manuals 1.6 Brochures and promotional material 1.7 Visual and graphic materials 1.8 Standards

	1.9 OSH information 1.10 Signs
2. Documents	2.1 Personnel identification document 2.2 Portfolio 2.3 Financial document 2.4 Task proposal
3. Validated sources	3.1 Chamber of commerce 3.2 Related association 3.3 High commission 3.4 Related Bank 3.5 Local authority 3.6 Related legal entities
4. Way of Communication	4.1 Verbal 4.2 Written 4.3 Online communication
5. Channels of communication	5.1 Marketplace messenger 5.2 Zoom 5.3 Google meet 5.4 Microsoft team 5.5 Go meeting 5.6 Boithok 5.7 Webex 5.8 Skype 5.9 Whatsapp
6. Courteous Manner	6.1 Effective questioning 6.2 Active listening 6.3 Speaking skills
<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	Assessment required evidence that the candidate: 1.1 interpreted client-based communication and etiquette 1.2 prepared documents for endeavour/working/environment/platform 1.3 conducted communication
2. Underpinning Knowledge	2.1. Working platform 2.2. Terms and condition in platform 2.3. Documents for communication 2.4. Validated sources 2.5. Way of communication 2.6. Channel of communication 2.7. Courteous manner

3. Underpinning Skills	3.1 Handling personal computer/laptop 3.2 Interpreting communication needs 3.3 Using channels of communication 3.4 Logging with online platform 3.5 Interpreting terms and condition
4. Underpinning Attitudes	4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect for rights of peers and seniors in workplace 4.8 Communication with peers and seniors in workplace
5. Resource Implications	The following resources must be provided: 5.1 Relevant tools, Equipment, software and facilities needed to perform the activities. 5.2 Required learning materials.
6. Methods of Assessment	Methods of assessment may include but not limited to: 6.1 Written Test 6.2 Demonstration 6.3 Oral Questioning
7. Context of Assessment	7.1 Competency assessment must be done in a NSDA accredited assessment centre 7.2 Assessment should be done by an NSDA certified/nominated assessor
<b>Accreditation Requirements</b>  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 National Skills Qualification (NSQF). Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

<b>Unit Code and Title</b>	<b>GU15L4V1: Develop Entrepreneurship Skills</b>
<b>Unit Descriptor</b>	<p>This unit covers the knowledge, skills and attitudes required to develop entrepreneurship skills.</p> <p>It specially includes recognizing concept of entrepreneurship, functions of entrepreneur explaining role of entrepreneur in economic development, planning for business and marketing, explaining small business and Interpreting reasons of failure and success in small business.</p>
<b>Nominal Hours</b>	<b>15 Hours</b>
<b>Elements of Competency</b>	<p><b>Performance Criteria</b>  <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables</p>
1. Recognize concept of Entrepreneurship	1.1 Entrepreneurship is defined 1.2 Advantages of entrepreneurship is discussed 1.3 Strength, Weakness, Opportunity and Threat (SWOT) is analyzed for business 1.4 Methods of operating salon in profitable manner is discussed 1.5 Importance of controlling expenses and cost saving methods is discussed 1.6 The units of sale for different types of services are Identified 1.7 Future prospects of business are Identified
2. Explain functions of Entrepreneur	2.1 Important aspects of business including selection business place , services to render & monetary matters are discussed 2.2 Different business situation and importance of compiling data regarding clients, income, expenses are discussed 2.3 Goals for sales of business is identified 2.4 Source and way of financing in small business is identified 2.5 Method for building a professional team is discussed
3. Explain role of Entrepreneur in Economic Development	3.1 Plan to play vital role to boost economy by creating and providing new job opportunities are discussed 3.2 Method to develop hiring plan as per need of business and importance of depositing contributions in government departments are discussed 3.3 Methods to generate maximum profits and expansion plan of business is discussed
4. Plan for Business and marketing	4.1 Business plan is prepared as per market demands. 4.2 Areas of business or services which are more profitable and popular in clients are identified 4.3 Services and products offered by the competitors is analyzed and business strategy is made accordingly 4.4 Estimate of finance is prepared for required business 4.5 Methods for attaining knowledge of current market trends are discussed
5. Explain small business	5.1 Small business is defined 5.2 Money management and cash flows are explained 5.3 Importance of customer satisfaction is discussed 5.4 Customers comfort policies is explained

	5.5 Importance of maintenance of record of purchases, sales, inventory and list of regular customers are explained 5.6 Branding of business is explained 5.7 Methods to build team of honest workers on long term basis are explained
6. Interpret reasons of failure and success in small business	6.1 Fields of business causing loss is identified 6.2 Key factor for selection of proper suitable location of business place easily accessible is discussed for customers. 6.3 Factors annoying customers by action of workers are Identified 6.4 Control of utility bills especially turning off extra lights and A/Cs when client is not in service discussed 6.5 Importance to make purchases of best items keeping in view quality, quantity and prices are explained 6.6 Communicate with the customers in effective conversation and good relations are discussed 6.7 Time schedule is prepared for self-workers and services
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
<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	Assessment required evidence that the candidate: <ol style="list-style-type: none"> <li>1.1 recognized concept of entrepreneurship</li> <li>1.2 functioned of entrepreneur</li> <li>1.3 explained role of entrepreneur in economic development</li> <li>1.4 planned for business and marketing</li> <li>1.5 explained small business</li> <li>1.6 interpreted reasons of failure and success in small business</li> </ol>
2. Underpinning Knowledge	<ol style="list-style-type: none"> <li>2.1 Describe the methods of running salon on profitable manner.</li> <li>2.2 Identify the cost saving methods.</li> <li>2.3 List the services generally offered in salon.</li> <li>2.4 Illustrate factors for forecasting of future market trends</li> <li>2.5 Explain the planning techniques for services, rates and location identification for better business opportunities.</li> <li>2.6 Describe the importance of client's data and skills for efficient financial controls of business.</li> <li>2.7 Define the techniques for Increasing sales of business</li> <li>2.8 Explain the Importance of team building.</li> <li>2.9 Explain the role of creating job opportunities in economy.</li> <li>2.10 Explain the importance of appropriate and suitable work force for the business, prevailing labor laws and prevailing taxes levied on the business.</li> <li>2.12 Describe the important factors for expansion plan according to demand and supply position prevailing in market.</li> <li>2.13 Explain market trends</li> </ol>

	<p>2.15 Define profitable and popular services of business.</p> <p>2.16 Describe the procedure of implementation of business and marketing plan.</p> <p>2.17 Calculate Capital requirements for business.</p> <p>2.18 State the possible sources of finance</p> <p>2.19 Define the techniques of money management.</p> <p>2.20 Describe the importance of customer's satisfaction and demands of clients.</p> <p>2.21 Explain the Importance of customer's comfort level in terms of prices and services.</p> <p>2.22 Illustrate the techniques of maintaining records of purchases, sales and client's data.</p> <p>2.23 Describe the major Fields of business causing loss.</p> <p>2.24 Explain the importance of easily accessible location for setting up business.</p> <p>2.25 Define the importance of good behavior of workers with the customers.</p> <p>2.26 Explain the methods of cost saving steps in salon.</p> <p>2.27 Illustrate method of purchases of materials competitively and cost efficiently</p> <p>2.28 Describe the importance of pleasant communication skills.</p> <p>2.29 Explain the importance of time management and the role of proper time</p>
3. Underpinning Skills	<p>3.1 Applying skills of communicating</p> <p>3.2 Applying skills of literacy and numeracy</p> <p>3.3 Analyzing business environment</p> <p>3.4 Planning for own business</p> <p>3.5 Using the effective tools to make presentations</p> <p>3.6 Identifying business places</p> <p>3.7 Identifying target customers</p> <p>3.8 Maintaining business plan</p> <p>3.9 Handling business promoting media and equipment</p>
4. Required Attitudes	<p>4.1 Commitment to occupational health and safety</p> <p>4.2 Promptness in carrying out activities</p> <p>4.3 Sincere and honest to duties</p> <p>4.4 Environmental concerns</p> <p>4.5 Eagerness to learn</p> <p>4.6 Tidiness and timeliness</p> <p>4.7 Respect for rights of peers and seniors in workplace</p> <p>4.8 Communication with peers and seniors in workplace</p>
5. Resource Implications	<p>The following resources must be provided:</p> <p>5.1 Workplace (actual or simulated)</p> <p>5.2 Fire extinguisher</p> <p>5.3 Uninterrupted power supply</p> <p>5.4 Internet facilities</p> <p>5.5 Adequate Surveillance devices</p> <p>5.6 Manuals, catalogs and magazine</p>



	5.7 Competency Based Learning Materials (CBLM)
6. Methods of Assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> <li>1.1. Written test</li> <li>1.2. Demonstration</li> <li>1.3. Oral questioning</li> <li>1.4. Portfolio</li> </ul>
7. Context of Assessment	<ul style="list-style-type: none"> <li>7.1 Competency assessment must be done in NSDA accredited center.</li> <li>7.2 Assessment should be done by NSDA certified/ nominated assessor</li> </ul>
<p><b>Accreditation Requirements</b></p> <p>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 NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	



## **Sector Specific Units of Competencies**



<b>Unit Code and Title</b>	<b>SUTH04L3V1: Follow Food Safety, Hygiene and HACCP Requirements</b>
<b>Unit Descriptor</b>	<p>This unit covers the knowledge, skills and attitudes required to follow food safety, hygiene and HACCP management.</p> <p>It specifically includes the tasks of practicing personal hygiene and good grooming standards, following safe food handling and sanitation practices, participating in a Hazard Analysis and Critical Control Points (HACCP) team, monitoring quality of work outcome, identifying and act on quality deficits and / or food safety hazards</p>
<b>Nominal Hours</b>	<b>20 Hours</b>
<b>Elements of Competency</b>	<p><b>Performance Criteria</b>  <b>Bold and underlined</b> terms are elaborated in the Range of Variables</p>
1. Practice personal hygiene and good grooming standards	<p>1.1 Personal hygiene and good grooming are practiced in line with workplace health and safety requirements.</p> <p>1.2 Health conditions and/or illness are reported as required by the food safety program.</p> <p>1.3 <b><u>Clothing and footwear</u></b> are appropriate for the food handling task and meets the requirements of the food safety program.</p> <p>1.4 Movement around the workplace complies with the food safety program.</p>
2. Follow safe food handling and sanitation practices	<p>2.1 <b><u>Food handling</u></b> requirements are identified.</p> <p>2.2 Safe food handling practices are followed in line with workplace sanitation regulations and the food safety code.</p> <p>2.3 The workplace is maintained in a clean and tidy order to meet workplace standards.</p>
3. Participate in a Hazard Analysis and Critical Control Points (HACCP) team	<p>3.1 A HACCP team is formed following industry standard</p> <p>3.2 Potential sources of microbiological, chemical and physical hazards are identified</p> <p>3.3 Critical Control Points and critical limits for taking corrective action are set to prevent potential hazards</p> <p>3.4 Monitoring system is established according to standard operating procedures (SOP)</p> <p>3.5 Corrective action procedure and verification system are established according to standard procedures</p> <p>3.6 Paper work related to the HACCP system and all critical control points are recorded as per standard procedure.</p>
4. Monitor quality of work outcome	<p>4.1 Quality requirements are identified.</p> <p>4.2 Inputs are inspected to confirm capability to meet quality requirements.</p> <p>4.3 Work is conducted and monitored to produce required outcomes.</p>

5. Identify and act on quality deficits and / or food safety hazards	<p>5.1 Work area, materials, equipment and product are routinely checked to ensure compliance with quality and / or food safety requirements.</p> <p>5.2 <b><u>Processes, practices or conditions</u></b> that are not consistent with quality standards or food safety program are identified.</p> <p>5.3 Quality variations and / or <b><u>food safety</u></b> hazards are rectified or removed within the level of responsibility and in accordance with workplace procedures.</p> <p>5.4 Quality variations and / or food safety outside the scope of individual responsibility are reported to appropriate personnel according to workplace reporting requirements.</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Personal Protective Equipment (PPE)	<p>1.1 Apron</p> <p>1.2 Protective clothing</p> <p>1.3 Gloves</p> <p>1.4 Hair net</p> <p>1.5 Other PPE as per OSH requirements</p>
2. Clothing and footwear	<p>2.1 Purpose designed overalls or uniforms</p> <p>2.2 Hair-nets</p> <p>2.3 Beard snoods</p> <p>2.4 Gloves</p> <p>2.5 Overshoes</p>
3. Food handled and stored	<p>3.1 Raw materials</p> <p>3.2 Consumables</p> <p>3.3 Part-processed product</p> <p>3.4 Finished product</p> <p>3.5 Cleaning materials</p>
4. Processes, practices or conditions	<p>4.1 Methods of receiving and storing food</p> <p>4.2 Food preparation</p> <p>4.3 Cooking</p> <p>4.4 Holding</p> <p>4.5 Cooling</p> <p>4.6 Chilling and reheating</p> <p>4.7 Packaging</p> <p>4.8 Disposal</p>
5. Food safety	<p>5.1 Failure to check delivery temperatures of potentially hazardous chilled food</p> <p>5.2 Failure to place temperature-sensitive food in temperature-controlled storage conditions promptly</p> <p>5.3 Failure to wash hands when required</p> <p>5.4 Use of cloths for unsuitable purposes</p>
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of the Units of Competency.	

1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 maintained housekeeping standards in workplace following OSH requirements.</li> <li>1.2 maintained personal hygiene and worn PPE as per OSH requirements.</li> <li>1.3 cleaned equipment and workplace for production and hygiene requirements.</li> <li>1.4 rectified or removed quality variations and/or food safety hazards with the level of responsibility and in accordance with workplace procedures.</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Practice personal hygiene.</li> <li>2.2 Rules and regulations to produce quality and safety in food.</li> <li>2.3 Control measures for food safety.</li> <li>2.4 Food safety hazards.</li> <li>2.5 Cleaning, sanitation and waste storage and disposal practices.</li> <li>2.6 Food safety procedures.</li> <li>2.7 HACCP team</li> <li>2.8 Monitor quality of work outcome.</li> <li>2.9 Job roles, responsibilities and compliance.</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Practicing personal hygiene and good grooming in line with workplace health and safety requirements.</li> <li>3.2 Identifying food rules and regulations, food grade preservatives and food additives to meet food production safety requirements according to BSTI.</li> <li>3.3 Controlling the measures for minimizing food contamination for food safety (for example keeping out micro-organisms, maintenance of anaerobic conditions, use of low temperatures, drying, use of chemical preservatives etc.).</li> <li>3.4 Performing waste collection, recycling, handling and disposal.</li> <li>3.5 Performing food safety procedures such as: checking delivery temperatures of potentially hazardous chilled food, placing temperature-sensitive food in temperature-controlled storage conditions promptly, washing hands when required, use of cloths for unsuitable purposes.</li> <li>3.6 Performing food safety and quality responsibilities and requirements relating to the work area.</li> <li>3.7 Responding quickly and to take safety precautions for different hazardous situations.</li> </ul>
4. Required attitudes	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety.</li> <li>4.2 Promptness in carrying out activities.</li> <li>4.3 Sincere and honest to duties.</li> <li>4.4 Eagerness to learn.</li> <li>4.5 Tidiness and timeliness.</li> <li>4.6 Environmental concern.</li> <li>4.7 Respect to peers and seniors at workplace.</li> <li>4.8 Communicate with peers and seniors at workplace.</li> </ul>

5. Resource implications	<p>The following resources must be provided:</p> <p>5.1 workplace (actual or simulated)</p> <p>5.2 tools, equipment and facilities appropriate to processes or activities</p> <p>5.3 materials relevant to the proposed activity.</p>
6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1 written Test</p> <p>6.2 Demonstration</p> <p>6.3 Oral Questioning</p>
7. Context of assessment	<p>7.1 Competency assessment must be done in NSDA accredited centre.</p> <p>7.2 Assessment should be done by NSDA certified/ nominated assessor</p>
<p><b>Accreditation Requirements</b></p> <p>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 NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	



## **Occupation Specific Units of Competencies**



<b>Unit Code and Title</b>	<b>OU-AGFD-OIFP-01-L4-V1: Preserve raw materials / ingredients</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required to preserve raw materials / ingredients. It specifically includes the requirements of taking preparation for preservation, preserving perishable items, semi-perishable items, non-perishable items, and cleaning & storing tools and equipment.
<b>Nominal Hours</b>	<b>60 hours</b>
<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. Take Preparation for preservation	1.1 <b><u>Personal hygiene</u></b> is maintained 1.2 Required <b><u>Personal Protective Equipment (PPE)</u></b> are Collected and used 1.3 <b><u>Required Tools, equipment and utensils</u></b> are collected, cleaned and sanitized 1.4 Required food grade containers are cleaned and sanitized as per standard green procedure
2. Preserve Perishable items	2.1 <b><u>Perishable items</u></b> are identified and collected as per requirement 2.2 Perishable items are prepared for preservation 2.3 Perishable items are preserved as per <b><u>preservation methods</u></b> 2.4 Preserved items are stored as per Bangladesh Food Safety Authority (BFSA) guideline
3. Preserve Semi-perishable items	3.1 <b><u>Semi-perishable items</u></b> are identified and collected as per requirement 3.2 Semi-perishable items are prepared for preservation 3.3 Semi-Perishable items are preserved following required preservation methods 3.4 Preserved items are stored as per BFSA guideline
4. Preserve Non-perishable item	4.1 <b><u>Non-perishable items</u></b> are identified and collected as per requirement 4.2 Non-perishable items are prepared for preservation 4.3 Non-Perishable items are preserved following required preservation methods 4.4 Preserved items are stored as per BFSA guideline
5. Clean and store tools and equipment	5.1 Tools and equipment are cleaned and stored as per standard green procedure 5.2 Working area is cleaned as per standard green procedure 5.3 <b><u>Waste materials</u></b> are disposed as per standard green procedure
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (May include but not limited to: )

1. Personal hygiene	1.1 Hand wash / sanitization 1.2 Nail cut 1.3 De-worming 1.4 Hair trimming 1.5 Bear 1.6 Bath 1.7 Avoid ornaments 1.8 Communicable disease 1.9 Injury son hands
2. Personal Protective Equipment (PPE)	2.1 Mask 2.2 Hair net 2.3 Apron 2.4 Gloves 2.5 Long sleeve gloves 2.6 Safety Goggles
3. Tools, equipment and utensils	3.1 Refrigerator 3.2 Food grade Jar/ container 3.3 Knife 3.4 Spoon 3.5 Chopping board 3.6 Blender 3.7 Mortar Pastel (Haman dista) 3.8 Sieve 3.9 Hot pot 3.10 Ice Box 3.11 Transparent protected shield/ cover
4. Perishable items	4.1 Vegetable 4.2 Fish 4.3 Meat 4.4 Milk 4.5 Egg 4.6 Green Spices 4.7 Any cooked item
5. Preservation methods	5.1 Minimal Processing – Root Cellars, Cool Storage and Room Temperature Storage 5.2 Drying/Dehydrating 5.3 Freezing 5.4 Fermentation 5.5 Preserving in Salt and Sugar 5.6 Vinegar Pickling 5.7 Immersion in Olive Oil, Mastered Oil 5.8 Thermal shock/ Pasteurize 5.9 Use of chemical preservatives (within permissible limit)

6. Semi-perishable items	6.1 Lentils 6.2 Potatoes 6.3 Grains 6.4 Flour 6.5 Spices 6.6 Honey 6.7 Nuts 6.8 Onion
7. Non-perishable	7.1 Cloves 7.2 Cinnamon 7.3 Cardamom 7.4 Bay leaf
8. Waste materials	8.1 Bio-degradable (Green) 8.2 Photo-degradable (Red) 8.3 Non- degradable (Blue)
<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	1.1 Preserved Perishable items 1.2 Preserved Semi-perishable items 1.3 Preserved Non-perishable item
2. Underpinning knowledge	2.1 Personal Hygiene 2.2 Personal Protective Equipment (PPE) 2.3 Food grade containers 2.4 Preservation methods 2.5 Perishable items 2.6 Semi-Perishable items 2.7 Non-Perishable items 2.8 Green Standard procedure
3. Underpinning skill	3.1 Preparing for preservation 3.2 Preserving perishable, semi-perishable, and non-perishable items 3.3 Cleaning and storing tools and equipment
4. Required attitude	4.1 Commitment to occupational safety and health. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Eagerness to learn the document preparation process. 4.5 Tidiness and timeliness. 4.6 Environmental concerns. 4.7 Respect for the rights of peers, subordinates and seniors at the workplace. 4.8 Communication with peers, subordinates and seniors in the workplace. 4.9 Keeps a clean and orderly workplace and equipment.
5. Resource implication	5.1 Relevant tools, Equipment, software and facilities needed to perform the activities. 5.2 Required learning materials.
6. Methods of assessment	6.1 Written test 6.2 Demonstration

	6.3 Oral questioning
7. Context of assessment	<p>7.1 Competency assessment must be done in NSDA accredited center.</p> <p>7.2 Assessment should be done by NSDA certified/ nominated assessor</p>
<p><b>Accreditation Requirements</b></p> <p>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 NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

<b>Unit Code Title</b>	<b>OU-AGFD-OIFP-02-L4-V1: Preserve Street Food items</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to preserve street food items. This specifically includes the tasks for taking preparation for preservation, preserving items for street food, and cleaning and store tools and equipment.
<b>Nominal Hours</b>	<b>65 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables)
1. Take preparation for preservation	1.1 <b><u>Personal hygiene</u></b> is maintained 1.2 Required Personal Protective Equipment (PPE) are Collected and used 1.3 Required Tools, equipment and utensils are collected, cleaned and sanitized 1.4 Required food grade containers are cleaned and sanitized as per green standard
2. Preserve Items for street food	2.1 <b><u>Street food items</u></b> are selected for preservation 2.2 Containers are selected as per requirement 2.3 Items are placed into container as per standard procedure 2.4 Containers are kept at <b><u>storage place</u></b> following food safety authority guideline and standard green procedure
3. Clean and store tools and equipment	3.1 Tools and equipment are cleaned and stored as per standard green procedure 3.2 Working area is cleaned as per standard green procedure 3.3 Residual of <b><u>supplementary elements</u></b> are disposed following food safety authority guideline and standard green procedure 3.4 Waste materials are disposed as per standard green procedure
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (may include but not limited to):</b>
1. Personal hygiene	1.1 Hand wash / sanitization 1.2 Nail cut 1.3 De-worming 1.4 Hair trimming 1.5 Beard

	1.6 Bath 1.7 Avoid ornaments 1.8 Communicable disease 1.9 Injury son hands
2 Street food items	2.1 Noodles 2.2 Pasta 2.3 Sharma 2.4 Burgers 2.5 Cutlet 2.6 Pizza 2.7 Chatpati 2.8 Fuchka 2.9 Halim 2.10 Chaap 2.11 Juice 2.12 Lassi 2.13 Milkshake 2.14 Pancake 2.15 Popcorn 2.16 Kabab 2.17 Jhaalmuri 2.18 Pickle – Chutney 2.19 Pitha 2.20 Sliced Fruits 2.21 MoMo 2.22 Fried Chicken
3 Storage place	3.1 Ambient Temperature place 3.2 Refrigerator 3.3 Freezer/ chiller
4 Supplementary elements	4.1 Sour water (used for fuchka) 4.2 Sauce 4.3 Bhorta 4.4 Mayonnaise
<b>Evidence Guide</b> 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: <ul style="list-style-type: none"> <li>1.1 Cleaned and sanitization Required food grade containers are cleaned and sanitized as per green standard</li> <li>1.2 Preserve Items for street food</li> <li>1.3 Residual of supplementary elements are disposed following food safety authority guideline and standard green procedure</li> </ul>



2. Underpinning knowledge	2.1 Personal hygiene 2.2 Personal Protective Equipment (PPE) 2.3 Sanitization process 2.4 Street food items 2.5 Storage place 2.6 Residual of supplementary elements 2.7 Standard green procedure
3. Underpinning skills	3.1 Preparing for preservation 3.2 Preserving Items for street food 3.3 Cleaning and storing tools and equipment
4. Required attitudes	4.1 Commitment to occupational safety and health. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Eagerness to learn the document preparation process. 4.5 Tidiness and timeliness. 4.6 Environmental concerns. 4.7 Respect for the rights of peers, subordinates and seniors at the workplace. 4.8 Communication with peers, subordinates and seniors in the workplace. 4.9 Keeps a clean and orderly workplace and equipment.
5. Resource implication	The following resources must be provided: 5.1 Workplace (actual or simulated). 5.2 Tools, equipment and physical facilities appropriate to perform activities. 5.3 Materials consumable to perform activities.
6. Methods of assessment	Methods of assessment may include but not limited to: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited center. 7.2 Assessment should be done by NSDA certified/ nominated assessor
<b>Accreditation Requirements</b> 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 NSQF. 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-AGFD-OIFP-03-L4-V1: Preserve Regular restaurants Food Items</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to preserve regular restaurants food items. This specifically includes the tasks of taking preparation for preservation, preserving dessert, snacks & meal items, and cleaning and storing tools and equipment.
<b>Nominal Hours</b>	<b>80 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables
1. Take preparation for preservation	1.1 <b><u>Personal hygiene</u></b> is maintained 1.2 Required Personal Protective Equipment (PPE) are Collected and used 1.3 Required Tools, equipment and utensils are collected, cleaned and sanitized 1.4 Required food grade containers are cleaned and sanitized as per standard green process
2. Preserve Dessert Items	2.1 <b><u>Dessert Items</u></b> are selected for preservation 2.2 Containers are selected as per requirement 2.3 Items are placed into container as per standard procedure 2.4 Containers are kept at <b><u>storage place</u></b> following Bangladesh food safety authority guideline and standard green process
3. Preserve snacks Items	3.1 <b><u>Snacks Products</u></b> are selected for preservation 3.2 Containers are selected as per requirement 3.3 Items are placed into container as per standard procedure 3.4 Containers are kept at storage place following Bangladesh food safety authority guideline
4. Preserve meal Items	4.1 <b><u>Meal Products</u></b> are selected for preservation 4.2 Containers are selected as per requirement 4.3 Items are placed into container as per standard procedure 4.4 Containers are kept at <b><u>storage place</u></b> following Bangladesh food safety authority guideline
5. Clean and store tools and equipment	5.1 Tools and equipment are cleaned and stored as per standard green procedure 5.2 Working area is cleaned as per standard green procedure 5.3 Waste materials are disposed as per standard green procedure
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (may include but not limited to):</b>

1. Personal hygiene	1.1 Hand wash / sanitization 1.2 Nail cut 1.3 De-worming 1.4 Hair trimming 1.5 Beard 1.6 Bath 1.7 Avoid ornaments 1.8 Communicable disease 1.9 Injury son hands
2. Dessert Items	2.1 Firni 2.2 Curd 2.3 Halua 2.4 Pudding 2.5 Sweets 2.6 Pastry
3. Storage place	3.1 Ambient Temperature place 3.2 Refrigerator 3.3 Freezer/ chiller
4. Snacks Products	4.1 Spring roll 4.2 Samucha 4.3 Singara 4.4 Sandwich 4.5 Burger 4.6 Puri 4.7 Pakura 4.8 Pianju
5. Meal Products	5.1 Ruti, Parata 5.2 Rice 5.3 Polao 5.4 Biriany 5.5 Tehari 5.6 Khichuri 5.7 Fried rice 5.8 Curry 5.9 Vegetable 5.10 Daal
<b>Evidence Guide</b> 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: 1.1 Preserved Dessert Items 1.2 Preserved snacks Items 1.3 Preserved meal Items

2. Underpinning knowledge	2.1 Personal hygiene 2.2 Personal Protective Equipment (PPE) 2.3 Standard Green process 2.4 Desert products 2.5 Snacks Products 2.6 Meal products 2.7 Storage place
3. Underpinning skills	3.1 Preparing for preservation 3.2 Preserving dessert, snacks, and meal items 3.3 Cleaning and storing tools and equipment
4. Required attitudes	4.1 Commitment to occupational safety and health. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Eagerness to learn the document preparation process. 4.5 Tidiness and timeliness. 4.6 Environmental concerns. 4.7 Respect for the rights of peers, subordinates and seniors at the workplace. 4.8 Communication with peers, subordinates and seniors in the workplace. 4.9 Keeps a clean and orderly workplace and equipment.
5. Resource implication	The following resources must be provided: 5.1 Workplace (actual or simulated). 5.2 Tools, equipment and physical facilities appropriate to perform activities. 5.3 Materials consumable to perform activities.
6. Methods of assessment	Methods of assessment may include but not limited to: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited center. 7.2 Assessment should be done by NSDA certified/ nominated assessor
<b>Accreditation Requirements</b> 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 NSQF. 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 Off-Industry Food Preservation, Level-2 is developed by NSDA on 16-20 October 2022.

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## Validation of Competency Standard

The Competency Standards for National Skills Certificate in Domestic Food Preservation, Level-4 is validated by NSDA on 07 December 2022.

### Members of the SCVC

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1.	Md. Shafiqur Rahman Bhuian, Chairman, Agro-Food ISC, Dhaka. Email: <a href="mailto:chairman.ceafs@gmail.com">chairman.ceafs@gmail.com</a> , Cell: 01711228747	Chairman	
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