



## **COMPETENCY STANDARD**

# **Domestic Food Preservation**

**Level: 03**

**(Agro-Food Sector)**

**Competency Standard Code: CS-29  
-L-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 Domestic 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. "Domestic 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-2 in Domestic 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
ISC	Industry Skills Council
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  
9<sup>th</sup> 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 – 3 in  
Domestic Food Preservation in Agro-Food Sector**

**Course Structure**

SL	Unit Code and Title		UoC Level	Nominal Duration (Hours)
Generic Units of Competencies				30
1.	GU-02-L2-V1	Practice Occupational Safety and Health in the Work Place	2	15
2.	GU-15-L4-V1	Develop Entrepreneurship Skills	4	15
Sector Specific Units of Competencies				35
3.	SU-AgFd-03-L3-V1	Carry Out Precision Checks and Measurements	3	15
4.	SU-AgFd-04-L3-V1	Follow Food Safety, Hygiene and HACCP Requirements	3	20
Occupation Specific Units of Competencies				205
5.	OU-AGFD-DFP-01-L3-V1	Preserve raw materials / ingredients	3	65
6.	OU-AGFD-DFP-02-L3-V1	Preserve Cooked Foods	3	60
7.	OU-AGFD-DFP-03-L3-V1	Preserve Home Made Food Products	3	80
Total Nominal Learning Hours				270

## Units & Elements at Glance

### Generic Units of Competencies

Code	Unit of Competency	Elements of Competency	Duration (Hours)
GU-02-L2-V1	Practice Occupational Safety and Health in the Work Place	<ol style="list-style-type: none"><li>1. Identify OSH policies and procedures.</li><li>2. Follow OSH procedure</li><li>3. Report hazards and risks.</li><li>4. Respond to emergencies</li><li>5. Maintain personal well-being</li></ol>	15
GU-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-AgFd-03-L3-V1	Carry Out Precision Checks and Measurements	<ol style="list-style-type: none"> <li>1. Select the job/ component to be checked and measured</li> <li>2. Select measuring instrument</li> <li>3. Obtain measurements and checks</li> <li>4. Record/communicate measurement and check results</li> <li>5. Clean, maintain and store measuring instruments.</li> </ol>	15
SU-AgFd-04-L3-V1	Follow Food Safety, Hygiene and HACCP Requirements	<ol style="list-style-type: none"> <li>1. Practice personal hygiene and good grooming standards</li> <li>2. Follow safe food handling and sanitation practices</li> <li>3. Participate in a Hazard Analysis and Critical Control Points (HACCP) team</li> <li>4. Monitor quality of work outcome</li> <li>5. Identify and act on quality deficits and / or food safety hazards</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-DFP-01-L3-V1	Preserve raw materials / ingredients	<ol style="list-style-type: none"> <li>1. Prepare 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 -DFP-02-L3-V1	Preserve Cooked Foods	<ol style="list-style-type: none"> <li>1. Prepare for preservation</li> <li>2. Preserve Cooked Items</li> <li>3. Clean and store tools and equipment</li> </ol>	60
OU- AgFd -DFP-03-L3-V1	Preserve Home Made Food Products	<ol style="list-style-type: none"> <li>1. Prepare 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-02-L2-V1: Apply Occupational Safety and Health (OSH) Procedure in the Workplace</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes (KSA) required in applying occupational safety and health (OSH) procedures in the workplace. It specifically includes identifying OHS policies and procedures, following OSH procedure, reporting to emergencies, and maintaining personal well-being.
<b>Nominal Hours</b>	<b>15 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. Identify OSH policies and procedures.	1.1. <b><u>OHS policies</u></b> and <b><u>safe operating procedures</u></b> are accessed and stated. 1.2. <b><u>Safety signs and symbols</u></b> are identified and followed. 1.3. Emergency response, evacuation procedures and other contingency measures are determined according to workplace requirements.
2. Follow OSH procedure	2.1 <b><u>Personal protective equipment (PPE)</u></b> is selected and collected as required. 2.2 Personal protective equipment (PPE) is correctly used in accordance with organization OHS procedures and practices. 2.3 A clear and tidy workplace is maintained as per workplace standard. 2.4 PPE is maintained to keep them operational and compliant with OHS regulations.
3. Report hazards and risks.	3.1 <b><u>Hazards</u></b> and risks are identified, assessed and controlled. 3.2 Incidents arising from hazards and risks are reported to designated authority.
4. Respond to emergencies	4.1 Alarms and warning devices are responded. 4.2 Workplace <b><u>emergency procedures</u></b> are followed. 4.3 <b><u>Contingency measures</u></b> during workplace accidents, fire and other emergencies are recognized and followed in accordance with organization procedures. 4.4 First aid procedures is applied during emergency situations.
5. Maintain personal well-being	5.1 OHS policies and procedures are adhered to. 5.2 OHS awareness programs are participated in as per workplace guidelines and procedures. 5.3 Corrective actions are implemented to correct unsafe condition in the workplace. 5.4 <b><u>“Fit to work” records</u></b> are updated and maintained according to workplace requirements.
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. OHS Policies	1.1. Bangladesh standards for OHS 1.2. Fire Safety Rules and Regulations 1.3. Code of Practice

	1.4. Industry Guidelines
2. Safe Operating Procedures	2.1 Orientation on emergency exits, fire extinguishers, fire escape, etc. 2.2 Emergency procedures 2.3 First Aid procedures 2.4 Tagging procedures 2.5 Use of PPE 2.6 Safety procedures for hazardous substances
3. Safety Signs and symbols	3.1 Direction signs (exit, emergency exit, etc.) 3.2 First aid signs 3.3 Danger Tags 3.4 Hazard signs 3.5 Safety tags 3.6 Warning signs
4. Personal Protective Equipment (PPE)	4.1 Gas Mask 4.2 Gloves 4.3 Safety boots 4.4 Face mask 4.5 Overalls 4.6 Goggles and safety glasses 4.7 Sun block 4.8 Chemical/Gas detectors
5. Hazards	5.1 Chemical hazards 5.2 Biological hazards 5.3 Physical Hazards 5.4 Mechanical and Electrical Hazard 5.5 Mental hazard 5.6 Ergonomic hazard
6. Emergency Procedures	6.1 Fire fighting 6.2 Earthquake 6.3 Medical and first aid 6.4 evacuation`
7. Contingency measures	7.1 Evacuation 7.2 Isolation 7.3 Decontamination
8. "Fit to Work" records	8.1 Medical Certificate every year 8.2 Accident reports, if any 8.3 Eye vision certificate
<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 stated OHS policies and safe operating procedures 1.2 followed safety signs and symbols 1.3 used personal protective equipment (PPE) 1.4 maintained workplace clear and tidy 1.5 assessed and Controlled hazards 1.6 followed emergency procedures 1.7 followed contingency measures

	1.8 implemented corrective actions
2. Underpinning knowledge	2.1 Define OHS 2.2 OHS Workplace Policies and Procedures 2.3 Work Safety Procedures 2.4 Emergency Procedures 2.5 Hazard control procedure 2.6 Different types of Hazards 2.7 PPE and there uses 2.8 Personal Hygiene Practices 2.9 OHS Awareness
3. Underpinning skills	3.1 Accessing OHS policies 3.2 Handling of PPE 3.3 Handling cleaning tools and equipment 3.4 Writing report 3.5 Responding to emergency procedures
4. Required attitude	4.1 Commitment to occupational health and safety 4.2 Sincere and honest to duties 4.3 Promptness in carrying out activities 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect of peers and seniors in workplace 4.8 Communicate with peers and seniors in workplace
5. Resource implications	5.1 Workplace 5.2 Equipment and outfits appropriate in applying safety measures 5.3 Tools, materials and documentation required 5.4 OHS Policies and Procedures
6. Methods of assessment	Competency should be assessed by: 6.1 Written test 6.2 Demonstration 6.3 Oral Questioning 6.4 Portfolio
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre 7.2 Assessment should be done by a 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 any NSQF qualification. 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	<ul style="list-style-type: none"> <li>1.1 Entrepreneurship is defined</li> <li>1.2 Advantages of entrepreneurship is discussed</li> <li>1.3 Strength, Weakness, Opportunity and Threat (SWOT) is analyzed for business</li> <li>1.4 Methods of operating salon in profitable manner is discussed</li> <li>1.5 Importance of controlling expenses and cost saving methods is discussed</li> <li>1.6 The units of sale for different types of services are Identified</li> <li>1.7 Future prospects of business are Identified</li> </ul>
2. Explain functions of Entrepreneur	<ul style="list-style-type: none"> <li>2.1 Important aspects of business including selection business place , services to render &amp; monetary matters are discussed</li> <li>2.2 Different business situation and importance of compiling data regarding clients, income, expenses are discussed</li> <li>2.3 Goals for sales of business is identified</li> <li>2.4 Source and way of financing in small business is identified</li> <li>2.5 Method for building a professional team is discussed</li> </ul>
3. Explain role of Entrepreneur in Economic Development	<ul style="list-style-type: none"> <li>3.1 Plan to play vital role to boost economy by creating and providing new job opportunities are discussed</li> <li>3.2 Method to develop hiring plan as per need of business and importance of depositing contributions in government departments are discussed</li> <li>3.3 Methods to generate maximum profits and expansion plan of business is discussed</li> </ul>
4. Plan for Business and marketing	<ul style="list-style-type: none"> <li>4.1 Business plan is prepared as per market demands.</li> <li>4.2 Areas of business or services which are more profitable and popular in clients are identified</li> <li>4.3 Services and products offered by the competitors is analyzed and business strategy is made accordingly</li> <li>4.4 Estimate of finance is prepared for required business</li> <li>4.5 Methods for attaining knowledge of current market trends are discussed</li> </ul>
5. Explain small business	<ul style="list-style-type: none"> <li>5.1 Small business is defined</li> <li>5.2 Money management and cash flows are explained</li> <li>5.3 Importance of customer satisfaction is discussed</li> </ul>

	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: <ul 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> </ul>
2. Underpinning Knowledge	<ul 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</li> </ul>

	<p>2.14 Explain market trends</p> <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>

	5.6 Manuals, catalogs and magazine 5.7 Competency Based Learning Materials (CBLM)
6. Methods of Assessment	Methods of assessment may include but not limited to: 1.1. Written test 1.2. Demonstration 1.3. Oral questioning 1.4. Portfolio
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> <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>SU-TH-03-L3-V1: Carry Out Precision Checks And Measurements</b>
<b>Unit Descriptor</b>	<p>This unit covers the knowledge, skills and attitudes required to carry out precision checks and measurements.</p> <p>It specifically includes the tasks of selecting the job/ component to be checked and measured, measuring instrument, obtaining measurements and checks, recording/communicating measurement and check results, and cleaning, maintaining and storing measuring instruments.</p>
<b>Nominal Hours</b>	<b>15 Hours</b>
<b>Elements of Competency</b>	<p><b>Performance Criteria</b>  <b>Bold and underlined&gt; terms are elaborated in the Range of Variables</b></p>
1. Select the job/ component to be checked and measured	<p>1.1 Job/equipment /device is selected for measuring and checking</p> <p>1.2 Required specifications/ingredients/quantity are determined in accordance with Recipe</p> <p>1.3 Required physical condition is identified in accordance with process flow diagram</p> <p>1.4 Required specifications is identified in accordance with process flow diagram</p> <p>1.5 Process flow diagram is used to select the measuring instruments.</p>
2. Select measuring instrument	<p>2.1 Appropriate measuring instruments are selected in accordance with job requirement.</p> <p>2.2 Measuring instruments are identified and checked</p> <p>2.3 Applications of measuring instruments are determined.</p> <p>2.4 Usability and accuracy of measuring device is checked and verified.</p> <p>2.5 Weighing and measuring device is prepared for measurement.</p> <p>2.6 Fits, Tolerance, clearance and limits are identified according to job requirements.</p>
3. Obtain measurements and checks	<p>3.1 Measurements are obtained using appropriate measuring instrument.</p> <p>3.2 Systems of measurements are identified and converted where necessary.</p> <p>3.3 Measurement is kept accurately in accordance to specification.</p> <p>3.4 Measurement is checked against job requirement.</p> <p>3.5 Physical conditions are checked in accordance with job requirements.</p>
4. Record/communicate measurement and check results	<p>4.1 Measurements of voltage, current and power ratings are recorded in accordance with workplace procedure.</p> <p>4.2 Measurements are interpreted, recorded and communicated to authority.</p>
5. Clean, maintain and store measuring instruments.	<p>5.1 Dust and dirt are removed from the measuring instruments</p> <p>5.2 Condition of measuring instruments are checked</p> <p>5.3 Measuring instruments are checked and calibrated</p> <p>5.4 Measuring instruments are stored in accordance with workplace procedure.</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (may include but not limited to):</b>

<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	Assessment required evidence that the candidate: 1.1 Determined required specifications, quality, quantity and physical conditions in accordance with process flow diagram. 1.2 Checked and measured ingredients using appropriate checking instrument
2. Underpinning Knowledge	2.1 Difference between measuring and checking 2.2 Types of measuring instruments and their applications 2.3 Types of checking tools and their applications 2.4 Specifications of instruments 2.5 Method, procedure and techniques when taking Measurements 2.6 Methods, procedures and techniques when checking physical conditions of electrical components and devices 2.7 Methods, procedures and techniques during batch preparation 2.8 Preventive maintenance for measuring instruments and tools 2.9 Calibration and adjustment procedures for measuring instruments and checking tools
3. Underpinning Skills	3.1 Determining required specifications of the components, physical conditions and specification in accordance with diagram 3.2 Checking physical conditions using appropriate checking tool 3.3 Identifying specifications and checking used level 3.4 Measuring specifications and quantity of the components in accordance with the diagram 3.5 Interpreting and communicating measurement, specifications and standards 3.6 Checking condition of measuring instruments, calibrating and storing in accordance with workplace procedure
4. Required attitudes	4.1 Commitment to occupational health and safety. 4.2 Promptness in carrying out activities. 4.3 Sincere and honest to duties. 4.4 Eagerness to learn. 4.5 Tidiness and timeliness. 4.6 Environmental concern. 4.7 Respect to peers and seniors at workplace. 4.8 Communicate with peers and seniors at workplace.
5. Resource implications	The following resources must be provided: 5.1 workplace (actual or simulated) 5.2 tools, equipment and facilities appropriate to processes or activities 5.3 materials relevant to the proposed activity.
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

**Accreditation Requirements**

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under 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>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>	<b>Performance Criteria</b> <b>Bold and underlined</b> terms are elaborated in the Range of Variables
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.	

8. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>4.1 maintained housekeeping standards in workplace following OSH requirements.</li> <li>4.2 maintained personal hygiene and worn PPE as per OSH requirements.</li> <li>4.3 cleaned equipment and workplace for production and hygiene requirements.</li> <li>4.4 rectified or removed quality variations and/or food safety hazards with the level of responsibility and in accordance with workplace procedures.</li> </ul>
9. Underpinning knowledge	<ul style="list-style-type: none"> <li>5.1 Practice personal hygiene.</li> <li>5.2 Rules and regulations to produce quality and safety in food.</li> <li>5.3 Control measures for food safety.</li> <li>5.4 Food safety hazards.</li> <li>5.5 Cleaning, sanitation and waste storage and disposal practices.</li> <li>5.6 Food safety procedures.</li> <li>5.7 HACCP team</li> <li>5.8 Monitor quality of work outcome.</li> <li>5.9 Job roles, responsibilities and compliance.</li> </ul>
10. Underpinning skills	<ul style="list-style-type: none"> <li>6.1 Practicing personal hygiene and good grooming in line with workplace health and safety requirements.</li> <li>6.2 Identifying food rules and regulations, food grade preservatives and food additives to meet food production safety requirements according to BSTI.</li> <li>6.3 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>6.4 Performing waste collection, recycling, handling and disposal.</li> <li>6.5 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>6.6 Performing food safety and quality responsibilities and requirements relating to the work area.</li> <li>6.7 Responding quickly and to take safety precautions for different hazardous situations.</li> </ul>
11. Required attitudes	<ul style="list-style-type: none"> <li>7.1 Commitment to occupational health and safety.</li> <li>7.2 Promptness in carrying out activities.</li> <li>7.3 Sincere and honest to duties.</li> <li>7.4 Eagerness to learn.</li> <li>7.5 Tidiness and timeliness.</li> <li>7.6 Environmental concern.</li> <li>7.7 Respect to peers and seniors at workplace.</li> <li>7.8 Communicate with peers and seniors at workplace.</li> </ul>

12. Resource implications	<p>The following resources must be provided:</p> <p>8.1 workplace (actual or simulated)</p> <p>8.2 tools, equipment and facilities appropriate to processes or activities</p> <p>8.3 materials relevant to the proposed activity.</p>
13. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <p>9.1 written Test</p> <p>9.2 Demonstration</p> <p>9.3 Oral Questioning</p>
14. Context of assessment	<p>10.1 Competency assessment must be done in NSDA accredited center.</p> <p>10.2 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-DFP-01-L3-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 preparing for preservation, preserving perishable items, semi-perishable items, non-perishable items, and cleaning & storing tools and equipment.
<b>Nominal Hours</b>	<b>65 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. Prepare 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
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 procedure 5.2 Working area is cleaned 5.3 Waste materials are disposed as per standard
<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.
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
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
<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 Hygiene 2.2 Personal Protective Equipment 2.3 Food grade containers 2.4 Storage place 2.5 BFSA guideline 2.6 Perishable items

	2.7 Semi-perishable items 2.8 Non- perishable items
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	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 Title</b>	<b>OU-AGFD-DFP-02-L3-V1: Preserve Cooked Foods</b>
<b>Unit Descriptor</b>	<p>This unit covers the knowledge, skills and attitudes required to preserve cooked foods.</p> <p>This specifically includes the tasks of preparing for preservation, preserving cooked items, and cleaning and store tools and equipment.</p>
<b>Nominal Hours</b>	<b>60 Hours</b>
<b>Elements of Competency</b>	<p><b>Performance Criteria</b></p> <p><b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables)</p>
1. Prepare for preservation	<p>1.1 <b><u>Personal hygiene</u></b> is maintained</p> <p>1.2 Required Personal Protective Equipment (PPE) are Collected and used</p> <p>1.3 Required Tools, equipment and utensils are collected, cleaned and sanitized</p> <p>1.4 Required food grade containers are cleaned and sanitized as per standard</p>
2. Preserve Cooked Items	<p>2.1 <b><u>Cooked items</u></b> are selected for preservation</p> <p>2.2 Containers are selected as per requirement</p> <p>2.3 Items are placed into container as per standard procedure</p> <p>2.4 Containers are kept at <b><u>storage place</u></b> following Bangladesh food safety authority guideline</p>
3. Clean and store tools and equipment	<p>3.1 Tools and equipment are cleaned and stored as per standard procedure</p> <p>3.2 Working area is cleaned</p> <p>3.3 Waste materials are disposed as per standard</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Personal hygiene	<p>1.1 Hand wash / sanitization</p> <p>1.2 Nail cut</p> <p>1.3 De-worming</p> <p>1.4 Hair trimming</p> <p>1.5 Beard</p> <p>1.6 Bath</p> <p>1.7 Avoid ornaments</p> <p>1.8 Communicable disease</p>

	1.9 Injury son hands
2 Cooked items	2.1 Toddler and Child food 2.2 Ruti/ Parata 2.3 Rice (Biriany, polao, fried rice, bhuna khichuri, tehari, Panta) 2.4 Curry 2.5 Meat: curry and processed/Meat products: Kabab, Nuggets 2.6 Fruits: juice, jam, jelly, pickle, Marmalade 2.7 Vegetables: Curry, Salad, Mesh, Halua, cooked vegetable 2.8 Fish: curry & Fish products, fish ball, fish kabab 2.9 Fruit: fruit salad, fruit-based products 2.10 Milk: Milk and milk-based products- Ghee, Curd, Sweet, Firni, dessert item 2.11 Snacks: Sandwich 2.12 soup 2.13 Chal vaja, Muri, chira, pitha, moa, Naru, Murki, Khud vaja, khoi, Chatu, Dala vaja, badam vaja, motorshuti vaja
3 Storage place	3.1 Ambient Temperature place 3.2 Refrigerator 3.3 Freezer/ chiller
<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 cooked Items
2. Underpinning knowledge	2.1 Hygiene 2.2 Personal Protective Equipment 2.3 Food grade containers 2.4 Storage place 2.5 BFSA guideline 2.6 Perishable items 2.7 Semi-perishable items 2.8 Non- perishable items
3. Underpinning skills	3.1 Preparing for preservation 3.2 Preserving Cooked 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.	

<b>Unit Code and Title</b>	<b>OU-AGFD-DFP-03-L3-V1: Preserve Home Made Food Products</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to preserve home made food products. This specifically includes the tasks of preparing for preservation, preserving dessert items, snacks items, 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. Prepare 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
2. Preserve Dessert Items	2.1 <b><u>Desert Products</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
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 <b>3.4</b> 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 <b>4.4</b> Containers are kept at storage place 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 procedure 5.2 Working area is cleaned <b>5.3</b> Waste materials are disposed as per standard
<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. Desert Products	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 Samuucha 4.3 Singara 4.4 Cake-biscuit 4.5 Sandwitch 4.6 Burger 4.7 Chal vaja, Muri, chira, pitha, moa, Naru, Murki, Khud vaja, khoi, Chatu, Dala vaja, badam vaja, motorshuti vaja
5. Meal Products	5.1 Rice 5.2 Polao 5.3 Biriany 5.4 Tehari 5.5 Khichuri 5.6 Fried rice 5.7 Ready to cook curry 5.8 Vegetable
<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	1.1 Preserved dessert Items 1.2 Preserved snacks Items 1.3 Preserved meal Items

2. Underpinning knowledge	2.1 Personal Hygiene 2.2 Desert Products 2.3 Containers 2.4 Storage place 2.5 Snacks Products 2.6 Meal Products 2.7 Bangladesh food safety authority guideline 2.8 Waste materials and its management
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

**Accreditation Requirements**

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## Development of Competency Standard

The Competency Standards for National Skills Certificate in Domestic Food Preservation, Level-3 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-3 is validated by NSDA on 27 October 2022.

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