



# **COMPETENCY STANDARD FOR FASHION MODELING**

**Level: 3**

**(Informal Sector)**

**Competency Standard Code: CS-IS-FM-L3-EN-V1**



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



## Copyright

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National Skills Development Authority  
Chief Advisor's Office  
Level: 10-11, Biniyog Bhaban,  
E-6 / B, Agargaon, Sher-E-Bangla Nagar Dhaka-1207, Bangladesh.  
Email: [ec@nsda.gov.bd](mailto:ec@nsda.gov.bd)  
Website: [www.nsda.gov.bd](http://www.nsda.gov.bd).  
National Skills Portal: <http://skillsportal.gov.bd>

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This Competency Standard for Fashion Modeling 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 Informal Sector, industry representatives, academia, related specialist, trainer and related employee.

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

## Introduction

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

Key priority economic growth sectors identified by the government have been targeted by NSDA to improve current job skills along with existing workforce to ensure required skills to industry standards. Training providers are encouraged and supported to work with industry to address identified skills and knowledge to enable industry growth and increased employment through the provision of market responsive inclusive skills training program. "**Fashion Modeling**" is selected as one of the priority occupations of Informal 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 and will be listed on the NSDA's online portal.

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

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

## Overview

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

The purpose of a competency standards is to:

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

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

Together, all the parts of a unit of competency:

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

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

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

## Competency Standards for National Skill Certificate, Level-3 in Fashion Modeling in Informal Sector

### Level Descriptors of BNQF 1-6

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

## List of Abbreviations

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

Approved by  
36<sup>th</sup> Authority meeting of NSDA  
Held on 26.09.2024



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**Competency Standards for National Skill Certificate, Level-3 in  
Fashion Modeling in Informal Sector**

**Course Structure**

<b>SL No</b>	<b>Unit code and Title</b>	<b>UOC Level</b>	<b>Nominal (hours)</b>
<b>Generic Units of Competencies</b>			
1.	GU-02-L1-V1	Apply Occupational Safety and Health (OSH) Procedure in the Workplace	2 15
2.	GU-04-L1-V1	Work in a Team Environment	2 20
3.	GU-05-L1-V1	Deal with Clients/ Customers	1 10
<b>Sub Total</b>			<b>45</b>
<b>Sector Specific Units of Competencies</b>			
4.	SU-CS-01-L2-V1	Work in the Informal Sector	2 20
<b>Sub Total</b>			<b>20</b>
<b>Occupation Specific Units of Competencies</b>			
5.	OU-IS-FM-01-L3-V1	Interpret Fashion Modeling	3 20
6.	OU-IS-FM-02-L3-V1	Illustrate Grooming, Health, Fitness and Personality	3 20
7.	OU-IS-FM-03-L3-V1	Prepare for Modeling	3 90
8.	OU-IS-FM-04-L3-V1	Perform Fashion Modeling	3 100
9.	OU-IS-FM-05-L3-V1	Promote Career Development	3 30
10.	OU-IS-FM-06-L3-V1	Perform Portfolio Making and Final Presentation	3 35
<b>Sub Total</b>			<b>295</b>
<b>Total Duration</b>			<b>360</b>

## Units & Elements at Glance

### Generic Competencies

Code	Unit of competency	Elements of competency	Duration (hours)
GU-02-L1-V1	Apply Occupational Safety and Health (OSH) procedure In the Workplace	<ol style="list-style-type: none"><li>1. Identify OSH policies and procedures</li><li>2. Follow OSH procedure</li><li>3. Report hazards and risks</li><li>4. Respond to emergencies</li><li>5. Maintain personal well-being</li></ol>	15
GU-04-L1-V1	Work in a Team Environment	<ol style="list-style-type: none"><li>1. Define team role and scope</li><li>2. Identify individual role and responsibility</li><li>3. Participate in team discussions</li><li>4. Work as a team member</li></ol>	20
GU-05-L1-V1	Deal with Clients / Customers	<ol style="list-style-type: none"><li>1. Response customer with due respect</li><li>2. Perform customer service</li><li>3. Ensure customer satisfaction</li></ol>	10
<b>Total hours</b>			<b>45</b>

## Sector specific competencies

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

## Occupation specific competencies

Code	Unit of competency	Elements of competency	Duration (hours)
OU-IS-FM-01-L3-V1	Interpret Fashion Modeling	<ol style="list-style-type: none"> <li>1. Define Fashion and Modeling</li> <li>2. Interpret the requirements of Modeling</li> <li>3. Illustrate job responsibilities of a Model</li> </ol>	20
OU-IS-FM-02-L3-V1	Illustrate Grooming, Health, Fitness and Personality	<ol style="list-style-type: none"> <li>1. Identify the Grooming, Health and Fitness Issues</li> <li>2. Recognize Make-up and Hair Styling</li> <li>3. Promote Personality</li> </ol>	20
OU-IS-FM-03-L3-V1	Prepare for Modeling	<ol style="list-style-type: none"> <li>1. Select and collect materials</li> <li>2. Identify the Steps of Modeling Activity</li> <li>3. Attend trial for Attire</li> <li>4. Collaborate with the director</li> <li>5. Attend Practice Sessions</li> <li>6. Clean and maintain materials and workplace</li> </ol>	90
OU-IS-FM-04-L3-V1	Perform Fashion Modeling	<ol style="list-style-type: none"> <li>1. Select and collect materials</li> <li>2. Get Hair, Make up, Attire and accessories</li> <li>3. Perform Ramp Activity and follow facial and emotional expression</li> <li>4. Carryout Pose and Photo videography</li> <li>5. Remove Attire, Accessories, Hair and Make up</li> <li>6. Clean and maintain materials and workplace</li> </ol>	100
OU-IS-FM-05-L3-V1	Promote Career Development	<ol style="list-style-type: none"> <li>1. Prepare for Creating Brand and Perform Marketing</li> <li>2. Attend Audition</li> <li>3. Perform Networking</li> </ol>	30
OU-IS-FM-06-L3-V1	Perform Portfolio Making and Final Presentation	<ol style="list-style-type: none"> <li>1. Make Portfolio</li> <li>2. Carryout Final Presentation</li> </ol>	35
<b>Total Hours</b>			<b>295</b>

## **Generic Units of Competencies**

<b>Unit Code and Title</b>	<b>GU-02-L1-V1: Apply Occupational Safety and Health (OSH) Procedure in the Workplace</b>
<b>Unit Descriptor</b>	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 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 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>GU-04-L1-V1: Work in a Team Environment</b>
<b>Unit Descriptor</b>	<p>This unit covers the knowledge, skills and attitudes (KSAs) required in working in a team environment.</p> <p>It includes define team role and scope, identify individual role and responsibility, participate in team discussions and work as a team member.</p>
<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
1. Define team role and scope	1.1. Role and objectives of the team are defined 1.2. Team structure, responsibilities and reporting relations are identified from team discussions and other external sources
2. Identify individual role and responsibility	2.1 Individual roles and responsibilities of <b><u>team members</u></b> are identified 2.2 Reporting relationships among team members are defined and clarified 2.3 Reporting relationships external to the team are defined and clarified
3. Participate in team discussions	3.1 Ideas related to team plans are contributed 3.2 Recommendations for improving team work are put forward
4. Work as a team member	4.1 Effective forms of communication are used to interact with team members 4.2 Communication channels are followed 4.3 OHS practices are followed
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Team Members	1.1 Coach/mentor 1.2 Supervisor/Manager 1.3 Peers/Colleagues 1.4 Employee representative
<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 demonstrated knowledge in working in a team environment.

	1.2 satisfied the requirements mentioned in the 1.3 Performance Criteria and Range of Variables
2. Underpinning knowledge	2.1 Team Structure, Role and Responsibility 2.2 Individual Members' Roles and Responsibilities 2.3 Communication Flow and Reporting Structures 2.4 Team Planning 2.5 Interpersonal Communication Skills 2.6 Team Meeting Procedures 2.7 OHS Practices
3. Underpinning skills	3.1 Identifying the role and responsibility of the team 3.2 Identifying roles and responsibilities of individual members 3.3 Participating in team discussions 3.4 Working as a team member
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 Pens 5.2 Telephone 5.3 Computer 5.4 Writing materials 5.5 Online communication
6. Methods of assessment	Competency should be assessed by: 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 assessment centre 7.2 Assessment should be done by a NSDA certified/nominated assessor

### **Accreditation Requirements**

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under 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>GU-05-L1-V1: Deal with Clients/ Customers</b>
<b>Nominal Hours</b>	<b>10 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to deal with clients. It includes response customer with due respect, perform customer service and ensure customer satisfaction
<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. Response customer with due respect	1.1 Customers required service and needs are responded with due <b><u>courteous manner</u></b> 1.2 Customer's attitude and psychology is recognized 1.3 Customers queries are responded with patience 1.4 Customers required service and needs are recorded in accordance with workplace procedures 1.5 Payment method is explained and agreed with customers 1.6 Customers are entertained as per workplace procedures
2. Perform customer service	2.1 Customer's security and confidentiality are ensured as per workplace standard 2.2 Customer special needs are identified and ensured in consultation with customer 2.3 Workplace health and hygiene are ensured as per workplace standard 2.4 Customer service is provided as required 2.5 Courtesy kind and sincere services are provided to ensure customers positive impression
3. Ensure customer satisfaction	3.1 Customers comments are requested about service provided 3.2 Possible causes of client/customer dissatisfaction are identified, dealt with and recorded 3.3 Customer satisfaction is reviewed and evaluated as per workplace standard 3.4 Customer service policy is replanted and readjusted based on evaluation 3.5 Customers details are recorded for future contact as per workplace standard
<b>Range of variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Courteous manner	1.1 Greet customers with brighter smiling face 1.2 Polite greetings 1.3 Use decent words

<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 responded customer with due respect 1.2 performed customer service 1.3 ensured customer satisfaction
2. Underpinning knowledge	2.1. Uniform and personal grooming requirements of the employer and the client 2.2. Occupational Health and safety requirement for the assignment 2.3. Assignment Instructions
3. Underpinning Skills	3.1. Attention to detail when completing client/employer documentation 3.2. Interpersonal and communication skills required in client contact assignments 3.3. Customer service skills required to meet client/customer needs 3.4. Punctuality 3.5. Customer Service 3.6. Telephone Technique 3.7. Problem Solving and Negotiation 3.8. Maintaining Records
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 Workplace (simulated or actual) 5.2 Different types of hand tools and power tools 5.3 Work books 5.4 Hand tools and power tools operating and maintenance manuals
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	<p>7.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module</p> <p>7.2 Assessment should be done by NSDA certified assessor</p>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by NSDA, the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of national skills qualification. 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-CS-01-L2-V1: Work in the Informal Sector</b>
<b>Nominal Hours</b>	<b>20 Hours</b>
<b>Unit Descriptor</b>	<p>This unit covers the skills, knowledge and attitude required in working in the informal sector.</p> <p>It includes describe the organizational structure within the informal sector, identify processes and procedures, identify tools, equipment and materials, identify workplace practices, and organize own workload, and practice OHS.</p>
<b>Elements of Competency</b>	<p><b>Performance Criteria</b></p> <p><b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables.</p>
1. Describe the organizational structure within the sector	<p>1.1 Scope, nature and <b><u>major fields</u></b> of the informal sector are determined</p> <p>1.2 The profile of the informal sector in relation to Bangladesh <b><u>employment conditions</u></b> is determined</p> <p>1.3 Trends and technologies relevant to the sector are explained.</p> <p>1.4 Relevant policies and guidelines are identified and interpreted.</p> <p>1.5 <b><u>Instructions</u></b> as to procedures in achieving quality are obtained, understood and clarified.</p>
2. Identify processes and procedures	<p>2.1 Informal processes are identified, described and explained.</p> <p>2.2 Work activities are correctly identified.</p> <p>2.3 Adjustments are interpreted.</p>
3. Identify workplace requirements	<p>3.1 <b><u>Workplace requirements</u></b> are identified and clarified.</p> <p>3.2 Roles and responsibilities of all personnel are described.</p> <p>3.3 Workplace's practices are identified.</p> <p>3.4 <b><u>Problem-solving strategies</u></b> are used to address bottlenecks, inconsistencies and other concerns.</p>
4. Organize own workload	<p>4.1 Own work activities are planned and progress of work is communicated to relevant staff.</p> <p>4.2 Work activities are completed.</p> <p>4.3 Difficulties and bottlenecks are identified, and solutions are put forwarded.</p> <p>4.4 Own work is monitored against workplace standards and areas for improvement identified and acted upon.</p>
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Major Fields	<p>1.1 Food and flea markets</p> <p>1.2 Street vendors</p>

	1.3 laundromat
2. Employment conditions	2.1 Code of Practice 2.2 Salary/Wage System 2.3 Labor Practices 2.4 Anti-Discrimination Policy 2.5 Gender Issues 2.6 Collective Bargaining and Other Practices 2.7 Awards 2.8 Procedures for Handling Disputes 2.9 Innovations in the Sector
3. Instructions	3.1 Specifications and requirements 3.2 Standard operating procedures 3.3 Manuals of Instruction 3.4 Operations Manual 3.5 Environmental Guidelines 3.6 Gender and Develop Guidelines
4. Workplace requirements	4.1 Goals and objectives 4.2 Strategic and Operational Plans 4.3 Systems and Processes 4.4 Monitoring and Evaluation 4.5 Reports and Documentation
5. Problem-solving strategies	5.1 Asking questions 5.2 Feedback and Feed forward system 5.3 Reference to Standard Operating Procedures 5.4 Accessing Information 5.5 Reviews 5.6 Brainstorming
<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 demonstrated knowledge in working in the informal sector 1.2 satisfying all the requirements mentioned in the performance criteria and range of variables
2. Underpinning knowledge	2.1 Scope and major divisions of the informal sector 2.2 Relevant policies and guidelines in the informal sector 2.3 Manuals used in the informal sector 2.4 Relevant terminologies and acronyms 2.5 Workplace practices 2.6 Recording and reporting practices

3. Underpinning skills	3.1 Describing the organization structure 3.2 Identifying informal processes and procedures 3.3 Identifying tools, equipment and materials 3.4 Identifying workplace practices 3.5 Organizing own workload 3.6 Practicing OHS
4. Underpinning attitudes	4.1 Commitment to occupational health and safety 4.2 Environmental concerns 4.3 Eagerness to learn 4.4 Tidiness and timeliness 4.5 Respect for rights of peers and seniors in workplace
5. Resource implications	5.1 Pens 5.2 Telephone 5.3 Computer 5.4 Writing materials 5.5 Online communication
6. Methods of assessment	Competency should be assessed by 6.1 Demonstration 6.2 Oral questioning 6.3 Written test
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 NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

## **Occupation Specific Units of Competencies**

<b>Unit Code and Title</b>	<b>OU-IS-FM-01-L3-EN-V1: INTERPRET FASHION MODELING</b>
<b>Unit Descriptor</b>	This unit covers the skills, knowledge and attitude required to Interpret fashion modeling. It specifically includes defining fashion and modeling, interpreting the requirements of modeling and illustrating the job responsibilities of a model.
<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
1. Define Fashion and Modeling	1.1. Fashion is elaborated as per standard procedure 1.2. Modeling is defined 1.3. <b><u>Types of modeling</u></b> are identified 1.4. Modeling as a career is explained
2. Interpret the requirements of Modeling	2.1 Fashion Modeling is interpreted 2.2 <b><u>Importance of fashion modeling</u></b> are recognized 2.3 <b><u>Industries related to fashion modeling</u></b> are listed 2.4 <b><u>Terminology</u></b> used in Fashion Modeling are identified
3. Illustrate job responsibilities of a Model	3.1. <b><u>Job responsibilities of a fashion model</u></b> are recognized and listed 3.1 <b><u>Qualities of a fashion model</u></b> are interpreted
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Types of modeling	1.1 Commercial Modeling 1.2 Fitness modeling 1.3 Runway modeling 1.4 Fashion modeling 1.5 Photography modeling 1.6 Plus-size modeling 1.7 Swimsuit modelling 1.8 Promotional modeling
2. Importance of fashion modeling	2.1 Brand representation 2.2 Influencing consumer choices 2.3 Creative collaboration 2.4 Global reach 2.5 Showcasing trends 2.6 Setting beauty standards 2.7 Economic impact
3. Industries related to fashion modeling	3.1 Fashion industry 3.2 Photography 3.3 Advertising and Marketing

	3.4 Cosmetics and Beauty 3.5 Retail and E-commerce 3.6 Fashion Shows and Events 3.7 Media and Publishing 3.8 Fitness and Wellness 3.9 Travel and Hospitality 3.10 Entertainment 3.11 Technology
4. Terminology	4.1 Choreography 4.2 Catwalk 4.3 Runway 4.4 Styling 4.5 Print media 4.6 Electronic media 4.7 Costume designer 4.8 Brand 4.9 Set designer 4.10 Art director 4.11 Sound and light 4.12 Photographers 4.13 Cinematographer 4.14 Backstage management 4.15 Make-up artist 4.16 Audition 4.17 Green room 4.18 Queue
5. Job responsibilities of a fashion model	5.1 Maintaining physical appearance 5.2 Posing for photographs 5.3 Walking the runway 5.4 Attending fittings 5.5 Collaborating with creative teams 5.6 Promoting brands 5.7 Developing a professional portfolio 5.8 Adhering to schedules and deadlines 5.9 Following direction
6. Qualities of a fashion model	6.1 Physical appearance 6.2 Confidence 6.3 Versatility 6.4 Professionalism 6.5 Posing skills 6.6 Runway skills 6.7 Healthy lifestyle

	6.8 Communication skills 6.9 Networking ability 6.10 Adaptability 6.11 Creativity 6.12 Discipline 6.13 Positive attitude 6.14 Ethics and moral values 6.15 Having personal wardrobe collection
<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 defined fashion and modeling 1.2 identified types of modeling 1.3 interpreted requirements of modeling 1.4 listed job responsibilities of fashion model
2. Underpinning knowledge	2.1 Fashion 2.2 Modeling 2.3 Importance of fashion modeling 2.4 Fashion modeling terminology 2.5 Job responsibilities and qualities of Fashion Model
3. Underpinning skills	3.1 Defining fashion and modeling 3.2 Identifying types of modeling 3.3 Listing job responsibilities and qualities of fashion models
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 Eagerness to learn 4.5 Tidiness and timeliness 4.6 Respect of peers and seniors in workplace 4.7 Communicate with peers and seniors in workplace
5. Resource implications	5.1 Workplace (simulated or actual) 5.2 Learning materials 5.3 Relevant resources
6. Methods of assessment	Competency should be assessed by: 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 assessment centre

	7.2 Assessment should be done by a NSDA certified/nominated assessor
<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 BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	



<b>Unit Code and Title</b>	<b>OU-IS-FM-02-L3-EN-V1: ILLUSTRATE GROOMING, HEALTH, FITNESS AND PERSONALITY</b>
<b>Unit Descriptor</b>	This unit covers the skills, knowledge and attitude required to illustrate grooming, health, fitness and personality. It specifically includes identifying the grooming, health and fitness issues, recognizing make-up and hair styling and promoting personality.
<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
1. Identify the Grooming, Health and Fitness Issues	1.1 <b><u>Personal grooming for fashion models</u></b> are interpreted 1.2 Significance of personal grooming are recognized 1.3 <b><u>Health and fitness issues</u></b> for fashion models are identified 1.4 Importance of health and fitness considerations are interpreted
2. Recognize Make-up and Hair Styling	2.1 <b><u>Make-up</u></b> and hair styling knowledge for fashion models are interpreted 2.2 Necessary <b><u>materials for personal vanity bag</u></b> is listed 2.3 Personal vanity bag is maintained as per workplace standard
3. Promote Personality	3.1 <b><u>Personality traits</u></b> for fashion models are interpreted 3.2 Importance of personality factors are recognized
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Personal grooming for fashion models	1.1 Skin care 1.2 Hair care 1.3 Nails 1.4 Dental care 1.5 Fitness 1.6 Personal Hygiene 1.7 Sleep and Rest 1.8 Clothing

	1.9 Confidence
2. Health and fitness issues	2.1 Physical Health Issues <ul style="list-style-type: none"> <li>2.1.1 Nutritional Deficiencies</li> <li>2.1.2 Eating Disorders</li> <li>2.1.3 Over weight</li> <li>2.1.4 Fatigue</li> <li>2.1.5 Skin and Hair Problems</li> </ul> 2.2 Mental Health Issues <ul style="list-style-type: none"> <li>2.2.1 Stress and Anxiety</li> <li>2.2.2 Depression</li> <li>2.2.3 Over thinking</li> <li>2.2.4 Excessive use of skin chemicals</li> </ul> 2.3 Fitness Considerations <ul style="list-style-type: none"> <li>2.3.1 Unbalanced diet</li> <li>2.3.2 Over exercise</li> <li>2.3.3 Over work</li> <li>2.3.4 Smoking and use of drugs</li> </ul>
3. Make-up and hair styling	3.1 Make up <ul style="list-style-type: none"> <li>3.1.1 Base Make up</li> <li>3.1.2 Contour</li> <li>3.1.3 Eye make up</li> <li>3.1.4 Lip make up</li> <li>3.1.5 Face art</li> <li>3.1.6 Body make up</li> </ul> 3.2 Hair Styling <ul style="list-style-type: none"> <li>3.2.1 Open hair</li> <li>3.2.2 Half do</li> <li>3.2.3 Up do</li> </ul>
4. Materials for personal vanity bag	4.1 Skin products <ul style="list-style-type: none"> <li>4.1.1 Moisturizer</li> <li>4.1.2 Sunscreen</li> <li>4.1.3 Facial Mist</li> <li>4.1.4 Cleansing Wipes</li> <li>4.1.5 Lip Balm</li> <li>4.1.6 Body lotion</li> </ul> 4.2 Makeup <ul style="list-style-type: none"> <li>4.2.1 Foundation</li> <li>4.2.2 Concealer</li> <li>4.2.3 Powder</li> <li>4.2.4 Blush and Bronzer</li> <li>4.2.5 Eyeshadow Palette</li> </ul>

	4.2.6 Eyeliner and Mascara 4.2.7 Eyebrow Pencil/Gel 4.2.8 Lipstick/Lip Gloss/ Lip liner 4.2.9 Makeup Brushes 4.2.10 Make up remover 4.3 Hair products 4.3.1 Hairbrush/Comb 4.3.2 Hair Ties/Clips 4.3.3 Hairspray 4.3.4 Hair gel 4.4 Personal Hygiene 4.4.1 Deodorant 4.4.2 Hand Sanitizer 4.4.3 Breath Mints/Gum 4.4.4 Perfume/Body Mist 4.4.5 Sanitary Products 4.5 Tools and Miscellaneous 4.5.1 Tweezers 4.5.2 Nail Kit 4.5.3 Mirror 4.5.4 Cotton Swabs and Pads 4.5.5 Tissues 4.5.6 Safety pins
5. Personality traits	5.1 Extraversion 5.2 Positive attitude 5.3 Conscientiousness 5.4 Neuroticism
<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 identified grooming, health and fitness issues for fashion models 1.2 recognized make-up and hair styling 1.3 listed and maintained materials for personal vanity bag 1.4 promoted personality
2. Underpinning knowledge	2.1 Grooming 2.2 Health 2.3 Fitness 2.4 Make up

	2.5 Materials for personal vanity bag 2.6 Personality traits
3. Underpinning skills	3.1 Interpreting personal grooming for fashion models 3.2 Identifying health and fitness issues for fashion models 3.3 Recognizing make up, product and styling 3.4 Listing and maintaining materials for personal vanity bag
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 Eagerness to learn 4.5 Tidiness and timeliness 4.6 Respect of peers and seniors in workplace 4.7 Communicate with peers and seniors in workplace
5. Resource implications	5.1 Workplace (simulated or actual) 5.2 Products for make-up and styling 5.3 Materials for personal vanity bag 5.4 Learning materials
6. Methods of assessment	Competency should be assessed by: 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 assessment centre 7.2 Assessment should be done by a NSDA certified/nominated assessor

### **Accreditation Requirements**

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

<b>Unit Code and Title</b>	<b>OU-IS-FM-03-L3-EN-V1: PREPARE FOR MODELING</b>
<b>Unit Descriptor</b>	This unit covers the skills, knowledge and attitude required to prepare for modeling. It specifically includes selecting and collecting materials, identifying the steps of modeling activity, attending trial for attire, collaborating with the director, attending practice sessions and cleaning and maintaining materials and workplace.
<b>Nominal Hours</b>	<b>90 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. Select and collect materials	1.1 Safe work practices are followed as per workplace standard 1.2 Required materials are selected and collected as per requirements
2. Identify the Steps of Modeling Activity	2.2 <b><u>Modeling activities</u></b> are recognized 2.3 <b><u>Steps of modeling activity</u></b> are interpreted 2.4 Preparation and performance for each activity are interpreted
3. Attend trial for Attire	3.1 Schedule for trials are noted and followed 3.2 <b><u>Outfits</u></b> for trial are checked 3.3 Trial is performed without make up 3.4 <b><u>Irregularities during trial</u></b> are informed to the proper authority 3.5 Retrial is performed in case of necessary
4. Collaborate with the director	4.1 Direction is interpreted 4.2 Planning and <b><u>instructions</u></b> are received from director 4.3 <b><u>Modeling terms</u></b> are identified and followed 4.4 Instructions are well understood by the fashion models 4.5 Anomalies are reported to the director and concern authority 4.6 Instructions are followed as per direction
5. Attend Practice Sessions	5.1 Schedule for practice sessions are noted and followed 5.2 Preparation and arrangements are checked 5.3 Practice sessions are attended as per planning and schedule 5.4 Cooperation is extended with co-artists and the team
6. Clean and maintain materials and workplace	6.1 Materials are cleaned and stored as per workplace standard 6.2 Workplace is cleaned and maintained as per workplace standard
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):

1. Modeling activities	1.1 Fashion show and catwalk 1.2 Poses and Photoshoots 1.3 Styling an attire 1.4 TV and OV commercials 1.5 Social media promotions 1.6 Product endorsement 1.7 Brand promoter 1.8 Brand ambassador
2. Steps of modeling activity	2.1 Casting and Auditions 2.2 Measurements 2.3 Fittings 2.4 Rehearsals 2.5 Show day preparation 2.6 Perform show 2.7 Post show activities
3. Outfits	3.1 Garments 3.2 Footwear 3.3 Accessories
4. Irregularities during trial	4.1 Measurement problems 4.2 Fitting problems 4.3 Stitching problems
5. Instructions	5.1 Brand orientation 5.2 Pose 5.3 Ramp 5.4 Music 5.5 Expressions
6. Modeling terms	6.1 Runway Terms <ul style="list-style-type: none"> <li>6.1.1 One by one</li> <li>6.1.2 One and half</li> <li>6.1.3 Peel in</li> <li>6.1.4 Peel out</li> <li>6.1.5 Skirt</li> <li>6.1.6 Cluster</li> <li>6.1.7 Triangle</li> <li>6.1.8 Head ramp</li> </ul> 6.2 Photoshoot terms <ul style="list-style-type: none"> <li>6.2.1 Chin up</li> <li>6.2.2 Chin down</li> <li>6.2.3 Hold</li> <li>6.2.4 Look</li> <li>6.2.5 Standing</li> <li>6.2.6 Sitting</li> </ul>

	6.2.7 Lay back 6.2.8 Hand on waist
<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 identified steps of modeling activity 1.2 collaborated with direction 1.3 identified and followed runway terms 1.4 followed instructions as per choreography 1.5 attended practice sessions
2. Underpinning knowledge	2.1 Safe work practices 2.2 Required materials 2.3 Modeling activities 2.4 Trial for attire 2.5 Choreography 2.6 Runway terms 2.7 Practice sessions
3. Underpinning skills	3.1 Selecting and collecting materials 3.2 Identifying the steps of modeling activity 3.3 Attending trial for attire 3.4 Collaborating with the choreography 3.5 Attending practice sessions 3.6 Cleaning and maintaining materials and workplace
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 Eagerness to learn 4.5 Tidiness and timeliness 4.6 Respect of peers and seniors in workplace 4.7 Communicate with peers and seniors in workplace
5. Resource implications	5.1 Workplace (simulated or actual) 5.2 Outfits for trial 5.3 Related materials for attending practice sessions 5.4 Learning materials
6. Methods of assessment	Competency should be assessed by: 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 assessment centre</p> <p>7.2 Assessment should be done by a 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 BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	



<b>Unit Code and Title</b>	<b>OU-IS-FM-04-L3-EN-V1: PERFORM FASHION MODELING</b>
<b>Unit Descriptor</b>	<p>This unit covers the skills, knowledge and attitude required to perform fashion modeling.</p> <p>It specifically includes getting hair, make up, attire and accessories, performed runway activity and followed facial and emotional expression, carrying out pose and photography and videography, removing attire, accessories hair and make-up and cleaning and maintaining materials and workplace.</p>
<b>Nominal Hours</b>	<b>100 Hours</b>
<b>Elements of Competency</b>	<p><b>Performance Criteria</b>  <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables</p>
1. Select and collect materials	<p>1.1 Safe work practices are followed as per workplace standard</p> <p>1.2 <b><u>Materials</u></b> are selected and collected as per requirements</p>
2. Get Hair, Make up, Attire and accessories	<p>2.1 Hair, make up, attire and accessories are recognized</p> <p>2.2 Hair and make-up is taken with the help of respective artist as per standard</p> <p>2.3 Attire and accessories are checked and put on as per planning</p> <p>2.4 Hair, make up, attire and accessories are confirmed by the respective designer and director</p>
3. Perform Runway Activity and follow facial and emotional expression	<p>3.1 <b><u>Runway activities</u></b> are interpreted as per Fashion show</p> <p>3.2 Facial and emotional expression are elaborated</p> <p>3.3 Requirements of facial and emotional expression are interpreted</p> <p>3.4 Runway activities are performed as per the instruction of Runway director</p> <p>3.5 Facial and emotional expression are shown as per direction</p> <p>3.6 Runway activities are finished as per workplace standard</p>
4. Carryout Pose for Photography and videography	<p>4.1 Requirements of pose for photography and videography are interpreted</p> <p>4.2 <b><u>Different types of pose</u></b> are identified</p> <p>4.3 <b><u>Preparation for photography and videography</u></b> are interpreted</p> <p>4.4 Different poses are performed as per job requirement</p> <p>4.5 Photography and videography is carried out as per workplace standard</p>
5. Remove Attire, Accessories, Hair and Make up	<p>5.1 Green room are checked as per workplace standard</p> <p>5.2 Attire and accessories are removed after show/ Photography as per job requirement</p> <p>5.3 Hair and make-up is removed as per standard requirement</p>

	5.4 Attire, accessories and make up kits are submitted to the concern person
6. Clean and maintain materials and workplace	6.1 Materials are cleaned and stored as per workplace standard 6.2 Workplace is cleaned and maintained as per workplace standard
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Materials	1.1 Clothing and Accessories 1.2 Hair and Makeup kits 1.3 Backstage Essentials 1.4 Lighting Equipment 1.5 Sound System 1.6 Backdrop and Props 1.7 Emergency Kits
2. Runway activities	2.1 Backstage preparation 2.2 Walking 2.3 Posing 2.4 Showing expression and attitude 2.5 Interacting with designers and teams 2.6 Adjusting to various runway styles
3. Different types of pose	3.1 Hands on hips 3.2 Hands up 3.3 Arms crossed 3.4 Hand on face 3.5 Hand movement 3.6 Turn to camera 3.7 Shoulders forward 3.8 Leaning pose 3.9 Crouching pose 3.10 Sitting poses 3.11 Bending legs 3.12 Legs crossed 3.13 Resting head 3.14 Back to camera 3.15 Create movement 3.16 Walking pose 3.17 Hands in pockets 3.18 Over the shoulder
4. Preparation for photography and videography	4.1 Location and background setting 4.2 On time in the set 4.3 Put on hair, make up and dress 4.4 Setting pose and expression

	4.5 Equipment preparation
<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 selected and collected materials</li> <li>1.2 taken hair, make up, attire and accessories</li> <li>1.3 performed runway activity</li> <li>1.4 followed facial and emotional expression</li> <li>1.5 carried out pose</li> <li>1.6 performed photography and videography</li> <li>1.7 removed accessories and make up</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Safe work practice</li> <li>2.2 Materials</li> <li>2.3 Hair, make up, attire and accessories</li> <li>2.4 Runway activity</li> <li>2.5 Facial and emotional expression</li> <li>2.6 Pose</li> <li>2.7 Photography</li> <li>2.8 Videography</li> <li>2.9 Green room</li> <li>2.10 Clean and maintain materials and workplace</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Selecting and collecting materials</li> <li>3.2 Getting hair, make up, attire and accessories</li> <li>3.3 Performing runway activity</li> <li>3.4 Following facial and emotional expression</li> <li>3.5 Carrying out pose and photography and videography</li> <li>3.6 Removing attire, accessories, hair and make up</li> <li>3.7 Cleaning and maintaining materials and workplace</li> </ul>
4. Required attitude	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Sincere and honest to duties</li> <li>4.3 Promptness in carrying out activities</li> <li>4.4 Eagerness to learn</li> <li>4.5 Tidiness and timeliness</li> <li>4.6 Respect of peers and seniors in workplace</li> <li>4.7 Communicate with peers and seniors in workplace</li> </ul>
5. Resource implications	<ul style="list-style-type: none"> <li>5.1 Workplace (simulated or actual)</li> <li>5.2 Hair and make up</li> <li>5.3 Attire and accessories</li> <li>5.4 Equipment for photography and videography</li> <li>5.5 Cleaning tools</li> </ul>

	5.6 Learning materials
6. Methods of assessment	Competency should be assessed by: 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 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 qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

<b>Unit Code and Title</b>	<b>OU-IS-FM-05-L3-EN-V1: PROMOTE CAREER DEVELOPMENT</b>
<b>Unit Descriptor</b>	This unit covers the skills, knowledge and attitude required to promote career development. It specifically includes preparing for creating brand and performing marketing, attending audition and performing networking.
<b>Nominal Hours</b>	<b>30 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 Creating Brand and Perform Marketing	1.1 Concept of 'Brand' is interpreted 1.2 <b><u>Importance of branding</u></b> are recognized 1.3 <b><u>Process of branding</u></b> for models are listed 1.4 Requirements for marketing are interpreted 1.5 <b><u>Marketing activities</u></b> are recognized and performed
2. Attend Audition	2.1 Audition is interpreted 2.2 <b><u>Purposes of audition</u></b> are listed 2.3 <b><u>Preparation for audition</u></b> is taken 2.4 Audition is performed as per workplace standard
3. Perform Networking	3.1 <b><u>Importance of networking</u></b> are recognized 3.2 <b><u>Networking process</u></b> and <b><u>platforms</u></b> are selected 3.3 Networking are performed as per workplace standard
4. Grasp opportunity for brand promotion and influencing	4.1 Brand promotion is interpreted 4.2 Influencer marketing is elaborated 4.3 Guidelines for brand promotion is understood as per workplace standard 4.4 Opportunities for brand promotion are searched as per standard procedure 4.5 Brand promotion is performed 4.6 Guidelines for influencer marketing is understood as per workplace standard 4.7 Influencer marketing activities are carried out as per standard procedure
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Importance of branding	1.1 Identity and Recognition 1.2 Trust and Credibility 1.3 Targeting the Right Opportunities 1.4 Marketing and Promotion 1.5 Longevity and Evolution 1.6 Personal Satisfaction

2. Process of branding	2.1 Self-Discovery 2.2 Identify own unique attributes 2.3 Define goals 2.4 Research and inspiration 2.5 Create professional portfolio 2.6 Create Content 2.7 Do online presence 2.8 Marketing and promotion 2.9 Monitoring and Adaptation
3. Marketing activities	3.1 Market Research 3.2 Branding 3.3 Content Marketing 3.4 Social Media Marketing 3.5 Email Marketing 3.6 SEO (Search Engine Optimization) 3.7 Public Relations 3.8 Influencer Marketing 3.9 Events and Promotions
4. Purposes of audition	4.1 Talent Assessment 4.2 Fit for the Role 4.3 Screening 4.4 Performance Evaluation
5. Preparation for audition	5.1 Understand the Role and know the Details 5.2 Study the Material 5.3 Bring Necessary Materials 5.4 Rehearse 5.5 Prepare Outfit 5.6 Get Feedback 5.7 Work with Confidence 5.8 Follow Instructions 5.9 Stay Positive
6. Importance of networking	6.1 Opportunity discovery 6.2 Building relationships 6.3 Knowledge sharing 6.4 Career advancement 6.5 Creating brand image 6.6 Skill development 6.7 Collaboration 6.8 Confidence building
7. Networking process	7.1 Define Goals 7.2 Identify key contacts 7.3 Reach out 7.4 Engage in conversations

	7.5 Maintain relationships 7.6 Expand network
8. Platforms	8.1 Professional Networking Platforms 8.2 Social Media Platforms 8.3 Visual and Creative Platforms 8.4 Local and In-Person Networking Platforms 8.5 Professional Associations and Industry Forums 8.6 Forums
<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 preparing for creating brand 1.2 performed marketing 1.3 attended audition 1.4 performed networking
2. Underpinning knowledge	2.1 Brand 2.2 Marketing 2.3 Audition 2.4 Networking
3. Underpinning skills	3.1 Preparing for creating brand 3.2 Performing marketing 3.3 Attending audition 3.4 Performing networking
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 Eagerness to learn 4.5 Tidiness and timeliness 4.6 Respect of peers and seniors in workplace 4.7 Communicate with peers and seniors in workplace
5. Resource implications	5.1 Workplace (simulated or actual) 5.2 Tools, equipment for branding and marketing 5.3 Materials for audition 5.4 Tools, equipment for networking
6. Methods of assessment	Competency should be assessed by: 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 assessment centre

	7.2 Assessment should be done by a NSDA certified/nominated assessor
<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 BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	



<b>Unit Code and Title</b>	<b>OU-IS-FM-06-L3-EN-V1: PERFORM PORTFOLIO MAKING AND FINAL PRESENTATION</b>
<b>Unit Descriptor</b>	This unit covers the skills, knowledge and attitude required to perform portfolio making and final presentation. It specifically includes making portfolio, carrying out final presentation.
<b>Nominal Hours</b>	<b>35 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. Make Portfolio	1.1 Portfolio is interpreted 1.2 <b><u>Importance of making portfolio</u></b> for models are recognized 1.3 <b><u>Process of making portfolio</u></b> is interpreted 1.4 <b><u>Necessary elements</u></b> are collected and organized 1.5 Portfolio is made as per standard requirement
2. Carryout Final Presentation	2.1 Runway activity is practiced on the basis of selected theme 2.2 Portfolio is presented as per workplace standard 2.3 Runway activity is performed 2.4 Peer and audience's feedback is collected
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Importance of making portfolio	1.1 Showcases own work 1.2 Demonstrates expertise 1.3 Differentiates from others 1.4 Facilitates self-promotion 1.5 Provides evidence of progress 1.6 Builds credibility 1.7 Applications for job 1.8 Helps in interviews 1.9 Reflects professionalism
2. Process of making portfolio	2.1 Define own goals 2.2 Gather own work 2.3 Organize content 2.4 Create portfolio layout 2.5 Write descriptions 2.6 Include a personal introduction and information 2.7 Choose online/ offline platform 2.8 Design and develop 2.9 Test and review 2.10 Publish and share

3. Necessary elements	3.1 Cover page 3.2 Introduction 3.3 Headshots 3.4 Full-body shots 3.5 Runway shots 3.6 Commercial work 3.7 Tear sheets 3.8 Lifestyle shots 3.9 Video reels 3.10 Contact information 3.11 Social media links 3.12 Measurement status
<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 prepared portfolio 1.2 performed ramp activities 1.3 carried out final presentation
2. Underpinning knowledge	2.1 Portfolio 2.2 Ramp activity 2.3 Final presentation 2.4 Peer and audience's feedback
3. Underpinning skills	3.1 Making portfolio 3.2 Practicing ramp activity 3.3 Carrying out final presentation
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 Eagerness to learn 4.5 Tidiness and timeliness 4.6 Respect of peers and seniors in workplace 4.7 Communicate with peers and seniors in workplace
5. Resource implications	5.1 Workplace (simulated or actual) 5.2 Materials for portfolio 5.3 Materials for ramp activity and final presentation 5.4 Learning materials
6. Methods of assessment	Competency should be assessed by: 6.1 Written test 6.3 Demonstration 6.4 Oral Questioning

7. Context of assessment	<p>7.1 Competency assessment must be done in NSDA accredited assessment centre</p> <p>7.2 Assessment should be done by a 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 BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

## Development of Competency Standard

The Competency Standards for National Skills Certificate in Fashion Modeling Occupation, Level- 3 is developed by NSDA on 28, 29, 30 and 31 July 2024.

### List of Members

Sl No	Name and Address	Position in the committee
1.	<b>Farzana Ripa</b> CEO, Art of Living Ltd. & Vice President, Association of Fashion Designers of Bangladesh, Banani, Dhaka Mobile: +880 1711327944, Email: farzana_ripa21@yahoo.com	Member
2.	<b>Shahana Jefreen</b> CEO, Jef's Collection & Director, Association of Fashion Designers of Bangladesh, Banani, Dhaka Mobile: +8801616390032, Email: jefreen4jefs@gmail.com	Member
3.	<b>Imran Ali Sikder</b> Fashion Choreographer, M/S Sikder & Son's, Mohammedpur, Dhaka Mobile: +8801711367326, Email: emu.emarn@yahoo.com	Member
4.	<b>Shirin Akter Sheela</b> Fashion Model, Miss Universe Bangladesh 2019, Dhaka Mobile: +880 1774516695, Email: sherinakershela@gmail.com	Member
5.	<b>Plabon Sinha</b> Owner, Plab ON Production, Sreemongol, Moulovibazar Fashion Designer & Artist, Member of Association of Fashion Designers of Bangladesh, Banani, Dhaka Mobile: +880 1310241194, 01746788679, Email: plabonsinha142@gmail.com	Member
6.	<b>Tasmina Ruby</b> Owner, Taha, Dhaka Mobile: +880 1916167581, +880 1713506003, Email: tahahandicrafts40@gmail.com	Member
7.	<b>Md. Wahidur Rahman</b> Owner, Ovinobo, Mohammadpur, Dhaka Mobile: +880 1712018716, 01972018716, Email: wahidurs03@yahoo.com	Member
8.	<b>Shahnaz Begum Joya</b> Chief Operating Officer, Stitched Rose, Gulshan, Dhaka Mobile: +880 1715940823, Email: shahnazjoya@gmail.com	Member
9.	<b>Syed Azharul Haque</b> Competency Standard Expert National Skills Development Authority (NSDA) Cell: +880 1711047815 Email: azharulhaque2008@gmail.com	Member



## Validation of Competency Standard

The Competency Standards for National Skills Certificate in Fashion Modeling, Level- 3 is validated by NSDA on 12 September 2024.

### List of Members

Sl No	Name and Address	Position in the committee	Signature
1.	<b>Mirza Nurul Ghani Shovon</b> , Chairman (Informal Sector ISC), Mouchak, Dhaka Mobile: 01711263861 Email: isiscbd2015@gmail.com	Chairperson	
2.	<b>Mantasha Ahmed</b> , President Association of Fashion Designers Bangladesh (AFDB), Banani, Dhaka Mobile: 01944441212 Email: mantasha@hotmail.com	Member	
3.	<b>Azra Mahmood</b> Fashion Model, Stylist and Runway Director Managing Director, AM Consultancy Ltd. Mobile: 01973063946 Email: info@amtcdbd.com	Member	
4.	<b>Kaushik Iqbal</b> Commercial & Fashion Photographer, Dhaka Mobile: 01673603344 Email: kaushikiqbal@gmail.com	Member	
5.	<b>Imran Ali Sikder</b> Fashion Choreographer, M/S Sikder & Son's, Mohammadpur, Dhaka Mobile: 01711367326 Email: emu.emarn@yahoo.com	Member	
6.	<b>Abdullah Al Mahfuz (Raaz Mania)</b> Fashion Model, Artist, Dhaka Mobile: 01672455619 Email: raazmania@icloud.com	Member	
7.	<b>Shirin Akter Sheela</b> Fashion Model, Miss Universe Bangladesh 2019, Dhaka Mobile: 01774516695, Email: sherinactershela@gmail.com	Member	
8.	<b>Faikuzzaman Badsha</b> Senior Faculty Member, Shanto-Marium University of Creative Technology, Dhaka Mobile: 01712213061 Email: faikuzzaman@gmail.com	Member	
9.	<b>Syed Azharul Haque</b> Competency Standard Expert, National Skills Development Authority (NSDA) Cell: +880 1711047815 Email: azharulhaque2008@gmail.com	Member	



**Reference:**

<https://www.oneeducation.org.uk/course/fashion-modeling-course/>

<https://www.lst.ac/e-learning/fashion-modelling>

<https://skilldeer.com/uae/dubai/lifeskills/fashion/full-fashion-modeling-program-sheikh-zayed-road-1887>

<https://textilelearner.net/how-to-become-a-fashion-model/>

<https://inift.com/courses/professional-modeling-course/>





## Workshop Minutes

Government of the People's Republic of Bangladesh

Chief advisor's Office

National Skills Development Authority

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

Email: ec@nsda.gov.bd

Website: www.nstda.gov.bd.

Minutes of the Competency Standard Validation Workshop on “Fashion Modeling” Occupation.

Chairman	: Mr. Mirza Nurul Ghani Shovon, Chairman, ISISC
Date	: 12 September, 2024
Time	: 9:00 am - 5:00 pm
Place	: ISC Conference Room, NSDA, Biniyog Bhaban, Agargaon, Dhaka-1207

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

Serial No.	Content of validation	Whether it was appropriate		What actions have been taken if not appropriate?
		Yes	No.	
1	Name and level of occupation	Yes		The name of the occupation has been unchanged as ‘Fashion Modeling’. Level of this CS was considered Level 3.
2	Nominal Hour	Yes		360 hours
3	Unit of Competency	Yes		Name of the units were validated without any change.
4	Element	Yes		Name of the Elements were validated without any change.
5	Performance Criteria		No.	Relevant performance criteria were updated for changed element and some other elements.
3	Variables		No.	Relevant variables were added, changed and updated.
3	Critical Aspect of Competence		No.	Appropriate changes have been made in the critical aspect of competency as per the change of element and performance criteria.
3	Underpinning knowledge		No.	Necessary addition, changings and refinements have been made.
9	Underpinning Skills		No.	Necessary addition, changes and refinements have been made.
10	Attitude	Yes		
11	Resources	Yes		
12	Assessment methods	Yes		
13	Others			<ul style="list-style-type: none"> <li>▪ The nominal hours of the units of competencies have been readjusted for content consideration.</li> <li>▪ Overall, the occupation has been included in Level-3 according to NSQF (BNQF 1-6).</li> </ul>

Through the above activities, the Competency Standard has been finalized and validated as “**Fashion Modeling**” Level-3.

Chairman  
Committee on Standard and  
Curriculum Validation,  
Chairman - IS ISC