

National Technical and Vocational Qualification Framework

NTVQF

Competency Based Learning Materials (CBLMs)

Work effectively within Bangladesh TVET sector

**National Certificate in CBT&A Methodology
Trainers & Assessors, Level-4**



**Bangladesh Technical Education Board
Agargaon, Sher-E-Bangla Nagar
Dhaka-1207**

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Copyright

This Competency Based Learning Materials on “Work effectively within Bangladesh TVET sector” under the CBT&A Methodology for Trainers &Assessors, Level-4 qualification is developed based on the national competency standard approved by Bangladesh Technical Education Board (BTEB).

This document is to be used as a key reference point by the competency-based learning materials developers, teachers/trainers/assessors as a base on which to build instructional activities.

This document is owned by Bangladesh Technical Education Board (BTEB), developed under the guidance of international expert (TVET and Skills Development Specialist) and National consultant, ILO Country Office for Bangladesh supported by Skills 21 – Empowering Citizens for Inclusive and Sustainable Growth Project, ILO, funded by European Union (EU).

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Preface

Education and training for productive employment is vital for economic and social development in Bangladesh. Technical and Vocational Education and Training (TVET) is a tool for productivity enhancement and poverty reduction. TVET sector ensures quality, relevance and access of skills training which meets industry demand and fulfill the requirements of individual for opting gainful and productive employment.

Competency-based learning materials on “Working effectively within Bangladesh TVET sector” provides overall course guidelines in relation to teaching and learning and act as the key instrument in supporting delivery of standardised formal, non-formal and informal training. It is expected that competency-based learning materials (CBLMs) will serve the purpose of training delivery of different courses maintaining quality as specified in the approved national competency standard for CBT&A Methodology for Trainers & Assessors, Level-4. As it is agreed that any reform in TVET system in Bangladesh should be in line with international trends so as to make graduates from the qualification nationally and internationally competent.

It will be worth noting that the initiatives for development of National Certificate in CBT&A Methodology, Level-4 & Level-5 through review and updating of existing competency standards of trainers & assessors, development of new competency standard for National Certificate for CBT&A Managers and implementers, Level-6 and Competency Based Curriculum development for the above mentioned courses by the Skills 21 – Empowering Citizens for Inclusive and Sustainable Growth Project, ILO. This document is developed by the Standards and Curriculum Development Committee of BTEB under the guidance of International Expert (TVET and Skills Development Specialist) and the National consultant, Skills 21 – Empowering Citizens for Inclusive and Sustainable Growth Project, ILO country Office for Bangladesh.

We appreciate Skills 21 – Empowering Citizens for Inclusive and Sustainable Growth Project, ILO, funded by European Union (EU) for developing competency-based learning materials on “Working effectively within Bangladesh TVET sector” of CBT&A Methodology for Trainers & Assessors, Level-4 qualification under National Technical and Vocational Qualification Framework (NTVQF).

Chairman
Bangladesh Technical Education Board

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Acronyms

BMET	Bureau of Manpower Employment and Training
BTEB	Bangladesh Technical Education Board
CAD	Course Accreditation Document
CBC	Competency Based Curriculum
CBLMs	Competency Based Learning Materials
CBT	Competency Based Training
CBT&A	Competency Based Training and Assessment
CS	Competency Standard
DTE	Directorate of Technical Education
EU	European Union
ILO	International Labour Organization
LCD	Liquid Cristal Display
MOE	Ministry of Education
MOEWOE	Ministry of Expatriate Welfare and Overseas Employment
MOLE	Ministry of Labour and Employment
NEP	National Education Policy
NGOs	Non-Government Organisations
NSDA	National Skills Development Authority
NSDC	National Skills Development Council
NSDP	National Skills Development Policy
NTVQF	National Technical and Vocational Qualification Framework
OSH	Occupational Safety and Health
PCs	Personal Computers
QAMS	Quality Assurance Manuals
RPL	Recognition of Prior Learning
SCDC	Standard ad Curriculum Development Committee
TSC	Technical School and College
TTC	Technical Training Centre
TTTC	Technical Teachers Training College
TVET	Technical Vocational Education and Training
VET	Vocational Training Institute
VTTI	Vocational Teachers Training Institute

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Overview of the Module

Work effectively within Bangladesh TVET sector

This module comprises five elements (1 to 5), and five (5) learning outcomes derived from the unit of competency TVTENV401A1: Work effectively within Bangladesh TVET sector.

Upon completion of this module, the trainee must be able to:

1. Interpret TVET scenario of Bangladesh and relevant policy documents.
2. Interpret quality assurance system.
3. Work within the training organization.
4. Manage work relationships with colleagues and clients.
5. Assist learner to develop competency as per needs and interests

After completion of the training, the trainees will be required to demonstrate their competency through the following performance criteria:

- 1.1 TVET terminologies are listed and defined.
- 1.2 Relevant policies and laws are accessed and interpreted.
- 1.3 Courses and curriculum documents of TVET systems are accessed and identified.
- 1.4 Work practices are applied in line with policy framework.
- 2.1 Quality issues of TVET are identified and illustrated.
- 2.2 Quality Assurance Manuals (QAMs) are identified and accessed.
- 2.3 Course Accreditation documents (CAD) are identified and accessed.
- 3.1 TVET providers and development organizations are identified
- 3.2 Work is undertaken according to prevailing competency standards
- 3.3 Employee / staff relations systems are followed
- 3.4 Ethical and legal responsibilities are maintained according to the organisational policies and procedures.
- 4.1 Work is planned and undertaken in collaborative way with colleagues.
- 4.2 Information and ideas are shared and worked together on agreed outcomes.
- 4.3 Feedback from clients and colleagues are obtained, evaluated and acted.
- 4.4 Clients and their needs and expectations are identified through effective communication.

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5.1 Information are provided to the learners about how their competencies relate to job profiles, educational and training pathway.

5.2 Training requirements and employment opportunities are explained.

5.3 Learner confidentiality is maintained according to organizational policies and procedures

CONTENTS

This learning package includes the following:

- Interpret TVET scenario of Bangladesh and relevant policy documents.
- Interpret quality assurance system.
- Work within the training organization.
- Mange work relationships with colleagues and clients.
- Assist learner to develop competency as per needs and interests

PRE-REQUISITE: N/A

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How to use this Competency Based Learning Materials (CBLMs)

The module, “Working effectively within Bangladesh TVET sector” contains training materials and activities for you to complete a series of activities. These activities may be completed as part of structured classroom activities or you may be required to work at your own pace. These activities will ask you to complete associated learning and practice activities in order to gain knowledge and skills you need to achieve the learning outcomes.

1. Review the **Learning Activity** page to understand the sequence of learning activities you will undergo. This page will serve as your road map towards the achievement of competence.
2. Read the **Information Sheets**. This will give you an understanding of the jobs or tasks you are going to learn how to do. Once you have finished reading the **Information Sheets** complete the questions in the **Self-Check**.
3. **Self-Checks** are found after each **Information Sheet**. **Self-Checks** are designed to help you know how you are progressing. If you are unable to answer the questions in the **Self-Check** you will need to re-read the relevant **Information Sheet**. Once you have completed all the questions check your answers by reading the relevant **Answer Keys** found at the end of this module.
4. Next move on to the **Job Sheets**. **Job Sheets** provide detailed information about *how to do the job* you are being trained in. Some **Job Sheets** will also have a series of **Task Sheets**. These sheets have been designed to introduce you to the job step by step. This is where you will apply the new knowledge you gained by reading the Information Sheets. This is your opportunity to practise the job. You may need to practise the job or activity several times before you become competent.
5. Specification **sheets**, specifying the details of the job to be performed will be provided where appropriate.
6. A review of competency is provided on the last page to help remind if all the required assessment criteria have been met. This record is for your own information and guidance and is not an official record of competency

When working through this Module always be aware of your safety and the safety of others in the training room. Should you require assistance or clarification please consult your trainer or facilitator.

When you have satisfactorily completed all the Jobs and/or Tasks outlined in this module, an assessment event will be scheduled to assess if you have achieved competency in the specified learning outcomes. You will then be ready to move onto the next Unit of Competency or Module

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MODULE CONTENT

UNIT OF COMPETENCY: Work Effectively Within Bangladesh TVET SECTOR

MODULE TITLE: Working Effectively Within Bangladesh TVET Sector

MODULE DESCRIPTOR: This module discusses the aspects that must be given attention when working effectively within Bangladesh TVET sector. It shows the requirements for interpreting TVET scenario of Bangladesh and relevant policy documents, interpreting quality assurance system, working within the training organization, managing work relationships with colleagues and clients and assist learner to develop competency as per needs & interests in accordance with the relevant Assessment Guidelines.

NOMINAL DURATION:40 Hours

LEARNING OUTCOMES:

Upon completion of this module, the trainee must be able to:

1. Interpret TVET scenario of Bangladesh and relevant policy documents.
2. Interpret quality assurance system.
3. Work within the training organisation.
4. Manage work relationships with colleagues and clients.
5. Assist learner to develop competency as per needs and interests

ASSESSMENT CRITERIA:

1. TVET terminologies are listed and defined.
2. Relevant policies and laws are accessed and interpreted.
3. Courses and curriculum documents of TVET systems are accessed and identified.
4. Work practices are applied in line with policy framework.
5. Quality issues of TVET are identified and illustrated.
6. Quality Assurance Manuals (QAMs) are identified and accessed.
7. Course Accreditation documents (CAD) are identified and accessed.
8. TVET providers and development organizations
9. Work is undertaken according to prevailing competency standards
10. Employee / staff relations systems are followed
11. Ethical and legal responsibilities are maintained according to the organisational policies and procedures.
12. Work is planned and undertaken in collaborative way with colleagues.
13. Information and ideas are shared and worked together on agreed outcomes.

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14. Feedback from clients and colleagues are obtained, evaluated and acted.
15. Clients and their needs and expectations are identified through effective communication.
16. Information are provided to the learners about how their competencies relate to job profiles, educational and training pathway.
17. Training requirements and employment opportunities are explained.
18. Learner confidentiality is maintained according to organizational policies and procedures.

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LEARNING OUTCOME 1: INTERPRET TVET SCENARIO OF BANGLADESH AND RELEVANT POLICY DOCUMENTS.

ASSESSMENT CRITERIA

1. TVET terminologies are listed and defined.
2. Relevant policies and laws are accessed and interpreted.
3. Courses and curriculum documents of TVET systems are accessed and identified.
4. Work practices are applied in line with policy framework.

CONTENTS:

1. TVET Terminologies
2. Relevant Policies
3. Courses and curriculum documents of TVET systems
4. Work practice with policy framework

CONDITIONS:

Trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PCs/printers or laptops with internet access
- LCD/Digital Projector and Screen
- Microphones
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Communication resources
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Presentation

ASSESSMENT METHODS:

- Written test
- Demonstration
- Oral Questioning
- Observation with checklist
- Portfolio.

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Learning Experiences

Learning Outcome 1:

INTERPRET TVET SCENARIO OF BANGLADESH AND RELEVANT POLICY DOCUMENTS.

Learning Activities	Recourses/Special Instructions
Define common TVET terms and use appropriate TVET terminologies in workplace	<ul style="list-style-type: none"> • Read Information sheet 1.1-1.TVET Terminologies • Answer Self-check 1.1-1, refer to answer key 1.1-1 to check if you have answered the questions correctly.
Interpreting TVET Policies and laws	<ul style="list-style-type: none"> • Read the Information Sheet 1.1-2, The Competency Standard • Answer Self-check 1.1-2, refer to the answer key to check your answer.
Accessing and identifying courses and curriculum documents of TVET and working with policy framework	<ul style="list-style-type: none"> • Read Information sheet 1.1-3. Characteristics of Evidences • Answer Self-check 1.1-3 • Check your answer with Answer key 1.1-3

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Information Sheet 1.1-1

TVET Terminologies

Learning Objective:

After reading this Information Sheet, you will be able to:

1. define common TVET terms
 2. use appropriate TVET terminologies in workplace
-

TVET:

TVET (Technical and Vocational Education and Training) is education and training which provides knowledge and skills for employment and develop attitude to work for better productivity in a systematic manner with safety and hygiene. TVET uses formal, non-formal and informal learning. TVET is recognised to be a crucial vehicle for social equity, inclusion and sustainable development.

NTVQF:

The NTVQF (National Technical and Vocational Qualifications Framework (NTVQF) is a component of Bangladesh Skills Development System. It is a comprehensive, nationally consistent yet flexible framework for all qualifications in technical and vocational education and training comprising 6 level with two pre-vocational preparatory stage for the working people those have no literacy and numeracy.

VET:

Vocational education and training (VET) enables students or trainee to gain qualifications for all types of employment, and specific skills to help them in the workplace. Vocational education and training is a hands-on approach to training. It provides accredited training in job related to technical skills. It involves a large number of careers and industries like trades and office work, retail, hospitality and technology.

Skill:

Skill is the ability or talent in the form of Arts, Know-how, Maneuver, Strategy tactic, expertise, competences, technique and practice by the application of cognitive, psychomotor and attitudinal learning domain to perform an activity in the prescribed manner for achieving a desired output/outcome within a specified time. Skill required in all level of occupations from lower manual jobs to highest judgmental and decision making arena. Usually it represents the hands on jobs mostly involve hand.

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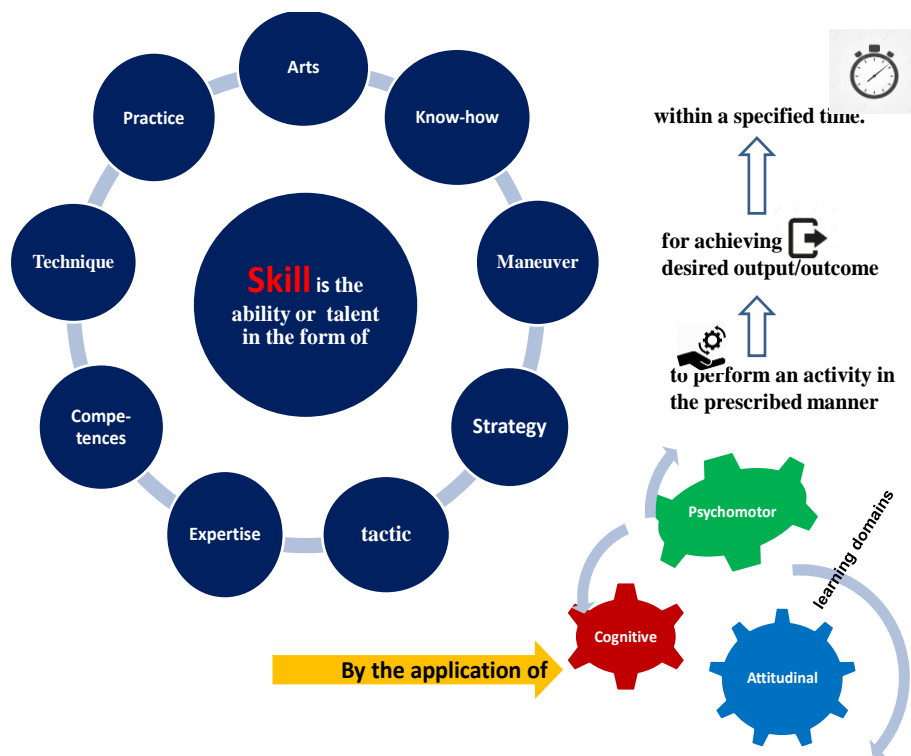


Figure 1: Pictorial Definition of Skill

Knowledge:

Knowledge is a familiarity, awareness, or understanding of someone or something, such as facts, information descriptions, or skills, which is acquired through experiences or education by perceiving discovering, or learning. It is one of the most important learning domain. The degree of knowledge comprises 6 stages – are remembering, understanding, applying, analyzing, evaluating and creating

Knowledge can refer to a theoretical or practical understanding of a subject. It can be implicit (as with practical skill or expertise) or explicit (as with the theoretical understanding of a subject); it can be more or less formal or systematic. In philosophy, the study of knowledge is called epistemology; the philosopher Plato famously defined knowledge as "justified true belief". Knowledge acquisition involves complex cognitive processes: perception, communication, and reasoning. while knowledge is also said to be related to the capacity of *acknowledgement* in human beings

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Attitude

A predisposition or a tendency to respond positively or negatively towards a certain idea, object, person or situation. Attitude influence an individual's choice of action and responses to challenges, incentives and rewards (together called stimuli).

Four major components of attitude are

1. Affective: emotions or feelings
2. Cognitive: belief or opinions held consciously
3. Conative: inclination for action
4. Evaluative: positive or negative response to stimuli

Attitude represents an individual's honesty, values, sincerity, behaviors, tendency towards safety, health and hygiene in daily life as well as in workplace.

Task

A task is explained as the smallest unit of work that cannot be logically subdivided and is measureable in terms of its elements.

Task Elements

A Task Elements is a smallest steps of a measureable task. A number of task elements comprise a task.

Job

A Job consist of a number of tasks. job has three components and they are: job description, job specification and personnel specification.

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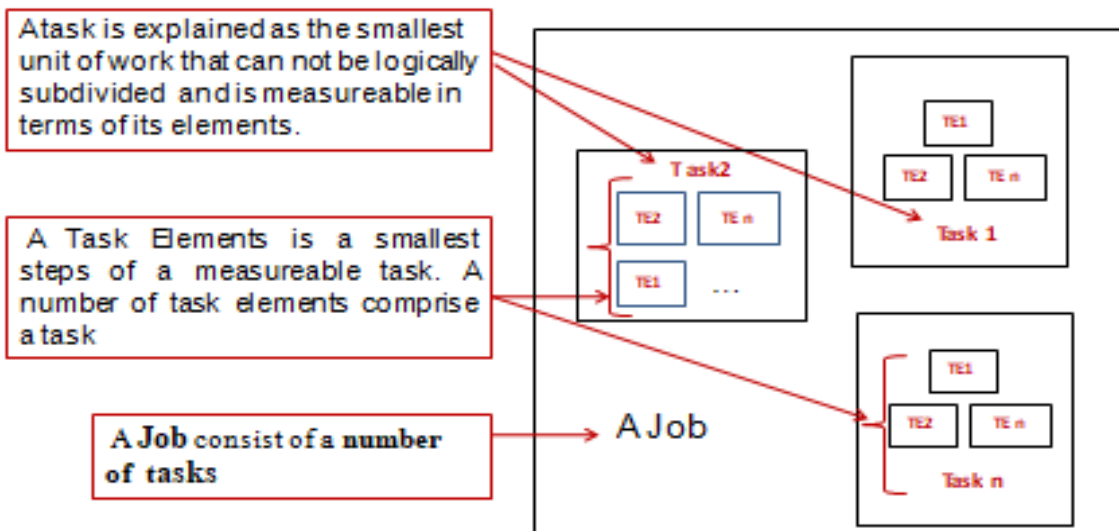


Figure 2: Relationship of Job, Tasks and Task Elements

Components of Jobs

A Job consist of a number of tasks having three separate components –

- Job description
- Job specification and
- Personnel specification.



Figure 3: Relationship among Job, Tasks and Task Elements

Figure 3: Job description, Job Specification and personal Specification

Job description describes or consists of the content of the job that is what to do in other words the skills and techniques required to be applied to do the task or the unit(s) of the work of the job.

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Job specification tells about the skills and techniques that are required to do the job, in other words, minimum skill level achievement and ability thereof for application by the individual to be recruited for the particular job.

Personnel specification deals with drawing up of the attitude and behavior of the person engaged for doing the job. Such attitude and behavior are directly related to a particular environment of the job to work and deal with the peer, subordinates, higher ups including the management and above all with tools & equipment and the environment of the workplace. The brief explanation of the skill definitely embraces the broader perspective of all levels and forms of skills

Recognition of the prior learning (RPL)

RPL is a process of awarding credits for competencies achieved outside of formal accredited learning. It gives credit for competencies gained through previous learning, other training, work or life experience as part of skill assessment. The certification under RPL carry same status of the certificate gained by formal training in Bangladesh. This is helpful for assessing the skill status and level of skill qualification for existing working workforce.

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Common terms in CBT system

Competency:

Competency is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform "critical work functions" or tasks in a defined work setting. On the other hand, competency is a combination of knowledge, skills and attitudes and their application needed to do a job within the required standards of the workplace or industry. Competencies used in CBT system is categorized as -Generic competencies, Sector Specific competencies and Occupational specific competencies.

Generic competencies are the basic human quality of a person needed in the work place or in everyday life. These basic competencies are required for everybody of any occupation under any sector. It is also known as basic competency.

Sector Specific competencies are the skills and knowledge needed by all people working in a particular sector. These competencies are common for the sectors and used in any occupation under that specific sector. It is also known as common competency.

Occupational specific competencies are the specific or core skills, knowledge & attitude needed in a particular work area of a specific occupation. It is also known as core competency

Competency based Training (CBT)

CBT is a flexible learner centered approach of training based on the Skills / Competency Standard. It is an educational / training system that emphasizes the learning and demonstration of competencies in the form of knowledge, skills, attitudes, where those learning objectives are the central importance for a specific occupation, activity or career /Job.

Competency based Assessment (CBA)

Competency based assessment is a process where a certified assessor works with a trainee to collect evidence of competence, using the benchmarks provided by the unit standards that comprise the national qualifications of a specific occupation. It covers the testing of knowledge, skills, and attitudes separately. It is not about passing or failing a candidate and evidence collection is more than just setting a test. The ultimate result is either Competent or Not Yet Competent.

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Performance based Education

The performance-based approach to education enables students to use their knowledge and apply skills in realistic situations. It differs from the traditional approach to education in that as well as striving for mastery of knowledge and skills, it also measures these in the context of practical tasks.

Furthermore, performance-based education focuses on the process students go through while engaged in a task as well as the end product, enabling them to solve problem and make decision throughout the learning process. It can also be defined as outcome based education(OBE)

Competency Standard (CS)

Competency standard is defining as the competencies and standards of performance prescribed by industry and professional associations required for effective performance in the work place. It is industry perspective training document based on occupational need for a particular level of qualification framework. In a national qualification framework every level has its separate competency standard.

Competency Based Curriculum (CBC)

CBC is a plan or specification incorporating a series of intended learning outcomes and associated learning experiences. The objectives, structure, content, assessment and sequencing of what has to be learned are organized into related combination of a series of units, modules or elements. It is training providers perspective document usually presented in modular form. CBC developed based on competency standard.

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Self -Check 1.1-1

1. What does TVET mean? Why VET?

2. What is the full words of the abbreviation NTVQF?

3. Write the definition of Skill

5. Show the relationship among Job, Tasks and Task elements.

6. Define the term Job description, Job Specification and personal Specification

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7. What is meant by RPL? Why RPL is important?

8. What is an occupational specific competency?

9. Distinguish between CS and CBC

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Answer Key 1.1-1

1. TVET and importance of VET

The Elaboration of the term TVET is Technical and Vocational Education and Training which provides knowledge and skills for employment and develop attitude to work for better productivity in a systematic manner with safety and hygiene. **TVET uses formal, non-formal and informal learning.**

Vocational Education and Training (VET) is important because VET enables students or trainee to gain qualifications for all types of employment, and specific skills to help them in the workplace. It provides accredited training in job related to technical skills. It involves a large number of careers and industries like trades and office work, retail, hospitality and technology.

2. What is elaboration of the abbreviated word NTVQF?

The Elaboration of the word **NTVQF** is National Technical Vocational Qualification Framework

3. Write the definition of Skill

Skill is the ability or talent in the form of arts, know-how, manoeuvre, strategy tactic expertise, competences, technique and practice by the application of cognitive, psychomotor and attitudinal learning domain to perform an activity in the prescribed manner for achieving a desired output/outcome within a specified time.

4. Show the relationship among Job, Tasks and Task elements

A task is explained as the smallest unit of work that cannot be logically Subdivided and is measureable in terms of its elements. The task elements are a smallest steps of a measureable task. A number of task elements comprise a task. On the other hand, a Job consist of a number of tasks. job has three components and they are: job description, job specification and personnel specification.

5. Define the term Job description, Job Specification and personal specification

Job description describes or consists of the content of the job that is what to do in other words the skills and techniques required to be applied to do the task or the unit (s) of the work of the job.

Job specification tells about the skills and techniques that are required to do the job, in other words, minimum skill level achievement and ability thereof for application by the individual to be recruited for the particular job.

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Personnel specification deals with drawing up of the attitude and behavior of the person engaged for doing the job. Such attitude and behavior are directly related to a particular environment of the job to work and deal with the peer, subordinates, higher ups including the management and above all with tools & equipment and the environment of the workplace. The brief explanation of the skill definitely embraces the broader perspective of all levels and forms of skills

6. What is meant by RPL? Why RPL is important?

RPL means recognition of Prior Learning. It is a process of awarding credits for competencies achieved outside of formal accredited learning. It gives credit for competencies gained through previous learning, other training, work or life experience as part of skill assessment. The certification under RPL carry same status of the certificate gained by formal training in Bangladesh.

This is helpful for assessing the skill status and level of skill qualification for existing workforce. Through this recognized certification nation can calculate the skills and productivity of the workforce and individual certified person can get benefits by social recognition, promotion and getting higher salary or wages.

7. What is an occupational specific competency?

Occupational specific competencies are the specific or core skills, knowledge & attitude needed in a particular work area of a specific occupation. It is also known as core competency

8. Distinguish between CS and CBC

Competency standard is defining as the competencies and standards of performance prescribed by industry and professional associations required for effective performance in the work place. It is industry perspective training document based on occupational need for a particular level of qualification framework. In a national qualification framework every level has its separate competency standard.

On the other hand, Competency Based Curriculum is a plan or specification incorporating a series of intended learning outcomes and associated learning experiences. The objectives, structure, content, assessment and sequencing of what has to be learned are organized into related combination of a series of units, modules or elements. It is a training provider's perspective document, usually presented in modular form. CBC developed based on competency standard.

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Information Sheet 1.1-2

TVET POLICIES AND LAWS

Learning objectives:

After reading this information sheet, the trainee will be able to:

1. interpret TVET chapter of National Education Policy, National Skills Development Policy and Equity Policy
2. familiar with apprenticeship act, TVET and Skill development legislations
3. comprehend National Technical and Vocational Qualifications Framework (NTVQF) & Level descriptor
4. explain RPL and TVET data system in Bangladesh

TVET chapter of National Education Policy

The TVET chapter of national education policy specify the aims and objectives of vocational and technical education and training are:

1. to increase competent manpower in diverse sectors including Information and Communication Technology at a fast pace keeping in mind the national and international demands;
2. to build up skilled manpower at a fast pace to create opportunities of economic development and to increase dignity of labour;
3. to create wide-ranging employment opportunities through export of skilled manpower and to enhance foreign currency earnings.

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Strategies for implementing the National Education Policy

Some of the important strategies for TVET in NEP are outlined in following points

1. Pre-vocational and Information Communication Technology education will be introduced in every stream of primary education to create skilled manpower. A student can enroll in vocational/technical education and gradually go up for higher education in their desired technical subjects.
2. Students having technical diplomas will be eligible for admission in Bachelor program of different and relevant courses (such as Engineering, Textiles and Agriculture etc.) through some tests and coordination of credits.
3. In the vocational and technical educational institutions, teacher-student ratio will be-1:12
4. In every curriculum of vocational and technical education, highest importance will be given to achieving proper competencies. Computer and ICT will be included as compulsory subjects in vocational and technical education curricula.
5. Apprenticeship program will be introduced nation-wide. The Apprenticeship Act 1962 will be updated and revised.
6. Special attention will be given to the students with disabilities to ensure their participation in the vocational and technical education.
7. Hands-on training within mills and factories on the subjects studied will be compulsory for teachers of all levels. To ensure training for every teacher of vocational and technical education, posts/seats in VTTI and TTTC will be increased and if necessary, the number of such institutes will also be increased.
8. Adequate number of relevant books in Bangla will be authored, translated and published to facilitate vocational and technical education.
9. In every upazilla, one technical education institute will be established for the expansion of technical education. Besides, the number of polytechnic institutes, textile institutes, and leather institutes will be increased.
10. All technical and vocational education institutes of the country will be put under the control of the Technical Education Directorate to consolidate this education stream. Technical Education Directorate will be further empowered and funds and manpower will be made available as per necessity.
11. Government budget will be allocated on priority basis in the sector of vocational and technical education.
12. Appropriate steps will be taken to fill in the vacant posts in vocational and technical institutes.
13. Public-private partnership collaboration will be encouraged to establish new technical and vocational institutes and to develop their management.

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14. Technical and vocational institutions can run two shifts for Diploma in engineering and other diploma courses in order to ensure the highest use of their infrastructure and other facilities. But attention will be given to maintain quality and to ensure standard contact hours
15. Private sector will be encouraged to establish quality vocational and technical institutions. Priority will be given to them for inclusion of MPO for the teachers of these institutes. Necessary resources, materials and instruments and financial support will also be provided.
16. A survey will be conducted about the needs of the countries that import manpower from Bangladesh. Course materials in vocational and technical education will be included accordingly. Provision will be there to train the students to have some primary skills of the languages of those countries.
17. The curricula of vocational and technical education will be constantly under review and revision in view of job markets of home and abroad.
18. In future, steps will be taken to establish a technical university.

National Skills Development Policy

The National Skills Development Policy is a comprehensive policy for guiding the skill development strategies of both public and private sectors and facilitate improved coordination of all parties involved in education and training in Bangladesh. This Policy provides the vision and direction for skills development, setting out the major commitments and key reforms that government is implementing in partnership with industry, workers and civil society. The policy extends and builds on other major government policies such as the Education Policy of 2009, Non-Formal Education Policy of 2006, Youth Policy of 2003, National Training Policy of 2008 and the NSDC Action Plan of 2008.

The policy is the result of the collective efforts of government agencies involved in TVET and skills training, employer and worker organizations and private training providers and NGOs, all with the common goal of reforming Bangladesh's skills development system. The policy was approved by the Cabinet in January 2012.

TVET sector of Bangladesh is now undergoing major reform in terms of skills development, TVET policies, credentialing, industry linkages under Competency Based Training and Assessment (CBT&A) system. TVET reform agenda included some multiple inter-related outputs as:

- Modified TVET legislation
- National skills development policy

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- National Technical and Vocational Qualifications Framework
- Bangladesh TVET QA System
- TVET data system
- Recognition of Prior Learning (RPL)
- Model for competency standards development and new demand driven courses
- New training programs for TVET teachers and principals
- Enhanced work based learning including apprenticeships

The policy addresses a number of strategic areas for skills development including:

- provision of demand-driven flexible and responsive training
- nationally recognized qualifications;
- competency based training;
- quality assurance;
- accurate skills and labour market data;
- competent TVET instructors and managers.
- strengthened apprenticeships;
- recognition of prior learning;
- improved access for under-privileged groups;
- private training provision;
- industrial training;
- TVET financing; and
- skills development for overseas employment.

One of the many important elements in the policy is the engagement of industry through the establishment of **Industry Skills Councils (ISCs)**. The TVET reform project has helped establish ISCs in different sectors like agro-food processing, transport equipment (e.g. ship-building), leather and leather products, information technology and tourism & hospitality. Meanwhile, the SDP has established similar councils (which they call sector working groups) for construction, light engineering, readymade garments & textile and the informal economy. Beside these sectors since 2019, other established sectors are furniture, pharmaceuticals, ceramic. Two other sectors are under formation as jute and creative media

The responsibility of ISCs are to conduct survey of skills demand for their sectors and identify the priority occupations where training is needed. They have also recommended technical experts as members on the Technical Sub Committee and Standards and Curriculum Development Committees (SCDCs) for developing competency standard and Competency based curriculum. According to the policy recommendation BTEB is tuning and aligning the traditional TVET courses to the National Technical and Vocational Qualifications Framework (NTVQF).

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Main features of the National Skills Development Policy

- National Technical & Vocational Qualification Framework (NTVQF)
- Competency Based Training & Assessment (CBT&A)
- Quality Assurance System (QAS)
- Strengthened role of Industry Sectors in Skills Development
- Competent & Certified Instructors and Trainers
- Effective & Flexible Institutional Management
- Strengthened Apprenticeships
- Recognition of Prior Learning (RPL)
- Access for Under-privileged groups
- Accurate Labour Market Information

Equity Policy

Equity Policy for Bangladesh TVET sector is address in National Skill Development policy in chapter -14 as “Improved Access for Under-Represented Groups” The government recognizes that for reducing poverty and mitigating the limitations of inadequate school education, more citizens need to have access to both formal and informal skills training to develop skills that increase their employability. Accordingly, strategies to improve access for groups that are traditionally under-represented in skills training need to be implemented targeting the agriculture, fisheries and handicrafts industries. One of the major barriers to underrepresented groups accessing skills is the lack of funds to cover the cost of attending programs. To address this issue, the government is working with industry and its social partners to ensure that a micro-credit scheme for learners is introduced. The new micro-credit scheme for learners will also provide funds on a priority basis to graduates of skills development programs so as to increase successful self-employment outcomes. The policy addresses the following under- representative groups for equal access to skill development and be productive so that they can survive and live in the society with due respect and prosperity.

1. People with Low Levels of Education
2. Women
3. Persons with Disabilities and special need
4. Working Adolescents
5. People of Less Developed Areas and
6. People of Rural Communities

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Apprenticeship act, TVET and Skill development legislations

Apprenticeship Act:

Apprenticeship is a training strategy with requirements that should be clearly stated in national laws and regulations. The national legal framework should provide the guidance from the policy level. These laws and regulations establish minimum requirements for protecting the welfare of the apprentice, such as:

- a. The length of training,
- b. Type and amount of related instruction
- c. Supervision of the apprentice
- d. Appropriate ratios of apprentices to regular workers
- e. Apprentice selection and recruitment procedures, etc

Apprenticeship process was introduced in Bangladesh in the 1850 through an act designed by the British Administration. Given the nature of the 1850's act, it was found to be inadequate to function properly these days. This resulted in a new ordinance in 1962. Through this ordinance, candidates received apprenticeship under the umbrella of BMET.

Now Apprenticeship act is the part of Bangladesh Labour Act, 2006 where Chapter eighteen indicates the application, special definition related to apprenticeship, form of tripartite advisory committee, obligations of employers, the prevalence to relief from income –tax, advice and guidance to employers, obligations of apprentices, powers of entry, inspection and delegation of powers.

Bangladesh Technical Education Board act:

Bangladesh Technical Education Board established by the then “The Technical Education Act 1967 and was the first legal power as well as binding for BTEB. After long interval in 2018 Bangladesh Technical Education Board act, 2018, passed in November 14, at the Bangladesh National parliament with following legal activities

- a. Manage, Accreditation and Control Technical and Vocational Education and Training
- b. Determining the TVET courses, developing curriculum and preparing syllabus
- c. Prepare books and learning materials according to the board curriculum
- d. Conduct Examination, assessment, determining fees, result publication and certification of TVET
- e. Student admission in BTEB accredited TVET institute/ organization and developing rules and regulation for inter organizations students and trainee transfer

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- f. Inspection, Supervision and Monitoring BTEB accredited TVET providing institute/ organization
- g. Recognition of the Prior Learning Regardless this act
- h. Establishment of Information Management System and it's Maintenance for BTEB accredited TVET providing institute/ organization
- i. Collection of the TVET related information regarding need of the labour market through Industry Skill Council
- j. Develop competency based training and assessment standard and curriculum in cooperation with Industry Skill Council
- k. Determining eligibility criteria for National Technical Vocational Qualification Framework
- l. Providing Scholarship, Medals and Awards in TVET field
- m. Contract with other organization to fulfill the purpose of this act and
- n. Performing other duties as instructed by the government

National Skills Development Authority act:

National Skill Development Act, 2018, passed in October 01, at the Bangladesh National parliament with empowering and getting the mandate of following legal activities

- a) Prepare National Skill Development Policy, Strategy and Action Plan
- b) Coordination, monitoring and evaluation of activities for preparing Key Performance Indicator(KPI), unique training curriculum and their implementation to develop skill human resource according to the need of domestic and international labour market in government and private training institutes.
- c) Publish the information related to the need of the national and international labour market forecasting report.
- d) Recognition of the Prior Learning Regardless this act, where applicable
- e) Supervising and monitoring the skill related project and program
- f) Perform necessary arrangement for developing quality of training, certification and mutual recognition
- g) Constitute Industry Skill Council and provide necessary support.
- h) Strengthen the industry linkages
- i) Initiate any other skill development activities in own consideration and
- j) Perform Any other responsibilities as per instruction of government or governing board

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National Technical and Vocational Qualifications Framework (NTVQF) & Level descriptor

NTVQF is a set of principles and guidelines by which records of learners' achievement are registered to enable national recognition of acquired skills and knowledge. NTVQF also describes the competencies required to do a job at various levels according to industry need. NTVQF shows clear learning pathways of the vertical mobility and progression within training and career paths which helps the learners to compare the levels of different qualification and identify different ways to progress. Learners are often more encouraged to improve their knowledge and skills to increase their employment opportunities so, NTVQF helps learners make decision about the qualification they need to pursue.

The National Technical and Vocational Qualification Framework has levels from 1 to 6, as well as two pre-vocational levels to allow easier access to formal TVET for poor or under privileged groups who might not have sufficient formal schooling and lack of literacy and numeracy but having skills either working in different economic sector or have no works at all. Figure 1 provides an outline of the Bangladesh NTVQF.

Proposed Bangladesh NTVQF with Job Classifications

NTVQF LEVELS	EDUCATION SECTORS			Job Classification
	Pre-Vocation Education	Vocational Education	Technical Education	
NTVQF 6			Diploma in engineering or equivalent	Middle Level Manager /Sub Assistant Engr
NTVQF 5		National Skill Certificate 5 (NSC 5)		Highly Skilled Worker / Supervisor
NTVQF 4		National Skill Certificate 4 (NSC 4)		Skilled Worker
NTVQF 3		National Skill Certificate 3 (NSC3)		Semi-Skilled Worker
NTVQF 2		National Skill Certificate 2 (NSC 2)		Basic Skilled Worker

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NTVQF 1		National Skill Certificate 1 (NSC 1)		Basic Worker
Pre-Voc 2	National Pre-Vocation Certificate NPVC 2			Pre-Vocation Trainee
Pre-Voc 1	National Pre-Vocation Certificate 1 NPVC 1			Pre-Vocation Trainee

Level descriptor is a structural framework and job class including the responsibilities with required knowledge, skill for each level through which one can understand the distinct difference among the levels.

NTVQF level Descriptors

NTVQF Level	Knowledge	Skill	Responsibility	Job Class.
6	<ul style="list-style-type: none"> Comprehensive actual and theoretical knowledge within a specific study area with an awareness of the limits of that knowledge. 	<ul style="list-style-type: none"> Specialised and restricted range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems 	<ul style="list-style-type: none"> Mange a team or teams in workplace activities where there is unpredictable change Identify and design learning programs to develop performance of team members 	Supervisor / Middle Level Manager /Sub Assistant Engr. etc.
5	<ul style="list-style-type: none"> Very broad knowledge of the underlying, concepts, principles, and processes in a specific study area 	<ul style="list-style-type: none"> Very broad range of cognitive and practical skills required to generate solutions to specific problems in one or more study areas. 	<ul style="list-style-type: none"> Take overall responsibility for completion of tasks in work or study Apply past experiences in solving similar problems 	Highly Skilled Worker / Supervisor

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4	<ul style="list-style-type: none"> Broad knowledge of the underlying, concepts, principles, and processes in a specific study area 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Take responsibility, within reason, for completion of tasks in work or study Apply past experiences in solving similar problems 	Skilled Worker
3	<ul style="list-style-type: none"> Moderately broad knowledge in a specific study area. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Work or study under supervision with some autonomy 	Semi-Skilled Worker
2	<ul style="list-style-type: none"> Basic underpinning knowledge in a specific study area. 	<ul style="list-style-type: none"> Basic skills required to carry out simple tasks 	<ul style="list-style-type: none"> Work or study under indirect supervision in a structured context 	Basic Skilled Worker
1	<ul style="list-style-type: none"> Elementary understanding of the underpinning knowledge in a specific study area. 	<ul style="list-style-type: none"> Limited range of skills required to carry out simple tasks 	<ul style="list-style-type: none"> Work or study under direct supervision in a structured context 	Basic Worker
Pre-Voc 2	<ul style="list-style-type: none"> Limited general knowledge 	<ul style="list-style-type: none"> Very limited range of skills and use of tools required to carry out simple tasks 	<ul style="list-style-type: none"> Work or study under direct supervision in a well-defined, structured context. 	Pre-Vocation Trainee

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Pre-Voc 1	<ul style="list-style-type: none"> Extremely limited general knowledge 	<ul style="list-style-type: none"> Minimal range of skills required to carry out simple tasks 	<ul style="list-style-type: none"> Simple work or study exercises, under direct supervision in a clear, well defined structured context 	Pre-Vocation Trainee
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RPL and TVET data system in Bangladesh

There are huge number of skill and potential workforce in Bangladesh. But due to the absent of skill certification in Bangladesh those potential skills workforce remained unaddressed and unrecognized. The development of a nation depends on the accurate workforce and labour market information upon which the government can plan for education and skill development activities. But unfortunately Bangladesh yet could not established either database of certified skill workforce neither preserve any skill requirement data and information accept MIS of NTVQF website. For addressing these two aspects Recognition of the Prior Learning (RPL) through assessment and certification of existing working workforce and TVET data system for existing and upcoming human resources are important.

Recognition of the Prior Learning (RPL)

RPL means recognition of Prior Learning. It is a process of awarding credits for competencies achieved outside of formal accredited learning. It gives credit for competencies gained through previous learning, other training, work or life experience as part of skill assessment. The certification under RPL carry same status of the certificate gained by formal training in Bangladesh.

This is helpful for assessing the skill status and level of skill qualification for existing workforce. Through this recognized certification nation can calculate the skills and productivity of the workforce and individual certified person can get benefits by social recognition, promotion and getting higher salary or wages.

TVET data system

Quality data is crucial for the effective management and planning of skills development. If the demand for skills is not understood then government, employers, workers and other stakeholders cannot make **informed decisions** about what skills are required, what programs should be delivered and where and when the training is immediate requirement. Data is required to ensure training institutions are accountable for the

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funds they receive and key labour market and program measures are required to ensure that TVET supply better matches the demand from industry.

The planning of pre-employment education and training should align with future employment opportunities and deliver competencies that meet the expectations of prospective employers both home and abroad. Accurate skills and labour market data is also important for assessing new opportunities for workers whose skills sets may be affected by change.

Quantitative and qualitative forecasting need to be linked to broad national development strategies, with systems in place to track sectors and regions with high growth potential, so that new employment prospects and their skills requirements can be identified and the skills profiles of those losing jobs can be understood.

To improve the capacity of the skills development system to meet the demands of the labour market, the national skills data system need to be established and strengthened so it can provide timely and accurate information to industry, planners and managers in both the public and private sector. According to the policy the new system need to:

- 1 Address domestic data needs related to the supply of skills, the demand for skills, and the matching of supply and demand;
- 2 Address international data needs related to the demand for skills in key international labour markets for Bangladeshi workers;
- 3 Allow for the identification of both current skills shortages and potential future demands for skills, both at the regional and national level;
- 4 Increase the use of tracer studies to track the employability of graduates;
- 5 Identify and allocate responsibilities to institutions, bodies and agencies covering the collection, processing, management and reporting of skills data;
- 6 Provide for timely and broad dissemination of data so as to inform skills policy, program development and the choices of individuals; and
- 7 Take account of the impact of data collection on enterprises.

The new skills data system should receive information inputs from the industry sectors, national statistical office, ministries and agencies providing skills training, public and private providers, regions, etc. The data system should be professionally organized and able to benefit policy-makers and other stakeholders by providing clear and timely data and information

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BMET need to be responsible for coordination of international demand data, including from Bangladesh missions abroad. The BMET data cell need to be expanded and provided with technical assistance to increase their capacity to manage expatriate worker skill demands and need to act as the focal point for the NSDC in this regard.

The registration and certification for the NTVQF levels under BTEB are maintained through a web portal. The graduate's database certified either in RPL assessment or through the RTO based training are preserving in this database since off by an web portal.

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Self-Check 1.1-2

1. What are the Main features of the National Skills Development Policy?
2. What is the NTVQ level a person needs to attain to become a skilled worker?
3. What are the Bangladesh Technical Education Board Act?
4. What is RPL?
5. Why Data system is important?

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Answer Key1.1-2

Answer of the question no 1:

Main features of the National Skills Development Policy

- National Technical & Vocational Qualification Framework (NTVQF)
- Competency Based Training & Assessment (CBT&A)
- Quality Assurance System (QAS)
- Strengthened role of Industry Sectors in Skills Development
- Competent & Certified Instructors and Trainers
- Effective & Flexible Institutional Management
- Strengthened Apprenticeships
- Recognition of Prior Learning (RPL)
- Access for Under-privileged groups
- Accurate Labour Market Information

Answer of the question no 2:

National Technical and Vocational Qualification Level 5 is required for becoming a supervisor/highly skilled worker in any occupation.

Answer of the question no 3:

Bangladesh Technical Education Board act:

Bangladesh Technical Education Board established by the then “The Technical Education Act 1967 and was the first legal power as well as binding for BTEB. After long interval in 2018 Bangladesh Technical Education Board act, 2018, passed in November 14, at the Bangladesh National parliament with following legal activities

- a. Manage, Accreditation and Control Technical and Vocational Education and Training
- b. Determining the TVET courses, developing curriculum and preparing syllabus
- c. Prepare books and learning materials according to the board curriculum
- d. Conduct Examination, assessment, determining fees, result publication and certification of TVET
- e. Student admission in BTEB accredited TVET institute/ organization and developing rules and regulation for inter organizations students and trainee transfer
- f. Inspection, Supervision and Monitoring BTEB accredited TVET providing institute/ organization
- g. Recognition of the Prior Learning Regardless this act

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- h. Establishment of Information Management System and it's Maintenance for BTEB accredited TVET providing institute/ organization
- i. Collection of the TVET related information regarding need of the labour market through Industry Skill Council
- j. Develop competency based training and assessment standard and curriculum in cooperation with Industry Skill Council
- k. Determining eligibility criteria for National Technical Vocational Qualification Framework
- l. Providing Scholarship, Medals and Awards in TVET field
- m. Contract with other organization to fulfill the purpose of this act and
- n. Performing other duties as instructed by the government

Answer of the question no 4:

RPL means recognition of Prior Learning. It is a process of awarding credits for competencies achieved outside of formal accredited learning. It gives credit for competencies gained through previous learning, other training, work or life experience as part of skill assessment. The certification under RPL carry same status of the certificate gained by formal training in Bangladesh.

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Information Sheet 1.1-3

COURSES AND CURRICULUM OF TVET AND WORK IN LINE WITH POLICY FRAMEWORK

Learning objectives:

After reading this information sheet the trainee will be able to:

1. familiar with different formal TVET courses in Bangladesh
2. find the sources and name of the curriculum
3. interpret the NTVQF courses and
4. work with the courses under NTVQF

Formal Traditional TVET courses in Bangladesh

Bangladesh Technical Education Board approved and accredited courses are shown below with number of trade and technology and duration of the courses

Sl. No.	Academic Programs	No of Trade / Technology	Duration (Year)
1	Diploma in Technical Education	3	1
2	Diploma in Vocational Education	8	1
3	Diploma in Engineering	34	4
4	Diploma in Textile Engineering	3	4
5	Diploma in Agriculture	1	4
6	Diploma in Fisheries	1	4
7	Diploma in Fisheries in Service	1	3
8	Diploma in Forestry	1	4
9	Diploma in Forestry in Service	1	2
10	Diploma in Livestock	1	4
11	Diploma in Medical Technology	8	4
12	Diploma in Tourism and Hospitality	1	4
13	Diploma in Engineering	4	4
14	Diploma in Medical Ultrasound	1	1
15	Diploma in Animal Health and Production in Service	1	2
16	HSC (BM)	5	2
17	HSC (Vocational)	14	2

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Sl. No.	Academic Programs	No of Trade / Technology	Duration (Year)
18	Diploma in Commerce	2	2

19	SSC (Vocational)	31	2
20	Dakhil(Vocational)	31	2
21	Certificate in Marine Trade	4	2
22	Skill Certificate Course	6	1
23	Certificate in Vocational Education	9	1
24	Certificate in Health Technology	10	1
25	Certificate Course in Poultry Farming	1	1
26	Certificate Course in Animal Health and Production	1	1
27	Certificate in Medical Ultrasound	1	6 Months
28	National Skill Standard- II	14	1
29	National Skill Standard- III	14	1
30	Professional Diploma in Automobile	1	6 Months
31	Advanced Certificate Course	3	1
32	National Skill Standard Basic (360 Hours)	96	360 hours

Sources and name of the curriculum

The source of the curriculum and syllabus of the BTEB traditional courses are available in Bangladesh Technical Education website. The domain name and URL of the site for finding the curriculum and syllabus are www.bteb.gov.bd and <https://drive.google.com/drive/u/0/folders/0BynIJ2cATXt3NmxhWC1JTDd3RHc>. Which can be downloadable from Google drive.

There is a separate website for National Technical Vocational Qualification framework (NTVQF) division. The web address of this site is www.btebcvt.gov.bd. Here the Competency Standard and Competency based Curriculum of different occupations under sectors can be accessed and downloaded by the user from the original site easily. Here all the resources related to curriculum to certification can be located as per user requirement from different URL directly like http://www.btebcvt.gov.bd/utility/list_user

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Formal NTVQF courses

Formal Competency Based Training Courses under National Technical Vocational Qualification Framework (NTVQF) are shown below. The Sectors wise occupations and their different levels are shown in the tables. The BTEB approved occupations up to level 6 are listed below up to June of 2019, where total numbers of standards are 379 of 168 occupations under 12 sectors.

Sector wise approved occupations and competency standard Agro Food Sector

BTEB Approved Occupations	NTVQF Levels
1. Baking	1,2,3
2. Food Processing and QC	1,2,3
3. Food packaging	1,2,3
4. Refrigeration and Air-conditioning	1
5. Food Safety & Hygiene	1,2,3,4
6. Poultry & Meat Processing	1,2,3
7. Chanachur & Jhuri Processing	1
8. Puffed & Flattened Rice Processing	1
9. Food Grain Machine Operation	1
10. Rice Processing	1
11. Food Preparation	2
12. Improved Cook Stove	2
13. Organic Vegetable Production	2

Tourism and Hospitality Sector

BTEB Approved Occupations	NTVQF Levels
1. Cooking	1,2,3,4
2. Housekeeping	1,2,3
3. Food and Beverage Servicing	1,2,3,4
4. Tour Guiding	1,2,3
5. Front Office Management	1,2,3,4
6. Ticketing and Reservation	2,3,4
7. Waste Collection & Segregation	1
8. Compost Production	3,4
9. Eco-Tour Guiding	2,3

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Information Technology Sector

BTEB Approved Occupations	NTVQF Levels
1. Graphic Design	1,2,3,4,5
2. IT Support	1,2,3,4,5
3. Web Design	2,3,4,5
4. Computer Operation	1,2
5. Print Machine Servicing	3,4
6. Surveillance Security System	4
7. Professional Back Office Services	3
8. Professional Digital Content Management	3
9. Medical Scribing	3
10. PCB Design	4
11. PCB Assembling	3
12. Professional Customer Service	3
13. Finance and Accounting Outsourcing	3
14. CAD Operation	3
15. Cyber Security	5,6
16. Digital Marketing	4,5
17. Software Development	4,5,6
18. Freelance	4
19. IT Support Service	2

Ceramic Sector

BTEB Approved Occupations	NTVQF Levels
Body and Glaze Preparing	1,2,3,5
Forming	1,2,3,5
Decoration & Printing	1,2,3,5
Glazing	1,2,3,5
Body and Glaze Preparing	1,2,3,5

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Lather and Lather Goods Sector

BTEB Approved Occupations	NTVQF Levels
1. Machine Operator, footwear	1,2,3
2. Machine Operator, Leather Goods	1,2,3
3. Machine Operator, Tannery	1,2,3
4. Machine Maintenance Leather	1,2,3,4
5. Supervising (Tannery, Leather Goods and Footwear)	5
6. Setting and Assembling Operations	4
7. Cutting Machine Operation	2
8. Lasting and Assembling Operation	2
9. Total Quality Management (TQM)	3
10. Setting Operation	2
11. Pattern Making Grading CAD-CAM Operation	3,4
12. Electronics Supervising	2
13. Leather Sewing Operation	3

Light Engineering Sector

BTEB Approved Occupations	NTVQF Levels
1. CNC Machine Operation	3,4
2. Lathe Machine Operation	1,2,3
3. Consumer Electronics	1,2,3
4. Electrical Installation & Maintenance	2,3
5. Foundry Works	1,2,3
6. Heat Treatment Operation	1,2,3
7. PLC Operation	3
8. Master Craftsmanship	2
9. CAD-CAM Design and Programming	3
10. Electronics Servicing and Maintenance	2

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Transport Equipment Sector

BTEB Approved Occupations	NTVQF Levels
1. Electrical Installation and Maintenance	1,2,3,4
2. Fitting	1,2,3
3. Welding	P,1,2,3,4
4. Motorcycle Servicing	P,1,2
5. Machine Shop Practice	1,2,3,4
6. Automotive Mechanics	1,2,3,4
7. Refrigeration and Air-con	1,2,3,4
8. Electrical & Navigational Equipment Installation	3
9. Installation of Heating, Ventilation, Air Conditioning (HVAC) & Refrigeration System	3
10. Auto Electricity Servicing	1
11. Air Ducting Servicing	3
12. Marine Diesel Engine Artificer	1
13. Pipe Fitter	1

Pharmaceutical Sector

BTEB Approved Occupations	NTVQF Levels
1. Machine Operation	1,2,3,4
2. Electrical & Electronics Installation & Maintenance	2,3,4,5
3. Industrial Mechanical Maintenance	2,3,4,5
4. Packaging	1,2,3,4
5. Machine Operation	1,2,3,4

Informal Sector

BTEB Approved Occupations	NTVQF Levels
1. Beauty Care	P, 1,2,3 ,4
2. Block Batik and Screen Printing	P,1,2,3
3. Solar Electrical System	P,1,2,3
4. Tailor and dressmaking	P,1,2,3,4
5. Embroidery	P,1,2
6. Television Servicing	P,1
7. Jute bag and box making	P,1
8. Karchupi Works	P,1
9. Mobile Phone Servicing	P,1,2,3,4
10. Agricultural machinery	P
11. Care Giving	P, 2,3,4
12. Cooking (domestic)	P
13. Poultry	P
14. Housekeeping (domestic)	P
15. Poultry Rearing & Farming	1
16. Carpentry	1
17. Wood Working Machine Operation	1
18. Upholstery Works	1
19. Lacquer Polishing	1
20. Mushroom Growing	1,2,3
21. Driving	2,3

Furniture Sector

BTEB Approved Occupations	NTVQF Levels
Wood Working Machine	1,2,3,4
Carpentry	1,2,3,4
Lacquer Polishing	1,2,3,4
Upholsterer	1,2,3,4

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RMG & Textile Sector

BTEB Approved Occupations	NTVQF Levels
1. Sewing Machine Operation	P,1,2,3
2. Circular Knitting Machine Operation	1,2
3. Sweater Machine Operation	1,2,3
4. Apparel Screen Printing	1,2,3
5. Sewing Machine Operation (Knit)	1,2,3
6. Sewing Machine Operation (Woven)	1,2,3
7. Sewing Machine Operation (Denim)	1,2,3
8. Sewing Machine Operation (Lingerie)	1,2,3
9. Sewing Supervising	4,5
10. Sewing Machine Maintenance	2,3,4
11. RMG Industrial Engineering	4,5,6
12. Apparel Merchandising	3
13. Production Planning & Control	3
14. Pattern Making and Cutting Operation	1,2
15. Mid Level Supervising	3
16. Social Compliance and HR Management	3
17. Weaving Technology	2
18. Safety Management	3
19. Quality Control Management	4
20. Production Planning & Supply Chain Management	4
21. Garments Finishing	1,2
22. Textile Spinning Machine (Preparatory) Operation	2
23. Textile Spinning Machine (Ring and Finishing) Operation	1,2
24. Textile Waving Machine Operation	2
25. CAD for Garments	4
26. Yarn Manufacturing Operation	2
27. Computerized Sweater Machine Operation	3
28. Mid Level Management	4
29. Basic of Woven Structure	2
30. Basic Techniques of Dyeing and Printing Operation	2
31. Computer Aided Design (CAD) for Textile	3
32. Fashion Design and Entrepreneurship	4

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Construction Sector

BTEB Approved Occupations	NTVQF Levels
1. Electrical Installation and Maintenance (C.C)	P,1,2,3,4
2. Plumbing	P, 1,2,3,4
3. Masonry	1,2,3,4
4. Rod Binding	1,2,3,4
5. Finishing Carpentry	1,2,3,4
6. Aluminium Fabrication	1,2,3,4
7. Scaffolding and Form Fitting	1,2,3
8. Quality Control for Construction Industry	4
9. Supply Chain Management for Construction Industry	4
10. Project Management for Construction Industry	4
11. Steel Binding and Fabrication	2
12. CAD for Construction-2D & 3D	3
13. Shuttering	1,2,3
14. Lift Installation and Maintenance	2,3,4
15. False Ceiling Making	1,2,3
16. Tiles and Marble Works	1,2,3
17. Grill Making	1,2,3
18. Building Painting	1,2,3
19. Crane and forklift Operation	2
20. Duct Fitting for Air-Conditioning and Ventilation	2

Jute Sector (Sector not yet formally constitutes)

BTEB Approved Occupations	NTVQF Levels
Weaving Machine Operation	1,2
Spinning Machine Operation	1,2

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Trainer, Assessor and Implementer

BTEB Approved Occupations	NTVQF Levels
Teacher/ Trainer and Assessor	4
Master Trainer	5
Implementer	6

Work with the courses under NTVQF

NTVQF is the actual quality assurance system for TVET and providing skills assurance. The Trainers, Assessors, Master Trainers and Implementers of TVET need to familiar as well as works under NTVQF. Near future all the traditional courses under TVET will tune and translate into NTVQF and will be implemented in all existing and upcoming TVET institutes. For working with courses under NTVQF, one need to be certified at least one level in National Skills Certificate (NSC) as well as CBT&A methodology level 4/5/6. Following diagram illustrated the criteria for being an assessor, trainer, master trainer and

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implementer of TVET under TVQF courses.

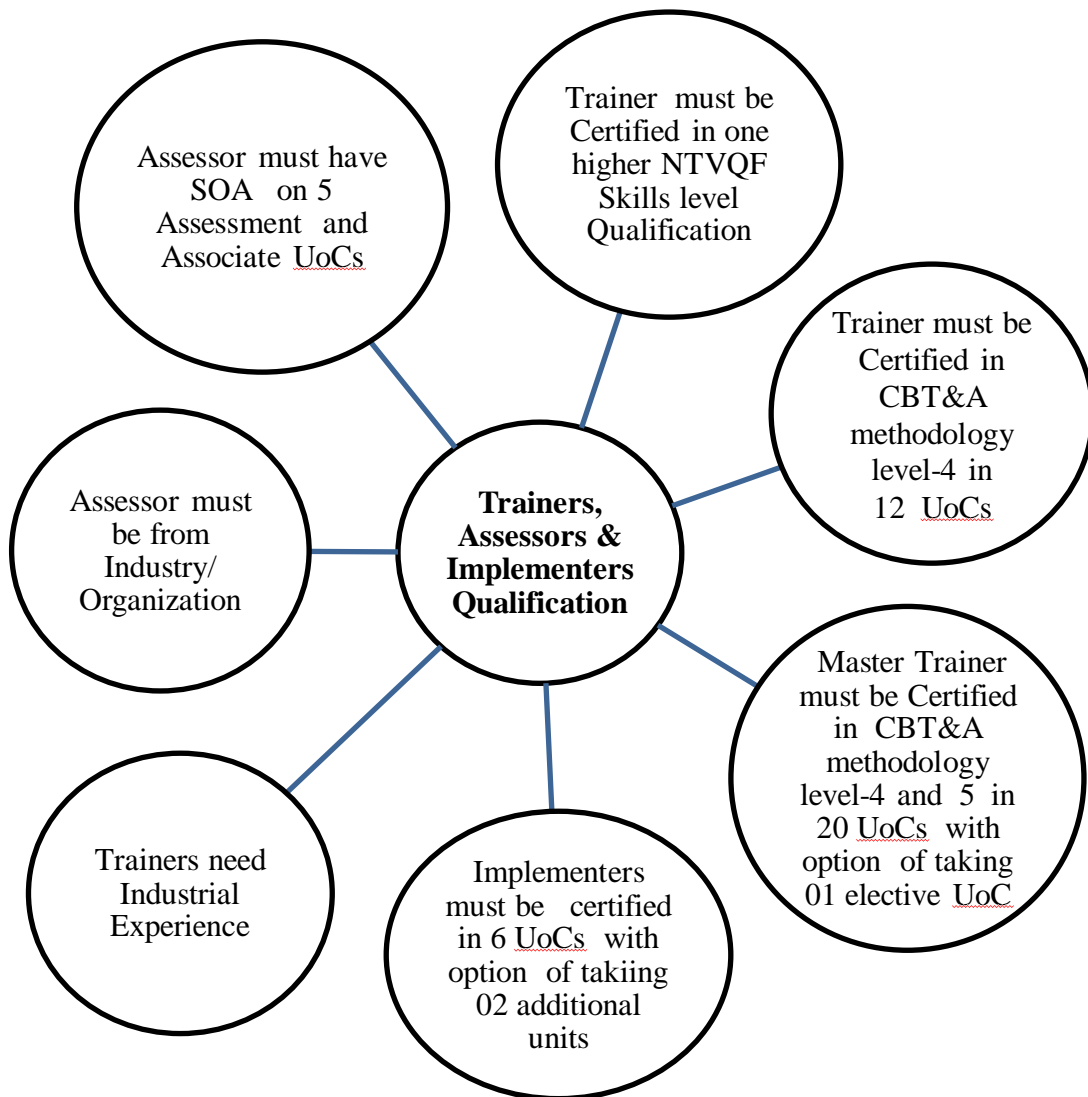


Figure 4 : Criteria for being an assessor, trainer, master trainer and implementer of TVET under NTVQF courses

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Beside the NSC certificate for being an assessor one must have statement of achievement (SOA) certificate on five assessment related and associate unit of competencies. For being a trainer one must receive certificate on 12 unit of competencies, for being a master trainer one need to be certified in 8 additional unit of competencies including one optional unit. On the other hand an implementer requires to certified in 6 UoCs with option of taking 02 additional units.

Self-Check 1.1-3

1. What is the name of web address from where we find the information of NTVQF National Skill Certificate?
2. Write the available NSDA approved Skills Development Sectors name in Bangladesh
3. Select the name of 06 most demanding occupations from 12 different sectors
4. What are the criteria for being an Assessor, Trainer, Master Trainer and Implementer of TVET under NTVQF courses?

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Answer key 1.1-3

Answer of question no 1:

Web address: <http://www.btebcbt.gov.bd>

Answer of question no 2:

The five most important NSDA approved skills development sectors are

1. Construction sector
2. IT sector
3. RMG –Textile Sector
4. Tourism and Hospitality Sectors
5. Agro Food Sector
6. Transport Sector
7. Furniture Sector
8. Pharmaceutical Sector
9. Ceramic Sector
10. Light Engineering Sector
11. Informal sector
12. Lather and Lather Goods Sector

Answer of question no 3:

The 06 most demanding occupations from different sectors are

- a. Electrical Installation and Maintenance
- b. Plumbing
- c. IT support
- d. Sewing Machine Operation
- e. Welding
- f. Cooking

Answer of question no 5:

Criteria for being an assessor, trainer, master trainer and implementer of TVET under NTVQF courses:

For working with courses under NTVQF, one need to be certified at least one level in National Skills Certificate (NSC) as well as CBT&A methodology level 4/5/6. Beside the NSC certificate for being an assessor one must have statement of achievement (SOA) certificate on five assessment related and associate unit of competencies. For being a trainer one must receive certificate on 12 unit of competencies, for being a master trainer one need to be certified in 8 additional unit of competencies including one optional unit. On the other hand an implementer requires to certified in 6 UoCs with option of taking 02 additional units.

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LEARNING OUTCOME 2: INTERPRET QUALITY ASSURANCE SYSTEM

ASSESSMENT CRITERIA:

- 2.1 Quality issues of TVET are identified and illustrated.
- 2.2 Quality Assurance Manuals (QAMs) are identified and accessed
- 2.3 Course Accreditation documents (CAD) are identified and accessed.

CONTENTS:

1. Quality issues of TVET
2. Quality Assurance Manuals (QAM)
3. Course Accreditation documents (CAD)

CONDITIONS:

Trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PCs/printers or laptops with internet access
- LCD/Digital Projector and Screen
- Microphones
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Communication resources
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Presentation

ASSESSMENT METHODS:

- Written test
- Demonstration
- Oral Questioning
- Observation with checklist
- Portfolio.

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Learning Experiences

Learning Outcome 2

INTERPRET QUALITY ASSURANCE SYSTEM

Learning Steps	Resources specific instructions
1. Trainee will ask the instructor about the materials to be used.	1. Instructor will provide the learning materials in Module “Work effectively within Bangladesh TVET Sector”
2. Read the Information sheet/s	2. Information Sheet 1.2-1
3. Complete the Self Checks & answer sheets.	3. Self Check 1.2-1 and Answer Sheet 1.2-1
4. Complete Activity	4. Task Sheet No 1.2-1

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Information Sheet 1.2 -1

Quality issues of TVET

Learning objectives:

After reading this information sheet the trainee will be able to:

1. illustrate the quality issues in TVET
2. identify and interpret the components of Quality Assurance Manual (QAM) and
3. Interpret the parts of Course Accreditation Documents (CAD)

Quality issues in TVET may be varied in country to country and institute to institute for different factors, context and environments. The common quality issues of traditional TVET in Bangladesh are illustrated below as per the statement found in National Skill Development Policy-2011

- i. Current traditional TVET system has no nationally consistent approach to quality assurance
- ii. Traditional Qualifications are not based on standards that align with the occupations or skill levels in industry
- iii. Curriculum development is highly centralized, rigid and time consuming and not based on need.
- iv. Development of new courses, the expansion of high demand courses and the annulment of obsolete courses do not always reflect as per market needs.
- v. Existing traditional TVET and skills training system has problems with the quality, relevance and scope of programs delivered
- vi. Quality of graduates is inconsistent and is borne out by available data on graduate employment outcomes.
- vii. Lack of coordinated public sector delivery leads to duplication of programs, competition for the same target group of learners, limited links between different training centres and no clear picture of what training is being provided for which industry or occupation and
- viii. Lack of strong and appropriate TVET governance
- ix. Inadequate and unorganized as well as uncoordinated financing in skill development system
- x. Lack of resources and infrastructure
- xi. Most of the traditional TVET teachers and trainers are not trained as well as not certified
- xii. The recruitment rules and teacher's selection system are mostly defective and time consuming

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QUALITY ASSURANCE MANUALS (QAM)

The National Skills Development Policy establishes the National Skills Quality Assurance System (NSQAS) as one of the main mechanisms to ensure nationally consistent and high quality training and assessment services for all learners trying to achieve nationally recognised skills. The NSQAS is a comprehensive system that integrates and assures the quality of all the components that produce individual competent in nationally recognised skills.

According to the above NQAS following 5 component of Quality Assurance Manual (QAM) are illustrated below.

1. Accreditation of Qualifications and Units of Competency on the National Technical and Vocational Qualifications Framework
2. Registration of Training and Assessment Organizations / Centres
3. Accreditation of Training and Assessment Organization / Centres
4. Auditing of training organizations for compliance against quality standards through regular monitoring and evaluation
5. Quality Assurance of BTEB through establishing the NSQAS by External Quality Assurance Agency

To ensure the Quality of Training and assessment BTEB developed and implement a Quality Assurance Manuals which is available in BTEB NTVQF website. The URL of the Quality Assurance Manual is http://btebcbt.gov.bd/Utility/list_quality_assurance_manual which is downloadable. Readers and users can download and use all the 5 component of the manual.

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COURSE ACCREDITATION DOCUMENTS (CAD)

The Course Accreditation Document is the nationally recognised specification for the courses. It provides the basis for the development of strategies for competency based training and assessment by each accredited training establishment (College / Institute / Training Centre) and describes essential course information.

This Course Accreditation Documents is prepared using the recommended format for the development of courses to accredit / re-accredit of courses under the National Quality Assurance Framework (NQAF) and for the registration of the accredited/re-accredited courses/ qualifications under the National Technical and Vocational Qualifications Framework (NTVQF). The document has three parts (A, B and C) which together form the Course Accreditation Document.

Part A of the Course Accreditation Document provides information on the Course Developer- Standard Setting Body, the Quality Assurance Body, and course classification and accreditation information.

Part B of the Course Accreditation Document contains details of industry need, and the rules and requirements under which the course may be structured, delivered and assessed.

Part C of the Course Accreditation Document includes the units of competency or modules that are contained in the course.

The URL of the CAD is http://btebcbt.gov.bd/utility/list_accreditation_doc which contain separate downloadable CAD for each occupation. Users are suggested to download and use the required CAD as per requirement. For accreditation of courses as well as the training organization under UNVQF one must be understood the process of course accreditation. In addition of the CAD, BTEB use one self-evaluation form and a software tools for measuring and evaluating the strength of the organization during the process of accreditation. This makes the process easier and easy interpretable.

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Answer Key 1.2-1

1. Mention 05 quality issues in TVET of Bangladesh

The common quality issues of traditional TVET in Bangladesh are-

- a. Current traditional TVET system has no nationally consistent approach to quality assurance
- b. Traditional Qualifications are not based on standards that align with the occupations or skill levels in industry
- c. Curriculum development is highly centralized, rigid and time consuming and not based on need.
- d. Development of new courses, the expansion of high demand courses and the annulment of obsolete courses do not always reflect as per market needs.
- e. Existing traditional TVET and skills training system has problems with the quality, relevance and scope of programs delivered

2. What are the component of Quality Assurance Manual(QAM)?

According to the above NQAS following 05 component of Quality Assurance Manual (QAM) are illustrated below

- a. Accreditation of Qualifications and Units of Competency on the National Technical and Vocational Qualifications Framework
- b. Registration of Training and Assessment Organizations / Centres
- c. Accreditation of Training and Assessment Organization / Centres
- d. Auditing of training organizations for compliance against quality standards through regular monitoring and evaluation
- e. Quality Assurance of BTEB through establishing the NSQAS by External Quality Assurance Agency

3. What is Course Accreditation Document?

The Course Accreditation Document is the nationally recognised specification for the courses. It provides the basis for the development of strategies for competency based training and assessment by each accredited training establishment (College / Institute / Training Centre) and describes essential course information

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LEARNING OUTCOME 3: WORK WITHIN THE TRAINING ORGANISATION

ASSESSMENT CRITERIA:

- 1 TVET providers and development organizations are identified
- 2 Work is undertaken according to prevailing competency standards
- 3 Employee / staff relations systems are followed
- 4 Ethical and legal responsibilities are maintained according to the
- 5 Organisational policies and procedures

CONTENTS:

1. List of TVET providers and development organizations
2. Relevant Departments and/or Units
3. Employee / staff relations systems
4. Ethical and legal responsibilities
5. Organisational policies and procedures

CONDITIONS:

Trainees must be provided with the following:

- Handouts or reference materials/books/ CBLMs on the above stated
- contents
- PCs/printers or laptop/printer with internet access
- Digital projector and Screen
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Relevant learning materials
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Presentation

ASSESSMENT METHODS:

- Written test
- Demonstration
- Oral Questioning
- Observation with checklist
- Portfolio.

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Learning Experiences

Learning Outcome 3

WORK WITHIN THE TRAINING ORGANISATION

Learning Steps	Resources specific instructions
1. Trainee will ask the instructor about the materials to be used.	1.Instructor will provide the learning materials in Module “Work effectively within Bangladesh TVET Sector”
2.Read the Information sheet/s	2.Information Sheet 1.3-1
3.Complete the Self Checks & answer sheets.	3. SelfCheck1.3-1 and AnswerSheet1.3-1
4.Complete Activity	4. Task Sheet No 1.3-1

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Information Sheet 1.3-1

List of TVET providers and development organizations

Before knowing the name of TVET providers it is essential to know the history of TVET in Bangladesh. Following chapter provided a very brief evolution of TVET in Bangladesh.

Evolution of TVET in Bangladesh

TVET formally started its journey in this region specially in Bangladesh by introducing technical training in 1865 at Rangpur technical school. Dhaka Survey School was established in 1876 by Bengal Government adjacent West of present Sir Salimullah Medical College and introduced 2 years Survey course there. Later, generous grants from Nawab Ahsanullah, a renowned Muslim patron of Education and member of the Nawab family of Dhaka, enabled it to expand as a full-fledged engineering school. In recognition of this contribution, the school was renamed to Ahsanullah School of Engineering. In 1912 the school shifted to its present premises and introduced four year's Overseer course on Civil, Electrical and Mechanical Engineering. After the partition of India in 1947, it was upgraded to Ahsanullah Engineering College, as a faculty of engineering under the University of Dhaka, offering four-year bachelor's courses in civil engineering, electrical engineering, mechanical engineering, chemical and metallurgical engineering in addition to Overseer courses.

In 1952, Overseers started movement for service status, scope of promotion and higher education. Based on their demand, their designation has been changed to 'Sub-Assistant Engineer', name of the course changed to Licentiate in Civil Engineering (LCE), Licentiate in Electrical Engineering (LEE) and Licentiate in Mechanical Engineering (LME). In the field of service, their designation decided as Sub-Assistant Engineer (SAE). Up to 1954 both the degree and overseers course run simultaneously in this college.

Due to the rapid industrialization in both east and west Pakistan in early 1955, Ford Foundation established Dhaka Polytechnic Institute, with a duration of 3 years condensed diploma in Engineering courses, based on the syllabus of Oklahoma State University, USA.

On the other hand, Mirpur Technical Training Center was established in 1942 to train the returnee from 2nd World War which is now in 2008 renamed as Bangladesh-Korea Technical Training Center (BKTTTC) renovated under the technical assistance of KOICA. This is now an excellent center for providing vocational training in certificate level.

In 1960 the Directorate of technical Education was established for development of technical and vocational education. In this period the operational area of Directorate of technical Education was very limited to mainly the Diploma in Engineering courses in Dhaka Polytechnic Institute. In the period of 1962-63, five technical Institute was

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established in 5 different districts city area. In 1966 the number of Polytechnic and technical institute became 16 for providing diploma in Engineering courses. Within the period of 1965-66 35 vocational institutes were setup to provide 2 years 'skill training in different trade/certificate courses.

The Directorate of Technical Education initiated rapid development and expansion works of degree, diploma and trade level technical education in the country. To cope up with increasing magnitude of academic activities, the need for establishment of a "Statutory Board" was keenly felt. A statutory body namely "The East Pakistan Technical Education Board" was established through Act. No. 1 of 1967 of the then East Pakistan Assembly, which is now Bangladesh Technical Education Board (BTEB). Thus the Bangladesh Technical Education Board came into existence with the jurisdiction over the entire area of Bangladesh to organize, supervise, regulate, control and develop technical and vocational education. The Board in its present form became operative with effect from June 1969.

In 1979 the National Council for Skills Development and Training (NCSDT) was formed in Bangladesh and introduce National Skill Standards (NSS) in 1985 (under the aegis of NCSDT) in different vocational training institutes under ministry of education. The duration of those trade courses was two years after passing class eight. One could also leave the course after assessment and completion of one year with a skill trade certificate in a particular trade. The name of the certificate was National Skill Standard-3(NSS-3). One who completed the full two years training, after final examination he was awarded the National skill standard-2 (NSS-2). These trade certificate courses also introduce in Technical Training Center under ministry of labor and manpower. Once those courses run by Technical Training Center were very standard and effective and a lot of quality trained skill workforce came out from those courses. But unfortunately vocational institute then in different sub-district level fail to run those courses due to non-popularity and non-acceptance of these courses by the trainee and the society. As a result, under the fifth five-year plan (1997-2002) the skill training courses were integrated with the mainstream education system from 1997 and introduce SSC(VOC) and HSC(VOC) in the vocational institutes. Later in 2005 all the government vocational institute was renamed as Technical School and College (TSC).

Traditional National Skill Standard (NSS- Basic Trade) courses

Basic Trade Courses under BTEB are very popular vocational training courses in Bangladesh. It is the Pre-NSS or basic level of National Skill Standard (NSS). According to the Self-Supporting Evening Trade programme Manual of Dhaka Polytechnic Institute, October, 1977, the evening trade programme introduced in Dhaka Polytechnic Institute from January, 1976. The then first trade course was general mechanics with 2years duration and the number of trainee was 93 though within July 1977, the total trainee enrollment became 2391 in 30 different trade courses under 7 different engineering departments. Dhaka Polytechnic administrative council was the certificate issuing authority.

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Later on after 1992 BTEB took the authority for controlling, evaluating and issuing certificate of this program and integrated these courses with the National Skill Standard (NSS). Initially duration of these courses under BTEB was 6 months and implemented mainly by various technical training center under BMET and Polytechnic institute. Now all the Basic Trade Courses are restructured as a 360 hours' duration having the flexibility to complete the course within 3 or 6 months.

Polytechnic institute run these courses at the evening shift as a part of self-financed short courses program. Basic Trade Courses become more popular after introducing the Computer and Information Technology courses in 5 different trades. Beside these BTEB affiliated Basic trade courses, there are number of NGOs and International Development partner like UCEP, MAWTS, Ahshania Mission, Muslim Aids, CPD and SUF under the cooperation and guidance of Save the children also play important roles in the field of training courses in certificate level from 3 or 6months to1-year duration. BKTTC under BMET also provide One Year's Skill Certificate Courses on 6 different trade including Electronics trade which are affiliated with BTEB. To provide institution based vocational & technical training in different employable trades a self-designed trade courses on Consumer Electronics are also run by BKTTC. The duration of this course is 3 months where BMET are the certificate issuing authority.

Now as per the annual report of BTEB of 2017-2018 the total institutions and number of trade / technology / occupations in different relevant certificate and Diploma courses are shown in following table1.

Sl. No	Course Name	Duration	No. of Institution	No. of Trade/ Tech/Occupations
1	National Skill Standard (NSS- Basic trade)	360 hours 3/6 months	3040	97
2	National Skill Standard-3 (NSS-3)	One year	06	14
3	National Skill Standard-2 (NSS-2)	Two years	06	14
4	SSC (Vocational)	Two years	2554	31
5	Dhakil (Vocational)	Two years	298	31
6	HSC (Vocational)	Two years	64	14
7.	Diploma in Engineering/ Equivalent	4 years	1253	61
8	Diploma in Technical Education	1 year	01	03
9	Diploma in Vocational Education	1 year	01	08
10	NTVQF	360 / 270 hours per level	340	168

Major TVET courses under BTEB with duration, number of institute and No. of trade/ technology/ Occupations

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Major TVET Providers in Bangladesh

There are a variety of government TVET providers in the country; indeed at least 23 ministries run various types of technical training providing short and long courses. Two of the most significant ministries involved and which are associated with the projects are the ministry of education (Directorate of Technical Education) and the ministry of expatriate welfare and overseas employment (Bureau for Manpower Employment and Training). The DTE runs a number of technical schools and colleges (TSCs) and Polytechnics while the BMET operates numerous technical training centers (TTCs). According to the BTEB annual report of 2017-2018, there are 9445 formal TVET institutes available in Bangladesh. Tables 2 indicate the number of institutions and kinds of programs delivered at these institutions.

The most common courses available are secondary school certificate (vocational) – SSC (Voc); Higher Secondary School Certificate (Vocational) – HSC (Voc) at the TSCs and TTCs, as well as Diploma Engineering courses at the Polytechnic institutes. Many institutions run a variety of short courses ranging from 3 to 6 months.

There are considerably more private sector short course institutions generally run information technology related basic trade courses. The other courses are 6 months to 2 years duration certificate courses in various special trades or technology

Govt. TVET Institutions	Private TVET institutions
<ul style="list-style-type: none"> ■ Polytechnic Institutes: 49 ■ Tech. School & College: 64 ■ Tech. Training Centre: 47 ■ Textile Institute: 7 ■ Agriculture Institute: 18 ■ Forestry Institute: 3 ■ Diploma in Engineering Naval and Army :04 ■ Diploma in Livestock :02 ■ Marine Institute: 7+1=8 ■ Textile Vocational Institute: 40 ■ HSC (BM) Institute :03 ■ Diploma in Education :01 ■ Diploma in Vocational Education :01 	<ul style="list-style-type: none"> ■ Polytechnic Institutes: 485 ■ HSC (BM) Inst.1788 ■ Secondary (Vocational) Schools: 2403 ■ Textile Institute: 152 ■ Fisheries:54 ■ Diploma in Medical Ultra Sound :28 ■ Certificate in Medical Ultra sound:30 ■ Agriculture Institute :162 ■ Institute of Medical Technology: 231 ■ Certificate in Health Technology :223 ■ Others :135

Numbers of Private and Government Training Institutes

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Table 3 and 4 indicates some of the courses available at the SSC (Voc) and HSC (Voc) levels while Table 4 shows the 360 hours short courses available

SSC (Vocational) 31 trades	
<ul style="list-style-type: none"> ■ Agro based food ■ Architectural Drafting with AutoCAD ■ Automotive ■ Building Maintenance ■ Ceramic ■ Civil Construction ■ Civil Drafting with CAD ■ Computer & IT ■ Dress Making ■ Dying printing and finishing ■ Electrical Maintenance works ■ Firm Machinery ■ Fish Culture & Breeding ■ Food Processing and preservation ■ Fruits and Vegetable Cultivation ■ General Electrical Works 	<ul style="list-style-type: none"> ■ General Mechanics ■ Glass ■ Livestock bearing and farming ■ Machine Tools Operation ■ Mechanical Drafting with CAD ■ Knitting ■ Patent Care Technique ■ Plumbing and Pipe Fitting ■ Poultry Rearing & Farming ■ Refrigeration & Air Conditioning ■ Shrimp culture and breeding ■ Waiving ■ Welding & Fabrication ■ Wood Working ■ General Electronics

Courses Available at Technical School and College , TTC and SSC Vocational Schools

HSC (Vocational) 14 trades	
<ul style="list-style-type: none"> ■ Agro Machinery ■ Automobile ■ Building Construction & Maintenance ■ Clothing & Garments Finishing ■ Computer Operation & Maintenance ■ Drafting and Civil ■ Electrical Works & Maintenance 	<ul style="list-style-type: none"> ■ Electronic Control and Communication ■ Fish Culture & Breeding ■ Machine Tools Operation & Maintenance ■ Poultry Rearing & Farming ■ Refrigeration & Air Conditioning ■ Welding & Fabrication ■ Wood and Design

Courses Available at Technical School and College

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There are 97 basic trade courses available under BTEB. The duration of the courses are 360 hours. Table 5 highlighted some popular trade courses

<ul style="list-style-type: none"> ■ Computer Office Application ■ Computer Programming ■ Database Programming ■ Web Design and Development ■ Graphic Design and Multimedia programming ■ Hardware and Networking ■ Aminship ■ Electrical House wiring ■ Plumbing & Pipe Fitting ■ Arc and Gas Welding ■ AutoCAD ■ Audio-video System ■ Block Batik and Printing ■ Building and Architectural Drafting with AutoCAD ■ Certification in Beautician ■ Carpentry ■ Drafting Civil ■ PLC ■ Radio and Television Servicing 	<ul style="list-style-type: none"> ■ General Electrical Mechanics ■ Refrigeration & Air-conditioning ■ General Mechanics ■ Machinist ■ Weaving ■ Welding ■ Proficiency in English Communication ■ Driving cum Aeromechanics ■ Food processing & Preservation ■ Food and Beverage Production ■ Farm Machinery ■ Pattern Making, Cutting and Grading ■ Dress Making & Tailoring ■ General Electrician ■ General Electronics ■ House keeping ■ Industrial Sewing Machine maintenance ■ Mobile Phone Servicing ■ Mid Level Supervisor ■ Certification in Screen Printing
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Some of the Basic trade Courses affiliated by BTEB

Four years diploma in Engineering courses at the Polytechnic are the most important and popular programmes in TVET. the existing available technologies are shown below

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- | | |
|---|---|
| <ul style="list-style-type: none"> ■ Automobile Technology ■ Air Craft Maintenance (Aerospace) ■ Air Craft Maintenance (Avionics) ■ Architecture Technology ■ Architecture and Interior Design ■ Ceramics Technology ■ Chemical Technology ■ Civil Technology ■ Civil Wood Technology ■ Mechanical Technology ■ Electrical Technology ■ Electronics Technology ■ Computer Technology ■ Computer Science and Technology ■ Data Communication and Networking ■ Construction ■ Graphic Arts Technology ■ Garment Technology | <ul style="list-style-type: none"> ■ Food Technology ■ Power Technology ■ Refrigeration & Air Conditioning ■ Surveying Technology ■ Footwear Technology ■ Graphic Design ■ Instrument and process Technology ■ Leather Technology ■ Leather Product and Accessories ■ Marine Technology ■ Ship Building Technology ■ Surveying Technology ■ Telecommunication Technology ■ Mechatronic Technology ■ Printing Technology ■ Mining and mine survey technology ■ Glass Technology ■ Environment Technology |
|---|---|

TVET ORGANIZATION IN BANGLADESH

DTE (Directorate of technical Education)

The Directorate of Technical Education (DTE) is the government agency under Technical and Madrasha Education Division (TMED) of ministry of education, responsible for human resource development (HRD) of the country specifically on Technical and Vocational Education and Training (TVET). In 1960 the directorate of technical Education was established for development of technical and vocational education. DTE initiated rapid development and expansion works of degree, diploma and trade level technical education. The vision of DTE is to development of human resource for the country, achievement of the economic progress and advancement of living standard by the TVET. The mission of DTE includes- Upgrade of technical education in 20% within 2020, Introduce new technologies on the demand of the national and international job market, Keeping role by alleviating poverty by achieving SDG through the technical education, Building up the unemployed young people to be suitable self-employed through proper technology, executing research on technical education, extension of TVET by establishing

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of new institutions, inventing new techniques to ensure service, arrangements of trainings for the officials and the staffs to develop skill,

The other responsibilities includes taking initiatives to change and revise the existing curriculum occasionally to be adopted with the change of the time, maintaining communication and taking part in programs of international technical organizations, offering assistance and consultation for the GOB to adapt strategies for the case of technical education sector in the country.

BTEB (Bangladesh Technical Education Board)

Bangladesh Technical Education Board (BTEB) came into existence with the jurisdiction over the entire area of Bangladesh to organize, supervise, regulate, control and develop technical and vocational education by the technical Education act-1967 . The Board in its present form became operative with effect from June, 1969. The purpose of BTEB includes- develop and prescribe courses of all curriculums, arrange for development of learning materials, grant recognition to education institutions offering its courses, prescribe conditions governing admission of students, monitor the teaching-learning activities, hold, conduct and regulate examination of affiliated institutions, and award diplomas and certificates to the successful candidates. From 2012 BTEB got mandate to implement NTVQF with the responsibilities include- developing competency standard, competency based curriculum, affiliation & accreditation of courses and TVET institutes, monitoring for quality control, assessment and certification of the trainees and assesses interested to get recognition of prior learning. The Bangladesh Technical Education Board act-2018 passed in parliament given the above mandate including implementation of NTVQF in Bangladesh.

Bureau of Non-formal Education (BNFE)

A Directorate was created in 1995 with the responsibility of execution of policy decisions and plans relating to non-formal education. The Non-formal Education Programmes were then implemented through (a) NGO run centre-based literacy programme. (b) total literacy movement by the District/Thana administration. This directorate has been abolished and started functioning as Bureau of Non-formal Education.

According to the article-3 of National Education Policy 2010, Non-formal education is a complementary stream to the formal primary education system. Those children who cannot be in the schools till 100% enrollment is ensured at the primary level or drop out of primary education are supposed to receive some basic education or vocational training to use their skills in real life situations through the non-formal schooling system. The children and adolescents completing their non-formal education will be eligible for admission in the appropriate class of primary education. In 2015 Bureau of Non-formal Education act passed in the parliament with major responsibilities include to create

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training provision for the persons of any age or students out of education from primary level or existing workers require literacy and numeracy for enrolling in formal NTVQF level-1.

UCEP (Underprivileged Children's Educational Program)

UCEP is the biggest private sector TVET providers in Bangladesh runs 12 technical school, is working with the distressed urban working children. Starting in 1972 at the Dhaka University premises with only 60 students, it is now a hub of over 42 thousand working children striving to inculcate marketable skills and provide employment support service through general education and vocational training in close collaboration with industries and employers throughout Bangladesh.

The main objective of UCEP programs is to improve the socio-economic status of the urban poor and support industrial growth by generating skilled manpower. UCEP has global reputation for its unique model of human resource development. UCEP's success has enabled it to be listed twice in the UN ESCAP's "Compendium of Centers of Excellence in HRD Research and Training". Last year its schools obtained the top four positions in the country in SSC vocational examination.

Beside these lead TVET organizations the Bureau for Manpower Employment and Training (BMET) provides a variety of SSC (VOC) courses at its TTCs as well as basic trade courses and other courses specially designed for the overseas job market. For example, they are training thousands of women as domestic helpers to work abroad in the Middle East and elsewhere.

Some of the other government Ministries or Departments significantly engaged with technical training like Ministry of Aviation and Tourism provide Courses in commercial cooking, baking, front office, food and beverage service, housekeeping, airline reservations and so on are offered by the National Hospitality and Tourism Training

Institute (NHTTI), Department of Social Welfare provide training courses on sewing, livestock rearing, crop production, fish culture, knitting, electronics, refrigeration, garment and computer etc. Department of Youth Development also have strong infrastructure and capacities for providing training throughout the country especially in district level to train the young men and women. They are basically work for training & encouraging unemployed rural young people so that can be self-employed. Departments of Fisheries, Agriculture, Jute etc. are also providing short training in their respective area. The other NGOs working in Skills development activities through TVET are Save the Children, BRAC, Dhaka Ahsania Mission, Muslim Aids etc.

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Past and Recent Projects for skills Development

Recognizing the importance of TVET, a number of international donors and development partners have put special emphasis on helping Bangladesh government and other TVET providers in order to improve the sector. ILO's TVET reforms project is in operation, similar projects of ADB and World Bank are about to come. The TVET Reform Project emphasizes on reviewing and strengthening policies; ensuring relevance and quality; strengthening institutions; establishing linkages between public and private organizations to enhance productivity and relevance to industry; ensuring access of underprivileged groups. Hopefully, with these reforms in place more people will get employable skills and earn through jobs or self-employment. On the private sector DFID (UK) and EKN (Netherland) is already funding TVET programs of UCEP, training 5000 students every year on 22 trades, CIDA (Canada) is now considering to fund. ILO & UCEP have collaborated to train underprivileged children in several skills, which is now taught in several UCEP technical schools

The NTVQF initiative is linked to human resource development and skill training which in turn are linked to occupational standards that are identified in a systematic and transparent manner in order to be acceptable to employment markets at home and abroad. The formation of the National Council for Skills Development and Training (NCSDT) in 1979 and the introduction of National Skill Standards (NSS) in 1985 (under the aegis of NCSDT) marked the first significant move towards a TVET system and qualifications that were oriented to market needs. The turn of the century saw a sharp rise in the demand for skilled labour in a globalizing market and concomitant needs for human resource development at the national level. For example, one of the development objectives set in the Fifth Five Year Plan (1997-2002) (Government of Bangladesh, 1997) was to enhance the functional character of technical education and vocational training by making them more job-oriented through constant and appropriate links with the employment market".

Like most countries around the world, reforming education and particularly technical and vocational education is part of poverty reduction as well as economic development.

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The first Poverty Reduction Strategies Program (PRSP) (2004-08)

National Strategy for Accelerated Poverty Reduction pointed to: “the failure of the education system, particularly the technical education and vocational training (TVET) system, to cope with the demand for skills, both in terms of quality and quantity will be addressed by focusing on market driven skill formation” (Government of Bangladesh, 2007). The second PRSP (2009-11), titled Moving Ahead: National Accelerated Strategy for Poverty Reduction II posits that: “The programmes in the second NSAPR will supplement the efforts made in the first NSAPR to expand and diversify training facilities, especially for women and upgrade and reorient the quality and content of vocational training in general to cater to the emerging needs of the economy” (Government of Bangladesh, 2008). It was in this context that a five-year project (2007-12) was developed and funded by the European Commission implemented by the International Labour Office

The project document refers to the World Bank study recommendation for “an urgent and large-scale intervention in the way it [TVET] is organized, operates and responds to the demands of large industry, informal economy, communities, and private individuals.” The EC/ILO TVET Reform Project (ILO, 2007) had five components: Review and strengthening of TVET policies, systems and legislation at central and decentralized levels, Enhancing the flexibility, quality and relevance of TVET, Strengthening TVET institutions through improving the knowledge and skills of managers and teachers, Improving skills development which is seen as necessary for enhanced productivity and competitiveness in key growth and export-oriented industries in the formal industrial sector and Increasing access of underprivileged groups to TVET

TVET reform project by ILO

The TVET Reform Project is based on studies and reviews undertaken between 2000 and 2007. The European Commission (EC) provides financial support to the project, and the International Labor Organization (ILO) in Bangladesh is responsible for implementation in collaboration with the Government of Bangladesh (Ministry of Education). The aims of the TVET Reform Project are twofold: first, to create more employment opportunities particularly for the poor, in line with the National Strategy for Accelerated Poverty Reduction (NSAPR) (Government of Bangladesh, 2008); secondly, to strengthen the economic competitiveness of the national economy (ILO, 2007, p.7). The approach taken is to develop a competence-based approach to education, skills and training. The national strategy stresses the expansion of TVET opportunities at post-primary level, focusing on improving the employability and income-level of adolescents, youth and adults (both males and females), child laborers, those with low levels of literacy and those in rural areas (ILO, 2007). At the present time, underprivileged youth and adults constitute the major part of the workforce in export-oriented

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industries such as garments, light engineering, electronics, construction, services and transport where they frequently under-perform or remain underemployed because they lack the required skills.

Skills Development Project

The Skills Development Project addresses the gap between the skills that are being provided at the training institutes and the requirements of the employers and the needs of the market. SDC is supporting the Government of Bangladesh in the Skills Development Project to cater to the critical vocational training needs, and hence to contribute to enhance income and employment opportunities. The Skills Development Project works to strengthen the capacity of the Technical Vocational Education and Training system by making it more responsive, flexible, demand-driven, and inclusive towards serving the disadvantaged population, specifically the poor and those who have not completed Class VIII.

The project creates the necessary inter linkages between the technical vocational institutes, the industries and the non-government agencies who are involved in providing technical skills training and employment. The project

a) enhances the relevance of and access to Technical Vocational Education and Training (TVET) programmes by developing competencies, standards, assessment tools, and curriculum in partnership with industries in the ready-made garments (RMG), light engineering, construction and informal sub sectors;

b) improves the capacity for good quality TVET delivery by strengthening the teacher's training and training delivery system. It focuses on decentralization by establishing eight regional offices with teacher training cells;

c) increases the delivery of relevant skill training within specific sub sectors and in poor communities. A Gender Action Plan is being implemented to mainstream gender within the Skills Development system.

The project also works in collaboration with other ongoing initiatives of other agencies, e.g. the European Commission (EC)-ILO TVET Reform project which focuses on TVET policy reforms and the WB supported Skills and Training Enhancement Project (STEP). The Market Responsive trade courses under Skills Development Project are Plumbing and Pipe Fittings, Masonry and Rod Bindings, Welding and Fabrication, General Electrician.

Skills and Training Enhancement Project(STEP)

The project development objective is to strengthen selected public and private training institutions to improve training quality, and employability of trainees, including those from disadvantaged socio-economic backgrounds. The specific objectives of the project are to:

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1. To enhance quality and relevance of technical and vocational education and training as a part of meeting the strategic options of the poverty reduction agenda of the government;
2. To strengthen the overall Technical and Vocational Education and Training (TVET) system through (a) direct start-up and operational support to Industry Skills Councils (ISC) and the National Skills Development Council and (b) support to SSC (Vocational) Schools,
3. To strengthen the capacity of key institutions (DTE, BTEB and BMET) which play important role in the management and quality assurance of TVET sector; and
4. To establish a project management and implementation structure, implement communication strategy and undertake monitoring and evaluation.

B-SEP (Bangladesh Skills for Employment and Productivity)

The Bangladesh Skills for Employment and Productivity (B-SEP) Project is an initiative of the Government of Bangladesh (GoB) funded by the Government of Canada and executed by the International Labor Organization (ILO) with support from the GoB. The project aims to accelerate the current efforts being undertaken by other organisations, donors and government to make skills in Bangladesh nationally-recognized, accessible to all, higher quality and directly linked to jobs. The B-SEP project is focusing on five industry sectors; agro-food processing, tourism, pharmaceuticals, ceramics, and furniture manufacturing, working through four interrelated components:

1. Institutional capacity development:

Supporting the National Skills Development Council to implement the National Skills Development Policy, including developing a national human resources fund, enhancing the TVET data system to better understand the supply and demand of skills and raising the profile of skills. The **activities domain includes**-49 Government Polytechnics and 64 TSCs in Bangladesh to become Registered Training and Assessment Centres, 64 TSCs get approval to start delivering contract training to industry, ILO supports development of National Human Resources Development Fund, Second governance training held in Sylhet and First governance training held in Comilla

2. Standard setting, training, assessment and certification:

Expanding the availability of new NTVQF programmes and supporting the adoption of new quality assurance guidelines among TVET institutions, including involving industry in the development and delivery of new competency based programmes, providing training to workplace-based and institution-based trainers and assessors and enhancing the capacity of key government agencies to support regulation and implementation of new NTVQF courses.

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3. **Industry skills development:**

Increase engagement of industry in the skills system by establishing and supporting five new Industry Skills Councils, expanding the scope and nature of workplace learning and productivity enhancement programmes and expanding apprenticeship programmes in both the formal and informal sectors.

4. **Promoting equitable access to skills:**

Increase access to skills and jobs for disadvantaged groups through the development and delivery of technical, supervisory and entrepreneurial skills for women and people with disabilities as well as supporting employment in green jobs.

Relevant Departments and/or Units

TVET system in Bangladesh comprise and organized with three types of organizations like the workforce suppliers responsible for process and supply the TVET graduates, The consumers, industries or employers responsible to employ the graduates and finally the controlling authority like BTEB, NSDA and ISCs responsible for standardization, certification and coordination the TVET and skills development activities.

The workforce suppliers like the education and training organization under Directorate of Technical Education (DTE) , BMET , different training organization under 22 ministries, the training providers and private training institutes / NGOs are arrange necessary inputs require for providing training, admitted students or trainees, , deliver the learning, teaching activities and assess the students / trainee under the regulation and guidance of the controlling authority.

From the demand side industries provide input in standard and curriculum development, participate in assessment and employ the graduates

The controlling authorities are responsible for developing quality competency standard and curriculum, monitoring and evaluation of quality delivery of teaching learning and quality assessment and certifications.

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Functions of TVET Organizations and stakeholders in Bangladesh

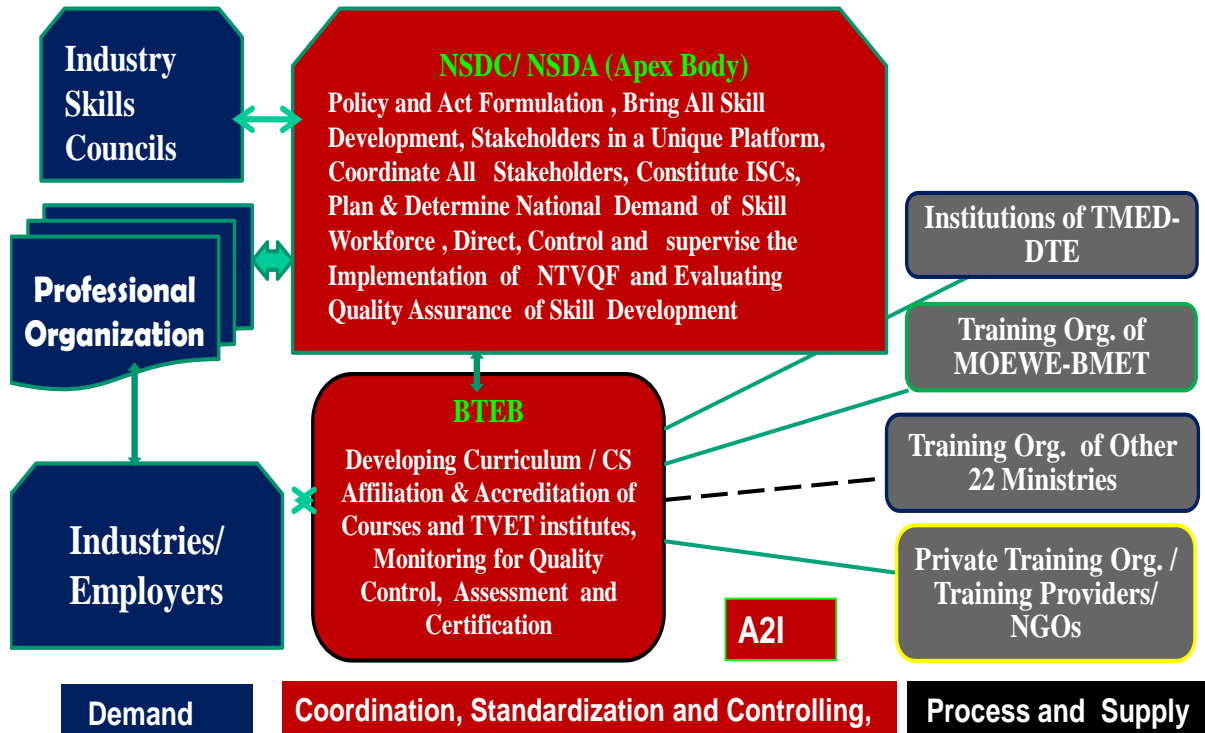


Figure 5: TVET providers in Bangladesh

Three Type of TVET organizations and stakeholders are working for workforce development in Bangladesh.

- i) **The Demand side** – Industries/ Employers, Professional Organizations and the Industry Skills Councils
- ii) **The standardization , coordination and controlling authority** like BTEB and NSDA by acts and also Access to Information (A2I) for accelerating and bridging the activities.
- iii) **The supply Side** - Institutions of TMED-DTE , Technical Training Centre of BMET under MOEWE, Training organizations of other 22 ministries/ Departments and the private Training organizations or training providers and NGOs

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Employee / staff relations systems

The term 'employee staff relations' refers to a organization's efforts to manage relationships between employers and employees/staff. Employee relations programs focus on issues affecting employees, such as pay and benefits, supporting work-life balance, and safe working conditions.

Employee / staff good relations create value to the authorities and management. Academic staff in TVET institute would benefit from knowing the factors affect their jobs environment. Socialisation and values to others and loyalty to the good employers has a profound influence. Employee Relations helps create and maintain happy, productive employees that get along with one another. For building good relationship among employee / staff in TVET institutions following points should be practice in workplace

1. Identify relationship needs and develop people skills.
2. Schedule time to build relationships and appreciate others
3. Be positive and manage the boundaries
4. Avoid gossiping
5. Consult on new and existing policies and create benefits packages for the staff
6. Own the organization and act as a member of the team
7. Negotiate and comply with laws and procedures of the organization

Ethical and legal responsibilities

An ethical teacher/ trainer / implementers is guided by a set of beliefs that leads to attitudes and actions focused on what's best for the trainee/ students and employees. The professional ethics will enlighten the trainer / teachers that they have a major role in bringing desirable changes in the behavior of the trainee / students. It also helps the teachers to understand their profession as a teacher. Their role is not just to become supreme and authoritarian in front of their trainee/ students and colleagues but teachers are special section of society. They are responsible for the education and training of society's youth. They are also responsible for ensuring that the students within their care are found within the most positive, safe and encouraging learning environment possible.

The responsibility of a trainer is to develop competency and skill sets in an individual to perform his/her job effectively and efficiently in the work place. The trainer should communicate to the trainees about what is expected out of training in a simple and professional way.

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Ethical and legal responsibilities of a teacher / trainers includes

- i) Undertake training and qualified for the tasks
- ii) Facilitate trainees for best effective learning
- iii) Provide induction and supervision
- iv) Provide appraisal to Curriculum standard
- v) Monitors progress, mentors and guides
- vi) Assess , provide feedback and validate assessment and
- vii) Reports on progress

Organizational policies and procedures

Policies and procedures are designed to influence and determine all major decisions and actions, and all activities take place within the boundaries set by them. Procedures are the specific methods employed to express policies in action in day-to-day operations of the organization.. Policies and procedures provide a roadmap for day-to-day operations. They ensure compliance with laws and regulations, give guidance for decision-making, and streamline internal processes

Development partners working in Bangladesh

The main development partners in Bangladesh working for TVET and skills development in Bangladesh are International Labour Organization (ILO), Canada, European Union (EU), Swiss Contact, World Bank , Asian Development Bank (ADB) and Islamic Development Bank (IDB). The other development partners working for TVET development in Bangladesh are KOICA, JAICA, GIZ .

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Self-Check 1.3-1

1. Write down the name of five TVET providers
2. State the role of DTE in Technical Education
3. Distinguish the responsibility of BTEB and NSDA
4. Write the name of 5 Skills development project of Bangladesh
5. Who are the development partner of Bangladesh ?

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Answer Key 1.3-1

1. Write down the name of five TVET providers
 - a. DTE (Directorate of technical Education)
 - b. BTEB (Bangladesh Technical Education Board)
 - c. Bureau of Non-formal Education (BNFE)
 - d. UCEP (Underprivileged Children's Educational Program)
 - e. TVET reform project by ILO

2. State the role of DTE in Technical Education

The Directorate of Technical Education (DTE) is the government agency under Technical and Madrasha Education Division (TMED) of ministry of education, responsible for human resource development (HRD) of the country specifically on Technical and Vocational Education and Training (TVET).

The responsibilities includes administered the Polytechnic, TSC and Engineering Colleges under ministry of education. The other responsibilities includes plan and organize development of TVET in Bangladesh. It also includes -taking initiatives to change and revise the existing curriculum occasionally to be adopted with the change of the time, maintaining communication and taking part in programs of international technical organizations, offering assistance and consultation for the GOB to adapt strategies for the case of technical education sector in the country.

3. Distinguish the responsibility of BTEB and NSDA

BTEB's responsibilities includes developing curriculum / competency standard , affiliation & accreditation of courses and TVET institutes, monitoring for quality control, assessment and certification.

On the other hand NSDA's responsibilities includes formulation of policy and act , bring all skill development stakeholders in a unique platform, coordinate all stakeholders, constitute ISCs, plan & determine national demand of skill workforce , direct, control and supervise the implementation of NTVQF and evaluating quality assurance of skill development

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4. Write the name of 5 Skills development project of Bangladesh

- (a) TVET Reform project
- (b) (b)Skills Development Project
- (c) (c) STEP B-SEP
- (d) SEIP
- (e) Skills-21

5. Who are the development partner of Bangladesh ?

The main development partners in Bangladesh working for TVET and skills development in Bangladesh are International Labour Organization (ILO), Canada, European Union (EU), Swiss Contact, World Bank , Asian Development Bank (ADB) and Islamic Development Bank (IDB). The other development partners working for TVET development in Bangladesh are KOICA, JAICA, GIZ

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LEARNING OUTCOME 4: MANGE WORK RELATIONSHIPS WITH COLLEAGUES AND CLIENTS

ASSESSMENT CRITERIA:

1. Work is planned and undertaken in collaborative way with colleagues
2. Information and ideas are shared and worked together on agreed outcomes.
3. Feedback from clients and colleagues are obtained, evaluated and acted.
4. Clients and their needs and expectations are identified through effective communication.

CONTENTS:

1. Collaborative work plan with colleagues
2. Information and idea sharing and working together
3. Feedback from clients and colleagues
4. Clients needs and expectations of the clients

CONDITIONS:

Trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PCs/printers or laptops with internet access
- LCD/Digital Projector and Screen
- Microphones
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Communication resources
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Presentation

ASSESSMENT METHODS:

- Written test
- Demonstration
- Oral Questioning
- Observation with checklist
- Portfolio.

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Learning Experiences

Learning Outcome 4

MANGE WORK RELATIONSHIPS WITH COLLEAGUES AND CLIENTS

Learning Steps	Resources specific instructions
1. Trainee will ask the instructor about the materials to be used.	1.Instructor will provide the learning materials in Module “Work effectively within Bangladesh TVET Sector”
2.Read the Information sheet/s	2.Information Sheet 1.4-1
3.Completethe Self Checks & answer sheets.	3. SelfCheck1.4-1 and AnswerSheet1.4-1
4.Complete Activity	4. Task Sheet No 1.4-1

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Information Sheet 1.4-1

COLLABORATIVE WORK PLAN WITH COLLEAGUES

Workplace Issues

Technical vocational training and education (TVET) institutions face issues concerning to maintain work practice; maintain the quality of employees and ensure the client focus approach. Workplace issues such as planning and prioritizing of works, following organizational guidelines on workloads, maintaining relevant technological skills and employees relationship, managing work and professional relationship are just a few of those. Some important workplace issues regarding work and work relationship management, which will eventually increase the efficiency of the institutes and ensuring client focus approach are discussed below. To work in a TVET organization the teachers and the TVET implementers needs to ensure that they can manage work and work relationships properly, that includes:

- i) Collaborative work plan with colleagues
- ii) information and idea sharing
- iii) Feedback from clients and colleagues
- iv) Clients needs and expectations

Collaborative work plan with colleagues

In order to achieve the work outcomes that a teacher has agreed to and that are expected of him, he must plan, prioritize and organize his work. The ability to manage work tasks, timelines and priorities are the employability skills and can be applied to time management, project management, resource allocation and research skills. The skills related to plan, prioritize and organize the works are mentioned below.

Time management skills	<ul style="list-style-type: none">• To meet time-based requirements and dead lines• To identify and adjust high and low priority tasks• To use time effectively i.e. prevent irrelevant issues or distractions from internal and external interference• To allocate appropriate amounts of time to complete own work• To complete tasks assigned to you within agreed timelines
Project management skills	<ul style="list-style-type: none">• To manage multiple tasks and resources simultaneously

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Resource allocation skills	<ul style="list-style-type: none"> • To determine project requirements by breaking them down into tasks and identifying the equipment, materials and people needed • To take advantage of available resources • To complete work tasks efficiently
Research skills	<ul style="list-style-type: none"> • To collect, analyze and organize information to inform the subsequent work practices and processes

To work effectively in a training and/or assessment organization, one must continually assess and re-assess his workload and seek guidance and support when work issues arise, especially those related to time pressures, work overload, competing demands, unexpected contingencies, technology problems and the relations with other personnel including the clients.

Information and idea sharing

In order to work effectively in a training and/or assessment organization, one need to work collaboratively with colleagues by: sharing information and ideas; and working together to achieve work outcomes.

Team building is one of the vital requirements to work effectively in a team. Teamwork becomes effective when all the team members work together. This involves being committed to the team goals, cooperating and communicating with each other, trusting and supporting each other and being flexible.

Commitment means agreeing with the team goals; considering its outcomes and timeframes. If a member of the team doesn't agree with this, it can impact on the effectiveness of the team and perhaps on the outcomes for learners or the timeframes for a project.

Members of teams often have different skills and knowledge. For effective and productive work outcome team members can share ideas and learn from each other; people may be able to do the tasks they are most comfortable or familiar with; or they may be able to stretch themselves to do tasks they are less comfortable with if they have support and guidance from others. Communication is invaluable in a team environment. For example, it may enable a problem to be solved before it becomes too difficult, and tasks and goals can be clarified so that the work schedules and demands of team members are on track.

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Feedback from clients and colleagues

Ability to manage work relationships and seek feedback on professional performance is an essential skill for everyone involved in training and assessment services. For getting effective feedback management skills as well as professional relationships are two important attributes for the teachers/ trainers. To evaluate and act upon the feedback from colleagues and clients may include:

- Colleagues from within the training and/or assessment organization
- Colleagues from other training and/or assessment organizations
- Clients from enterprises and industry sectors
- Clients from government departments, agencies and other external organizations
- Individual learners, employees, apprentices and trainees; and
- Candidates for assessment

Clients needs and expectations

A teacher / trainer and implementer in TVET institute needs to demonstrate a client-focused approach to the work, and this involves:

- ensuring the needs and expectations of clients
- developing effective communication strategies to maintain client relationships; and
- developing processes to evaluate and improve client satisfaction

The clients of a TVET organization / institute can be

- individual learners,
- students,
- apprentices,
- trainees,
- candidates for assessment,
- enterprise or industry,
- other parts of the training and/or assessment organization,
- government departments or agencies

It is also important to know what the needs and expectations of the clients. Clients of TVET have a wide variety of needs and expectations, and these include:

- a focus on individual learner objectives, such as:
 - new skills,
 - specific competencies,
 - target qualifications,
 - new career,

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- career advancement ,
- improved language skills,
- literacy and numeracy skills,
- client-centered approaches;
- preferences for particular learning styles;
- individualized learning support systems;
- individualized organizational training; and
- information and advice on
 - courses,
 - learning programs,
 - qualifications and
 - assessment

While the teacher / trainer / implementer work within the operational limits of the training and/or assessment organisation, and these limits can include:

- the level of responsibility,
- autonomy and classification;
- staffing resource limitations;
- physical environment limitations;
- cost, time and scheduling difficulties; and
- OHS issues considerations and implications

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Answer Key 1.4.1

COLLABORATIVE WORK PLAN WITH COLLEAGUES

1. A teacher needs to maintain the below listed workplace issues to work efficiently:
 - planning, prioritizing and organizing your work;
 - working collaboratively with colleagues;
 - seeking feedback on work-management skills and professional relationships, and
 - adopting client focus approach

2. Key points of time management skills are as below:
 - ability to meet time-based requirements and deadlines
 - ability to identify and adjust high and low priority tasks
 - ability to use time effectively (i.e. prevent irrelevant issues or distractions from interfering with the completion of your work)
 - ability to allocate appropriate amounts of time to complete the work
 - ability to complete tasks assigned to you within agreed timelines

3. A teacher in TVET institute needs to demonstrate a client-focused approach to your work, and this will involve:
 - a) ensuring the needs and expectations of clients form the basis for your work practices;
 - b) developing effective communication strategies to maintain client relationships; and
 - c) developing processes to evaluate and improve client satisfaction

4. In a TVET institute client can be
 - individual learners, students, apprentices, trainees
 - candidates for assessment
 - enterprise or industry
 - other parts of the training and/or assessment organization
 - Government departments or agencies

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LEARNING OUTCOME 5: ASSIST LEARNER TO DEVELOP COMPETENCY AS PER NEEDS AND INTERESTS

ASSESSMENT CRITERIA:

1. Information are provided to the learners about how their competencies relate to job profiles, educational and training pathway
2. Training requirements and employment opportunities are explained
3. Learner confidentiality is maintained according to organizational policies and procedures

CONTENTS:

1. Job profiles and educational and training pathway
2. Training requirements and employment opportunities
3. Learner confidentiality

CONDITIONS:

Trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PCs/printers or laptops with internet access
- LCD/Digital Projector and Screen
- Microphones
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Communication resources
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Presentation

ASSESSMENT METHODS:

- Written test
- Demonstration
- Oral Questioning
- Observation with checklist
- Portfolio.

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Learning Experiences

Learning Outcome 5

ASSIST LEARNER TO DEVELOP COMPETENCY AS PER NEEDS AND INTERESTS

Learning Steps	Resources specific instructions
1. Trainee will ask the instructor about the materials to be used.	1.Instructor will provide the learning materials in Module “Work effectively within Bangladesh TVET Sector”
2.Read the Information sheet/s	2.Information Sheet 1.5-1
3.Complete the Self Checks & answer sheets.	3. Self-Check 1.5-1 and AnswerSheet1.5-1
4.Complete Activity	4. Task Sheet No 1.5-1

Information Sheet 1.5-1

Job profiles and educational and training pathway for trainee/ learner

A job profile developed by the personnel department of a business or a industry or any organization might include such things as job responsibilities, required qualifications, advancement prospects, and the initial pay or salary associated with the position. According to the definition of business dictionary. Job profile is a description of a particular work function that includes the elements deemed necessary to perform the post effectively.

On the other hand educational and training pathway refers to the specific courses, academic programs, and learning experiences /opportunities that individual students/ trainee can be completed offered by any education institutes / community or workplace based organization that allow students or trainee to earn qualification credit and satisfy graduation requirements.

However for determining the needs and expectations of a trainee / learner, it is very important to know the job profile as well as the suitable training / learning pathway for the trainee. It is also important for supporting the learners for identifying whether the trainee require additional support to enhance their knowledge , skills and attitude. Following figure shows the education and training system in Bangladesh with existing education pathway consisting qualification name, usual age of achieving the qualification level. Needed year of schooling, name of the award such as certificate / diploma / degree and the job class including National Technical Vocational Qualification Framework (NTVQF) levels from pre vocational to level 6. The equivalent other higher levels of national qualification framework and the job class are under development and yet not finalized.

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Level	Qualification	Age	YoS	Name of the Certificate/Diploma/ Degree	Job Class
Level-10	Doctoral Degree	26	XX	Doctor of Philosophy	Yet not finalized/ Under Development
Level-9		25	XIV		
		24	XVIII	M. Phil/ FRCS	
Level-8	Masters Degree	23	XVII	M. Tech Edn/M. Engg/ M. Ag/ MA/ M.Sc/ M.Com/ Kamil	
		23		B. Arch/ MBBS	
Level-7	Bachelor Degree	22	XVI	B. Tech Edn/ BSc. Engg/ B.Ag and BA/ B.Sc/ B.Com(Hours)	
		21	XV	Dip. Tech.Edn BA(Pass)/ B.Sc(Pass)/ B.Com(Pass)	
Level-6	Diploma	20	XIV	Dip. in (Engg. / Ag. / Tex/ Fish /Marine/ medical etc..	
		19	XIII		
Level-5	Certificate-5	18	XII	HSC/ HSC(VOC)/ HSC(BM)/ Allim-2 nd Yr.	
Level-4	Certificate-4	17	XI	HSC/ HSC(VOC)/ HSC(BM)/ Allim-1 st Yr.	
Level-3	Certificate-3	16	X	SSC(VOC)/SSC(Science/ Arts/Commerce / BOU/Dhakhil/ O level	
Level-2	Certificate-2	15	IX	SSC(VOC)/SSC(Science/ Arts/Commerce / BOU/Dhakhil/ O level	
Level-1	Certificate-1	14	VIII		
Pre-voc.1	Training provision to enroll in formal NTVQF level-1 for the persons of any age or students out of education from primary level or existing workers require literacy and numeracy				Pre-Vocational trainee-2
Pre-voc.1					Pre-Vocational trainee-1

Figure 6 :Educational and training pathway for trainee/ learner in Bangladesh in different aspect

The pathway for achieving NTVQF certificate are shown below. Any interested person completed primary education of class VIII can be enrolled in NTVQF courses. There are hundreds of occupations available under different sectors in different NTVQF levels for training and assessment in Bangladesh. BTEB in support of ISCs identified and approved those occupational standards for CBT&A. The figure shown below demonstrated the training, assessment and certification pathway for upcoming or existing workforce.

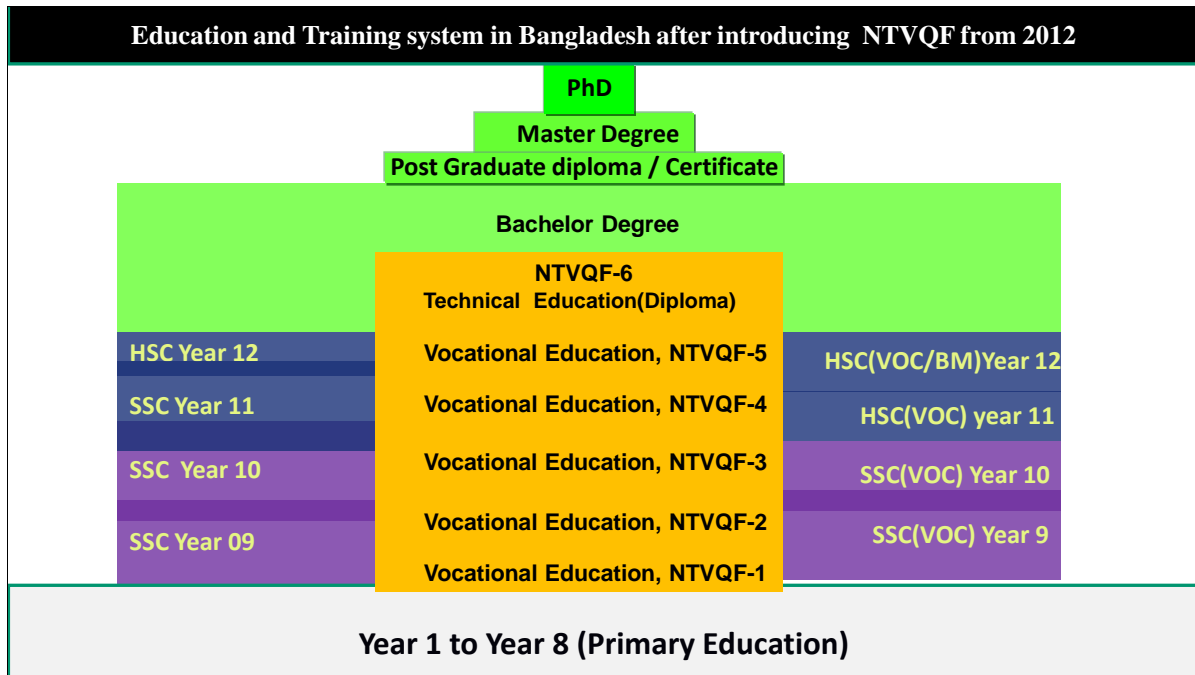


Figure 7: National Technical Vocational Qualification pathway with education system

The pathway for achieving the 4 years diploma courses like diploma in Engineering, diploma in agriculture, medical, textile, forestry, fisheries or its equivalent diploma are demonstrated below.

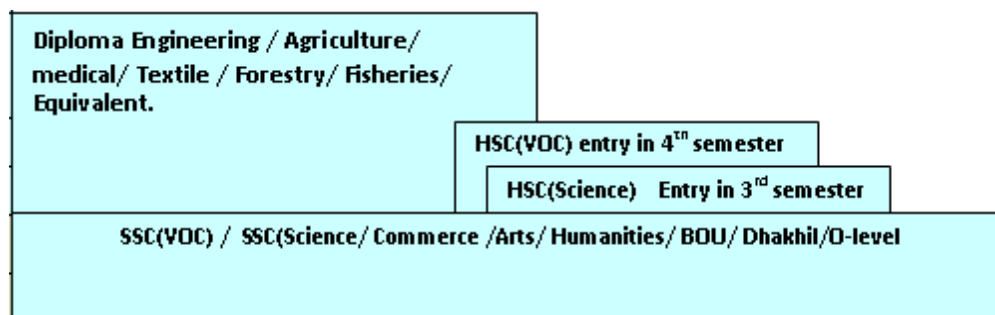


Figure 8: Educational pathway for the learner who want to achieve the diploma in Engineering in Bangladesh

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Entry requirement for Diploma in Engineering courses in Bangladesh

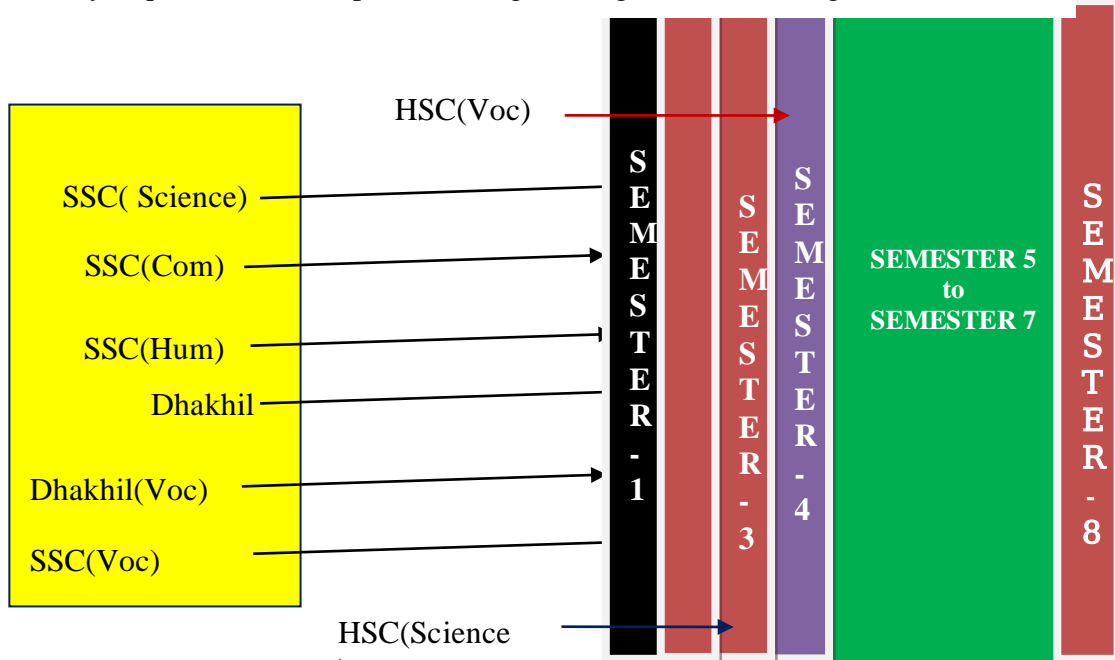


Figure 9: Entry requirement for diploma in Engineering

Duration of the Diploma Engineering Course	
For SSC or equivalent Students	: 4 years
For HSC(Science) Students	: 3 years
For HSC (VOC) Students	: 2.5 years
Total Year of Schooling	: 14 or more than years

These processes should include in discussions with the trainees / learners. The trainer or facilitators need to analysis of the career pathway and provide appropriate information to the trainee so that students / trainee motivated towards TVET courses and realize the prospect of skill person rather than a unskilled certificate holder.

The TVET trainer/ implanters also need to provide support to the disadvantage learner. So the trainer also need to be aware about the establishment of inclusive learning and training environment. For identifying additional support requirement involves some special consideration like the cultural, language, literacy, numeracy and disability of the trainee. The following processes reveal the way in which one can identify and respond to any additional support needs for the trainees.

Teachers’ roles and requirements

One of the important role and responsibility of a teacher or trainer in TVET system is to support the learner to enhance his career as well as the job profile. Counseling and advising the students/ trainees about educational and training pathway is one of

the most important role of teacher or trainer . To be able to support learners, a teacher will need to:

- Know about the learner, including why they are doing the training and/or assessment
- Help learners to plan their learning
- Describe qualification pathways
- Take the initiative to generate and encourage communication
- Advise learners about the availability of the assigned teacher/ trainer for contact, including any limits and how the teacher / trainer can be contacted, for example, by phone or email or social media to keep in touch with him.
- Help learners to monitor their learning progress
- Link the learning output or outcome to learners 'experience
- Give effective feedback
- Motivate learners to keep them life long learning and
- Encourage learners to learn from each other

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Training requirements and employment opportunities

A **training** program allows one to strengthen those skills that each employee needs to improve. A development program brings all employees to a higher level so they all have similar skills and knowledge. This helps reduce any weak links within the company who rely heavily on others to complete basic work tasks.

The productivity of our existing working workforce is still very poor. On the other hand the upcoming workforce graduated from educational institute are also have significant skills gap and cannot come out with enough competency and usually not ready to work instantly.

Bangladesh is now enjoying the least dependency ratio and most of the population is in working age stage and it will continue up to 2030. We need to utilize this golden opportunity. For this we have no other alternative than produce sustainable work ready flexible workforce for not only mitigate the domestic need but for taken the advantages of workforce shortage worldwide specially in Europe, Japan and other developed countries.

As the local employment is limited in Bangladesh and there is potential opportunity for the skilled workers in different countries, TVET can play a vital role in producing high quality workforce for the overseas labour market. About 51% of the total Bangladeshi workforce in various countries particularly in the Middle Eastern countries and Malaysia are unskilled or less-skilled workers. They have very little or no educational background and have not received any kind of training. There has been noticeable mismatch in supply and demand of manpower resources across the countries and regions in different categories of occupations and skills. Demand for skilled manpower in different trades is increasing in the world employment market. The benefits can be derived only if a skilled labour force is available to face competitiveness in the world market. Bangladesh can enhance the skills of the labour force providing them with appropriate education and training to achieve further success in global employment market through achieving the international accreditation of TVET.

Learner confidentiality

Learners confidentiality is the requirement for keeping information **confidential** or secret for any students or trainee during his training and here after. It includes do not disclose any personal information without his own/ guardians permission. It also includes requirement that information may not be shared with 3rd parties without a parent's or eligible students consent. Violation of this principle may result unethical and may impose criminal and civil penalties as well as penalties imposed by the local department of education. For maintaining learners confidentiality following points may followed by the TVET trainer / implementer.

1. Know the rules, regulation and laws that govern the use of confidentiality
2. Don't ever speak / gossip about students around 3rd parties. If need to speak any related issues use generic names so that particular learners name cannot be disclosed
3. Don't ever look at student confidential information on the computer or paper during class and when students are in the room

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4. Establish separate computers or accounts for student use of the computer and
5. Don't ever throw out confidential papers in the garbage. Never rip up papers by hand. Always shred papers or use an ID so no one can read those confidential papers

Self-Check1.5-1

1. What is Job Profile? Who is responsible to develop the job profile?
2. What is meant by training pathway?
3. What are the levels and entry qualification in the training pathway under qualification framework in Bangladesh
4. What is the minimum year of schooling for completion of Diploma in Engineering courses?
5. What are the teachers roles for career development of a learner / trainee ?
6. Why training is essential for the existing workforce of Bangladesh?
7. How learner's confidentiality can be maintained?

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Answer Key 1.5-1

1. What is Job Profile? Who is responsible to develop the job profile?

Job profile is a description of a particular work function that includes the elements deemed necessary to perform the post effectively. A job profile developed by the personnel department of a business or a industry or any organization.

2. What is meant by training pathway?

Training pathway refers to the specific courses, academic programs, and learning experiences /opportunities that individual students/ trainee can be completed offered by any education institutes / community or workplace based organization that allow students or trainee to earn qualification credit and satisfy graduation requirements.

3. What are the levels and entry qualification in the training pathway under qualification framework in Bangladesh

The pathway for achieving NTVQF certificate , any interested person completed primary education of class VIII can be enrolled in NTVQF courses. There are hundreds of occupations available under different sectors in different NTVQF levels for training and assessment in Bangladesh. BTEB in support of ISCs identified and approved those occupational standards for CBT&A. The person who have no literacy or numeracy but skills in any level of any occupation can also enroll in prevocational level of qualification framework

4. What is the minimum year of schooling for completion of Diploma in Engineering courses?

The minimum year of schooling for completion of Diploma in Engineering courses is 14 years

5. What are the teachers roles for career development of a learner / trainee ?

One of the important role and responsibility of a teacher or trainer in TVET system is to support the learner to enhance his career as well as the job profile. Counseling and advising the students/ trainees about educational and training pathway is one of the most important role of teacher or trainer . To be able to support learners, a teacher will need to:

- Know about the learner, including why they are doing the training and/or assessment
- Help learners to plan their learning
- Describe qualification pathways
- Take the initiative to generate and encourage communication

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- Advise learners about the availability of the assigned teacher/ trainer for contact, including any limits and how the teacher / trainer can be contacted, for example, by phone or email or social media to keep in touch with him.
- Help learners to monitor their learning progress
- Link the learning output or outcome to learners 'experience
- Give effective feedback
- Motivate learners to keep them life long learning and
- Encourage learners to learn from each other

6. Why training is essential for the existing workforce of Bangladesh?

The productivity of our existing working workforce is still very poor. On the other hand the upcoming workforce graduated from educational institute are also have significant skills gap and cannot come out with enough competency and usually not ready to work instantly. Training allows one to strengthen those skills that each employee needs to improve. Training also provide confidence to the workers for higher skills and productivity.

7. How learner's confidentiality can be maintained?

- a. For maintaining learners confidentiality following points need to be followed by the TVET trainer / implementer.
- b. Know the rules, regulation and laws that govern the use of confidentiality
- c. Don't ever speak / gossip about students around 3rd parties. If need to speak any related issues use generic names so that particular learners name cannot be disclosed
- d. Don't ever look at student confidential information on the computer or paper during class and when students are in the room
- e. Establish separate computers or accounts for student use of the computer and
- f. Don't ever throw out confidential papers in the garbage. Never rip up papers by hand. Always shred papers or use an ID so no one can read those confidential papers

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Review of Competency

Below is your performance criteria checklist for the module of Developing Competency Based Assessment Tools

Performance Criteria	YES	NO
1.1 TVET terminologies are listed and defined.		
1.2 Relevant policies and laws are accessed and interpreted.		
1.3 Courses and curriculum documents of TVET systems are accessed and identified.		
1.4 Work practices are applied in line with policy framework.		
2.1 Quality issues of TVET are identified and illustrated.		
2.2 Quality Assurance Manuals (QAMs) are identified and accessed.		
2.3 Course Accreditation documents (CAD) are identified and accessed.		
3.1 TVET providers and development organizations		
3.2 Work is undertaken according to prevailing competency standards		
3.3 Employee / staff relations systems are followed		
3.4 Ethical and legal responsibilities are maintained according to the organisational policies and procedures		
4.1 Work is planned and undertaken in collaborative way with colleagues.		
4.2 Information and ideas are shared and worked together on agreed outcomes.		
4.3 Feedback from clients and colleagues are obtained, evaluated and acted.		
4.4 Clients and their needs and expectations are identified through effective communication.		
5.1 Information are provided to the learners about how their competencies relate to job profiles, educational and training pathway.		
5.2 Training requirements and employment opportunities are explained.		
5.3 Learner confidentiality is maintained according to organizational policies and procedures.		

I now feel ready to undertake my formal competency assessment

Signature of trainee:

(Name:)

Date:

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