



# Skills for Employment Investment Program (SEIP)

## ASSESSMENT TOOL FOR PROFESSIONAL BACK OFFICE SERVICES *(IT SECTOR)*

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

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## **PART A – THE ASSESSOR**

### **Instructions to Assessor**

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Assessment is the process of identifying a candidate's skills and knowledge set against the industry established standards in the workplace. It requires the candidate to consistently and over time demonstrate skills, knowledge and attitude that enable confident completion of workplace tasks in a variety of situations.

In judging assessment evidence, the assessor must ensure that the evidence is:

- authentic (the candidate's own work)
- valid (directly related to the current version of the endorsed competency standard)
- reliable (show that the candidate consistently meets the endorsed unit of competency)
- current (reflects the candidate's current capacity to perform the aspect of work covered by the endorsed unit of competency)
- sufficient (covers the full range of elements in the relevant unit of competency)

There are a number of assessment methods that may be employed including but not limited to:

- written examination
- oral questioning
- practical demonstration

A single unit of competency may be assessed or a group of units of competency may be assessed, either in an actual workplace or a simulated workplace environment.

### **Conducting Assessment**

Prior to commencement of assessment, candidates must have the tasks clearly explained to them. Also, the assessor should provide candidates with clear advice and information about the:

- date, time and place for assessment
- structure of assessment
- number of times performance must be demonstrated or observed
- amount or type of assistance candidates can expect
- assessment environment
- resources required for assessment
- performance standards or benchmarks relevant to the qualification

As well as informing the candidate of what they will be required to do during the assessment, the assessor will also need to explain what evidence they will need to provide in response to the various assessment tasks.

If a candidate is required to submit evidence, any explanation must include specific guidance on:

- what to include as evidence
- how to present the evidence
- how to submit the evidence and to whom

## **Assessing Competence**

Competency-based assessment does not award grades, but simply identifies if the candidate has the skills, knowledge and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency an assessor has two possible results (assessment decisions) that can be awarded:

- Competent (C)
- Not Yet Competent (NYC)

### Competent (C)

If the candidate is able to successfully answer and demonstrate what is required to the expected standard of the assessment criteria, they will be deemed as 'Competent'.

The assessor will award 'Competent' if they feel the candidate has the necessary skills, knowledge and attitudes in all assessment tasks for a given package.

### Not Yet Competent (NYC)

If the candidate is unable to answer and demonstrate competency to the expected standard, they will be deemed to be 'Not Yet Competent'.

This does not mean the candidate will need to complete all the assessment tasks again. When applying for reassessment, the focus will be on the specific assessment tasks that were not performed to the required standard.

The candidate may be required to:

- (a) undertake further training or instruction
- (b) undertake the specific assessment task again until they are deemed to be competent

## **Recording Assessment Information**

When all assessment tasks are concluded, the evidence summary sheet should be completed, signed by all parties, and any outstanding activities or issues actioned.

The assessor should ensure that all appropriate forms are completed and signed by all parties.

<b>CHECKLIST FOR ASSESSOR</b>		
<b>Prior to the assessment I have:</b>	<b>Tick (✓)</b>	<b>Remarks</b>
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the assessment criteria to be assessed, assessment plan and evidence plan.		
Reviewed the assessment criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
<b>During the assessment I have:</b>		
Introduced myself and confirmed identities of candidates.		
Collected the admission slips.		
Put candidates at ease by being friendly and helpful.		
Checked completed self-assessment guide.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and the assessment procedure.		
Provided candidates with an overview of the assessment criteria to be used.		
Gave specific and clear instructions to the candidates.		
Observed carefully the specified time limits provided in the assessment package.		
Stayed at the assessment area during the entire duration of the assessment activity.		
Ensured notes are made on unusual conditions or situations during the assessment and include these in the report.		
Did not provide any assistance during the assessment or indicated in any way whether the candidate is or is not performing the activity correctly (intervened only for health and safety reasons).		

Implemented the evidence gathering process and ensured its validity, reliability, fairness and flexibility.		
Collected appropriate evidence and matched relevance to the elements, performance criteria, range of variables and evidence guide in the relevant units of competency.		
Explained the results reporting procedure to the candidate.		
Encouraged candidates to seek clarifications if in doubt about the pre- and post-assessment activity procedures.		
Asked candidates for feedback on the assessment.		
Explained legal, health and safety, and ethical issues, if applicable.		
<b>After the assessment I have:</b>		
<p>Provided feedback on the assessment decision. This includes the following:</p> <ul style="list-style-type: none"> <li>▪ clear and constructive feedback on the assessment decision</li> <li>▪ information on ways of addressing any identified gaps in competency revealed by the assessment</li> <li>▪ opportunity to discuss the assessment process and outcome</li> <li>▪ information on reassessment process (if necessary)</li> <li>▪ information on appeal (if necessary)</li> </ul>		
<p>Prepared the necessary assessment reports. This includes the following:</p> <ul style="list-style-type: none"> <li>▪ record the assessment decision using the prescribed rating sheet</li> <li>▪ maintain records of the assessment procedures, evidence collected and assessment decision</li> <li>▪ endorse assessment decision to BTEB</li> <li>▪ prepare recommendations for the issuance of certificate</li> </ul>		
Thanked candidate for participating in the assessment.		

## Assessment Evidence Guide

The purpose of assessment is to confirm that an individual can perform to the standards expected by in the workplace, as expressed in the competency standards.

To attain the certificate of **Professional Back Office Services**, a candidate must demonstrate competent skill and knowledge in all the units of competency listed below. Upon successful completion of all assessment activities, a candidate shall be awarded with a certificate.

CODE	UNIT OF COMPETENCY
<b>Generic Competencies</b>	
SEIP-IT-PBS-01-G	Carry out workplace interaction
SEIP-IT-PBS-02-G	Operate in a team environment
SEIP-IT-PBS-03-G	Apply basic IT skills
<b>Sector-specific Competencies</b>	
SEIP-IT-PBS-01-S	Apply occupational health and safety (OHS) practice in the workplace
SEIP-IT-PBS-02-S	Type documents in Bangla and English
SEIP-IT-PBS-03-S	Use internet and social network
SEIP-IT-PBS-04-S	Comply with ethical standards in the workplace
SEIP-IT-PBS-05-S	Acquire soft skills in customer service
<b>Occupation-specific Competencies</b>	
SEIP-IT-PBS-01-O	Interpret professional back-office services (PBS)
SEIP-IT-PBS-02-O	Use spreadsheets for business data management
SEIP-IT-PBS-03-O	Perform business development activities
SEIP-IT-PBS-04-O	Perform clipping path activities
SEIP-IT-PBS-05-O	Perform digital marketing

## Assessment Evidence Plan

An assessment evidence plan is a document that assists in establishing what evidence needs to be collected by the assessor to ensure that the candidate meets all the appropriate requirements of the competency standard. It usually contains a record of:

- evidence requirements as set out in the competency standard
- who will collect the evidence
- time period needed to collect the evidence

<b>Occupation:</b>	Professional Back Office Services					
<b>Unit Name:</b>	Carry out workplace interaction in English					
<b>Unit Code:</b>	SEIP-IT-PBS-01-G					
<b>Assessment Method:</b>	<b>P</b>	<b>O</b>	<b>W</b>			
	Performance <i>(including demonstration and observation)</i>	Oral questioning	Written examination <i>(including short-answer, multiple choice, and true or false questions)</i>			
<b>Element</b>	<b>Performance Criteria</b>			<b>P</b>	<b>O</b>	<b>W</b>
1. Interpret workplace communication and etiquette	1.1. Workplace codes of conduct are interpreted as per organisational guidelines.				√	
	1.2. Appropriate lines of communication are maintained with supervisors and colleagues.			√	√	
	1.3. Workplace interactions are conducted in a courteous manner to gather and convey information.			√	√	
	1.4. Workplace procedures and matters are comprehended.				√	
2. Read and understand workplace documents	2.1. Workplace documents are interpreted correctly.			√		√
	2.2. Visual information/symbols/signage are understood correctly and followed.			√	√	
	2.3. Specific and relevant information are accessed from appropriate sources.			√		
	2.4. Appropriate medium is used to transfer information and ideas.			√		√
3. Participate in workplace meetings and discussions	3.1. Team meetings are attended on time.				√	
	3.2. Meeting procedures and etiquette are followed.					√
	3.3. Active participation is ensured, opinions are expressed and heard.				√	
	3.4. Inputs are provided and interpreted in line with the meeting purpose.				√	
4. Practice professional ethics at work	4.1. Responsibilities as a team member are performed.			√		
	4.2. Tasks are performed in accordance with workplace procedures.			√		



	<b>4.3.</b> Confidentiality is maintained.	√		
	<b>4.4.</b> Inappropriate and conflicting situations are avoided.	√		

<b>Occupation:</b>	Professional Back Office Services					
<b>Unit Name:</b>	Operate in a team environment					
<b>Unit Code:</b>	SEIP-IT-PBS-02-G					
<b>Assessment Method:</b>	<b>P</b>	<b>O</b>	<b>W</b>			
	Performance (including demonstration and observation)	Oral questioning	Written examination (including short-answer, multiple choice, and true or false questions)			
<b>Element</b>	<b>Performance Criteria</b>			<b>P</b>	<b>O</b>	<b>W</b>
<b>1.</b> Identify team goals and work processes	<b>1.1.</b> Roles and objectives of the team are identified and interpreted.		√			
	<b>1.2.</b> Roles and responsibilities of team members are identified and interpreted.		√			
<b>2.</b> Identify own role and responsibilities within team	<b>2.1.</b> Personal role and responsibilities are identified within the team environment.		√			
	<b>2.2.</b> Reporting relationships are interpreted within team and external to team.		√			
<b>3.</b> Communicate and co-operate with team members	<b>3.1.</b> Other teammates' tasks are identified and support provided when necessary.		√			
	<b>3.2.</b> The team is encouraged through sharing information or expertise, working together to solve problems, and putting team success first.				√	
	<b>3.3.</b> Views and opinions of other team members are interpreted and respected.	√	√			
<b>4.</b> Practice problem solving within the team	<b>4.1.</b> Problems faced at the individual and team level are identified and showed insight into the root-causes of the problems.		√			
	<b>4.2.</b> A range of solutions and courses of action are identified together with benefits, costs, and risks associated with each.		√			
	<b>4.3.</b> The good ideas of others to help develop solutions are recognised and advice sought from those who have solved similar problems.		√			
	<b>4.4.</b> It is looked beyond the obvious and not stopped at the first answers.		√			

<b>Occupation:</b>	Professional Back Office Services
<b>Unit Name:</b>	Apply basic IT skills

<b>Unit Code:</b>	SEIP-IT-PBS-03-G					
<b>Assessment Method:</b>	<b>P</b>	<b>O</b>	<b>W</b>			
	Performance (including demonstration and observation)	Oral questioning	Written examination (including short-answer, multiple choice, and true or false questions)			
<b>Element</b>	<b>Performance Criteria</b>			<b>P</b>	<b>O</b>	<b>W</b>
1. Identify and use most commonly used IT tools	1.1. History of information technology (IT) is identified and summarised.		√			
	1.2. Commonly used IT tools are identified and described.		√			
2. Comprehend use of computer	2.1. Basic parts of a computer are identified.				√	
	2.2. Turning on and off technique of a computer is performed.	√				
	2.3. Working environment, functions and features of operating system is interpreted.	√				
	2.4. Simple trouble-shooting techniques are applied.	√				
3. Work with word processing application	3.1. Word processing application appropriate to perform activity is operated.	√				
	3.2. Basic typing technique to document is applied.	√				
	3.3. Word processing techniques to document are employed.	√				
	3.4. Personal CV writing using suitable word processing technique is practiced.	√				
	3.5. Saving and retrieving technique of a document are used.	√				
4. Work with spread sheet	4.1. Spreadsheet working environment, functions and features are identified and interpreted.				√	
	4.2. Data entry on spreadsheet appropriate to perform activity is performed.	√				
	4.3. Data manipulation techniques to spreadsheet are applied.	√				
	4.4. Spreadsheet document is created and saved.	√				
5. Access email and search the internet	5.1. Use of email account in online environment is explained.		√			
	5.2. Writing and sending workplace emails is completed.	√				
	5.3. Different browsers to work online are identified and selected.		√			
	5.4. Browse different web portals and apply proper search techniques.	√				

<b>Occupation:</b>	Professional Back Office Services					
<b>Unit Name:</b>	Apply occupational health and safety (OHS) in the workplace					
<b>Unit Code:</b>	SEIP-IT-PBS-01-S					
<b>Assessment Method:</b>	<b>P</b>	<b>O</b>	<b>W</b>			
	Performance (including demonstration and observation)	Oral questioning	Written examination (including short-answer, multiple choice, and true or false questions)			
<b>Element</b>	<b>Performance Criteria</b>			<b>P</b>	<b>O</b>	<b>W</b>
1. Identify OHS policies and procedures	1.1. OHS policies and safe operating procedures are interpreted.				√	
	1.2. Safety signs and symbols are identified and followed.			√		√
	1.3. Response, evacuation procedures and other contingency measures are interpreted correctly.			√		√
2. Apply personal health and safety practices	2.1. OHS policies and procedures are applied in the workplace including personal protective equipment (PPE).			√	√	
	2.2. Common health issues are recognised.					√
	2.3. Common safety issues are identified.			√		
3. Report hazards and risks	3.1. Hazards and risks are identified.			√		
	3.2. Hazards and risks assessment and controls are interpreted.			√		
4. Respond to emergencies	4.1. Responded to alarms and warning devices.				√	
	4.2. Emergency response plans and procedures are responded to.				√	
	4.3. First aid procedures during emergency situations are identified.				√	

<b>Occupation:</b>	Professional Back Office Services					
<b>Unit Name:</b>	Type documents in Bangla and English					
<b>Unit Code:</b>	SEIP-IT-PBS-02-S					
<b>Assessment Method:</b>	<b>P</b>	<b>O</b>	<b>W</b>			
	Performance (including demonstration and observation)	Oral questioning	Written examination (including short-answer, multiple choice, and true or false questions)			
<b>Element</b>	<b>Performance Criteria</b>			<b>P</b>	<b>O</b>	<b>W</b>
	1.1. Typing applications in Bangla are identified and installed.				√	

1. Install typing applications of Bangla and English	1.2. Typing applications in English are identified and installed.		√	
2. Perform typing in Bangla and English	2.1. Appropriate tools for typing are identified.		√	
	2.2. Appropriate keyboard layout for Bangla typing is selected.	√	√	
	2.3. Touch typing technique is used.	√		
	2.4. Typing Bangla and English with preferred tools is carried out.	√		
3. Type document using different styles and formats	3.1. Different style formats for typing documents are identified.	√		
	3.2. Different styles in typing document are applied to document.	√		
	3.3. Typed document is created and saved.	√		
4. Perform touch-typing	4.1. Error-free typing at a speed of 40–60 wpm in English is carried out.	√		
	4.2. Error-free typing at a speed of 30–50 wpm in Bangla is carried out.	√		

<b>Occupation:</b>	Professional Back Office Services					
<b>Unit Name:</b>	Use internet and social network					
<b>Unit Code:</b>	SEIP-IT-ITS-03-S					
<b>Assessment Method:</b>	<b>P</b>	<b>O</b>	<b>W</b>			
	Performance (including demonstration and observation)	Oral questioning	Written examination (including short-answer, multiple choice, and true or false questions)			
<b>Element</b>	<b>Performance Criteria</b>			<b>P</b>	<b>O</b>	<b>W</b>
1. Interpret internet and social network	1.1. The internet and how it works is explained.		√			
	1.2. Appropriate social networks are identified.		√			
2. Use audio and video messaging applications	2.1. Audio and video equipment appropriate to work activity is identified.		√			
	2.2. Audio and video applications appropriate to work activity are identified.		√			
	2.3. Video conferencing with appropriate application is carried out.		√			
	2.4. Audio conferencing with appropriate application is carried out.		√			
3. Use social network	3.1. Account on social network is created.	√				
	3.2. Social network is used effectively.	√				

<b>Occupation:</b>	Professional Back Office Services					
<b>Unit Name:</b>	Comply with ethical standards in the workplace					
<b>Unit Code:</b>	SEIP-IT-PBS-04-S					
<b>Assessment Method:</b>	<b>P</b>	<b>O</b>	<b>W</b>			
	Performance (including demonstration and observation)	Oral questioning	Written examination (including short-answer, multiple choice, and true or false questions)			
<b>Element</b>	<b>Performance Criteria</b>			<b>P</b>	<b>O</b>	<b>W</b>
1. Interpret the interests of clients	1.1. Client's view is interpreted and respected.			√		
	1.2. Confidentiality of information is upheld in accordance with organisational policies, national legislation and workplace policies.			√		
	1.3. Potential conflicts of interests are identified and informed to proper authority.				√	
2. Delivery quality products and services	2.1. Benchmark of product and service quality is identified.				√	
	2.2. Necessity of quality product and service delivery is identified and followed.				√	
	2.3. Quality process for products and services is implemented.			√		
3. Apply professionalism at work	3.1. Agreed standards to deliver product or services and commitment to delivery deadlines is maintained.			√		
	3.2. Professional image in the workplace is maintained.			√		
	3.3. Negotiate effectively with clients.			√		
4. Comply with workplace codes of conduct	4.1. IT security requirements are complied with.					√
	4.2. Workplace code of conduct is identified and interpreted.				√	
	4.3. Workplace code of conduct is followed as stated in company guidelines.			√		

<b>Occupation:</b>	Professional Back Office Services				
<b>Unit Name:</b>	Acquire soft skills in customer service				
<b>Unit Code:</b>	SEIP-IT-PBS-05-S				
<b>Assessment Method:</b>	<b>P</b>	<b>O</b>	<b>W</b>		
	Performance	Oral questioning	Written examination (including short-answer, multiple		

	<i>(including demonstration and observation)</i>		<i>choice, and true or false questions)</i>		
<b>Element</b>	<b>Performance Criteria</b>		<b>P</b>	<b>O</b>	<b>W</b>
1. Understand customer service operations	1.1.	Customer service operation is identified and interpreted.		√	
	1.2.	Duties of a customer service agent are identified.		√	
	1.3.	Customer service skills are identified and defined.		√	
2. Identify soft skills requirements in the workplace	2.1.	Meaning of soft skills is clearly stated and key components are identified.		√	
	2.2.	Soft skill requirements are recognised in the workplace with specific emphasis on situational requirements.		√	
3. Perform required gesture and posture during customer service.	3.1.	Correct body language and posturing is employed during customer interactions interaction.	√		
	3.2.	Do's and don'ts of body language and posture during customer service interaction are identified.			√

<b>Occupation:</b>	Professional Back Office Services				
<b>Unit Name:</b>	Interpret professional back-office services (PBS)				
<b>Unit Code:</b>	SEIP-IT-PBS-01-O				
<b>Assessment Method:</b>	<b>P</b>	<b>O</b>	<b>W</b>		
	Performance <i>(including demonstration and observation)</i>	Oral questioning	Written examination <i>(including short-answer, multiple choice, and true or false questions)</i>		
<b>Element</b>	<b>Performance Criteria</b>		<b>P</b>	<b>O</b>	<b>W</b>
1. Describe concept of professional back-office services (PBS)	1.1.	PBS are identified and defined.		√	
	1.2.	Duties of a back-office executive are identified.		√	
	1.3.	Platforms of back office services are identified.		√	
2. Identify business process outsourcing (BPO)	2.1.	BPO is defined and compared.			√
	2.2.	BPO services are identified and described.			√
3. Identify knowledge process outsourcing (KPO)	3.1.	KPO is defined and compared.			√
	3.2.	KPO services are identified and described.		√	
4. Examine business management practices	4.1.	Management functions that make up the management process are identified and interpreted.			√
	4.2.	Management hierarchy is identified and categorised.			√

	<b>4.3.</b> Management roles are identified and distinguished including the skills and knowledge related to each role.			√
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<b>Occupation:</b>	Professional Back Office Services					
<b>Unit Name:</b>	Use spreadsheets for business data management					
<b>Unit Code:</b>	SEIP-IT-PBS-02-O					
<b>Assessment Method:</b>	<b>P</b>	<b>O</b>	<b>W</b>			
	Performance (including demonstration and observation)	Oral questioning	Written examination (including short-answer, multiple choice, and true or false questions)			
<b>Element</b>	<b>Performance Criteria</b>			<b>P</b>	<b>O</b>	<b>W</b>
1. Perform data entry	1.1. Data and types of data entry services are identified.			√		
	1.2. Basic spreadsheet environment is recognised.			√		
	1.3. Data entry on spreadsheet is carried out.			√		
2. Apply statistical analysis	2.1. Common statistical functions on spreadsheet are identified.					√
	2.2. Application of common statistical functions are performed.			√		
	2.3. Conditional formatting on spreadsheet is carried out.			√		
	2.4. What-If analysis is conducted and interpreted.					√
3. Produce graphical representation	3.1. Chart types are identified and described.				√	
	3.2. Graphical representation of data is produced using appropriate chart.			√		
	3.3. Produced chart is manipulated and finalised.			√		
4. Produce report	4.4. Data and charts are analysed.			√		
	4.5. Report format is identified and selected.			√		
	4.6. Report of data analysis is created.			√		

<b>Occupation:</b>	Professional Back Office Services				
<b>Unit Name:</b>	Perform business development activities				
<b>Unit Code:</b>	SEIP-IT-PBS-03-O				
<b>Assessment Method:</b>	<b>P</b>	<b>O</b>	<b>W</b>		
	Performance (including demonstration and observation)	Oral questioning	Written examination (including short-answer, multiple choice, and true or false questions)		

Element	Performance Criteria	P	O	W
1. Design business profile	1.1. Purpose of business profile is accurately explained.		√	
	1.2. Key characteristics of business profile are identified and explained.		√	
	1.3. Business profile is designed.	√		
2. Develop business proposal	2.1. Purpose of business proposal is accurately explained.		√	
	2.2. Key components of business proposal are identified.			√
	2.3. Business proposal is developed and aligned to key components.	√		
3. Examine customer relationship management (CRM)	3.1. Goal of customer relationship management (CRM) is defined.		√	
	3.2. Skills for building effective relationships are identified and described.		√	
	3.3. Customer expectation is critically examined and interpreted.			√

<b>Occupation:</b>	Professional Back Office Services			
<b>Unit Name:</b>	Perform clipping path activities			
<b>Unit Code:</b>	SEIP-IT-PBS-04-O			
<b>Assessment Method:</b>	<b>P</b>	<b>O</b>	<b>W</b>	
	Performance (including demonstration and observation)	Oral questioning	Written examination (including short-answer, multiple choice, and true or false questions)	
<b>Element</b>	<b>Performance Criteria</b>	<b>P</b>	<b>O</b>	<b>W</b>
1. Investigate graphic design concepts	1.1. Graphic design concepts are investigated and examined.		√	
	1.2. Analogue design and basic drawing techniques are identified and described.			√
	1.3. Global trends of graphic design are listed and compared.		√	
2. Apply basic design guidelines	2.1. Basic design guideline is identified and defined.	√		
	2.2. Design guideline is applied to complete work task.	√		
	2.3. Development opportunities are identified and described.	√		
3. Create clipping path	3.1. Clipping path and its tool is expressed clearly.			√
	3.2. Clipping path is created.	√		



	<b>3.3.</b> Saving and retrieving path from path panel menu is carried out.	√		
	<b>3.4.</b> Cropping and background changing of image is performed.	√		

<b>Occupation:</b>	Professional Back Office Services					
<b>Unit Name:</b>	Perform digital marketing					
<b>Unit Code:</b>	SEIP-IT-PBS-05-O					
<b>Assessment Method:</b>	<b>P</b>	<b>O</b>	<b>W</b>			
	Performance (including demonstration and observation)	Oral questioning	Written examination (including short-answer, multiple choice, and true or false questions)			
<b>Element</b>	<b>Performance Criteria</b>			<b>P</b>	<b>O</b>	<b>W</b>
<b>1.</b> Understand digital marketing	<b>1.1.</b> Digital marketing is accurately defined.				√	
	<b>1.2.</b> Digital marketing platforms are identified and described.				√	
<b>2.</b> Illustrate search engine optimisation (SEO)	<b>2.1.</b> Search engine optimisation (SEO) is defined.				√	
	<b>2.2.</b> Keyword research and analysis is explained.				√	
	<b>2.3.</b> On-page and off-page SEO is explained.				√	
	<b>2.4.</b> Webpage architecture is assessed for better SEO.				√	
	<b>2.5.</b> Ethical issues on SEO are identified.				√	
<b>3.</b> Examine affiliate marketing	<b>3.1.</b> Affiliate marketing is defined.				√	
	<b>3.2.</b> Compensation method of affiliate marketing is identified and described.				√	
	<b>3.3.</b> Types of affiliate websites are identified.				√	
<b>4.</b> Perform email marketing	<b>4.1.</b> Email marketing is defined.				√	
	<b>4.2.</b> Content writing techniques are identified and applied.			√		
	<b>4.3.</b> Target area for email marketing is identified.			√		
	<b>4.4.</b> Email marketing is carried out.			√		
<b>5.</b> Describe mobile app marketing	<b>5.1.</b> Mobile marketing is defined.				√	
	<b>5.2.</b> Types of mobile marketing are identified.					√
	<b>5.3.</b> Mobile app-based marketing is clearly explained.				√	

## PART B – THE CANDIDATE

### Instructions to Candidate

---

To be assessed as competent, you must provide evidence which demonstrates that you can perform to the necessary standard the various elements of these units of competency that comprise of the Certificate in **Professional Back Office Services**. Assessment of competency requires you to consistently demonstrate skill, knowledge and aptitude (through a variety of assessment tools such as multiple choice, short-answer questions, oral questioning, workplace observation, and practical demonstration) that enables confident completion of workplace tasks in a variety of situations.

In judging the evidence, your assessor must ensure that the evidence is:

- authentic (your own work)
- valid (directly related to the current version of the units of competency)
- reliable (consistently demonstrates of your knowledge and skill)
- current (shows your current capacity to perform the work)
- sufficient (covers the full range of elements comprised within the units of competency)

Furthermore, the assessment process must:

- provide for valid, reliable, flexible and fair assessment
- provide for judgment to be made on the basis of sufficient evidence
- offer valid, authentic and current evidence
- include workplace requirements

There are two types of assessment:

1. Knowledge Assessment - is designed to enable assessment against the various *elements* contained within the units of competency through a variety of activities such as multiple choice, short-answer questions, oral questioning. It is essentially examining your theoretical knowledge.

This provides the assessor with substantial evidence of your knowledge and aptitude to perform the work relating to the specific unit of competency, in conjunction with other assessment tools such as workplace observation.

You should complete the knowledge assessment as directed by the assessor and follow all instructions as and when given. If you are unable to complete the knowledge assessment, please speak to the assessor about alternative assessment solutions.

2. Skill Assessment - is designed to enable assessment against the various *performance criteria* contained within the units of competency through, for example, demonstration of skill in a simulated or actual work environment. In essence, it is an examination of your practical ability.

This provides the assessor with substantial evidence of your ability to perform the work relating to the specific unit of competency to the standard expected by industry (the benchmark).

You should complete the skill assessment as directed by the assessor and follow all instructions as and when given, ensuring your own health and safety.

Once you have been assessed as competent against all of the units of competency comprising of the qualification being undertaken, you will be awarded your certificate.

Your assessor will discuss in more detail the requirements for assessment for each unit of competency at the appropriate time.

And please do not panic if you are not assessed as competent on any part of your qualification at your first attempt. Your assessor will discuss with you any identified skill and knowledge gaps, work through those with you and assist you as much as possible in attaining competency.

## Self-Assessment Guide

Before undertaking any assessment, you should review the list of skills, knowledge and aptitudes relating to the assessment (drawn from the units of competency, its various elements and performance criteria) to determine whether you have current competency in these areas.

If you believe you can demonstrate the skills and knowledge required and can successfully complete the various assessment activities, you should then proceed to discuss your assessment with the assessor and complete Assessment Agreement.

However, should you not believe, for whatever reason, that you are not able to successfully complete the various assessment activities, then speak with the assessor. The assessor will assist you in identifying any skill and knowledge gaps, work through those with you and assist you as much as possible in attaining competency.

Please complete the self-assessment checklist below and discuss with the assessor.

<b>Qualification:</b>	<b>Professional Back Office Services</b>	
<b>Units of competency:</b>	<p><b>Generic units:</b></p> <p>Carry out workplace interaction</p> <p>Operate in a team environment</p> <p>Apply basic IT skills</p> <p><b>Sector-specific units:</b></p> <p>Apply occupational health and safety (OHS) practice in the workplace</p> <p>Type documents in Bangla and English</p> <p>Use internet and social network</p> <p>Comply with ethical standards in the workplace</p> <p>Acquire soft skills in customer service</p> <p><b>Occupation-specific units:</b></p> <p>Interpret professional back-office services (PBS)</p> <p>Use spreadsheets for business data management</p> <p>Perform business development activities</p> <p>Perform clipping path activities</p> <p>Perform digital marketing</p>	
<b>Instructions:</b>		
<ul style="list-style-type: none"> <li>▪ Read each of the questions in the left-hand column of the chart</li> <li>▪ Place a tick (√) in the appropriate box opposite each question to indicate your answer</li> </ul>		
<b>Can I?</b>	<b>YES</b>	<b>NO</b>
<ul style="list-style-type: none"> <li>▪ Interpret workplace code of conducts as per organisational guidelines?</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Maintain appropriate lines of communication with supervisors and colleagues?</li> </ul>		

▪ Conduct workplace interactions in a courteous manner to gather and convey information?		
▪ Comprehend workplace procedures and matters?		
▪ Interpret workplace documents correctly?		
▪ Understand visual information/symbols/signage correctly?		
▪ Access specific and relevant information from appropriate sources?		
▪ Use appropriate medium to transfer information and ideas?		
▪ Attend team meetings on time?		
▪ Follow meeting procedures and etiquette?		
▪ Ensure active participation, express opinions and hear?		
▪ Provide inputs and interpret in line with the meeting purpose.		
▪ Perform responsibilities as a team member?		
▪ Perform tasks in accordance with workplace procedures?		
▪ Maintain confidentiality?		
▪ Avoid inappropriate and conflicting situations?		
▪ Identify and interpret roles and objectives of the team?		
▪ Identify and interpret roles and responsibilities of team members?		
▪ Identify personal role and responsibilities within the team environment?		
▪ Interpret reporting relationships within team and external to team?		
▪ Identify other teammates' tasks and provide support?		
▪ Encourage the team through sharing information or expertise, working together to solve problems, and putting team success first?		
▪ Interpret views and opinions of other team members?		
▪ Identify problems faced at the individual and team level?		
▪ Identify a range of solutions and courses of action?		
▪ Recognize the good ideas of others to help develop solutions?		
▪ Look beyond the obvious and not stopped at the first answers?		
▪ interpret the context of IT in Bangladesh?		
▪ Identify and describe commonly used IT tools?		
▪ identify basic parts of a computer?		
▪ demonstrate turning on and off technique of a computer?		
▪ interpret the working environment of operating system?		
▪ interpret simple trouble-shooting techniques?		
▪ Operate word processing application appropriate to perform activity?		

▪ Apply basic typing technique to document?		
▪ Employ word processing techniques to document?		
▪ Practice personal CV writing using suitable word processing technique?		
▪ Use saving and retrieving technique of a document?		
▪ Identify and interpret spreadsheet working environment, functions and features?		
▪ Perform data entry on spreadsheet appropriate to perform activity?		
▪ Apply data manipulation techniques to spreadsheet?		
▪ Create and save spreadsheet document?		
▪ Explain use of email account in online environment?		
▪ Complete writing and sending workplace emails?		
▪ Identify and select different browsers to work online?		
▪ Browse different web portals and apply proper search techniques?		
▪ interpret OHS policies and safe operating procedures?		
▪ Identify and follow safety signs and symbols?		
▪ Interpret response, evacuation procedures and other contingency measures correctly?		
▪ Apply OHS policies and procedures in the workplace?		
▪ Recognize common health issues?		
▪ Identify common safety issues?		
▪ Check for OSH hazards in the workplace prior to commencing and during work?		
▪ Identify hazards and unacceptable performance in the workplace?		
▪ identify and respond to warning alarms?		
▪ respond to emergency response plans?		
▪ identify first aid procedures during emergency?		
▪ Identify and install typing applications in Bangla?		
▪ Identify and install typing applications in English?		
▪ Identify appropriate tools for typing?		
▪ Select appropriate keyboard layout for Bangla typing?		
▪ Interpret touch typing technique?		
▪ Perform typing Bangla and English with preferred tools?		
▪ Identify different style formats for typing documents?		
▪ Apply styles in typing document?		
▪ Save created document?		

▪ Perform error free typing at a speed of 40–60 wpm in English?		
▪ Perform error free typing at a speed of 30–50 wpm in Bangla?		
▪ Explain the internet and how it works?		
▪ Identify appropriate social networks?		
▪ Identify audio and video equipment appropriate to work activity?		
▪ Identify audio and video applications appropriate to work activity?		
▪ Carry out video conferencing with appropriate application?		
▪ Carry out audio conferencing with appropriate application?		
▪ Create account on social network?		
▪ Use social network effectively?		
▪ Interpret client's view is interpreted?		
▪ Paraphrase confidentiality of information?		
▪ Identify potential conflicts of interests?		
▪ Identify benchmark of product and service quality?		
▪ Interpret need of quality product and service delivery?		
▪ Implement quality process to develop quality products and services implemented following Industry and international standards?		
▪ Follow agreed standards to deliver product or services and commitment to deadlines?		
▪ Project professional image in the workplace?		
▪ Negotiate clients effectively?		
▪ Achieve IT security compliance?		
▪ Interpret workplace code of conduct?		
▪ Follow code of conduct as stated in company guidelines in the workplace?		
▪ Interpret customer service operation?		
▪ Identify Duties of a customer service agent?		
▪ Interpret customer service skills?		
▪ Interpret customer service skills?		
▪ State and list soft skills and its key components?		
▪ Summarize importance of body language and posturing during customer interactions?		
▪ Recognize dos and don'ts of body language during customer service interaction?		
▪ Identify and define PBS?		
▪ Identify duties of a back-office executive?		

▪ Identify platforms of back office services?		
▪ Define and compare BPO?		
▪ Identify and describe BPO services?		
▪ Define and compare KPO?		
▪ Identify and describe KPO services?		
▪ Identify and interpret management functions that make up the management process?		
▪ Identify and categorise management hierarchy is identified?		
▪ Identify and distinguish management roles including the skills and knowledge related to each role?		
▪ Identify data and types of data entry services?		
▪ Recognise basic spreadsheet environment?		
▪ Carry out data entry on spreadsheet?		
▪ Identify common statistical functions on spreadsheet?		
▪ Perform application of common statistical functions?		
▪ Carry out conditional formatting on spreadsheet?		
▪ Conduct and interpret what-If analysis?		
▪ Identify and describe chart types?		
▪ Produce graphical representation of data using appropriate chart?		
▪ Manipulate and finalise produced chart?		
▪ Analyse data and charts?		
▪ Identify and select report format?		
▪ Create report of data analysis?		
▪ Explain purpose of business profile accurately?		
▪ Identify and explain key characteristics of business profile?		
▪ Design business profile?		
▪ Explain purpose of business proposal accurately?		
▪ Identify key components of business proposal?		
▪ Develop and align business proposal to key components?		
▪ Define goal of customer relationship management (CRM)?		
▪ Identify and describe skills for building effective relationships?		
▪ Examine and interpret customer expectation critically?		
▪ Investigate and examine graphic design concepts?		
▪ Identify and describe analogue design and basic drawing techniques?		



▪ List and compare global trends of graphic design?		
▪ Identify and define basic design guideline?		
▪ Apply design guideline to complete work task?		
▪ Identify and describe development opportunities?		
▪ Express clipping path and its tool clearly?		
▪ Create clipping path?		
▪ Carry out saving and retrieving path from path panel menu?		
▪ Perform cropping and background changing of image?		
▪ Define digital marketing accurately?		
▪ Identify and describe digital marketing platforms?		
▪ Define search engine optimisation (SEO)?		
▪ Explain keyword research and analysis?		
▪ Explain on-page and off-page SEO?		
▪ Assess webpage architecture for better SEO.		
▪ Identify ethical issues on SEO?		
▪ Define affiliate marketing?		
▪ Identify and describe compensation method of affiliate marketing?		
▪ Identify types of affiliate websites?		
▪ Define email marketing?		
▪ Identify and apply content writing techniques?		
▪ Identify target area for email marketing?		
▪ Carry out email marketing?		
▪ Identify mobile marketing?		
▪ Identify types of mobile marketing?		
▪ Explain mobile app-based marketing clearly?		
I agree to undertake assessment in the knowledge that the information gathered will only be used for educational and professional development purposes, and can only be accessed by concerned assessment personnel and my manager/supervisor.		
<b>Candidate's signature:</b>		<b>Date:</b>

## PART C – THE ASSESSMENT

### Assessment Agreement - Professional Back Office Services

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The purpose of assessment is to confirm that you can perform to the standards expected in the workplace of an occupation, as expressed in the competency standards (after completion of self-assessment and in agreement with assessor).

To help achieve this, an assessment agreement is required to navigate both you and the assessor through the assessment process.

The assessment agreement is designed to provide a clear understanding of what and how you will be assessed and to nominate the tools that may be used to collect the assessment evidence.

You, the assessor and/or workplace supervisor should agree on the assessment requirements, dates and deadlines.

Therefore, to attain the Certificate of **Professional Back Office Services**, you must demonstrate competence in the following units, as established in the assessment agreement:

CODE	UNIT OF COMPETENCY
<b>Generic Competencies</b>	
SEIP-IT-PBS-01-G	Carry out workplace interaction
SEIP-IT-PBS-02-G	Operate in a team environment
SEIP-IT-PBS-03-G	Apply basic IT skills
<b>Sector-specific Competencies</b>	
SEIP-IT-PBS-01-S	Apply occupational health and safety (OHS) practice in the workplace
SEIP-IT-PBS-02-S	Type documents in Bangla and English
SEIP-IT-PBS-03-S	Use internet and social network
SEIP-IT-PBS-04-S	Comply with ethical standards in the workplace
SEIP-IT-PBS-05-S	Acquire soft skills in customer service
<b>Occupation-specific Competencies</b>	
SEIP-IT-PBS-01-O	Interpret professional back-office services (PBS)
SEIP-IT-PBS-02-O	Use spreadsheets for business data management
SEIP-IT-PBS-03-O	Perform business development activities
SEIP-IT-PBS-04-O	Perform clipping path activities
SEIP-IT-PBS-05-O	Perform digital marketing

After successful completion of learning and assessment, you shall be awarded with a certificate.

<b>Assessment Agreement</b>	
<b>Occupation:</b>	Professional Back Office Services
<b>Assessment Centre:</b>	
<b>Candidate Name:</b>	
<b>Assessor Name:</b>	
<b>Unit of Competency</b>	
<b>Generic Competencies</b>	
SEIP-IT-PBS-01-G	Carry out workplace interaction
SEIP-IT-PBS-02-G	Operate in a team environment
SEIP-IT-PBS-03-G	Apply basic IT skills
<b>Sector-specific Competencies</b>	
SEIP-IT-PBS-01-S	Apply occupational health and safety (OHS) practice in the workplace
SEIP-IT-PBS-02-S	Type documents in Bangla and English
SEIP-IT-PBS-03-S	Use internet and social network
SEIP-IT-PBS-04-S	Comply with ethical standards in the workplace
SEIP-IT-PBS-05-S	Acquire soft skills in customer service
<b>Occupation-specific Competencies</b>	
SEIP-IT-PBS-01-O	Interpret professional back-office services (PBS)
SEIP-IT-PBS-02-O	Use spreadsheets for business data management
SEIP-IT-PBS-03-O	Perform business development activities
SEIP-IT-PBS-04-O	Perform clipping path activities
SEIP-IT-PBS-05-O	Perform digital marketing
<b>Resources Required for Assessment</b>	
<p>Candidates must have access to the following:</p> <ul style="list-style-type: none"> <li>▪ copies of activities, questions, projects nominated by the assessor</li> <li>▪ relevant organisational policies, protocols and procedural documents (if required)</li> <li>▪ devices or tools to record answers</li> <li>▪ appropriate actual or simulated workplace</li> <li>▪ all necessary tools and equipment used in performance of the work-based task</li> <li>▪ any other resources normally used in the workplace</li> </ul>	
<b>Assessment Instructions</b>	
<p>Candidates should respond to the formative and summative assessments either verbally or in writing as agreed with the assessor. Written responses can be recorded in the spaces provided (if more space is required attach additional pages) or submitted in a word-processed document.</p> <p>If candidates answer verbally, the assessor should record their answers in detail.</p>	

Candidates should also undertake observable tasks that provide evidence of performance. The assessor must provide instruction to candidates on what is expected during observation and arrange a suitable time and location for demonstration of these skills.

Candidates must fully understand what they are required to do to complete these assessment tasks successfully, then sign the declaration.

**Performance Standards**

To receive a **satisfactory** result for the assessments, candidates must complete all activities, questions, projects, and tasks nominated by the assessor, to the required standard.

Completion of all tasks for a unit of competency, to a satisfactory level, will contribute to an assessment of competence for that specific individual unit (or units if holistic assessment approach is taken).

Successful completion of all units of competency that comprise of the qualification **Professional Back Office Services**, will result in the candidate will be issued with the relevant, nationally recognised certificate.

Assessors must clearly explain the required performance standards.

**Declaration**

I declare that:

- the assessment requirements have been clearly explained to me
- all the work completed towards assessment will be my own
- cheating and plagiarism are unacceptable

<b>Candidate Name:</b>		<b>Date:</b>	
<b>Assessor Name:</b>		<b>Date:</b>	

## PART D – ASSESSMENT TOOLS

### Specific Instructions to Assessor

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Please read carefully and prepare as necessary:

1. The assessor shall (practical demonstration assessment activities):
  - provide the candidate with the necessary tools, equipment, machinery and materials for completion of one (1) set of the following practical demonstration activities:
    - Set A:
      - **Create an analysis report of a business case with 10 years of data**
      - Create clipping path from provided photograph and use this on e-mail marketing campaign
    - Set B:
      - **Create a business case report with 4 years of monthly data**
      - Create clipping path from provided photograph and use this on mobile marketing campaign
    - Set C:
      - **Create an analysis report of a business case with 4 years of data**
      - Create clipping path from provided photograph and use this on digital marketing campaign
  - provide the candidate with the copy of the specific instruction to candidate
  - allow each practical demonstration to be performed within two (2) hours including preparation of the materials
  - ensure that the candidate **FULLY** understands the instructions before proceeding to the performance of the assessment activity
  - allow fifteen (15) minutes for the candidate to familiarise themselves with the resources to be used during the practical demonstrations
  - ensure that the candidate is wearing appropriate personal protective equipment (PPE) before allowing them to proceed with the assessment activity
2. Assessment shall be based on the performance criteria in each of the units of competency. The evidence gathering method shall be comprised of:
  - (a) Written Test (1 hour) – **knowledge evidence**
  - (b) Practical Demonstration (4 hours) – **performance evidence**

The practical demonstration activities will be divided into two (2) tasks (contained in one set):

  - (i) Practical demonstration 1 (2 hours)
  - (ii) Practical demonstration 2 (2 hours)
3. Final assessment is your responsibility as the accredit/certified assessor.
4. At the conclusion of each assessment activity, you will provide feedback to the candidate of the assessment result. The feedback will indicate whether the candidate is:

**COMPETENT**

**NOT YET COMPETENT**

5. The list of tools, equipment, machinery and materials to be provided for completion of the practical demonstration assessment activities can be found at:
- Set A – Practical Demonstration 1: page 38
  - Set A – Practical Demonstration 2: page 43
  - Set B – Practical Demonstration 1: page 48
  - Set B – Practical Demonstration 2: page 53
  - Set C – Practical Demonstration 1: page 58
  - Set C – Practical Demonstration 2: page 63

## Specific Instructions to Candidate

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You should respond to the assessment either in writing or verbally as agreed with the assessor. Written responses can be recorded in the spaces provided; if more space is required attach additional pages or submit a word-processed document.

If you answer verbally, the assessor should record your answers in detail. Please check your recorded answers carefully and thoroughly to ensure that they are accurate.

You may also be undertaking observable activities (i.e. practical demonstration) that provide evidence of performance. The assessor must provide you with clear instructions on what is expected during this type of assessment, and arrange a suitable time and location for demonstration of these skills.

To receive a satisfactory result for the assessments, you must complete all of the assessment activities; including questions, projects and tasks nominated by the assessor, to the required standard.

This assessment is based upon the units of competency in Professional Back Office Services. Using the performance criteria as a benchmark, evidence will be gathered through:

1. Written Test (1 hour) – a variety of multiple-choice, true or false and short answer theory questions to support your competence with regard to the required knowledge (**knowledge evidence**).
2. Practical Demonstration (4 hours) – observable tasks outlined in the elements and performance criteria of the units of competency, completed to support a judgement of satisfactory performance to the required standard (**performance evidence**).

There will be one (1) set of practical demonstration activities to complete. The assessor will direct you as to which 'set' you will be required to complete out of the following:

- o Set A:
    - Create an analysis report of a business case with 10 years of data
    - Create clipping path from provided photograph and use this on e-mail marketing campaign
  - o Set B:
    - Create a business case report with their 4 years of monthly data
    - Create clipping path from provided photograph and use this on mobile marketing campaign
  - o Set C:
    - Create an analysis report of a business case with 4 years of data
    - Create clipping path from provided photograph and use this on digital marketing campaign
3. The assessor will provide all necessary tools, equipment, machinery and materials required to complete each assessment activity.
  4. These assessments cover all units of competency for Professional Back Office Services. The assessor will provide you with feedback of your performance after completion of each assessment activity. This feedback shall indicate whether you are:

**COMPETENT**

**NOT YET COMPETENT**

5. Complete of all assessment activities, to a satisfactory level, will contribute to a final assessment of competence.

## Written Test

WRITTEN TEST - INSTRUCTIONS	
<b>Candidate Name:</b>	
<b>Assessor Name:</b>	
<b>Qualification:</b>	Certificate in Professional Back Office Services
<b>Unit of Competency</b>	
<b>Generic Competencies</b>	
SEIP-IT-PBS-01-G	Carry out workplace interaction
SEIP-IT-PBS-02-G	Operate in a team environment
SEIP-IT-PBS-03-G	Apply basic IT skills
<b>Sector-specific Competencies</b>	
SEIP-IT-PBS-01-S	Apply occupational health and safety (OHS) practice in the workplace
SEIP-IT-PBS-02-S	Type documents in Bangla and English
SEIP-IT-PBS-03-S	Use internet and social network
SEIP-IT-PBS-04-S	Comply with ethical standards in the workplace
SEIP-IT-PBS-05-S	Acquire soft skills in customer service
<b>Occupation-specific Competencies</b>	
SEIP-IT-PBS-01-O	Interpret professional back-office services (PBS)
SEIP-IT-PBS-02-O	Use spreadsheets for business data management
SEIP-IT-PBS-03-O	Perform business development activities
SEIP-IT-PBS-04-O	Perform clipping path activities
SEIP-IT-PBS-05-O	Perform digital marketing
<b>Assessment Centre:</b>	
<b>Date of Assessment:</b>	
<b>Time of Assessment:</b>	
<b>Instructions:</b>	
<p>Read and understand the directions carefully:</p> <ul style="list-style-type: none"> <li>▪ this written examination is based on the performance criteria from all the units of competency in Professional Back Office Services</li> <li>▪ this assessment activity will be used to measure your underpinning knowledge</li> <li>▪ write your answers on the paper provided</li> <li>▪ answer all the questions as best as possible</li> <li>▪ you have 1 (one) hour to complete this test</li> </ul>	



**WRITTEN TEST****Multiple Choice**

This is a **multiple-choice** of test. Choose the appropriate answer and circle the letter that corresponds with your answer.

1.	Which of the following is not an example of a workplace document?	<ul style="list-style-type: none"> <li>a. User guides</li> <li>b. White papers</li> <li>c. Newspaper</li> <li>d. On-line help</li> </ul>
2.	Usually the first <b>thing</b> that you notice when looking at a safety level <b>is</b> ?	<ul style="list-style-type: none"> <li>a. Words</li> <li>b. Colour</li> <li>c. Background</li> <li>d. Signal words</li> </ul>
3.	<b>An</b> evacuation plan is required for?	<ul style="list-style-type: none"> <li>a. Tornadoes</li> <li>b. Explosions</li> <li>c. Both a and b</li> <li>d. None of the above</li> </ul>
4.	Activities <b>that</b> build relationships among team members are?	<ul style="list-style-type: none"> <li>a. Communicate, demonstrate, punishment,</li> <li>b. Communicate, listen, celebrate</li> <li>c. Enquiry, listen, demonstrate</li> <li>d. None of the above</li> </ul>
5.	Formal and informal communication <b>modes may include</b> ?	<ul style="list-style-type: none"> <li>a. Direct voice</li> <li>b. Email</li> <li>c. Physical</li> <li>d. All of the above</li> </ul>
6.	<b>Basic parts of a computer include</b> ?	<ul style="list-style-type: none"> <li>a. <b>Monitor</b></li> <li>b. <b>CPU</b></li> <li>c. <b>Keyboard</b></li> <li>d. <b>All of the above</b></li> </ul>
7.	KPO stands for?	<ul style="list-style-type: none"> <li>a. Kinetic power options</li> <li>b. Knowledge power orientation</li> <li>c. Knowledge process outsourcing</li> <li>d. Knowledge power outsourcing</li> </ul>
8.	Which of the following is not necessary for a business proposal?	<ul style="list-style-type: none"> <li>a. Executive summary</li> <li>b. Company synopsis</li> <li>c. Funding</li> <li>d. Staff leave plan</li> </ul>

**True or False Quiz**

Tick (✓) the box corresponding to the correct answer.

9.	Formal phrases such as “Dear Professor” and “Sincerely Yours” are unnecessary in email.	True <input type="checkbox"/> False <input type="checkbox"/>
10.	Workplace policies often reinforce and clarify standard operating procedures in a workplace.	True <input type="checkbox"/> False <input type="checkbox"/>
11.	FCRR has the potential to completely change the way your team <b>provides</b> support for the better.	True <input type="checkbox"/> False <input type="checkbox"/>
12.	A hierarchical organisation is a structure where every entity in the organisation, except one, is subordinate to another single entity.	True <input type="checkbox"/> False <input type="checkbox"/>
13.	Two <b>types</b> of What-If analysis tools come with Excel.	True <input type="checkbox"/> False <input type="checkbox"/>

### Fill in the Missing Blanks

Write the word or group of words needed to complete the following sentences.

14.	A work ethic is a set of _____ <b>that</b> a person uses in their job.
15.	As a key to <b>establishing</b> any good relationship, _____ is an essential way to build customer relationships.
16.	Never _____ the inexperience of your customers.

### Short Answer

Write a short answer in the space provided (not to exceed more than approximately twenty-five (25) words).

17.	<b>What is a clipping path?</b>	
18.	What are the <b>most common</b> types of mobile marketing?	
19.	What is SMART system?	
20.	<b>Briefly define the concept of 'Netiquette'.</b>	

**Feedback to candidate:**

Assessment decision for this assessment activity:

**Competent**

**Not Yet Competent**

**Candidate Signature:**

**Date:**

**Assessor Signature:**

**Date:**

## Written Test - Answers

Answers are highlighted in **bold** and *italics*.

Multiple Choice		
1.	Which of the following is not an example of a workplace document?	<ul style="list-style-type: none"> <li>a. User guides</li> <li>b. White papers</li> <li><b>c. <i>Newspaper</i></b></li> <li>d. On-line help</li> </ul>
2.	Usually the first <b>thing</b> that you notice when looking at a safety level <b>is</b> ?	<ul style="list-style-type: none"> <li>a. Words</li> <li>b. Colour</li> <li>c. Background</li> <li><b>d. <i>Signal words</i></b></li> </ul>
3.	<b>An</b> evacuation plan is required for?	<ul style="list-style-type: none"> <li>a. Tornadoes</li> <li>b. Explosions</li> <li><b>c. <i>Both a and b</i></b></li> <li>d. None of them</li> </ul>
4.	Activities <b>that</b> build relationships among team members are?	<ul style="list-style-type: none"> <li>a. Communicate, demonstrate, punishment,</li> <li><b>b. <i>Communicate, listen, celebrate</i></b></li> <li>c. Enquiry, listen, demonstrate</li> <li>d. None of the above</li> </ul>
5.	Formal and informal communication <b>modes</b> may include?	<ul style="list-style-type: none"> <li>a. Direct voice</li> <li>b. Email</li> <li>c. Physical</li> <li><b>d. <i>All of the above</i></b></li> </ul>
6.	<b>Basic parts of a computer include?</b>	<ul style="list-style-type: none"> <li><b>a. <i>Monitor</i></b></li> <li><b>b. <i>CPU</i></b></li> <li><b>c. <i>Keyboard</i></b></li> <li><b>d. <i>All of the above</i></b></li> </ul>
7.	KPO stands for?	<ul style="list-style-type: none"> <li>a. Kinetic power options</li> <li>b. Knowledge power orientation</li> <li><b>c. <i>Knowledge process outsourcing</i></b></li> <li>d. Knowledge power outsourcing</li> </ul>
8.	Which of the following is not necessary for a business proposal?	<ul style="list-style-type: none"> <li>a. Executive summary</li> <li>b. Company synopsis</li> <li>c. Funding</li> <li><b>d. <i>Staff leave plan</i></b></li> </ul>
True or False Quiz		
9.	Formal phrases such as “Dear Professor” and “Sincerely Yours” are unnecessary in email.	True <input type="checkbox"/> <b><i>False</i></b> <input checked="" type="checkbox"/>

10.	Workplace policies often reinforce and clarify standard operating procedures in a workplace.	<b>True</b> ✓ False □
11.	FCRR has the potential to completely change the way your team <b>provides</b> support for the better.	<b>True</b> ✓ False □
12.	A hierarchical organisation is a structure where every entity in the organisation, except one, is subordinate to another single entity.	<b>True</b> ✓ False □
13.	Two <b>types</b> of What-If analysis tools come with Excel.	True □ <b>False</b> ✓
<b>Fill in the Missing Blanks</b>		
Write the word or group of words needed to complete the following sentences.		
14.	A work ethic is a set of <b><u>moral principles</u></b> <b>that</b> a person uses in their job.	
15.	As a key to <b>establishing</b> any good relationship, <b><u>communication</u></b> is an essential way to build customer relationships.	
16.	Never <b><u>underestimate</u></b> the inexperience of your customers.	
<b>Short Answer</b>		
Write a short answer in the space provided (not to exceed more than approximately twenty-five (25) words).		
17.	<b>What is a clipping path?</b>	<i>A clipping path (or "deep etch") is a closed vector path, or shape, used to cut out a 2D image in image editing software. Anything inside the path will be included after the clipping path is applied; anything outside the path will be omitted from the output.</i>
18.	What are the <b>most common</b> types of mobile marketing?	<i>The <b>most common</b> types of mobile marketing are:</i> <ol style="list-style-type: none"> <li>1. <i>Voice marketing</i></li> <li>2. <i>SMS marketing</i></li> <li>3. <i>MMS marketing</i></li> <li>4. <i>Bluetooth mobile marketing</i></li> <li>5. <i>Mobile Internet marketing</i></li> </ol>
19.	What is SMART system?	<i><b>SMART is a framework, guideline or criteria for setting goals that should be:</b></i> <b>Specific</b> <b>Measurable</b> <b>Assignable</b> <b>Relevant</b> <b>Time-based</b>
20.	<b>Briefly define the concept of 'Netiquette'.</b>	<i>"Netiquette" refers to <b>acceptable behaviour on the internet</b>. This simply means the use of good manners in online communication such as e-mail, forums, blogs, and social networking sites to name a few.</i>

## Set A: Practical Demonstration 1

PRACTICAL DEMONSTRATION 1																																		
<b>Candidate Name:</b>																																		
<b>Assessor Name:</b>																																		
<b>Qualification:</b>	Certificate in Professional Back Office Services																																	
<b>Task:</b>	Create an analysis report of a business case with 10 years of data																																	
<b>Assessment Centre:</b>																																		
<b>Date of Assessment:</b>																																		
<b>Time of Assessment:</b>																																		
<b>Instructions:</b>																																		
<p>Read and understand the directions carefully:</p> <ul style="list-style-type: none"> <li>▪ this practical demonstration is based on the performance criteria from all or some of the units of competency in Professional Back Office Services</li> <li>▪ this assessment activity will be used to measure your underpinning skills</li> <li>▪ you will have fifteen (15) minutes to familiarise yourself with the resources to be used</li> <li>▪ you have two (2) hours to complete this demonstration</li> </ul>																																		
<b>Procedure:</b>																																		
<ul style="list-style-type: none"> <li>▪ Observe and apply OHS issues as required for the task to be performed</li> <li>▪ Read the job specification information provided</li> <li>▪ Collect required tools, equipment and materials required for the task (refer to the list provided to you by the assessor)</li> <li>▪ Perform the task within the given time</li> </ul>																																		
<b>Job Specification Information:</b>																																		
<p>ABC Auto has their yearly sales information on the following table. Create a report based upon the following information.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Sales Volume</th> <th>Market Share</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>1.133.277</td> <td>7,32%</td> </tr> <tr> <td>2016</td> <td>1.094.374</td> <td>7,29%</td> </tr> <tr> <td>2015</td> <td>970.454</td> <td>6,88%</td> </tr> <tr> <td>2014</td> <td>872.486</td> <td>6,74%</td> </tr> <tr> <td>2013</td> <td>797.577</td> <td>6,51%</td> </tr> <tr> <td>2012</td> <td>818.598</td> <td>6,52%</td> </tr> <tr> <td>2011</td> <td>1.068.600</td> <td>7,72%</td> </tr> <tr> <td>2010</td> <td>1.164.277</td> <td>8,36%</td> </tr> <tr> <td>2009</td> <td>1.124.622</td> <td>7,70%</td> </tr> <tr> <td>2008</td> <td>1.082.950</td> <td>7,49%</td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>1. Follow and apply OHS procedures (including use of PPE).</li> <li>2. Use standard Windows operating system.</li> <li>3. Use MS Word for constructing report.</li> </ol>		Year	Sales Volume	Market Share	2017	1.133.277	7,32%	2016	1.094.374	7,29%	2015	970.454	6,88%	2014	872.486	6,74%	2013	797.577	6,51%	2012	818.598	6,52%	2011	1.068.600	7,72%	2010	1.164.277	8,36%	2009	1.124.622	7,70%	2008	1.082.950	7,49%
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4. Use MS Excel to analyse data.
5. Input provided data on MS Excel.
6. Create a Bar chart for sales volume.
7. Create a Pie chart for the percentage.
8. Find the average, maximum and minimum sales volume with formula.
9. **Input** analysed data and charts **into** report using MS Word.
10. Create a folder with your registration number on desktop.
11. Save the MS Excel file and report into this folder.
12. Close the application software and clean **work area** before leaving.

**Resources Required:**

Tools:	Operating system (i.e. Windows) MS Word MS Excel
Equipment:	Personal computer or laptop (with internet accessibility) Adjustable monitor Adjustable chair
Materials:	<b>Business</b> scenario Data
PPE:	Protective glasses

## Set A: Practical Demonstration 1 – Observation Checklist

PRACTICAL DEMONSTRATION 1 – OBSERVATION CHECKLIST		
<b>Candidate Name:</b>		
<b>Assessor Name:</b>		
<b>Qualification:</b>	Certificate in Professional Back Office Services	
<b>Task:</b>	Create an analysis report of a business case with 10 years of data	
<b>Assessment Centre:</b>		
<b>Date of Assessment:</b>		
<b>Instructions:</b>	<p>The tasks listed on the observation checklist of the practical demonstration will provide performance evidence of the candidate.</p> <p>Performance can be observed in an actual workplace or in a simulated working environment.</p> <p>If performance of particular tasks cannot be observed, you may ask the candidate to explain a procedure or enter into a discussion on the subject.</p> <p>The assessment activity (practical demonstration) should:</p> <ul style="list-style-type: none"> <li>▪ fit industry requirements in which the assessment will be conducted</li> <li>▪ adhere, where possible, to reasonable adjustment practices</li> <li>▪ ensure that suitable performance benchmarks are applied and explained to the candidate</li> </ul>	
OBSERVATION RECORD		
Performance Criteria	Place a ✓ to show if evidence has been demonstrated competently	
	Yes	No
Workplace interactions are conducted in a courteous manner to gather and convey information.	<input type="checkbox"/>	<input type="checkbox"/>
Workplace documents are interpreted correctly.	<input type="checkbox"/>	<input type="checkbox"/>
Visual information/symbols/signage are understood correctly and followed.	<input type="checkbox"/>	<input type="checkbox"/>
Specific and relevant information are accessed from appropriate sources.	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate medium is used to transfer information and ideas.	<input type="checkbox"/>	<input type="checkbox"/>
Responsibilities as a team member are performed.	<input type="checkbox"/>	<input type="checkbox"/>
Tasks are performed in accordance with workplace procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Confidentiality is maintained.	<input type="checkbox"/>	<input type="checkbox"/>
Inappropriate and conflicting situations are avoided.	<input type="checkbox"/>	<input type="checkbox"/>
Tasks are performed in accordance with workplace procedures.	<input type="checkbox"/>	<input type="checkbox"/>



Views and opinions of other team members are interpreted and respected.	<input type="checkbox"/>	<input type="checkbox"/>
Basic parts of a computer are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Turning on and off technique of a computer is performed.	<input type="checkbox"/>	<input type="checkbox"/>
Working environment, functions and features of operating system is interpreted.	<input type="checkbox"/>	<input type="checkbox"/>
Simple trouble-shooting techniques are applied.	<input type="checkbox"/>	<input type="checkbox"/>
Word processing application appropriate to perform activity is operated.	<input type="checkbox"/>	<input type="checkbox"/>
Basic typing technique to document is applied.	<input type="checkbox"/>	<input type="checkbox"/>
Word processing techniques to document are employed.	<input type="checkbox"/>	<input type="checkbox"/>
Saving and retrieving technique of a document are used.	<input type="checkbox"/>	<input type="checkbox"/>
Data entry on spreadsheet appropriate to perform activity is performed.	<input type="checkbox"/>	<input type="checkbox"/>
Data manipulation techniques to spreadsheet are applied.	<input type="checkbox"/>	<input type="checkbox"/>
Spreadsheet document is created and saved.	<input type="checkbox"/>	<input type="checkbox"/>
OHS policies and safe operating procedures are interpreted.	<input type="checkbox"/>	<input type="checkbox"/>
Safety signs and symbols are identified and followed.	<input type="checkbox"/>	<input type="checkbox"/>
OHS policies and procedures are applied in the workplace including personal protective equipment (PPE).	<input type="checkbox"/>	<input type="checkbox"/>
Common safety issues are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Hazards and risks are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Hazards and risks assessment and controls are interpreted.	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate keyboard layout for Bangla typing is selected.	<input type="checkbox"/>	<input type="checkbox"/>
Touch typing technique is used.	<input type="checkbox"/>	<input type="checkbox"/>
Typing Bangla and English with preferred tools is carried out.	<input type="checkbox"/>	<input type="checkbox"/>
Different style formats for typing documents are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Different styles in typing document are applied to document.	<input type="checkbox"/>	<input type="checkbox"/>
Typed document is created and saved.	<input type="checkbox"/>	<input type="checkbox"/>
Error-free typing at a speed of 40–60 wpm in English is carried out.	<input type="checkbox"/>	<input type="checkbox"/>
Error-free typing at a speed of 30–50 wpm in Bangla is carried out.	<input type="checkbox"/>	<input type="checkbox"/>
Client's view is interpreted and respected.	<input type="checkbox"/>	<input type="checkbox"/>
Confidentiality of information is upheld in accordance with organisational policies, national legislation and workplace policies.	<input type="checkbox"/>	<input type="checkbox"/>
Workplace code of conduct is followed as stated in company guidelines.	<input type="checkbox"/>	<input type="checkbox"/>
Data and types of data entry services are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Basic spreadsheet environment is recognised.	<input type="checkbox"/>	<input type="checkbox"/>
Data entry on spreadsheet is carried out.	<input type="checkbox"/>	<input type="checkbox"/>

Application of common statistical functions are performed.	<input type="checkbox"/>	<input type="checkbox"/>
Conditional formatting on spreadsheet is carried out.	<input type="checkbox"/>	<input type="checkbox"/>
Graphical representation of data is produced using appropriate chart.	<input type="checkbox"/>	<input type="checkbox"/>
Produced chart is manipulated and finalised.	<input type="checkbox"/>	<input type="checkbox"/>
Data and charts are analysed.	<input type="checkbox"/>	<input type="checkbox"/>
Report format is identified and selected.	<input type="checkbox"/>	<input type="checkbox"/>
Report of data analysis is created.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Feedback to candidate:</b>		
Assessment decision for this assessment activity:		
<input type="checkbox"/> <b>Competent</b> <input type="checkbox"/> <b>Not Yet Competent</b>		
<b>Candidate Signature:</b>		<b>Date:</b>
<b>Assessor Signature:</b>		<b>Date:</b>

## Set A: Practical Demonstration 2

PRACTICAL DEMONSTRATION 2	
<b>Candidate Name:</b>	
<b>Assessor Name:</b>	
<b>Qualification:</b>	Certificate in Professional Back Office Services
<b>Task:</b>	Create clipping path from provided photograph and use this on e-mail marketing campaign
<b>Assessment Centre:</b>	
<b>Date of Assessment:</b>	
<b>Time of Assessment:</b>	
<b>Instructions:</b>	
Read and understand the directions carefully:	
<ul style="list-style-type: none"> <li>▪ this practical demonstration is based on the performance criteria from all or some of the units of competency in Professional Back Office Services</li> <li>▪ this assessment activity will be used to measure your underpinning skills</li> <li>▪ you will have fifteen (15) minutes to familiarise yourself with the resources to be used</li> <li>▪ you have two (2) hours to complete this demonstration</li> </ul>	
<b>Procedure:</b>	
<ul style="list-style-type: none"> <li>▪ Observe and apply OHS issues as required for the task to be performed</li> <li>▪ Read the job specification information provided</li> <li>▪ Collect required tools, equipment and materials required for the task (refer to the list provided to you by the assessor)</li> <li>▪ Perform the task within the given time</li> </ul>	
<b>Job Specification Information:</b>	
<ol style="list-style-type: none"> <li>1. Adjust seating arrangement of <b>workplace</b>.</li> <li>2. Collect required tools, equipment, and supplies to create clipping path <b>(including any PPE)</b>.</li> <li>3. Collect information related to the job to be <b>performed</b>.</li> <li>4. <b>Select appropriate browser</b>.</li> <li>5. <b>Select and</b> open the graphics application software.</li> <li>6. Set the working environment.</li> <li>7. <b>Perform troubleshooting (i.e. debugging), if required</b>.</li> <li>8. <b>Use browser to find appropriate image/photo</b>.</li> <li>9. Open the specific photo.</li> <li>10. Select and use pen tool.</li> <li>11. Create clipping path for the specific section of the photo.</li> <li>12. Save the created clip in specified location.</li> <li>13. Construct an email for “clipping path” marketing for your company “X-vision Ltd”.</li> <li>14. Use <b>the</b> created clipping path for email marketing.</li> <li>15. Close the canvas and your work.</li> <li>16. Logout from your email account.</li> <li>17. Close the application software and clean the <b>work area</b> before leaving.</li> </ol>	
<b>Drawing, Plan, Diagram or Sketch:</b>	
The following diagram <b>is an</b> example of <b>a</b> developed <b>clipping</b> path:	



Picture Ref: <https://backgroundremove.photos/tag/clipping-path-service/>

**Resources Required:**

Tools:	Photoshop: <ul style="list-style-type: none"> <li>- Pen tool</li> <li>- Colour tool</li> <li>- Gradient tool</li> <li>- Text</li> </ul>
Equipment:	Personal computer or laptop (with internet accessibility) Adjustable monitor Adjustable chair
Materials:	Images/photos (may collect from internet) Email list
PPE:	Protective glasses

## Set A: Practical Demonstration 2 – Observation Checklist

PRACTICAL DEMONSTRATION 2 – OBSERVATION CHECKLIST		
<b>Candidate Name:</b>		
<b>Assessor Name:</b>		
<b>Qualification:</b>	Certificate in Professional Back Office Services	
<b>Task:</b>	Create clipping path from provided photograph and use this on e-mail marketing campaign	
<b>Assessment Centre:</b>		
<b>Date of Assessment:</b>		
<b>Instructions:</b>	<p>The tasks listed on the observation checklist of the practical demonstration will provide performance evidence of the candidate.</p> <p>Performance can be observed in an actual workplace or in a simulated working environment.</p> <p>If performance of particular tasks cannot be observed, you may ask the candidate to explain a procedure or enter into a discussion on the subject.</p> <p>The assessment activity (practical demonstration) should:</p> <ul style="list-style-type: none"> <li>▪ fit industry requirements in which the assessment will be conducted</li> <li>▪ adhere, where possible, to reasonable adjustment practices</li> <li>▪ ensure that suitable performance benchmarks are applied and explained to the candidate</li> </ul>	
OBSERVATION RECORD		
Performance Criteria	Place a ✓ to show if evidence has been demonstrated competently	
	Yes	No
Workplace interactions are conducted in a courteous manner to gather and convey information.	<input type="checkbox"/>	<input type="checkbox"/>
Workplace documents are interpreted correctly.	<input type="checkbox"/>	<input type="checkbox"/>
Visual information/symbols/signage are understood correctly and followed.	<input type="checkbox"/>	<input type="checkbox"/>
Specific and relevant information are accessed from appropriate sources.	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate medium is used to transfer information and ideas.	<input type="checkbox"/>	<input type="checkbox"/>
Responsibilities as a team member are performed.	<input type="checkbox"/>	<input type="checkbox"/>
Tasks are performed in accordance with workplace procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Confidentiality is maintained.	<input type="checkbox"/>	<input type="checkbox"/>
Inappropriate and conflicting situations are avoided.	<input type="checkbox"/>	<input type="checkbox"/>
Tasks are performed in accordance with workplace procedures.	<input type="checkbox"/>	<input type="checkbox"/>

Views and opinions of other team members are interpreted and respected.	<input type="checkbox"/>	<input type="checkbox"/>
Working environment, functions and features of operating system is interpreted.	<input type="checkbox"/>	<input type="checkbox"/>
OHS policies and safe operating procedures are interpreted.	<input type="checkbox"/>	<input type="checkbox"/>
Safety signs and symbols are identified and followed.	<input type="checkbox"/>	<input type="checkbox"/>
OHS policies and procedures are applied in the workplace including personal protective equipment (PPE).	<input type="checkbox"/>	<input type="checkbox"/>
Common safety issues are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Hazards and risks are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Hazards and risks assessment and controls are interpreted.	<input type="checkbox"/>	<input type="checkbox"/>
Basic parts of a computer are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Turning on and off technique of a computer is performed.	<input type="checkbox"/>	<input type="checkbox"/>
Different browsers to work online are identified and selected.	<input type="checkbox"/>	<input type="checkbox"/>
Browse different web portals and apply proper search techniques.	<input type="checkbox"/>	<input type="checkbox"/>
Clipping path and its tool is expressed clearly.	<input type="checkbox"/>	<input type="checkbox"/>
Clipping path is created.	<input type="checkbox"/>	<input type="checkbox"/>
Saving and retrieving path from path panel menu is carried out.	<input type="checkbox"/>	<input type="checkbox"/>
Cropping and background changing of image is performed.	<input type="checkbox"/>	<input type="checkbox"/>
Content writing techniques are identified and applied.	<input type="checkbox"/>	<input type="checkbox"/>
Target area for email marketing is identified.	<input type="checkbox"/>	<input type="checkbox"/>
Account on social network is created.	<input type="checkbox"/>	<input type="checkbox"/>
Social network is used effectively.	<input type="checkbox"/>	<input type="checkbox"/>
Writing and sending workplace emails is completed.	<input type="checkbox"/>	<input type="checkbox"/>
Email marketing is carried out.	<input type="checkbox"/>	<input type="checkbox"/>
Agreed standards to deliver product or services and commitment to delivery deadlines is maintained.	<input type="checkbox"/>	<input type="checkbox"/>
Professional image in the workplace is maintained.	<input type="checkbox"/>	<input type="checkbox"/>
Correct body language and posturing is employed during customer interactions interaction.	<input type="checkbox"/>	<input type="checkbox"/>
Workplace code of conduct is followed as stated in company guidelines.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Feedback to candidate:</b>		
Assessment decision for this assessment activity:		
<input type="checkbox"/> <b>Competent</b> <input type="checkbox"/> <b>Not Yet Competent</b>		

<b>Candidate Signature:</b>		<b>Date:</b>	
<b>Assessor Signature:</b>		<b>Date:</b>	

## Set B: Practical Demonstration 1

PRACTICAL DEMONSTRATION 1																																																																						
<b>Candidate Name:</b>																																																																						
<b>Assessor Name:</b>																																																																						
<b>Qualification:</b>	Certificate in Professional Back Office Services																																																																					
<b>Task:</b>	Create a business case report with 4 years of monthly data																																																																					
<b>Assessment Centre:</b>																																																																						
<b>Date of Assessment:</b>																																																																						
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2. Use standard Windows operating system.
3. Use MS Word for constructing report.
4. Use MS Excel to analyse data.
5. **Using provided** data, forecast sales for each month of 2019 **using** "Forecast" function.
6. **Establish** total sales using "Sum" function for each year.
7. Create a line chart for the yearly total sales.
8. **Place** analysed data and charts **into** report using MS Word.
9. Create a folder with your registration number on desktop.
10. Save the MS Excel file and report into this folder.
11. Close the application software and clean **work area** before leaving.

**Resources Required:**

Tools:	Operating system (i.e. Windows) MS Word MS Excel
Equipment:	Personal computer or laptop (with internet accessibility) Adjustable monitor Adjustable chair
Materials:	<b>Business</b> scenario Data
PPE:	Protective glasses

## Set B: Practical Demonstration 1 – Observation Checklist

PRACTICAL DEMONSTRATION 1 – OBSERVATION CHECKLIST		
<b>Candidate Name:</b>		
<b>Assessor Name:</b>		
<b>Qualification:</b>	Certificate in Professional Back Office Services	
<b>Task:</b>	Create a business case report with 4 years of monthly data	
<b>Assessment Centre:</b>		
<b>Date of Assessment:</b>		
<b>Instructions:</b>	<p>The tasks listed on the observation checklist of the practical demonstration will provide performance evidence of the candidate.</p> <p>Performance can be observed in an actual workplace or in a simulated working environment.</p> <p>If performance of particular tasks cannot be observed, you may ask the candidate to explain a procedure or enter into a discussion on the subject.</p> <p>The assessment activity (practical demonstration) should:</p> <ul style="list-style-type: none"> <li>▪ fit industry requirements in which the assessment will be conducted</li> <li>▪ adhere, where possible, to reasonable adjustment practices</li> <li>▪ ensure that suitable performance benchmarks are applied and explained to the candidate</li> </ul>	
OBSERVATION RECORD		
Performance Criteria	Place a ✓ to show if evidence has been demonstrated competently	
	Yes	No
Workplace interactions are conducted in a courteous manner to gather and convey information.	<input type="checkbox"/>	<input type="checkbox"/>
Workplace documents are interpreted correctly.	<input type="checkbox"/>	<input type="checkbox"/>
Visual information/symbols/signage are understood correctly and followed.	<input type="checkbox"/>	<input type="checkbox"/>
Specific and relevant information are accessed from appropriate sources.	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate medium is used to transfer information and ideas.	<input type="checkbox"/>	<input type="checkbox"/>
Responsibilities as a team member are performed.	<input type="checkbox"/>	<input type="checkbox"/>
Tasks are performed in accordance with workplace procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Confidentiality is maintained.	<input type="checkbox"/>	<input type="checkbox"/>
Inappropriate and conflicting situations are avoided.	<input type="checkbox"/>	<input type="checkbox"/>
Tasks are performed in accordance with workplace procedures.	<input type="checkbox"/>	<input type="checkbox"/>

Views and opinions of other team members are interpreted and respected.	<input type="checkbox"/>	<input type="checkbox"/>
Basic parts of a computer are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Turning on and off technique of a computer is performed.	<input type="checkbox"/>	<input type="checkbox"/>
Working environment, functions and features of operating system is interpreted.	<input type="checkbox"/>	<input type="checkbox"/>
Simple trouble-shooting techniques are applied.	<input type="checkbox"/>	<input type="checkbox"/>
Word processing application appropriate to perform activity is operated.	<input type="checkbox"/>	<input type="checkbox"/>
Basic typing technique to document is applied.	<input type="checkbox"/>	<input type="checkbox"/>
Word processing techniques to document are employed.	<input type="checkbox"/>	<input type="checkbox"/>
Saving and retrieving technique of a document are used.	<input type="checkbox"/>	<input type="checkbox"/>
Data entry on spreadsheet appropriate to perform activity is performed.	<input type="checkbox"/>	<input type="checkbox"/>
Data manipulation techniques to spreadsheet are applied.	<input type="checkbox"/>	<input type="checkbox"/>
Spreadsheet document is created and saved.	<input type="checkbox"/>	<input type="checkbox"/>
OHS policies and safe operating procedures are interpreted.	<input type="checkbox"/>	<input type="checkbox"/>
Safety signs and symbols are identified and followed.	<input type="checkbox"/>	<input type="checkbox"/>
OHS policies and procedures are applied in the workplace including personal protective equipment (PPE).	<input type="checkbox"/>	<input type="checkbox"/>
Common safety issues are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Hazards and risks are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Hazards and risks assessment and controls are interpreted.	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate keyboard layout for Bangla typing is selected.	<input type="checkbox"/>	<input type="checkbox"/>
Touch typing technique is used.	<input type="checkbox"/>	<input type="checkbox"/>
Typing Bangla and English with preferred tools is carried out.	<input type="checkbox"/>	<input type="checkbox"/>
Different style formats for typing documents are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Different styles in typing document are applied to document.	<input type="checkbox"/>	<input type="checkbox"/>
Typed document is created and saved.	<input type="checkbox"/>	<input type="checkbox"/>
Error-free typing at a speed of 40–60 wpm in English is carried out.	<input type="checkbox"/>	<input type="checkbox"/>
Error-free typing at a speed of 30–50 wpm in Bangla is carried out.	<input type="checkbox"/>	<input type="checkbox"/>
Client's view is interpreted and respected.	<input type="checkbox"/>	<input type="checkbox"/>
Confidentiality of information is upheld in accordance with organisational policies, national legislation and workplace policies.	<input type="checkbox"/>	<input type="checkbox"/>
Workplace code of conduct is followed as stated in company guidelines.	<input type="checkbox"/>	<input type="checkbox"/>
Data and types of data entry services are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Basic spreadsheet environment is recognised.	<input type="checkbox"/>	<input type="checkbox"/>
Data entry on spreadsheet is carried out.	<input type="checkbox"/>	<input type="checkbox"/>

Application of common statistical functions are performed.	<input type="checkbox"/>	<input type="checkbox"/>
Conditional formatting on spreadsheet is carried out.	<input type="checkbox"/>	<input type="checkbox"/>
Graphical representation of data is produced using appropriate chart.	<input type="checkbox"/>	<input type="checkbox"/>
Produced chart is manipulated and finalised.	<input type="checkbox"/>	<input type="checkbox"/>
Data and charts are analysed.	<input type="checkbox"/>	<input type="checkbox"/>
Report format is identified and selected.	<input type="checkbox"/>	<input type="checkbox"/>
Report of data analysis is created.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Feedback to candidate:</b>		
Assessment decision for this assessment activity:		
<input type="checkbox"/> <b>Competent</b> <input type="checkbox"/> <b>Not Yet Competent</b>		
<b>Candidate Signature:</b>		<b>Date:</b>
<b>Assessor Signature:</b>		<b>Date:</b>

## Set B: Practical Demonstration 2

PRACTICAL DEMONSTRATION 2	
<b>Candidate Name:</b>	
<b>Assessor Name:</b>	
<b>Qualification:</b>	Certificate in Professional Back Office Services
<b>Task:</b>	Create clipping path from provided photograph and use this on mobile marketing campaign
<b>Assessment Centre:</b>	
<b>Date of Assessment:</b>	
<b>Time of Assessment:</b>	
<b>Instructions:</b>	
Read and understand the directions carefully:	
<ul style="list-style-type: none"> <li>▪ this practical demonstration is based on the performance criteria from all or some of the units of competency in Professional Back Office Services</li> <li>▪ this assessment activity will be used to measure your underpinning skills</li> <li>▪ you will have fifteen (15) minutes to familiarise yourself with the resources to be used</li> <li>▪ you have two (2) hours to complete this demonstration</li> </ul>	
<b>Procedure:</b>	
<ul style="list-style-type: none"> <li>▪ Observe and apply OHS issues as required for the task to be performed</li> <li>▪ Read the job specification information provided</li> <li>▪ Collect required tools, equipment and materials required for the task (refer to the list provided to you by the assessor)</li> <li>▪ Perform the task within the given time</li> </ul>	
<b>Job Specification Information:</b>	
<ol style="list-style-type: none"> <li>1. Adjust seating arrangement of workplace.</li> <li>2. Collect required tools, equipment and materials to create clipping path (including any PPE).</li> <li>3. Collect the information related to the job to be performed.</li> <li>4. Select appropriate browser.</li> <li>5. Select and open the graphics application software.</li> <li>6. Set the working environment.</li> <li>7. Perform troubleshooting (i.e. debugging), if required.</li> <li>8. Use browser to find appropriate image/photo.</li> <li>9. Open the specific photo.</li> <li>10. Select and use pen tool.</li> <li>11. Create clipping path for the specific section of the photo.</li> <li>12. Save the created clip in specified location.</li> <li>13. Construct a text message for “clipping path” marketing for your company “X-vision Ltd”.</li> <li>14. Identify type of mobile marketing to be implemented.</li> <li>15. Use your created clipping path for mobile marketing.</li> <li>16. Close the canvas and your work.</li> <li>17. Logout from your mobile marketing application.</li> <li>18. Close the application software and clean the work area before leaving.</li> </ol>	
<b>Drawing, Plan, Diagram or Sketch:</b>	
The following diagram is an example of a developed clipping path:	



Picture Ref: <https://www.clippingpathspecialist.com/article/5-uses-of-clipping-paths-in-photoshop/>

**Resources Required:**

Tools:	Photoshop: <ul style="list-style-type: none"> <li>- Pen tool</li> <li>- Colour tool</li> <li>- Gradient tool</li> <li>- Text</li> </ul>
Equipment:	Personal computer or laptop (with internet accessibility) Adjustable monitor Adjustable chair
Materials:	Images/photos (may collect form internet) Mobile/email list
PPE:	Protective glasses

## Set B: Practical Demonstration 2 – Observation Checklist

PRACTICAL DEMONSTRATION 2 – OBSERVATION CHECKLIST		
<b>Candidate Name:</b>		
<b>Assessor Name:</b>		
<b>Qualification:</b>	Certificate in Professional Back Office Services	
<b>Task:</b>	Create clipping path from provided photograph and use this on mobile marketing campaign	
<b>Assessment Centre:</b>		
<b>Date of Assessment:</b>		
<b>Instructions:</b>	<p>The tasks listed on the observation checklist of the practical demonstration will provide performance evidence of the candidate.</p> <p>Performance can be observed in an actual workplace or in a simulated working environment.</p> <p>If performance of particular tasks cannot be observed, you may ask the candidate to explain a procedure or enter into a discussion on the subject.</p> <p>The assessment activity (practical demonstration) should:</p> <ul style="list-style-type: none"> <li>▪ fit industry requirements in which the assessment will be conducted</li> <li>▪ adhere, where possible, to reasonable adjustment practices</li> <li>▪ ensure that suitable performance benchmarks are applied and explained to the candidate</li> </ul>	
OBSERVATION RECORD		
Performance Criteria	Place a ✓ to show if evidence has been demonstrated competently	
	Yes	No
Workplace interactions are conducted in a courteous manner to gather and convey information.	<input type="checkbox"/>	<input type="checkbox"/>
Workplace documents are interpreted correctly.	<input type="checkbox"/>	<input type="checkbox"/>
Visual information/symbols/signage are understood correctly and followed.	<input type="checkbox"/>	<input type="checkbox"/>
Specific and relevant information are accessed from appropriate sources.	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate medium is used to transfer information and ideas.	<input type="checkbox"/>	<input type="checkbox"/>
Responsibilities as a team member are performed.	<input type="checkbox"/>	<input type="checkbox"/>
Tasks are performed in accordance with workplace procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Confidentiality is maintained.	<input type="checkbox"/>	<input type="checkbox"/>
Inappropriate and conflicting situations are avoided.	<input type="checkbox"/>	<input type="checkbox"/>

Tasks are performed in accordance with workplace procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Views and opinions of other team members are interpreted and respected.	<input type="checkbox"/>	<input type="checkbox"/>
Working environment, functions and features of operating system is interpreted.	<input type="checkbox"/>	<input type="checkbox"/>
OHS policies and safe operating procedures are interpreted.	<input type="checkbox"/>	<input type="checkbox"/>
Safety signs and symbols are identified and followed.	<input type="checkbox"/>	<input type="checkbox"/>
OHS policies and procedures are applied in the workplace including personal protective equipment (PPE).	<input type="checkbox"/>	<input type="checkbox"/>
Common safety issues are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Hazards and risks are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Hazards and risks assessment and controls are interpreted.	<input type="checkbox"/>	<input type="checkbox"/>
Basic parts of a computer are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Turning on and off technique of a computer is performed.	<input type="checkbox"/>	<input type="checkbox"/>
Different browsers to work online are identified and selected.	<input type="checkbox"/>	<input type="checkbox"/>
Browse different web portals and apply proper search techniques.	<input type="checkbox"/>	<input type="checkbox"/>
Clipping path and its tool is expressed clearly.	<input type="checkbox"/>	<input type="checkbox"/>
Clipping path is created.	<input type="checkbox"/>	<input type="checkbox"/>
Saving and retrieving path from path panel menu is carried out.	<input type="checkbox"/>	<input type="checkbox"/>
Cropping and background changing of image is performed.	<input type="checkbox"/>	<input type="checkbox"/>
Content writing techniques are identified and applied.	<input type="checkbox"/>	<input type="checkbox"/>
Types of mobile marketing are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Writing and sending workplace text is completed.	<input type="checkbox"/>	<input type="checkbox"/>
Mobile/email marketing is carried out.	<input type="checkbox"/>	<input type="checkbox"/>
Agreed standards to deliver product or services and commitment to delivery deadlines is maintained.	<input type="checkbox"/>	<input type="checkbox"/>
Professional image in the workplace is maintained.	<input type="checkbox"/>	<input type="checkbox"/>
Correct body language and posturing is employed during customer interactions interaction.	<input type="checkbox"/>	<input type="checkbox"/>
Workplace code of conduct is followed as stated in company guidelines.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Feedback to candidate:</b>		
Assessment decision for this assessment activity:		
<input type="checkbox"/> <b>Competent</b> <input type="checkbox"/> <b>Not Yet Competent</b>		



<b>Candidate Signature:</b>		<b>Date:</b>	
<b>Assessor Signature:</b>		<b>Date:</b>	

## Set C: Practical Demonstration 1

PRACTICAL DEMONSTRATION 1						
<b>Candidate Name:</b>						
<b>Assessor Name:</b>						
<b>Qualification:</b>	Certificate in Professional Back Office Services					
<b>Task:</b>	Create an analysis report of a business case with 4 years of data					
<b>Assessment Centre:</b>						
<b>Date of Assessment:</b>						
<b>Time of Assessment:</b>						
<b>Instructions:</b>						
Read and understand the directions carefully:						
<ul style="list-style-type: none"> <li>▪ this practical demonstration is based on the performance criteria from all or some of the units of competency in Professional Back Office Services</li> <li>▪ this assessment activity will be used to measure your underpinning skills</li> <li>▪ you will have fifteen (15) minutes to familiarise yourself with the resources to be used</li> <li>▪ you have two (2) hours to complete this demonstration</li> </ul>						
<b>Procedure:</b>						
<ul style="list-style-type: none"> <li>▪ Observe and apply OHS issues as required for the task to be performed</li> <li>▪ Read the job specification information provided</li> <li>▪ Collect required tools, equipment and materials required for the task (refer to the list provided to you by the assessor)</li> <li>▪ Perform the task within the given time</li> </ul>						
<b>Job Specification Information:</b>						
XYZ Auto has their yearly sales information on the following table. Complete the table using the formula for <b>totalling and</b> create a report <b>based upon</b> this information.						
	Vehicle	2012	2013	2014	2015	Total
	Toyota Prius	164,618	145,172	122,776	113,829	
	Toyota Camry	45,656	44,448	39,515	30,640	
	Honda Civic	7,156	7,719	5,070	4,887	
	Ford Fusion	14,100	37,270	35,405	24,681	
	Lexus RX400h	12,223	11,307	9,351	7,722	
	Toyota Prius C	30,838	41,979	40,570	38,484	
	Toyota Highlander	5,921	5,070	3,621	4,015	
	Toyota Prius V	28,450	34,989	30,762	28,290	
	Ford Escape	1,440				
	Hyundai Sonata	20,754	21,559	21,052	19,908	
	Honda Insight	5,846	4,802	3,562	1,458	
	Lexus CT 200h	17,831	15,071	17,673	14,657	
	Ford C-Max Hybrid	10,935	28,056	19,162	14,177	
	Honda Accord		996	13,977	11,065	
	Lexus ES Hybrid	7,027	16,562	14,837	11,241	
	Kia Optima Hybrid	10,245	13,919	13,776	11,492	
	Toyota Avalon Hybrid	747	16,468	17,048	11,956	

Ford Lincoln MKZ	6,067	7,469	10,033	8,403	
Chevy Malibu	16,664	13,779	1,018	59	

1. **Follow and** apply necessary OHS procedures (**including use of PPE**).
2. Use standard Windows operating system.
3. Use MS Word for constructing report.
4. Use MS Excel to analyse data.
5. Input provided data on MS Excel.
6. Find yearly average, mean, median and mode **with formula**.
7. **Present** the results with an area chart.
8. **Input** analysed data and charts **into** report using MS Word.
9. Create a folder with your registration number on desktop.
10. Save the MS Excel file and report **into** this folder.
11. Close the application software and clean the **work area** before leaving.

**Resources Required:**

Tools:	Operating system (i.e. Windows) MS Word MS Excel
Equipment:	Personal computer or laptop (with internet accessibility) Adjustable monitor Adjustable chair
Materials:	<b>Business</b> scenario Data
PPE:	Protective glasses

## Set C: Practical Demonstration 1 – Observation Checklist

PRACTICAL DEMONSTRATION 1 – OBSERVATION CHECKLIST		
<b>Candidate Name:</b>		
<b>Assessor Name:</b>		
<b>Qualification:</b>	Certificate in Professional Back Office Services	
<b>Task:</b>	Create an analysis report of a business case with 4 years of data	
<b>Assessment Centre:</b>		
<b>Date of Assessment:</b>		
<b>Instructions:</b>	<p>The tasks listed on the observation checklist of the practical demonstration will provide performance evidence of the candidate.</p> <p>Performance can be observed in an actual workplace or in a simulated working environment.</p> <p>If performance of particular tasks cannot be observed, you may ask the candidate to explain a procedure or enter into a discussion on the subject.</p> <p>The assessment activity (practical demonstration) should:</p> <ul style="list-style-type: none"> <li>▪ fit industry requirements in which the assessment will be conducted</li> <li>▪ adhere, where possible, to reasonable adjustment practices</li> <li>▪ ensure that suitable performance benchmarks are applied and explained to the candidate</li> </ul>	
OBSERVATION RECORD		
Performance Criteria	Place a ✓ to show if evidence has been demonstrated competently	
	Yes	No
Workplace interactions are conducted in a courteous manner to gather and convey information.	<input type="checkbox"/>	<input type="checkbox"/>
Workplace documents are interpreted correctly.	<input type="checkbox"/>	<input type="checkbox"/>
Visual information/symbols/signage are understood correctly and followed.	<input type="checkbox"/>	<input type="checkbox"/>
Specific and relevant information are accessed from appropriate sources.	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate medium is used to transfer information and ideas.	<input type="checkbox"/>	<input type="checkbox"/>
Responsibilities as a team member are performed.	<input type="checkbox"/>	<input type="checkbox"/>
Tasks are performed in accordance with workplace procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Confidentiality is maintained.	<input type="checkbox"/>	<input type="checkbox"/>
Inappropriate and conflicting situations are avoided.	<input type="checkbox"/>	<input type="checkbox"/>
Tasks are performed in accordance with workplace procedures.	<input type="checkbox"/>	<input type="checkbox"/>

Views and opinions of other team members are interpreted and respected.	<input type="checkbox"/>	<input type="checkbox"/>
Basic parts of a computer are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Turning on and off technique of a computer is performed.	<input type="checkbox"/>	<input type="checkbox"/>
Working environment, functions and features of operating system is interpreted.	<input type="checkbox"/>	<input type="checkbox"/>
Simple trouble-shooting techniques are applied.	<input type="checkbox"/>	<input type="checkbox"/>
Word processing application appropriate to perform activity is operated.	<input type="checkbox"/>	<input type="checkbox"/>
Basic typing technique to document is applied.	<input type="checkbox"/>	<input type="checkbox"/>
Word processing techniques to document are employed.	<input type="checkbox"/>	<input type="checkbox"/>
Saving and retrieving technique of a document are used.	<input type="checkbox"/>	<input type="checkbox"/>
Data entry on spreadsheet appropriate to perform activity is performed.	<input type="checkbox"/>	<input type="checkbox"/>
Data manipulation techniques to spreadsheet are applied.	<input type="checkbox"/>	<input type="checkbox"/>
Spreadsheet document is created and saved.	<input type="checkbox"/>	<input type="checkbox"/>
OHS policies and safe operating procedures are interpreted.	<input type="checkbox"/>	<input type="checkbox"/>
Safety signs and symbols are identified and followed.	<input type="checkbox"/>	<input type="checkbox"/>
OHS policies and procedures are applied in the workplace including personal protective equipment (PPE).	<input type="checkbox"/>	<input type="checkbox"/>
Common safety issues are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Hazards and risks are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Hazards and risks assessment and controls are interpreted.	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate keyboard layout for Bangla typing is selected.	<input type="checkbox"/>	<input type="checkbox"/>
Touch typing technique is used.	<input type="checkbox"/>	<input type="checkbox"/>
Typing Bangla and English with preferred tools is carried out.	<input type="checkbox"/>	<input type="checkbox"/>
Different style formats for typing documents are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Different styles in typing document are applied to document.	<input type="checkbox"/>	<input type="checkbox"/>
Typed document is created and saved.	<input type="checkbox"/>	<input type="checkbox"/>
Error-free typing at a speed of 40–60 wpm in English is carried out.	<input type="checkbox"/>	<input type="checkbox"/>
Error-free typing at a speed of 30–50 wpm in Bangla is carried out.	<input type="checkbox"/>	<input type="checkbox"/>
Client's view is interpreted and respected.	<input type="checkbox"/>	<input type="checkbox"/>
Confidentiality of information is upheld in accordance with organisational policies, national legislation and workplace policies.	<input type="checkbox"/>	<input type="checkbox"/>
Workplace code of conduct is followed as stated in company guidelines.	<input type="checkbox"/>	<input type="checkbox"/>
Data and types of data entry services are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Basic spreadsheet environment is recognised.	<input type="checkbox"/>	<input type="checkbox"/>
Data entry on spreadsheet is carried out.	<input type="checkbox"/>	<input type="checkbox"/>

Application of common statistical functions are performed.	<input type="checkbox"/>	<input type="checkbox"/>
Conditional formatting on spreadsheet is carried out.	<input type="checkbox"/>	<input type="checkbox"/>
Graphical representation of data is produced using appropriate chart.	<input type="checkbox"/>	<input type="checkbox"/>
Produced chart is manipulated and finalised.	<input type="checkbox"/>	<input type="checkbox"/>
Data and charts are analysed.	<input type="checkbox"/>	<input type="checkbox"/>
Report format is identified and selected.	<input type="checkbox"/>	<input type="checkbox"/>
Report of data analysis is created.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Feedback to candidate:</b>		
Assessment decision for this assessment activity:		
<input type="checkbox"/> <b>Competent</b> <input type="checkbox"/> <b>Not Yet Competent</b>		
<b>Candidate Signature:</b>		<b>Date:</b>
<b>Assessor Signature:</b>		<b>Date:</b>

## Set C: Practical Demonstration 2

PRACTICAL DEMONSTRATION 2	
<b>Candidate Name:</b>	
<b>Assessor Name:</b>	
<b>Qualification:</b>	Certificate in Professional Back Office Services
<b>Task:</b>	Create clipping path from provided photograph and use this on digital marketing campaign
<b>Assessment Centre:</b>	
<b>Date of Assessment:</b>	
<b>Time of Assessment:</b>	
<b>Instructions:</b>	
<p>Read and understand the directions carefully:</p> <ul style="list-style-type: none"> <li>▪ this practical demonstration is based on the performance criteria from all or some of the units of competency in Professional Back Office Services</li> <li>▪ this assessment activity will be used to measure your underpinning skills</li> <li>▪ you will have fifteen (15) minutes to familiarise yourself with the resources to be used</li> <li>▪ you have two (2) hours to complete this demonstration</li> </ul>	
<b>Procedure:</b>	
<ul style="list-style-type: none"> <li>▪ Observe and apply OHS issues as required for the task to be performed</li> <li>▪ Read the job specification information provided</li> <li>▪ Collect required tools, equipment and materials required for the task (refer to the list provided to you by the assessor)</li> <li>▪ Perform the task within the given time</li> </ul>	
<b>Job Specification Information:</b>	
<ol style="list-style-type: none"> <li>1. Adjust seating arrangement of <b>workplace</b>.</li> <li>2. Collect required tools, equipment and materials to create clipping path <b>(including any PPE)</b>.</li> <li>3. Collect information related to the job to be <b>performed</b>.</li> <li>4. <b>Select appropriate browser</b>.</li> <li>5. <b>Select and</b> open the graphics application software.</li> <li>6. Set the working environment.</li> <li>7. <b>Perform troubleshooting (i.e. debugging), if required</b>.</li> <li>8. <b>Use browser to find appropriate image/photo</b>.</li> <li>9. Open the specific photo.</li> <li>10. Select and use pen tool.</li> <li>11. Create clipping path for the specific section of the photo.</li> <li>12. Apply drop shadow on the clipped image.</li> <li>13. Save the created clip in specified location.</li> <li>14. <b>Identify digital marketing platform</b>.</li> <li>15. Construct a write-up for “clipping path” <b>digital marketing</b> for your company “X-vision Ltd”.</li> <li>16. Use <b>the</b> created clipping path for digital platform marketing.</li> <li>17. Close the canvas and your work.</li> <li>18. Logout from your email account.</li> <li>19. Close the application software and clean the <b>work area</b> before leaving.</li> </ol>	
<b>Drawing, Plan, Diagram or Sketch:</b>	

The following diagram is an example of a developed clipping path:



Picture Ref: <http://www.clipping-path-asia.com/services-drop-shadow-package.php>

#### Resources Required:

Tools:	Photoshop: <ul style="list-style-type: none"><li>- Pen tool</li><li>- Colour tool</li><li>- Gradient tool</li><li>- Text</li></ul>
Equipment:	Personal computer or laptop (with internet accessibility) Adjustable monitor Adjustable chair
Materials:	Images/photos (may collect from internet) Email list
PPE:	Protective glasses



## Set C: Practical Demonstration 2 – Observation Checklist

PRACTICAL DEMONSTRATION 2 – OBSERVATION CHECKLIST		
<b>Candidate Name:</b>		
<b>Assessor Name:</b>		
<b>Qualification:</b>	Certificate in Professional Back Office Services	
<b>Task:</b>	Create clipping path from provided photograph and use this on digital marketing campaign	
<b>Assessment Centre:</b>		
<b>Date of Assessment:</b>		
<b>Instructions:</b>	<p>The tasks listed on the observation checklist of the practical demonstration will provide performance evidence of the candidate.</p> <p>Performance can be observed in an actual workplace or in a simulated working environment.</p> <p>If performance of particular tasks cannot be observed, you may ask the candidate to explain a procedure or enter into a discussion on the subject.</p> <p>The assessment activity (practical demonstration) should:</p> <ul style="list-style-type: none"> <li>▪ fit industry requirements in which the assessment will be conducted</li> <li>▪ adhere, where possible, to reasonable adjustment practices</li> <li>▪ ensure that suitable performance benchmarks are applied and explained to the candidate</li> </ul>	
OBSERVATION RECORD		
Performance Criteria	Place a ✓ to show if evidence has been demonstrated competently	
	Yes	No
Workplace interactions are conducted in a courteous manner to gather and convey information.	<input type="checkbox"/>	<input type="checkbox"/>
Workplace documents are interpreted correctly.	<input type="checkbox"/>	<input type="checkbox"/>
Visual information/symbols/signage are understood correctly and followed.	<input type="checkbox"/>	<input type="checkbox"/>
Specific and relevant information are accessed from appropriate sources.	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate medium is used to transfer information and ideas.	<input type="checkbox"/>	<input type="checkbox"/>
Responsibilities as a team member are performed.	<input type="checkbox"/>	<input type="checkbox"/>
Tasks are performed in accordance with workplace procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Confidentiality is maintained.	<input type="checkbox"/>	<input type="checkbox"/>
Inappropriate and conflicting situations are avoided.	<input type="checkbox"/>	<input type="checkbox"/>

Tasks are performed in accordance with workplace procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Views and opinions of other team members are interpreted and respected.	<input type="checkbox"/>	<input type="checkbox"/>
Working environment, functions and features of operating system is interpreted.	<input type="checkbox"/>	<input type="checkbox"/>
OHS policies and safe operating procedures are interpreted.	<input type="checkbox"/>	<input type="checkbox"/>
Safety signs and symbols are identified and followed.	<input type="checkbox"/>	<input type="checkbox"/>
OHS policies and procedures are applied in the workplace including personal protective equipment (PPE).	<input type="checkbox"/>	<input type="checkbox"/>
Common safety issues are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Hazards and risks are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Hazards and risks assessment and controls are interpreted.	<input type="checkbox"/>	<input type="checkbox"/>
Basic parts of a computer are identified.	<input type="checkbox"/>	<input type="checkbox"/>
Turning on and off technique of a computer is performed.	<input type="checkbox"/>	<input type="checkbox"/>
Different browsers to work online are identified and selected.	<input type="checkbox"/>	<input type="checkbox"/>
Browse different web portals and apply proper search techniques.	<input type="checkbox"/>	<input type="checkbox"/>
Clipping path and its tool is expressed clearly.	<input type="checkbox"/>	<input type="checkbox"/>
Clipping path is created.	<input type="checkbox"/>	<input type="checkbox"/>
Saving and retrieving path from path panel menu is carried out.	<input type="checkbox"/>	<input type="checkbox"/>
Cropping and background changing of image is performed.	<input type="checkbox"/>	<input type="checkbox"/>
Content writing techniques are identified and applied.	<input type="checkbox"/>	<input type="checkbox"/>
Target area for email marketing is identified.	<input type="checkbox"/>	<input type="checkbox"/>
Account on social network is created.	<input type="checkbox"/>	<input type="checkbox"/>
Social network is used effectively.	<input type="checkbox"/>	<input type="checkbox"/>
Writing and sending workplace emails is completed.	<input type="checkbox"/>	<input type="checkbox"/>
Digital marketing platform is identified.	<input type="checkbox"/>	<input type="checkbox"/>
Digital/email marketing is carried out.	<input type="checkbox"/>	<input type="checkbox"/>
Agreed standards to deliver product or services and commitment to delivery deadlines is maintained.	<input type="checkbox"/>	<input type="checkbox"/>
Professional image in the workplace is maintained.	<input type="checkbox"/>	<input type="checkbox"/>
Correct body language and posturing is employed during customer interactions interaction.	<input type="checkbox"/>	<input type="checkbox"/>
Workplace code of conduct is followed as stated in company guidelines.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Feedback to candidate:</b>		

Assessment decision for this assessment activity:

**Competent**

**Not Yet Competent**

**Candidate Signature:**



**Date:**

**Assessor Signature:**

**Date:**

## Oral Questions (Optional)

ORAL QUESTIONS - INSTRUCTIONS	
<b>Candidate Name:</b>	
<b>Assessor Name:</b>	
<b>Qualification:</b>	Certificate in Professional Back Office Service
<b>Unit of Competency</b>	
Generic Competencies	
SEIP-IT-PBS-01-G	Carry out workplace interaction
SEIP-IT-PBS-02-G	Operate in a team environment
SEIP-IT-PBS-03-G	Apply basic IT skills
Sector-specific Competencies	
SEIP-IT-PBS-01-S	Apply occupational health and safety (OHS) practice in the workplace
SEIP-IT-PBS-02-S	Type documents in Bangla and English
SEIP-IT-PBS-03-S	Use internet and social network
SEIP-IT-PBS-04-S	Comply with ethical standards in the workplace
SEIP-IT-PBS-05-S	Acquire soft skills in customer service
Occupation-specific Competencies	
SEIP-IT-PBS-01-O	Interpret professional back-office services (PBS)
SEIP-IT-PBS-02-O	Use spreadsheets for business data management
SEIP-IT-PBS-03-O	Perform business development activities
SEIP-IT-PBS-04-O	Perform clipping path activities
SEIP-IT-PBS-05-O	Perform digital marketing
<b>Assessment Centre:</b>	
<b>Date of Assessment:</b>	
<b>Time of Assessment:</b>	
<b>Instructions:</b>	
<p>Read and understand the directions carefully:</p> <ul style="list-style-type: none"> <li>▪ these oral questions are based on the performance criteria from all the units of competency in Masonry</li> <li>▪ oral questions are designed to enable additional assessment of your underpinning knowledge</li> <li>▪ you should present your responses as directed by the assessor</li> <li>▪ answer all the questions asked by the assessor as best as possible</li> </ul>	

ORAL QUESTIONS			
Question		Place a ✓ in the appropriate box to show if evidence has been demonstrated competently	
		Yes	No
1.	What is a workplace code of conduct and what is its main purpose?	<input type="checkbox"/>	<input type="checkbox"/>
2.	State 3 important issues from the OHS policy in IT Sector.	<input type="checkbox"/>	<input type="checkbox"/>
3.	What do you understand about the following visual information?  	<input type="checkbox"/>	<input type="checkbox"/>
4.	What are your key tasks as a PBS executive?	<input type="checkbox"/>	<input type="checkbox"/>
5.	Explain the impact of internal relationship of team members.	<input type="checkbox"/>	<input type="checkbox"/>
6.	Name three 3 types of Bangla keyboard layout.	<input type="checkbox"/>	<input type="checkbox"/>
7.	What is a simple way to share large files like videos to others via email?	<input type="checkbox"/>	<input type="checkbox"/>
8.	Name 3 KPO services.	<input type="checkbox"/>	<input type="checkbox"/>
9.	Identify at least 2 spreadsheet applications.	<input type="checkbox"/>	<input type="checkbox"/>
10.	What is analogue design?	<input type="checkbox"/>	<input type="checkbox"/>
11.	Name 4 platforms for digital marketing.	<input type="checkbox"/>	<input type="checkbox"/>
12.	Explain SEO.	<input type="checkbox"/>	<input type="checkbox"/>
13.	Define email marketing.	<input type="checkbox"/>	<input type="checkbox"/>
14.	Explain mobile app-based marketing.	<input type="checkbox"/>	<input type="checkbox"/>
15.	What is affiliate marketing?	<input type="checkbox"/>	<input type="checkbox"/>
16.	Explain the purpose of a business profile.	<input type="checkbox"/>	<input type="checkbox"/>
17.	What do you understand about CRM?	<input type="checkbox"/>	<input type="checkbox"/>
18.	Explain why it is good to use charts in reports.	<input type="checkbox"/>	<input type="checkbox"/>
19.	What are the key functions in the management process?	<input type="checkbox"/>	<input type="checkbox"/>
20.	Explain BPO.	<input type="checkbox"/>	<input type="checkbox"/>
21.	Identify the roles and objectives of an IT work team.	<input type="checkbox"/>	<input type="checkbox"/>
22.	Identify and briefly describe 3 commonly used IT tools.	<input type="checkbox"/>	<input type="checkbox"/>

23.	Name 2 different search browsers.	<input type="checkbox"/>	<input type="checkbox"/>
24.	What are some common health issues in the workplace?	<input type="checkbox"/>	<input type="checkbox"/>
25.	Identify 5 common workplace hazards.	<input type="checkbox"/>	<input type="checkbox"/>
26.	Why it is important to have emergency plans and procedures in the workplace?	<input type="checkbox"/>	<input type="checkbox"/>
27.	Name 2 typing applications for Bangla and English.	<input type="checkbox"/>	<input type="checkbox"/>
28.	Identify 4 social networks.	<input type="checkbox"/>	<input type="checkbox"/>
29.	Describe 1 audio and 1 video conferencing application.	<input type="checkbox"/>	<input type="checkbox"/>
30.	What is a conflict of interest?	<input type="checkbox"/>	<input type="checkbox"/>
31.	Briefly define customer service operation.	<input type="checkbox"/>	<input type="checkbox"/>
32.	List 3 key customer service skills.	<input type="checkbox"/>	<input type="checkbox"/>
33.	What is PBS?	<input type="checkbox"/>	<input type="checkbox"/>
34.	Name 3 key elements of a business proposal.	<input type="checkbox"/>	<input type="checkbox"/>
35.	Discuss a recent global trend in graphic design.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Feedback to candidate:</b>			
Assessment decision for this assessment activity:			
<input type="checkbox"/> <b>Competent</b> <input type="checkbox"/> <b>Not Yet Competent</b>			
<b>Candidate's Signature:</b>		<b>Date:</b>	
<b>Assessor' Signature:</b>		<b>Date:</b>	



## Oral Questioning Guideline

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<b>General Guidelines For Effective Questioning</b>	
▪	Keep questions short and focused on one key concept
▪	Ensure that questions are structured
▪	Test the questions to check that they are not ambiguous
▪	Use `open-ended questions such as `what if...?' and `why...?' questions, rather than closed questions
▪	Keep questions clear and straight forward and ask one at a time
▪	Use words that the candidate is able to understand
▪	Look at the candidate when asking questions
▪	Check to ensure that the candidate fully understands the questions
▪	Ask the candidate to clarify or re-phrase their answer if the assessor does not understand the initial response
▪	Confirm the candidate's response by repeating the answer back in his/her own words
▪	Encourage a conversational approach with the candidate when appropriate, to put him or her at ease
▪	Use questions or statements as prompts for keeping focused on the purpose of the questions and the kind of evidence being collected
▪	Use language at a suitable level for the candidate
▪	Listen carefully to the answers for opportunities to find unexpected evidence
▪	Follow up responses with further questions, if useful, to draw out more evidence or to make links between knowledge areas
▪	Compile a list of acceptable responses to ensure reliability of assessments

## Oral Questions (Optional) - Answers

Answers are highlighted in **bold** and *italics*.

ORAL QUESTIONS	
Question	Answer
1. What is a workplace code of conduct and what is its main purpose?	<b><i>A code of conduct states the rules, values, ethical principles and vision of a business. Having a code of conduct in the workplace provides staff with clear standards and expectations of how to do their job.</i></b>
2. State 3 important issues from the OHS policy in IT Sector.	<ol style="list-style-type: none"> <li><b><i>Seating arrangement.</i></b></li> <li><b><i>Radiation protective shield for monitor of glasses for eye.</i></b></li> <li><b><i>Taking break for 10 minutes in every 1 hour of work</i></b></li> </ol>
3. What do you understand about the following visual information?   	<ol style="list-style-type: none"> <li><b><i>No-Smoking zone</i></b></li> <li><b><i>Fire exit way during emergency</i></b></li> </ol>
4. What are your key tasks as a PBS executive?	<ol style="list-style-type: none"> <li><b><i>Clearly understand the requirements of clients.</i></b></li> <li><b><i>Make the website simple and attractive.</i></b></li> <li><b><i>Keep confidentiality of client's information.</i></b></li> </ol>
5. Explain the impact of internal relationship of team members.	<p><b><i>The better our relationships, the more effectively and efficiently leaders can achieve our desired outcomes.</i></b></p> <p><b><i>When two people connect because of mutual respect and admiration, they form a genuine bond that opens the door to trust. They can share ideas and simply enjoy each other. Rather than try to one-up the other, they can ask questions to understand and learn. By exchanging stories, they discover how they might help one another.</i></b></p> <p><b><i>Conversations are way more important than emails, newsletters, videos, or conference calls.</i></b></p>
6. Name three types of Bangla keyboard layout.	<ul style="list-style-type: none"> <li>▪ <b><i>Bijoy</i></b></li> <li>▪ <b><i>Proshhika</i></b></li> <li>▪ <b><i>Avro</i></b></li> </ul>
7. What is a simple way to share large files like videos to others via email?	<b><i>Put the video file on video sites (like Facebook, YouTube etc), clouds and send the link over email to the person to be shared.</i></b>
8. Name 3 KPO services.	<ul style="list-style-type: none"> <li>▪ <b><i>Research and development</i></b></li> <li>▪ <b><i>Financial consultancy and services</i></b></li> <li>▪ <b><i>Business and technical analysis</i></b></li> </ul>
9. Identify at least 2 spreadsheet applications.	<ul style="list-style-type: none"> <li>▪ <b><i>MS Excel</i></b></li> <li>▪ <b><i>SPSS</i></b></li> </ul>
10. What is analogue design?	<b><i>Analog design is any design where the material making the design is manipulated by hand, like paint. One can control any portion of it.</i></b>
11. Name 4 platforms for digital marketing.	<ul style="list-style-type: none"> <li>▪ <b><i>Facebook</i></b></li> <li>▪ <b><i>LinkedIn</i></b></li> <li>▪ <b><i>Instagram</i></b></li> <li>▪ <b><i>Google AdWords</i></b></li> </ul>



12.	Explain SEO.	<b>SEO or Search Engine Optimisation is the name given to activity that attempts to improve search engine rankings. In search results Google™ displays links to pages it considers relevant and authoritative. Authority is mostly measured by analysing the number and quality of links from other web pages.</b>
13.	Define email marketing.	<b>Email marketing is the act of sending a commercial message, typically to a group of people, using email. In its broadest sense, every email sent to a potential or current customer could be considered email marketing.</b>
14.	Explain mobile app-based marketing.	<b>Mobile app marketing is about interacting with your users through their entire lifecycle -- from when they first hear about your app, to when they become a loyal and regular user. Acquisition is the first step in a user's interaction with your app.</b>
15.	What is affiliate marketing?	<b>Affiliate marketing is one of the most popular ways people make money online. It is a strategy where an individual partners with a business in order to make a commission by referring readers or visitors to a business's particular product or service.</b>
16.	Explain the purpose of a business profile.	<b>A well-written business profile is an effective way to introduce the business to the potential customers and other stakeholders. A business profile is a professional introduction of the business and aims to inform the audience about its products and services.</b>
17.	What do you understand about CRM?	<b>CRM or Customer Relationship Management is a strategy for managing an organisation's relationships and interactions with customers and potential customers. A CRM system helps companies stay connected to customers, streamline processes, and improve profitability.</b>
18.	Explain why it is good to use charts in reports.	<b>A chart may be defined as a visual presentation of data. Businesses use graphs and charts to help them convey information and to make sense of data. Businesses have a wide variety of graphs and charts to choose from. They can use any of these charts and graphs.</b>
19.	What are the key functions in the management process?	<b>Management is a set of principles relating to the functions of planning, organizing, directing, and controlling, and the applications of these principles in harnessing physical, financial, human and informational resources efficiently and effectively to achieve organizational goals.</b>
20.	Explain BPO.	<b>Business process outsourcing (BPO) is the contracting of non-primary business activities and functions to a third-party provider. BPO services include payroll, human resources (HR), accounting and customer/call centre relations. BPO is also known as information technology enabled services (ITES)</b>
21.	Identify the roles and objectives of an IT work team.	<b>To implement and solve IT related projects (i.e. computer assembly, establishing networks, developing software).</b>
22.	Identify and briefly describe 3 commonly used IT tools.	<ul style="list-style-type: none"> <li>▪ <b>Computer</b></li> <li>▪ <b>Mobile phone</b></li> <li>▪ <b>Television</b></li> </ul>
23.	Name 2 different search browsers.	<ul style="list-style-type: none"> <li>▪ <b>Google Chrome</b></li> <li>▪ <b>Opera</b></li> </ul>

24.	What are some common health issues in the workplace?	<ul style="list-style-type: none"> <li>▪ <b>Back pain</b></li> <li>▪ <b>Headache</b></li> <li>▪ <b>Vision problems</b></li> </ul>
25.	Identify 5 common workplace hazards.	<ul style="list-style-type: none"> <li>▪ <b>Mess and clutter</b></li> <li>▪ <b>Electrical and wiring</b></li> <li>▪ <b>Fire</b></li> <li>▪ <b>Chair and desk arrangement</b></li> <li>▪ <b>Heights</b></li> </ul>
26.	Why it is important to have emergency plans and procedures in the workplace?	<b>This will reduce the possible losses due to workplace emergencies and to ensure preservation of life.</b>
27.	Name 2 typing applications for Bangla and English.	<ul style="list-style-type: none"> <li>▪ <b>Bijoy typing</b></li> <li>▪ <b>Avro</b></li> <li>▪ <b>Rapid Typing Tutor</b></li> <li>▪ <b>Max Type Pro</b></li> </ul>
28.	Identify 4 social networks.	<ul style="list-style-type: none"> <li>▪ <b>Facebook</b></li> <li>▪ <b>LinkedIn</b></li> <li>▪ <b>Twitter</b></li> <li>▪ <b>Instagram</b></li> </ul>
29.	Describe 1 audio and 1 video conferencing application.	<ul style="list-style-type: none"> <li>▪ <b>Uber</b></li> <li>▪ <b>Skype</b></li> </ul>
30.	What is a conflict of interest?	<b>A situation in which a person is able to derive personal benefit from actions or decisions made in their official capacity.</b>
31.	Briefly define customer service operation.	<b>Good customer service means helping customers efficiently and in a friendly manner.</b>
32.	List 3 key customer service skills.	<ul style="list-style-type: none"> <li>▪ <b>Patience</b></li> <li>▪ <b>Attentiveness</b></li> <li>▪ <b>Clear communication skills</b></li> </ul>
33.	What is PBS?	<b>Professional sack office services</b>
34.	Name 3 key elements of a business proposal.	<ul style="list-style-type: none"> <li>▪ <b>Executive summary</b></li> <li>▪ <b>Organisation management</b></li> <li>▪ <b>Financial projections</b></li> </ul>
35.	Discuss a recent global trend in graphic design.	<ul style="list-style-type: none"> <li>▪ <b>Open compositions</b></li> <li>▪ <b>3D: Depth of a new generation</b></li> <li>▪ <b>Anti-gravity: Flying &amp; floating elements</b></li> <li>▪ <b>Vivid colors &amp; Dreamy color combos</b></li> <li>▪ <b>Metallic effect: Golden, silver, iridescent</b></li> </ul>

## Assessment Evidence Summary Sheet

EVIDENCE SUMMARY SHEET			
<b>Candidate Name:</b>			
<b>Assessor Name:</b>			
<b>Qualification:</b>	Certificate in Professional Back Office Services		
<b>Assessment Centre:</b>			
<b>Date(s) of Assessment:</b>			
The performance of the candidate in the following unit or units of competency and the methods engaged to assess performance are as follows:			
Unit of Competency	Assessment Method	Competent	Not Yet Competent
All units of competency comprising of the qualification	Written Test	<input type="checkbox"/>	<input type="checkbox"/>
	Practical Demonstration 1 (Set ....)	<input type="checkbox"/>	<input type="checkbox"/>
	Practical Demonstration 2 (Set ....)	<input type="checkbox"/>	<input type="checkbox"/>
	Oral Questioning (optional)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Note:</b> Issuance of a certificate will only be given to a candidate who has successfully been assessed as competent for <b>ALL</b> units of competency.			
Recommendation			
<input type="checkbox"/> Issuance of Statement of Achievement ( <i>indicate title of SOA, if full Certificate is not met</i> )	<input type="checkbox"/> Submission of additional documents Specify:	<input type="checkbox"/> Reassessment Specify:	
Did the candidate overall performance meet the required evidence/standard?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Overall Evaluation:	<input type="checkbox"/> <b>Competent</b> <input type="checkbox"/> <b>Not Yet Competent</b>		
General Comments:			
Candidate Signature:		Date:	
Assessor Signature:		Date:	
Institution Manager Signature:		Date:	

CANDIDATES COPY  
 (Please presents this form when you claim your Certificate)

ASSESSMENT RESULTS SUMMARY			
<b>Qualification:</b>	Certificate in Professional Back Office Services		
<b>Name of Candidate:</b>		<b>Date:</b>	
<b>Name at Assessment Centre:</b>		<b>Date:</b>	
<b>Assessment Results:</b>	<input type="checkbox"/> <b>Competent</b>  <input type="checkbox"/> <b>Not Yet Competent</b>		
<b>Recommendation:</b>	<input type="checkbox"/> Issuance of SOA ( <i>indicate title of SOA, if full certificate is not met</i> )		
	<input type="checkbox"/> Submission of additional documents – specify:		
	<input type="checkbox"/> Reassessment - specify:		
<b>Assessed by:</b> (name and signature)		<b>Date:</b>	
<b>Attested by:</b> (name and signature):		<b>Date</b>	

## Assessment Validation Map

This identifies how the assessment tools in this resource may assess:

- elements and performance criteria
- critical aspects of assessment
- skills and knowledge
- employability skills

<b>Unit of Competency:</b>		SEIP-IT-PBS-01-G Carry out workplace interaction		
<b>Element</b>	<b>Assessment Evidence Method</b>			
	<b>Written</b>	<b>Practical</b>	<b>Oral</b>	
1. Interpret workplace communication and etiquette.		A1, A2, B1, B2, C1, C2	1	
2. Read and understand workplace documents.	1, 5, 10	A1, A2, B1, B2, C1, C2	3	
3. Participate in workplace meetings and discussions.	12	A1, A2, B1, B2, C1, C2		
4. Practice professional ethics at work.		A1, A2, B1, B2, C1, C2		
<b>Unit of Competency:</b>		SEIP-IT-PBS-02-G Operate in a team environment		
<b>Element</b>	<b>Assessment Method</b>			
	<b>Written</b>	<b>Practical</b>	<b>Oral</b>	
1. Identify team goals and work processes.			21	
2. Identify own role and responsibilities within team.			4	
3. Communicate and cooperate with team members.	4	A1, A2, B1, B2, C1, C2		
4. Practice problem solving within the team.			5	
<b>Unit of Competency:</b>		SEIP-IT-PBS-03-G Apply basic IT skills		
<b>Element</b>	<b>Assessment Method</b>			
	<b>Written</b>	<b>Practical</b>	<b>Oral</b>	
1. Identify and use most commonly used IT tools.			22	
2. Comprehend use of computer.	6	A1, A2, B1, B2, C1, C2		
3. Work with word processing application.		A1, A2, B1, B2, C1, C2		

4. Work with spread sheet.		A1, A2, B1, B2, C1, C2	
5. Access email and search the internet.	9	A2, B2, C2	7, 23
<b>Unit of Competency:</b>	SEIP-IT-PBS-01-S Apply occupational health and safety (OHS) in the workplace		
Element	Assessment Method		
	Written	Practical	Oral
1. Identify OHS policies and procedures.	2, 3	A1, A2, B1, B2, C1, C2	2
2. Apply personal health and safety practices.		A1, A2, B1, B2, C1, C2	24
3. Report hazards and risks.		A1, A2, B1, B2, C1, C2	25
4. Respond to emergencies.	3		26
<b>Unit of Competency:</b>	SEIP-IT-PBS-2-0S Type documents in Bangla and English		
Element	Assessment Method		
	Written	Practical	Oral
1. Install typing applications of Bangla and English.			27
2. Perform typing in Bangla and English.		A1, A2, B1, B2, C1, C2	6
3. Type document using different styles and formats.		A1, A2, B1, B2, C1, C2	
4. Perform touch-typing		A1, A2, B1, B2, C1, C2	
<b>Unit of Competency:</b>	SEIP-IT-PBS-03-S Use internet and social network		
Element	Assessment Method		
	Written	Practical	Oral
1. Interpret internet and social network.	20	A2, B2, C2	28
2. Use audio and video messaging applications.			29
3. Use social network.		A2, B2, C2	7
<b>Unit of Competency:</b>	SEIP-IT-PBS-04-S Comply with ethical standards in the workplace		
Element	Assessment Method		
	Written	Practical	Oral
1. Interpret the interests of clients.		A2, B2, C2	30

2. Deliver quality products and services.	11	A1, B1, C1	
3. Apply professionalism at work.		A1, A2, B1, B2, C1, C2	
4. Comply with workplace code of conduct.	14	A1, A2, B1, B2, C1, C2	
<b>Unit of Competency:</b>	SEIP-IT-PBS-05-S Acquire soft skills in customer service		
Element	Assessment Method		
	Written	Practical	Oral
1. Understand customer service operations.		A2, B2, C2	31
2. Identify soft skills requirements in the workplace.		A2, B2, C2	32
3. Perform required gesture and posture during customer service.	16		
<b>Unit of Competency:</b>	SEIP-IT-PBS-01-O Describe concept of professional back-office services (PBS)		
Element	Assessment Method		
	Written	Practical	Oral
1. Describe concept of professional back-office services (PBS).			33
2. Identify business process outsourcing (BPO).		A1, B1, C1	20
3. Identify knowledge process outsourcing (KPO).	7		8
4. Examine business management practices.			19
<b>Unit of Competency:</b>	SEIP-IT-PBS-02-O Use spreadsheets for business data management		
Element	Assessment Method		
	Written	Practical	Oral
1. Perform data entry.		A1, B1, C1	
2. Apply statistical analysis.	13		9
3. Produce graphical representation.		A1, B1, C1	18
4. Produce report.		A1, B1, C1	
<b>Unit of Competency:</b>	SEIP-IT-PBS-03-O Perform business development activities		
Element	Assessment Method		
	Written	Practical	Oral
1. Design business profile.		A1, B1, C1	16
2. Develop business proposal.	8	A1, B1, C1	34

3. Examine customer relationship management (CRM).		15		17
<b>Unit of Competency:</b>	SEIP-IT-PBS-04-O Perform clipping path activities			
Element	Assessment Method			
	Written	Practical	Oral	
1. Investigate graphic design concepts.			10, 35	
2. Apply basic design guidelines.		A2, B2, C2		
3. Create clipping path.	17	A2, B2, C2		
<b>Unit of Competency:</b>	SEIP-IT-PBS-05-O Perform digital marketing			
Element	Assessment Method			
	Written	Practical	Oral	
1. Understand digital marketing.	20		11	
2. Illustrate search engine optimisation (SEO).			12	
3. Examine affiliate marketing.			15	
4. Perform email marketing.		A2, B2, C2	13	
5. Describe mobile app marketing.	18, 19		14	