# Skills for Employment Investment Program (SEIP)

## COMPETENCY STANDARD

FOR

### PROFESSIONAL BACK OFFICE SERVICES (PBS)

*(IT SECTOR)*

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

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The Competency Standard for Professional Back Office Services (PBS) is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing training consistent with the requirements of industry in order for individuals who graduated through the established standard via competency-based assessment to be suitably qualified for a relevant job.

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## Introduction

The Skills for Employment Investment Program (SEIP) Project of the Finance Division of the Ministry of Finance has embarked on a project which aims to qualitatively and quantitatively expand the skilling capacity of identified public and private training providers by establishing and operationalising a responsive skill ecosystem and delivery mechanism through a combination of well-defined set of funding triggers and targeted capacity support.

Among the many components of the project, one is to promote a Market Responsive Inclusive Skills Training Delivery programme. Key priority economic growth sectors identified by the government have been targeted by the project to improve current job skills along with up-skilling of the existing workforce to ensure 'required skills to industry standards'. Training providers are encouraged and supported to work with industry to address identified skills and knowledge to enable industry growth and increased employment through the provision of market responsive inclusive skills training programmes. Priority sectors were identified to adopt a demand driven approach to training with effective inputs from Industry Skills Councils (ISC's), employer associations and employers.

This document is developed to improve skills and knowledge in accordance with the job roles, duties and tasks of the occupation and ensure that the required skills and knowledge are aligned to industry requirements.

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

## Overview

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

The purpose of a competency standards is to:

- provide a consistent and reliable set of components for training, recognising and assessing people's skills, and may also have optional support materials

- enable industry recognised qualifications to be awarded through direct assessment of workplace competencies

- encourage the development and delivery of flexible training which suits individual and industry requirements

- encourage learning and assessment in a work-related environment which leads to verifiable workplace outcomes

Competency standards are developed by a working group comprised of national and international subject-matter experts, SEIP, BTEB, ISC, and industry experts to identify the competencies required of an occupation in a particular sector.

Competency standards describe the skills, knowledge and attitude needed to perform effectively in the workplace. Competency standards acknowledge that people can achieve technical and vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it.

With competency standards, training and assessment may be conducted at the workplace or at training institute or any combination of these.

Competency standards consist of a number of units of competency. A unit of competency describes a distinct work activity that would normally be undertaken by one person in accordance with industry standards.

Units of competency are documented in a standard format that comprises of:

- unit title

- nominal duration

- unit code

- unit descriptor

- elements and performance criteria

- variables and range statement

- curricular content guide

- assessment evidence guide

Together, all the parts of a unit of competency:

- describe a work activity

- guide the assessor to determine whether the candidate is competent or not yet competent

Identification and validation of units of competency and elements for this occupation were made by experts within this sector. A series of meetings were held to accurately capture industry and employer needs and expectations, and develop the competency framework that would help to enhance the employability of the

youth trained. This process started on 1 January 2017 and concluded with a validation workshop with working group on 25 February 2018.

**Experts Involved**

Industry and subject-matter experts who provided their valuable inputs to develop this competency standard (January - April 2017, February 2018):

| Name | Organisation | Designation |
| --- | --- | --- |
| Towhid Hossain | BACCO, ISC-ICT | Secretary-General/Treasurer |
| Aminul Haque | Joint Secretary-General | BACCO |
| Lt Col Md. Mahtabul Haq, PSC (Retd) | SEIP-BACCO Project | Chief Coordinator |
| Mohammed Shorab Hossain Mojumder | SEIP-BACCO Project | Coordinator - Job Placement and Development |
| Khandaker Mohammed Reza | Amiable Tech Solution Incorporation | Project Manager (PBS) |
| Wasim Rahman | Times ASL | CEO Call Centre |
| Md. Mostofa Jaman | Genex Infosys Limited | Head of Training and Development |
| Nazmul Haque Khan (Nasib) | Digicon | Head of Learning and Development |
| Sirazul Islam | Service Solutions Limited | Senior Manager |
| Mohammad Akter Hossain | Genex Infosys Limited | Deputy Manager - Training and Development |
| Shah Manzur E Khuda | ISSL | Deputy Manager - Business Development and Projects |
| Rashmi Mehra | British Council - SD03 | International Consultant and Acting Team Leader |
| David King | British Council - SD03 | Team leader |
| Mahbub Ul Huda | British Council - SD03 | National Subject Matter Consultant - IT Sector |

**Development Workshop**

Working group formation and competency standard development workshop participants (held on 18 February 2018).

| Name | Organisation | Designation |
| --- | --- | --- |
| Md. Mostofa Jaman | Genex Infosys Limited | Head of Training and Development |
| Nazmul Haque Khan (Nasib) | Digicon | Head of Learning and Development |

| Name | Organisation | Designation |
|---|---|---|
| Mohammed Shorab Hossain Mojumder | SEIP-BACCO Project | Coordinator - Job Placement and Development |
| Ms Adina Alam | BACCO | Assistant Coordinator - Training |
| Dr. Md. Shah Alam Mojumder | BTEB | Specialist (Course Accreditation) |
| Md. Abdur Razzaque | SEIP | Specialist-1 (Competency Standards) |
| Syed Nasir Ershad | SEIP | AEPD (Public 1) |
| Mr. Mohiuzzaman | SEIP | Course Specialist |
| Dr. Wazed Ali | British Council - SD03 | Deputy Team Leader |
| Mahbub Ul Huda | British Council - SD03 | National Subject Matter Consultant – IT Sector |

**Validation Workshop**

Competency standard validation workshop participants (held on 25 February 2018).

| Name | Organisation | Designation |
|---|---|---|
| Md. Mostofa Jaman | Genex Infosys Limited | Head of Training and Development |
| Nazmul Haque Khan (Nasib) | Digicon | Head of Learning and Development |
| Mohammed Shorab Hossain Mojumder | SEIP-BACCO Project | Coordinator - Job Placement and Development |
| Jibaneswar Tripura | Digicon Technologies Limited | Team Leader |
| Saikat Choudhury | Digicon Technologies Limited | Quality Analyst |
| MD. Fazlul Bari | SEIP | DEPD |
| Syed Nasir Ershad | SEIP | AEPD (Public 1) |
| Sayeda Afroz | SEIP | AEPD |
| Mr. Mohiuzzaman | SEIP | Course Specialist |
| Md. Abdur Razzaque | SEIP | Specialist-1 (Competency Standards) |
| Dr. Wazed Ali | British Council - SD03 | Deputy Team Leader |
| Mahbub Ul Huda | British Council - SD03 | National Subject Matter Consultant - IT Sector |

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

- a chart with an overview of all Units of Competency for the relevant occupation, trade or job including the Unit Codes and the Unit of Competency titles and corresponding Elements

- the Competency Standard that includes the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide and Assessment Evidence Guide

## Competency Chart

| Units of Competency | Elements |
|---|---|

### A.   Generic (basic) Competencies (44 hours)

| Units of Competency | Elements | | |
|---|---|---|---|
| **Carry out workplace interaction** SEIP-IT-PBS-01-G | Interpret workplace communication and etiquette | Read and understand workplace documents | Participate in workplace meetings and discussions |
| | Practice professional ethics at work | | |
| **Operate in a team environment** SEIP-IT-PBS-02-G | Identify team goals and work processes | Identify own role and responsibilities within team | Communicate and co-operate with team members |
| | Practice problem solving within the team | | |
| **Apply basic IT skills** SEIP-IT-PBS-03-G | Identify and use most commonly used IT tools | Understand use of computer | Work with word processing application |
| | Work with spreadsheets | Access email and search the internet | |

### B.   Sector-specific (common) Competencies (52 hours)

| Units of Competency | Elements | | |
|---|---|---|---|
| **Apply occupational health and safety (OHS) practice in the workplace** SEIP-IT-PBS-01-S | Identify OHS policies and procedures | Apply personal health and safety practices | Report hazards and risks |
| | Respond to emergencies | | |
| **Type documents in Bangla and English** SEIP-IT-PBS-02-S | Install typing applications of Bangla and English | Perform typing in Bangla and English | Type document using different styles and formats |
| | Perform touch-typing | | |
| **Use internet and social network** SEIP-IT-PBS-03-S | Interpret internet and social network | Use audio and video messaging applications | Use social network |

| Comply with ethical standards in the workplace SEIP-IT-PBS-04-S | Interpret the interests of clients | Deliver quality products and services | Apply professionalism at work |
|---|---|---|---|
| | Comply with workplace code of conduct | | |

| Acquire soft skills in customer service SEIP-IT-PBS-05-S | Understand customer service operations | Identify soft skills requirements in the workplace | Perform required gesture and posture during customer service |
|---|---|---|---|

## C.    Occupation-specific (core) Competencies (124 hours)

| Interpret professional back office services (PBS) SEIP-IT-PBS-01-O | Describe concept of professional back-office services (PBS) | Identify business process outsourcing (BPO) | Identify knowledge process outsourcing (KPO) |
|---|---|---|---|
| | Examine business management practices | | |

| Use spreadsheets for business data management SEIP-IT-PBS-02-O | Perform data entry | Apply statistical analysis | Produce graphical representation |
|---|---|---|---|
| | Produce report | | |

| Perform business development activities SEIP-IT-PBS-03-O | Design business profile | Develop business proposal | Examine customer relationship management |
|---|---|---|---|

| Perform clipping path activities SEIP-IT-PBS-04-O | Investigate graphic design concepts | Apply basic design guidelines | Create clipping path |
|---|---|---|---|

| Perform digital marketing SEIP-IT-PBS-05-O | Understand digital marketing | Illustrate search engine optimisation (SEO) | Examine affiliate marketing |
|---|---|---|---|
| | Perform email marketing | Describe mobile app marketing | |

**Units and Elements Table**

## A.    Generic (basic) Competencies

| Code | Unit of Competency | Elements of Competency | Duration (hours) |
|---|---|---|---|
| SEIP-IT-PBS-01-G | Carry out workplace interaction | 1. Interpret workplace communication and etiquette.<br>2. Read and understand workplace documents.<br>3. Participate in workplace meetings and discussions.<br>4. Practice professional ethics at work. | 20 |
| SEIP-IT-PBS-02-G | Operate in a team environment | 1. Identify team goals and work processes.<br>2. Identify own role and responsibilities within team.<br>3. Communicate and co-operate with team members.<br>4. Practice problem-solving within the team. | 8 |
| SEIP-IT-PBS-03-G | Apply basic IT skills | 1. Identify and use most commonly used IT tools.<br>2. Understand use of computer.<br>3. Work with word processing application.<br>4. Work with spreadsheet.<br>5. Access email and search the internet. | 16 |
| **Total Hours** | | | **44** |

## B.    Sector-specific (common) Competencies

| Code | Unit of Competency | Elements of Competency | Duration (hours) |
|---|---|---|---|
| SEIP-IT-PBS-01-S | Apply occupational health and safety (OHS) practice in the workplace | 1. Identify OHS policies and procedures.<br>2. Apply personal health and safety practices.<br>3. Report hazards and risks.<br>4. Respond to emergencies. | 8 |
| SEIP-IT-PBS-02-S | Type documents in Bangla and English | 1. Install typing applications of Bangla and English.<br>2. Perform typing in Bangla and English.<br>3. Type document using different styles and formats.<br>4. Perform touch-typing. | 16 |

| Code | Unit of Competency | Elements of Competency | Duration (hours) |
|---|---|---|---|
| SEIP-IT-PBS-03-S | Use internet and social network | 1. Interpret internet and social network.<br>2. Use audio and video messaging applications.<br>3. Use social network. | 8 |
| SEIP-IT-PBS-04-S | Comply with ethical standards in the workplace | 1. Interpret the interests of clients.<br>2. Deliver quality products and services.<br>3. Apply professionalism at work.<br>4. Comply with workplace code of conduct. | 8 |
| SEIP-IT-PBS-05-S | Acquire soft skills in customer service | 1. Understand customer service operations.<br>2. Identify soft skills requirements in the workplace.<br>3. Perform required gesture and posture during customer service. | 12 |
| **Total Hours** | | | **52** |

## C. Occupation-specific (core) Competencies

| Code | Unit of Competency | Elements of Competency | Duration (hours) |
|---|---|---|---|
| SEIP-IT-PBS-01-O | Interpret professional back-office services (PBS) | 1. Describe concept of professional back-office services.<br>2. Identify business process outsourcing (BPO).<br>3. Identify knowledge process outsourcing (KPO).<br>4. Examine business management practices. | 8 |
| SEIP-IT-PBS-02-O | Use spreadsheets for business data management | 1. Perform data entry.<br>2. Apply statistical analysis.<br>3. Produce graphical representation.<br>4. Produce report. | 24 |
| SEIP-IT-PBS-03-O | Perform business development activities | 1. Design business profile.<br>2. Develop business proposal.<br>3. Examine customer relationship management (CRM). | 32 |
| SEIP-IT-PBS-04-O | Perform clipping path activities | 1. Investigate graphics design concepts.<br>2. Apply basic design guidelines.<br>3. Create clipping path. | 28 |

| Code | Unit of Competency | Elements of Competency | Duration (hours) |
|---|---|---|---|
| SEIP-IT-PBS-05-O | Perform digital marketing | 1. Understand digital marketing. <br> 2. Illustrate search engine optimisation (SEO). <br> 3. Examine affiliate marketing. <br> 4. Perform email marketing. <br> 5. Describe mobile app marketing. | 32 |
| **Total Hours** | | | **124** |

## Competency Standard

### A:    Generic (basic) Competencies

| Unit of Competency:<br>Carry out workplace interaction | Nominal Duration:<br>20 hours | Unit Code:<br>SEIP-IT-PBS-01-G |
|---|---|---|
| **Unit Descriptor:**<br>This unit covers the skills, knowledge, and attitudes required to carry out workplace interaction.  It specifically includes workplace communication, etiquette, understanding workplace documents, workplace meetings and discussions, and professional ethics at work. | | |

**Elements and Performance Criteria**

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

| Elements of Competency | Performance Criteria |
|---|---|
| **1.** Interpret workplace communication and etiquette | **1.1.** Workplace codes of conduct are interpreted as per organisational guidelines.<br>**1.2.** Appropriate lines of communication are maintained with supervisors and colleagues.<br>**1.3.** Workplace interactions are conducted in a **courteous manner** to gather and convey information.<br>**1.4.** **Workplace procedures and matters** are comprehended. |
| **2.** Read and understand workplace documents | **2.1.** Workplace documents are interpreted correctly.<br>**2.2.** Visual information/symbols/signage are understood correctly and followed.<br>**2.3.** Specific and relevant information are accessed from **appropriate sources.**<br>**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.<br>**3.2.** Meeting procedures and etiquette are followed.<br>**3.3.** Active participation is ensured, opinions are expressed and heard.<br>**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.<br>**4.2.** Tasks are performed in accordance with workplace procedures.<br>**4.3.** Confidentiality is maintained.<br>**4.4.** Inappropriate and conflicting situations are avoided. |

**Range of Variables**

| Variable | Range<br>*(may include but not limited to)* |
|---|---|
| **1.** Courteous manner | **1.1.** Effective questioning<br>**1.2.** Active listening<br>**1.3.** Speaking skills<br>**1.4.** Writing skill<br>**1.5.** Email etiquette |
| **2.** Workplace procedures and matters | **2.1.** Notes<br>**2.2.** Arranging a meeting<br>**2.3.** Agenda<br>**2.4.** Simple reports such as progress and incident reports<br>**2.5.** Job sheets<br>**2.6.** Operational manuals<br>**2.7.** Brochures and promotional material<br>**2.8.** Visual and graphic materials<br>**2.9.** Standards<br>**2.10.** OSH information<br>**2.11.** Signs |
| **3.** Appropriate sources | **3.1.** Human Resources (HR) Department<br>**3.2.** Managers<br>**3.3.** Supervisors<br>**3.4.** Management Information System (MIS) |

**Curricula Content Guide**

| Features of Curricula | Content |
|---|---|
| **1.** Underpinning knowledge | **1.1.** Workplace communication and etiquette<br>**1.2.** Workplace documents, signs and symbols<br>**1.3.** Meeting procedure and etiquette<br>**1.4.** Professional ethics |
| **2.** Underpinning skills | **2.1.** Demonstrate workplace communication and etiquette<br>**2.2.** Interpret workplace instructions and symbols<br>**2.3.** Demonstrate active participation on workplace meeting<br>**2.4.** Apply professional ethics at work |
| **3.** Underpinning attitudes | **3.1** Prompt in carrying out activities<br>**3.2** Tidy and punctual<br>**3.3** Respectful of peers, subordinates and seniors in the workplace<br>**3.4** Concerned about the work environment<br>**3.5** Sincere and honest concerning duties |

| Features of Curricula | Content |
|---|---|
| **4.** Resource implications | The following resources must be provided:<br>**4.1.** Workplace (simulated or actual)<br>**4.2.** Workplace procedures<br>**4.3.** Workplace documents, signs and symbols<br>**4.4.** Codes of conduct<br>**4.5.** Materials relevant to the proposed activity<br>**4.6.** Projector<br>**4.7.** Relevant specifications or work instructions<br>**4.8.** Stationary<br>**4.9.** Learning manual |

**Assessment Evidence Guide**

| Features of Evidence | Conditions |
|---|---|
| **1.** Critical aspects of competency | Assessment must evidence that the candidate:<br>**1.1.** interpreted workplace communication and etiquette<br>**1.2.** interpreted workplace instructions and symbols<br>**1.3.** performed active participation on workplace meetings |
| **2.** Methods of assessment | Methods of assessment may include but is not limited to:<br>**2.1.** written test<br>**2.2.** oral test<br>**2.3.** observation<br>**2.4.** demonstration<br>**2.5.** portfolio |
| **3.** Context of assessment | **3.1.** Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.<br>**3.2.** Assessment must be done by a suitably qualified/certified assessor. |

| Unit of Competency: Operate in a team environment | Nominal Duration: 8 hours | Unit Code: SEIP-IT-PBS-02-G |
|---|---|---|

**Unit Descriptor:**

This unit covers the skills, knowledge, and attitudes required to operate in a team environment. It specifically includes team goals and work processes, roles and responsibilities, team communication and problem solving within the team.

**Elements and Performance Criteria**

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

| Elements of Competency | Performance Criteria |
|---|---|
| **1.** Identify team goals and work processes | **1.1.** Roles and objectives of the team are identified and interpreted.<br>**1.2.** Roles and responsibilities of team members are identified and interpreted. |
| **2.** Identify own role and responsibilities within team | **2.1.** Personal role and responsibilities are identified within the team environment.<br>**2.2.** Reporting relationships are interpreted within team and external to team. |
| **3.** Communicate and co-operate with team members | **3.1.** Other teammates' tasks are identified and support provided when necessary.<br>**3.2.** The team is encouraged through **sharing information** or expertise, working together to solve problems, and putting team success first.<br>**3.3.** Views and opinions of other team members are interpreted and respected. |
| **4.** Practice problem solving within the team | **4.1.** Problems faced at the individual and team level are identified and showed insight into the root-causes of the problems.<br>**4.2.** A range of solutions and courses of action are identified together with benefits, costs, and risks associated with each.<br>**4.3.** The good ideas of others to help develop solutions are recognised and advice sought from those who have solved similar problems.<br>**4.4.** It is looked beyond the obvious and not stopped at the first answers. |

**Range of Variables**

| Variable | Range<br>*(may include but not limited to)* |
|---|---|
| **1.** Sharing information | **1.1.** Agenda<br>**1.2.** Minutes<br>**1.3.** Progress and incident reports<br>**1.4.** Operational manuals<br>**1.5.** Visual and graphic materials<br>**1.6.** Emails and SMS<br>**1.7.** Phone directory<br>**1.8.** Policy, procedure and standards<br>**1.9.** OSH information |

**Curricula Content Guide**

| Features of Curricula | Content |
|---|---|
| **1.** Underpinning knowledge | **1.1.** Team goal and work process<br>**1.2.** Roles and responsibilities<br>**1.3.** Finding problems and solving them |
| **2.** Underpinning skills | **2.1.** Identify own role and responsibility within team<br>**2.2.** Communicate and co-operating with team members<br>**2.3.** Demonstrate problem solving within the team |
| **3.** Underpinning attitudes | **3.1.** Active on teamwork<br>**3.2.** Prompt in carrying out activities<br>**3.3.** Tidy and punctual<br>**3.4.** Respectful of peers, subordinates and seniors in the workplace<br>**3.5.** Sincere and honest concerning duties |
| **4.** Resource implications | The following resources must be provided:<br>**4.1.** Workplace (simulated or actual)<br>**4.2.** Projector<br>**4.3.** Stationary<br>**4.4.** Learning manual |

**Assessment Evidence Guide**

| Features of Evidence | Conditions |
|---|---|
| **1.** Critical aspects of competency | Assessment must evidence that the candidate:<br>**1.1.** identified own role and responsibility within team<br>**1.2.** communicated and co-operated with team members<br>**1.3.** demonstrated problem solving within the team |

| Features of Evidence | Conditions |
|---|---|
| **2.** Methods of assessment | Methods of assessment may include but is not limited to:<br>**2.1.** written test<br>**2.2.** oral test<br>**2.3.** observation<br>**2.4.** demonstration<br>**2.5.** portfolio |
| **3.** Context of assessment | **3.1.** Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.<br>**3.2.** Assessment must be done by a suitably qualified/certified assessor. |

| Unit of Competency:<br>Apply basic IT skills | Nominal Duration:<br>16 hours | Unit Code:<br>SEIP-IT-PBS-03-G |
| --- | --- | --- |

**Unit Descriptor:**

This unit covers the skills, knowledge, and attitudes required to apply basic IT skills. It specifically includes identifying IT tools, using computer, word processing and spreadsheet application, email and searching on internet.

**Elements and Performance Criteria**

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

| Elements of Competency | Performance Criteria |
| --- | --- |
| **1.** Identify and use most commonly used IT tools | **1.1.** History of information technology (IT) is identified and summarised.<br><br>**1.2.** Commonly used **IT tools** are identified and described. |
| **2.** Comprehend use of computer | **2.1.** Basic parts of a computer are identified.<br><br>**2.2.** Turning on and off technique of a computer is performed.<br><br>**2.3.** Working environment, functions and features of operating system is interpreted.<br><br>**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.<br><br>**3.2.** Basic typing technique to document is applied.<br><br>**3.3.** Word processing techniques to document are employed.<br><br>**3.4.** Personal CV writing using suitable word processing technique is practiced.<br><br>**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.<br><br>**4.2.** Data entry on spreadsheet appropriate to perform activity is performed.<br><br>**4.3.** **Data manipulation techniques** to spreadsheet are applied.<br><br>**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.<br><br>**5.2.** Writing and sending workplace emails is completed.<br><br>**5.3.** Different **browsers** to work online are identified and selected.<br><br>**5.4.** Browse different web portals and apply proper search techniques. |

**Range of Variables**

| Variable | Range<br>*(may include but not limited to)* |
|---|---|
| **1.** IT tools | **1.1.** Cell phone<br>**1.2.** Tablets<br>**1.3.** Computers, laptops, notebooks<br>**1.4.** Internet<br>**1.5.** Software<br>**1.6.** Satellite |
| **2.** Data manipulation techniques | **2.1.** Sum<br>**2.2.** Average<br>**2.3.** Count<br>**2.4.** Max<br>**2.5.** Min<br>**2.6.** If<br>**2.7.** Sort<br>**2.8.** Fill<br>**2.9.** Header<br>**2.10.** Footer<br>**2.11.** Print |
| **3.** Browsers | **3.1.** Internet Explorer<br>**3.2.** Firefox<br>**3.3.** Google Chrome<br>**3.4.** Opera<br>**3.5.** Safari<br>**3.6.** Omni Web<br>**3.7.** Microsoft Edge |

**Curricula Content Guide**

| Features of Curricula | Content |
|---|---|
| **1.** Underpinning knowledge | **1.1.** IT and IT tools<br>**1.2.** Computer trouble-shooting<br>**1.3.** Techniques to access internet |
| **2.** Underpinning skills | **2.1.** Demonstrate simple trouble-shooting with computer<br>**2.2.** Demonstrate typing on word processing software<br>**2.3.** Demonstrate data entry with spreadsheet<br>**2.4.** Open email account and use it for different purposes |

| Features of Curricula | Content |
|---|---|
| **3.** Underpinning attitudes | **3.1.** Active on teamwork<br>**3.2.** Prompt in carrying out activities<br>**3.3.** Tidy and punctual<br>**3.4.** Respectful of peers, subordinates and seniors in the workplace<br>**3.5.** Sincere and honest concerning duties |
| **4.** Resource implications | The following resources must be provided:<br>**4.1.** Workplace (simulated or actual)<br>**4.2.** IT tools<br>**4.3.** Computer/laptop<br>**4.4.** Word processing software<br>**4.5.** Internet connection<br>**4.6.** Stationary<br>**4.7.** Learning manuals |

**Assessment Evidence Guide**

| Features of Evidence | Conditions |
|---|---|
| **1.** Critical aspects of competency | Assessment must evidence that the candidate:<br>**1.1.** identified commonly used it tools<br>**1.2.** performed simple trouble-shooting with computer<br>**1.3.** performed typing on word processing software, saved and retrieved documents<br>**1.4.** performed data entry with spreadsheet<br>**1.5.** used email account for different online purposes |
| **2.** Methods of assessment | Methods of assessment may include but is not limited to:<br>**2.1.** written test<br>**2.2.** oral test<br>**2.3.** observation<br>**2.4.** demonstration<br>**2.5.** portfolio |
| **3.** Context of assessment | **3.1.** Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.<br>**3.2.** Assessment must be done by a suitably qualified/certified assessor. |

## B: Sector-specific (common) Competencies

| Unit of Competency:<br>Apply occupational health and safety (OHS) in the workplace | Nominal Duration:<br>8 hours | Unit Code:<br>SEIP-IT-PBS-01-S |
|---|---|---|

| Unit Descriptor: |
|---|
| This unit covers the skills, knowledge, and attitudes required to apply occupational health and safety (OHS) in the workplace.  It specifically includes identifying OHS policies and procedures, applying personal health and safety practices, reporting hazards and risks, and responding to emergencies. |

**Elements and Performance Criteria**

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

| Elements of Competency | Performance Criteria |
|---|---|
| 1. Identify OHS policies and procedures | 1.1. **OHS policies** and safe operating procedures are interpreted.<br>1.2. Safety signs and symbols are identified and followed.<br>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).<br>2.2. Common health issues are recognised.<br>2.3. Common safety issues are identified. |
| 3. Report hazards and risks | 3.1. Hazards and risks are identified.<br>3.2. Hazards and risks assessment and controls are interpreted. |
| 4. Respond to emergencies | 4.1. Responded to alarms and warning devices.<br>4.2. **Emergency response plans and procedures** are responded to.<br>4.3. **First aid procedures** during emergency situations are identified. |

**Range of Variables**

| Variable | Range<br>*(may include but not limited to)* |
|---|---|
| 1. OHS policies | 1.1. Organisational OHS policies<br>1.2. International OHS requirements<br>1.3. Fire safety rules and regulations |
| 2. Emergency response plans and procedures | 2.1. Firefighting procedures<br>2.2. Earthquake response procedures<br>2.3. Emergency response plans and procedures<br>2.4. Medical and first aid |

| Variable | Range<br>*(may include but not limited to)* |
|---|---|
| **3.** First aid procedure | **3.1.** Washing of open wound<br><br>**3.2.** Washing chemically infected area<br><br>**3.3.** Applying bandage<br><br>**3.4.** Taking appropriate medicine |

**Curricula Content Guide**

| Features of Curricula | Content |
|---|---|
| **1.** Underpinning knowledge | **1.1.** Workplace OHS policies and procedures<br><br>**1.2.** Work safety procedures<br><br>**1.3.** Emergency response procedures:<br><br>    **1.3.1.** Firefighting<br><br>    **1.3.2.** Earthquake response<br><br>    **1.3.3.** Accident response<br><br>**1.4.** Types of hazards (biological, chemical and physical) and their effects<br><br>**1.5.** OHS awareness |
| **2.** Underpinning skills | **2.1.** Identify OHS policies and procedures<br><br>**2.2.** Apply personal health and safety practices<br><br>**2.3.** Report hazards and risks<br><br>**2.4.** Respond to emergencies |
| **3.** Underpinning attitudes | **3.1** Committed to occupational health and safety practices<br><br>**3.2** Communicates well with peers, subordinates and seniors in workplace<br><br>**3.3** Prompt in carrying out activities<br><br>**3.4** Tidy and punctual<br><br>**3.5** Sincere and honest concerning duties<br><br>**3.6** Responsible during emergencies |
| **4.** Resource implications | The following resources must be provided:<br><br>**4.1.** Workplace (simulated or actual)<br><br>**4.2.** Personal protective equipment (PPE)<br><br>**4.3.** Firefighting equipment<br><br>**4.4.** Emergency response manual<br><br>**4.5.** First aid kits<br><br>**4.6.** Stationary<br><br>**4.7.** Learning manual |

**Assessment Evidence Guide**

| Features of Evidence | Conditions |
|---|---|
| **1.** Critical aspects of competency | Assessment must evidence that the candidate:<br>**1.1.** identified OHS policies and procedures<br>**1.2.** applied personal health and safety practices<br>**1.3.** reported hazards and risks<br>**1.4.** responded to emergencies |
| **2.** Methods of assessment | Methods of assessment may include but is not limited to:<br>**2.1.** written test<br>**2.2.** oral test<br>**2.3.** observation<br>**2.4.** demonstration<br>**2.5.** portfolio |
| **3.** Context of assessment | **3.1.** Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.<br>**3.2.** Assessment must be done by a suitably qualified/certified assessor. |

| Unit of Competency:<br>Type documents in Bangla and English | Nominal Duration:<br>16 hours | Unit Code:<br>SEIP-IT-PBS-02-S |
|---|---|---|
| **Unit Descriptor:**<br><br>This unit covers the skills, knowledge, and attitudes required to type documents in Bangla and English in the workplace. It specifically includes identifying and using the appropriate application, tools, keyboard layout, style formats and touch-typing for typing documents. | | |

**Elements and Performance Criteria**

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

| Elements of Competency | Performance Criteria |
|---|---|
| **1.** Install typing applications of Bangla and English | **1.1.** **Typing applications in Bangla** are identified and installed.<br><br>**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.<br><br>**2.2.** Appropriate **keyboard layout** for Bangla typing is selected.<br><br>**2.3.** Touch typing technique is used.<br><br>**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.<br><br>**3.2.** Different styles in typing document are applied to document.<br><br>**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.<br><br>**4.2.** Error-free typing at a speed of 30–50 wpm in Bangla is carried out. |

**Range of Variables**

| Variable | Range<br>*(may include but not limited to)* |
|---|---|
| **1.** Typing applications in Bangla | **1.1.** Avro<br><br>**1.2.** Bijoy Bangla<br><br>**1.3.** Easy Bangla Typing for Android<br><br>**1.4.** Bengali Typing Tutor<br><br>**1.5.** Bhasha Shoinik<br><br>**1.6.** Bengali typing software |
| **2.** Typing applications in English | **2.1.** Typing Master<br><br>**2.2.** Rapid Typing Tutor<br><br>**2.3.** Typing Tutor |

| Variable | Range<br>*(may include but not limited to)* |
|---|---|
| **3.** Tools | **3.1.** Keyboard<br>**3.2.** Optical keyboard<br>**3.3.** Mouse for onscreen typing<br>**3.4.** Touch screen<br>**3.5.** Microphone for voice typing |
| **4.** Keyboard layout | **4.1.** Avro Easy<br>**4.2.** Avro Phonetic<br>**4.3.** Bijoy<br>**4.4.** Bijoy Unicode<br>**4.5.** Bornona<br>**4.6.** Munir_Optima_uni<br>**4.7.** National (Jatio)<br>**4.8.** Probhat (semi phonetic) |
| **5.** Style formats | **5.1.** File names<br>**5.2.** Hyperlinks<br>**5.3.** Page layout<br>**5.4.** Word styles – ValleyView templates<br>**5.5.** Borders, lines and outlines<br>**5.6.** Graphics and tables<br>**5.7.** Font style, size and formats |

**Curricula Content Guide**

| Features of Curricula | Content |
|---|---|
| **1.** Underpinning knowledge | **1.1.** Typing software<br>**1.2.** Typing tools and keyboard layout<br>**1.3.** Style format |
| **2.** Underpinning skills | **2.1.** Install typing software to work with<br>**2.2.** Type with preferred keyboard layout<br>**2.3.** Apply style formats on documents<br>**2.4.** Perform touch-typing |
| **3.** Underpinning attitudes | **3.1.** Eager to learn<br>**3.2.** Tidy and punctual<br>**3.3.** Concerned with proper use of computer and peripherals<br>**3.4.** Concerned for other's rights<br>**3.5.** Observes netiquette<br>**3.6.** Sincere and honest concerning duties |

| Features of Curricula | Content |
|---|---|
| 4. Resource implications | The following resources must be provided:<br>**4.1.** Workplace (simulated or actual)<br>**4.2.** Internet connectivity<br>**4.3.** Popular browsers<br>**4.4.** Social media platforms<br>**4.5.** Laptops/computers<br>**4.6.** Projector<br>**4.7.** Stationary<br>**4.8.** Learning manual |

**Assessment Evidence Guide**

| Features of Evidence | Conditions |
|---|---|
| 1. Critical aspects of competency | Assessment must evidence that the candidate:<br>**1.1.** identified appropriate tools for typing<br>**1.2.** selected appropriate keyboard layout for Bangla typing<br>**1.3.** performed typing Bangla and English with preferred tools with at least 40 wpm typing speed |
| 2. Methods of assessment | Methods of assessment may include but is not limited to:<br>**2.1.** written test<br>**2.2.** oral test<br>**2.3.** observation<br>**2.4.** demonstration<br>**2.5.** portfolio |
| 3. Context of assessment | **3.1.** Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.<br>**3.2.** Assessment must be done by a suitably qualified/certified assessor. |

| Unit of Competency:<br>Use internet and social network | Nominal Duration:<br>8 hours | Unit Code:<br>SEIP-IT-PBS-03-S |
|---|---|---|
| **Unit Descriptor:** | | |
| This unit covers the skills, knowledge, and attitudes required to practice the use of internet and social network.  It specifically includes explaining the internet and social networks, using audio and video messaging applications and using social network. | | |

**Elements and Performance Criteria**

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

| Elements of Competency | Performance Criteria |
|---|---|
| **1.** Interpret internet and social network | **1.1.** The internet and how it works is explained.<br>**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.<br>**2.2.** Audio and video applications appropriate to work activity are identified.<br>**2.3.** **Video** conferencing with appropriate **application** is carried out.<br>**2.4.** **Audio** conferencing with appropriate **application** is carried out. |
| **3.** Use social network | **3.1.** Account on **social network** is created.<br>**3.2.** Social network is used effectively. |

**Range of Variables**

| Variable | Range<br>*(may include but not limited to)* |
|---|---|
| **1.** Video application | **1.1.** Skype<br>**1.2.** WhatsApp<br>**1.3.** Duo<br>**1.4.** Viber<br>**1.5.** Messenger |
| **2.** Audio application | **2.1.** Uber conference<br>**2.2.** Wiggio |
| **3.** Social network | **3.1.** Facebook<br>**3.2.** Workplace<br>**3.3.** Twitter<br>**3.4.** LinkedIn<br>**3.5.** YouTube<br>**3.6.** Google Plus<br>**3.7.** Flicker |

**Curricula Content Guide**

| Features of Curricula | Content |
|---|---|
| **1.** Underpinning knowledge | **1.1.** Online audio messaging <br> **1.2.** Video messaging <br> **1.3.** Social media |
| **2.** Underpinning skills | **2.1.** Interpret internet and social network <br> **2.2.** Use audio and video messaging applications <br> **2.3.** Demonstrate use of social network |
| **3.** Underpinning attitudes | **3.1** Eager to learn <br> **3.2** Tidy and punctual <br> **3.3** Concerned about proper use of computer and peripherals <br> **3.4** Concerned for other's rights <br> **3.5** Observes netiquette <br> **3.6** Sincere and honest concerning duties |
| **4.** Resource implications | The following resources must be provided: <br> **4.1.** Workplace (simulated or actual) <br> **4.2.** Environment on internet <br> **4.3.** Popular browsers <br> **4.4.** Audio-video chatting apps <br> **4.5.** Course materials <br> **4.6.** Laptops/computers <br> **4.7.** Projector Stationary <br> **4.8.** Learning manual |

**Assessment Evidence Guide**

| Features of Evidence | Conditions |
|---|---|
| **1.** Critical aspects of competency | Assessment must evidence that the candidate: <br> **1.1.** explained internet and social network <br> **1.2.** used audio and video messaging applications <br> **1.3.** performed use of social network |
| **2.** Methods of assessment | Methods of assessment may include but is not limited to: <br> **2.1.** written test <br> **2.2.** oral test <br> **2.3.** observation <br> **2.4.** demonstration <br> **2.5.** portfolio |

| Features of Evidence | Conditions |
|---|---|
| **3.** Context of assessment | **3.1.** Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.<br><br>**3.2.** Assessment must be done by a suitably qualified/certified assessor. |

| Unit of Competency:<br>Comply with ethical standards in the workplace | Nominal Duration:<br>8 hours | Unit Code:<br>SEIP-IT-PBS-04-S |
|---|---|---|

**Unit Descriptor:**

This unit covers the skills, knowledge, and attitudes required to comply with ethical standards in the workplace. It specifically includes identifying points of client satisfaction, quality product and service delivery, professionalism and following professional code of conduct.

**Elements and Performance Criteria**

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

| Elements of Competency | Performance Criteria |
|---|---|
| **1.** Interpret the interests of clients | **1.1.** Client's view is interpreted and respected.<br>**1.2.** Confidentiality of information is upheld in accordance with organisational policies, **national legislation** and workplace policies.<br>**1.3.** Potential conflicts of interests are identified and informed to proper authority. |
| **2.** Deliver quality products and services | **2.1.** Benchmark of product and service quality is identified.<br>**2.2.** Necessity of quality product and service delivery is identified and followed.<br>**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.<br>**3.2.** Professional image in the workplace is maintained.<br>**3.3.** Negotiate effectively with clients. |
| **4.** Comply with workplace code of conduct | **4.1.** IT security requirements are complied with.<br>**4.2.** Workplace code of conduct is identified and interpreted.<br>**4.3.** Workplace code of conduct is followed as stated in company guidelines. |

**Range of Variables**

| Variable | Range<br>*(may include but not limited to)* |
|---|---|
| **1.** National legislation | **1.1.** Industry/sector code of ethics<br>**1.2.** International and national guidelines for consumer protection<br>**1.3.** International and national copyright laws<br>**1.4.** Occupational health and safety requirements<br>**1.5.** Intellectual property rights law<br>**1.6.** Legal and regulatory policies in the information technology sector<br>**1.7.** Fire safety rules and regulations |

**Curricula Content Guide**

| Features of Curricula | Content |
|---|---|
| **1.** Underpinning knowledge | **1.1.** Code of conduct in the workplace <br> **1.2.** Industry and international standards <br> **1.3.** Client satisfaction |
| **2.** Underpinning skills | **2.1.** Interpret quality product and services <br> **2.2.** Demonstrate professionalism in the workplace <br> **2.3.** Compliance with workplace code of conduct |
| **3.** Underpinning attitudes | **3.1** Eager to learn <br> **3.2** Tidy and punctual <br> **3.3** Concerned about proper use of computer and peripherals <br> **3.4** Concerned for other's rights <br> **3.5** Sincere and honest concerning duties |
| **4.** Resource implications | The following resources must be provided: <br> **4.1.** Workplace (simulated or actual) <br> **4.2.** Personal computer and peripherals <br> **4.3.** Software <br> **4.4.** Pens <br> **4.5.** Papers <br> **4.6.** Projector <br> **4.7.** Stationary <br> **4.8.** Learning manual |

**Assessment Evidence Guide**

| Features of Evidence | Conditions |
|---|---|
| **1.** Critical aspects of competency | Assessment must evidence that the candidate: <br> **1.1.** interpreted quality product and services <br> **1.2.** applied professionalism in the workplace <br> **1.3.** complied with workplace code of conduct |
| **2.** Methods of assessment | Methods of assessment may include but is not limited to: <br> **2.1.** written test <br> **2.2.** oral test <br> **2.3.** observation <br> **2.4.** demonstration <br> **2.5.** portfolio |
| **3.** Context of assessment | **3.1.** Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency. <br> **3.2.** Assessment must be done by a suitably qualified/certified assessor. |

| Unit of Competency:<br>Acquire soft skills in customer service | Nominal Duration:<br>12 hours | Unit Code:<br>SEIP-IT-PBS-05-S |
|---|---|---|

**Unit Descriptor:**

This unit covers the skills, knowledge, and attitudes required to acquire soft skills in customer service. It specifically includes identifying call centre operation, soft skills and gesture-posture requirement for customer service.

**Elements and Performance Criteria**

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

| Elements of Competency | Performance Criteria |
|---|---|
| 1. Understand customer service operations | 1.1. Customer service operation is identified and interpreted.<br>1.2. Duties of a customer service agent are identified.<br>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.<br>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.<br>3.2. Do's and don'ts of body language and posture during customer service interaction are identified. |

**Range of Variables**

| Variable | Range<br>*(may include but not limited to)* |
|---|---|
| 1. Customer service skills | 1.1. Patience<br>1.2. Attentiveness<br>1.3. Respectfulness<br>1.4. Clear communication<br>1.5. Product or service knowledge<br>1.6. Positive language<br>1.7. Time management<br>1.8. Identifying needs<br>1.9. Calmness<br>1.10. Situational awareness<br>1.11. Persuasion<br>1.12. Tenacity<br>1.13. Closing |

| Variable | Range<br>*(may include but not limited to)* |
|---|---|
| **2.** Soft skills | **2.1.** Social grace<br>**2.2.** Language<br>**2.3.** Friendliness<br>**2.4.** Personal habits<br>**2.5.** Optimism<br>**2.6.** Teamwork<br>**2.7.** Stress management<br>**2.8.** Responsibility<br>**2.9.** Self-esteem<br>**2.10.** Self-management |

**Curricula Content Guide**

| Features of Curricula | Content |
|---|---|
| **1.** Underpinning knowledge | **1.1.** Scope and structure of customer service operations<br>**1.2.** Duties of a call centre agent<br>**1.3.** Soft skills techniques<br>**1.4.** Acceptable gesture and posture |
| **2.** Underpinning skills | **2.1.** Interpret customer service skills<br>**2.2.** Apply soft skills at work<br>**2.3.** Demonstrate required gesture and posture at work |
| **3.** Underpinning attitudes | **3.1** Eager to learn<br>**3.2** Tidy and punctual<br>**3.3** Concerned for other's rights<br>**3.4** Sincere and honest concerning duties |
| **4.** Resource implications | The following resources must be provided:<br>**4.1.** Workplace (simulated or actual)<br>**4.2.** Environment on internet<br>**4.3.** Course materials<br>**4.4.** Laptops/computers<br>**4.5.** Projector<br>**4.6.** Stationary<br>**4.7.** Learning manual |

**Assessment Evidence Guide**

| Features of Evidence | Conditions |
|---|---|
| **1.** Critical aspects of competency | Assessment must evidence that the candidate:<br>**1.1.** interpreted customer service skills required<br>**1.2.** applied soft skills at work<br>**1.3.** demonstrated required gesture and posture at work |
| **2.** Methods of assessment | Methods of assessment may include but is not limited to:<br>**2.1.** written test<br>**2.2.** oral test<br>**2.3.** observation<br>**2.4.** demonstration<br>**2.5.** portfolio |
| **3.** Context of assessment | **3.1.** Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.<br>**3.2.** Assessment must be done by a suitably qualified/certified assessor. |

## C:   Occupation-specific (core) Competencies

| Unit of Competency: Interpret professional back-office services (PBS) | Nominal Duration: 28 hours | Unit Code: SEIP-IT-PBS-01-O |
|---|---|---|

| Unit Descriptor: |
|---|
| This unit covers the skills, knowledge, and attitudes required to interpret professional back office services (PBS).  It specifically includes describing the concept of professional back office service (PBS), identify business process outsourcing (BPO) and knowledge process outsourcing (KPO) services, and examine business management practices. |

**Elements and Performance Criteria**

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

| Elements of Competency | Performance Criteria |
|---|---|
| 1.   Describe concept of professional back-office services (PBS) | 1.1.   PBS are identified and defined. <br> 1.2.   Duties of a back office executive are identified. <br> 1.3.   **Platforms of back office** services are identified. |
| 2.   Identify business process outsourcing (BPO) | 2.1.   BPO is defined and compared. <br> 2.2.   **BPO services** are identified and described. |
| 3.   Identify knowledge process outsourcing (KPO) | 3.1.   KPO is defined and compared. <br> 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. <br> 4.2.   **Management hierarchy** is identified and categorised. <br> 4.3.   **Management roles** are identified and distinguished including the skills and knowledge related to each role. |

**Range of Variables**

| Variable | Range (may include but not limited to) |
|---|---|
| 1.   Platforms of back office | 1.1.   Business process outsourcing (BPO) <br> 1.2.   Knowledge process outsourcing (KPO) |
| 2.   BPO services | 2.1.   Contact centre (inbound, outbound, chatting, email) <br> 2.2.   Data entry <br> 2.3.   Image processing <br> 2.4.   Digital marketing |

| Variable | Range<br>*(may include but not limited to)* |
|---|---|
| **3.** KPO services | **3.1.** Accounting outsource service<br>**3.2.** Industry analysis<br>**3.3.** Brand analysis<br>**3.4.** Business research services<br>**3.5.** Editorial process outsourcing |
| **4.** Management functions | **4.1.** Planning<br>**4.2.** Organising<br>**4.3.** Coordinating<br>**4.4.** Directing<br>**4.5.** Delegating<br>**4.6.** Staffing<br>**4.7.** Controlling<br>**4.8.** Reviewing |
| **5.** Management hierarchy | **5.1.** Executive level<br>**5.2.** Mid-level<br>**5.3.** Supervisory |
| **6.** Management roles | **6.1.** Interpersonal<br>**6.2.** Informational<br>**6.3.** Decision-making |

**Curricula Content Guide**

| Features of Curricula | Content |
|---|---|
| **1.** Underpinning knowledge | **1.1.** Back office services<br>**1.2.** BPO<br>**1.3.** KPO<br>**1.4.** Management practices |
| **2.** Underpinning skills | **2.1.** Define BPO<br>**2.2.** Define KPO<br>**2.3.** Examine business management practices |
| **3.** Underpinning attitudes | **3.1** Eager to learn<br>**3.2** Tidy and punctual<br>**3.3** Concerned for other's rights<br>**3.4** Sincere and honest concerning duties<br>**3.5** Accept the job is shifting type |

| Features of Curricula | Content |
|---|---|
| **4.** Resource implications | The following resources must be provided:<br>**4.1.** Workplace (simulated or actual)<br>**4.2.** Computer/laptop/notebook<br>**4.3.** Software<br>**4.4.** Projector<br>**4.5.** Stationary<br>**4.6.** Learning manual |

**Assessment Evidence Guide**

| Features of Evidence | Conditions |
|---|---|
| **1.** Critical aspects of competency | Assessment must evidence that the candidate:<br>**1.1.** described professional back office services<br>**1.2.** identified and defined BPO<br>**1.3.** identified and defined KPO<br>**1.1.** examined business management practices |
| **2.** Methods of assessment | Methods of assessment may include but is not limited to:<br>**2.1.** written test<br>**2.2.** oral test<br>**2.3.** observation<br>**2.4.** demonstration<br>**2.5.** portfolio |
| **3.** Context of assessment | **3.1.** Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.<br>**3.2.** Assessment must be done by a suitably qualified/certified assessor. |

| Unit of Competency:<br>Use spreadsheets for business data management | Nominal Duration:<br>24 hours | Unit Code:<br>SEIP-IT-PBS-02-O |
|---|---|---|

**Unit Descriptor:**

This unit covers the skills, knowledge, and attitudes required to use spreadsheets for business data management. It specifically includes performing data entry, applying statistical analysis and producing graphical representation of data with spreadsheet.

**Elements and Performance Criteria**

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

| Elements of Competency | Performance Criteria |
|---|---|
| 1. Perform data entry | 1.1. Data and types of **data entry services** are identified.<br>1.2. Basic spreadsheet environment is recognised.<br>1.3. Data entry on spreadsheet is carried out. |
| 2. Apply statistical analysis | 2.1. **Common statistical functions** on spreadsheet are identified.<br>2.2. Application of common statistical functions are performed.<br>2.3. Conditional formatting on spreadsheet is carried out.<br>2.4. What-If analysis is conducted and interpreted. |
| 3. Produce graphical representation | 3.1. **Chart types** are identified and described.<br>3.2. Graphical representation of data is produced using appropriate chart.<br>3.3. Produced chart is manipulated and finalised. |
| 4. Produce report | 4.1. Data and charts are analysed.<br>4.2. Report format is identified and selected.<br>4.3. Report of data analysis is created. |

**Range of Variables**

| Variable | Range<br>*(may include but not limited to)* |
|---|---|
| 1. Data entry services | 1.1. Product data<br>1.2. Accounting data<br>1.3. Manual data<br>1.4. Handwritten data<br>1.5. Data capture and entering<br>1.6. Numeric and text data |

| Variable | Range (may include but not limited to) |
|---|---|
| **2.** Common statistical functions | **2.1.** Sort<br>**2.2.** Filter<br>**2.3.** Min<br>**2.4.** Max<br>**2.5.** Sum<br>**2.6.** Average<br>**2.7.** Mean<br>**2.8.** Median<br>**2.9.** Mode<br>**2.10.** Forecast<br>**2.11.** VLOOKUP |
| **3.** Chart types | **3.1.** Column<br>**3.2.** Bar<br>**3.3.** Line<br>**3.4.** Area<br>**3.5.** Surface<br>**3.6.** Pie<br>**3.7.** Statistics<br>**3.8.** Stock<br>**3.9.** Scatter<br>**3.10.** Radar<br>**3.11.** Map<br>**3.12.** Pivot<br>**3.13.** Flow |

**Curricula Content Guide**

| Features of Curricula | Content |
|---|---|
| **1.** Underpinning knowledge | **1.1.** Data and types of data entry services<br>**1.2.** Basic spreadsheet environment<br>**1.3.** Common statistical functions<br>**1.4.** Charts and chart types |
| **2.** Underpinning skills | **2.1.** Perform data entry<br>**2.2.** Apply statistical analysis<br>**2.3.** Produce graphical representation of data<br>**2.4.** Develop data analysis report |

| Features of Curricula | Content |
|---|---|
| **3.** Underpinning attitudes | **3.1** Eager to learn<br>**3.2** Tidy and punctual<br>**3.3** Concerned for other's rights<br>**3.4** Sincere and honest concerning duties<br>**3.5** Accept the job is shifting type |
| **4.** Resource implications | The following resources must be provided:<br>**4.1.** Workplace (simulated or actual)<br>**4.2.** Computer/laptop/notebook<br>**4.3.** Spreadsheet software<br>**4.4.** Projector<br>**4.5.** Stationary<br>**4.6.** Learning manual |

**Assessment Evidence Guide**

| Features of Evidence | Conditions |
|---|---|
| **1.** Critical aspects of competency | Assessment must evidence that the candidate:<br>**1.1.** performed data entry<br>**1.2.** applied statistical analysis<br>**1.3.** produced graphical representation of data<br>**1.4.** developed data analysis report |
| **2.** Methods of assessment | Methods of assessment may include but is not limited to:<br>**2.1.** written test<br>**2.2.** oral test<br>**2.3.** observation<br>**2.4.** demonstration<br>**2.5.** portfolio |
| **3.** Context of assessment | **3.1.** Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.<br>**3.2.** Assessment must be done by a suitably qualified/certified assessor. |

| Unit of Competency: Perform business development activities | Nominal Duration: 32 hours | Unit Code: SEIP-IT-PBS-03-O |
|---|---|---|

**Unit Descriptor:**

This unit covers the skills, knowledge, and attitudes required to perform business development activities. It specifically includes designing business profile, developing business proposal and examining customer relationship management (CRM).

**Elements and Performance Criteria**

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

| Elements of Competency | Performance Criteria |
|---|---|
| 1. Design business profile | 1.1. Purpose of business profile is accurately explained. <br> 1.2. **Key characteristics of business profile** are identified and explained. <br> 1.3. Business profile is designed. |
| 2. Develop business proposal | 2.1. Purpose of business proposal is accurately explained. <br> 2.2. **Key components of business proposal** are identified. <br> 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. <br> 3.2. **Skills for building effective relationships** are identified and described. <br> 3.3. **Customer expectation** is critically examined and interpreted. |

**Range of Variables**

| Variable | Range (may include but not limited to) |
|---|---|
| 1. Key characteristics of a business profile | 1.1. General information <br> 1.2. Details <br> 1.3. Requirement <br> 1.4. Capacity <br> 1.5. Key personnel |
| 2. Key elements of business proposal | 2.1. Title page <br> 2.2. Table of contents <br> 2.3. Executive summary <br> 2.4. Statement of the problem <br> 2.5. Methodology <br> 2.6. Bidder qualification <br> 2.7. Schedule <br> 2.8. Benchmarks |

| Variable | Range<br>*(may include but not limited to)* |
|---|---|
| 3. Skills for effective customer relationship management (CRM) | **3.1.** Listening<br>**3.2.** Speaking<br>**3.3.** Informative<br>**3.4.** Presentation<br>**3.5.** Communication |
| 4. Customer expectation | **4.1.** Prompt service delivery<br>**4.2.** Produce/service knowledge<br>**4.3.** Quality service<br>**4.4.** Regular reporting<br>**4.5.** Sharing and review |

**Curricula Content Guide**

| Features of Curricula | Content |
|---|---|
| 1. Underpinning knowledge | **1.1.** Business profile<br>**1.2.** Business proposal<br>**1.3.** Customer relationship management (CRM) |
| 2. Underpinning skills | **2.1.** Design business profile<br>**2.2.** Develop business proposal<br>**2.3.** Examine customer relation management (CRM) |
| 3. Underpinning attitudes | **3.1** Eager to learn<br>**3.2** Tidy and punctual<br>**3.3** Concerned for other's rights<br>**3.4** Sincere and honest concerning duties<br>**3.5** Accept the job is shifting type |
| 4. Resource implications | The following resources must be provided:<br>**4.1.** Workplace (simulated or actual)<br>**4.2.** Computer/laptop/notebook<br>**4.3.** Software<br>**4.4.** Projector<br>**4.5.** Stationary<br>**4.6.** Learning manual |

**Assessment Evidence Guide**

| Features of Evidence | Conditions |
|---|---|
| 1. Critical aspects of competency | Assessment must evidence that the candidate:<br>**1.1.** designed business profile<br>**1.2.** developed business proposal<br>**1.3.** examined customer relationship management (CRM) |

| Features of Evidence | Conditions |
|---|---|
| **2.** Methods of assessment | Methods of assessment may include but is not limited to: <br> **2.1.** written test <br> **2.2.** oral test <br> **2.3.** observation <br> **2.4.** demonstration <br> **2.5.** portfolio |
| **3.** Context of assessment | **3.1.** Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency. <br> **3.2.** Assessment must be done by a suitably qualified/certified assessor. |

| Unit of Competency:<br>Perform clipping path activities | Nominal Duration:<br>28 hours | Unit Code:<br>SEIP-IT-PBS-04-O |
|---|---|---|

**Unit Descriptor:**

This unit covers the skills, knowledge, and attitudes required to perform clipping path activities. It specifically includes interpreting graphic design concepts, applying basic design guidelines to task, and creating clipping path.

**Elements and Performance Criteria**

Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables.

| Elements of Competency | Performance Criteria |
|---|---|
| **1.** Investigate graphic design concepts | **1.1.** Graphic design concepts are investigated and examined.<br>**1.2.** Analogue design and basic drawing techniques are identified and described.<br>**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.<br>**2.2.** Design guideline is applied to complete work task.<br>**2.3.** **Development opportunities** are identified and described. |
| **3.** Create clipping path | **3.1.** Clipping path and its tool is expressed clearly.<br>**3.2.** Clipping path is created.<br>**3.3.** Saving and retrieving path from path panel menu is carried out.<br>**3.4.** Cropping and background changing of image is performed. |

**Range of Variables**

| Variable | Range<br>*(may include but not limited to)* |
|---|---|
| **1.** Development opportunities | **1.1.** Exhibitions<br>**1.2.** Websites<br>**1.3.** Print media<br>**1.4.** Mobile application<br>**1.5.** Journals<br>**1.6.** Magazines<br>**1.7.** Catalogues |

**Curricula Content Guide**

| Features of Curricula | Content |
|---|---|
| **1.** Underpinning knowledge | **1.1.** Graphic design and global trends<br>**1.2.** Design concepts and ideas<br>**1.3.** Design guidelines<br>**1.4.** Clipping path |

| Features of Curricula | Content |
|---|---|
| **2.** Underpinning skills | **2.1.** Apply basic design guidelines<br>**2.2.** Describe analogue design and basic drawing techniques<br>**2.3.** Create clipping path |
| **3.** Underpinning attitudes | **3.1** Eager to learn<br>**3.2** Tidy and punctual<br>**3.3** Concerned for other's rights<br>**3.4** Sincere and honest concerning duties<br>**3.5** Accept the job is shifting type |
| **4.** Resource implications | The following resources must be provided:<br>    2.1. Workplace (simulated or actual)<br>**1.1.** Computer/laptop/notebook<br>**1.2.** Internet<br>**1.3.** Graphic design software:<br>    **2.1.1.** Photoshop<br>    **2.1.2.** Illustrator<br>    **2.1.3.** InDesign<br>    **2.1.4.** GIMP<br>**1.4.** Presentation software (PowerPoint)<br>**1.5.** Projector<br>**1.6.** Stationary<br>**1.7.** Learning manual |

**Assessment Evidence Guide**

| Features of Evidence | Conditions |
|---|---|
| **1.** Critical aspects of competency | Assessment must evidence that the candidate:<br>**1.1.** applied basic design guidelines<br>**1.2.** described analogue design and basic drawing techniques<br>**1.3.** created clipping path |
| **2.** Methods of assessment | Methods of assessment may include but is not limited to:<br>**2.1.** written test<br>**2.2.** oral test<br>**2.3.** observation<br>**2.4.** demonstration<br>**2.5.** portfolio |
| **3.** Context of assessment | **3.1.** Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.<br>**3.2.** Assessment must be done by a suitably qualified/certified assessor. |

| Unit of Competency:<br>Perform digital marketing | Nominal Duration:<br>32 hours | Unit Code:<br>SEIP-IT-PBS-05-O |
|---|---|---|

**Unit Descriptor:**

This unit covers the skills, knowledge, and attitudes required to perform digital marketing. It specifically includes understanding the concept of digital marketing, illustrating search engine optimisation (SEO), examining affiliate marketing, performing email marketing, and describing mobile app marketing.

**Elements and Performance Criteria**

Terms in the performance criteria that are written in **<u>bold and underlined</u>** are elaborated in the range of variables.

| Elements of Competency | Performance Criteria |
|---|---|
| **1.** Understand digital marketing | **1.1.** Digital marketing is accurately defined.<br>**1.2.** **<u>Digital marketing platforms</u>** are identified and described. |
| **2.** Illustrate search engine optimisation (SEO) | **2.1.** Search engine optimisation (SEO) is defined.<br>**2.2.** Keyword research and analysis is explained.<br>**2.3.** On-page and off-page SEO is explained.<br>**2.4.** Webpage architecture is assessed for better SEO.<br>**2.5.** Ethical issues on SEO are identified. |
| **3.** Examine affiliate marketing | **3.1.** Affiliate marketing is defined.<br>**3.2.** Compensation method of affiliate marketing is identified and described.<br>**3.3.** Types of affiliate websites are identified. |
| **4.** Perform email marketing | **4.1.** Email marketing is defined.<br>**4.2.** Content writing techniques are identified and applied.<br>**4.3.** Target area for email marketing is identified.<br>**4.4.** Email marketing is carried out. |
| **5.** Describe mobile app marketing | **5.1.** Mobile marketing is defined.<br>**5.2.** **<u>Types of mobile marketing</u>** are identified.<br>**5.3.** Mobile app-based marketing is clearly explained. |

**Range of Variables**

| Variable | Range<br>*(may include but not limited to)* |
|---|---|
| **1.** Digital marketing platforms | **1.1.** Portal (online and offline)<br>**1.2.** Social media marketing:<br>    **1.2.1.** Facebook<br>    **1.2.2.** YouTube<br>    **1.2.3.** Instagram<br>    **1.2.4.** LinkedIn<br>    **1.2.5.** Twitter<br>**1.3.** Interactive voice response (IVR)<br>**1.4.** Unstructured supplementary service data (USSD)<br>**1.5.** Short message service (SMS) |
| **2.** Types of mobile marketing | **2.1.** SMS<br>**2.2.** MMS<br>**2.3.** VMS |

**Curricula Content Guide**

| Features of Curricula | Content |
|---|---|
| **1.** Underpinning knowledge | **1.1.** Digital marketing (general)<br>**1.2.** SEO<br>**1.3.** Affiliate marketing<br>**1.4.** Email marketing<br>**1.5.** Mobile marketing |
| **2.** Underpinning skills | **2.1.** Explain search engine optimisation (SEO)<br>**2.2.** Examine affiliate marketing<br>**2.3.** Perform email marketing<br>**2.4.** Describe mobile app marketing |
| **3.** Underpinning attitudes | **3.1** Eager to learn<br>**3.2** Accepts the diversity of working platform<br>**3.3** Concerned for other's rights<br>**3.4** Open-minded and understand of the nuances of the job and industry<br>**3.5** Sincere and honest concerning duties |

| Features of Curricula | Content |
|---|---|
| 4. Resource implications | The following resources must be provided:<br>**4.1.** Workplace (simulated or actual)<br>**4.2.** Computer/laptop/notebook\Internet<br>**4.3.** Software<br>**4.4.** Projector<br>**4.5.** Stationary<br>**4.6.** Learning manual |

**Assessment Evidence Guide**

| Features of Evidence | Conditions |
|---|---|
| 1. Critical aspects of competency | Assessment must evidence that the candidate:<br>**1.1.** explained search engine optimisation (SEO)<br>**1.2.** described and examined affiliate marketing<br>**1.3.** carried out email marketing<br>**1.4.** described mobile app marketing |
| 2. Methods of assessment | Methods of assessment may include but is not limited to:<br>**2.1.** written test<br>**2.2.** oral test<br>**2.3.** observation<br>**2.4.** demonstration<br>**2.5.** portfolio |
| 3. Context of assessment | **3.1.** Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.<br>**3.2.** Assessment must be done by a suitably qualified/certified assessor. |