



# **Skills for Employment Investment Program (SEIP)**

## **COMPETENCY STANDARD FOR PROFESSIONAL CUSTOMER SERVICE (PCS) (IT SECTOR)**

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

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The Competency Standard for Professional Customer Service (PCS) 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

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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

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

The purpose of a competency standards is to:

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

Competency standards are developed by a working group comprised of 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 14 February 2018 and concluded with a validation workshop with working group on 29 March 2018.

### Experts Involved

Industry and subject-matter experts who provided their valuable inputs to develop this competency standard (February – March 2018):

Name	Organisation	Designation
Md. Musfeq-U-Saleheen	ISSI	Director
Shah Manzur E Khuda	ISSL	Manager
Mohammad Sirajul Islam	ISSL	Deputy Manager
Saikat Roy	ISSL	Agent (Inbound)
FarjanaAkter	ISSL	Agent (Outbound)
Md. Mohsin Reza	ISSL	Senior Manager Operation
Zannatul Ferdous	ISSL	Call Centre Agent (Outbound)
TarinTahmina	ISSL	Call Centre Agent
Sanjida Rahman	ISSL	Customer Care Executive (Non-Voice)
Ranjan Datta	Impel Service Solution Lintied	Assistant Manager
Jibaneswar Tripura	Digicon Tech	Training Management Specialist
Wasim Rahman	Times ASL Call Center	CEO and Head of Training
Md. MostofaJaman	Genex Infosys Limited	Head of Training and Development
Mohammed Shorab Hossain Mojumder	SEIP-BACCO Project	Coordinator Job placement and Development
Syed Nasir Ershad	SEIP	AEPD (Public 1)
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 19 March 2018).

Name	Organisation	Designation
BN Adhikary	ISC ICT	CEO
Shah Manzur E Khuda	ISSL	Manager

Name	Organisation	Designation
Wasim Rahman	Times ASL Call Center	CEO and Head of Training
Md. MostofaJaman	Genex Infosys Limited	Head of Training and Development
Adina Alam	BACCO	Call Centre Expert and Assistant Coordinator Training
Ranjan Datta	Impel Service Solution Limited	Assistant Manager
Mohammed Shorab Hossain Mojumder	SEIP-BACCO Project	Coordinator Job placement and Development
Dr. Md. Shah Alam Majumder	BTEB	Specialist (Course Accreditation)
Md. AbdurRazzaque	SEIP	Specialist-1(Competency Standards)
Syed Nasir Ershad	SEIP	AEPD (Public 1)
Mahbub UI Huda	British Council - SD03	National Subject Matter Consultant - IT Sector

### Validation Workshop

Competency standard validation workshop participants (held on 29 March 2018).

Name	Organisation	Designation
Md. Musfeq-Us-Saleheen	ISSL	Director
Shah Manzur E Khuda	ISSL	Manager
Wasim Rahman	Times ASL Call Center	CEO and Head of Training
Lt Col Md. Mahtabul Haq, psc (Retd)	SEIP-BACCO Project	Chief Coordinator
Mohammed Shorab Hossain Mojumder	SEIP-BACCO Project	Coordinator Job placement and Development
Md. Shah Alam Majumder	BTEB	Specialist (Course Accreditation)
Md. Abdur Razzaque	SEIP	Specialist-1 (Competency Standards)
Syed Nasir Ershad	SEIP	AEPD (Public 1)
Md. Ahsan Habib	SEIP	TVET Specialist
Mr. Mohiuzzaman	SEIP	Course Specialist
David King	British Council - SD03	Team Leader

Name	Organisation	Designation
Mahbub UI 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		
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### A. Generic (basic) Competencies (52 hours)

Carry out workplace interaction in English SEIP-IT-PCS-01-G	Interpret workplace communication and etiquette	Read and understand workplace documents	Participate in workplace meetings and discussions
	Apply professional ethics at work		
Operate in a team environment SEIP-IT-PCS-02-G	Identify team goals and work processes	Identify own role and responsibilities within team	Communicate and co-operate with team members
	Perform problem solving within the team		
Make a presentation SEIP-IT-PCS-03-G	Prepare written presentation	Identify interview techniques	Prepare official presentation
Apply basic IT skills SEIP-IT-PCS-04-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 (56 hours)

Apply occupational health and safety (OHS) practice in the workplace SEIP-IT-PCS-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-PCS-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	Interpret internet and social network	Use audio and video messaging applications	Use social network

SEIP-IT-PCS-03-S			
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Comply with ethical standards in IT workplace SEIP-IT-PCS-04-S	Interpret the interests of clients	Deliver quality products and services	Apply professionalism at work
	Comply with workplace code of conduct		

Apply soft skills in customer service SEIP-IT-PCS-05-S	Understand customer service operations	Identify soft skills requirements in the workplace	Perform gesture and posture during customer service
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### C. Occupation-specific (core) Competencies (112 hours)

Understand professional customer services (PCS) SEIP-IT-PCS-01-O	Illustrate concept of professional customer service (PCS)	Identify business process outsourcing (BPO) components	Identify functions of contact centre
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Apply effective communication in the workplace SEIP-IT-PCS-02-O	Identify effective communication	Interpret communication techniques	Apply listening techniques
	Apply questioning techniques		

Apply contact centre management techniques SEIP-IT-PCS-03-O	Identify contact centre activities	Apply effective call management techniques	Manage difficult customers
	Apply customer psychometrics		

Interpret international BPO services SEIP-IT-PCS-04-O	Recognise international BPO services	Interpret online transaction process	
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Use contact centre software in BPO operations SEIP-IT-PCS-05-O	Illustrate concept of CRM	Interpret functions of dialler	Apply basic CRM functions
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Comply with service quality requirement SEIP-IT-PCS-06-O	Identify quality requirement in customer service	Carry out quality customer transaction	Interpret quality standard definition document (QSDD)
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## Units and Elements Table

### A. Generic (basic) Competencies

Code	Unit of Competency	Elements of Competency	Duration (hours)
SEIP-IT-PCS-01-G	Carry out workplace interaction in English	<ol style="list-style-type: none"> <li>1. Interpret workplace communication and etiquette.</li> <li>2. Read and understand workplace documents.</li> <li>3. Participate in workplace meetings and discussions.</li> <li>4. Apply professional ethics at work.</li> </ol>	20
SEIP-IT-PCS-02-G	Operate in a team environment	<ol style="list-style-type: none"> <li>1. Identify team goals and work processes.</li> <li>2. Identify own role and responsibilities within team.</li> <li>3. Communicate and co-operate with team members.</li> <li>4. Perform problem solving within the team.</li> </ol>	8
SEIP-IT-PCS-03-G	Make a presentation	<ol style="list-style-type: none"> <li>1. Prepare written presentation.</li> <li>2. Identify interview techniques.</li> <li>3. Develop official presentation.</li> </ol>	12
SEIP-IT-PCS-04-G	Apply basic IT skills	<ol style="list-style-type: none"> <li>1. Identify and use most commonly used IT tools.</li> <li>2. Understand use of computer.</li> <li>3. Work with word processing application.</li> <li>4. Work with spreadsheets.</li> <li>5. Access email and search the internet.</li> </ol>	12
<b>Total Hours</b>			<b>52</b>

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

Code	Unit of Competency	Elements of Competency	Duration (hours)
SEIP-IT-PCS-01-S	Apply occupational health and safety (OHS) practice in the workplace	<ol style="list-style-type: none"> <li>1. Identify OHS policies and procedures.</li> <li>2. Apply personal health and safety Practices.</li> <li>3. Report hazards and risks.</li> <li>4. Respond to emergencies.</li> </ol>	8
SEIP-IT-PCS-02-S	Type documents in Bangla and English	<ol style="list-style-type: none"> <li>1. Install typing applications of Bangla and English.</li> <li>2. Perform typing in Bangla and English.</li> </ol>	16

Code	Unit of Competency	Elements of Competency	Duration (hours)
		3. Type document using different style and formats. 4. Perform touch-typing.	
SEIP-IT-PCS-03-S	Use internet and social network	1. Interpret internet and social network. 2. Use audio and video messaging applications. 3. Use social network.	8
SEIP-IT-PCS-04-S	Comply with ethical standards in IT workplace	1. Interpret the interests of clients. 2. Deliver quality products and services. 3. Apply professionalism at work. 4. Comply with workplace code of conduct.	8
SEIP-IT-PCS-05-S	Apply soft skills in customer service	1. Understand customer service operations. 2. Identify soft skills requirements in the workplace. 3. Perform required gesture and posture during customer service.	16
<b>Total Hours</b>			<b>56</b>

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

Code	Unit of Competency	Elements of Competency	Duration (hours)
SEIP-IT-PCS-01-O	Understand professional customer services (PCS)	1. Illustrate concept of professional customer service (PCS). 2. Identify business process outsourcing (BPO) components. 3. Identify functions of contact centre.	8
SEIP-IT-PCS-02-O	Apply effective communication in the workplace	1. Identify effective communication. 2. Interpret communication techniques. 3. Apply listening techniques. 4. Apply questioning techniques.	20
SEIP-IT-PCS-03-O	Apply contact centre management techniques	1. Identify contact centre activities. 2. Apply effective call management techniques. 3. Manage difficult customers. 4. Apply customer psychometrics.	28
SEIP-IT-PCS-04-O	Interpret international BPO services	1. Recognise international BPO services. 2. Interpret online transaction process.	16

Code	Unit of Competency	Elements of Competency	Duration (hours)
SEIP-IT-PCS-05-O	Use contact centre software in BPO operations	<ol style="list-style-type: none"> <li>1. Illustrate concept of CRM.</li> <li>2. Interpret functions of dialler.</li> <li>3. Apply basic CRM functions.</li> </ol>	24
SEIP-IT-PCS-06-O	Comply with service quality requirement	<ol style="list-style-type: none"> <li>1. Identify quality requirement in customer service.</li> <li>2. Carry out quality customer transaction.</li> <li>3. Interpret quality standard definition document (QSDD).</li> </ol>	16
<b>Total Hours</b>			<b>112</b>

## Competency Standard

### A: Generic (basic) Competencies

<b>Unit of Competency:</b> Carry out workplace interaction	<b>Nominal Duration:</b> 20 hours	<b>Unit Code:</b> SEIP-IT-PCS-01-G
<b>Unit Descriptor:</b> <p>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.</p>		

#### 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	<p>1.1. Workplace codes of conduct are interpreted as per organisational guidelines.</p> <p>1.2. Appropriate lines of communication are maintained with supervisors and colleagues.</p> <p>1.3. Workplace interactions are conducted in a <b><u>courteous manner</u></b> to gather and convey information.</p> <p>1.4. <b><u>Workplace procedures and matters</u></b> are comprehended.</p>
2. Read and understand workplace documents	<p>2.1. Workplace documents are interpreted correctly.</p> <p>2.2. Visual information/symbols/signage are understood correctly and followed.</p> <p>2.3. Specific and relevant information are accessed from <b><u>appropriate sources</u></b>.</p> <p>2.4. Appropriate medium is used to transfer information and ideas.</p>
3. Participate in workplace meetings and discussions	<p>3.1. Team meetings are attended on time.</p> <p>3.2. Meeting procedures and etiquette are followed.</p> <p>3.3. Active participation is ensured, opinions are expressed and heard.</p> <p>3.4. Inputs are provided and interpreted in line with the meeting purpose.</p>
4. Practice professional ethics at work	<p>4.1. Responsibilities as a team member are performed.</p> <p>4.2. Tasks are performed in accordance with workplace procedures.</p> <p>4.3. Confidentiality is maintained.</p> <p>4.4. Inappropriate and conflicting situations are avoided.</p>

## Range of Variables

Variable	Range ( <i>may include but not limited to</i> )
1. Courteous manner	<ul style="list-style-type: none"> <li>1.1. Effective questioning</li> <li>1.2. Active listening</li> <li>1.3. Speaking skills</li> <li>1.4. Writing skill</li> <li>1.5. Email etiquette</li> </ul>
2. Workplace procedures and matters	<ul style="list-style-type: none"> <li>2.1. Notes</li> <li>2.2. Arranging a meeting</li> <li>2.3. Agenda</li> <li>2.4. Simple reports such as progress and incident reports</li> <li>2.5. Job sheets</li> <li>2.6. Operational manuals</li> <li>2.7. Brochures and promotional material</li> <li>2.8. Visual and graphic materials</li> <li>2.9. Standards</li> <li>2.10. OHS information</li> <li>2.11. Signs</li> </ul>
3. Appropriate sources	<ul style="list-style-type: none"> <li>3.1. Human Resources (HR) Department</li> <li>3.2. Managers</li> <li>3.3. Supervisors</li> <li>3.4. Management Information System (MIS)</li> </ul>

Curricula Content Guide	
1. Underpinning knowledge	<ul style="list-style-type: none"> <li>1.1. Workplace communication and etiquette</li> <li>1.2. Workplace documents, signs and symbols</li> <li>1.3. Meeting procedure and etiquette</li> <li>1.4. Professional ethics</li> </ul>
2. Underpinning skills	<ul style="list-style-type: none"> <li>2.1. Demonstrate workplace communication and etiquette</li> <li>2.2. Interpret workplace instructions and symbols</li> <li>2.3. Demonstrate active participation in workplace meeting</li> <li>2.4. Apply professional ethics at work</li> </ul>
3. Underpinning attitudes	<ul style="list-style-type: none"> <li>3.1. Prompt in carrying out activities</li> <li>3.2. Tidy and punctual</li> <li>3.3. Respectful of peers, subordinates and seniors in the workplace</li> <li>3.4. Concerned about the work environment</li> <li>3.5. Sincere and honest concerning duties</li> </ul>

### Curricula Content Guide

#### 4. Resource implications

The following resources must be provided:

- 4.1. Workplace (simulated or actual)
- 4.2. Workplace procedures
- 4.3. Workplace documents, signs and symbols
- 4.4. Codes of conduct
- 4.5. Materials relevant to the proposed activity
- 4.6. Projector
- 4.7. Relevant specifications or work instructions stationary
- 4.8. Learning manual

### Assessment Evidence Guide

#### 1. Critical aspects of competency

Assessment must evidence that the candidate:

- 1.1. interpreted workplace communication and etiquette
- 1.2. interpreted workplace instructions and symbols
- 1.3. performed active participation in workplace meetings

#### 2. Methods of assessment

Methods of assessment may include but is not limited to:

- 2.1. written test
- 2.2. oral test
- 2.3. observation
- 2.4. demonstration
- 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.
- 3.2. Assessment must be done by a suitably qualified/certified assessor.



<b>Unit of Competency:</b> Operate in a team environment	<b>Nominal Duration:</b> 8 hours	<b>Unit Code:</b> SEIP-IT-PCS-02-G
<b>Unit Descriptor:</b> 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	<p>1.1. Roles and objectives of the team are identified and interpreted.</p> <p>1.2. Roles and responsibilities of team members are identified and interpreted.</p>
2. Identify own role and responsibilities within team	<p>2.1. Personal role and responsibilities are identified within the team environment.</p> <p>2.2. Reporting relationships are interpreted within team and external to team.</p>
3. Communicate and co-operate with team members	<p>3.1. Other teammates' tasks are identified and support provided when requested.</p> <p>3.2. The team is encouraged through <b><u>sharing information</u></b> or expertise, working together to solve problems, and putting team success first.</p> <p>3.3. Views and opinions of other team members are interpreted and respected.</p>
4. Practice problem solving within the team	<p>4.1. Problems faced at the individual and team level are identified and showed insight into the root-causes of the problems.</p> <p>4.2. A range of solutions and courses of action are identified together with benefits, costs, and risks associated with each.</p> <p>4.3. The good ideas of others to help develop solutions are recognised and advice sought from those who have solved similar problems.</p> <p>4.4. It is looked beyond the obvious and not stopped at the first answers.</p>

## Range of Variables

Variable	Range ( <i>may include but not limited to</i> )
1. Sharing information	<ul style="list-style-type: none"> <li>1.1. Agenda</li> <li>1.2. Minutes</li> <li>1.3. Progress and incident reports</li> <li>1.4. Operational manuals</li> <li>1.5. Visual and graphic materials</li> <li>1.6. Emails and SMS</li> <li>1.7. Phone directory</li> <li>1.8. Policy, procedure and standards</li> <li>1.9. OHS information</li> </ul>

Curricula Content Guide	
1. Underpinning knowledge	<ul style="list-style-type: none"> <li>1.1. Team goals and work processes</li> <li>1.2. Roles and responsibilities</li> <li>1.3. Finding problems and solving them</li> </ul>
2. Underpinning skills	<ul style="list-style-type: none"> <li>2.1. Identify own role and responsibility within team</li> <li>2.2. Communicate and co-operate with team members</li> <li>2.3. Demonstrate problem solving within the team</li> </ul>
3. Underpinning attitudes	<ul style="list-style-type: none"> <li>3.1. Active on teamwork</li> <li>3.2. Prompt in carrying out activities</li> <li>3.3. Tidy and punctual</li> <li>3.4. Respectful of peers, subordinates and seniors in the workplace</li> <li>3.5. Sincere and honest concerning duties</li> </ul>
4. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>4.1. Workplace (simulated or actual)</li> <li>4.2. Projector</li> <li>4.3. Stationary</li> <li>4.4. Learning manual</li> </ul>

Assessment Evidence Guide	
1. Critical aspects of competency	<p>Assessment must evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. identified own role and responsibility within team</li> <li>1.2. communicated and co-operated with team members</li> <li>1.3. demonstrated problem solving within the team</li> </ul>

## Assessment Evidence Guide

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

<b>Unit of Competency:</b> Make a presentation	<b>Nominal Duration:</b> 12 hours	<b>Unit Code:</b> SEIP-IT-PCS-03-G
<b>Unit Descriptor:</b> This unit covers the skills, knowledge and attitudes required to make a presentation. It specifically includes preparing a written presentation, identifying interview techniques and preparing official presentation.		

### 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. Prepare written presentation	1.1. Personal written presentation matters and requirements are identified. 1.2. Standard resume writing techniques are identified and applied. 1.3. Standard coverletter points are clearly explained and utilised. 1.4. Portfolio is created on professional social media.
2. Identify interview techniques	2.1. <b><u>Types of interviews</u></b> are identified and explained. 2.2. Interview techniques are identified and described. 2.3. Steps to prepare for interview are identified and employed. 2.4. Interview phases are identified and recognised.
3. Prepare official presentation	3.1. <b><u>Presentation media</u></b> is identified. 3.2. Presentation plan is outlined. 3.3. Presentation is prepared.

### Range of Variables

Variable	Range ( <i>may include but not limited to</i> )
1. Types of interviews	1.1. Written 1.2. Oral <ul style="list-style-type: none"> <li>1.2.1. One-on-one</li> <li>1.2.2. Group</li> <li>1.2.3. Telephone</li> <li>1.2.4. Online</li> </ul> 1.3. Demonstration
2. Presentation media	1.1. Board 1.2. Poster paper 1.3. Slides 1.4. Photographs 1.5. Audio 1.6. Video 1.7. Website

<b>Curricula Content Guide</b>	
1. Underpinning knowledge	1.1. Curriculum Vitae/Resume 1.2. Coverletter 1.3. Presentation media
2. Underpinning skills	2.1. Create personal written presentation 2.2. Identify interview techniques 2.3. Prepare for different types of interviews 2.4. Develop official presentation
3. Underpinning attitudes	3.1. Active on teamwork 3.2. Prompt in carrying out activities 3.3. Tidy and punctual 3.4. Respectful of peers, subordinates and seniors in the workplace 3.5. Sincere and honest concerning duties
4. Resource implications	The following resources must be provided: 4.1. Workplace (simulated or actual) 4.2. Computer/laptop/notebook 4.3. Internet 4.4. Software 4.5. Projector 4.6. Stationary 4.7. Learning manual

<b>Assessment Evidence Guide</b>	
1. Critical aspects of competency	Assessment must evidence that the candidate: 1.1. created personal written presentation 1.2. applied different techniques to interview 1.3. prepared official presentation
2. Methods of assessment	Methods of assessment may include but is not limited to: 2.1. written test 2.2. oral test 2.3. observation 2.4. demonstration 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. 3.2. Assessment must be done by a suitably qualified/certified assessor.

<b>Unit of Competency:</b> Apply basic IT skills	<b>Nominal Duration:</b> 12 hours	<b>Unit Code:</b> SEIP-IT-PCS-04-G
<b>Unit Descriptor:</b> This unit covers the skills, knowledge and attitudes required to apply basic IT skills in the workplace. 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	<p>1.1. History of information technology (IT) is identified and summarised.</p> <p>1.2. Commonly used <b><u>IT tools</u></b> are identified and described.</p>
2. Understand use of computer	<p>2.1. Basic parts of a computer are identified.</p> <p>2.2. Turning on and off technique of a computer is performed.</p> <p>2.3. Working environment, functions and features of operating system is interpreted.</p> <p>2.4. Simple trouble-shooting techniques are applied.</p>
3. Work with word processing application	<p>3.1. Word processing application appropriate to perform activity is operated.</p> <p>3.2. Basic typing technique to document is applied.</p> <p>3.3. Word processing techniques to document are employed.</p> <p>3.4. Personal CV writing using suitable word processing techniques is practiced.</p> <p>3.5. Saving and retrieving technique of a document is used.</p>
4. Work with spreadsheets	<p>4.1. Spreadsheet working environment, functions and features are identified and interpreted.</p> <p>4.2. Data entry on spreadsheet appropriate to perform activity is performed.</p> <p>4.3. <b><u>Data manipulation techniques</u></b> to spreadsheet document are applied.</p> <p>4.4. Spreadsheet document is created and saved.</p>
5. Access email and search the internet	<p>5.1. Use of email account in online environment is explained.</p> <p>5.2. Writing and sending of workplace emails is completed.</p> <p>5.3. Different <b><u>browsers</u></b> to work online are identified and selected.</p> <p>5.4. Browse different web portals and apply proper search techniques.</p>

## Range of Variables

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

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

<b>Curricula Content Guide</b>	
<b>3. Underpinning attitudes</b>	<ul style="list-style-type: none"> <li><b>3.1.</b> Active on teamwork</li> <li><b>3.2.</b> Prompt in carrying out activities</li> <li><b>3.3.</b> Tidy and punctual</li> <li><b>3.4.</b> Respectful of peers, subordinates and seniors in the workplace</li> <li><b>3.5.</b> Sincere and honest concerning duties</li> </ul>
<b>4. Resource implications</b>	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li><b>4.1.</b> Workplace (simulated or actual)</li> <li><b>4.2.</b> IT tools</li> <li><b>4.3.</b> Computer/Laptop</li> <li><b>4.4.</b> Word processing software</li> <li><b>4.5.</b> Internet connection</li> <li><b>4.6.</b> Stationary</li> <li><b>4.7.</b> Learning manual</li> </ul>

<b>Assessment Evidence Guide</b>	
<b>1. Critical aspects of competency</b>	<p>Assessment must evidence that the candidate:</p> <ul style="list-style-type: none"> <li><b>1.1.</b> identified commonly used IT tools</li> <li><b>1.2.</b> performed simple trouble-shooting with computer</li> <li><b>1.3.</b> performed typing on word processing software, saved and retrieved documents</li> <li><b>1.4.</b> performed data entry with spreadsheet</li> <li><b>1.5.</b> used email account for different online purposes</li> </ul>
<b>2. Methods of assessment</b>	<p>Methods of assessment may include but is not limited to:</p> <ul style="list-style-type: none"> <li><b>2.1.</b> written test</li> <li><b>2.2.</b> oral test</li> <li><b>2.3.</b> observation</li> <li><b>2.4.</b> demonstration</li> <li><b>2.5.</b> portfolio</li> </ul>
<b>3. Context of assessment</b>	<ul style="list-style-type: none"> <li><b>3.1.</b> Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.</li> <li><b>3.2.</b> Assessment must be done by a suitably qualified/certified assessor.</li> </ul>



## B: Sector-specific (common) Competencies

<b>Unit of Competency:</b> Apply occupational health and safety (OHS) practice in the workplace	<b>Nominal Duration:</b> 8 hours	<b>Unit Code:</b> SEIP-IT-PCS-01-S
<b>Unit Descriptor:</b> This unit covers the skills, knowledge and attitudes required to apply occupational health and safety (OHS) practices 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. <b><u>OHS policies</u></b> 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. Respond to alarms and warning devices. 4.2. <b><u>Emergency response plans and procedures</u></b> are responded to. 4.3. <b><u>First aid procedures</u></b> during emergency situations are identified.

### Range of Variables

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

<b>Variable</b>	<b>Range (may include but not limited to)</b>
3. First aid procedure	3.1. Washing of open wound 3.2. Washing chemically infected area 3.3. Applying bandage 3.4. Taking appropriate medicine
4. Personal protective equipment	4.1. Goggles 4.2. Ear muffs 4.3. Ear plugs 4.4. Gloves 4.5. Clothing 4.6. Apron 4.7. Helmet 4.8. Boots

<b>Curricula Content Guide</b>	
1. Underpinning knowledge	1.1. Workplace OHS policies and procedures 1.2. Work safety procedures 1.3. Emergency response procedures: <ul style="list-style-type: none"> <li>1.3.1. Firefighting</li> <li>1.3.2. Earthquake response</li> <li>1.3.3. Accident response</li> </ul> 1.4. Types of hazards (biological, chemical and physical) and their effects 1.5. OHS awareness 1.6. Personal protective equipment (PPE)
2. Underpinning skills	2.1. Identify OHS policies and procedures 2.2. Apply personal health and safety practices 2.3. Report hazards and risks 2.4. Respond to emergencies
3. Underpinning attitudes	3.1. Committed to occupational health and safety practices 3.2. Communicates well with peers, subordinates and seniors in workplace 3.3. Prompt in carrying out activities 3.4. Tidy and punctual 3.5. Sincere and honest concerning duties 3.6. Responsible during emergencies

### Curricula Content Guide

#### 4. Resource implications

The following resources must be provided:

- 4.1. Workplace (simulated or actual)
- 4.2. Personal protective equipment (PPE)
- 4.3. Firefighting equipment
- 4.4. Emergency response manual
- 4.5. First aid kits
- 4.6. Stationary
- 4.7. Learning manual

### Assessment Evidence Guide

#### 1. Critical aspects of competency

Assessment must evidence that the candidate:

- 1.1. identified OHS policies and procedures
- 1.2. applied personal health and safety practices (including PPE)
- 1.3. reported hazards and risks
- 1.4. responded to emergencies

#### 2. Methods of assessment

Methods of assessment may include but is not limited to:

- 2.1. written test
- 2.2. oral test
- 2.3. observation
- 2.4. demonstration
- 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.
- 3.2. Assessment must be done by a suitably qualified/certified assessor.

<b>Unit of Competency:</b> Type documents in English and Bangla	<b>Nominal Duration:</b> 16 hours	<b>Unit Code:</b> SEIP-IT-PCS-02-S
<b>Unit Descriptor:</b> 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 useful 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. <b><u>Typing applications in Bangla</u></b> are identified and installed. 1.2. <b><u>Typing applications in English</u></b> are identified and installed.
2. Perform typing in Bangla and English	2.1. Appropriate <b><u>tools</u></b> for typing are identified. 2.2. Appropriate <b><u>keyboard layout</u></b> 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 <b><u>style and formats</u></b> for typing documents are identified. 3.2. Different styles in typing 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.

### Range of Variables

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

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

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

## Curricula Content Guide

### 4. Resource implications

The following resources must be provided:

- 4.1. Workplace (simulated or actual)
- 4.2. Internet connectivity
- 4.3. Popular browsers
- 4.4. Social media platforms
- 4.5. Laptops/computers
- 4.6. Projector
- 4.7. Stationary
- 4.8. Learning manual

## Assessment Evidence Guide

### 1. Critical aspects of competency

Assessment must evidence that the candidate:

- 1.1. identified appropriate tools for typing
- 1.2. selected appropriate keyboard layout for Bangla typing
- 1.3. performed typing in 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:

- 2.1. written test
- 2.2. oral test
- 2.3. observation
- 2.4. demonstration
- 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.
- 3.2. Assessment must be done by a suitably qualified/certified assessor.

<b>Unit of Competency:</b> Use internet and social network	<b>Nominal Duration:</b> 8 hours	<b>Unit Code:</b> SEIP-IT-PCS-03-S
<b>Unit Descriptor:</b> 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 is used 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. <b><u>Video</u></b> conferencing with appropriate <b><u>application</u></b> is carried out. 2.4. <b><u>Audio</u></b> conferencing with appropriate <b><u>application</u></b> is carried out.
3. Use social network	3.1. Account on <b><u>social network</u></b> is created. 3.2. Social network is used effectively.

### Range of Variables

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

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

<b>Assessment Evidence Guide</b>	
1. Critical aspects of competency	Assessment must evidence that the candidate: 1.1. explained internet and social network 1.2. used audio and video messaging applications 1.3. performed use of social network
2. Methods of assessment	Methods of assessment may include but is not limited to: 2.1. written test 2.2. oral test 2.3. observation 2.4. demonstration 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. 3.2. Assessment must be done by a suitably qualified/certified assessor.



<b>Unit of Competency:</b> Comply with ethical standards in IT workplace	<b>Nominal Duration:</b> 8 hours	<b>Unit Code:</b> SEIP-IT-PCS-04-S
<b>Unit Descriptor:</b> This unit covers the skills, knowledge and attitudes required to comply with ethical standards in IT 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	<p>1.1. Client's view and interests are interpreted and respected.</p> <p>1.2. Confidentiality of information is maintained in accordance with organisational policies, <b><u>national legislation</u></b> and workplace policies.</p> <p>1.3. Potential conflicts of interests are identified and informed to the proper authority.</p>
2. Deliver quality products and services	<p>2.1. Benchmark of product and service quality is identified.</p> <p>2.2. Necessity of quality product and service delivery is identified and followed.</p> <p>2.3. Quality process for products and services is implemented.</p>
3. Apply professionalism at work	<p>3.1. Agreed standards to deliver product or services and commitment to delivery deadlines is maintained.</p> <p>3.2. Professional image in the workplace is maintained.</p> <p>3.3. Negotiate effectively with clients.</p>
4. Comply with workplace code of conduct	<p>4.1. IT security requirements are complied with.</p> <p>4.2. Workplace code of conduct is identified and interpreted.</p> <p>4.3. Workplace code of conduct is followed as stated in company guidelines.</p>

### Range of Variables

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

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

<b>Assessment Evidence Guide</b>	
1. Critical aspects of competency	Assessment must evidence that the candidate: 1.1. interpreted quality products and services 1.2. applied professionalism in the workplace 1.3. complied with workplace code of conduct
2. Methods of assessment	Methods of assessment may include but is not limited to: 2.1. written test 2.2. oral test 2.3. observation 2.4. demonstration 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. 3.2. Assessment must be done by a suitably qualified/certified assessor.

<b>Unit of Competency:</b> Acquire soft skills in customer service	<b>Nominal Duration:</b> 12 hours	<b>Unit Code:</b> SEIP-IT-PCS-05-S
<b>Unit Descriptor:</b> 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 described. 1.2. Duties of a customer service agent are identified. 1.3. <b><u>Customer service skills</u></b> are identified and defined.
2. Identify soft skills requirements in the workplace	2.1. Meaning of <b><u>soft skills</u></b> 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 service interaction. 3.2. Do's and don'ts of body language and posture during customer service interaction are identified.

### Range of Variables

Variable	Range ( <i>may include but not limited to</i> )
1. Customer service skills	1.1. Patience 1.2. Attentiveness 1.3. Respectfulness 1.4. Clear communication 1.5. Product or service knowledge 1.6. Positive language 1.7. Time management 1.8. Goal orientated 1.9. Identifying needs 1.10. Calmness 1.11. Situational awareness 1.12. Persuasion 1.13. Tenacity 1.14. Closing

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

### Curricula Content Guide

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

## Assessment Evidence Guide

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

## C: Occupation-specific (core) Competencies

<b>Unit of Competency:</b> Understand professional customer service (PCS)	<b>Nominal Duration:</b> 8 hours	<b>Unit Code:</b> SEIP-IT-PCS-01-O
<b>Unit Descriptor:</b> This unit covers the skills, knowledge and attitudes required to understand professional customer service. It specifically includes illustrating concept of professional customer service, identifying business outsourcing components and identifying the functions of a contact centre.		

### 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. Illustrate concept of professional customer service (PCS)	1.1. Concept of professional customer services is clearly explained. 1.2. Role and responsibilities of PCS executive are described. 1.3. <b><u>Required tools</u></b> of PCS are identified. 1.4. <b><u>Business process outsourcing (BPO) categories</u></b> are identified. 1.5. BPO in global context is defined.
2. Identify business process outsourcing (BPO) components	2.1. <b><u>BPO components</u></b> are identified and described. 2.2. BPO mechanism is expressed succinctly. 2.3. Operation procedure of BPO components is <del>interpreted</del> <b><u>explained</u></b> .
3. Identify functions of contact centre	3.1. Theory of a contact centre is explained. 3.2. Types of contact centres are identified. 3.3. Standard operation procedure is <del>interpreted</del> <b><u>described</u></b> .

### Range of Variables

Variable	Range ( <i>may include but not limited to</i> )
1. Required tools	1.1. Dialler 1.2. Chat platform 1.3. Customer Relationship Management (CRM) 1.4. Headset 1.5. Computer 1.6. Internet
2. BPO categories	2.1. Near shore 2.2. On shore 2.3. Off shore
3. BPO components	3.1. Voice (Inbound, Outbound) 3.2. Non-voice service

<b>Curricula Content Guide</b>	
<b>1. Underpinning knowledge</b>	<ul style="list-style-type: none"> <li>1.1. Concept of PCS</li> <li>1.2. BPO categories</li> <li>1.3. Global context of BPO</li> <li>1.4. BPO tools</li> <li>1.5. BPO components</li> <li>1.6. Contact centres</li> </ul>
<b>2. Underpinning skills</b>	<ul style="list-style-type: none"> <li>2.1. Identify BPO components</li> <li>2.2. Interpret functions of contact centre</li> </ul>
<b>3. Underpinning attitudes</b>	<ul style="list-style-type: none"> <li>3.1. Eager to learn</li> <li>3.2. Tidy and punctual</li> <li>3.3. Sincere and honest concerning duties</li> <li>3.4. Accepts the job is shifting in nature</li> <li>3.5. Eager to search online for ideas and solutions</li> <li>3.6. Open-minded and understanding of the nuances of the job and industry</li> </ul>
<b>4. Resource implications</b>	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>4.1. Workplace (simulated or actual)</li> <li>4.2. Computer/laptop/notebook</li> <li>4.3. Internet</li> <li>4.4. Software</li> <li>4.5. Dialler</li> <li>4.6. Headset</li> <li>4.7. Chat platform</li> <li>4.8. CRM</li> <li>4.9. Projector</li> <li>4.10. Stationary</li> <li>4.11. Learning manual</li> </ul>

<b>Assessment Evidence Guide</b>	
<b>1. Critical aspects of competency</b>	<p>Assessment must evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. identified BPO components</li> <li>1.2. interpreted functions of contact centre</li> </ul>

## Assessment Evidence Guide

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



<b>Unit of Competency:</b> Apply effective communication in the workplace	<b>Nominal Duration:</b> 20 hours	<b>Unit Code:</b> SEIP-IT-PCS-02-O
<b>Unit Descriptor:</b> This unit covers the skills, knowledge and attitudes required to apply effective communication in the workplace. It specifically includes identifying effective communication, interpreting different communication techniques, and apply effective listening and questioning techniques.		

### 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 effective communication	1.1. <b><u>Effective communication</u></b> is correctly defined. 1.2. Principles of effective communication are identified and interpreted. 1.3. Methods of effective communication are recognised.
2. Interpret communication techniques	2.1. <b><u>Workplace requirement</u></b> of communication is explained. 2.2. <b><u>Ways of communication</u></b> are identified. 2.3. Verbal communication is carried out. 2.4. Written communication is carried out.
3. Apply listening techniques	3.1. Effective listening is defined. 3.2. <b><u>Elements of effective listening</u></b> are identified. 3.3. Active listening is carried out effectively.
4. Apply questioning techniques	4.1. Effective questioning is defined. 4.2. Types of <b><u>questioning techniques</u></b> are identified. 4.3. Questioning techniques are carried out effectively.

### Range of Variables

Variable	Range ( <i>may include but not limited to</i> )
1. Effective communication	1.1. Information 1.2. Audience 1.3. Format 1.4. Impact
2. Workplace requirement	2.1. Service modality 2.2. Standard operating procedure 2.3. Process script 2.4. Verbal instructions

Variable	Range ( <i>may include but not limited to</i> )
3. Ways of communication	3.1. Verbal 3.2. Written 3.3. Body language 3.4. Sign language
4. Elements of effective listening	4.1. Patience 4.2. Tone 4.3. Voice 4.4. Pronunciation 4.5. Accent 4.6. Pace 4.7. Pitch 4.8. Comprehension 4.9. Response
5. Questioning techniques	5.1. Open ended 5.2. Closed 5.3. Funnelling 5.4. Probing 5.5. Leading 5.6. Rhetorical

Curricula Content Guide	
1. Underpinning knowledge	1.1. Effective communication 1.2. Written and verbal communication 1.3. Listening and question techniques
2. Underpinning skills	2.1. Interpret communication techniques 2.2. Applying listening techniques 2.3. Applying questioning techniques
3. Underpinning attitudes	3.1. Eager to learn 3.2. Tidy and punctual 3.3. Sincere and honest concerning duties 3.4. Accepts the job is shifting in nature 3.5. Eager to search online for ideas and solutions 3.6. Open-minded and understanding of the nuances of the job and industry

## Curricula Content Guide

### 4. Resource implications

The following resources must be provided:

- 4.1. Workplace (simulated or actual)
- 4.2. Computer/laptop/notebook
- 4.3. Internet
- 4.4. Software
- 4.5. Dialler
- 4.6. Headset
- 4.7. Chat platform
- 4.8. CRM
- 4.9. Projector
- 4.10. Stationary
- 4.11. Learning manual

## Assessment Evidence Guide

### 1. Critical aspects of competency

Assessment must evidence that the candidate:

- 1.1. understood effective communication
- 1.2. demonstrated effective listening techniques
- 1.3. demonstrated effective questioning techniques

### 2. Methods of assessment

Methods of assessment may include but is not limited to:

- 2.1. written test
- 2.2. oral test
- 2.3. observation
- 2.4. demonstration
- 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.
- 3.2. Assessment must be done by a suitably qualified/certified assessor.

<b>Unit of Competency:</b> Apply contact centre management techniques	<b>Nominal Duration:</b> 36 hours	<b>Unit Code:</b> SEIP-IT-PCS-03-O
<b>Unit Descriptor:</b> This unit covers the skills, knowledge and attitudes required to apply contact centre management techniques. It specifically includes identifying contact centre activities, applying effective call management techniques, managing difficult customers, and apply customer psychometrics.		

### 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 activities of contact centre	1.1. Functions of contact centre are identified and described. 1.2. <b><u>Contact centre processes</u></b> are explained. 1.3. Operational pattern is identified. 1.4. <b><u>Call centre functions</u></b> are identified. 1.5. <b><u>Etiquette requirement</u></b> is recognised and explained.
2. Apply effective call management techniques	2.1. <b><u>Steps for contact centre calls</u></b> are identified and interpreted. 2.2. Call steps are carried out and proper words are selected and used. 2.3. Proper tone, pace, pitch and accent in a call are employed. 2.4. Handling telesales call is carried out successfully. 2.5. Call is justified to and aligned with <b><u>key performance indicators (KPI)</u></b> .
3. Manage difficult customers	3.1. <b><u>Difficult situations and customers</u></b> are promptly identified. 3.2. Appropriate management technique for handling difficult customer is identified and applied.
4. Apply customer psychometrics	4.1. <b><u>Customer psychometrics</u></b> is accurately defined. 4.2. Procedure for handling of different psychometric customer is recognised and interpreted. 4.3. Handling of different psychometric customers is carried out.

### Range of Variables

Variable	Range ( <i>may include but not limited to</i> )
1. Contact centre processes	1.1. Inbound 1.2. Outbound

Variable	Range ( <i>may include but not limited to</i> )
2. Call centre functions	2.1. Proper approach 2.2. Identifying reason to call (RTC) 2.3. Rapport building 2.4. Negotiation skills 2.5. Capture customer's database into CRM 2.6. Further assistance 2.7. Summery and closing
3. Etiquette requirement	3.1. Patience 3.2. Politeness 3.3. Effective listening 3.4. Body language 3.5. Responsiveness 3.6. Professionalism 3.7. Do not willingly put customers on hold 3.8. Understanding 3.9. Leave personal issues at home
4. Steps for contact centre calls	4.1. Call opening 4.2. Identification 4.3. Customer requirements 4.4. Clarification 4.5. Action/respond 4.6. Summarise/actions 4.7. Closing
5. Key performance indicators (KPI)	5.1. Average handling time (AHT) 5.2. Average talk time (ATT) 5.3. Log-in hour 5.4. First call resolution (FCR) 5.5. Sales per hour 5.6. Sales per day
6. Difficult situations and customers	6.1. Angry 6.2. Emotional 6.3. Objecting
7. Customer psychometrics	7.1. Customer motivation 7.2. Customer disintermediation 7.3. Changing focus 7.4. Emotional intelligence 7.5. Emotional connection

<b>Curricula Content Guide</b>	
<b>1. Underpinning knowledge</b>	<ul style="list-style-type: none"> <li>1.1. Contact centre functions</li> <li>1.2. Call centre process</li> <li>1.3. Etiquette</li> <li>1.4. Key performance indicators (KPI)</li> <li>1.5. Customer psychometrics</li> </ul>
<b>2. Underpinning skills</b>	<ul style="list-style-type: none"> <li>2.1. Understand concept of contact centre</li> <li>2.2. Apply effective call management techniques</li> <li>2.3. Handling difficult situations and customers</li> <li>2.4. Apply customer psychometrics</li> </ul>
<b>3. Underpinning attitudes</b>	<ul style="list-style-type: none"> <li>3.1. Eager to learn</li> <li>3.2. Tidy and punctual</li> <li>3.3. Sincere and honest concerning duties</li> <li>3.4. Accepts the job is shifting in nature</li> <li>3.5. Eager to search online for ideas and solutions</li> <li>3.6. Open-minded and understanding of the nuances of the job and industry</li> </ul>
<b>4. Resource implications</b>	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>4.1. Workplace (simulated or actual)</li> <li>4.2. Computer/laptop/notebook</li> <li>4.3. Internet</li> <li>4.4. Software</li> <li>4.5. Dialler</li> <li>4.6. Headset</li> <li>4.7. Chat platform</li> <li>4.8. CRM</li> <li>4.9. Projector</li> <li>4.10. Stationary</li> <li>4.11. Learning manual</li> </ul>

<b>Assessment Evidence Guide</b>	
<b>1. Critical aspects of competency</b>	<p>Assessment must evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. applied effective call management techniques</li> <li>1.2. demonstrated handling of difficult situations and customers</li> <li>1.3. applied customer psychometrics</li> </ul>

## Assessment Evidence Guide

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

<b>Unit of Competency:</b> Interpret international BPO services	<b>Nominal Duration:</b> 24 hours	<b>Unit Code:</b> SEIP-IT-PCS-04-O
<b>Unit Descriptor:</b> This unit covers the skills, knowledge and attitudes required to interpret international BPO services. It specifically includes recognising international BPO services and interpreting online transaction.		

### 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. Recognise international BPO services	1.1. Concept of international BPO services is defined. 1.2. Basic cultural information and awareness of <b><u>prime client countries</u></b> is identified. 1.3. International dateline, time zone and daylight saving issues of prime countries are identified and recognised. 1.4. <b><u>Currency of prime countries</u></b> are identified.
2. Interpret online transaction process	2.1. Types of online transactions are identified. 2.2. Payment process and payment security is described. 2.3. Information required for an online transaction is identified. 2.4. Payment <b><u>card parameters</u></b> are identified. 2.5. Two-way authentication system is recognised.

### Range of Variables

Variable	Range ( <i>may include but not limited to</i> )
1. Prime client countries	1.1. United States 1.2. Canada 1.3. United Kingdom 1.4. Australia 1.5. Bangladesh
2. Currency of prime countries	2.1. United States Dollar 2.2. Canadian Dollar 2.3. United Kingdom Pound 2.4. Euro 2.5. Australian Dollar 2.6. Bangladesh Taka
3. Card parameters	3.1. Name 3.2. Card number 3.3. Valid date (from and to) 3.4. Card verification code (CVC)



<b>Curricula Content Guide</b>	
1. Underpinning knowledge	1.1. International BPO services 1.2. Prime client countries and currencies 1.3. Card parameters 1.4. Online payment process
2. Underpinning skills	2.1. Understand concept of international BPO services 2.2. Identify types of online transactions 2.3. Identify online payment process
3. Underpinning attitudes	3.1. Eager to learn 3.2. Tidy and punctual 3.3. Sincere and honest concerning duties 3.4. Accepts the job is shifting in nature 3.5. Eager to search online for ideas and solutions 3.6. Open-minded and understanding of the nuances of the job and industry
4. Resource implications	The following resources must be provided: 4.1. Workplace (simulated or actual) 4.2. Computer/laptop/notebook 4.3. Internet 4.4. Software 4.5. Dialler 4.6. Headset 4.7. Chat platform 4.8. CRM 4.9. Projector 4.10. Stationary 4.11. Learning manual

<b>Assessment Evidence Guide</b>	
1. Critical aspects of competency	Assessment must evidence that the candidate: 1.1. understood concept of international BPO services 1.2. identified types of online transactions 1.3. explained online payment process
2. Methods of assessment	Methods of assessment may include but is not limited to: 2.1. written test 2.2. oral test 2.3. observation 2.4. demonstration 2.5. portfolio

### Assessment Evidence Guide

#### 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.

**3.2.** Assessment must be done by a suitably qualified/certified assessor.

<b>Unit of Competency:</b> Use contact centre software in BPO operations	<b>Nominal Duration:</b> 24 hours	<b>Unit Code:</b> SEIP-IT-PCS-05-O
<b>Unit Descriptor:</b> This unit covers the skills, knowledge and attitudes required to use call centre software in BPO operations. It specifically includes defining customer relationship management (CRM), identifying the functions of a dialler and applying basic CRM functions.		

### 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. Define customer relationship management (CRM)	1.1. Customer relationship management (CRM) is accurately defined. 1.2. <b><u>Common terms</u></b> used in CRM are identified and described.
2. Identify functions of dialler	2.1. Functions of dialler are identified and explained. 2.2. <b><u>Types of dialler</u></b> are identified. 2.3. <b><u>General technical terms</u></b> used in contact centre operation are described.
3. Apply basic CRM functions	3.1. <b><u>Basic CRM operation</u></b> is identified 3.2. Basic CRM operations are carried out. 3.3. Customer information report is prepared. 3.4. CRM report is submitted for insight to management.

### Range of Variables

Variable	Range ( <i>may include but not limited to</i> )
1. Common terms	1.1. Query 1.2. Complaint 1.3. Request 1.4. Opportunity 1.5. Profiles 1.6. Campaign 1.7. Tracking customer history
2. Types of dialler	2.1. Progressive 2.2. Predictive 2.3. Manual 2.4. Preview

Variable	Range ( <i>may include but not limited to</i> )
3. General technical terms	3.1. Call routing 3.2. CTI 3.3. IVR 3.4. VOIP 3.5. Talk time 3.6. AHT/ATT 3.7. ACW 3.8. EWT 3.9. TAT 3.10. Voice logger
4. Basic CRM operation	4.1. Opening CRM 4.2. Create customer profile 4.3. Cross check customer profile 4.4. Identify customer query/complaint/request properly 4.5. Select department properly to pass the CRM entry

Curricula Content Guide	
1. Underpinning knowledge	1.1. Customer relationship management (CRM) 1.2. Dialler 1.3. General technical and operational terms
2. Underpinning skills	2.1. Interpret functions of dialler 2.2. Apply basic CRM functions
3. Underpinning attitudes	3.1. Eager to learn 3.2. Tidy and punctual 3.3. Sincere and honest concerning duties 3.4. Accepts the job is shifting in nature 3.5. Eager to search online for ideas and solutions 3.6. Open-minded and understanding of the nuances of the job and industry

## Curricula Content Guide

### 4. Resource implications

The following resources must be provided:

- 4.1. Workplace (simulated or actual)
- 4.2. Computer/laptop/notebook
- 4.3. Internet
- 4.4. Software
- 4.5. Dialler
- 4.6. Headset
- 4.7. Chat platform
- 4.8. CRM
- 4.9. Projector
- 4.10. Stationary
- 4.11. Learning manual

## Assessment Evidence Guide

### 1. Critical aspects of competency

Assessment must evidence that the candidate:

- 1.1. interpreted functions of dialler
- 1.2. applied basic functions of CRM

### 2. Methods of assessment

Methods of assessment may include but is not limited to:

- 2.1. written test
- 2.2. oral test
- 2.3. observation
- 2.4. demonstration
- 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.
- 3.2. Assessment must be done by a suitably qualified/certified assessor.

<b>Unit of Competency:</b> Comply with quality service requirement	<b>Nominal Duration:</b> 16 hours	<b>Unit Code:</b> SEIP-IT-PCS-06-O
<b>Unit Descriptor:</b> This unit covers the skills, knowledge and attitudes required to comply with quality service requirements. It specifically includes identifying quality requirement in customer service, performing quality customer transaction and interpreting quality standard definition document (QSDD).		

### 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 quality requirement in customer service	1.1. Requirement for quality customer service is identified and explained. 1.2. Quality assurance (QA) process is identified and recognised. 1.3. Quality monitoring criteria is identified and followed. 1.4. <b><u>Transaction parameters</u></b> for quality service are identified as per industry standard.
2. Carry out quality customer transaction	2.1. Quality transaction methods are identified and described. 2.2. Quality customer transaction is interpreted. 2.3. Quality customer transaction is carried out.
3. Interpret quality standard definition document (QSDD)	3.1. Quality standard definition document (QSDD) is defined and its importance explained. 3.2. QA form is identified and completed correctly pursuant to workplace guidelines.

### Range of Variables

Variable	Range ( <i>may include but not limited to</i> )
1. Transaction parameters	1.1. Agent feedback 1.2. Active coaching 1.3. Recording triggers 1.4. Number of calls per agent per month 1.5. External triggers 1.6. Schedule parameters 1.7. Business compliance 1.8. Behavioural compliance 1.9. Fatal errors

Curricula Content Guide	
1. Underpinning knowledge	1.1. Quality assurance process 1.2. QSDD

<b>Curricula Content Guide</b>	
<b>2. Underpinning skills</b>	<ul style="list-style-type: none"> <li>2.1. Identify quality requirement in customer service</li> <li>2.2. Carry out quality customer transaction</li> <li>2.3. Interpret QSDD</li> </ul>
<b>3. Underpinning attitudes</b>	<ul style="list-style-type: none"> <li>3.1. Eager to learn</li> <li>3.2. Tidy and punctual</li> <li>3.3. Sincere and honest concerning duties</li> <li>3.4. Accepts the job is shifting in nature</li> <li>3.5. Eager to search online for ideas and solutions</li> <li>3.6. Open-minded and understanding of the nuances of the job and industry</li> </ul>
<b>4. Resource implications</b>	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>4.1. Workplace (simulated or actual)</li> <li>4.2. Computer/laptop/notebook</li> <li>4.3. Internet</li> <li>4.4. Software</li> <li>4.5. Dialler</li> <li>4.6. Headset</li> <li>4.7. Chat platform</li> <li>4.8. CRM</li> <li>4.9. Projector</li> <li>4.10. Stationary</li> <li>4.11. Learning manual</li> </ul>

<b>Assessment Evidence Guide</b>	
<b>1. Critical aspects of competency</b>	<p>Assessment must evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. identified quality requirement in customer service</li> <li>1.2. carried out quality customer transaction</li> <li>1.3. interpreted QSDD</li> </ul>
<b>2. Methods of assessment</b>	<p>Methods of assessment may include but is not limited to:</p> <ul style="list-style-type: none"> <li>2.1. written test</li> <li>2.2. oral test</li> <li>2.3. observation</li> <li>2.4. demonstration</li> <li>2.5. portfolio</li> </ul>
<b>3. Context of assessment</b>	<ul style="list-style-type: none"> <li>3.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.</li> <li>3.2. Assessment must be done by a suitably qualified/certified assessor.</li> </ul>

