



Skills for Employment Investment Program (SEIP)

COMPETENCY STANDARD FOR PROFESSIONAL DIGITAL CONTENT MANAGEMENT *(IT SECTOR)*

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

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Copyright

The Competency Standard for Professional Digital Content Management 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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*Skills for Employment Investment Program (SEIP) Project
Finance Division
Ministry of Finance
Probashi Kallyan Bhaban (Level – 16)
71-72 Old Elephant Road
Eskaton Garden, Dhaka 1000
Telephone: +8802 551 38598-9 (PABX), +8802 551 38753-5
Facsimile: +8802 551 38752
Website: www.seip-fd.gov.bd*

List of Abbreviations

General	
BMET	Bureau of Manpower Employment and Training
B-SEP	Bangladesh Skills for Employment and Productivity
BTEB	Bangladesh Technical Education Board
DTE	Directorate of Technical Education
ILO	International Labor Organization
ISC	Industry Skills Council
NPVC	National Pre-Vocation Certificate
NTVQF	National Technical and Vocational Qualifications Framework
PPP	Public Private Partnership
SCDC	Standards and Curriculum Development Committee
SEIP	Skills for Employment Investment Program
TVET	Technical Vocational Education and Training
UoC	Unit of Competency
Occupation Specific	
SEO	Search engine optimisation
SMS	Short message service
MMS	Multimedia messaging service
VMS	Voice messaging service
IVR	Interactive voice response
USSD	Unstructured supplementary service data
VAS	Value added service
MFS	Mobile financial service
WAP	Wireless application protocol
RBT	Ring back tone
COD	Cash on delivery
OHS	Occupational health and safety
PPE	Personal protective equipment
SOP	Standard operating procedure

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

Approval Sheet

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 2018 and concluded with a validation workshop with working group on 30 January 2018, and was reviewed and revised on 3 June 2018.

Experts Involved

Industry and subject-matter experts who provided their valuable inputs to develop this competency standard [January 2018]:

Name	Organisation	Designation
Mr. Shafquat Haider	Industry Skills Council - ICT	Chairman
Md. Aminul Hoque	Impel Service & Solutions Limited (ISSL)	Managing Director and Joint Secretary-General (BACCO)
Md. Musfeq-U-Saleheen	Impel Service & Solutions Limited (ISSL)	Director
Rana Abul Basher	Wintel Limited	Senior Vice President
Md. Saiful Islam	Wintel Limited	Senior Manager
Lt Col Md. Mahtabul Haq, psc (Retd)	SEIP-BACCO Project	Chief Coordinator
Shorab Sabbir	SEIP-BACCO Project	Coordinator - Job Placement and Development
Ms Adina Alam	SEIP-BACCO Project	Asst. 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 Md. Ahsan Habib	SEIP	TVET Specialist
Mr. Mohiuzzaman	SEIP	Course Specialist
Mahbub UI Huda	British Council - SD03	National Subject Matter Consultant - IT Sector

Development Workshop

Working group formation and competency standard development workshop participants [held on 24 January 2018]:

Name	Organisation	Designation
Mr. Shafquat Haider	Industry Skills Council - ICT	Chairman

Name	Organisation	Designation
Md. Aminul Hoque	Impel Service & Solutions Limited (ISSL)	Managing Director and Joint Secretary-General (BACCO)
Rana Abul Basher	Wintel Limited	Senior Vice President
Lt Col Md. Mahtabul Haq, psc (Retd)	SEIP-BACCO Project	Chief Coordinator
Shorab Sabbir	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 Md. Ahsan Habib	SEIP	TVET Specialist
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 30 January 2018]:

Name	Organisation	Designation
Mr. Shafquat Haider	Industry Skills Council - ICT	Chairman
Md. Aminul Hoque	Impel Service & Solutions Limited (ISSL)	Managing Director and Joint Secretary-General (BACCO)
Md. Musfeq-Ul-Saleheen	Impel Service & Solutions Limited (ISSL)	Director
Rana Abul Basher	Wintel Limited	Senior Vice President
Md. Saiful Islam	Wintel Limited	Senior Manager
Lt Col Md. Mahtabul Haq, psc (Retd)	SEIP-BACCO Project	Chief Coordinator
Shorab Sabbir	SEIP-BACCO Project	Coordinator - Job Placement and Development
Ms Adina Alam	SEIP-BACCO Project	Assistant Coordinator - Training
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Mr Md. Ahsan Habib	SEIP	TVET Specialist
Mr. Mohiuzzaman	SEIP	Course Specialist
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

Committee Workshop

The National competency standards for National Skills Certificate in **[INSERT CS NAME]**, NTVQF Level **[INSERT LEVEL]** qualification is a document developed by the Skill for Employment Investment Programme (SEIP), Finance Division, Ministry of Finance. This standard has been developed by an industry expert group under guidance of SEIP. The standard was approved by the SCDC [BTEB to insert date] at NTVQF Cell, BTEB.

Respectable members of the SCDC:

[INSERT CS NAME], Level [INSERT LEVEL]		

Course Structure

SL	Unit Code and Title		Level	Nominal Duration (Hours)
Generic Competencies (3 units of competency required)				
1	SEIP-IT-PDC-01-G	Carry out workplace interaction		8
2	SEIP-IT-PDC-02-G	Operate in a team environment		8
3	SEIP-IT-PDC-03-G	Apply basic IT skills		8
Sub-Total				24
Sector-specific Competencies (5 units of competency required)				
1	SEIP-IT-PDC-01-S	Apply occupational health and safety (OHS) practice in the workplace		8
2	SEIP-IT-PDC-02-S	Type documents in Bangla and English		8
3	SEIP-IT-PDC-03-S	Use internet and social network		8
4	SEIP-IT-PDC-04-S	Comply with ethical standards in IT workplace		8
5	SEIP-IT-PDC-05-S	Apply soft skills in customer service		8
Sub-Total				40
Occupation-specific Competencies (4 units of competency required)				
1	SEIP-IT-PDC-01-O	Understand basics of professional digital content management		12
2	SEIP-IT-PDC-02-O	Produce content		32
3	SEIP-IT-PDC-03-O	Develop a digital services		28
4	SEIP-IT-PDC-04-O	Perform digital marketing		24
Sub-Total				96
Total Nominal Learning Hours				160

Competency Chart

Units of Competency	Elements
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Generic Specific (Basic) Competencies

Carry out workplace interaction SEIP-IT-PDC-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-PDC-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		
Apply basic IT skills SEIP-IT-PDC-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	

Sector-specific (Common) Competencies

Apply occupational health and safety (OHS) practice in the workplace SEIP-IT-PDC-01-G	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-PDC-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-PDC-03-S	Interpret internet and social network	Use audio and video messaging applications	Use social network
Comply with ethical standards in IT workplace SEIP-IT-PDC-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-PDC-05-S	Understand customer service operations	Identify soft skills requirements in the workplace	Perform gesture and posture during customer service

Occupation-specific (Core) Competencies

Understand basics of professional digital content management SEIP-IT-PDC-01-O	Describe professional digital content management	Identify digital platforms	Identify types, formats and platforms of content
	Identify content develop tools		
Produce content SEIP-IT-PDC-02-O	Use text content development tools	Use graphics content development tools	Use audio content development tools
	Use video content development tools		
Develop a digital services SEIP-IT-PDC-03-O	Identify digital services	Develop mobile value-added services (VAS) content	Identify mobile financial services (MFS)
	Define E-commerce	Identify social media platforms	
Perform digital marketing SEIP-IT-PDC-04-O	Understand basics of digital marketing	Carry out search engine optimisation (SEO)	Identify affiliate marketing opportunities
	Identify mobile apps marketing opportunities	Perform SMS and email marketing	

Units and Elements Table

Generic – Compulsory (3 units of competency required)

Code	Unit of Competency	Elements of Competency	Duration (hours)
SEIP-IT-PDC-01-G	Carry out workplace interaction	<ol style="list-style-type: none"> 1. Interpret workplace communication and etiquette. 2. Read and understand workplace documents. 3. Participate in workplace meetings and discussions. 4. Apply professional ethics at work. 	8
SEIP-IT-PDC-02-G	Operate in a team environment	<ol style="list-style-type: none"> 1. Identify team goals and work processes. 2. Identify own role and responsibilities within team. 3. Communicate and co-operate with team members. 4. Perform problem solving within the team. 	8
SEIP-IT-PDC-03-G	Apply basic IT skills	<ol style="list-style-type: none"> 1. Identify and use most commonly used IT tools. 2. Understand use of computer. 3. Work with word processing application. 4. Work with spreadsheets. 5. Access email and search the internet. 	8
Total Hours			24

Sector-specific – Compulsory (5 units of competency required)

Code	Unit of Competency	Elements of Competency	Duration (hours)
SEIP-IT-PDC-01-S	Apply occupational health and safety (OHS) practice in the workplace	<ol style="list-style-type: none"> 1. Identify OHS policies and procedures. 2. Apply personal health and safety Practices. 3. Report hazards and risks. 4. Respond to emergencies. 	8
SEIP-IT-PDC-02-S	Type documents in Bangla and English	<ol style="list-style-type: none"> 1. Install typing applications of Bangla and English. 2. Perform typing in Bangla and English. 3. Type document using different style and formats. 4. Perform touch-typing. 	8
SEIP-IT-PDC-03-S	Use internet and social network	<ol style="list-style-type: none"> 1. Interpret internet and social network. 	8

Code	Unit of Competency	Elements of Competency	Duration (hours)
		<ol style="list-style-type: none"> 2. Use audio and video messaging applications. 3. Use social network. 	
SEIP-IT-PDC-04-S	Comply with ethical standards in IT workplace	<ol style="list-style-type: none"> 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-PDC-05-S	Apply soft skills in customer service	<ol style="list-style-type: none"> 1. Understand customer service operations. 2. Identify soft skills requirements in the workplace. 3. Perform required gesture and posture during customer service. 	8
Total Hours			40

Occupation-specific – Compulsory (4 units of competency required)

Code	Unit of Competency	Elements of Competency	Duration (hours)
SEIP-IT-PDC-01-O	Understand basics of professional digital content management	<ol style="list-style-type: none"> 1. Describe professional digital content management. 2. Identify digital platforms. 3. Identify types, formats and platforms of content. 4. Identify content development tools. 	12
SEIP-IT-PDC-02-O	Produce content	<ol style="list-style-type: none"> 1. Use text content development tools. 2. Use graphics content development tools. 3. Use audio content development tools. 4. Use video content development tools. 	32
SEIP-IT-PDC-03-O	Develop a digital services	<ol style="list-style-type: none"> 1. Identify digital services. 2. Develop mobile value-added services (VAS) content. 3. Identify mobile financial services (MFS). 4. Define E-commerce. 5. Identify social media platforms. 	28
SEIP-IT-PDC-04-O	Perform digital marketing	<ol style="list-style-type: none"> 1. Understand basics of digital marketing. 2. Carry out search engine optimisation (SEO). 	24

Code	Unit of Competency	Elements of Competency	Duration (hours)
		<ol style="list-style-type: none"> <li data-bbox="770 253 1270 315">3. Identify affiliate marketing opportunities. <li data-bbox="770 322 1270 385">4. Identify mobile apps marketing opportunities. <li data-bbox="770 392 1225 432">5. Perform SMS and email marketing. 	
Total Hours			96

Generic Competencies

Unit Title:	Carry out workplace interaction
Unit Code:	SEIP-IT-PDC-01-G
Nominal Hours:	8 hours
Unit Descriptor:	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 of Competency	Performance Criteria (<u>bold and underlined</u> terms are elaborated in the Range of Variables)
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 <u>courteous manner</u> to gather and convey information.</p> <p>1.4. <u>Workplace procedures and matters</u> 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 <u>appropriate sources</u>.</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	1.1. Effective questioning 1.2. Active listening 1.3. Speaking skills 1.4. Writing skill 1.5. Email etiquette
2. Workplace procedures and matters	2.1. Notes 2.2. Arranging a meeting 2.3. Agenda 2.4. Simple reports such as progress and incident reports 2.5. Job sheets 2.6. Operational manuals 2.7. Brochures and promotional material 2.8. Visual and graphic materials 2.9. Standards 2.10. OHS information 2.11. Signs
3. Appropriate sources	3.1. Human Resources (HR) Department 3.2. Managers 3.3. Supervisors 3.4. Management Information System (MIS)

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment must evidence that the candidate: <ol style="list-style-type: none"> 1.1. Interpreted workplace communication and etiquette 1.2. Interpreted workplace instructions and symbols 1.3. Performed active participation in workplace meetings
2. Underpinning knowledge	<ol style="list-style-type: none"> 2.1. Workplace communication and etiquette 2.2. Workplace documents, signs and symbols 2.3. Meeting procedure and etiquette 2.4. Professional ethics
3. Underpinning skills	<ol style="list-style-type: none"> 3.1. Demonstrating workplace communication and etiquette 3.2. Interpreting workplace instructions and symbols 3.3. Demonstrating active participation in workplace meeting 3.4. Applying professional ethics at work

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

4. Underpinning attitudes	4.1. Prompt in carrying out activities 4.2. Tidy and punctual 4.3. Respectful of peers, subordinates and seniors in the workplace 4.4. Concerned about the work environment 4.5. Sincere and honest concerning duties
5. Resource implications	The following resources must be provided: 5.1. Workplace (simulated or actual) 5.2. Workplace procedures 5.3. Standard operating procedure 5.4. Workplace documents, signs and symbols 5.5. Codes of conduct 5.6. Projector 5.7. Stationary 5.8. Learning manual
6. Methods of assessment	Methods of assessment may include but is not limited to: 6.1. Written test 6.2. Demonstration 6.3. Oral test 6.4. Observation 6.5. Portfolio
7. Context of assessment	7.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency. 7.2. Assessment must be done by a suitably qualified/certified assessor.

Accreditation Requirements

Training Providers must be accredited by Bangladesh Technical Education Board (BTEB), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.

Unit Title:	Operate in a team environment
Unit Code:	SEIP-IT-PDC-02-G
Nominal Hours:	8 hours
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 of Competency	Performance Criteria (<u>bold and underlined</u> terms are elaborated in the Range of Variables)
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 <u>sharing information</u> 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 (may include but not limited to)
1. Sharing information	1.1. Agenda 1.2. Minutes 1.3. Progress and incident reports 1.4. Operational manuals 1.5. Visual and graphic materials 1.6. Emails and SMS 1.7. Phone directory 1.8. Policy, procedure and standards 1.9. OHS information

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Underpinning knowledge	1.1. Team goals and work processes 1.2. Roles and responsibilities 1.3. Finding problems and solving them
2. Underpinning skills	2.1. Identifying own role and responsibilities within team 2.2. Communicating and co-operating with team members 2.3. Demonstrating problem solving within the team
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. Underpinning knowledge	4.1. Team goals and work processes 4.2. Roles and responsibilities 4.3. Finding problems and solving them
5. Resource implications	The following resources must be provided: 5.1. Workplace (simulated or actual) 5.2. Projector 5.3. Stationary 5.4. Learning manual

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

6. Methods of assessment

Methods of assessment may include but is not limited to:

- 6.1.** Written test
- 6.2.** Demonstration
- 6.3.** Oral test
- 6.4.** Observation
- 6.5.** Portfolio

7. Context of assessment

- 7.1.** Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.
- 7.2.** Assessment must be done by a suitably qualified/certified assessor.

Accreditation Requirements

Training Providers must be accredited by Bangladesh Technical Education Board (BTEB), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.

Unit Title:	Apply basic IT skills
Unit Code:	SEIP-IT-PDC-03-G
Nominal Hours:	8 hours
Unit Descriptor:	This unit covers the skills, knowledge and attitudes required to apply basic IT skills in the workplace. It specifically includes identifying common IT tools, using computer, word processing and spreadsheet applications, email and searching on internet.
Elements of Competency	Performance Criteria (<u>bold and underlined</u> terms are elaborated in the Range of Variables)
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 IT tools 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. Data manipulation techniques 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 <u>browsers</u> 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 (may include but not limited to)
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 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

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment must evidence that the candidate: <ol style="list-style-type: none"> 1.1. Identified commonly used IT tools 1.2. Performed simple trouble-shooting with computer 1.3. Performed typing on word processing software, saved and retrieved documents 1.4. Performed data entry with spreadsheet 1.5. Used email account for different online purposes
2. Underpinning knowledge	<ol style="list-style-type: none"> 2.1. IT and IT tools 2.2. Computer trouble-shooting 2.3. Techniques to access internet

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

3. Underpinning skills	3.1. Demonstrating simple trouble-shooting with computer 3.2. Demonstrating typing on word processing software 3.3. Demonstrating data entry with spreadsheet 3.4. Opening email account and using it for different purposes
4. Underpinning attitudes	4.1. Active on teamwork 4.2. Prompt in carrying out activities 4.3. Tidy and punctual 4.4. Respectful of peers, subordinates and seniors in the workplace 4.5. Sincere and honest concerning duties
5. Resource implications	The following resources must be provided: 5.1. Workplace (simulated or actual) 5.2. IT tools 5.3. Computer/laptop/notebook 5.4. Software 5.5. Internet 5.6. Projector 5.7. Stationary 5.8. Learning manual
6. Methods of assessment	Methods of assessment may include but is not limited to: 6.1. Written test 6.2. Demonstration 6.3. Oral test 6.4. Observation 6.5. Portfolio
7. Context of assessment	7.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency. 7.2. Assessment must be done by a suitably qualified/certified assessor.

Accreditation Requirements

Training Providers must be accredited by Bangladesh Technical Education Board (BTEB), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.

Sector-specific Competencies

Unit Title:	Apply occupational health and safety (OHS) practice in the workplace
Unit Code:	SEIP-IT-PDC-01-S
Nominal Hours:	8 hours
Unit Descriptor:	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 of Competency	Performance Criteria (<u>bold and underlined</u> terms are elaborated in the Range of Variables)
1. Identify OHS policies and procedures	<p>1.1. <u>OHS policies</u> and safe operating procedures are interpreted.</p> <p>1.2. Safety signs and symbols are identified and followed.</p> <p>1.3. Response, evacuation procedures and other contingency measures are interpreted correctly.</p>
2. Apply personal health and safety practices	<p>2.1. OHS policies and procedures are applied in the workplace including <u>personal protective equipment (PPE)</u>.</p> <p>2.2. Common health issues are recognised.</p> <p>2.3. Common safety issues are identified.</p>
3. Report hazards and risks	<p>3.1. Hazards and risks are identified.</p> <p>3.2. Hazards and risks assessment and controls are interpreted.</p>
4. Respond to emergencies	<p>4.1. Respond to alarms and warning devices.</p> <p>4.2. <u>Emergency response plans and procedures</u> are responded to.</p> <p>4.3. <u>First aid procedures</u> during emergency situations are identified.</p>

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

Range of Variables	
Variable	Range (<i>may include but not limited to</i>)
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. Safety glasses 4.2. Ear plugs 4.3. Gloves 4.4. Apron 4.5. Helmet 4.6. Mask 4.7. Safety shoes

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment must evidence that the candidate: <ol style="list-style-type: none"> 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. Underpinning knowledge	<ol style="list-style-type: none"> 2.1. Workplace OHS policies and procedures 2.2. Work safety procedures 2.3. Emergency response procedures: <ol style="list-style-type: none"> 2.3.1. Firefighting 2.3.2. Earthquake response 2.3.3. Accident response 2.4. Types of hazards (biological, chemical and physical) and their effects 2.5. OHS awareness 2.6. Personal protective equipment (PPE)
3. Underpinning skills	<ol style="list-style-type: none"> 3.1. Identifying OHS policies and procedures 3.2. Applying personal health and safety practices 3.3. Reporting hazards and risks 3.4. Responding to emergencies

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

<p>4. Underpinning attitudes</p>	<p>4.1. Committed to occupational health and safety practices 4.2. Communicates well with peers, subordinates and seniors in workplace 4.3. Prompt in carrying out activities 4.4. Tidy and punctual 4.5. Sincere and honest concerning duties 4.6. Responsible during emergencies</p>
<p>5. Resource implications</p>	<p>The following resources must be provided: 5.1. Workplace (simulated or actual) 5.2. Personal protective equipment (PPE) 5.3. Firefighting equipment 5.4. Emergency response manual 5.5. First aid kits 5.6. Projector 5.7. Stationary 5.8. Learning manual</p>
<p>6. Methods of assessment</p>	<p>Methods of assessment may include but is not limited to: 6.1. Written test 6.2. Demonstration 6.3. Oral test 6.4. Observation 6.5. Portfolio</p>
<p>7. Context of assessment</p>	<p>7.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency. 7.2. Assessment must be done by a suitably qualified/certified assessor.</p>

Accreditation Requirements

Training Providers must be accredited by Bangladesh Technical Education Board (BTEB), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.

Unit Title:	Type documents in English and Bangla
Unit Code:	SEIP-IT-PDC-02-S
Nominal Hours:	8 hours
Unit Descriptor:	This unit covers the skills, knowledge and attitudes required to type documents in Bangla and English. It specifically includes identifying and using the useful application, tools, keyboard layout, style formats and touch-typing for typing documents.
Elements of Competency	Performance Criteria (<u>bold and underlined</u> terms are elaborated in the Range of Variables)
1. Install typing applications of Bangla and English	1.1. <u>Typing applications in Bangla</u> are identified and installed. 1.2. <u>Typing applications in English</u> are identified and installed.
2. Perform typing in Bangla and English	2.1. Appropriate <u>tools</u> for typing are identified. 2.2. Appropriate <u>keyboard layout</u> 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 <u>style and formats</u> 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

Range of Variables	
Variable	Range (may include but not limited to)
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

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment must evidence that the candidate: <ol style="list-style-type: none"> 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 30 and 40 wpm typing speed respectively
2. Underpinning knowledge	<ol style="list-style-type: none"> 2.1. Typing software 2.2. Typing tools and keyboard layout 2.3. Styles and formats
3. Underpinning skills	<ol style="list-style-type: none"> 3.1. Installing typing software to work with 3.2. Typing with preferred keyboard layout 3.3. Applying styles and formats on documents 3.4. Performing touch-typing

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

4. Underpinning attitudes	<ul style="list-style-type: none">4.1. Eager to learn4.2. Tidy and punctual4.3. Concerned with proper use of computer and peripherals4.4. Concerned for other's rights4.5. Observes netiquette4.6. Sincere and honest concerning duties
5. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none">5.1. Workplace (simulated or actual)5.2. Computer/laptop/notebook5.3. Software5.4. Internet5.5. Popular browsers5.6. Social media platforms5.7. Projector5.8. Stationary5.9. Learning manual
6. Methods of assessment	<p>Methods of assessment may include but is not limited to:</p> <ul style="list-style-type: none">6.1. Written test6.2. Oral test6.3. Observation6.4. Demonstration6.5. Portfolio
7. Context of assessment	<ul style="list-style-type: none">7.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.7.2. Assessment must be done by a suitably qualified/certified assessor.

Accreditation Requirements

Training Providers must be accredited by Bangladesh Technical Education Board (BTEB), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.

Unit Title:	Use internet and social network
Unit Code:	SEIP-IT-PDC-03-S
Nominal Hours:	8 hours
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 of Competency	Performance Criteria (<u>bold and underlined</u> terms are elaborated in the Range of Variables)
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. <u>Video</u> conferencing with appropriate <u>application</u> is carried out. 2.4. <u>Audio</u> conferencing with appropriate <u>application</u> is carried out.
3. Use social network	3.1. Account on <u>social network</u> 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

Range of Variables	
Variable	Range (<i>may include but not limited to</i>)
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

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment must evidence that the candidate: <ol style="list-style-type: none"> 1.1. Explained internet and social network 1.2. Used audio and video messaging applications correctly 1.3. Performed use of social network appropriately
2. Underpinning knowledge	<ol style="list-style-type: none"> 2.1. Online audio messaging 2.2. Video messaging 2.3. Social media
3. Underpinning skills	<ol style="list-style-type: none"> 3.1. Interpreting internet and social network 3.2. Using audio and video messaging applications correctly 3.3. Demonstrating appropriate use of social network
4. Underpinning attitudes	<ol style="list-style-type: none"> 4.1. Eager to learn 4.2. Tidy and punctual 4.3. Concerned about proper use of computer and peripherals 4.4. Concerned for other's rights 4.5. Observes netiquette 4.6. Sincere and honest concerning duties

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

5. Resource implications	The following resources must be provided: 5.1. Workplace (simulated or actual) 5.2. Computer/laptop/notebook 5.3. Software 5.4. Internet 5.5. Popular browsers 5.6. Audio-video chatting applications 5.7. Projector 5.8. Stationary 5.9. Learning manual
6. Methods of assessment	Methods of assessment may include but is not limited to: 6.1. Written test 6.2. Demonstration 6.3. Oral test 6.4. Observation 6.5. Portfolio
7. Context of assessment	7.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency. 7.2. Assessment must be done by a suitably qualified/certified assessor.

Accreditation Requirements

Training Providers must be accredited by Bangladesh Technical Education Board (BTEB), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.

Unit Title:	Comply with ethical standards in IT workplace
Unit Code:	SEIP-IT-PDC-04-S
Nominal Hours:	8 hours
Unit Descriptor:	This unit covers the skills, knowledge and attitudes required to comply with ethical standards within the IT workplace. It specifically includes identifying points of client satisfaction, quality product and service delivery, professionalism and complying with workplace code of conduct.
Elements of Competency	Performance Criteria (<u>bold and underlined</u> terms are elaborated in the Range of Variables)
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, <u>national legislation</u> and workplace policies.</p> <p>1.3. Potential conflicts of interest 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>

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

1. Critical aspects of competency	Assessment 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. Underpinning knowledge	2.1. Code of conduct in the workplace 2.2. Industry and international standards 2.3. Client satisfaction
3. Underpinning skills	3.1. Interpreting quality product and services 3.2. Demonstrating professionalism in the workplace 3.3. Complying with workplace code of conduct
4. Underpinning attitudes	4.1. Eager to learn 4.2. Tidy and punctual 4.3. Concerned about proper use of computer and peripherals 4.4. Concerned for other's rights 4.5. Sincere and honest concerning duties
5. Resource implications	The following resources must be provided: 5.1. Workplace (simulated or actual) 5.2. Computer/laptop/notebook 5.3. Software 5.4. Projector 5.5. Stationary 5.6. Learning manual
6. Methods of assessment	Methods of assessment may include but is not limited to: 6.1. Written test 6.2. Demonstration 6.3. Oral test 6.4. Observation 6.5. Portfolio
7. Context of assessment	7.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency. 7.2. Assessment must be done by a suitably qualified/certified assessor.

Accreditation Requirements

Training Providers must be accredited by Bangladesh Technical Education Board (BTEB), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.

Unit Title:	Apply soft skills in customer service
Unit Code:	SEIP-IT-PDC-05-S
Nominal Hours:	8 hours
Unit Descriptor:	This unit covers the skills, knowledge, and attitudes required to apply soft skills in customer service. It specifically includes identifying call centre operations, identifying soft skills requirements and use of appropriate gesture and posture requirement during customer service
Elements of Competency	Performance Criteria (<u>bold and underlined</u> terms are elaborated in the Range of Variables)
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. <u>Customer service skills</u> are identified and defined.
2. Identify soft skills requirements in the workplace	2.1. Meaning of <u>soft skills</u> 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. Identifying needs 1.9. Calmness 1.10. Situational awareness 1.11. Persuasion 1.12. Tenacity 1.13. Closing

Range of Variables	
Variable	Range (<i>may include but not limited to</i>)
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

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment must evidence that the candidate: 1.1. Interpreted customer service skills required 1.2. Applied soft skills at work 1.3. Demonstrated required gesture and posture at work
2. Underpinning knowledge	2.1. Scope and structure of customer service operations 2.2. Duties of a call centre agent 2.3. Soft skills techniques 2.4. Acceptable body language and posture
3. Underpinning skills	3.1. Interpreting customer service skills 3.2. Applying soft skills at work 3.3. Demonstrating required gesture and posture at work
4. Underpinning attitudes	4.1. Eager to learn 4.2. Tidy and punctual 4.3. Concerned for other's rights 4.4. Sincere and honest concerning duties
5. Resource implications	The following resources must be provided: 5.1. Workplace (simulated or actual) 5.2. Computer/laptop/notebook 5.3. Software 5.4. Projector 5.5. Stationary 5.6. Learning manual

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

6. Methods of assessment

Methods of assessment may include but is not limited to:

- 6.1. Written test
- 6.2. Demonstration
- 6.3. Oral test
- 6.4. Observation
- 6.5. Portfolio

7. Context of assessment

- 7.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.
- 7.2. Assessment must be done by a suitably qualified/certified assessor.

Accreditation Requirements

Training Providers must be accredited by Bangladesh Technical Education Board (BTEB), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.

Occupation-specific Competencies

Unit Title:	Understand basics of professional digital content management
Unit Code:	SEIP-IT-PDC-01-O
Nominal Hours:	12 hours
Unit Descriptor:	This unit covers the skills, knowledge and attitudes required to understand the basics of professional digital content management. It specifically includes describing professional digital content management, identifying digital platforms, identifying different types, formats and platforms of content, and identifying content development tools.
Elements of Competency	Performance Criteria (<u>bold and underlined</u> terms are elaborated in the Range of Variables)
1. Describe professional digital content management	<p>1.1. Principle of professional digital content management is identified and interpreted.</p> <p>1.2. <u>Role and responsibilities</u> of content development executive are identified and explained.</p> <p>1.3. <u>Digital contents</u> are identified and clearly described.</p> <p>1.4. Digital content related <u>legal issues</u> are identified and interpreted</p> <p>1.5. <u>Data measurement</u> issues are identified and interpreted.</p>
2. Identify digital platforms	<p>2.1. <u>Digital platforms</u> are identified and described.</p> <p>2.2. Uses of digital platforms are clearly explained.</p>
3. Identify types, formats and platforms of content	<p>3.1. Types, formats and platforms of text content are identified and interpreted.</p> <p>3.2. Types, formats and platforms of image (including animated) content are identified and interpreted.</p> <p>3.3. Types, formats and platforms of audio content are identified and interpreted.</p> <p>3.4. Types, formats and platforms of video content are identified and interpreted.</p>
4. Identify content development tools	<p>4.1. <u>Tools for text content development</u> are identified and described.</p> <p>4.2. <u>Tools for image content development</u> are identified and described.</p> <p>4.3. <u>Tools for audio content development</u> are identified and described.</p> <p>4.4. <u>Tools for video content development</u> are identified and described.</p>

Range of Variables	
Variable	Range (may include but not limited to)
1. Role and responsibilities	1.1. Web browsing for content 1.2. Produce text content for telecom and web service 1.3. Create digital and animated image 1.4. Create audio and video content and provide to platforms 1.5. Digital content marketing 1.6. Work on other digital services
2. Digital contents	2.1. Data: 2.1.1. Text 2.2. Media: 2.2.1. Image 2.2.2. Animated image 2.2.3. Video 2.2.4. Audio
3. Legal issues	3.1. Intellectual property rights 3.2. Copyright 3.3. Legal incidence
4. Data measurement	4.1. Computer memory 4.2. Data storage device 4.3. Unit of data measurement
5. Digital platforms	5.1. Portal (online and offline) 5.2. Social media 5.3. Interactive Voice Response (IVR) 5.4. Unstructured Supplementary Service Data (USSD) 5.5. Short Message Service (SMS)
6. Tools for text content development	6.1. NotePad++ 6.2. Word processor 6.3. Spreadsheet
7. Tools for image content development	7.1. Adobe Photoshop 7.2. Adobe Illustrator 7.3. ACD See
8. Tools for audio content development	8.1. Cubex SX 8.2. GoldWave
9. Tools for video content development	9.1. Ulead Video Studio 9.2. Adobe Premiere Pro 9.3. Freemake Video Converter 9.4. Any other video converter application or software

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

1. Critical aspects of competency	Assessment must evidence that the candidate: 1.1. Identified and described the role and responsibilities of professional digital content management 1.2. Identified and interpreted different types, formats and platforms of digital content 1.3. Identified and described digital content development tools
2. Underpinning knowledge	2.1. Digit content management 2.2. Digital content 2.3. Digital platforms 2.4. Development tools 2.5. Data measurement 2.6. Legal issues
3. Underpinning skills	3.1. Describing the principle of professional digital content management 3.2. Identifying and interpreting types, formats and platforms of digital content 3.3. Identifying and describing various digital platforms 3.4. Identifying digital content development tools
4. Underpinning attitudes	4.1. Eager to learn 4.2. Tidy and punctual 4.3. Prompt in carrying out activities 4.4. Concerned for other's rights 4.5. Sincere and honest concerning duties 4.6. Respectful of peers, subordinates and seniors in the workplace 4.7. Concerned with proper use of computer and peripherals 4.8. Observes netiquette
5. Resource implications	The following resources must be provided: 5.1. Workplace (simulated or actual) 5.2. Computer/laptop/notebook 5.3. Software 5.4. Internet 5.5. Projector 5.6. Stationary 5.7. Learning manual

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

6. Methods of assessment

Methods of assessment may include but is not limited to:

- 6.1. Written test
- 6.2. Oral test
- 6.3. Observation
- 6.4. Demonstration
- 6.5. Portfolio

7. Context of assessment

- 7.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.
- 7.2. Assessment must be done by a suitably qualified/certified assessor.

Accreditation Requirements

Training Providers must be accredited by Bangladesh Technical Education Board (BTEB), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.

Unit Title:	Produce content
Unit Code:	SEIP-IT-PDC-02-O
Nominal Hours:	32 hours
Unit Descriptor:	This unit covers the skills, knowledge and attitudes required to produce content. It specifically includes understanding the basic features of and using text, graphics, audio and video content development tools.
Elements of Competency	Performance Criteria (<u>bold and underlined</u> terms are elaborated in the Range of Variables)
1. Use text content development tools	<p>1.1. Notepad++ is used for content development.</p> <p>1.2. <u>Features of word processing application</u> are used for content development.</p> <p>1.3. <u>Features of spreadsheet application</u> are used for content development.</p>
2. Use graphics content development tools	<p>2.1. <u>Features of Adobe Photoshop</u> are used for graphics (including animated) content development.</p> <p>2.2. Adobe Illustrator is used for graphics (including animated) content development.</p> <p>2.3. ACDSee is used to check and endorse developed graphics content.</p>
3. Use audio content development tools	<p>3.1. Cubase SX Studio is used for audio content development.</p> <p>3.2. <u>Features of GoldWave</u> are used for audio content development.</p>
4. Use video content development tools	<p>4.1. Ulead Video Studio is used for video content development.</p> <p>4.2. Adobe Premiere Pro is used for video content development.</p> <p>4.3. <u>Functions of Freemake Video Converter</u> are applied to video content development.</p> <p>4.4. Other video conversion application or software are used for video content development.</p>

Range of Variables	
Variable	Range (<i>may include but not limited to</i>)
1. Features of word processing application	<p>1.1. Word basics</p> <p>1.2. Font format</p> <p>1.3. Layout</p> <p>1.4. Printing</p> <p>1.5. Objects</p> <p>1.6. Collaboration</p> <p>1.7. Reviewing</p>

Range of Variables	
Variable	Range (<i>may include but not limited to</i>)
2. Features of spreadsheet application	2.1. Formulas and calculations 2.2. Add up and designing column and row 2.3. Cells formatting 2.4. Data find and selection 2.5. Data validation 2.6. Different chart creation 2.7. Content metadata creation with excel
3. Features of Adobe Photoshop	3.1. Photoshop basics 3.2. Photo resizing 3.3. Photo masking 3.4. Colour grading
4. Features of GoldWave	4.1. Audio processing basics 4.2. Audio resizing 4.3. Audio converting
5. Functions of Freemake Video Converter	5.1. Video processing basics 5.2. Video resizing 5.3. Video converting

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment must evidence that the candidate: 1.1. Carried out content development using Notepad++ 1.2. Applied features of Adobe Photoshop to graphics content development 1.3. Carried out content development using Ulead Video Studio 1.4. Carried out content development using GoldWave
2. Underpinning knowledge	2.1. Content development tools 2.2. Basic features of word processing and spreadsheet applications 2.3. Basic features of graphics applications (Photoshop) 2.4. Basic features of audio applications (GoldWave)
3. Underpinning skills	3.1. Identifying digital content development tools 3.2. Describing basic features of content development tools 3.3. Using content development tools 3.4. Using Notepad++ to produce text content

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

4. Underpinning attitudes

- 4.1. Eager to learn
- 4.2. Tidy and punctual
- 4.3. Prompt in carrying out activities
- 4.4. Concerned for other's rights
- 4.5. Sincere and honest concerning duties
- 4.6. Respectful of peers, subordinates and seniors in the workplace
- 4.7. Concerned with proper use of computer and peripherals
- 4.8. Observes netiquette

5. Resource implications

The following resources must be provided:

- 5.1. Workplace (simulated or actual)
- 5.2. Computer/laptop/notebook
- 5.3. Software
- 5.4. Internet
- 5.5. Projector
- 5.6. Stationary
- 5.7. Learning manual

6. Methods of assessment

Methods of assessment may include but is not limited to:

- 6.1. Written test
- 6.2. Oral test
- 6.3. Observation
- 6.4. Demonstration
- 6.5. Portfolio

7. Context of assessment

- 7.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.
- 7.2. Assessment must be done by a suitably qualified/certified assessor.

Accreditation Requirements

Training Providers must be accredited by Bangladesh Technical Education Board (BTEB), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.

Unit Title:	Develop a digital service
Unit Code:	SEIP-IT-PDC-03-O
Nominal Hours:	28 hours
Unit Descriptor:	This unit covers the skills, knowledge and attitudes required to develop a digital service. It specifically includes identifying digital services, developing mobile value added service content, identifying mobile financial services, defining E-commerce, and identifying social media platforms.
Elements of Competency	Performance Criteria (<u>bold and underlined</u> terms are elaborated in the Range of Variables)
1. Identify digital services	1.1. Digital services are identified and explained. 1.1. Scope of digital services are identified.
2. Develop mobile value-added services (VAS) content	2.1. Mobile value-added services are identified and interpreted. 2.2. Content sourcing guideline is followed. 2.3. Content processing techniques are identified and explained. 2.4. Legal compliance is checked and verified. 2.5. Different <u>types of value added service (VAS)</u> content are prepared.
3. Identify mobile financial services (MFS)	3.1. Different <u>types of mobile financial services (MFS)</u> are identified and interpreted. 3.2. Security issues for MFS are clearly and concisely summarised and addressed. 3.3. MFS customer support techniques are identified and explained.
4. Define E-commerce	4.1. E-commerce as a global model of business is explained. 4.2. Retail services are identified. 4.3. Marketplace services are identified. 4.4. <u>Mobile commerce</u> is clearly defined. 4.5. Customer service options are identified and described.
5. Identify social media platforms	5.1. <u>Social media</u> is identified and different platforms are described. 5.2. Monitoring, tracking and analysis techniques with social media are identified and explained. 5.3. Viral contents are recognised and distinguished. 5.4. Advertising on social media is explained.

Range of Variables	
Variable	Range (may include but not limited to)
1. Types of value added service (VAS)	1.1. Short Message Service (SMS) 1.2. Wireless Application Protocol (WAP) portal 1.3. Ring Back Tone (RBT) 1.4. Interactive Voice Response (IVR) 1.5. Unstructured Supplementary Service Data (USSD) 1.6. Applications and games
2. Types of mobile financial service (MFS)	2.1. Mobile wallet 2.2. Debit card 2.3. Credit card 2.4. MFS organisations 2.5. Traditional banking 2.6. Government regulation
3. Mobile commerce	3.1. Online payment 3.2. Cash on delivery (COD) payment
4. Social media	4.1. Facebook 4.2. YouTube 4.3. Instagram 4.4. Twitter 4.5. LinkedIn

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment must evidence that the candidate: <ol style="list-style-type: none"> 1.1. Developed value added service (VAS) content 1.2. Interpreted mobile financial services (MFS) 1.3. Defined E-commerce and related services 1.4. Explained social media and the use of advertising
2. Underpinning knowledge	<ol style="list-style-type: none"> 2.1. Digital services and scope of digital services 2.2. Guidelines for content sourcing 2.3. Content processing techniques 2.4. Value added services 2.5. Mobile financial services 2.6. Social media

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

3. Underpinning skills	<ul style="list-style-type: none">3.1. Identifying and explaining digital services and scope3.2. Identifying and interpreting value added services (VAS)3.3. Identifying and interpreting mobile financial services (MFS)3.4. Defining E-commerce3.5. Explaining social media
4. Underpinning attitudes	<ul style="list-style-type: none">4.1. Eager to learn4.2. Tidy and punctual4.3. Prompt in carrying out activities4.4. Concerned for other's rights4.5. Sincere and honest concerning duties4.6. Respectful of peers, subordinates and seniors in the workplace4.7. Concerned with proper use of computer and peripherals4.8. Observes netiquette
5. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none">5.1. Workplace (simulated or actual)5.2. Computer/laptop/notebook5.3. Software5.4. Internet5.5. Projector5.6. Stationary5.7. Learning manual
6. Methods of assessment	<p>Methods of assessment may include but is not limited to:</p> <ul style="list-style-type: none">6.1. Written test6.2. Oral test6.3. Observation6.4. Demonstration6.5. Portfolio
7. Context of assessment	<ul style="list-style-type: none">7.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.7.2. Assessment must be done by a suitably qualified/certified assessor.

Accreditation Requirements

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Unit Title:	Perform digital marketing
Unit Code:	SEIP-IT-PDC-04-O
Nominal Hours:	24 hours
Unit Descriptor:	This unit covers the skills, knowledge and attitudes required to perform digital marketing. It specifically includes understanding the basics of digital marketing, carrying out search engine optimisation (SEO), identifying affiliate and mobile app marketing opportunities, and performing SMS and email marketing.
Elements of Competency	Performance Criteria (<u>bold and underlined</u> terms are elaborated in the Range of Variables)
1. Understand basics of digital marketing	1.1. Concept of digital marketing is identified and described. 1.2. <u>Digital marketing platforms</u> are identified and explained.
2. Carry out search engine optimisation (SEO)	2.1. Search engine optimisation (SEO) is explained. 2.2. Keyword research and analysis techniques are identified. 2.3. On-page and off-page SEO is interpreted. 2.4. Webpage architecture is defined and improved for better SEO. 2.5. Ethical issues on SEO are identified and interpreted.
3. Identify affiliate marketing opportunities	3.1. Concept of affiliate marketing is explained. 3.2. Compensation method of affiliate marketing is explained. 3.3. Types of affiliate websites are identified.
4. Identify mobile apps marketing opportunities	4.1. Concept of mobile marketing is explained. 4.2. <u>Types of mobile marketing</u> are identified. 4.3. Mobile app-based marketing is identified and described.
5. Perform SMS & email marketing	5.1. Concept of SMS and email marketing is explained. 5.2. SMS and email content writing techniques are identified. 5.3. Target area for SMS and email marketing is identified. 5.4. SMS and email marketing content is developed. 5.5. SMS and email marketing is undertaken.

Range of Variables	
Variable	Range (<i>may include but not limited to</i>)
1. Digital marketing platforms	1.1. Portal (online and offline) 1.2. Social media 1.3. Interactive Voice Response (IVR) 1.4. Unstructured Supplementary Service Data (USSD) 1.5. Short Message Service (SMS)

Range of Variables	
Variable	Range (may include but not limited to)
2. Types of mobile marketing	2.1. Short Message Service (SMS) 2.2. Multi Media Service (MMS) 2.3. Voice messaging Service (VMS)

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment must evidence that the candidate: <ol style="list-style-type: none"> 1.1. Identified and described search engine optimisation (SEO) 1.2. Explained affiliate marketing as a strategy 1.3. Explained SMS and email marketing as a strategy 1.4. Explained mobile app marketing as a strategy 1.5. Performed SMS and email marketing
2. Underpinning knowledge	<ol style="list-style-type: none"> 2.1. Digital marketing platforms 2.2. Search engine optimisation (SEO) 2.3. Affiliate marketing 2.4. SMS and email marketing 2.5. Mobile app marketing
3. Underpinning skills	<ol style="list-style-type: none"> 3.1. Explaining search engine optimisation (SEO) 3.2. Identifying marketing opportunities 3.3. Performing SMS and email marketing
4. Underpinning attitudes	<ol style="list-style-type: none"> 4.1. Eager to learn 4.2. Tidy and punctual 4.3. Prompt in carrying out activities 4.4. Concerned for other's rights 4.5. Sincere and honest concerning duties 4.6. Respectful of peers, subordinates and seniors in the workplace 4.7. Concerned with proper use of computer and peripherals 4.8. Observes netiquette
5. Resource implications	The following resources must be provided: <ol style="list-style-type: none"> 5.1. Workplace (simulated or actual) 5.2. Computer/laptop/notebook 5.3. Software 5.4. Internet 5.5. Projector 5.6. Stationary 5.7. Learning manual

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

6. Methods of assessment

Methods of assessment may include but is not limited to:

- 6.1.** Written test
- 6.2.** Oral test
- 6.3.** Observation
- 6.4.** Demonstration
- 6.5.** Portfolio

7. Context of assessment

- 7.1.** Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.
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