



**COMPETENCY STANDARDS & ASSESSMENT GUIDE
FOR
Affiliate Marketing**

**Skills for Employment Investment Program (SEIP)
Finance Division, Ministry of Finance**

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The Competency Standards for Affiliate Marketing is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing trainings consistent with the requirement of industry in order for individuals who passed through the set standard via assessment would be qualified and settled for a relevant job.

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INTRODUCTION:

The Skills for Employment Investment Program (SEIP) Project of the Finance Division of the Ministry of Finance has embarked on a project which aims to qualitatively and quantitatively expand the skilling capacity of identified public and private training providers by establishing and operationalizing a responsive skill eco system 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 program. Key priority economic growth sectors identified by 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, supported to work with the industry to address identified skills to enable industry growth, and increased employment through the provision of market responsive inclusive skills training programs. Priority sectors were identified to adopt a demand driven approach to training with effective inputs from Industry Skills Councils (ISCs), Employer Associations and Employers.

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

The document details the format, sequencing, wording and layout of the Competency Standard for an occupation that comprised 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 a job or occupation or trade corresponding to the standard of performance required in the workplace.

Competency standard:

- Provides a consistent and reliable set of components for training, recognizing and assessing people's skills, and may have optional support materials.
- Enables industry recognized qualifications to be awarded through direct assessment of workplace competencies
- Encourages the development and delivery of flexible training which suits individual and industry requirements
- Encourages learning and assessment in a work-related environment that leads to verifiable workplace outcomes.

A working group who comprised national and international process experts and the participation of experts from the industry to identify the competencies required of an occupation in a particular sector develops competency Standards.

Competency Standards describe the skills, knowledge and attitude needed to perform effectively in the workplace. Competency Standards acknowledge that people can achieve vocational and technical competency in many ways by emphasizing 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 training organization or any combination of these.

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:

- Reference to Industry Sector, Occupational Title and Occupational Description
- Unit code
- Unit title
- Unit descriptor
- Unit of Competency
- Elements and performance criteria
- Variables and range statement
- Evidence guides

Together all the parts of a Unit of Competency:

- Describe a work activity
- Guide the assessor in determining whether the candidate is competent.

Identification and validation of units of competency and elements for this occupation were made by experts of various IT Companies in an industry consultative workshop held at the BASIS Institute of Technology and Management (BITM) on the 20th of March 2016.

Profile of experts and facilitators who participated in the Competency Verification and Validation Workshop are given below:

Competency Verification-Validation Experts:

| Name | Company | Job Position |
|-------------------------------|---------------------|-----------------------------|
| Mr. Md. Mokhlesur Rahman | SPONDON | CEO |
| Mr. MdFaruk Hossain | Bording Vista Ltd. | Team Leader, Graphic Design |
| Mrs. Sayma Begum | BITM | Asst. Trainer |
| Mr. ZohirulAlamTiemoon | Nerd Castle, Ltd | CEO |
| Mr. Tayabur Rahman Masud | BITM | Asst. Trainer |
| Mr. MianZadidRusdid | BITM | Lead Trainer |
| Mr. Khondoker Ali Asgor Pavel | BitBirds Solution | CEO |
| Md. Hasib | BITM | Executive,IT |
| Sifat-E-Tanzim | Liveoutsources,Ltd. | Software Engineer |

Workshop Facilitators:

| | | |
|-------------------------|------|--------------------------|
| Md. Mohiuzzaman | SEIP | Course Specialist |
| Emeterio Cedillo, Jr. | SEIP | International Specialist |
| Muhammad Mofizur Rahman | SEIP | National Specialist |

The ensuing sections of this document comprise a description of the respective occupation with all the key components of a Unit of Competency:

- A chart with an overview of all Units of Competency for the respective occupation including the Unit Codes and the Unit of Competency titles and corresponding Elements.
- The Competency Standards that include the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide and Assessment Evidence Guide.

COMPETENCY PROFILE/CHART for Affiliate Marketing

UNITS OF COMPETENCY

ELEMENTS

A. Generic (Basic) Competencies

| | | | | |
|---|--|--|---|---|
| PERFORM COMPUTATIONS USING BASIC MATHEMATICAL CONCEPTS (SEIP-IT-AFM-1-G) | Identify calculation requirements in the workplace | Select appropriate mathematical methods/concepts for the calculation | Use tool/instrument to perform calculations | |
| APPLY OCCUPATIONAL HEALTH AND SAFETY (OHS) PRACTICES IN THE WORKPLACE (SEIP-IT-AFM-2-G) | Identify OHS policies and procedures | Apply personal health and safety practices | Report hazards and risks | Respond to emergencies |
| COMMUNICATE IN ENGLISH IN THE WORKPLACE (SEIP-IT-AFM-3-G) | Read and understand Workplace documents in English | Write simple workplace written communications in English. | Listen and comprehend to English conversation | Perform conversations in English language |
| WORK IN A SELF-DIRECTED TEAM. (SEIP-IT-AFM-4-G) | Identify team goals and processes. | Communicate and cooperate with team members. | Work as a team member | Solve problems as a team member |

B. Sector Specific (Common) Competencies

| | | | | |
|--|----------------------------------|--|--|---------------------------------|
| OPERATE A PERSONAL COMPUTER AND USE OFFICE APPLICATION (SEIP-IT-AFM-1-S) | Start and shut down the computer | Access basic system information | Work with files, folders and user application programs | Print documents |
| TYPE DOCUMENTS IN BANGLA AND ENGLISH (SEIP-IT-AFM-2-S) | Install the application | Select appropriate tools and keyboard layout | Type document using different style format | |
| SEND AND RETRIEVE INFORMATION USING EMAIL, WEB BROWSERS, VIDEO/AUDIO TOOLS (SEIP-IT-AFM-3-S) | Access the internet | Search the internet | Research and apply 'netiquette' principals | Organize and send message |
| COMPLY TO ETHICAL STANDARDS IN IT WORKPLACE (SEIP-IT-AFM-4-S) | Uphold the interests of clients | Deliver quality products and services | Demonstrate professionalism at work | Obey workplace code of conduct. |

C. Occupation Specific (Core) Competencies

| | | | |
|---|--|--|---|
| EXPLAIN SEO AND SMM BASICS (SEIP-IT-AFM-1-O) | Explain the basics of Search Engine Optimization (SEO) | Explain the basics of Social Media Marketing (SMM) | |
| EXPLAIN A WORDPRESS SITE (SEIP-IT-AFM-2-O) | Identify WordPress site creation | Manage domain and hosting | |
| APPLY AMAZON AFFILIATION (SEIP-IT-AFM-3-O) | Describe Affiliate Marketing and Amazon Affiliation | Explain Niche Selection Process | Develop Content Creation for Amazon Affiliate |
| APPLY CPA AFFILIATION (SEIP-IT-AFM-4-O) | Explain CPA Affiliate Marketing | Explain CPA Affiliate Networks | |
| SETUP GOOGLE ANALYTICS (SEIP-IT-AFM-5-O) | Describe Google Analytics | Carry out adding of a site to Google Analytics. | |
| APPLY ROOMSTER AFFILIATION ACTIVITY (SEIP-IT-AFM-6-O) | Explain Roomster Affiliation | Carry out creation of a New Campaign. | |

Units & Elements at Glance:

Generic (Basic) Competencies (46 hrs.)

| Code | Unit of Competency | Elements of Competency | Duration (Hours) |
|-------------------|---|---|------------------|
| SEIP-IT-AFM-1-G | Perform Computations Using Basic Mathematical Concepts | <ol style="list-style-type: none"> 1. Identify calculation requirements in the workplace 2. Select appropriate mathematical methods/concepts for the calculation. 3. Use tool/instrument to perform calculations | 14 |
| SEIP-IT-AFM-2-G | Apply Occupational Health and Safety (OHS) Practices 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 | 10 |
| SEIP-IT-AFM-3-G | Communicate in English in the Workplace | <ol style="list-style-type: none"> 1. Read and understand workplace documents in English 2. Write simple workplace communications in English 3. Listen and comprehend to English conversations 4. Perform conversations in English language | 14 |
| SEIP-IT-AFM-4-G | Operate in a Self-Directed Team | <ol style="list-style-type: none"> 1. Identify team goals and work processes 2. Communicate and cooperate with team members. 3. Work as a team member. 4. Solve problems as a team member | 8 |
| Total Hour | | | 46 |

Sector Specific (Common) Competencies (64 hrs.)

| Code | Unit of Competency | Elements of Competency | Duration (Hours) |
|-------------------|---|--|------------------|
| SEIP-LIG-CAD-1-S | Interpret Technical Drawings and Manuals | 1. Start and shut down the computer 2. Access basic system information 3. Work with files, folders and user application programs 4. Print documents | 24 |
| SEIP-LIG-CAD-2-S | Work with Mechanical Hand and Power Tools | 1. Install the application 2. Select appropriate tools and keyboard layout 3. Type document using different style format | 12 |
| SEIP-LIG-CAD-3-S | Carry Out Precision Checks and Measurements | 1. Access the internet 2. Search the internet 3. Research and apply 'netiquette' principals 4. Organize and send message | 16 |
| SEIP-LIG-CAD-4-S | Apply Quality Systems and Procedures | 1. Uphold the interests of clients 2. Deliver quality products and services 3. Demonstrate professionalism at work 4. Obey workplace code of conduct. | 12 |
| Total Hour | | | 64 |

OCCUPATION SPECIFIC (CORE) COMPETENCIES (250 HRS.)

| Code | Unit of Competency | Elements of Competency | Duration (Hours) |
|-------------------|-------------------------------------|--|------------------|
| SEIP-IT-AFM-1-O | Explain SEO and SMM Basics | 1. Explain the basics of Search Engine Optimization (SEO) 2. Explain the basics of Social Media Marketing (SMM) | 26 |
| SEIP-IT-AFM-2-O | Explain a WordPress Site | 1. Identify WordPress site creation 2. Manage domain and hosting | 26 |
| SEIP-IT-AFM-3-O | Apply Amazon Affiliation | 1. Describe Affiliate Marketing and Amazon Affiliation 2. Explain Niche Selection Process 3. Develop Content Creation for Amazon Affiliate | 82 |
| SEIP-IT-AFM-4-O | Apply CPA Affiliation | 1. Explain CPA Affiliate Marketing 2. Explain CPA Affiliate Networks | 52 |
| SEIP-IT-AFM-5-O | Setup Google Analytics | 1. Describe Google Analytics 2. Carry out adding of a site to Google Analytics. | 32 |
| SEIP-IT-AFM-6-O | Apply Roomster Affiliation Activity | 1. Explain Roomster Affiliation 2. Carry out creation of a New Campaign. | 32 |
| Total Hour | | | 250 |

COMPETENCY STANDARD: AFFILIATE MARKETING

A. The Generic (Basic Competencies)

| | | |
|---|-------------------------------------|--------------------------------------|
| Unit of Competency: PERFORM COMPUTATIONS USING BASIC MATHEMATICAL CONCEPTS | Nominal Duration: 14 hrs. | Unit Code: SEIP-IT-AFM-1-G |
| Unit Descriptor: This unit of competency requires the knowledge, skills and attitude to perform computations using basic mathematical concepts in the workplace. It specifically includes the tasks of identifying calculation requirements in the workplace, selecting appropriate mathematical method/concept for the calculation and using appropriate instruments tools to carry out calculation. | | |

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 calculation requirements in the workplace | 1.1 <u>Calculation requirements</u> are identified from <u>workplace information.</u> |
| 2. Select appropriate mathematical methods/concepts for the calculation. | 2.1 <u>Appropriate method</u> is selected to carry out the calculation requirements. |
| 3. Use tool/instrument to perform calculations | 3.1 Calculations are completed using appropriate <u>tools and instruments.</u> |

Range of variables:

| Variable | Range |
|------------------------------|---|
| | May include but not limited to: |
| 1. Calculation requirements. | 1.1 Area 1.2 Height 1.3 Length/Breadth/thickness 1.4 Diameter 1.5 Weight 1.6 Capacity 1.7 Time 1.8 Temperature. 1.9 Material usage 1.10 Speed 1.11 Costing 1.12 Mass |

| | |
|--------------------------|--|
| | 1.13 Density |
| 2. Workplace information | 2.1 Mechanical Plan 2.2 Design 2.3 Working drawing 2.4 Verbal instructions 2.5 Job order |
| 3. Appropriate method | 3.1 Addition 3.2 Subtraction 3.3 Division 3.4 Multiplication 3.5 Conversion 3.6 Percentage and ratio calculation 3.7 Simple equation |
| 4. Tools/instruments | 4.1 Calculator 4.2 Computer |

Curricular Content Guide

| | |
|---------------------------|--|
| 1. Underpinning Knowledge | 1.1 Numerical concept 1.2 Basic mathematical methods such as addition, subtraction, multiplication, division, and percentage. 1.3 Mathematical language, symbols and terminology. 1.4 Measuring units 1.5 Knowledge of computer application |
| 2. Underpinning Skills | 2.1 Adding numbers 2.2 Subtracting numbers 2.3 Multiplying numbers 2.4 Dividing numbers 2.5 Measuring of linear 2.6 Using of mathematical language, symbols, terminology and technology 2.7 Measuring of different physical parameter 2.8 Calculating geometrical parameters: angle, parallelism, perpendicularity, area and volume |
| 3. Underpinning Attitudes | 3.1 Commitment to occupational health and safety practices 3.2 Promptness in carrying out activities 3.3 Tidiness and timeliness 3.4 Respect to peers, sub-ordinates and seniors in workplace 3.5 Environmental concern 3.6 Sincerity and honesty |
| 4. Resource Implications | The following resources must be provided 4.1 Stationeries 4.2 Consumables |

| | |
|--|--|
| | 4.3 Calculators 4.4 Computers 4.5 Measuring tape |
|--|--|

Assessment Evidence Guide

| | |
|-----------------------------------|---|
| 1. Critical Aspects of Competency | Assessment required evidence that the candidate: 1.1 Identified calculation requirements from workplace information 1.2 Selected appropriate method to carry out the calculation requirements 1.3 Completed calculations using appropriate tools/instruments |
| 2. Methods of Assessment | Methods of assessment may include but not limited to: 2.1 Written test 2.2 Oral questioning 2.3 Demonstration |
| 5. Context of Assessment | 3.1 Competency assessment must be finished in a training center or in an actual or simulated work place after completion of the training module. |

| | | |
|--|-------------------------------------|--------------------------------------|
| Unit of Competency: APPLY OCCUPATIONAL HEALTH AND SAFETY (OHS) PRACTICES IN THE WORKPLACE | Nominal Duration: 10 hrs. | Unit Code: SEIP-IT-AFM-2-G |
| Unit Descriptor: This unit covers the knowledge, skills and attitudes required to apply occupational health and safety (OH&S) practices in the workplace. It specifically includes the tasks of 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 <u>OHS policies</u> and safe operating procedures are read and understood. 1.2 Safety signs and symbols are identified and followed. 1.3 Emergency response, evacuation procedures and other contingency measures are determined. |
| 2. Apply personal health and safety practices | 2.1 OHS policies and procedures are followed and practiced. 2.2 <u>Personal Protective Equipment (PPE)</u> is selected and used 2.3 Personal hygiene is maintained. |
| 3. Report hazards and risks | 3.1 <u>Hazards and risks</u> are identified, assessed and controlled. 3.2 Incidents arising from hazards and risks are reported to authority. 3.3 Corrective actions are implemented to correct unsafe conditions in the workplace. |
| 4. Respond to emergencies | 4.1 Alarms and warning devices are responded. 4.2 <u>Emergency response plans and procedures</u> are implemented. 4.3 <u>First aid procedure</u> is applied during emergency situations. |

Range of Variables

| Variable | Range |
|-----------------|---|
| | May include but not limited to: |
| 1. OHS policies | 1.1 International OHS requirements 1.2 Bangladesh standards for OHS 1.3 Building Code |

| | |
|--|--|
| | <ul style="list-style-type: none"> 1.4 Fire Safety Rules and Regulations 1.5 Light Engineering Industry Guidelines |
| 2. Personal Protective Equipment (PPE) | <ul style="list-style-type: none"> 2.1 Apron 2.2 Gas Mask 2.3 Gloves 2.4 Safety shoes 2.5 Helmet 2.6 Face mask 2.7 Overalls 2.8 Goggles and safety glasses 2.9 Ear plugs 2.10 Sun block 2.11 Chemical/Gas masks |
| 3. Hazards and risks | <ul style="list-style-type: none"> 3.1 Chemical hazards. 3.2 Biological hazards. 3.3 Physical Hazards. <ul style="list-style-type: none"> 3.3.1 Machine hazards. 3.3.2 Materials hazards. 3.3.3 Tools and Equipment hazards. |
| 4. Emergency response plans and procedures | <ul style="list-style-type: none"> 4.1 Firefighting procedures 4.2 Earthquake response procedures 4.3 Evacuation procedures 4.4 Medical and first aid |
| 5. First aid procedure | <ul style="list-style-type: none"> 5.1 Washing of open wound 5.2 Washing chemically infected area 5.3 Applying bandage 5.4 Tourniquet 5.5 Applying CPR (Cardiopulmonary Resuscitation) 5.6 Taking appropriate medicine |

Curricular Evidence Guide:

| | |
|---------------------------|---|
| 1. Underpinning Knowledge | <ul style="list-style-type: none"> 1.1 OHS workplace policies and procedures. 1.2 Work safety procedures. 1.3 Emergency procedures. <ul style="list-style-type: none"> 1.3.1 Firefighting. 1.3.2 Earthquake response. 1.3.3 Explosion response. 1.3.4 Accident response. 1.4 Types of (biological, chemical and physical) and their effects. 1.5 PPE types and uses. 1.6 Personal hygiene practices. 1.7 OHS awareness. |
|---------------------------|---|

| | |
|---------------------------|---|
| 2. Underpinning Skills | <ul style="list-style-type: none"> 2.1 Identifying OHS policies and procedures 2.2 Following personal work safety practices 2.3 Reporting hazards and risks 2.4 Responding to emergency procedures 2.5 Maintaining physical well-being in the workplace 2.6 Performing first aids. 2.7 Performing basic firefighting accessories using fire extinguishers 2.8 Applying basic first aid procedures |
| 3. Underpinning Attitudes | <ul style="list-style-type: none"> 3.1 Commitment to occupational health and safety practices 3.2 Communication with peers, sub-ordinates and seniors in workplace. 3.3 Promptness in carrying out activities. 3.4 Tidiness and timeliness. 3.5 Respect of peers, sub-ordinates and seniors in workplace. 3.6 Environmental concern. 3.7 Sincere and honest to duties |
| 4. Resource Implications | <ul style="list-style-type: none"> 4.1 Workplace (simulated or actual) 4.2 PPEs 4.3 Firefighting equipment 4.4 Emergency response manual 4.5 First aid kits |

Assessment Evidence Guide:

| | |
|-----------------------------------|---|
| 1. Critical Aspects of Competency | <p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Followed OHS policies and procedures 1.2 Selected and used personal protective equipment (PPE) 1.3 Reported incidents arising from hazards and risks to authority 1.4 Emergency response plans and procedures are implemented 1.5 Applied basic first aid procedure |
| 2. Methods of Assessment | <p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> 2.1 Written test 2.2 Demonstration 2.3 Oral questioning 2.4 Interview |
| 3. Context of Assessment | <ul style="list-style-type: none"> 3.1 Competency assessment must be finished in a training center or in an actual or simulated work place after completion of the training module. |

| | | |
|--|-------------------------------------|--------------------------------------|
| Unit of Competency: COMMUNICATE IN ENGLISH IN THE WORKPLACE | Nominal Duration: 14 hrs. | Unit Code: SEIP-IT-AFM-3-G |
| Unit Descriptor: This unit covers the knowledge, skills and attitudes required to apply English communication in the workplace. It specifically includes work tasks of reading and understanding workplace documents in English, writing simple workplace written communications in English, listening and comprehending to English conversations and performing conversations in English. | | |

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. Read and understand workplace documents in English | 1.1 Workplace documents are read and understood. 1.2 Visual information is interpreted. |
| 2. Write simple workplace communications in English | 2.1 Simple <u>routine workplace documents</u> are prepared using key words, phrases, simple sentences and <u>visual aids</u> are prepared. 2.2 Key information is written in the appropriate places in standard forms. |
| 3. Listen and comprehend to English conversations | 3.1 Active listening is demonstrated. |
| 4. Perform conversations in English language | 4.1 Conversation is performed in English with peers, customers and management to the required workplace standard. |

Range of Variables

| Variable | Range |
|--------------------------------|---|
| | May Include but not limited to: |
| 1. Routine workplace documents | 1.1 Agenda 1.2 Simple reports such as progress and incident reports 1.3 Job sheets 1.4 Operational manuals 1.5 Brochures and promotional material 1.6 Visual and graphic materials 1.7 Standards 1.8 OSH information |

| | |
|----------------|---|
| | 1.9 Signs |
| 2. Visual aids | 2.1 Maps 2.2 Diagrams 2.3 Forms 2.4 Labels 2.5 Graphs 2.6 Charts |

Curricular Evidence Guide:

| | |
|---------------------------|--|
| 1. Underpinning Knowledge | 1.1 Read workplace documents in English 1.2 Write simple routine workplace documents in English 1.3 Listen to conversation in English 1.4 Perform conversation in English 1.5 Interaction skills (i.e., teamwork, interpersonal skills, etc.). 1.6 Job roles, responsibilities and compliances. |
| 2. Underpinning Skills | 2.1 Ability to read and understand workplace documents in English by using appropriate vocabulary and grammar, standard spelling and punctuation 2.2 Ability to write simple routine workplace documents in English such as: Schedules and agenda, job sheets, operational manuals and brochures and promotional material. 2.3 Ability of listening in English and interpreting 2.4 Ability to perform conversation in English with peers, customers and management to the required workplace standard. 2.5 Work effectively with others. 2.5.1 Listening and questioning skills 2.5.2 Ability to follow simple directions |
| 3. Underpinning Attitudes | 3.1 Commitment to occupational health and safety practices 3.2 Promptness in carrying out activities. 3.3 Tidiness and timeliness. 3.4 Respect of peers, sub-ordinates and seniors in workplace. 3.5 Environmental concern. 3.6 Sincere and honest to duties. |
| 4. Resource Implications | The following resources must be provided: 4.1 Work place Procedure 4.2 Materials relevant to the proposed activity 4.3 All tools, equipment, material and documentation required. 4.4 Relevant specifications or work instructions |

Assessment Evidence Guide:

| | |
|-----------------------------------|--|
| 1. Critical Aspects of Competency | Assessment required evidence that the candidate: 1.1 Converse in English with peers and customers 1.2 Made reports of workplace documents in English |
| 2. Methods of Assessment | Methods of assessment may include but not limited to: 2.1 Written test 2.2 Demonstration 2.3 Oral questioning 2.4 Interview |
| 3. Context of Assessment | 3.1 Competency assessment must be finished in a training center or in an actual or simulated work place after completion of the training module. |

| | | |
|---|------------------------------------|--------------------------------------|
| Unit of Competency: WORK IN A SELF-DIRECTED TEAM | Nominal Duration: 8 hrs. | Unit Code: SEIP-IT-AFM-4-G |
| Unit Descriptor: This unit covers the knowledge, skills and attitudes required to work in a self-directed team. It specifically includes work tasks of identifying team goals and work processes, communicating and cooperating with team members, working and solving problems as a team member. | | |

Elements and Performance Criteria:

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

| Elements of Competency | Performance Criteria |
|---|---|
| 1. Identify team goals and work processes | 1.1 Team goals and collaborative decision making processes are identified. 1.2 Roles and responsibilities of team members are identified. 1.3 Relationships within team and with other workers are identified. |
| 2. Communicate and cooperate with team members. | 2.1 Effective interpersonal skills are used to interact with team members and to contribute to activities and objectives. 2.2 Formal and informal <u>forms of communication</u> are used effectively to support team achievement. 2.3 Diversity in character is respected and valued in team functioning. 2.4 Views and opinions of other team members are understood and valued. 2.5 Workplace terminology is used correctly to assist communication. |
| 3. Work as a team member. | 3.1 Duties, responsibilities, authorities, objectives and task requirements are identified and clarified with the team. 3.2 Tasks are performed in accordance with organizational and team requirements, specifications and workplace procedures. 3.3 Team member's support with other members are made to ensure team achieves goals, awareness and requirements. 3.4 Agreed reporting lines are followed using standard operating procedure. |
| 4. Solve problems as a team member | 4.1 Current and potential problems faced by team are identified. 4.2 A solution to the problem is identified. |

| | |
|--|---|
| | 4.3 Problems are solved effectively and the outcome of the implemented solution is evaluated. |
|--|---|

Range of Variables

| Variable | Range |
|---------------------------|--|
| | May Include but not limited to: |
| 1. Forms of communication | 1.1 Agenda 1.2 Simple reports such as progress and incident reports. 1.3 Job sheets. 1.4 Operational manuals. 1.5 Brochures and promotional material. 1.6 Visual and graphic materials. 1.7 Standards. 1.8 OSH information. 1.9 Signs. |

Curricular Evidence Guide:

| | |
|---------------------------|--|
| 1. Underpinning Knowledge | 1.1 Team goals and collaborative decision making processes 1.2 Roles and responsibilities of team members 1.3 Relationships within team and with other workers 1.4 Effective interpersonal skills to interact with team members 1.5 Effective formal and informal forms of communication 1.6 Value of diversity in team functioning. 1.7 Correct use of workplace terminology 1.8 Team's duties, responsibilities, authorities, objectives and task requirements 1.9 Support mechanism to other members of team to ensure achievements of goals. 1.10 Methods of identifying current and potential problems faced by a team 1.11 Effectively problems solving methods and evaluation of outcomes |
| 2. Underpinning Skills | 2.1 Identifying team goals and collaborative decision making processes 2.2 Identifying roles and responsibilities of team members 2.3 Identifying relationships within team and with other workers 2.4 Using effective interpersonal skills to interact with team members and to contribute to activities and objectives 2.5 Using formal and informal forms of communication 2.6 Understanding and valuing views and opinions of other team members |

| | |
|---------------------------|---|
| | <p>2.7 Performing tasks in accordance with organizational and team requirements, specifications and workplace procedures.</p> <p>2.8 Supporting other members of the team to ensure team achieves goals, awareness and requirements.</p> <p>2.9 Identifying current and potential problems faced by the team</p> <p>2.10 Identifying solutions to the problem</p> <p>2.11 Solving problems effectively and evaluating the outcome of the implemented solution</p> |
| 3. Underpinning Attitudes | <p>3.1 Teamwork</p> <p>3.2 Promptness in carrying out activities.</p> <p>3.3 Tidiness and timeliness.</p> <p>3.4 Respect of peers, sub-ordinates and seniors in workplace.</p> <p>3.5 Sincere and honest to duties</p> |
| 4. Resource Implications | <p>The following resources must be provided:</p> <p>4.1 Workplace (simulated or actual)</p> <p>4.2 Pens</p> <p>4.3 Papers</p> <p>4.4 Work books</p> <p>4.5 Learning manuals</p> |

Assessment Evidence Guide:

| | |
|-----------------------------------|---|
| 1. Critical Aspects of Competency | <p>Assessment required evidence that the candidate:</p> <p>1.1 Identified team goals and work processes.</p> <p>1.2 Communicated and cooperated with team members.</p> <p>1.3 Worked as a team member.</p> <p>1.4 Solved problems as a team member.</p> |
| 2. Methods of Assessment | <p>Methods of assessment may include but not limited to:</p> <p>2.1 Written test</p> <p>2.2 Demonstration</p> <p>2.3 Oral questioning</p> <p>2.4 Interview</p> |
| 3. Context of Assessment | <p>3.1 Competency assessment must be finished in a training center or in an actual or simulated work place after completion of the training module.</p> |

B. The Sector Specific (Common) Competencies

| | | |
|---|-------------------------------------|--------------------------------------|
| Unit of Competency: OPERATE A PERSONAL COMPUTER AND USE OFFICE APPLICATIONS | Nominal Duration: 24 Hrs. | Unit Code: SEIP-IT-AFM-1-S |
| Unit Descriptor: This unit covers the knowledge, skills and attitudes required for a worker to operate a personal computer and use office applications. It specifically includes the tasks of starting and shutting down the computer, accessing basic system information, working with files, folders, and user application programs and printing documents. | | |

Elements and Performance Criteria:

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

| Elements of Competency | Performance Criteria |
|---|---|
| 1. Start and shut down the computer | 1.1 <u>Peripheral devices</u> are checked for correct connection, position and usability. 1.2 Input <u>electrical parameters</u> of the device are Checked in accordance with peripheral device specification. 1.3 Power of computer and other peripheral devices are switched on. 1.4 All open <u>application programs</u> are logged out in accordance with standard application procedure. 1.5 All open files/documents are exited. 1.6 Personal computer is shut down in accordance with standard shut-off procedure. 1.7 The computer and other peripherals are switched off and power supply is unplugged in accordance with standard procedure. |
| 2. Access basic system information | 2.1 User name and password and related conditions displayed on introductory screens are Inserted. 2.2 PC desktop environment/ <u>Graphical User Interface (GUI)</u> setting is arranged and customized. 2.3 The <u>operating system</u> information is identified. 2.4 System configuration and application versions are Navigated. 2.5 On-line help functions are used as required. |
| 3. Work with files, folders and user application programs | 3.1 Desktop environment is navigated and manipulated. 3.2 Desktop icons are selected, opened and closed to access application programs. 3.3 Application windows and return to desktop condition are manipulated. 3.4 Basic directory and sub-directories are created and named. 3.5 Attributes of directories are identified. |

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| | <p>3.6 Files for user and organization requirements are created and organized.</p> <p>3.7 Data are entered into the desired office application in accordance with work requirements.</p> <p>3.8 Files are copied and saved to available <u>data storage</u>/disk drives.</p> |
| 4. Print documents | <p>4.1 <u>Printer settings</u>, if required, are entered into the program.</p> <p>4.2 Default printer is changed where necessary.</p> <p>4.3 Print command is entered to effect printing of documents.</p> <p>4.4 Adjust document print output where necessary.</p> |

Range of Variables

| Variable | Range (Includes but not limited to:) |
|--------------------------|--|
| 1. Peripheral devices | <p>1.1 Input Devices</p> <ul style="list-style-type: none"> 1.1.1 keyboard 1.1.2 mouse 1.1.3 touchscreen 1.1.4 pen tablet 1.1.5 joystick 1.1.6 MIDI keyboard 1.1.7 scanner 1.1.8 digital camera 1.1.9 video camera 1.1.10 microphone <p>1.2 Output Devices</p> <ul style="list-style-type: none"> 1.2.1 Monitor 1.2.2 projector 1.2.3 TV screen 1.2.4 printer 1.2.5 plotter 1.2.6 speakers <p>1.3 Both input/output</p> <ul style="list-style-type: none"> 1.3.1 external hard drives 1.3.2 media card readers 1.3.3 digital camcorders 1.3.4 digital mixers 1.3.5 MIDI equipment |
| 2. Electrical parameters | <p>2.1 Voltage</p> <ul style="list-style-type: none"> 2.1.1 AC volts |

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| | <ul style="list-style-type: none"> 2.1.2 DC volts 2.2 Current (Ampere) 2.3 Phase 2.4 Cycle |
| 3. Application programs | <ul style="list-style-type: none"> 3.1 Office programs 3.2 Database programs 3.3 Word processors 3.4 Email programs 3.5 Internet browsers 3.6 System browsers 3.7 Spreadsheets |
| 4. Graphical User Interface (GUI) | <ul style="list-style-type: none"> 4.1 Desktop 4.2 Pointer 4.3 Icons 4.4 Menus 4.5 Dialog boxes 4.6 Scroll bars 4.7 Tollbars 4.8 Folders 4.9 Wall papers 4.10 Widgets |
| 5. Operating system | <ul style="list-style-type: none"> 5.1 Microsoft Windows 5.2 Apple Mac OS 5.3 Ubuntu Linux 5.4 Google android 5.5 IOS |
| 6. Data storage | <ul style="list-style-type: none"> 6.1 Random Access Memory (RAM) 6.2 Floppy disk 6.3 Hard disk 6.4 CD disk 6.5 DVD disk 6.6 Flash drive 6.7 External hard disk |
| 7. Printer settings | <ul style="list-style-type: none"> 7.1 Default Printer Brand and model 7.2 Pages 7.3 Printing sides 7.4 Collate 7.5 Page orientation 7.6 Paper size 7.7 Margins 7.8 Number of pages per sheet |

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|---------------------------|--|
| 1. Underpinning Knowledge | <ul style="list-style-type: none"> 1.1 Basic software operation 1.2 Methods and procedure of checking input electrical parameters 1.3 Steps/procedure in switching on the power of computer and other peripheral devices 1.4 Computer functions 1.5 Basic parts of a computer and various hardware components 1.6 Organizational benchmarks for minimum typing skills, including speed and accuracy 1.7 Creating and opening documents 1.8 Formatting documents 1.9 Inserting tables and images 1.10 Saving, printing and closing documents 1.11 Mail merge function 1.12 Basic keyboarding skills 1.13 Storage devices and basic categories 1.14 Exiting procedure for open files/documents 1.15 Methods and procedure in switching on and off the computer and other peripherals 1.16 Selection, opening and closing procedures of desktop icons to access application programs 1.17 Method of creating and organizing files for user and organization requirements 1.18 Data inputting techniques in accordance with standard typing procedure and office application 1.19 Printing procedure and commands |
| 2. Underpinning Skills | <ul style="list-style-type: none"> 2.1 Checking input electrical parameters of the device in accordance with peripheral device specification. 2.2 Switching on power of computer and other peripheral devices 2.3 Exiting all open files/documents 2.4 Switching off the computer and other peripherals and unplugging power supply in accordance with standard procedure 2.5 Arranging, customizing and manipulating PC desktop environment/graphical user interface (GUI) settings 2.6 Selecting, opening and closing desktop icons to access application programs 2.7 Creating and organizing Files for user and organization requirements 2.8 Entering data into the desired office application in accordance with work requirements 2.9 Entering print command to effect printing of documents |
| 3. Underpinning Attitudes | <ul style="list-style-type: none"> 3.1 Eagerness to learn 3.2 Patience |

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| | 3.3 Orderliness 3.4 Observance to OHS requirements |
| 4. Resource Implications | 4.1 Workplace (simulated or actual) 4.2 Personal computer and peripherals 4.3 Software 4.4 Pens 4.5 Papers 4.6 Work sheets |

Assessment Evidence Guide

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|-----------------------------------|---|
| 1. Critical Aspects of Competency | <p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Checked input electrical parameters of the device in accordance with peripheral device specification. 1.2 Switched on power of computer and other peripheral devices 1.3 Exited all open files/documents. 1.4 Switched off the computer and other peripherals and unplugged power supply in accordance with standard procedure. 1.5 Arranged, customized and manipulated PC desktop environment/graphical user interface (GUI) settings. 1.6 Selected, opened and closed desktop icons to access application programs. 1.7 Created and organized files for user and organization requirements. 1.8 Data are entered into the desired office application in accordance with work requirements. 1.9 Print command is entered to effect printing of documents. |
| 2. Methods of Assessment | <p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 2.1 Written examination 2.2 Demonstration 2.3 Oral questioning 2.4 Workplace observation 2.5 Portfolio |
| 3. Context of Assessment | 3.1 Competency assessment must be finished in a training center or in an actual or simulated work place after completion of the training module. |

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| Unit of Competency: TYPE DOCUMENTS IN BANGLA AND | Nominal Duration: 12 hrs. | Unit Code: SEIP-IT-AFM-2-S |
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| ENGLISH | | |
| <p>Unit Descriptor:</p> <p>This unit covers the skills, knowledge and attitudes required of a worker to type documents in Bangla and English. It specifically includes the tasks of installing the application, selecting appropriate tools and keyboard layout, typing document using different style format in both Bangla and English.</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. Install the application | 1.1 Specialized utilities for typing Bangla and English are installed and available. |
| 2. Select appropriate tools and keyboard layout | 2.1 Appropriate tools are selected for typing. 2.2 Appropriate <u>keyboard layout</u> is selected. |
| 3. Type document using different style format | 3.1 Document content is typed. 3.2 Document is typed at a minimum speed in English and in Bangla in accordance with workplace requirements. |

Range of Variables

| Variable | Range (Includes but not limited to :) |
|--------------------|---|
| 1. keyboard layout | 1.1 QWERTY 1.2 Munir 1.3 Bijoy 1.4 Unijoy 1.5 Phonetics 1.6 Inscript |

Curricular Content Guide

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|---------------------------|--|
| 1. Underpinning Knowledge | 1.1 Procedure for Installing specialized utilities on the computer 1.2 Selection of tools used for typing 1.3 Types of keyboard layout 1.4 Techniques and procedure of typing 1.5 Standard typing speeds |
| 2. Underpinning Skills | 2.1 Installing specialized utilities for typing Bangla and English 2.2 Selecting appropriate tools for typing |

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|---------------------------|---|
| | 2.3 Selecting appropriate keyboard layout 2.4 Typing document at a minimum speed of 40wpm in English and 30 wpm in Bangla |
| 3. Underpinning Attitudes | 3.1 Eagerness to learn 3.2 Tidiness and timeliness 3.3 Concern to proper use computer and peripherals 3.4 Orderliness |
| 4. Resource Implications | 4.1 Workplace (simulated or actual) 4.2 Personal Computer and peripherals 4.3 Software 4.4 Pens 4.5 Papers 4.6 Work sheets |

Assessment Evidence Guide

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|-----------------------------------|--|
| 1. Critical Aspects of Competency | Assessment required evidence that the candidate: 1.1 Installed specialized utilities for typing Bangla and English. 1.2 Selected appropriate tools for typing. 1.3 Selected appropriate keyboard layout. 1.4 Typed document content. 1.5 Typed document at a minimum speed of 40 wpm in English and 30 wpm in Bangla. |
| 2. Methods of Assessment | Competency should be assessed by: 2.1 Written examination 2.2 Demonstration 2.3 Oral questioning 2.4 Workplace observation 2.5 Portfolio |
| 3. Context of Assessment | 3.1 Competency assessment must be finished in a training center or in an actual or simulated work place after completion of the training module. |

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| Unit of Competency: SEND AND RETRIEVE INFORMATION | Nominal Duration: 16 Hrs. | Unit Code: SEIP-IT-AFM-3-S |
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| USING EMAIL, WEB BROWSERS, VIDEO/AUDIO TOOLS | | |
| <p>Unit Descriptor: This unit covers the skills, knowledge and attitudes required of a worker to send and retrieve information using e-mail, web browsers and video/audio tools. It specifically includes the tasks of accessing the internet, searching in the internet, researching and applying 'netiquette' principals and organizing and sending messages.</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. Access the internet | 1.1 <u>Internet browser</u> is opened and a home page is set. |
| 2. Search the internet | 2.1 <u>Search engine</u> is located and selected. 2.2 Search engine is used to search for information. |
| 3. Research and apply 'netiquette' principals | 3.1 Netiquette' (or web etiquette) principles are applied when working with emails and browsing. 3.2 Rules of <u>good online manners</u> from at least two <u>netiquette sites</u> are reviewed. |
| 4. Organize and send message | 4.1 Email application package is used to create a new Email. 4.2 Email message is sent. 4.3 Received email messages are replied to and forwarded as appropriate, using carbon copy and forward features. 4.4 Attachment and/or email is opened and saved to relevant folders. 4.5 Email message is deleted as required. 4.6 Inbox is sorted according to sender's name and date received. |

Range of Variables

| Variable | Range (Includes but not limited to:) |
|---------------------|---|
| 1. Internet browser | 1.1 Microsoft Internet 1.2 Mozilla fire fox 1.3 Google chrome 1.4 AOL explorer 1.5 Apple safari 1.6 Opera 1.7 Rock melt |

| | |
|-----------------------------------|--|
| | <ul style="list-style-type: none"> 1.8 Maxthon 1.9 Deep net explorer |
| 2. Search engine | <ul style="list-style-type: none"> 2.1 Google 2.2 Bing 2.3 Yahoo search 2.4 Ask 2.5 AOL Search 2.6 Wow 2.7 Web crawler 2.8 Info space 2.9 Info 2.10 DuckDuckGo 2.11 Dogpile 2.12 Ahea 2.13 Ix Quick |
| 3. Good online manners/netiquette | <ul style="list-style-type: none"> 3.1 Respecting other's opinions 3.2 Tone down your language 3.3 Picking the right tone 3.4 Keeping a straight face 3.5 Considering others' privacy 3.6 Avoiding inappropriate material 3.7 Be forgiving 3.8 Thinking before hitting the send button 3.9 Testing for clarity 3.10 Conciseness is best 3.11 Sticking to the point 3.12 Thoughtless email 3.13 Read first, write later 3.14 Netspeak (DO NOT TYPE IN ALL CAPS) |

Curricular Content Guide

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|---------------------------|--|
| 1. Underpinning Knowledge | <ul style="list-style-type: none"> 1.1 Procedure for opening internet browser and setting a home page 1.2 Method of Locating and selecting search engine 1.3 Procedure for searching of information using search engine 1.4 Principles of netiquette' or web etiquette 1.5 Procedure for replying to received email messages and forwarding 1.6 Means of sending email message 1.7 Steps in opening attachment and saving to relevant folders |
| 2. Underpinning Skills | <ul style="list-style-type: none"> 2.1 Opening internet browser and setting a home page 2.2 Locating and selecting search engine 2.3 Using search engine to search for information |

| | |
|---------------------------|--|
| | <ul style="list-style-type: none"> 2.4 Applying netiquette' (or web etiquette) principles when working with emails and browsing 2.5 Replying to received email messages and forwarding as appropriate, using the carbon copy and forward features 2.6 Sending Email message 2.7 Opening and saving attachment and/or email to relevant folders |
| 3. Underpinning Attitudes | <ul style="list-style-type: none"> 3.1 Eagerness to learn 3.2 Tidiness and timeliness 3.3 Concern to proper use computer and peripherals 3.4 Orderliness 3.5 Observing netiquette |
| 4. Resource Implications | <ul style="list-style-type: none"> 4.1 Workplace (simulated or actual) 4.2 Personal Computer and peripherals 4.3 Software 4.4 Pens 4.5 Papers 4.6 Work sheets |

Assessment Evidence Guide

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|-----------------------------------|---|
| 1. Critical Aspects of Competency | <p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Opened internet browser and set a home page. 1.2 Located and selected search engine. 1.3 Used search engine to search for information. 1.4 Applied netiquette' (or web etiquette) principles when working with emails and browsing. 1.5 Replied to email messages and forwarded as appropriate, using the carbon copy and forward features. 1.6 Sent Email message. 1.7 Opened and saved attachment and/or email to relevant folders. |
| 2. Methods of Assessment | <p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 2.1 Written examination 2.2 Demonstration 2.3 Oral questioning 2.4 Workplace observation 2.5 Portfolio |
| 3. Context of Assessment | <ul style="list-style-type: none"> 3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module. |

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| Unit of Competency: COMPLY TO ETHICAL STANDARDS IN IT WORKPLACE | Nominal Duration: 12 Hrs. | Unit Code: SEIP-IT-AFM-4-S |
| Unit Descriptor: <p>This unit covers the skills, knowledge and attitudes required of a worker to comply to ethical standards in it workplace. It specifically includes the tasks of upholding the interests of clients, delivering quality products and services, demonstrating professionalism at work and obeying workplace code of conduct.</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. Uphold the interests of clients | 1.1 <u>Customers/clients</u> views are respected at all times. 1.2 Confidentiality of information is upheld in accordance with organizational policies, <u>national legislation</u> and workplace policies. 1.3 Potential conflicts of interest are identified and involved parties are notified. 1.4 Proprietary rights of client/customer is asserted. |
| 2. Deliver quality products and services | 2.1 Products and services are provided that match the operational and financial needs of clients. 2.2 Work is completed in accordance with industry and international standards. 2.3 Quality processes are implemented when developing products and services. |
| 3. Demonstrate professionalism at work | 3.1 <u>Work processes</u> are delivered effectively and efficiently in accordance with known <u>standards</u> . 3.2 Skills, knowledge and qualifications are presented in a professional manner. 3.3 Services and products developed by self and others are correctly delivered. 3.4 Unbiased and objective information are provided to clients. 3.5 Realistic estimates for time, cost and delivery of outputs are presented during negotiation. |
| 4. Obey workplace code of conduct. | 4.1 Workplace code of conduct is recognized. 4.2 Workplace code of conduct is obeyed. |

Range of Variables

| Variable | Range (Includes but not limited to:) |
|-------------------------|---|
| 1. Customers/clients | 1.1 Interdepartmental offices 1.2 External establishments 1.3 Individual customers 1.4 Co-employees 1.5 Contractual workers 1.6 Trainees/apprentices 1.7 Department heads 1.8 Superiors 1.9 Employer and internal employees. |
| 2. National legislation | 2.1 Occupational Health and Safety requirements 2.2 Industry/sectoral Code of Ethics 2.3 International and national guidelines for consumer protection 2.4 International and national Copyright laws 2.5 Intellectual property rights law 2.6 Legal and regulatory policies in the Information Technology sector |
| 3. Work processes | 3.1 Encoding 3.2 Printing 3.3 Web designing 3.4 Graphic designing 3.5 Technical support 3.6 Business system analysis 3.7 Data base administration |
| 4. Standards | 4.1 ISO standards 4.2 IEC standards 4.3 AS standards 4.4 DIN standards 4.5 Bangladesh standards |

Curricular Content Guide

| | |
|---------------------------|--|
| 1. Underpinning Knowledge | 1.1 Corporate code on confidentiality of information. 1.2 Organizational policies, national legislation and workplace policies in relation to IT sector 1.3 Law and regulations pertaining to proprietary rights 1.4 International standards related to information technology 1.5 Quality processes for products and services 1.6 Procedure on client information 1.7 Method of estimating for time, cost and delivery of products and services |
|---------------------------|--|

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|---------------------------|---|
| | 1.8 Workplace code of conduct in IT sector |
| 2. Underpinning Skills | 2.1 Upholding confidentiality of information in accordance with organizational policies and national legislation, 2.2 Asserting proprietary rights of client/customer 2.3 Completing work in accordance with industry and international standards. 2.4 Implementing quality processes when developing products and services. 2.5 Delivering services and products developed by self and others 2.6 Providing unbiased and objective information to clients. 2.7 Presenting realistic estimates for time, cost and delivery of outputs during negotiation 2.8 Following workplace code of conduct |
| 3. Underpinning Attitudes | 3.1 Eagerness to learn 3.2 Tidiness and timeliness 3.3 Concern to proper use computer and peripherals 3.4 Orderliness 3.5 Observing netiquette |
| 4. Resource Implications | 4.1 Workplace (simulated or actual) 4.2 Personal Computer and peripherals 4.3 Software 4.4 Pens 4.5 Papers 4.6 Work sheets |

Assessment Evidence Guide

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|-----------------------------------|--|
| 1. Critical Aspects of Competency | Assessment required evidence that the candidate: <ul style="list-style-type: none"> 1.1 Upheld confidentiality of information in accordance with organizational policies and national legislation. 1.2 Asserted proprietary rights of client/customer. 1.3 Completed work in accordance with industry and international standards. 1.4 Implemented quality processes when developing products and services. 1.5 Delivered services and products developed by self and others. 1.6 Provided unbiased and objective information to clients. 1.7 Presented realistic estimates for time, cost and delivery of outputs during negotiation. 1.8 Obeyed workplace code of conduct. |
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| 2. Methods of Assessment | Competency should be assessed by: 2.1 Written examination 2.2 Demonstration 2.3 Oral questioning 2.4 Workplace observation 2.5 Portfolio |
| 3. Context of Assessment | 3.1 Competency assessment must be finished in a training center or in an actual or simulated work place after completion of the training module. |

C. Occupation Specific (Core) Competencies

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|--|------------------------------------|--------------------------------------|
| Unit of Competency: EXPLAIN SEO & SMM BASICS | Nominal Duration: 26Hrs. | Unit Code: SEIP-IT-AFM-1-O |
| Unit Descriptor: This unit covers the knowledge, skills and attitudes required to explain SEO and SMM basics. It also includes the tasks of explaining the basics of search engine optimization (SEO) and explaining the basics of Social Media Marketing (SMM). | | |

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. Explain the basics of Search Engine Optimization (SEO) | 1.1 The overall concept of Search Engine Optimization (SEO) is explained. 1.2 Application of <u>Keyword Research and Competition Analysis</u> is determined. 1.3 Difference between <u>On-Page SEO</u> and <u>Off-Page SEO</u> are explained. |
| 2. Explain the basics of Social Media Marketing (SMM) | 2.1 The overall concept of Social Media Marketing (SMM) is explained. 2.2 An overview of <u>Facebook Group Marketing</u> and <u>Facebook Paid Marketing</u> is explained. |

Range of Variables

| Variable | Range (Includes but not limited to): |
|--|--|
| 1. Keyword research and competition analysis | 1.1 Google Keyword Planner 1.2 Keywords 1.3 Average Monthly Searches 1.4 CPC (Cost Per Click) 1.5 KC (Keyword Competition) 1.6 PA (Page Authority) 1.7 DA (Domain Authority) 1.8 Domain Age 1.9 Total No of Backlinks 1.10 Social Signals 1.11 TF (Trust Flow) 1.12 CF (Citation Flow) 1.13 Alexa Rank 1.14 Page Rank |
| 2. On-Page SEO and Off- | 2.1 Title Tag |

| | |
|---|--|
| Page SEO | <ul style="list-style-type: none"> 2.2 Meta Tag 2.3 Image Alt Tag 2.4 Internal Linking 2.5 URL/Permalink 2.6 Backlink Attributes 2.7 Blog Commenting 2.8 Guest Blogging 2.9 Forum Posting 2.10 Directory Submission 2.11 Social Bookmarking 2.12 Press Release 2.13 Web 2.0 2.14 Link Wheel |
| 3. Facebook Group Marketing & Facebook Paid Marketing | <ul style="list-style-type: none"> 3.1 Public Group 3.2 Closed Group 3.3 Secret Group 3.4 Targeted Group Finding & Joining 3.5 Group Management & Promotion 3.6 Page Marketing 3.7 Hash Tag Marketing 3.8 Facebook Ad 3.9 Reporting 3.10 Facebook Pixel |

Curricular Content Guide

| | |
|---------------------------|--|
| 1. Underpinning Knowledge | <ul style="list-style-type: none"> 1.1. Overall concept of Search Engine Optimization (SEO) 1.2. Difference between On-Page SEO and Off-Page SEO 1.3. Overall concept of Social Media Marketing (SMM) |
| 2. Underpinning Skills | <ul style="list-style-type: none"> 2.1 Explaining The overall concept of Search Engine Optimization (SEO) 2.2 Determined Application of Keyword Research and Competition Analysis 2.3 Explained the difference between On-Page SEO and Off-Page SEO. 2.4 Explained the overall concept of Social Media Marketing (SMM). 2.5 Explaining an overview of Facebook Group Marketing and Facebook Paid Marketing. |
| 3. Underpinning Attitudes | <ul style="list-style-type: none"> 3.1 Patience 3.2 Upholding IT sector etiquette 3.3 Environmental concerns 3.4 Eagerness to learn 3.5 Tidiness and timeliness |

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|--------------------------|--|
| | 3.6 Respect for rights of peers and seniors in workplace |
| 4. Resource Implications | 4.1 Workplace (simulated or actual) 4.2 Personal computer/laptop 4.3 Pens 4.4 paper 4.5 instruction sheet/manual |

Assessment Evidence Guide

| | |
|-----------------------------------|--|
| 1. Critical Aspects of Competency | Assessment required evidence that the candidate: 1.1 Discussed the overall concept of SEO. 1.2 Determined application of keyword research and competition analysis. 1.3 Explained the difference between On-Page SEO and Off-Page SEO. 1.4 Explained the overall concept of SMM. |
| 2. Methods of Assessment | Competency should be assessed by: 2.1 Written examination 2.2 Demonstration 2.3 Oral questioning 2.4 Workplace observation 2.5 Portfolio |
| 3. Context of Assessment | 3.1 Competency assessment must be finished in a training center or in an actual or simulated work place after completion of the training module. |

| | | |
|--|------------------------------------|--------------------------------------|
| Unit of Competency: IDENTIFY A WORDPRESS SITE | Nominal Duration: 26Hrs. | Unit Code: SEIP-IT-AFM-2-O |
| Unit Descriptor: This unit of competency covers the skills and knowledge to Identify WordPress site creation. It specifically includes the tasks of Identifying WordPress site creation and Managing domain and hosting. | | |

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 WordPress site creation | 1.1 Brief idea about WordPress is identified. 1.2 WordPress <u>Theme</u> Selection (Sahifa and Focus Blog) is used. 1.3 WordPress <u>Comment Moderation</u> is applied. 1.4 WordPress <u>SEO Plugin</u> is explained. 1.5 WordPress <u>Security</u> is applied. |
| 2. Manage domain and hosting | 2.1 The overall concept on <u>Domain and Hosting</u> is discussed. 2.2 Relationship between domain and hosting is created. |

Range of Variables

| Variable | Range (Includes but not limited to): |
|-----------------------|--|
| 1. Theme | 1.1 Sahifa Theme 1.2 Focus Blog Theme |
| 2. Comment Moderation | 2.1 Akismet 2.2 Discuss |
| 3. SEO Plugin | 3.1 Yoast SEO 3.2 Google Search Console 3.3 Title & Meta 3.4 Social 3.5 XML Sitemap 3.6 Post & Page Setup |
| 4. Security | 4.1 WP Optimize 4.2 Wordfence Security 4.3 iThemes Security |
| 5. Domain and Hosting | 5.1 TLD (Top Level Domain) 5.1 cPanel |

| | |
|--|--|
| | <ul style="list-style-type: none"> 5.2 Namecheap and Godaddy 5.3 Add-On Domain 5.4 Database Creation 5.5 WordPress Installation 5.6 Custom E-mail |
|--|--|

Curricular Content Guide

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|---------------------------|---|
| 1. Underpinning Knowledge | <ul style="list-style-type: none"> 1.1 Brief idea about WordPress 1.2 WordPress Theme Selection (Sahifa and Focus Blog) 1.3 WordPress Security 1.4 Overall concept on Domain and Hosting 1.5 Relationship between Domain and Hosting |
| 2. Underpinning Skills | <ul style="list-style-type: none"> 2.1 Explaining the idea about WordPress 2.2 Using WordPress theme Selection (Sahifa and Focus Blog) application 2.3 Implementing WordPress Comment Moderation 2.4 Explaining WordPress SEO Plugin 2.5 Implementing WordPress Security 2.6 Discussing the overall concept on Domain and Hosting 2.7 Creating a relationship between domain and hosting |
| 3. Underpinning Attitudes | <ul style="list-style-type: none"> 3.1 Patience 3.2 Upholding IT sector etiquette 3.3 Environmental concerns 3.4 Eagerness to learn 3.5 Tidiness and timeliness 3.6 Respect for rights of peers and seniors in workplace |
| 4 Resource Implications | <ul style="list-style-type: none"> 4.1 Workplace (simulated or actual) 4.2 Personal computer/laptop 4.3 Application software 4.4 Pens 4.5 Paper 4.6 Instruction sheet/manual |

Assessment Evidence Guide

| | |
|-----------------------------------|---|
| 1. Critical Aspects of Competency | <p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Explained the idea about WordPress 1.2 Implemented WordPress Comment Moderation 1.3 Explained WordPress SEO Plugin 1.4 Implemented WordPress Security 1.5 Discussed the overall concept on Domain and Hosting |
|-----------------------------------|---|

| | |
|--------------------------|---|
| 2. Methods of Assessment | Competency should be assessed by: 2.1 Written examination 2.2 Demonstration 2.3 Oral questioning 2.4 Workplace observation 2.5 Portfolio |
| 3. Context of Assessment | 3.1 Competency assessment must be finished in a training center or in an actual or simulated work place after completion of the training module. |

| | | |
|--|-------------------------------------|--------------------------------------|
| Unit of Competency: APPLY AMAZON AFFILIATION | Nominal Duration: 82 Hrs. | Unit Code: SEIP-IT-AFM-3-O |
| Unit Descriptor: This unit covers the knowledge, skills and attitudes required apply Amazon Affiliation. It also involves the tasks of describing Affiliate Marketing and Amazon Affiliation, explaining Niche Selection Process and developing Content Creation for Amazon Affiliate. | | |

Elements and Performance Criteria:

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

| Elements of Competency | Performance Criteria |
|--|--|
| 1. Describe Affiliate Marketing and Amazon Affiliation | 1.1 Affiliate Marketing and Amazon Affiliation is described. 1.2 Common Affiliate Marketing Mistakes are discussed. 1.3 Startup costs for Amazon Affiliation is identified. 1.4 <u>Marketing Strategies</u> are implemented. |
| 2. Explain Niche Selection Process | 2.1 The overall concept of <u>Niche Selections</u> discussed. 2.2 Analysis of various websites to evaluate Niche Popularity is explained. |
| 3. Develop Content Creation for Amazon Affiliate | 3.1 <u>Content Creation</u> for Amazon Affiliate website is developed. 3.2 Product review copy for Amazon Affiliate is written. |

Range of Variables

| Variable | Range (Includes but not limited to): |
|-------------------------|---|
| 1. Marketing Strategies | 1.1 On-Page SEO 1.2 Off-Page SEO 1.3 Facebook Group Marketing 1.4 Facebook Paid Marketing 1.5 Search Engine Marketing |
| 2. Niche Selection | 2.1 Keyword Research 2.2 Competition Analysis 2.3 Long Tail Pro 2.4 SemRush 2.5 Google Keyword Planner |
| 3. Content Creation | 3.1 Product Review Writing 3.2 Copy Scape 3.3 Content Outsource 3.4 Content Marketing |

| | |
|--|---------------------|
| | 3.5 Lead Generation |
|--|---------------------|

Curricular Content Guide

| | |
|---------------------------|--|
| 1. Underpinning Knowledge | <ul style="list-style-type: none"> 1.1 Affiliate Marketing & Amazon Affiliation. 1.2 Common Affiliate Marketing Mistakes 1.3 Startup costs for Amazon Affiliation 1.4 The overall concept of Niche Selection 1.5 Procedure of writing a product review copy |
| 2. Underpinning Skills | <ul style="list-style-type: none"> 2.1 Defining startup costs for amazon affiliation 2.2 Implementing marketing strategies 2.3 Discussing the overall concept of Niche Selection 2.4 Explaining the analysis of various websites to evaluate Niche Popularity 2.5 Content Creation for Amazon Affiliate website. 2.6 Learning how to write a product review copy |
| 3. Underpinning Attitudes | <ul style="list-style-type: none"> 3.1 Patience 3.2 Upholding IT sector etiquette 3.3 Environmental concerns 3.4 Eagerness to learn 3.5 Tidiness and timeliness 3.6 Respect for rights of peers and seniors in workplace |
| 4. Resource Implications | <ul style="list-style-type: none"> 4.1 Workplace (simulated or actual) 4.2 Personal computer/laptop 4.3 Pens 4.4 paper 4.5 instruction sheet/manual |

Assessment Evidence Guide

| | |
|-----------------------------------|--|
| 1. Critical Aspects of Competency | <p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Described Affiliate Marketing and Amazon Affiliation 1.2 Explained Niche Selection Process 1.3 Developed Content Creation for Amazon Affiliate |
| 2. Methods of Assessment | <p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 2.1 Written examination 2.2 Demonstration 2.3 Oral questioning 2.4 Workplace observation 2.5 Portfolio |
| 3. Context of Assessment | <ul style="list-style-type: none"> 3.1 Competency assessment must be finished in a training center or in an actual or simulated work place after completion of the training module. |

| | | |
|--|------------------------------------|--------------------------------------|
| Unit of Competency: APPLY CPA AFFILIATION | Nominal Duration: 52Hrs. | Unit Code: SEIP-IT-AFM-4-O |
| Unit Descriptor: This unit of competency covers the knowledge, skills and attitudes required to apply CPA Affiliation. It also includes the tasks of Explaining CPA Affiliate Marketing and Explaining CPA Affiliate Networks. | | |

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. Explain CPA Affiliate Marketing | 1.1 Cost Per Action (CPA) Affiliate Marketing is explained. 1.2 Best <u>CPA Offers</u> are chosen. 1.3 <u>PPC</u> using YBN (Yahoo Bing Network) is applied |
| 2. Explain CPA Affiliate Networks | 2.1 Industry performing CPA <u>Affiliate Networks</u> are described. 2.2 Positive steps to apply to CPA Networks is explained. |

Range of Variables

| Variable | Range (Includes but not limited to): |
|-----------------|--|
| 1. CPA Offers | 1.1 Email Submit 1.2 Pin Submit 1.3 PPI (Pay Per Install) 1.4 Surveys 1.5 PPD (Pay Per Download) |
| 2. PPC | 2.1 Yahoo Bing Network 2.2 Campaign Setup 2.3 Budget 2.4 Payment 2.5 Reports 2.6 Quality Score 2.7 CTR (Click Through Rate) 2.8 Impression 2.9 Clicks 2.10 CPC (Cost Per Click) 2.11 Demographic 2.12 Device Targeting 2.13 Keyword Match Type 2.14 Target Location |

| | |
|-----------------------|---|
| | 2.15 Bid Placement |
| 3. Affiliate Networks | 3.1 CPA Lead 3.2 MaxBounty 3.3 CPA Full 3.4 AdWork Media |

Curricular Content Guide

| | |
|---------------------------|--|
| 1. Underpinning Knowledge | 1.1 CPA Affiliate Marketing 1.2 Techniques of choosing Best CPA Offers. 1.3 Application of PPC using YBN (Yahoo Bing Network). 1.4 Industry performing CPA Affiliate Networks. 1.5 Knowing the positive steps to apply to CPA Networks |
| 2. Underpinning Skills | 2.1 Explaining Cost Per Action (CPA) Affiliate Marketing 2.2 Choosing Best CPA Offers 2.3 Applying PPC using YBN (Yahoo Bing Network) 2.4 Describing Industry performing CPA Affiliate Networks 2.5 Explaining positive steps to apply to CPA Networks |
| 3. Underpinning Attitudes | 3.1 Patience 3.2 Upholding IT sector etiquette 3.3 Environmental concerns 3.4 Eagerness to learn 3.5 Tidiness and timeliness 3.6 Respect for rights of peers and seniors in workplace |
| 4. Resource Implications | 4.1 Workplace (simulated or actual) 4.2 Personal computer/laptop 4.3 Pens 4.4 paper 4.5 instruction sheet/manual |

Assessment Evidence Guide

| | |
|-----------------------------------|--|
| 1. Critical Aspects of Competency | Assessment required evidence that the candidate: 1.1 Explained CPA Affiliate Marketing. 1.2 Explained CPA Affiliate Networks. |
| 2. Methods of Assessment | Competency should be assessed by: 2.1 Written examination 2.2 Demonstration 2.3 Oral questioning 2.4 Workplace observation |

| | |
|--------------------------|--|
| | 2.5 Portfolio |
| 3. Context of Assessment | 3.1 Competency assessment must be finished in a training center or in an actual or simulated work place after completion of the training module. |

| | | |
|--|------------------------------------|--------------------------------------|
| Unit of Competency: SETUP GOOGLE ANALYTICS | Nominal Duration: 32Hrs. | Unit Code: SEIP-IT-AFM-5-O |
| Unit Descriptor: This unit covers the knowledge, skills and attitudes required to setup Google Analytics. It specifically includes the tasks of describing Google Analytics and carrying out adding of a site to google analytics. | | |

Elements and Performance Criteria:

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

| Elements of Competency | Performance Criteria |
|--|---|
| 1. Describe Google Analytics | 1.1 Google Analytics Tool and its uses are discussed. 1.2 Discussion with <u>Audience</u> is carried out 1.3 The overall concept of <u>Acquisition</u> is explained. 1.4 The overall concept of <u>Behavior</u> is described. 1.5 Working with <u>Real-Time</u> is carried out. |
| 2. Carry out adding of a site to Google Analytics. | 2.1 Steps on how a site is added to <u>Google Analytics</u> is demonstrated. 2.2 Creating an Account is performed. 2.3 Data Sharing Settings in account section applied. |

Range of Variables

| Variable | Range (Includes but not limited to): |
|----------------|---|
| 1. Audience | 1.1 Active User 1.2 Cohort Analysis 1.3 User Explorer 1.4 Demographics 1.5 Age 1.6 Gender 1.7 Interest 1.8 Geo 1.9 Language 1.10 Location 1.11 Technology 1.12 Browser & OS 1.13 Network 1.14 Mobile |
| 2. Acquisition | 2.1 All Traffic 2.2 Channel 2.3 Source 2.4 Search Console |

| | |
|---------------------|---|
| | <ul style="list-style-type: none"> 2.5 Countries 2.6 Device 2.7 Queries 2.8 Social |
| 3. Behavior | <ul style="list-style-type: none"> 3.1 Behavior Flow 3.2 Site Content 3.3 Site Speed 3.4 Page Timing 3.5 Speed Suggestion 3.6 Site Search 3.7 Usage 3.8 Search Terms 3.9 Pages |
| 4. Real-Time | <ul style="list-style-type: none"> 4.1 Overview 4.2 Location 4.3 Traffic Source 4.4 Content |
| 5. Google Analytics | <ul style="list-style-type: none"> 5.1 Create Property 5.2 Tracking Code Installation 5.3 User Management 5.4 Account Settings 5.5 Reporting |

Curricular Content Guide

| | |
|---------------------------|--|
| 1. Underpinning Knowledge | <ul style="list-style-type: none"> 1.1 Google Analytics Tool and its uses 1.2 Techniques of discussion on audience. 1.3 Steps on how a site is added to Google Analytics 1.4 Creating an Account |
| 2. Underpinning Skills | <ul style="list-style-type: none"> 2.1 Discussing Google Analytics Tool and its uses 2.2 Carrying out discussion on Audience. 2.3 Explained the overall concept of Acquisition 2.4 Describing the overall concept of Behavior 2.5 Working with Real-Time 2.6 Performing creating an Account 2.7 Demonstrating the steps on how a site is added to Google Analytics 2.8 Applying Data Sharing Settings In Account Section |
| 1. Underpinning Attitudes | <ul style="list-style-type: none"> 1.1 Patience 1.2 Upholding IT sector etiquette 1.3 Environmental concerns 1.4 Eagerness to learn 1.5 Tidiness and timeliness |

| | |
|--------------------------|---|
| | 1.6 Respect for rights of peers and seniors in workplace |
| 2. Resource Implications | 2.1 Workplace (simulated or actual) 2.2 Personal computer/laptop 2.3 Internet facility 2.4 Pens 2.5 paper 2.6 instruction sheet/manual |

Assessment Evidence Guide

| | |
|-----------------------------------|---|
| 1. Critical Aspects of Competency | Assessment required evidence that the candidate: 1.1 Described Google Analytics. 1.2 Performed adding a site to Google Analytics. |
| 2. Methods of Assessment | Competency should be assessed by: 2.1 Written examination 2.2 Demonstration 2.3 Oral questioning 2.4 Workplace observation 2.5 Portfolio |
| 3. Context of Assessment | 3.1 Competency assessment must be finished in a training center or in an actual or simulated work place after completion of the training module. |

| | | |
|---|--|--------------------------------------|
| Unit of Competency: APPLY ROOMSTER AFFILIATION ACTIVITY | Nominal Duration: 32Hrs. | Unit Code: SEIP-IT-AFM-6-O |
| Unit Descriptor: This unit covers the knowledge, skills and attitudes required apply Roomster Affiliation activity. It specifically includes the tasks of explaining Roomster Affiliation and carrying out of a New Campaign. | | |

Elements and Performance Criteria Template:

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

| Elements of Competency | Performance Criteria |
|--|---|
| 1. Explain Roomster Affiliation | 1.1 Detailed idea on Roomster Affiliation is explained. 1.2 <u>Payment Option</u> is established. 1.3 <u>Promotional Methods</u> are implemented. |
| 2. Carry out creation of a New Campaign. | 2.1 New <u>Campaign</u> targeting locations created. 2.2 Promotion of campaign Link in different Social Media is carried out. |

Range of Variables

| Variable | Range (Includes but not limited to): |
|------------------------|---|
| 1. Payment Option | 1.1 PayPal |
| 2. Promotional Methods | 2.1 Facebook Group Marketing 2.2 Blog Promotion |
| 3. Campaign | 3.1 Campaign Name 3.2 Private Rooms 3.3 Looking for a rooms 3.4 Entire Place 3.5 Looking for entire place |

Curricular Content Guide

| | |
|---------------------------|---|
| 1. Underpinning Knowledge | 1.1 Detailed idea on Roomster Affiliation 1.2 Carrying out procedure of New Campaign targeting location 1.3 Promotional techniques of new Campaign Link in different Social Media |
| 2. Underpinning Skills | 2.1 Explaining detailed idea on Roomster Affiliation. |

| | |
|---------------------------|--|
| | <ul style="list-style-type: none"> 2.2 Setting up of Payment Option 2.3 Implementing Promotional Methods 2.4 Creating new campaign targeting location 2.5 Carrying out of Campaign Link in different Social Media |
| 3. Underpinning Attitudes | <ul style="list-style-type: none"> 3.1 Patience 3.2 Upholding IT sector etiquette 3.3 Environmental concerns 3.4 Eagerness to learn 3.5 Tidiness and timeliness 3.6 Respect for rights of peers and seniors in workplace |
| 4. Resource Implications | <ul style="list-style-type: none"> 4.1 Workplace (simulated or actual) 4.2 Personal computer/laptop 4.3 Internet facility 4.4 Pens 4.5 paper 4.6 instruction sheet/manual |

Assessment Evidence Guide

| | |
|-----------------------------------|---|
| 1. Critical Aspects of Competency | <p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Explained Roomster Affiliation. 1.2 Carried out creation of a New Campaign. |
| 2. Methods of Assessment | <p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 2.1 Written examination 2.2 Demonstration 2.3 Oral questioning 2.4 Workplace observation 2.5 Portfolio |
| 3. Context of Assessment | <ul style="list-style-type: none"> 3.1 Competency assessment must be finished in a training center or in an actual or simulated work place after completion of the training module. |

End of Competency Standard

Assessment Guide

A Framework for Effective Assessment

Affiliated Marketing

How to Use this Assessment Guide

- This Assessment Guide presents need-to-know information for Assessors and others who want to know more about the assessment process. A handy Table of Contents Guide on the next page shows you where to look.
- If you want the basics of assessment, its key terms and definitions, in a Question & Answer (Q&A) format, see Section One.
- If you want a knowledge of who does what, the key roles and responsibilities involved in assessment, see Section Two.
- If you want a “toolbox” of tools and templates, that you can select from depending on your assessment need, see Section Three.
- If you want to look at working samples of completed assessment tools, see the Appendices.

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Assessment Guide

Section One: Objectives linked to Key Terms & Definitions

Define assessment.

Assessment is a systematic process of collecting proof or evidence on whether or not a candidate has demonstrated competence in the performance of a work-related activity/task that is directly linked to a performance standard. The assessment confirms that the individual can perform to the standard expected in the workplace and/or the nationally approved competency standard.

Give an example of assessment.

A helpful example in this regard is the driving test. The driver must prove his competence to drive by demonstrating to the driving assessor his ability to do so. The driving assessor uses a checklist to assess the candidate and make the necessary recommendations, based on the evidence he has collected in observing the candidate's driving. S/He either records/recommends that the candidate is **competent** or **not yet competent**.

What is the purpose of assessment?

The Purpose of Assessment is to confirm that a trainee can perform competently to the standards expected in the workplace.

What is Assessment based on?

- An effective Assessment is based on a Competency Standard.
- A Competency Standard describes the skills, knowledge, and attitudes needed to perform effectively in the workplace, not the classroom.

Define the term "competency."

Competency is the ability to do a task successfully. Aspects of competency include:

- The capacity to perform tasks to the required standard consistently
- The ability to respond to different needs in the workplace
- The ability to plan and integrate a variety of tasks to attain a work outcome
-

Describe what makes up a competency standard.

It must be noted that a competency standard is made up of individual units of competency that include elements of competency as well as the performance criteria needed to accomplish them.

Define the term “Assessment tool.”

An assessment tool is, in effect, an evidence-gathering tool. It contains both the instrument used for the assessment and instructions for gathering evidence in the assessment process. As an assessment instrument it contains the context and conditions for the assessment; tasks to be administered to the learner; an outline of the evidence to be gathered for the learner; the criteria for judging the evidence; and the necessary housekeeping records for recording and reporting requirements.

Describe the difference between Conventional Testing & Competency Based Assessment.

| Conventional Testing | CBT Assessment |
|--|--|
| <ul style="list-style-type: none"> • Emphasis on knowledge/memorization • Teachers/Training Providers have main role • Theory & practical Tests can become outdated • High cost & central control • Relatively inflexible | <ul style="list-style-type: none"> • Based on competency standards • Involve industry partners in crucial role • Assessment based on demonstration of work skills rather than classroom knowledge • Flexible delivery • Competencies widely recognized • Guidelines & Templates used |

Describe briefly what makes up an assessment system.

An Assessment System must be understood as a well-coordinated set of documented policies and procedures, including assessment materials and tools, that ensure assessments are consistently valid, reliable, flexible, fair, and safe.

Define the purpose of the Assessor role.

The role of Assessor is the heart and soul of effective competency based assessment. Without this pivotal role, determining the competency of the trainee is mere guesswork.

Note:

- The Industry Assessor will be asked to provide specs and practical demonstration tests from his workplace that will provide the evidence for determining competency.
- The importance of this input cannot be overemphasized for it best matches and tests the required performance criteria from the Standard.

Describe the basic questions that an Assessor must ask when planning an Assessment.

Planning an Assessment: What Needs to Happen?

- Determine which Units of Competency need to be assessed?
- Determine what Assessment Methods will be used?
- Determine what evidence-based tools (specs) need to be developed by the Assessor to guide the assessment?
- Determine how long it will take?
- Determine when the assessment will occur?
- Determine where the assessment will take place?
- Determine how it will be recorded?

Give some Assessor Requirements/Competencies.

Requirements/Competencies of an Assessor-

- The ability to use assessment tools to gather evidence effectively is essential, adjusting the language where necessary to reflect the language/literacy/numeracy levels of the workplace and not to exceed them in order to ensure learner understanding. This will also entail an ability to respond to learner needs such as responding to learner disability.
- The skill to develop specifications and practical tests, based on performance criteria, that provide evidence of competency that will fast track the assessment process.
- The ability to clearly demonstrate current industry skills and competencies relevant to the Standard.
- The Assessor is selected/appointed by Industry to act as an Assessor because of his proven competencies.
- Knows what needs to be done to assess the performance criteria
- Demonstrates a high level of expertise in the technical area to be examined
- Can provide constructive feedback

Define the challenges of the Assessor Role.

Assessor Role: Challenges

- Needs to be objective and unbiased
- Must have interpersonal skills to relax nervous candidates or deal with those who are aggressive or emotional
- Must have ability to deal with those who have literacy problems or difficult dialect

Review some basic need-to-know elements concerning assessment.

Assessment Basics: Need to Know Elements

- Assessment to be conducted by Industry Assessor selected by industry
- Industry assessor must be familiar with units of competency outlined in the course standards
- Industry Assessor should drafts specs that reflect industry requirements for trainees and that are based on critical aspects of competency
- Industry assessor is responsible for making final judgment of **competent** or **not yet competent**
- Trainer will assist industry assessor
- Trainees must demonstrate competence based on the units of competency outlined in the standards

- All resources related to units of competency must be made available prior to the assessment event, e.g., tools, equipment, materials

Describe the trainer's role in the assessment process.

The Trainer acts as a primary resource for the Assessor and acts as a Facilitator.

Trainer ensures:

- All industry required tools, equipment, and materials are available for the assessment
- The training venue is booked and has sufficient space for demonstrations/tasks
- That all logistics such as admission slips, signature sheets, and records are readily available for distribution and collection
- That all teaching materials and Standard documents and Assessment tools are ready for the Assessor

Discuss the importance of principles of assessment and what is involved.

Principles of Assessment Table

| Key Principles | Relevance/Meaning |
|-----------------|--|
| Valid | Ensures assessment aligned with the Unit of Competency and is based on evidence that shows the learner can demonstrate skills and knowledge in other similar contexts (workplace) |
| Reliable | Evidence presented for assessment is consistently interpreted regardless of the Assessor |
| Flexible | Assesses competencies held by the learner regardless of where they have been acquired; reflects the individual learner's needs |
| Fair | The individual learner's needs or disability is considered in the assessment process; the learner is provided with information about the assessment process and given the opportunity to challenge the result of the assessment if warranted |
| Safe | The assessor has inspected the venue for assessment and determined that it is safe for all involved and that emergency evacuations are in place if needed |

Define the term “evidence.”

Evidence is information that is gathered and matched against a Unit of Competency to provide proof of competency.

State the different forms of evidence that can be collected.

Different forms of evidence that can be collected are-

- **Direct** such as demonstration test, or observation of Candidate
- **Indirect** such as Candidate’s self-assessment or third party reports such as an employer interview

Describe and outline what is involved in “rules of evidence” and why they are important.

Rules of Evidence Table

| Rules of Evidence | Meaning |
|-------------------|---|
| Valid | The assessor is given assurance that the learner possesses the skills, knowledge, and attitudes described in the Unit of Competency and related assessment requirements |
| Sufficient | The assessor is assured that the quality, quantity, and relevance of the evidence is sufficient to enable a judgment to be made on the learner’s competency |
| Authentic | The assessor is assured that the evidence provided for assessment is the learner’s own work |
| Current | The assessor is assured that the assessment evidence demonstrates current competency of the learner. This evidence must be from the present or very recent past. |

Describe the purpose of evidence gathering tools.

The Purpose of evidence gathering tools are-

- To help candidates understand what is expected of them
- To provide a focus for the assessment
- To identify what is needed to verify competency

State the use of the evidence guide.

The evidence guide provides useful advice on Unit of Competency assessment and must be read in conjunction with the performance criteria, required underpinning skills/knowledge/attitudes, range statement, and the critical aspects of competency for the Standard.

State why assessment evidence is important.

Evidence is the information gathered that provides proof that the performance criteria of a unit of competency has been met. Evidence can take many forms:

- **Observation:** watching the trainee perform
- **Questioning:** asking the trainee questions
- **Demonstration of specific skills:** seeing how the trainee performs a procedure or creates a final product
- **Examining** previous work the trainee has done

Describe the kinds of Assessment Methods that can be used for Evidence gathering purposes.

Various kinds of Assessment Methods can be used for Evidence gathering purposes. A wide range of assessment methods are available for Evidence- gathering purposes. Assessment methods are not limited to those listed below. The greater the range of assessment methods applied, the better the accuracy of the assessment.

Assessment Methods Table

| Methods | Examples |
|---------|----------|
|---------|----------|

| | |
|---------------------------------|--|
| Direct Observation of Candidate | Actual real-time activities in the workplace Work activities in a simulated workplace/training center |
| Questioning | Written questions; interviews; self-evaluation with questions; verbal questioning; questionnaires |
| Evidence compiled by Candidate | Portfolio; collection of work samples; products with supporting documentation; logbooks; information about life experience |
| Methods | Examples |
| Review of Product | Work samples and products; products as a result of a demonstration test/spec |
| Third Party Feedback | Reports/testimonials from Employers and Supervisors; evidence of training; interviews with Employers and Supervisors |

Advice to the Assessor: use these methods and examples as a means of making your assessment valid, reliable, flexible, fair, and safe.

Define the term “evidence gathering tools” and give some examples of these tools.

Evidence gathering tools are the actual instruments that the Assessor uses to collect evidence. Evidence may be collected through:

- Demonstration of work activity
- Observation Checklist
- Question List
- Third party reports e.g. supervisor to verify consistent performance
- Review of candidate’s portfolio
- Verifying the Candidate’s capacity to deal with contingencies (unexpected things that come up)
- Written test

Define the term “portfolio.”

A collection of evidence that may be presented by the Candidate to an Assessor to prove the Candidate’s competence at a job or task.

What are some examples of Portfolio Evidence?

- Training results and certificates
- Training workbooks
- References from employers
- Job description and work experience
- Photos and videos
- Work journals
- Awards
- Work samples
- Letters and memos

Outline a 6-step method for preparing an evidence plan.

Steps in Preparing an Evidence Plan (Sequence of Steps to Follow)-

The Evidence Plan is the most important planning tool for an Assessor. A good evidence plan generates a list of the evidence that the Assessor must gather when conducting the assessment for a specific Unit of Competency. The following 6-Point Method for preparing an Evidence Plan provides a useful sequence of inter-related steps to follow:

1. Select Unit of Competency for assessment
2. Read full Unit of Competency
3. Identify evidence requirements based on:
 - a. Elements and Performance Criteria
 - b. Dimensions of Competence
 - c. Underpinning skills knowledge
 - d. Critical aspects of competency
4. Develop a list of evidence requirements
5. Identify best ways of collecting evidence (tools)
6. Document evidence plan

Outline the steps (sequence of activities) involved in developing an assessment tool.

Following are the steps (sequence of activities) involved in developing an assessment tool:

1. Select the Unit of Competency
2. Read the Unit of Competency
3. Identify the required evidence: critical aspects of competency
4. Identify the evidence gathering method
5. Complete the evidence plan
6. Select the appropriate template
7. Complete the template
8. Check the evidence gathering tools against the evidence plan and Unit of Competency
9. Check the tool with another Assessor for his opinion

Describe the four dimensions of competency.

Task Skills: the capacity to perform tasks in the workplace and demonstrate competence that meets the required Standard;

Task Management Skills: the ability to plan and integrate several tasks simultaneously that achieve a desired work outcome such as those skills involved in budgeting for a work operation, securing supplies and equipment for the work operation, completing the task in a timely, cost-effective manner, and ensuring safety practices are followed throughout;

Contingency Management Skills: the ability to respond to crises and breakdowns in the workplace, such as accidents and emergency situations that are unanticipated and require immediate action and resolution;

Job/Role Environment Skills: the capacity to own the responsibilities and expectations of the work environment that involves working with others effectively and participating in creating a work culture where all can contribute their best within the parameters of their job role

Assessment Guidelines

Section Two: Roles and Responsibilities

The Assessment System: Planning Guide for the Assessor

An Assessment System must be understood as a well-coordinated set of documented policies and procedures, including assessment materials and tools, that ensure assessments are consistently valid, reliable, flexible, fair, and safe.

Competency Assessment is a systematic process of collecting proof or evidence on whether or not a candidate has demonstrated competence in the performance of a work-related activity/task that is directly linked to a performance standard. The assessment confirms that the individual can perform to the standard expected in the workplace and/or the nationally approved competency standard.

Each **Unit of Competency** contained in a Standard describes a distinct part of a Mason's work and job profile. Within each Unit of Competency, the following components appear:

- Unit Title
- Unit Descriptor
- Elements of Competency
- Performance Criteria
- Range of Variables
- Evidence Guide

As a prelude to conducting assessments, the Assessor must be thoroughly familiar with all of the particulars and details of the Unit of Competency that is being assessed. This is a "must" for the role of the Assessor. He must be especially familiar with the Evidence Guide for gathering critical information.

The three sample assessment tools found below focus on the critical aspects of competency that can provide the required evidence to determine competency- the evidence guide. These sample assessment tools are as follows:

- Demonstration Checklist
- Observation Checklist
- Oral Questions Checklist

The duties of the Assessor include:

- Covering all of the key elements of the Unit of Competency under assessment
- Applying rigorously the Evidence Guide for the Unit of Competency as this contains the method and context of assessment, resources required for the assessment, the critical aspects of competency, and the required underpinning knowledge, skills, and attitudes
- Developing specifications (specs) for the task sheet for Demonstration as required
- Requiring the candidate to perform project tasks that cover interrelated units of competency- known as a “clustering.”
- Making what can be termed “reasonable adjustments” for candidates with disabilities or for example, those candidates with regional dialects that prove difficult to understand

Note: These “reasonable adjustments” may involve reconfiguring a simulated workplace site so that a candidate’s disability does not impede the assessment process, or for example, finding someone who can understand a regional dialect and assist the Assessor with essential communication skills.

Roles and Responsibilities of Assessor

Prior to any assessment, the Assessor should follow the specific instructions below to ensure a well-planned assessment event. In most cases s/he will be assisted by a Trainer. Nevertheless, s/he should make certain that good preparation has taken place for the assessment event.

1. Visit the assessment venue or workplace to ensure an adequate work area or platform containing:
 - Sufficient space for working- ensure square meters of work space enough for task to be carried out effectively and safely
 - Fire extinguisher and safety equipment within reach
 - Emergency procedures in place
 - All necessary tools, equipment, and materials ready at hand
 - All necessary machinery in good working order
2. Assessment is drawn and extracted from the relevant Unit of Competency based on an approved Standard and on an Evidence plan that clearly focuses on critical aspects of competency.
3. The duration of time to assess the demonstration is clearly indicated, for example, 3 hours. This information is shared with the Candidate along with other pertinent information such as the sequence of tasks that he must follow, and the fact that he will be closely observed as the tasks are performed.

4. After the Candidate has performed the task, the Assessor will provide feedback to the Candidate on his performance.
5. The responsibility on finally deciding whether or not the Candidate was Competent or Not Yet Competent belongs to the accredited Assessor.
6. At the conclusion of the assessment, the Assessor will provide feedback on whether or not the Candidate was Competent or Not Yet Competent. S/He will also share information on next steps. These next steps include where to obtain the certificate related to the assessment or, if unsuccessful, how to re-try for competency within a specified period of time.

Roles and Responsibilities of Trainer

Prior to the assessment, you will have studied and become familiar with the Competency Standard for the industry occupation. You will also have met with or contacted the Assessor beforehand and discussed preparations and arrangements for the assessment. Your role will be to facilitate the assessment process and ensure all necessary resources are available, assisting the Assessor wherever possible. For example, once a draft spec has been produced by the Assessor, you will ensure it is fully consistent with the evidence plan and copied appropriately for use by both the Assessor and Candidate.

In addition to confirming a suitable training venue and time, you will ensure that:

- Sufficient space is allotted for task work- square meters of work space enough for demonstration tasks to be carried out effectively and safely
- Fire extinguisher and safety equipment within reach if necessary
- Emergency procedures in place
- All necessary tools, equipment, and materials ready at hand
- All necessary machinery in good working order

Your duties include:

- **notifying** the Assessor and candidates of planned assessment events and their location
- **advising and assisting** the Assessor on planned assessment events
- **collecting** admission slips and signature sheets for assessment events
- **ensuring** all required forms and reporting mechanisms are in place and ready for distribution to the Assessor and to the Candidate
- **ensuring** all requisite forms are duly signed and forwarded to the SEIP Office, or certifying body
- **responding** to candidate queries and concerns such as re-assessment procedures
- **reconfiguring** workplace simulations so that candidates with disabilities are able to participate fully and without impediment

- **working** closely with the SEIP contact to ensure a successful assessment event

Roles and Responsibilities of Candidate

Prior to the assessment, you will have studied and become familiar with the Competency Standard for your industry.

1. Initially, you will be given information on the task you are to perform, and the estimated time you will require to perform it. These tasks are based on the critical aspects of competency related to the performance criteria within the approved Competency Standard.

Given the necessary instructions, and/or a task-related spec and the necessary tools, materials, and equipment, you will carry out and complete a work task. You will observe that there is:

- Sufficient space for working- square meters of work space enough for task to be carried out effectively and safely
- Fire extinguisher and safety equipment within reach if necessary
- Emergency procedures in place
- All necessary tools, equipment, and materials ready at hand
- All necessary machinery in good working order

2. Assessment is drawn and extracted from the relevant Unit of Competency based on the approved Competency Standard and on an Evidence plan (proof of competence) developed by the Assessor that clearly focuses on critical aspects of competency. The Evidence plan will be based on critical assessment tools such as demonstration/task; observation; oral questions.

3. The duration of time to assess the demonstration should be clearly indicated, for example, 3 hours. This information will be given to you along with other pertinent information such as the procedure or sequence of tasks that you must follow. It is important to note that you will be closely observed and assessed throughout the duration of your demonstration. You will be given time to ask questions and request clarification. You will also be given 10 minutes to familiarize yourself with the resources to be used in the assessment.

4. Based on your performance in demonstrating the task, you will be assessed by the Assessor to be Competent or Not Yet Competent. Regardless of the result you will be given feedback from the Assessor on your performance and the next steps.

5. After you have performed the task, the Assessor will provide feedback to you on your performance.

6. The responsibility on finally deciding whether or not you are Competent or Not Yet Competent belongs to the accredited Assessor.

7. At the conclusion of the assessment, the Assessor will provide feedback on whether or not you have been assessed to be **Competent** or **Not Yet Competent**. Both your signatures will be required on the Assessment Form. You will also be allowed to make comments on the Assessor's decision. The Assessor will then share information on next steps. These next steps include where to obtain the certificate related to the successful assessment or, if unsuccessful, how to re-try for competency within a specified period of time.

Section Three: Tools and Templates

This toolbox of Tools and Templates offers a wide range of assessment tools that will facilitate evidence gathering and other assessment-related needs. Evidence gathering, however, should not be limited to these tools and templates alone. The toolbox should be revised or expanded as necessary, to include other tools and templates that are deemed relevant.

- Demonstration Checklist
- Observation Checklist
- Oral Questions Checklist
- Evidence Plan (Overall Summary)
- Assessor Job Sheet and Specifications (Spec) Form
- Competency Assessment Results
- Assessor Planning Checklist Tool
- All About Questioning Techniques for Use in Assessment
- Quick Guide to Conducting Competency Assessments
- Assessor's Quick Start

Demonstration Checklist

| | | | |
|--|---|--------------------------|--------------------------|
| Candidate's name: | | | |
| Assessor's name: | | | |
| Qualification: | | | |
| Project-Based Assessment Title | | | |
| Units of competency covered: | | | |
| Date of assessment: | | | |
| Time of assessment: | | | |
| Instructions for demonstration | | | |
| Please see attached Instruction for Demonstration (Candidate/Assessor) | | | |
| Supplies and Materials ▪ Please refer to attached specific instruction | Tools and equipment • Please refer to attached specific instruction | | |
| | ✓ to show if evidence is demonstrated | | |
| During the demonstration of skills, did the candidate: | Yes | No | N/A |
| • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Observation Checklist

| | | |
|--|--|--------------------------|
| Candidate's name: | | |
| Assessor's name: | | |
| Date of Assessment: | | |
| Unit of Competency: | | |
| Code: | | |
| Name of Workplace/Training Center | | |
| Procedure to Follow: | Observe Candidate's performing the task, and following the spec- if a spec is provided | |
| During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency): | | |
| | YES | NO |
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| Candidate's performance was: | COMPETENT | NOT YET COMPETENT |
| Feedback to Candidate: | | |
| Candidate's Signature: | Date: | |
| Assessor's Signature: | Date: | |

Oral Questions Checklist

| | |
|---------------------|--|
| Candidate's name: | |
| Assessor's name | |
| Date of Assessment: | |
| Assessment Venue: | |
| Unit of Competency: | |
| Reference Standard: | |

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for competent/non yet competent.

| List of Questions | Satisfactory Response | |
|-------------------|-----------------------|--|
|-------------------|-----------------------|--|

| Indicate Y or N in the box provided | YES | NO |
|-------------------------------------|-----|----|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |

Feedback to Candidate:

| | | |
|--|--------------|------------------|
| Candidate's overall performance was (circle): | Satisfactory | Not Satisfactory |
| The Candidate's underpinning knowledge was (circle): | Satisfactory | Not Satisfactory |

| | |
|----------------------|-------|
| Assessor Signature: | Date: |
| Candidate Signature: | Date: |

EVIDENCE PLAN: Overall Summary

| | | | | |
|--|---------------------------------|-----------------------------------|---------------------|-----------|
| QUALIFICATION: | | | | |
| Project-Based Assessment Title | | | | |
| Units of competency covered | | | | |
| Ways in which evidence will be collected: [tick the column] | Observation with Questioning | Demonstration with Questioning | Written Examination | Portfolio |
| The evidence must show that the candidate | | | | |
| • | | | | |
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Assessor Job Sheet and Specifications (Spec) Form

This Spec is in reference to the _____ Standard, and has been developed by an Industry Representative/Assessor.

The Result* indicates either C for Competent, or NYC for Not Yet Competent.

| Unit of Competency | Elements Reviewed | Critical Aspects of Competency Covered | Result*: C/NYC |
|--------------------|-------------------|--|----------------|
| | | | |
| | | | |
| | | | |

JOB #1 Procedure for Developing Specification (Spec): List the steps involved in performing the task/spec successfully. It will cover, in logical order, the critical aspects of competency listed above that will determine if the candidate is **Competent** or **Not Yet Competent**.

| | |
|----|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

Tools and Equipment Required for Spec completion: List all tools, equipment, and materials required in completing Job #1:

| Tools | Equipment | Materials |
|-------|-----------|-----------|
| | | |

Assessor Name:

Date:

Competency Assessment Results

| | |
|----------------------|--|
| Candidate's name: | |
| Assessor's name | |
| Qualification Title: | |
| Date of Assessment: | |
| Assessment Venue: | |
| Reference Standard: | |
| Unit of Competency: | |

| Assessment Unit | Competent | Not Yet Competent |
|-----------------|-----------|-------------------|
| | | |
| | | |
| | | |
| | | |

Assessor's Recommendation and Comments:

Overall Assessment:

Yes: The Candidate successfully met the required evidence/standards and demonstrated all of the competencies necessary for certification in the Qualification and Units of Competency listed above.

No: The Candidate did not meet the evidence requirements. Re-assessment is recommended.

| | |
|--------------------------------------|-------|
| Assessor Signature: | Date: |
| Candidate Signature: | Date: |
| Assessment Center Manager Signature: | |

ASSESSMENT PLANNING CHECKLIST TOOL

| | |
|------------------|--|
| Assessor's name: | |
| Date: | |

Directions: Circle the 'Yes' or 'No' response to each item.

| | | | |
|----|---|-----|----|
| 1. | The Assessor is familiar with the unit(s) of competency being assessed | Yes | No |
| 2. | The Assessor has verified that the workplace or training center has the correct equipment, machinery, tools, and materials necessary to complete all of the relevant aspects of the unit of competency | Yes | No |
| 3. | The Assessor has ensured that all materials and equipment were assembled and arranged in advance. | Yes | No |
| 4. | The Assessor has all the necessary tools, templates, and specifications needed to assess the trainee including a variety of assessment tools covering practical demonstration, observation, oral question, and (where necessary) written tests relevant to the competency specified in the standard | Yes | No |
| 5. | The Assessor has met with the trainer prior to the assessment event to discuss his/her role. | Yes | No |
| 6. | The Assessor will discuss the performance test with the trainee and address any concerns prior to giving the test | Yes | No |
| 7. | The Assessor will discuss and record with the trainee the results of their performance | Yes | No |

Action to be taken on "No" responses:

General Guidelines for Effective Questioning

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

Recording responses

When using oral questioning, you may need a tool that has a structured approach (see below) and also enables you to record a candidate's responses. If the candidate's response is insufficient the assessor should record why on the recording sheet or checklist. This provides information that can be used later, if necessary, to explain to the candidate where he or she needs to develop their skills and/or knowledge to achieve the required competence.

Recording sheet for oral questioning (template)

| | | |
|---------------------------------------|-----------------------------|-----------------------|
| Candidate's Name | | |
| Assessor or Observer's Name | | |
| Unit of Competency) | | |
| Code | | |
| Date of Assessment | | |
| Location | | |
| Task/Procedure | | |
| Questions to be Answered by candidate | Response/Answer* | Satisfactory (Yes/No) |
| What would you do if ... | | |
| What would you do if ... | | |
| What would you do if ... | | |
| How do you ... | | |
| What are ... | | |
| Why did you... (Clarification) | | |
| Follow up Questions | | |
| The candidate's knowledge was: | Satisfactory Unsatisfactory | |
| Feedback to candidate: | | |
| Candidate signature: | | Date: |
| Assessor/Observer's Signature: | | Date: |

ASSESSOR GUIDE TO CONDUCTING COMPETENCY ASSESSMENTS

| 1. BEFORE THE ASSESSMENT | 2. DAY OF ASSESSMENT | 3. DURING THE ASSESSMENT | 4. POST ASSESSMENT |
|--|---|--|--|
| <p>- Review unit(s) of competency to be assessed especially evidence to be collected against performance criteria</p> <p>- Ensure the workplace or training center complies with all safety requirements and that high risk areas are clearly marked</p> <p>- Identify/request essential assessment resources:</p> <ul style="list-style-type: none"> • tools and equipment • supplies and materials • personal protective equipment • print resources and rating sheets • Have trainees contacted if they have to bring any resources for the assessment, e.g. logbook | <p>-Verify attendance through signed attendance sheet</p> <p>- Provide overview of what is to happen throughout day</p> <p>Orient the trainees to:</p> <ul style="list-style-type: none"> • purpose of assessment • qualification to be assessed • assessment procedures to be followed • address needs of trainees and provide information on evidence requirements and assessment process • make all announcements just before start of assessment | <p>Give clear instructions to trainees on what they are required to do:</p> <ul style="list-style-type: none"> • time limits and expectations • all equipment and tools must be of the same quality for all trainees • written and verbal instructions translated into local dialects as needed • encourage questions • avoid providing any assistance to trainees during assessment • stop process if accident imminent • keep focused on evidence being valid, reliable, fair, flexible, and safe • Record details of evidence collected | <p>Provide feedback on outcome of assessment process re:</p> <ul style="list-style-type: none"> • give clear feedback on assessment decision • provide information on overcoming any gaps in competency assessment • provide opportunity to discuss assessment process and outcome <p>Prepare required assessment reports:</p> <ul style="list-style-type: none"> • all rating sheets signed by trainee as well as Assessor • maintain records of assessment procedures, evidence collected, and assessment outcome • verify assessment results/outcomes with training center <p>Prepare</p> <p>recommendations for issuance of national certificate</p> |

Assessor's Quick Start

1. Identify the Unit(s) of Competency from the Program Standard that you are going to assess.
2. Review the Critical Aspects of Competency from the Unit of Competency that will be the basis of your Evidence Guide.
3. Select the Assessment Tools that you will use to gather evidence.
 - i. Demonstration Checklist
 - ii. Observation Checklist
 - iii. Oral Questions Checklist
4. Create spec sheet(s) for the Unit of Competency to be examined.
5. Review the assessment procedure with the Candidate and ask if there are any questions.
6. Complete the assessment using the assessment tools in the order above. You are free to use other tools as well if you wish.
7. Determine whether Candidate is **Competent** or **Not-Yet-Competent**
8. Complete all necessary record sheets.
9. Give feedback to the Candidate.

Demonstration Checklist: Explain SEO and SMM Basics

| | | | |
|---|---|--------------------------|--------------------------|
| Candidate's name: | | | |
| Assessor's name: | | | |
| Qualification: | Affiliated Marketing | | |
| Project-Based Assessment Title | | | |
| Units of competency covered: | Explain SEO And SMM Basics | | |
| Date of assessment: | | | |
| Time of assessment: | | | |
| Instructions for demonstration | | | |
| Please see attached Instruction for Demonstration (Candidate/Assessor) | | | |
| Supplies and Materials ▪ Please refer to attached specific instruction | Tools and equipment • Please refer to attached specific instruction | | |
| | ✓ to show if evidence is demonstrated | | |
| During the demonstration of skills, did the candidate: | Yes | No | N/A |
| 1. Review the overall concept of SEO. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Describe/determine the application of keyword research and competition analysis. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Demonstrate the difference between On-Page SEO and off-Page SEO. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Demonstrate the overall concept of SMM. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Observation Checklist: Explain SEO and SMM Basics

| | | |
|--|--|--------------------------|
| Candidate's name: | | |
| Assessor's name: | | |
| Date of Assessment: | | |
| Unit of Competency: | Explain SEO And SMM Basics | |
| Code: | SEIP-IT-AFM-1-O | |
| Name of Workplace/Training Center | | |
| Procedure to Follow: | Observe Candidate's performing the task, and following the spec- if a spec is provided | |
| During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency): | | |
| 1. Review the overall concept of SEO. | YES | NO |
| 2. Describe/determine the application of keyword research and competition analysis. | | |
| 3. Demonstrate the difference between On-Page SEO and off-Page SEO. | | |
| 4. Demonstrate the overall concept of SMM. | | |
| Candidate's performance was: | COMPETENT | NOT YET COMPETENT |
| Feedback to Candidate: | | |
| Candidate's Signature: | | Date: |
| Assessor's Signature: | | Date: |

Oral Questions Checklist: Explain SEO and SMM Basics

| | |
|---------------------|----------------------------|
| Candidate's name: | |
| Assessor's name: | |
| Date of Assessment: | |
| Assessment Venue: | |
| Unit of Competency: | Explain SEO And SMM Basics |
| Reference Standard: | Affiliated Marketing |

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

| List of Questions | Satisfactory Response |
|-------------------|-----------------------|
|-------------------|-----------------------|

| Indicate Y or N in the box provided | YES | NO |
|---|--------------------------|--------------------------|
| 1. Can you describe briefly how the application of keyword research and competition analysis is determined? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Can you provide a simple overview of Facebook Group Marketing and Facebook Paid Marketing? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. What is the difference between On-Page SEO and Off-Page SEO? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. How would you describe the concept of Social Media Marketing (SMM)? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. To what extent is confidentiality an issue of importance in this work? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. How important and why is Search Engine Optimization (SEO)? | <input type="checkbox"/> | <input type="checkbox"/> |

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

| | |
|-----------------------------|--------------|
| Assessor Signature: | Date: |
| Candidate Signature: | Date: |

Demonstration Checklist: Explain a WordPress Site

| | | | |
|--|---|--------------------------|--------------------------|
| Candidate's name: | | | |
| Assessor's name: | | | |
| Qualification: | Affiliated Marketing | | |
| Project-Based Assessment Title | | | |
| Units of competency covered: | Explain a WordPress Site | | |
| Date of assessment: | | | |
| Time of assessment: | | | |
| Instructions for demonstration | | | |
| Please see attached Instruction for Demonstration (Candidate/Assessor) | | | |
| Supplies and Materials ▪ Please refer to attached specific instruction | Tools and equipment • Please refer to attached specific instruction | | |
| | ✓ to show if evidence is demonstrated | | |
| During the demonstration of skills, did the candidate: | Yes | No | N/A |
| 1. Demonstrate WordPress. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Demonstrate how WordPress Comment Moderation is implemented. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Demonstrate WordPress SEO Plugin. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Review the overall concept on Domain and Hosting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Observation Checklist: Explain a WordPress Site

| | | |
|--|--|--------------------------|
| Candidate's name: | | |
| Assessor's name: | | |
| Date of Assessment: | | |
| Unit of Competency: | Explain a WordPress Site | |
| Code: | SEIP-IT-AFM-2-O | |
| Name of Workplace/Training Center | | |
| Procedure to Follow: | Observe Candidate's performing the task, and following the spec- if a spec is provided | |
| During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency): | | |
| 1. Demonstrate WordPress. | YES | NO |
| 2. Demonstrate how WordPress Comment Moderation is implemented. | | |
| 3. Demonstrate WordPress SEO Plugin. | | |
| 4. Review the overall concept on Domain and Hosting. | | |
| Candidate's performance was: | COMPETENT | NOT YET COMPETENT |
| Feedback to Candidate: | | |
| Candidate's Signature: | | Date: |
| Assessor's Signature: | | Date: |

Oral Questions Checklist: Explain a WordPress Site

| | |
|---------------------|--------------------------|
| Candidate's name: | |
| Assessor's name: | |
| Date of Assessment: | |
| Assessment Venue: | |
| Unit of Competency: | Explain a WordPress Site |
| Reference Standard: | Affiliated Marketing |

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

| List of Questions | Satisfactory Response |
|-------------------|-----------------------|
|-------------------|-----------------------|

| Indicate Y or N in the box provided | YES | NO |
|--|--------------------------|--------------------------|
| 1. What is involved in Comment Moderation? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. What are six elements of SEO Plugin? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Can you identify six elements involved in Domain and Hosting? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. What is meant by "Sahifa Theme?" | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. How important is the issue of security and what is involved? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. How is a relationship between domain and hosting established? | <input type="checkbox"/> | <input type="checkbox"/> |

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

| | |
|----------------------|-------|
| Assessor Signature: | Date: |
| Candidate Signature: | Date: |

Demonstration Checklist: Apply Amazon Affiliation

| | | | |
|---|--|--------------------------|--------------------------|
| Candidate's name: | | | |
| Assessor's name: | | | |
| Qualification: | Affiliated Marketing | | |
| Project-Based Assessment Title | | | |
| Units of competency covered: | Apply Amazon Affiliation | | |
| Date of assessment: | | | |
| Time of assessment: | | | |
| Instructions for demonstration | | | |
| Please see attached Instruction for Demonstration (Candidate/Assessor) | | | |
| Supplies and Materials ▪ Please refer to attached specific instruction | Tools and equipment • Please refer to attached specific instruction | | |
| | ✓ to show if evidence is demonstrated | | |
| During the demonstration of skills, did the candidate: | Yes | No | N/A |
| 1. Demonstrate Affiliate marketing and Amazon Affiliation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Demonstrate Niche Selection Process. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Describe/develop Content Creation for Amazon Affiliate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Observation Checklist: Apply Amazon Affiliation

| | | |
|--|--|--------------------------|
| Candidate's name: | | |
| Assessor's name: | | |
| Date of Assessment: | | |
| Unit of Competency: | Apply Amazon Affiliation | |
| Code: | SEIP-IT-AFM-3-O | |
| Name of Workplace/Training Center | | |
| Procedure to Follow: | Observe Candidate's performing the task, and following the spec- if a spec is provided | |
| During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency): | | |
| 1. Demonstrate Affiliate marketing and Amazon Affiliation. | YES | NO |
| 2. Demonstrate Niche Selection Process. | | |
| 3. Describe/develop Content Creation for Amazon Affiliate. | | |
| | | |
| Candidate's performance was: | COMPETENT | NOT YET COMPETENT |
| Feedback to Candidate: | | |
| Candidate's Signature: | | Date: |
| Assessor's Signature: | | Date: |

Oral Questions Checklist: Apply Amazon Affiliation

| | |
|---------------------|--------------------------|
| Candidate's name: | |
| Assessor's name: | |
| Date of Assessment: | |
| Assessment Venue: | |
| Unit of Competency: | Apply Amazon Affiliation |
| Reference Standard: | Affiliated Marketing |

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

| List of Questions | Satisfactory Response |
|-------------------|-----------------------|
|-------------------|-----------------------|

| Indicate Y or N in the box provided | YES | NO |
|---|-----|----|
| 1. What are five common marketing strategies? | | |
| 2. Can you identify five elements involved in niche selection? | | |
| 3. What is involved in writing product review copy? | | |
| 4. Can you give some examples of content creation for Amazon Affiliate? | | |
| 5. What are the start-up costs for Amazon Affiliation? | | |
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| Feedback to Candidate: |
| |

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

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|-----------------------------|--------------|
| Assessor Signature: | Date: |
| Candidate Signature: | Date: |

Demonstration Checklist: Apply CPA Affiliation

| | | | |
|---|--|--------------------------|--------------------------|
| Candidate's name: | | | |
| Assessor's name: | | | |
| Qualification: | Affiliated Marketing | | |
| Project-Based Assessment Title | | | |
| Units of competency covered: | Apply CPA Affiliation | | |
| Date of assessment: | | | |
| Time of assessment: | | | |
| Instructions for demonstration | | | |
| Please see attached Instruction for Demonstration (Candidate/Assessor) | | | |
| Supplies and Materials ▪ Please refer to attached specific instruction | Tools and equipment • Please refer to attached specific instruction | | |
| | ✓ to show if evidence is demonstrated | | |
| During the demonstration of skills, did the candidate: | Yes | No | N/A |
| 1. Demonstrate CPA Affiliate Marketing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Demonstrate CPA Affiliate Networks. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Observation Checklist: Apply CPA Affiliation

| | | |
|--|--|--------------------------|
| Candidate's name: | | |
| Assessor's name: | | |
| Date of Assessment: | | |
| Unit of Competency: | Apply CPA Affiliation | |
| Code: | SEIP-IT-AFM-4-O | |
| Name of Workplace/Training Center | | |
| Procedure to Follow: | Observe Candidate's performing the task, and following the spec- if a spec is provided | |
| During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency): | | |
| 1. Demonstrate CPA Affiliate Marketing. | YES | NO |
| 2. Demonstrate CPA Affiliate Networks. | | |
| | | |
| | | |
| Candidate's performance was: | COMPETENT | NOT YET COMPETENT |
| Feedback to Candidate: | | |
| Candidate's Signature: | | Date: |
| Assessor's Signature: | | Date: |

Oral Questions Checklist: Apply CPA Affiliation

| | |
|---------------------|-----------------------|
| Candidate's name: | |
| Assessor's name: | |
| Date of Assessment: | |
| Assessment Venue: | |
| Unit of Competency: | Apply CPA Affiliation |
| Reference Standard: | Affiliated Marketing |

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

| List of Questions | Satisfactory Response |
|-------------------|-----------------------|
|-------------------|-----------------------|

| Indicate Y or N in the box provided | YES | NO |
|---|-----|----|
| 1. What is involved in Cost Per Action (CPA) Affiliate Marketing? | | |
| 2. How are CPA offers done? | | |
| 3. Can you identify four affiliate networks? | | |
| 4. What are the positive steps used to apply to CPA networks? | | |
| 5. To what extent is confidentiality an issue of importance in this work? | | |
| | | |

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| Feedback to Candidate: |
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The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

| | |
|-----------------------------|--------------|
| Assessor Signature: | Date: |
| Candidate Signature: | Date: |

Demonstration Checklist: Setup Google Analytics

| | | | |
|--|---|--------------------------|--------------------------|
| Candidate's name: | | | |
| Assessor's name: | | | |
| Qualification: | Affiliated Marketing | | |
| Project-Based Assessment Title | | | |
| Units of competency covered: | Setup Google Analytics | | |
| Date of assessment: | | | |
| Time of assessment: | | | |
| Instructions for demonstration | | | |
| Please see attached Instruction for Demonstration (Candidate/Assessor) | | | |
| Supplies and Materials ▪ Please refer to attached specific instruction | Tools and equipment • Please refer to attached specific instruction | | |
| | ✓ to show if evidence is demonstrated | | |
| During the demonstration of skills, did the candidate: | Yes | No | N/A |
| 1. Demonstrate Google Analytics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Describe/perform how to add a site to Google Analytics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Observation Checklist: Setup Google Analytics

| | | |
|--|--|--------------------------|
| Candidate's name: | | |
| Assessor's name: | | |
| Date of Assessment: | | |
| Unit of Competency: | Setup Google Analytics | |
| Code: | SEIP-IT-AFM-5-O | |
| Name of Workplace/Training Center | | |
| Procedure to Follow: | Observe Candidate's performing the task, and following the spec- if a spec is provided | |
| During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency): | | |
| 1. Demonstrate Google Analytics. | YES | NO |
| 2. Describe/perform how to add a site to Google Analytics. | | |
| | | |
| | | |
| Candidate's performance was: | COMPETENT | NOT YET COMPETENT |
| Feedback to Candidate: | | |
| Candidate's Signature: | | Date: |
| Assessor's Signature: | | Date: |

Oral Questions Checklist: Setup Google Analytics

| | |
|---------------------|------------------------|
| Candidate's name: | |
| Assessor's name: | |
| Date of Assessment: | |
| Assessment Venue: | |
| Unit of Competency: | Setup Google Analytics |
| Reference Standard: | Affiliated Marketing |

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

| List of Questions | Satisfactory Response |
|-------------------|-----------------------|
|-------------------|-----------------------|

| Indicate Y or N in the box provided | YES | NO |
|---|-----|----|
| 1. What is the procedure followed in carrying out the adding of a site to Google Analytics? | | |
| 2. What is meant by the term "Acquisition" and what elements are involved? | | |
| 3. How do you create an account? | | |
| 4. What is involved in working with Real-Time? | | |
| 5. Can you identify several elements involved in "Behavior" and describe the concept? | | |
| | | |

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| Feedback to Candidate: |
| |

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

| | |
|-----------------------------|--------------|
| Assessor Signature: | Date: |
| Candidate Signature: | Date: |

Demonstration Checklist: Apply Roomster Affiliation Activity

| | | | |
|--|---|--------------------------|--------------------------|
| Candidate's name: | | | |
| Assessor's name: | | | |
| Qualification: | Affiliated Marketing | | |
| Project-Based Assessment Title | | | |
| Units of competency covered: | Apply Roomster Affiliation Activity | | |
| Date of assessment: | | | |
| Time of assessment: | | | |
| Instructions for demonstration | | | |
| Please see attached Instruction for Demonstration (Candidate/Assessor) | | | |
| Supplies and Materials ▪ Please refer to attached specific instruction | Tools and equipment • Please refer to attached specific instruction | | |
| | ✓ to show if evidence is demonstrated | | |
| During the demonstration of skills, did the candidate: | Yes | No | N/A |
| 1. Demonstrate Roomster Affiliation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Describe/carry out creation of a New Campaign. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Observation Checklist: Apply Roomster Affiliation Activity

| | | |
|--|--|--------------------------|
| Candidate's name: | | |
| Assessor's name: | | |
| Date of Assessment: | | |
| Unit of Competency: | Apply Roomster Affiliation Activity | |
| Code: | SEIP-IT-AFM-6-O | |
| Name of Workplace/Training Center | | |
| Procedure to Follow: | Observe Candidate's performing the task, and following the spec- if a spec is provided | |
| During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency): | | |
| 1. Demonstrate Roomster Affiliation. | YES | NO |
| 2. Describe/carry out creation of a New Campaign. | | |
| | | |
| | | |
| Candidate's performance was: | COMPETENT | NOT YET COMPETENT |
| Feedback to Candidate: | | |
| Candidate's Signature: | | Date: |
| Assessor's Signature: | | Date: |

Oral Questions Checklist: Apply Roomster Affiliation Activity

| | |
|---------------------|-------------------------------------|
| Candidate's name: | |
| Assessor's name: | |
| Date of Assessment: | |
| Assessment Venue: | |
| Unit of Competency: | Apply Roomster Affiliation Activity |
| Reference Standard: | Affiliated Marketing |

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

| List of Questions | Satisfactory Response |
|-------------------|-----------------------|
|-------------------|-----------------------|

| Indicate Y or N in the box provided | YES | NO |
|---|-----|----|
| 1. What are two common promotional methods? | | |
| 2. What five elements are involved in a campaign? | | |
| 3. What is involved in setting up of payment option? | | |
| 4. Can you describe how to carry out a campaign link in different social media? | | |
| 5. Can you describe "Roomster Affiliation?" | | |

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| Feedback to Candidate: |
|-------------------------------|

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

| | |
|-----------------------------|--------------|
| Assessor Signature: | Date: |
| Candidate Signature: | Date: |