



**COMPETENCY STANDARDS & ASSESSMENT GUIDE  
FOR  
GRAPHIC DESIGN**

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

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The Competency Standards for Graphic Design 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 and 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 which 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 also 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 which leads to verifiable workplace outcomes.

Competency Standards are developed by 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.

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 at 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 20<sup>th</sup> of March 2016. A second expert's validation was likewise held on 11<sup>th</sup> August 2016 at the SDCMU to validate the Competency Standard.

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

**Competency Verification-Validation Experts (Meeting held on 20 March 2016):**

<b>Name</b>	<b>Company</b>	<b>Job Position</b>
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. Mian Zadid Rusdid	BITM	Lead Trainer
Mr. Khondoker Ali Asgor Pavel	bitBirds Solutions	CEO
Md. Hasib	BITM	Executive,IT
Sifat-E-Tanzim	Liveoutsource, LTd.	Software Engineer

**Competency Standard Validation Experts (Meeting held on 11 August 2016):**

<b>Name</b>	<b>Company</b>	<b>Job Position</b>
Mr. Md. Shajahan	BTEB	Deputy Director
Mr. Md. Shah Alam Majumder	BTEB	Specialist( Course Accreditation)
Mr. Khondoker Ali Asgor Pavel	BASIS	Head Trainer
Mr. Towfik Elahi	Freelance	Freelancer
Mr. Mokter Hossain	BKTTC	Instructor
Mr. Abdul Hye Siddique	SFMMTTC	Instructor

**Workshop Facilitators:**

Emeterio Cedillo, Jr.	SEIP	International Specialist
Md Ahasan Habib	SEIP	TVET Specialist
Md. Mohiuzzaman	SEIP	Course 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:

- An overview of all Units of Competency for the occupation and their corresponding duration required for completion of training.
- 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 GRAPHIC DESIGN

### UNITS OF COMPETENCY

### ELEMENTS

#### Generic (Basic) Competencies

<b>Perform Computations Using Basic Mathematical Concepts</b> (SEIP-IT-GRA-1-G)	Identify calculation requirements in the workplace.	Select appropriate mathematical methods/concepts for the calculation	Use tool/instrument to perform calculations	
<b>Apply Occupational Health and Safety (OH&amp;S) Practices in the Workplace</b> (SEIP-IT-GRA-2-G)	Identify OHS policies and procedures	Apply personal health and safety practices	Report hazards and risks	Respond to emergencies
<b>Communicate In English in the Workplace</b> (SEIP- IT-GRA-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
<b>Work in a Self-Directed Team</b> (SEIP- IT-GRA-4-G)	Identify team goals and processes.	Communicate and cooperate with team members.	Work as a team member	Solve problems as a team member

#### Sector Specific (Common) Competencies

Operate a Personal Computer and Use Office Applications (SEIP-IT-GRA-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-GRA-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-GRA-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-GRA-4-S)	Uphold the interests of clients	Deliver quality products and services	Demonstrate professionalism at work	Obey workplace code of conduct.
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**Occupation Specific (Course) Competencies**

Apply Graphic Design Concepts and Guidelines (SEIP-IT-GRA-1-O)	Apply graphic design concept	Follow basic design guideline	Develop conceptual skills and ideas	Seek strategies for personal development
Generate Shapes and Text (SEIP-IT-GRA-2-O)	Prepare equipment and related software	Create shapes and text	Check work quality	
Generate Design Using Graphics Application (SEIP-IT-GRA-3-O)	Prepare the work environment	Produce objects with/without typing	Set up layers and appearance attributes	Finalize document
Generate Clipping Path, Logo and Mock Up (SEIP-IT-GRA-4-O)	Prepare the work environment	Create clipping path	Create logo	Create mock up
Review Final Output and Print (SEIP-IT-GRA-5-O)	Check image quality and file size	Manipulate objects and text	Import images	Set color separation
	Finalize media and print			

## Units & Elements at Glance:

### Generic (Basic) Competencies (46 hrs.)

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



### Sector Specific (Common) Competencies (64 hrs.)

Code	Unit of Competency	Elements of Competency	Duration (Hours)
SEIP-IT-GRA-1-S	Operate a Personal Computer and Use Office Applications	<ol style="list-style-type: none"> <li>1. Start and shut down the computer</li> <li>2. Access basic system information</li> <li>3. Work with files, folders and user application programs</li> <li>4. Print documents</li> </ol>	24
SEIP-IT-GRA-2-S	Type Documents in Bangla and English	<ol style="list-style-type: none"> <li>1. Install the application</li> <li>2. Select appropriate tools and keyboard layout</li> <li>3. Type document using different style format</li> </ol>	12
SEIP-IT-GRA-3-S	Send and Retrieve Information Using Email, Web Browsers, Video/Audio Tools	<ol style="list-style-type: none"> <li>1. Access the internet</li> <li>2. Search the internet</li> <li>3. Research and apply 'netiquette' principals</li> <li>4. Organize and send message</li> </ol>	16
SEIP-IT-GRA-4-S	Comply to Ethical Standards in IT Workplace	<ol style="list-style-type: none"> <li>1. Uphold the interests of clients</li> <li>2. Deliver quality products and services</li> <li>3. Demonstrate professionalism at work</li> <li>4. Obey workplace code of conduct.</li> </ol>	12
Total Hours			<b>64</b>

## Occupation Specific (Core) Competencies (250 hrs.)

Code	Unit of Competency	Elements of Competency	Guided Learning Hours
SEIP-IT-GRA-1-O	Apply Graphic Design Concepts and Guidelines	<ol style="list-style-type: none"> <li>1. Apply graphic design concept</li> <li>2. Follow basic design guideline</li> <li>3. Develop conceptual skills and ideas</li> <li>4. Seek strategies for personal development</li> </ol>	42
SEIP-IT-GRA-2-O	Generate Shapes and Text	<ol style="list-style-type: none"> <li>1. Prepare equipment and related software</li> <li>2. Create shapes and text</li> <li>3. Check work quality</li> </ol>	50
SEIP-IT-GRA-3-O	Generate Design Using Graphics Application	<ol style="list-style-type: none"> <li>1. Prepare the work environment</li> <li>2. Produce objects with/without typing</li> <li>3. Set up layers and appearance attributes</li> <li>4. Finalize document</li> </ol>	58
SEIP-IT-GRA-4-O	Generate Clipping Path, Logo and Mock Up	<ol style="list-style-type: none"> <li>1. Prepare the work environment</li> <li>2. Create clipping path</li> <li>3. Create logo</li> <li>4. Create mock up</li> </ol>	50
SEIP-IT-GRA-5-O	Review Final Output and Print	<ol style="list-style-type: none"> <li>1. Check image quality and file size</li> <li>2. Manipulate objects and text</li> <li>3. Import images</li> <li>4. Set color separation</li> <li>5. Finalize media and print</li> </ol>	50
<b>Total Hours</b>			<b>250</b>

## COMPETENCY STANDARD: GRAPHIC DESIGN

### A. The Generic (Basic Competencies)

<b>Unit of Competency:</b> <b>PERFORM COMPUTATIONS USING BASIC MATHEMATICAL CONCEPTS</b>	<b>Nominal Duration:</b> 14 hrs.	<b>Unit Code:</b> SEIP-IT-GRA-1-G
<b>Unit Descriptor:</b> 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 <b><u>Calculation requirements</u></b> are identified from <b><u>workplace information</u></b> .
2. Select appropriate mathematical methods/concepts for the calculation.	2.1 <b><u>Appropriate method</u></b> is selected to carry out the calculation requirements.
3. Use tool/instrument to perform calculations	3.1 Calculations are completed using appropriate <b><u>tools and instruments</u></b> .

#### 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 Matric conversion 1.6 Conversion inches to cm 1.7 Conversion cm to inches etc
2. Workplace information	2.1 Design 2.2 Working drawing 2.3 Verbal instructions 2.4 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
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### Curricular Content Guide

1. Underpinning Knowledge	1.1 Numerical concept 1.2 Basic mathematical methods such as addition, subtraction, multiplication and 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

### 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 done in a training center or in an actual or simulated work place after completion of the training module.



<b>Unit of Competency:</b> <b>APPLY OCCUPATIONAL HEALTH AND SAFETY (OHS) PRACTICES IN THE WORKPLACE</b>	<b>Nominal Duration:</b> 10 hrs.	<b>Unit Code:</b> SEIP-IT-GRA-2-G
<b>Unit Descriptor:</b> 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 <b><u>OHS policies</u></b> 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 <b><u>Personal Protective Equipment (PPE)</u></b> is selected and used 2.3 Personal hygiene is maintained.
3. Report hazards and risks	3.1 <b><u>Hazards and risks</u></b> 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 <b><u>Emergency response plans and procedures</u></b> are implemented. 4.3 <b><u>First aid procedure</u></b> 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 1.4 Fire Safety Rules and Regulations 1.5 IT Industry Guidelines
2. Personal Protective Equipment (PPE)	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
3. Hazards and risks	3.1 Chemical hazards. 3.2 Biological hazards. 3.3 Physical Hazards. 3.3.1 Machine hazards. 3.3.2 Materials hazards. 3.3.3 Tools and Equipment hazards.
4. Emergency response plans and procedures	4.1 Firefighting procedures 4.2 Earthquake response procedures 4.3 Evacuation procedures 4.4 Medical and first aid
5. First aid procedure	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	1.1 OHS workplace policies and procedures. 1.2 Work safety procedures. 1.3 Emergency procedures. 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	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 aid. 2.7 Performing basic firefighting accessories using fire extinguishers 2.8 Applying basic first aid procedures
3. Underpinning Attitudes	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	4.1 Workplace (simulated or actual) 4.2 PPEs 4.3 Firefighting equipment 4.4 Emergency response manual 4.5 First aid kits
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**Assessment Evidence Guide:**

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 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	Methods of assessment may include but not limited to: 2.1 Written test 2.2 Demonstration 2.3 Oral questioning
3. Context of Assessment	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.



<b>Unit of Competency:</b> <b>COMMUNICATE IN ENGLISH IN THE WORKPLACE</b>	<b>Nominal Duration:</b> 14 hrs.	<b>Unit Code:</b> SEIP-IT-GRA-3-G
<b>Unit Descriptor:</b> This unit covers the knowledge, skills and attitudes required to apply and practice communication skills 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 <b><u>routine workplace documents</u></b> are prepared using key words, phrases, simple sentences and <b><u>visual aids</u></b> 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 Graphs 2.5 Charts

**Curricular Evidence Guide:**

1. Underpinning Knowledge	<ul style="list-style-type: none"> <li>1.1 Read workplace documents in English</li> <li>1.2 Write simple routine workplace documents in English</li> <li>1.3 Listen and understand conversation in English</li> <li>1.4 Perform conversation in English</li> <li>1.5 Interaction skills (i.e., teamwork, interpersonal skills, etc.).</li> <li>1.6 Job roles, responsibilities and compliances.</li> </ul>
2. Underpinning Skills	<ul style="list-style-type: none"> <li>2.1 Ability to read and understand workplace documents in English by using appropriate vocabulary and grammar, standard spelling and punctuation</li> <li>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.</li> <li>2.3 Ability of listening in English and interpreting</li> <li>2.4 Ability to perform conversation in English with peers, customers and management to the required workplace standard.</li> <li>2.5 Work effectively with others. <ul style="list-style-type: none"> <li>2.5.1 Listening and questioning skills</li> <li>2.5.2 Ability to follow simple directions</li> </ul> </li> </ul>
3. Underpinning Attitudes	<ul style="list-style-type: none"> <li>3.1 Commitment to occupational health and safety practices</li> <li>3.2 Promptness in carrying out activities.</li> <li>3.3 Tidiness and timeliness.</li> <li>3.4 Respect of peers, sub-ordinates and seniors in workplace.</li> <li>3.5 Environmental concern.</li> <li>3.6 Sincere and honest to duties.</li> </ul>
4. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>4.1 Work place Procedure</li> <li>4.2 Materials relevant to the proposed activity</li> <li>4.3 All tools, equipment, material and documentation required.</li> <li>4.4 Relevant specifications or work instructions</li> </ul>

**Assessment Evidence Guide:**

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Converse in English with peers and customers</li> <li>1.2 Made reports of workplace documents in English</li> </ul>
2. Methods of Assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> <li>2.1 Written test</li> <li>2.2 Demonstration</li> <li>2.3 Oral questioning</li> </ul>
3. Context of Assessment	<ul style="list-style-type: none"> <li>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.</li> </ul>

<b>Unit of Competency:</b> <b>WORK IN A SELF-DIRECTED TEAM</b>	<b>Nominal Duration:</b> 8 hrs.	<b>Unit Code:</b> SEIP-IT-GRA-4-G
<b>Unit Descriptor:</b> 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).

<b>Elements of Competency</b>	<b>Performance Criteria</b>
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 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 <b><u>forms of communication</u></b> 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

<b>Variable</b>	<b>Range</b>
	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.

	<ul style="list-style-type: none"> <li>1.6 Visual and graphic materials.</li> <li>1.7 Standards.</li> <li>1.8 OSH information.</li> <li>1.9 Signs.</li> </ul>
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**Curricular Evidence Guide:**

1. Underpinning Knowledge	<ul style="list-style-type: none"> <li>1.1 Team goals and collaborative decision making processes</li> <li>1.2 Roles and responsibilities of team members</li> <li>1.3 Relationships within team and with other workers</li> <li>1.4 Effective interpersonal skills to interact with team members</li> <li>1.5 Effective formal and informal forms of communication</li> <li>1.6 Value of diversity in team functioning.</li> <li>1.7 Correct use of workplace terminology</li> <li>1.8 Team’s duties, responsibilities, authorities, objectives and task requirements</li> <li>1.9 Support mechanism to other members of team to ensure achievements of goals.</li> <li>1.10 Methods of identifying current and potential problems faced by a team</li> <li>1.11 Effectively problems solving methods and evaluation of outcomes</li> </ul>
2. Underpinning Skills	<ul style="list-style-type: none"> <li>2.1 Identifying team goals and collaborative decision making processes</li> <li>2.2 Identifying roles and responsibilities of team members</li> <li>2.3 Identifying relationships within team and with other workers</li> <li>2.4 Using effective interpersonal skills to interact with team members and to contribute to activities and objectives</li> <li>2.5 Using formal and informal forms of communication</li> <li>2.6 Understanding and valuing views and opinions of other team members</li> <li>2.7 Performing tasks in accordance with organizational and team requirements, specifications and workplace procedures.</li> <li>2.8 Supporting other members of the team to ensure team achieves goals, awareness and requirements.</li> <li>2.9 Identifying current and potential problems faced by the team</li> <li>2.10 Identifying solutions to the problem</li> <li>2.11 Solving problems effectively and evaluating the outcome of the implemented solution</li> </ul>
3. Underpinning Attitudes	<ul style="list-style-type: none"> <li>3.1 Teamwork</li> <li>3.2 Promptness in carrying out activities.</li> <li>3.3 Tidiness and timeliness.</li> <li>3.4 Respect of peers, sub-ordinates and seniors in workplace.</li> <li>3.5 Sincere and honest to duties</li> </ul>
4. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>4.1 Workplace (simulated or actual)</li> <li>4.2 Pens</li> </ul>

	4.3 Papers 4.4 Work books 4.5 Learning manuals
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**Assessment Evidence Guide:**

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Identified team goals and work processes. 1.2 Communicated and cooperated with team members. 1.3 Worked as a team member. 1.4 Solved problems as a team member.
2. Methods of Assessment	Methods of assessment may include but not limited to: 2.1 Written test 2.2 Demonstration 2.3 Oral questioning
3. Context of Assessment	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.

## B. The Sector Specific (Common) Competencies

<b>Unit of Competency:</b> <b>OPERATE A PERSONAL COMPUTER AND USE OFFICE APPLICATIONS</b>	<b>Nominal Duration:</b> 24 Hrs.	<b>Unit Code:</b> SEIP-IT-GRA-1-S
<b>Unit Descriptor:</b> This unit covers the knowledge, skills and attitudes required for a learner 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 and 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 <b><u>Peripheral devices</u></b> are checked for correct connection, position and usability. 1.2 Input <b><u>electrical parameters</u></b> 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 <b><u>application programs</u></b> 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/ <b><u>Graphical User Interface (GUI)</u></b> setting is arranged and customized. 2.3 The <b><u>operating system</u></b> 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. 3.6 Files for user and organization requirements are created and organized.

	<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 <b>data storage</b>/disk drives.</p>
4. Print documents	<p>4.1 <b>Printer settings</b>, 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> <p>1.1.1 keyboard</p> <p>1.1.2 mouse</p> <p>1.1.3 touchscreen</p> <p>1.1.4 pen drive</p> <p>1.1.5 joystick</p> <p>1.1.6 MIDI keyboard</p> <p>1.1.7 scanner</p> <p>1.1.8 digital camera</p> <p>1.1.9 video camera</p> <p>1.1.10 microphone</p> <p>1.2 Output Devices</p> <p>1.2.1 Monitor</p> <p>1.2.2 projector</p> <p>1.2.3 TV screen</p> <p>1.2.4 printer</p> <p>1.2.5 plotter</p> <p>1.2.6 speakers</p> <p>1.3 Both input/output</p> <p>1.3.1 external hard drives</p> <p>1.3.2 media card readers</p> <p>1.3.3 digital camcorders</p> <p>1.3.4 digital mixers</p> <p>1.3.5 MIDI equipment</p>
2. Electrical parameters	<p>2.1 Voltage</p> <p>2.1.1 AC volts</p> <p>2.1.2 DC volts</p> <p>2.2 Current (Ampere)</p> <p>2.3 Phase</p> <p>2.4 Cycle</p>
3. Application programs	<p>3.1 Office programs</p> <p>3.2 Database programs</p> <p>3.3 Word processors</p> <p>3.4 Email programs</p> <p>3.5 Internet browsers</p>

	3.6 System browsers 3.7 Spreadsheets
4. Graphical User Interface (GUI)	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	5.1 Microsoft Windows 5.2 Apple Mac OS 5.3 Ubuntu Linux 5.4 Google android 5.5 IOS
6. Data storage	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	7.1 Default Printer Brand and model 7.2 Pages 7.3 Collated 7.4 Portrait Orientation 7.5 Page orientation 7.6 Paper size 7.7 Margins 7.8 Number of pages per sheet

### Curricular Content Guide

1. Underpinning Knowledge	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
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	<ul style="list-style-type: none"> <li>1.10 Saving, printing and closing documents</li> <li>1.11 Mail merge function</li> <li>1.12 Basic keyboarding skills</li> <li>1.13 Storage devices and basic categories</li> <li>1.14 Exiting procedure for open files/documents</li> <li>1.15 Methods and procedure in switching on and off the computer and other peripherals</li> <li>1.16 Selection, opening and closing procedures of desktop icons to access application programs</li> <li>1.17 Method of creating and organizing files for user and organization requirements</li> <li>1.18 Data input techniques in accordance with standard typing procedure and office application</li> <li>1.19 Printing procedure and commands</li> </ul>
2. Underpinning Skills	<ul style="list-style-type: none"> <li>2.1 Checking input electrical parameters of the device in accordance with peripheral device specification.</li> <li>2.2 Switching on power of computer and other peripheral devices</li> <li>2.3 Exiting all open files/documents</li> <li>2.4 Switching off the computer and other peripherals and unplugging power supply in accordance with standard procedure</li> <li>2.5 Arranging, customizing and manipulating PC desktop environment/graphical user interface (GUI) settings</li> <li>2.6 Selecting, opening and closing desktop icons to access application programs</li> <li>2.7 Creating and organizing Files for user and organization requirements</li> <li>2.8 Entering data into the desired office application in accordance with work requirements</li> <li>2.9 Entering print command to effect printing of documents</li> </ul>
3. Underpinning Attitudes	<ul style="list-style-type: none"> <li>3.1 Eagerness to learn</li> <li>3.2 Patience</li> <li>3.3 Orderliness</li> <li>3.4 Observance to OHS requirements</li> </ul>
4. Resource Implications	<ul style="list-style-type: none"> <li>4.1 Workplace (simulated or actual)</li> <li>4.2 Personal computer and peripherals</li> <li>4.3 Software</li> <li>4.4 Pens</li> <li>4.5 Papers</li> <li>4.6 Work sheets</li> </ul>

### Assessment Evidence Guide

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

<b>Unit of Competency:</b> <b>TYPE DOCUMENTS IN BANGLA AND ENGLISH</b>	<b>Nominal Duration:</b> 12 hrs.	<b>Unit Code:</b> SEIP-IT-GRA-2-S
<b>Unit Descriptor:</b> This unit covers the skills, knowledge and attitudes required of a learner 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.		

### 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 <b>keyboard layout</b> 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

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 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
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### Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: <ol style="list-style-type: none"> <li>1.1 Installed specialized utilities for typing Bangla and English.</li> <li>1.2 Selected appropriate tools for typing.</li> <li>1.3 Selected appropriate keyboard layout.</li> <li>1.4 Typed document content.</li> <li>1.5 Typed document at a minimum speed of 40 wpm in English and 30 wpm in Bangla.</li> </ol>
2. Methods of Assessment	Competency should be assessed by: <ol style="list-style-type: none"> <li>2.1 Written examination</li> <li>2.2 Demonstration</li> <li>2.3 Oral questioning</li> <li>2.4 Workplace observation</li> <li>2.5 Portfolio</li> </ol>
3. Context of Assessment	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.

<b>Unit of Competency:</b> <b>SEND AND RETRIEVE INFORMATION USING EMAIL, WEB BROWSERS, VIDEO/AUDIO TOOLS</b>	<b>Nominal Duration:</b> 16 Hrs.	<b>Unit Code:</b> SEIP-IT-GRA-3-S
<b>Unit Descriptor:</b> This unit covers the skills, knowledge and attitudes required of a learner 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.		

### 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 <b><u>Internet browser</u></b> is opened and a home page is set.
2. Search the internet	2.1 <b><u>Search engine</u></b> 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 <b><u>good online manners</u></b> from at least two <b><u>netiquette sites</u></b> 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 Internet Explorer 1.2 Mozilla fire fox 1.3 Google chrome 1.4 AOL explorer 1.5 Apple safari 1.6 Opera 1.7 Rock melt 1.8 Maxthon 1.9 Deep net explorer
2. Search engine	2.1 Google 2.2 Bing 2.3 Yahoo search 2.4 Ask 2.5 AOL Search

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

### Curricular Content Guide

1. Underpinning Knowledge	<ul style="list-style-type: none"> <li>1.1 Procedure for opening internet browser and setting a home page</li> <li>1.2 Method of Locating and selecting search engine</li> <li>1.3 Procedure for searching of information using search engine</li> <li>1.4 Principles of netiquette' or web etiquette</li> <li>1.5 Procedure for replying to received email messages and forwarding</li> <li>1.6 Means of sending email message</li> <li>1.7 Steps in opening attachment and saving to relevant folders</li> </ul>
2. Underpinning Skills	<ul style="list-style-type: none"> <li>2.1 Opening internet browser and setting a home page</li> <li>2.2 Locating and selecting search engine</li> <li>2.3 Using search engine to search for information</li> <li>2.4 Applying netiquette' (or web etiquette) principles when working with emails and browsing</li> <li>2.5 Replying to received email messages and forwarding as appropriate, using the carbon copy and forward features</li> <li>2.6 Sending Email message</li> <li>2.7 Opening and saving attachment and/or email to relevant folders</li> </ul>
3. Underpinning Attitudes	<ul style="list-style-type: none"> <li>3.1 Eagerness to learn</li> <li>3.2 Tidiness and timeliness</li> </ul>

	<p>3.3 Concern to proper use computer and peripherals</p> <p>3.4 Orderliness</p> <p>3.5 Observing netiquette</p>
4. Resource Implications	<p>4.1 Workplace (simulated or actual)</p> <p>4.2 Personal Computer and peripherals</p> <p>4.3 Software</p> <p>4.4 Pens</p> <p>4.5 Papers</p> <p>4.6 Work sheets</p>

### Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 Opened an internet browser and set a home page.</p> <p>1.2 Located and selected search engine.</p> <p>1.3 Used search engine to search for information.</p> <p>1.4 Applied netiquette' (or web etiquette) principles when working with emails and browsing.</p> <p>1.5 Replied to email messages and forwarded as appropriate, using the carbon copy and forward features.</p> <p>1.6 Sent Email message.</p> <p>1.7 Opened and saved attachment and/or email to relevant folders.</p>
2. Methods of Assessment	<p>Competency should be assessed by:</p> <p>2.1 Written examination</p> <p>2.2 Demonstration</p> <p>2.3 Oral questioning</p> <p>2.4 Workplace observation</p> <p>2.5 Portfolio</p>
3. Context of Assessment	<p>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.</p>

<b>Unit of Competency:</b> <b>COMPLY TO ETHICAL STANDARDS IN IT WORKPLACE</b>	<b>Nominal Duration:</b> 12 Hrs.	<b>Unit Code:</b> SEIP-IT-GRA-4-S
<b>Unit Descriptor:</b> This unit covers the skills, knowledge and attitudes required of a learner to comply with ethical standards in 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.		

### 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 <b><u>Customers/clients</u></b> views are respected at all times. 1.2 Confidentiality of information is upheld in accordance with organizational policies, <b><u>national legislation</u></b> 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 <b><u>Work processes</u></b> are delivered effectively and efficiently in accordance with known <b><u>standards</u></b> . 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



	<ul style="list-style-type: none"> <li>1.6 Trainees/apprentices</li> <li>1.7 Department heads</li> <li>1.8 Superiors</li> <li>1.9 Employer and internal employees.</li> </ul>
2. National legislation	<ul style="list-style-type: none"> <li>2.1 Occupational Health and Safety requirements</li> <li>2.2 Industry/sectoral Code of Ethics</li> <li>2.3 International and national guidelines for consumer protection</li> <li>2.4 International and national Copyright laws</li> <li>2.5 Intellectual property rights law</li> <li>2.6 Legal and regulatory policies in the Information Technology sector</li> </ul>
3. Work processes	<ul style="list-style-type: none"> <li>3.1 Encoding</li> <li>3.2 Printing</li> <li>3.3 Web designing</li> <li>3.4 Graphic designing</li> <li>3.5 Technical support</li> <li>3.6 Business system analysis</li> <li>3.7 Data base administration</li> </ul>
4. Standards	<ul style="list-style-type: none"> <li>4.1 ISO standards</li> <li>4.2 IEC standards</li> <li>4.3 AS standards</li> <li>4.4 DIN standards</li> <li>4.5 Bangladesh standards</li> </ul>

### Curricular Content Guide

1. Underpinning Knowledge	<ul style="list-style-type: none"> <li>1.1 Corporate code on confidentiality of information.</li> <li>1.2 Organizational policies, national legislation and workplace policies in relation to IT sector</li> <li>1.3 Law and regulations pertaining to proprietary rights</li> <li>1.4 International standards related to information technology</li> <li>1.5 Quality processes for products and services</li> <li>1.6 Procedure on client information</li> <li>1.7 Method of estimating for time, cost and delivery of products and services</li> <li>1.8 Workplace code of conduct in IT sector</li> </ul>
2. Underpinning Skills	<ul style="list-style-type: none"> <li>2.1 Upholding confidentiality of information in accordance with organizational policies and national legislation,</li> <li>2.2 Asserting proprietary rights of client/customer</li> <li>2.3 Completing work in accordance with industry and international standards.</li> <li>2.4 Implementing quality processes when developing products and services.</li> <li>2.5 Delivering services and products developed by self and others</li> <li>2.6 Providing unbiased and objective information to clients.</li> <li>2.7 Presenting realistic estimates for time, cost and delivery of outputs during negotiation</li> </ul>

	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

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 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.
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 done in a training center or in an actual or simulated work place after completion of the training module.



### C. Occupation Specific (Core) Competencies

<b>Unit of Competency:</b> <b>APPLY GRAPHIC DESIGN CONCEPTS AND GUIDELINES</b>	<b>Nominal Duration:</b> 42 Hrs.	<b>Unit Code:</b> SEIP-IT-GRA-1-O
<b>Unit Descriptor:</b> This unit covers the knowledge, skills and attitudes required for a learner to follow basic design guideline in web design works. It specifically includes the tasks of acquiring and developing technical skills, developing conceptual skills and ideas and seeking strategies to develop self.		

#### 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. Apply graphic design concept	1.1. Brief history of graphic design is discussed. 1.2. Analog design and basic drawing is identified. 1.3. Global trend in graphic designing is recognized. 1.4. Portfolio of trainees is acknowledged.
2. Follow basic design guideline	1.5. Guidelines on basic design for graphic designing is identified. 1.6. <b>Technical skills</b> to achieve basic design are identified. 1.7. <b>Opportunities</b> to continuously improve technical skills in basic design are demonstrated through identification, practice, feedback, discussion and evaluation. 1.8. Capabilities to develop technical skills in basic design are demonstrated. 1.9. Relevant journals, magazines, catalogues and other media are Identified and used to stimulate technical and professional development in basic design guidelines.
3. Develop conceptual skills and ideas	3.1 Working with others to develop basic design ideas is exhibited. 3.2 Ability to gain experience in a range of genres and interpretation of basic design guideline is demonstrated. 3.3 Work of others is studied to stimulate conceptual idea and development. 3.4 A range of opportunities to develop own practice and keep informed about current design practices are identified and used as guidelines for basic designing.
4. Seek strategies for personal development	4.1 Ability to explore and experiment with new ideas in making and/or interpreting work is demonstrated. 4.2 Exploration and use of technology where appropriate to expand own practice is demonstrated. 4.3 <b>Strategies</b> for personal development as a designer is sought.

#### Range of Variables

Variable	Range (Includes but not limited to):
1. Technical skills	1.1 Interior design

	<ul style="list-style-type: none"> <li>1.2 Digital/electronic design</li> <li>1.3 Photo imaging</li> <li>1.4 Graphic design</li> <li>1.5 Illustration/technical drawing</li> <li>1.6 Animation</li> <li>1.7 Other design disciplines</li> <li>1.8 Entertainment design</li> </ul>
2. Opportunities	<ul style="list-style-type: none"> <li>2.1 Exhibitions</li> <li>2.2 Floor talks at galleries</li> <li>2.3 Competitions</li> <li>2.4 Master classes</li> <li>2.5 Trade fairs, expositions</li> <li>2.6 Websites</li> </ul>
3. Strategies	<ul style="list-style-type: none"> <li>3.1 Working effectively with supervisor</li> <li>3.2 Participating in professional development and other learning opportunities</li> <li>3.3 Undertaking training courses</li> <li>3.4 Practicing</li> <li>3.5 Participating in relevant groups or associations</li> <li>3.6 Experimenting/exploring</li> <li>3.7 Communicating with peers</li> <li>3.8 Being involved in a range of relevant design activities</li> </ul>

### Curricular Content Guide

1. Underpinning Knowledge	<ul style="list-style-type: none"> <li>1.1. Opportunities to improve technical skills in basic design</li> <li>1.2. Capabilities to develop technical skills in basic design using materials, tools and equipment</li> <li>1.3. Types of journals, magazines, catalogues and other media relevant to stimulate technical and professional development in basic design guidelines</li> <li>1.4. Methods of develop basic design ideas</li> <li>1.5. Interpretation of basic design guidelines</li> <li>1.6. Opportunities to develop own practice and keep informed about current design trends</li> </ul>
2. Underpinning Skills	<ul style="list-style-type: none"> <li>2.1 Demonstrating opportunities to continuously improve technical skills in basic design through identification, practice, feedback, discussion and evaluation.</li> <li>2.2 Demonstrating capabilities to develop technical skills in basic design with materials, tools and equipment</li> <li>2.3 Identifying and using relevant journals, magazines, catalogues and other media to stimulate technical and professional development in basic design guidelines.</li> <li>2.4 Exhibiting working with others to develop basic design ideas</li> <li>2.5 Demonstrating ability to gain experience in a range of genres and interpreting basic design guidelines</li> </ul>

	2.6 Identifying and using opportunities to develop own practice and keeping informed about current design trends serving as guidelines.
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 Identified the basic design guidelines in graphic designing. 1.2 Identified and used relevant journals, magazines, catalogues and other media when developing graphic design.
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 done in a training center or in an actual or simulated work place after completion of the training module.

<b>Unit of Competency:</b> <b>GENERATE SHAPES AND TEXT</b>	<b>Nominal Duration:</b> 50 Hrs.	<b>Unit Code:</b> SEIP-IT-GRA-2-O
<b>Unit Descriptor:</b> This unit of competency covers the skills and knowledge to generate shapes and text when performing the job of graphic designer. It specifically includes the tasks of preparing equipment and related software, creating shapes and text and checking work quality.		

**Elements and Performance Criteria:**

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

<b>Elements of Competency</b>	<b>Performance Criteria</b>
1. Prepare equipment and related software	1.1 Equipment and software are prepared as per workplace requirement. 1.2 Equipment and software are checked for conformity and usability.
2. Create shapes and text	2.1 Output to be generated is determined in accordance with job requirements/specifications. 2.2 <b><u>Page layout application</u></b> is identified in accordance with job requirements/specification. 2.3 <b><u>Shapes</u></b> and text are created and applied in accordance with job requirements/specifications.
3. Check work quality	3.1 Quality of work is checked according to workplace requirements/specifications. 3.2 Constructive criticism from others is obtained. 3.3 Work is adjusted where necessary to improve technical, conceptual and commercial value.

**Range of Variables**

<b>Variable</b>	<b>Range (Includes but not limited to):</b>	
1. Page layout application	1.1 Adobe Illustrator 1.2 Adobe Photoshop 1.3 Quark Xpress 1.4 Adobe in Design 1.5 Adobe Page maker 1.6 Adobe Frame Maker 1.7 InDesign 1.8 Creator Professional 1.9 Page Plus	
2. Shapes	2.1 Square 2.2 Triangle 2.3 Circle 2.4 Ellipse 2.5 Crescent 2.6 Rectangle 2.7 Polygons	2.11 Line 2.12 Geometrical shape 2.13 Color 2.14 Texture 2.15 Image

	2.8 Cube 2.9 Cylinder 2.10 Cone	
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### Curricular Content Guide

1. Underpinning Knowledge	1.1 Equipment and software preparation procedures 1.2 Types of page layout application 1.3 Procedure of creating and applying shapes 1.4 Types of text and means of creating text 1.5 Method of checking quality of work 1.6 Advantages of obtaining constructive criticism from others 1.7 Techniques of obtaining constructive criticism 1.8 Procedure of checking/editing works
2. Underpinning Skills	2.1 Preparing equipment and software as per workplace requirement 2.2 Checking equipment and software for conformance and usability 2.3 Determining output to be generated in accordance with job requirements/specifications 2.4 Identifying page layout application in accordance with job requirements/specification 2.5 Creating and applying shapes and text in accordance with job requirements/specifications 2.6 Checking quality of work according to workplace requirements/specifications 2.7 Obtaining constructive criticism from others 2.8 Adjusted work where necessary to improve technical, conceptual and commercial value
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 Application software 4.4 Pens 4.5 Paper 4.6 Instruction sheet/manual

### Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Prepared equipment and software as per workplace requirement.
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	<p>1.2 Created and applied shapes and text in accordance with job requirements/specifications.</p> <p>1.3 Checked quality of work according to workplace requirements/specifications</p> <p>1.4 Adjusted work where necessary to improve technical, conceptual and commercial value</p>
2. Methods of Assessment	<p>Competency should be assessed by:</p> <p>2.1 Written examination</p> <p>2.2 Demonstration</p> <p>2.3 Oral questioning</p> <p>2.4 Workplace observation</p> <p>2.5 Portfolio</p>
3. Context of Assessment	<p>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.</p>

<b>Unit of Competency:</b> <b>GENERATE DESIGN USING GRAPHICS APPLICATION</b>	<b>Nominal Duration:</b> 58 Hrs.	<b>Unit Code:</b> SEIP-IT-GRA-3-O
<b>Unit Descriptor:</b> This unit of competency covers the skills and knowledge to generate design using graphics application. It specifically includes the tasks of preparing the work environment, producing objects with/without typing, setting up layers and appearance attributes and finalizing document.		

### Elements and Performance Criteria:

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

<b>Elements of Competency</b>	<b>Performance Criteria</b>
1. Prepare the work environment	1.1 Details of the brief are reviewed to identify preference setting requirements. 1.2 Monitor is calibrated using an ICC profile to ensure closest possible color match. 1.3 Palettes are arranged to suit job and personal preferences. 1.4 View magnification is set for ease of working with the <b><u>graphics application</u></b> .
2. Produce objects with/without typing	2.1 Ruler units are set and grid is displayed to ensure artwork meets design specifications. 2.2 Tools are used to produce objects, required attributes are entered and <b><u>shapes manipulation</u></b> is made until graphic framework is finalized. 2.3 Lines and curves are adjusted and edited to fit design specifications. 2.4 <b><u>Objects</u></b> are painted, transposed and strokes and effects are scaled according to the design brief. 2.5 <b><u>Colors</u></b> are created, edited and saved to the color palette and saturation of color is adjusted. 2.6 Color and <b><u>appearance attributes</u></b> are selected and copied as required. 2.7 Gradients fill, mesh and patterns are used to paint and blend as required by the layout and design brief. 2.8 Objects are grouped or individually selected, moved, scaled or rotated using a variety of <b><u>methods</u></b> according to workplace standard.
3. Set up layers and appearance attributes	3.1 Required type is added and formatting are set to reflect the design brief. 3.2 Graphic properties are set and meet the design brief. 3.3 Effects are added to a graphic and edited to make the appearance more suitable according to the design brief. 3.4 Appearances required for further use are saved as styles. 3.5 Objects are organized in layers and stacking order is controlled. 3.6 Layers are locked and / or nested and grouped in accordance with the design brief.

	3.7 Styles are added or removed from layers when layer consistency is or is not required.
4. Finalize document	<p>4.1 The appropriate format for saving the graphic is identified given the various elements in the graphic.</p> <p>4.2 The resolution for effects and any filters are set based on image quality.</p> <p>4.3 Document is checked to ensure correct layout file and that there are no non-printable elements.</p> <p>4.4 PDF or other export options are fixed to the best settings for the final media and the file is then exported and saved</p>

### Range of Variables

Variable	Range (Includes but not limited to):
1. Graphics application	<p>1.1 Adobe Illustrator CS</p> <p>1.2 CorelDraw X4</p> <p>1.3 InDesign CS</p> <p>1.4 Quark Xpress</p> <p>1.5 Fat paint</p> <p>1.6 Adobe Photoshop</p> <p>1.7 Ink scape</p>
2. Shapes manipulation	<p>2.1 Shapes are rotated</p> <p>2.2 Position and sizes changed</p> <p>2.3 Shapes sent to back or forward</p> <p>2.4 Scaled and copied</p>
3. Objects	<p>3.1 Predefined shapes</p> <p>3.2 Drawn objects</p> <p>3.3 Curved segments</p> <p>3.4 Lines</p>
4. Colors	<p>4.1 Process colors</p> <p>4.2 Spot colors</p> <p>4.3 Registration colors</p> <p>4.4 PMS</p>
5. Appearance attributes	<p>5.1 Fills</p> <p>5.2 Strokes</p> <p>5.3 Effects</p> <p>5.4 Columns</p> <p>5.5 Bleeding mode</p> <p>5.6 Transparency</p>
6. Methods	<p>6.1 Reflecting of object</p> <p>6.2 Shearing of objects</p> <p>6.3 Distorting of objects</p> <p>6.4 Forming 3 dimensional objects color blending</p>

## Curricular Content Guide

<p>1. Underpinning Knowledge</p>	<p>1.1 Procedure for palettes arranging            1.2 View magnification setting            1.3 Ruler units setting            1.4 Displaying grid            1.5 Tools to produce objects and entering required            1.6 Method of manipulating shapes and attributes and finalizing graphic framework            1.7 Lines and curves adjusting and editing            1.8 Painting and transposing objects and scaling            1.9 Procedure of creating edited and saved colors to the color palette            1.10 Color selection and copying            1.11 Painting and blending using gradients, fills, mesh and patterns            1.12 Means of setting type attributes and formatting            1.13 Procedure of setting graphic properties            1.14 Graphic editing and adding effects            1.15 Organizing objects in layers and controlled stacking order            1.16 Grouped locking layers nesting            1.17 Resolution setting procedure</p>
<p>2. Underpinning Skills</p>	<p>2.1 Arranging Palettes to suit job and personal preferences            2.2 Setting view magnification for ease of working with the graphics            2.3 Setting ruler units and displaying grid to ensure artwork meets design specifications            2.4 Using tools to produce objects and entering required attributes and manipulating shapes until graphic framework is finalized            2.5 Adjusting lines and curves and editing to fit design specifications            2.6 Painting and transposing objects and scaling strokes and effects according to the design brief            2.7 editing and saving colors to the color palette and adjusting saturation of color            2.8 Selecting and copying color and appearance attributes as required            2.9 Using gradients, fills, mesh and patterns to paint and blend as required by the layout and design brief            2.10 Employing variety of methods according to workplace standard            2.11 Adding required type to type containers and setting type attributes and formatting to reflect the design brief            2.12 Setting the properties of the graphic and meet the design brief            2.13 Adding effects to a graphic and editing to make the appearance more suitable according to the design brief            2.14 Saving appearances required for further use as styles            2.15 Organizing objects in layers and controlling stacking order</p>

	<p>2.16 Locking layers and grouping according to the design brief</p> <p>2.17 Adding styles or removing from layers when layer consistency is not required</p> <p>2.18 Identifying the appropriate format for saving the graphic given the various elements in the graphic</p> <p>2.19 Setting the resolution for effects and basing any filters on image quality</p> <p>2.20 Checking document to ensure correct layout file and no non-printable elements</p>
3. Underpinning Attitudes	<p>3.1 Patience</p> <p>3.2 Upholding IT sector etiquette</p> <p>3.3 Environmental concerns</p> <p>3.4 Eagerness to learn</p> <p>3.5 Tidiness and timeliness</p> <p>3.6 Respect for rights of peers and seniors in workplace</p>
4. Resource Implications	<p>4.1 Workplace (simulated or actual)</p> <p>4.2 Personal computer/laptop</p> <p>4.3 Pens</p> <p>4.4 paper</p> <p>4.5 instruction sheet/manual</p>

### Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 Arranged palettes to suit job and personal preferences</p> <p>1.2 Set ruler units and displayed grid to ensure artwork meets design specifications</p> <p>1.3 Adjusted lines and curves and edited to fit design specifications</p> <p>1.4 Painted and transposed objects and scaled strokes and effects according to the design brief</p> <p>1.5 Used gradients, fills, mesh and patterns to paint and blend as required by the layout and design brief</p> <p>1.6 Grouped objects or selected, moved, scaled individually or rotated using a variety of methods according to workplace standard</p> <p>1.7 Organized objects in layers and controlled stacking order</p> <p>1.8 Locked layers and / or nested and grouped according to the design brief</p> <p>1.9 Added styles or removed from layers when layer consistency not required</p> <p>1.10 Set the resolution for effects and based any filters on image quality</p>
2. Methods of Assessment	<p>Competency should be assessed by:</p> <p>2.1 Written examination</p> <p>2.2 Demonstration</p> <p>2.3 Oral questioning</p>

	2.4 Workplace observation 2.5 Portfolio
3. Context of Assessment	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.

<b>Unit of Competency:</b> <b>GENERATE CLIPPING PATH, LOGO AND MOCK UP</b>	<b>Nominal Duration:</b> 50 Hrs.	<b>Unit Code:</b> SEIP-IT-GRA-4-O
<b>Unit Descriptor:</b> This unit of competency covers the skills and knowledge required of a person to generate clipping path, logo and mock up. It specifically includes the tasks of preparing the work environment, creating clipping path, creating logo and creating mock up.		

**Elements and Performance Criteria:**

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

<b>Elements of Competency</b>	<b>Performance Criteria</b>
1. Prepare the work environment	1.1 Details of the <b><u>graphic design project</u></b> are reviewed to identify preference setting requirements. 1.2 View magnification is set for ease of working with the <b><u>graphics application</u></b> . 1.3 Graphic design application is opened and used. 1.4 Application pen tool is used and manipulated. 1.5 Desired pencil tool option is chosen. 1.6 Usage of <b><u>pencil tools</u></b> are understood.
2. Create clipping path	2.1 Desired graphics application is opened and used. 2.2 <b><u>Path</u></b> is created using pen tool around the image area. 2.3 Path is named and saved in the paths panel menu. 2.4 Clipping path is chosen from the same panel menu. 2.5 Path drop-down list is chosen from the clipping paths dialog box. 2.6 Clipping path is saved in the chosen file.
3. Create logo	3.1 Desired graphics application is opened and used. 3.2 New document is created. 3.3 <b><u>Basic shape</u></b> is created using the pen tool of the selected application. 3.4 Desired color is selected and applied. 3.5 Desired shadow is selected where applicable. 3.6 Text is added in accordance with project design requirement. 3.7 Background gradient is added where desirable. 3.8 Logo is completed and saved.
4. Create mock up	4.1 Desired graphics application is opened and used. 4.2 New document is created. 4.3 <b><u>Steps in preparing mockup</u></b> is executed in accordance with

	<p>conceptualized design.</p> <p>4.4 <b>Steps in setting up smart object</b> is executed.</p> <p>4.5 <b>Steps in editing smart object</b> is accomplished.</p> <p>4.6 Mock up is completed and saved.</p>
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### Range of Variables

Variable	Range (Includes but not limited to):
1. Graphic design project	1.1 Stationary 1.2 Collaterals 1.3 Flyers and leaflets 1.4 Brochure, catalogue 1.5 Book design, magazine 1.6 Poster, Banner, Festoon, Bunting, Dangler, shelf talker, kiosk 1.7 Billboard, signage 1.8 Packaging, label, sticker 1.9 Advertisement: Press, Outdoor, Web 1.10 T-shirt Graphics 1.11 Vehicle graphics
2. Graphics application	2.1 Adobe Illustrator CS-3 2.2 CorelDraw X4 2.3 In Design CS-2 2.4 Quark Xpress -7 2.5 Adobe Photoshop Elements 2.6 Photo studio 2.7 Cyber link Photo Director 2.8 Correl Paint shop Pro 2.9 Xara 2.10 Serif Photo Plus
3. Pencil tools	3.1 Pen 3.2 Brush 3.3 Eraser
4. Path	4.1 Straight lines 4.2 Curve 4.3 Closed shapes
5. Basic shape	5.1 Circle 5.2 Square 5.3 Rectangle 5.4 Pyramid 5.5 Oval
6. Steps in preparing mockup	6.1 Start with product shots 6.2 Prepare a separate layer

	6.3 Make screen layer 6.4 Do housekeeping/organizing work
7. Steps in setting up smart object	7.1 Convert layers to smart object 7.2 Re-size the smart object 7.3 Make a duplicate of smart object layer 7.4 Drag smart object copy to laptop screen layer 7.5 Make another copy and place it above the screen layer 7.6 Clip the smart objects to their respective screen
8. Steps in editing smart object	8.1 Double click on smart object thumbnail to edit 8.2 Edit the smart object

### Curricular Content Guide

1. Underpinning Knowledge	1.1 Types of graphic design application 1.2 Steps in opening graphics applications 1.3 Application pen tool 1.4 Steps in creating path using pen tool around the image area 1.5 Steps in saving clipping path in the chosen file 1.6 Procedure in opening and using desired graphics application 1.7 How to create a new document? 1.8 Steps in creating basic shape using the pen tool 1.9 Steps in selecting and applying color 1.10 Shadow selection 1.11 Procedure in adding text 1.12 Background gradient 1.13 Saving the logo 1.14 Steps in preparing mockup 1.15 Steps in setting up smart object 1.16 Steps in editing smart object 1.17 Procedure in completing and saving mock up
2. Underpinning Skills	2.1 Opening and using graphic design application 2.2 Using and manipulating application pen tool 2.3 Opening and using desired graphics application 2.4 Creating path using pen tool around the image area 2.5 Saving clipping path in the chosen file 2.6 Opening and using desired graphics application 2.7 Creating new document 2.8 Creating basic shape using the pen tool of the selected application 2.9 Selecting and applying desired color 2.10 Selecting desired shadow where applicable 2.11 Adding text in accordance with project design requirement 2.12 Adding background gradient where desirable 2.13 Completing and saving logo 2.14 Opening and using desired graphics application 2.15 Executing steps in preparing mockup in accordance with



	<p>conceptualized design</p> <p>2.16 Executing steps in setting up smart object</p> <p>2.17 Accomplishing steps in editing smart object</p> <p>2.18 Completing and saving mock up</p>
3. Underpinning Attitudes	<p>3.1 Patience</p> <p>3.2 Upholding IT sector etiquette</p> <p>3.3 Environmental concerns</p> <p>3.4 Eagerness to learn</p> <p>3.5 Tidiness and timeliness</p> <p>3.6 Respect for rights of peers and seniors in workplace</p>
4. Resource Implications	<p>4.1 Workplace (simulated or actual)</p> <p>4.2 Personal computer/laptop</p> <p>4.3 Pens</p> <p>4.4 paper</p> <p>4.5 instruction sheet/manual</p>

### Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 Used and manipulated application pen tool.</p> <p>1.2 Created path using pen tool around the image area.</p> <p>1.3 Saved clipping path in the chosen file.</p> <p>1.4 Created basic shape using the pen tool of the selected application.</p> <p>1.5 Selected and applied desired color.</p> <p>1.6 Selected desired shadow where applicable.</p> <p>1.7 Added text in accordance with project design requirement.</p> <p>1.8 Added background gradient where desirable.</p> <p>1.9 Completed logo.</p> <p>1.10 Executed steps in preparing mockup in accordance with conceptualized design.</p> <p>1.11 Completed and saved mock up.</p>
2. Methods of Assessment	<p>Competency should be assessed by:</p> <p>2.1 Written examination</p> <p>2.2 Demonstration</p> <p>2.3 Oral questioning</p> <p>2.4 Workplace observation</p> <p>2.5 Portfolio</p>
3. Context of Assessment	<p>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.</p>



<b>Unit of Competency:</b> <b>REVIEW FINAL OUTPUT AND PRINT</b>	<b>Nominal Duration:</b> 50 Hrs.	<b>Unit Code:</b> SEIP-IT-GRA-5-O
<b>Unit Descriptor:</b> This unit of competency covers the skills and knowledge required of a person to review final output and print graphic designs. It specifically includes the tasks of checking image quality and file size, manipulating objects and text, importing images, setting color separation and finalizing media and printing.		

### Elements and Performance Criteria:

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

<b>Elements of Competency</b>	<b>Performance Criteria</b>
1. Check image quality and file size	1.1 <b>Graphics application</b> and files are opened and design brief requirements are confirmed. 1.2 Graphics are repeated efficiently using a symbol or stamp to reduce file size. 1.3 Slices are created from <b>objects</b> , layers or groups and updated as required. 1.4 Image quality is checked and adjusted where necessary. 1.5 File size is checked and adjusted where necessary. 1.6 Tasks are automated and where necessary scripts are used for automation.
2. Manipulate objects and text	2.1 <b>Manipulation and editing</b> of objects and text are made according to design brief. 2.2 Repetition tools are identified and used to create duplicates and manipulated as a group. 2.3 Complex shapes are created and edited.
3. Import images	3.1 Bitmap images are embedded and / or linked in the file. 3.2 Placed Bitmaps are modified and / or duplicated according to design requirements. 3.3 Bitmaps are masked and / or an opacity mask is added. 3.4 Layered file is exported to image editing program and edited.
4. Set color separation	4.1 The correct <b>format</b> for the color separation is determined by the requirements of the pre-press workflow system. 4.2 Command is set to correct preferences for print quality and process. 4.3 Based on printer feedback, the <b>color separation</b> options are set according to print requirements of the design brief. 4.4 Process and spot colors are combined as require.
5. Finalize media and print	5.1 A screen frequency value appropriate for the print quality is selected and color separation preferences are saved. 5.2 Spreads and chokes traps are created to avoid misregistration. 5.3 The overlapping and overprint of objects are defined. 5.4 A proof is created and the separations checked. 5.5 Any required editing is completed and the file is saved, 5.6 Metadata tags are embedded to catalogue, organized and retrieved artwork.

	<p>5.7 For cross-media publishing purposes, web-safe colors are selected.</p> <p>5.8 File formats are chosen to best represent artwork.</p> <p>5.9 Objects are linked to create an image map that meets design requirements.</p> <p>5.10 Objects are layered to create animation frames and exported for animation set up.</p> <p>5.11 Compression options are selected that keep the image quality high and the file size low.</p> <p>5.12 Export options are set to the best settings for the final media and the file is saved and exported.</p> <p>5.13 Final media is printed.</p>
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### Range of Variables

Variable	Range (Includes but not limited to):
1. Graphics application	<p>1.1 Adobe Illustrator CS</p> <p>1.2 CorelDraw X4</p> <p>1.3 InDesign CS</p> <p>1.4 Quark Xpress</p> <p>1.5 Adobe Photoshop</p> <p>1.6 Photo studio</p> <p>1.7 Cyberlink Photo Director</p> <p>1.8 Correl Paintshop Pro</p> <p>1.9 Xara</p> <p>1.10 Serif Photo Plus</p>
2. Objects	<p>2.1 Predefined shapes</p> <p>2.2 Drawn objects</p> <p>2.3 Curved segments</p> <p>2.4 Lines</p>
3. Manipulation and editing	<p>3.1 Bend</p> <p>3.2 Stretch</p> <p>3.3 Twist</p> <p>3.4 Warping</p> <p>3.5 Liquefy</p>
4. Format	<p>4.1 Front</p> <p>4.2 Leading</p> <p>4.3 Paragraph</p> <p>4.4 Alignment</p> <p>4.5 Character size</p> <p>4.6 Columns of type</p> <p>4.7 Text flow</p>
5. Color separation	<p>5.1 Light color</p> <p>5.2 Process color</p> <p>5.3 Spot color</p> <p>5.4 Custom color</p> <p>5.5 Color registration</p>

	5.6 Halftone 5.7 Resolution 5.8 Bleed 5.9 Printer marks 5.10 Transparency 5.11 Gradients
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### Curricular Content Guide

1. Underpinning Knowledge	1.1 Procedure of Checking and adjusting image quality 1.2 Objects and text editing procedure 1.3 Complex shapes creating and editing process 1.4 Bitmap images embedding, linking and modifying in the file 1.5 Bitmaps masking and / or adding an opacity mask 1.6 Format for the color separation 1.7 Print quality setting and process 1.8 Color separation setting options 1.9 Spot colors combination process 1.10 Screen frequency value for the print quality and saving color separation preferences 1.11 Overlapping and overprint refining process of objects 1.12 Proof and separations checking 1.13 Editing and saving the file 1.14 cross-media publishing 1.15 Image map linking process 1.16 Animation frames creation and exporting procedure 1.17 Compression options keeping the image quality high and the file size low.
2. Underpinning Skills	2.1 Checking and adjusting image quality where necessary 2.2 Checking and adjusting file size where necessary 2.3 Manipulating and editing objects and text according to design brief 2.4 Creating and editing complex shapes 2.5 Embedding and / or linking bitmap images in the file 2.6 Modifying placed bitmaps and / or duplicating according to design requirements 2.7 Masking bitmaps and / or adding an opacity mask 2.8 Determining the correct format for the color separation by the requirements of the pre-press workflow system 2.9 Setting command preferences for print quality and process 2.10 Setting the color separation options based on printer feedback according to print requirements of the design brief 2.11 Combining process and spot colors as required 2.12 Electing a screen frequency value appropriate for the print quality and saved color separation preferences 2.13 Refining the overlapping and overprint of objects 2.14 Creating a proof and checking the separations

	<ul style="list-style-type: none"> <li>2.15 Completing any required editing and saved the file</li> <li>2.16 Selecting web-safe colors for cross-media publishing purposes</li> <li>2.17 Linking objects to create an image map that meets design requirements</li> <li>2.18 Layering objects to create animation frames and exported for animation set up</li> <li>2.19 Selecting compression options that keep the image quality high and the file size low.</li> </ul>
3. Underpinning Attitudes	<ul style="list-style-type: none"> <li>3.1 Patience</li> <li>3.2 Upholding IT sector etiquette</li> <li>3.3 Environmental concerns</li> <li>3.4 Eagerness to learn</li> <li>3.5 Tidiness and timeliness</li> <li>3.6 Respect for rights of peers and seniors in workplace</li> </ul>
4. Resource Implications	<ul style="list-style-type: none"> <li>4.1 Workplace (simulated or actual)</li> <li>4.2 Personal computer/laptop</li> <li>4.3 Pens</li> <li>4.4 paper</li> <li>4.5 instruction sheet/manual</li> </ul>

### Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Checked and adjusted image quality where necessary</li> <li>1.2 Manipulated and edited objects and text according to design brief</li> <li>1.3 Created and edited complex shapes</li> <li>1.4 Embedded and / or linked bitmap images in the file</li> <li>1.5 Modified placed bitmaps and / or duplicated according to design requirements</li> <li>1.6 Masked bitmaps and / or added an opacity mask</li> <li>1.7 Combined process and spot colors as required</li> <li>1.8 Selected web-safe colors for cross-media publishing purposes</li> <li>1.9 Linked objects to create an image map that meets design requirements</li> <li>1.10 Layered objects to create animation frames and exported for animation set up</li> <li>1.11 Printed final media</li> </ul>
2. Methods of Assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> <li>2.1 Written examination</li> <li>2.2 Demonstration</li> <li>2.3 Oral questioning</li> <li>2.4 Workplace observation</li> <li>2.5 Portfolio</li> </ul>
3. Context of Assessment	<ul style="list-style-type: none"> <li>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.</li> </ul>

### End of Competency Standard



# **Assessment Guide**

**A Framework for Effective Assessment**

## **Graphics Design**





## *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"> <li>• Emphasis on knowledge/memorization</li> <li>• Teachers/Training Providers have main role</li> </ul>	<ul style="list-style-type: none"> <li>• Based on competency standards</li> <li>• Involve industry partners in crucial role</li> </ul>

<ul style="list-style-type: none"> <li>• Theory &amp; practical Tests can become outdated</li> <li>• High cost &amp; central control</li> <li>• Relatively inflexible</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment based on demonstration of work skills rather than classroom knowledge</li> <li>• Flexible delivery</li> <li>• Competencies widely recognized</li> <li>• Guidelines &amp; Templates used</li> </ul>
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*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
<b>Valid</b>	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)

<b>Reliable</b>	Evidence presented for assessment is consistently interpreted regardless of the Assessor
<b>Flexible</b>	Assesses competencies held by the learner regardless of where they have been acquired; reflects the individual learner’s needs
<b>Fair</b>	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
<b>Safe</b>	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
<b>Valid</b>	

	The assessor is given assurance that the learner possesses the skills, knowledge, and attitudes described in the Unit of Competency and related assessment requirements
<b>Sufficient</b>	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
<b>Authentic</b>	The assessor is assured that the evidence provided for assessment is the learner's own work
<b>Current</b>	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

<b>Candidate's name:</b>			
<b>Assessor's name:</b>			
<b>Qualification:</b>			
<b>Project-Based Assessment Title</b>			
<b>Units of competency covered:</b>			
<b>Date of assessment:</b>			
<b>Time of assessment:</b>			
<b>Instructions for demonstration</b>			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
<b>Supplies and Materials</b> ▪ Please refer to attached specific instruction	<b>Tools and equipment</b> • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
<b>During the demonstration of skills, did the candidate:</b>	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"/>
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•	<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):		
	<b>YES</b>	<b>NO</b>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
<b>Candidate's performance was:</b>	<b>COMPETENT</b>	<b>NOT YET COMPETENT</b>
<b>Feedback to Candidate:</b>		
<b>Candidate's Signature:</b>	Date:	
<b>Assessor's Signature:</b>	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:
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Candidate Signature:	Date:
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## 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

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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:

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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:
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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"> <li>• tools and equipment</li> <li>• supplies and materials</li> <li>• personal protective equipment</li> <li>• print resources and rating sheets</li> <li>• Have trainees contacted if they have to bring any resources for the assessment, e.g. logbook</li> </ul>	<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"> <li>• purpose of assessment</li> <li>• qualification to be assessed</li> <li>• assessment procedures to be followed</li> <li>• address needs of trainees and provide information on evidence requirements and assessment process</li> <li>• make all announcements just before start of assessment</li> </ul>	<p>Give clear instructions to trainees on what they are required to do:</p> <ul style="list-style-type: none"> <li>• time limits and expectations</li> <li>• all equipment and tools must be of the same quality for all trainees</li> <li>• written and verbal instructions translated into local dialects as needed</li> <li>• encourage questions</li> <li>• avoid providing any assistance to trainees during assessment</li> <li>• stop process if accident imminent</li> <li>• keep focused on evidence being valid, reliable, fair, flexible, and safe</li> <li>• Record details of evidence collected</li> </ul>	<p>Provide feedback on outcome of assessment process re:</p> <ul style="list-style-type: none"> <li>• give clear feedback on assessment decision</li> <li>• provide information on overcoming any gaps in competency assessment</li> <li>• provide opportunity to discuss assessment process and outcome</li> </ul> <p><b>Prepare required assessment reports:</b></p> <ul style="list-style-type: none"> <li>• all rating sheets signed by trainee as well as Assessor</li> <li>• maintain records of assessment procedures, evidence collected, and assessment outcome</li> <li>• verify assessment results/outcomes with training center</li> </ul> <p><b>Prepare</b></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: Follow Basic Design Guidelines

Candidate's name:			
Assessor's name:			
Qualification:	Graphic Design		
Project-Based Assessment Title			
Units of competency covered:	Follow Basic Design Guidelines (SEIP-IT-GRA-1-0)		
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. Identify and use basic design guidelines in graphic designing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify and use relevant journals, magazines, catalogues, and other media when developing graphic design	<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: Follow Basic Design Guidelines*

Candidate's name:			
Assessor's name:			
Date of Assessment:			
Unit of Competency:	Follow Basic Design Guidelines		
Code:	SEIP-IT-GRA-1-0		
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):			
	<b>YES</b>	<b>NO</b>	
1. Identify and use basic design guidelines in graphic designing			
2. Identify and use relevant journals, magazines, catalogues, and other media when developing graphic design			
<b>Candidate's performance was:</b>	<b>COMPETENT</b>		<b>NOT YET COMPETENT</b>
<b>Feedback to Candidate:</b>			
<b>Candidate's Signature:</b>			Date:
<b>Assessor's Signature:</b>			Date:

## Oral Questions Checklist: Follow Basic Design Guidelines

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Follow Basic Design Guidelines
Reference Standard:	<b>Web Design</b>

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
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Indicate Y or N in the box provided	YES	NO
1. How important is it to use catalogues and other media to stimulate technical and professional development in basic design guidelines		
2. To what extent is working with others useful in stimulating conceptual and idea development		
3. How useful is it to take training courses and participate in professional development activities to further your skills?		
4. How do you keep up to date with current design trends?		
5. Is the development of technical skills more important than innate creative skills?		
6. What strategies do you use to keep your creative skills sharp?		

<b>Feedback to Candidate:</b>

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: Generate Shapes and Text*

<b>Candidate's name:</b>			
<b>Assessor's name:</b>			
<b>Qualification:</b>	Graphic Design		
<b>Project-Based Assessment Title</b>			
<b>Units of competency covered:</b>	Generate Shapes and Text (SEIP-IT-GRA-2-0)		
<b>Date of assessment:</b>			
<b>Time of assessment:</b>			
<b>Instructions for demonstration</b>			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
<b>Supplies and Materials</b> ▪ Please refer to attached specific instruction		<b>Tools and equipment</b> • Please refer to attached specific instruction	
			✓ to show if evidence is demonstrated
<b>During the demonstration of skills, did the candidate:</b>			<b>Yes</b>
			<b>No</b>
			<b>N/A</b>
1. Prepare equipment and software as per workplace requirement			<input type="checkbox"/>
2. Create and apply shapes and text in accord with job requirements/specifications			<input type="checkbox"/>
3. Check quality of work according to workplace requirements/specifications			<input type="checkbox"/>
4. Adjust work where necessary to improve technical, conceptual, and commercial value			<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: Generate Shapes and Text*

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Generate Shapes and Text	
Code:	SEIP-IT-GRA-2-0	
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):		
	<b>YES</b>	<b>NO</b>
1 Prepare equipment and software as per workplace requirement		
2 Create and apply shapes and text in accord with job requirements/specifications		
3 Check quality of work according to workplace requirements/specifications		
4 Adjust work where necessary to improve technical, conceptual, and commercial value		
<b>Candidate's performance was:</b>	<b>COMPETENT</b>	<b>NOT YET COMPETENT</b>
<b>Feedback to Candidate:</b>		
<b>Candidate's Signature:</b>		Date:
<b>Assessor's Signature:</b>		Date:

## Oral Questions Checklist: Generate Shapes and Text

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Generate Shapes and Text
Reference Standard:	<b>Web Design</b>

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 the advantages of obtaining constructive criticism from others?		
2. What techniques do you use to check the quality of your work?		
3. What are your preferred page layout applications and why?		
4. What techniques do you use to stimulate your creativity?		
5. What procedure do you use to create and apply shapes?		
6. What methods do you use to adjust work where necessary to improve technical, conceptual, and commercial value		

**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: Generate Design Using Graphics Application

Candidate's name:			
Assessor's name:			
Qualification:	Graphic Design		
Project-Based Assessment Title			
Units of competency covered:	Generate Design Using Graphics Application (SEIP-IT-GRA-3-0)		
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. Arrange palettes to suit job and personal preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Set ruler units and display grid to ensure artwork meets design specifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Adjust lines and curves and edit to fit design specifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Paint and transpose objects and scaled strokes and effects according to design brief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Use gradients, fills, mesh, and patterns to paint and blend as required by layout and design brief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Group objects or select, move, scale individually, or rotate using a variety of methods according to workplace standard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Organize objects in layers and control stacking order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Lock layers and/or nest and group according to design brief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Add styles or remove from layers when layer consistency not required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Set resolution for effects and base any filters on image quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Observation Checklist: Generate Design Using Graphics Application

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Follow Basic Design Guidelines	
Code:	SEIP-IT-GRA-3-0	
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):		
	<b>YES</b>	<b>NO</b>
1 Arrange palettes to suit job and personal preferences		
2 Set ruler units and display grid to ensure artwork meets design specifications		
3 Adjust lines and curves and edit to fit design specifications		
4 Paint and transpose objects and scaled strokes and effects according to design brief		
5 Use gradients, fills, mesh, and patterns to paint and blend as required by layout and design brief		
6 Group objects or select, move, scale individually, or rotate using a variety of methods according to workplace standard		
7 Organize objects in layers and control stacking order		
8 Lock layers and/or nest and group according to design brief		
9 Add styles or remove from layers when layer consistency not required		
10 Set resolution for effects and base any filters on image quality		
<b>Candidate's performance was:</b>	<b>COMPETENT</b>	<b>NOT YET COMPETENT</b>
<b>Feedback to Candidate:</b>		
<b>Candidate's Signature:</b>		Date:
<b>Assessor's Signature:</b>		Date:

## Oral Questions Checklist: Generate Design Using Graphics Application

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Generate Design Using Graphics Application
Reference Standard:	<b>Web Design</b>

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 meant by the term "appearance attributes?"		
2. Can you name six graphics applications?		
3. Can you give three methods for manipulating objects?		
4. What is involved in preparing the work environment?		
5. How important are design specifications in the creative process?		
6. To what extent are environmental concerns a factor in graphic design work?		

<b>Feedback to Candidate:</b>

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: Generate Clipping Path, Logo, and Mock Up

Candidate's name:			
Assessor's name:			
Qualification:	Graphic Design		
Project-Based Assessment Title			
Units of competency covered:	Generate Clipping Path, Logo, and Mock Up (SEIP-IT-GRA-4-0)		
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. Use and manipulate application pen tool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Create path using pen tool around the image area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Save clipping path in the chosen file	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Create basic shape using pen tool of selected application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Select and apply desired colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Select desired shadow where applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Add text in accordance with project design requirement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Add background gradient where desirable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Complete logo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Execute steps in preparing mock up in accord with conceptualized design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Execute steps in setting up smart object	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Accomplish steps in editing smart object	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Complete and save mock up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## *Observation Checklist: Generate Clipping Path, Logo, and Mock Up*

Candidate's name:			
Assessor's name:			
Date of Assessment:			
Unit of Competency:	Generate Clipping Path, Logo, and Mock Up		
Code:	SEIP-IT-GRA-4-0		
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):			
		<b>YES</b>	<b>NO</b>
1	Use and manipulate application pen tool		
2	Create path using pen tool around the image area		
3	Save clipping path in the chosen file		
4	Create basic shape using pen tool of selected application		
5	Select and apply desired colour		
6	Select desired shadow where applicable		
7	Add text in accordance with project design requirement		
8	Add background gradient where desirable		
9	Complete logo		
10	Execute steps in preparing mock up in accord with conceptualized design		
11	Execute steps in setting up smart object		
12	Accomplish steps in editing smart object		
13	Complete and save mock up		
<b>Candidate's performance was:</b>	<b>COMPETENT</b>		<b>NOT YET COMPETENT</b>
<b>Feedback to Candidate:</b>			
<b>Candidate's Signature:</b>			Date:
<b>Assessor's Signature:</b>			Date:

## *Oral Questions Checklist: Generate Clipping Path, Logo, and Mock Up*

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Generate Clipping Path, Logo, and Mock Up
Reference Standard:	<b>Web Design</b>

**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. How is a clipping path created?	<input type="checkbox"/>	<input type="checkbox"/>
2. What are the steps in preparing mock-up?	<input type="checkbox"/>	<input type="checkbox"/>
3. What are five basic shapes used?	<input type="checkbox"/>	<input type="checkbox"/>
4. What are the steps involved in setting up and editing smart objects?	<input type="checkbox"/>	<input type="checkbox"/>
5. To what extent is tidiness important in graphic design work?	<input type="checkbox"/>	<input type="checkbox"/>
6. What environmental concerns are associated with graphic design work?	<input type="checkbox"/>	<input type="checkbox"/>
7. How important is professional development and training in your work?	<input type="checkbox"/>	<input type="checkbox"/>
8. How is the path drop-down list chosen?	<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: Review Final Output and Print

Candidate's name:			
Assessor's name:			
Qualification:	Graphic Design		
Project-Based Assessment Title			
Units of competency covered:	Review Final Output and Print (SEIP-IT-GRA-5-0)		
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. Check and adjust image quality where necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Manipulate and edit objects and text according to design brief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Create and edit complex shapes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Embed and/or link bitmap images in the file	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Modify placed bitmaps and/or duplicate according to design requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Mask bitmaps and/or add an opacity mask	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Combine process and spot colours as required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Select web-safe colors for cross-media publishing purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Link objects to create an image map that meets design requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Layer objects to create animation frames and export for animation set up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Print final media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Observation Checklist: Review Final Output and Print

Candidate's name:			
Assessor's name:			
Date of Assessment:			
Unit of Competency:	Review Final Output and Print		
Code:	SEIP-IT-GRA-5-0		
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):			
		<b>YES</b>	<b>NO</b>
1	Check and adjust image quality where necessary		
2	Manipulate and edit objects and text according to design brief		
3	Create and edit complex shapes		
4	Embed and/or link bitmap images in the file		
5	Modify placed bitmaps and/or duplicate according to design requirements		
6	Mask bitmaps and/or add an opacity mask		
7	Combine process and spot colours as required		
8	Select web-safe colors for cross-media publishing purposes		
9	Link objects to create an image map that meets design requirements		
10	Layer objects to create animation frames and export for animation set up		
11	Print final media		
<b>Candidate's performance was:</b>	<b>COMPETENT</b>	<b>NOT YET COMPETENT</b>	
<b>Feedback to Candidate:</b>			
<b>Candidate's Signature:</b>			Date:
<b>Assessor's Signature:</b>			Date:

## Oral Questions Checklist: Review Final Output and Print

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Review Final Output and Print
Reference Standard:	<b>Web Design</b>

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
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Indicate Y or N in the box provided	YES	NO
1. What is the purpose of compression options?		
2. Why are spreads and choke traps created?		
3. What is the purpose of metadata tags?		
4. What is the purpose of repetition tools?		
5. Why are web safe colors selected?		
6. How is the correct format for color separation determined?		
7. How important is it to automate tasks?		
8. What are some important print format considerations that must be made?		

<b>Feedback to Candidate:</b>

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: