



COMPETENCY STANDARDS & ASSESSMENT GUIDE FOR IT SUPPORT SERVICES

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

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The Competency Standards for IT Support Services 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 Competence:

- 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 expert of various IT companies through an industry consultative workshop held at the Bangladesh Association of Software and Information Services (BASIS) on the 20TH of March 2016. Likewise, a second expert's validation workshop was held on 11th August 2016 to validate the Competency Standard draft.

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

1stCompetency Verification-Validation Experts (20 March 2016):

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

2nd Competency Standard draft validation Experts (11 August 2016):

Name	Company	Job Position
Mr Md. Shajahan	BTEB	Deputy Director
Mr. Md. Shah AlamMajumder	BTEB	Specialist(Course Accreditation)

Mr. Khondoker Ali Asgor Pavel	BASIS	Head Trainer
Mr. TowfikElahi	Freelance	Freelancer
Mr. Mokter Hossain	BKTTC	Instructor
Mr. Abdul Hye Siddique	SFMMTTC	Instructor

Workshop Facilitators:

Md. Mohiuzzaman	SEIP	Course Specialist
EmeterioCedillo, Jr.	SEIP	International Specialist
Muhammad Mofizur Rahman	SEIP	National Specialist

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

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

COMPETENCY PROFILE/CHART for Information Technology (IT) Support Services

UNITS OF COMPETENCY

ELEMENTS

A. Generic (Basic) Competencies

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

B. Sector Specific (Common) Competencies

OPERATE A PERSONAL COMPUTER AND USE OFFICE APPLICATION (SEIP-IT-ITS-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-ITS-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-ITS-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-ITS-4-S)	Uphold the interests of clients	Deliver quality products and services	Demonstrate professionalism at work	Obey workplace code of conduct.

C. Occupation Specific (Course) Competencies

INSTALL HARDWARE COMPONENTS (SEIP-IT-ITS-1-O)	Assemble power supply	Assemble motherboard Components	Install and format hardware devices	
CONFIGURE SOFTWARE (SEIP-IT-ITS-2-O)	Acquire knowledge on software	Install operating system and other software		
WORK WITH HARDWARE AND SOFTWARE APPLICATION (SEIP-IT-ITS-3-O)	Install hardware components	Use required software components	Provide post installation support and maintenance	
PERFORM NETWORKING (SEIP-IT-ITS-4-O)	Establish a new network	Expand the existing network	Configuring and Testing Network	Perform SOHO networking
	Install hardware and software components for networking			
MAINTAIN NETWORK COMPUTER SECURITY (SEIP-IT-ITS-5-O)	Establish safe work practices	Check software licenses	Analyze the threat	Protect system from security threat
	Update malware database	Identify and take action to stop spam	Recover system from possible damage	
PERFORM TROUBLESHOOTING (SEIP-IT-ITS-6-O)	Identify the problem	Gather information to assist the fault finding and its solution	Repair or replace faulty equipment/software components	

Units & Elements at Glance:

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

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

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

Code	Unit of Competency	Elements of Competency	Duration (Hours)
SEIP-IT-ITS-1-S	Operate a Personal Computer and Use Office Application	<ol style="list-style-type: none">1. Start and shut down the computer2. Access basic system information3. Work with files, folders and user Application Programs4. Print documents	24
SEIP-IT-ITS-2-S	Type Documents in Bangla and English	<ol style="list-style-type: none">1. Install the application2. Select appropriate tools and keyboard layout3. Type document using different style format	12
SEIP-IT-ITS-3-S	Send and Retrieve Information Using Email, Web Browsers, Video/Audio Tools	<ol style="list-style-type: none">1. Access the internet2. Search the internet3. Research and apply 'netiquette' principals4. Organize and send message	16
SEIP-IT-ITS-4-S	Comply to Ethical Standards in IT Workplace	<ol style="list-style-type: none">1. Uphold the interests of clients2. Deliver quality products and services3. Demonstrate professionalism at work4. Obey workplace code of conduct.	12
Total Hours			64

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

Code	Unit of Competency	Elements of Competency	Guided Learning Hours
SEIP-IT-ITS-1-O	Install Hardware Components	<ol style="list-style-type: none"> 1. Assemble power supply 2. Assemble motherboard Components 3. Install and format hardware devices 	48
SEIP-IT-ITS-2-O	Configure Software	<ol style="list-style-type: none"> 1. Acquire knowledge on software 2. Install operating system and other software 	34
SEIP-IT-ITS-3-O	Work with Hardware and Software Application	<ol style="list-style-type: none"> 1. Install hardware components 2. Use required software components 3. Provide post installation support and maintenance 	42
SEIP-IT-ITS-4-O	Perform Networking	<ol style="list-style-type: none"> 1. Establish a new network 2. Expand the existing network 3. Configuring and Testing Network 4. Perform SOHO networking 5. Install hardware and software components for networking 	42
SEIP-IT-ITS-5-O	Maintain Network Computer Security	<ol style="list-style-type: none"> 1. Establish safe work practices 2. Check software licenses 3. Analyze the threat 4. Protect system from security threat 5. Update malware database 6. Identify and take action to stop spam 7. Recover system from possible damage 	36
SEIP-IT-ITS-6-O	Perform Troubleshooting	<ol style="list-style-type: none"> 1. Identify the problem 2. Gather information to assist the fault finding and its solution 3. Repair or replace faulty equipment/software components 	48
Total Hours			250

COMPETENCY STANDARD:IT SUPPORT SERVICES

A. The Generic (Basic Competencies)

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

Elements and Performance Criteria:

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

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

Range of variables:

Variable	Range
	May include but not limited to:
1. Calculation requirements.	1.1 Bit, Byte 1.2 Binary Number System 1.3 Decimal to Binary 1.4 Binary to Decimal 1.5 Hexadecimal
2. Workplace information	2.1 Hardware system design plan with different scenario 2.2 Network design plan 2.3 Working drawing for network
3. Appropriate method	3.1 Conversion 3.2 Percentage and ratio calculation
4. Tools/instruments	4.1 Computer 4.2 Network design software 4.3 Stationeries

Curricular Content Guide

1. Underpinning Knowledge	<ul style="list-style-type: none"> 1.1 Numerical concept 1.2 Basic computer technology mathematical methods. 1.3 Computer mathematical language (binary system), symbols and terminology. 1.4 Measuring units of computer system. 1.5 Knowledge of computer applications
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Converting Binary to Decimal 2.2 Converting Decimal to Binary 2.3 Understanding and converting units of Computer system, like: Bits, Bytes, Kb, Mb, Tb, etc.
3. Underpinning Attitudes	<ul style="list-style-type: none"> 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	<p>The following resources must be provided.</p> <ul style="list-style-type: none"> 4.1 Stationeries 4.2 Consumables 4.3 Calculators 4.4 Computers 4.5 Measuring tape

Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 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	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> 2.1 Written test 2.2 Oral questioning 2.3 Demonstration.
5. Context of Assessment	<ul style="list-style-type: none"> 3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: APPLY OCCUPATIONAL HEALTH AND SAFETY (OHS) PRACTICES IN THE WORKPLACE	Nominal Duration: 10 hrs.	Unit Code: SEIP-IT-ITS-2-G
Unit Descriptor: This unit covers the knowledge, skills and attitudes required to apply occupational health and safety (OH&S) practices in the workplace. It specifically includes the tasks of identifying OHS policies and procedures, applying personal health and safety practices, reporting hazards and risks and responding to emergencies.		

Elements and Performance Criteria:

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

Elements of Competency	Performance Criteria
1. Identify OHS policies and procedures	1.1 <u>OHS policies</u> and safe operating procedures are read and understood. 1.2 Safety signs and symbols are identified and followed. 1.3 Emergency response, evacuation procedures and other contingency measures are determined.
2. Apply personal health and safety practices	2.1 OHS policies and procedures are followed and practiced. 2.2 <u>Personal Protective Equipment (PPE)</u> is selected and used. 2.3 Personal hygiene is maintained.
3. Report hazards and risks	3.1 <u>Hazards and risks</u> are identified, assessed and controlled. 3.2 Incidents arising from hazards and risks are reported to authority. 3.3 Corrective actions are implemented to correct unsafe conditions in the workplace.
4. Respond to emergencies	4.1 Alarms and warning devices are responded. 4.2 <u>Emergency response plans and procedures</u> are implemented. 4.3 <u>First aid procedure</u> is applied during emergency situations.

Range of Variables

Variable	Range
	May include but not limited to:
1. OHS policies	1.1 International OHS requirements 1.2 Bangladesh standards for OHS 1.3 Fire Safety Rules and Regulations 1.4 Industry Guidelines
2. Personal Protective Equipment (PPE)	2.1 Apron 2.2 Gas Mask 2.3 Gloves 2.4 Safety shoes 2.5 Face mask 2.6 Overalls 2.7 Ear plugs 2.8 Chemical/Gas masks

3. Hazards and risks	<ul style="list-style-type: none"> 3.1 Chemical hazards. 3.2 Biological hazards. 3.3 Physical Hazards. <ul style="list-style-type: none"> 3.3.1 Machine hazards. 3.3.2 Materials hazards. 3.3.3 Tools and Equipment hazards.
4. Emergency response plans and procedures	<ul style="list-style-type: none"> 4.1 Firefighting procedures 4.2 Earthquake response procedures 4.3 Evacuation procedures 4.4 Medical and first aid
5. First aid procedure	<ul style="list-style-type: none"> 5.1 Washing of open wound 5.2 Washing chemically infected area 5.3 Applying bandage 5.4 Tourniquet 5.5 Applying CPR (Cardiopulmonary Resuscitation) 5.6 Taking appropriate medicine

Curricular Evidence Guide:

1. Underpinning Knowledge	<ul style="list-style-type: none"> 1.1 OHS workplace policies and procedures. 1.2 Work safety procedures. 1.3 Emergency procedures. <ul style="list-style-type: none"> 1.3.1 Firefighting. 1.3.2 Earthquake response. 1.3.3 Explosion response. 1.3.4 Accident response. 1.4 Types of (biological, chemical and physical) and their effects. 1.5 PPE types and uses. 1.6 Personal hygiene practices. 1.7 OHS awareness.
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Identifying OHS policies and procedures 2.2 Following personal work safety practices 2.3 Reporting hazards and risks 2.4 Responding to emergency procedures 2.5 Maintaining physical well-being in the workplace 2.6 Performing first aid. 2.7 Performing basic firefighting accessories using fire extinguishers 2.8 Applying basic first aid procedures
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Commitment to occupational health and safety practices 3.2 Communication with peers, sub-ordinates and seniors in workplace. 3.3 Promptness in carrying out activities. 3.4 Tidiness and timeliness. 3.5 Respect of peers, sub-ordinates and seniors in workplace. 3.6 Environmental concern. 3.7 Sincere and honest to duties
4. Resource Implications	<ul style="list-style-type: none"> 4.1 Workplace (simulated or actual)

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

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

Elements and Performance Criteria:

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

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

Range of Variables

Variable	Range
	May Include but not limited to:
1. Routine workplace documents	1.1 Agenda 1.2 Simple reports such as progress and incident reports 1.3 Job sheets 1.4 Operational manuals 1.5 Brochures and promotional material 1.6 Visual and graphic materials 1.7 Standards 1.8 OSH information 1.9 Signs
2. Visual aids	2.1 Maps 2.2 Diagrams 2.3 Forms 2.4 Labels 2.5 Graphs 2.6 Charts

Curricular Evidence Guide:

1. Underpinning Knowledge	<ul style="list-style-type: none"> 1.1 Read workplace documents in English 1.2 Write simple routine workplace documents in English 1.3 Listen to conversation in English 1.4 Perform conversation in English 1.5 Interaction skills (i.e., teamwork, interpersonal skills, etc.) 1.6 Job roles, responsibilities and compliances
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Ability to read and understand workplace documents in English by using appropriate vocabulary and grammar, standard spelling and punctuation 2.2 Ability to write simple routine workplace documents in English such as: Schedules and agenda, job sheets, operational manuals and brochures and promotional material. 2.3 Ability of listening in English and interpreting 2.4 Ability to perform conversation in English with peers, customers and management to the required workplace standard. 2.5 Work effectively with others. <ul style="list-style-type: none"> 2.5.1 Listening and questioning skills 2.5.2 Ability to follow simple directions
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Commitment to occupational health and safety practices 3.2 Promptness in carrying out activities. 3.3 Tidiness and timeliness. 3.4 Respect of peers, sub-ordinates and seniors in workplace. 3.5 Environmental concern. 3.6 Sincere and honest to duties.
4. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> 4.1 Work place Procedure 4.2 Materials relevant to the proposed activity 4.3 All tools, equipment, material and documentation required. 4.4 Relevant specifications or work instructions

Assessment Evidence Guide:

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Converse in English with peers and customers. 1.2 Made reports of workplace documents in English.
2. Methods of Assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> 2.1 Written test 2.2 Demonstration 2.3 Oral questioning 2.4 Interview
3. Context of Assessment	<ul style="list-style-type: none"> 3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

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

Elements and Performance Criteria:

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

Elements of Competency	Performance Criteria
1. Identify team goals and work processes	1.1 Team goals and collaborative decision making processes are identified. 1.2 Roles and responsibilities of team members are identified. 1.3 Relationships within team and with other workers are identified.
2. Communicate and cooperate with team members.	2.1 Effective interpersonal skills are used to interact with team members and to contribute to activities and objectives. 2.2 Formal and informal <u>forms of communication</u> are used effectively to support team achievement. 2.3 Diversity in character is respected and valued in team functioning. 2.4 Views and opinions of other team members are understood and valued. 2.5 Workplace terminology is used correctly to assist communication
3. Work as a team member.	3.1 Duties, responsibilities, authorities, objectives and task requirements are identified and clarified with 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 Solution to the problem is identified 4.3 Problems are solved effectively and the outcome of the implemented solution is evaluated

Range of Variables

Variable	Range
	May Include but not limited to:
1. Forms of communication	1.1 Agenda 1.2 Simple reports such as progress and incident reports. 1.3 Job sheets. 1.4 Operational manuals.

	<ul style="list-style-type: none"> 1.5 Brochures and promotional material. 1.6 Visual and graphic materials. 1.7 Standards. 1.8 OSH information. 1.9 Signs.
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Curricular Evidence Guide:

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

	<ul style="list-style-type: none"> 4.2 Pens 4.3 Papers 4.4 Work books 4.5 Learning manuals
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Assessment Evidence Guide:

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 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	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> 2.1 Written test 2.2 Demonstration 2.3 Oral questioning 2.4 Interview
3. Context of Assessment	<ul style="list-style-type: none"> 3.1 Competency assessment must be 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

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

Elements of Competency	Performance Criteria
1. Start and shut down the computer	1.1 <u>Peripheral devices</u> are checked for correct connection, position and usability. 1.2 Input <u>electrical parameters</u> of the device are Checked in accordance with peripheral device specification. 1.3 Power of computer and other peripheral devices are Switched on. 1.4 All open applications programs 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 unplugged power supply in accordance with standard procedure.
2. Access basic system information	2.1 User name and password as prompted and note access, privacy, security and related conditions of use displayed on introductory screens are Inserted. 2.2 PC desktop environment/ <u>Graphical User Interface (GUI)</u> settings is arranged and customized. 2.3 The <u>operating system</u> information is identified. 2.4 System configuration and application versions in operation 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 Files, folders and <u>application programs</u> are worked upon. 3.4 Application windows and return to desktop original condition are manipulated. 3.5 Basic directory and sub-directories are created and named. 3.6 Attributes of directories are identified.

	<p>3.7 Files for user and organization requirements are created and organized</p> <p>3.8 Data are entered into the desired office application in accordance with work requirements</p> <p>3.9 Files are copied and saved to available data storage/disk drives</p>
4. Print documents	<p>1.1 Print settings, if required, are entered into the program</p> <p>1.2 Default printer is changed where necessary</p> <p>1.3 Print command is entered to effect printing of documents</p> <p>1.4 Adjust document print output where necessary</p>

Range of Variables

Variable	Range (Includes but not limited to:)
1. Peripheral devices	<p>1.1 Input Devices</p> <ul style="list-style-type: none"> 1.1.1 keyboard , MIDI keyboard 1.1.2 mouse 1.1.3 touchscreen 1.1.4 pen tablet 1.1.5 joystick 1.1.6 scanner 1.1.7 digital camera 1.1.8 video camera 1.1.9 microphone <p>1.2 Output Devices</p> <ul style="list-style-type: none"> 1.2.1 monitor 1.2.2 projector 1.2.3 tv screen 1.2.4 printer 1.2.5 plotter 1.2.6 speakers <p>1.3 Both input/output</p> <ul style="list-style-type: none"> 1.3.1 external hard drives 1.3.2 USB drives 1.3.3 media card readers 1.3.4 digital camcorders 1.3.5 digital mixers 1.3.6 MIDI equipment
2. Electrical parameters	<p>2.1 Voltage</p> <ul style="list-style-type: none"> 2.1.1 AC volts 2.1.2 DC volts <p>2.2 Current (Ampere)</p> <p>2.3 Phase</p> <p>2.4 Cycle</p>
3. Graphical User Interface (GUI)	<p>3.1 Desktop</p> <p>3.2 Pointer</p> <p>3.3 Icons</p> <p>3.4 Menus</p>

	<ul style="list-style-type: none"> 3.5 Dialog boxes 3.6 Scroll bars 3.7 Toolbars 3.8 Folders 3.9 Wall papers 3.10 Widgets
4. Operating system	<ul style="list-style-type: none"> 4.1 Microsoft Windows 4.2 Apple Mac OS 4.3 Ubuntu Linux 4.4 Google android 4.5 iOS
5. Application programs	<ul style="list-style-type: none"> 5.1 MS Office programs 5.2 Word 5.3 Excel 5.4 PowerPoint 5.5 Access 5.6 Outlook 5.7 Database programs 5.8 Internet 5.9 Email programs 5.10 Internet browsers 5.11 System browsers
6. Data storage	<ul style="list-style-type: none"> 6.1 Random Access Memory (RAM) 6.2 Hard disk 6.3 CD/DVD 6.4 Flash drive 6.5 External hard disk
7. Print settings	<ul style="list-style-type: none"> 7.1 Default Printer Brand and model 7.2 Pages 7.3 Printing sides 7.4 Collate 7.5 Page orientation 7.6 Paper size 7.7 Margins 7.8 Number of pages per sheet

Curricular Content Guide

1. Underpinning Knowledge	<ul style="list-style-type: none"> 1.1 Basic software operation 1.2 Methods and procedure of checking input electrical parameters 1.3 Steps/procedure n 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
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	<ul style="list-style-type: none"> 1.7 Creating and opening documents 1.8 Formatting documents 1.9 Inserting tables and images 1.10 Saving, printing and closing documents 1.11 Mail merge function 1.12 Basic keyboarding skills 1.13 Storage devices and basic categories 1.14 Exiting procedure for open files/documents 1.15 Methods and procedure in switching on and off the computer and other peripherals 1.16 Selection, opening and closing procedures of desktop icons to access application programs 1.17 Method of creating and organizing files for user and organization requirements 1.18 Data inputting techniques in accordance with standard typing procedure and office application 1.19 Printing procedure and commands
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Checking input electrical parameters of the device in accordance with peripheral device specification. 2.2 Switching on power of computer and other peripheral devices 2.3 Exiting all open files/documents 2.4 Switching off the computer and other peripherals and unplugging power supply in accordance with standard procedure 2.5 Arranging, customizing and manipulating PC desktop environment/graphical user interface (GUI) settings 2.6 Selecting, opening and closing desktop icons to access application programs 2.7 Creating and organizing Files for user and organization requirements 2.8 Entering data into the desired office application in accordance with work requirements 2.9 Entering print command to effect printing of documents
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Eagerness to learn 3.2 Patience 3.3 Orderliness 3.4 Observance to OHS requirements
4. Resource Implications	<ul style="list-style-type: none"> 4.1 Workplace (simulated or actual) 4.2 Personal Computer and peripherals 4.3 Software 4.4 Pens 4.5 Papers 4.6 Work sheets

Assessment Evidence Guide

<p>1. Critical Aspects of Competency</p>	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Checked input electrical parameters of the device in accordance with peripheral device specification 1.2 Power of computer and other peripheral devices are switched on 1.3 All open files/documents are exited 1.4 Switch off the computer and other peripherals and unplugged power supply in accordance with standard procedure 1.5 Pc desktop environment/graphical user interface (GUI) settings is arranged, customized and manipulated 1.6 Desktop icons are selected, opened and closed to access application programs 1.7 Files for user and organization requirements are created and organized 1.8 Data are entered into the desired office application in accordance with work requirements 1.9 Print command is entered to effect printing of documents 1.10 Outlook is properly configured and Mail merge work correctly 1.11 Preparing sample document in Bangla and English (For Example: CV)
<p>2. Methods of Assessment</p>	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 2.1 Written examination 2.2 Demonstration 2.3 Oral questioning 2.4 Workplace observation 2.5 Portfolio
<p>3. Context of Assessment</p>	<ul style="list-style-type: none"> 3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module

Unit of Competency: TYPE DOCUMENTS IN BANGLA AND ENGLISH	Nominal Duration: 12 hrs.	Unit Code: SEIP-IT-ITS-2-S
Unit Descriptor: This unit covers the skills, knowledge and attitudes required of a worker to type documents in Bangla and English. It specifically includes the tasks of installing the application, selecting appropriate tools and keyboard layout, typing document using different style format in both Bangla and English.		

Elements and Performance Criteria:

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

Elements of Competency	Performance Criteria
1. Install the application	1.1 Specialized utilities for typing Bangla and English are installed and available.
2. Select appropriate tools and keyboard layout	2.1 Appropriate tools are selected for typing. 2.2 Appropriate <u>keyboard layout</u> is selected.
3. Type document using different style format	3.1 Document content is typed with different format. 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 1.7 Avro

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 30wpm in Bangla
3. Underpinning Attitudes	3.1 Eagerness to learn 3.2 Tidiness and timeliness 3.3 Concern to proper use computer and peripherals

	3.4 Orderliness
4. Resource Implications	4.1 Workplace (simulated or actual) 4.2 Personal Computer and peripherals 4.3 Software 4.4 Pens 4.5 Papers 4.6 Work sheets

Assessment Evidence Guide

5. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Installed specialized utilities for typing Bangla and English. 1.2 Selected appropriate tools for typing. 1.3 Selected appropriate keyboard layout. 1.4 Typed document content. 1.5 Typed document at a minimum speed of 40wpm in English and 30wpm in Bangla.
6. 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(CV, Resume)
7. 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.

Unit of Competency: SEND AND RETRIEVE INFORMATION USING EMAIL, WEB BROWSERS, VIDEO/AUDIO TOOLS	Nominal Duration: 16 Hrs.	Unit Code: SEIP-IT-ITS-3-S
Unit Descriptor: This unit covers the skills, knowledge and attitudes required of a worker to send and retrieve information using e-mail, web browsers and video/audio tools. It specifically includes the tasks of accessing the internet, searching in the internet, researching and applying 'netiquette' principals and organizing and sending messages.		

Elements and Performance Criteria:

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

Elements of Competency	Performance Criteria
1. Access the internet	1.1 <u>Internet browser</u> is opened and a home page is set.
2. Search the internet	2.1 <u>Search engine</u> is located and selected. 2.2 Search engine is used to search for information.
3. Research and apply 'netiquette' principals	3.1 Netiquette' (or web etiquette) principles are applied when working with emails and browsing. 3.2 Rules of <u>good online manners</u> from at least two <u>netiquette sites</u> are reviewed.
4. Organize and send message	4.1 Email application package is used to create a new Email. 4.2 Email message is sent. 4.3 Email messages are replied to and forwarded as appropriate, using the carbon copy and forward features. 4.4 Attachment and/or email is opened and saved to relevant folders. 4.5 Email message is deleted as required. 4.6 Inbox is sorted according to sender's name and date received.

Range of Variables

Variable	Range (Includes but not limited to):
1. Internet browser	1.1 Microsoft Internet 1.2 Mozilla firefox 1.3 Google chrome 1.4 AOL explorer 1.5 Apple safari 1.6 Opera 1.7 Rockmelt 1.8 Maxthon 1.9 Deepnet explorer
2. Search engine	2.1 Google 2.2 Bing 2.3 Yahoo search 2.4 Ask

	<ul style="list-style-type: none"> 2.5 Aol Search 2.6 Wow 2.7 Webcrawler 2.8 Infospace 2.9 Info 2.10 DuckDuckGo 2.11 Dogpile 2.12 Ahea 2.13 ixQuick
3. Good online manners/netiquette	<ul style="list-style-type: none"> 3.1 Respecting others opinions 3.2 Tone down your language 3.3 Picking the right tone 3.4 Keeping a straight face 3.5 Considering others' privacy 3.6 Avoiding inappropriate material 3.7 Be forgiving 3.8 Thinking before hitting the send button 3.9 Testing for clarity 3.10 Conciseness is best 3.11 Sticking to the point 3.12 Thoughtless email 3.13 Read first, write later 3.14 Netspeak (DO NOT TYPE IN ALL CAPS)

Curricular Content Guide

1. Underpinning Knowledge	<ul style="list-style-type: none"> 1.1 Procedure for opening internet browser and setting a home page 1.2 Method of Locating and selecting search engine 1.3 Procedure for searching for information Using search engine 1.4 Principles of netiquette' or web etiquette 1.5 Procedure for Replying to received email messages and forwarding 1.6 Steps in opening attachment and saving to relevant folders
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Opening internet browser and setting a home page 2.2 Locating and selecting search engine 2.3 Using search engine to search for information 2.4 Applying netiquette' (or web etiquette) principles when working with emails and browsing 2.5 Replying to received email messages and forwarding as appropriate, using the carbon copy and forward features 2.6 Sending Email message 2.7 Opening and saving attachment and/or email to relevant folders
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Eagerness to learn 3.2 Tidiness and timeliness 3.3 Concern to proper use computer and peripherals

	3.4 Orderliness 3.5 Observing netiquette
4. Resource Implications	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: <ul style="list-style-type: none"> 1.1 Opened internet browser and set as a home page. 1.2 Located and selected search engine. 1.3 Used search engine to search for information. 1.4 Applied netiquette' (or web etiquette) principles when working with emails and browsing. 1.5 Replied to Email messages and forwarded as appropriate, using the carbon copy and forward features. 1.6 Sent Email message. 1.7 Opened and saved attachment and/or email to relevant folders.
2. Methods of Assessment	Competency should be assessed by: <ul style="list-style-type: none"> 2.1 Written examination 2.2 Demonstration 2.3 Oral questioning 2.4 Workplace observation 2.5 Portfolio
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: COMPLY TO ETHICAL STANDARDS IN IT WORKPLACE	Nominal Duration: 12 Hrs.	Unit Code: SEIP-IT-ITS-4-S
Unit Descriptor: This unit covers the skills, knowledge and attitudes required of a worker to comply to ethical standards in it workplace. It specifically includes the tasks of upholding the interests of clients, delivering quality products and services, demonstrating professionalism at work and obeying workplace code of conduct.		

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. Uphold the interests of clients	1.1 <u>Customers/clients</u> views are respected at all times. 1.2 Confidentiality of information is upheld in accordance with organizational policies, <u>national legislation</u> and workplace policies. 1.3 Potential conflicts of interest are identified and involved parties of potential conflicts 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 to industry and international standards. 2.3 Quality processes are implemented when developing products and services.
3. Demonstrate professionalism at work	3.1 <u>Work processes</u> are delivered effectively and efficiently within known <u>standards</u> . 3.2 Skills, knowledge and qualifications are presented in a professional manner. 3.3 Services and products developed by self and others are correctly delivered. 3.4 Unbiased and objective information are provided to clients. 3.5 Realistic estimates for time, cost and delivery of outputs are presented during negotiation.
4. Obey workplace code of conduct.	4.1 Workplace code of conduct is followed.

Range of Variables

Variable	Range (Includes but not limited to:)
1. Customers/clients	1.1 Interdepartmental offices 1.2 External establishments 1.3 Individual customers 1.4 Co-employees 1.5 Contractual workers 1.6 Trainees/apprentices 1.7 Department heads 1.8 Superiors

	1.9 Employer and internal employees.
2. National legislation	2.1 Occupational Health and Safety Requirements 2.2 Industry/ sectoral code of ethics 2.3 International and national guidelines for consumer protection 2.4 International and national copyright laws 2.5 Intellectual property rights law 2.6 Legal and regulatory policies in the information technology sector
3. Work processes	3.1 Encoding 3.2 Printing 3.3 Web designing 3.4 Graphic designing 3.5 Technical support 3.6 Business system analysis 3.7 Data base administration
4. Standards	4.1 ISO standards 4.2 IEC standards 4.3 AS standards 4.4 DIN standards 4.5 Bangladesh standards

Curricular Content Guide

1. Underpinning Knowledge	1.1 Corporate code of confidentiality of information 1.2 organizational policies, national legislation and workplace policies in relation to IT sector 1.3 Law and regulations pertaining to proprietary rights 1.4 International standards related to Information Technology 1.5 Quality processes for products and services 1.6 Procedure of provided to client information 1.7 Method of estimating for time, cost and delivery products and services 1.8 Workplace code of conduct in IT sector
2. Underpinning Skills	2.1 Upholding confidentiality of information in accordance with organizational policies, national legislation and workplace policies 2.2 Asserting proprietary rights of client/customer 2.3 Completing work in accordance with industry and international standards 2.4 Implementing quality processes when developing products and services 2.5 Delivering correctly services and products developed by self and others 2.6 Providing unbiased and objective information are to clients. 2.7 Presenting realistic estimates for time, cost and delivery of outputs during negotiation 2.8 Following workplace code of conduct

3. Underpinning Attitudes	3.1 Eagerness to learn 3.2 Tidiness and timeliness 3.3 Concern to proper use computer and peripherals 3.4 Orderliness 3.5 Observing netiquette
4. Resource Implications	4.1 Workplace (simulated or actual) 4.2 Personal Computer and peripherals 4.3 Software 4.4 Pens 4.5 Papers 4.6 Work sheets

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: <ol style="list-style-type: none"> 1.1 Upheld confidentiality of information in accordance with organizational policies, national legislation and workplace policies. 1.2 Asserted proprietary rights of client/customer. 1.3 Completed work to 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 Followed workplace code of conduct.
2. Methods of Assessment	Competency should be assessed by: <ol style="list-style-type: none"> 2.1 Written examination 2.2 Demonstration 2.3 Oral questioning 2.4 Workplace observation 2.5 Portfolio
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

C. Occupation Specific (Core) Competencies

Unit of Competency: INSTALL HARDWARE COMPONENTS	Nominal Duration: 48 Hrs.	Unit Code: SEIP-IT-ITS-1-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required of a worker to assemble hardware components. It specifically includes the tasks of assembling power supply, installing and formatting hardware devices and assembling motherboard components.		

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. Assemble power supply	1.1 PC power supply is installed. 1.2 Power and data cables are properly connected. 1.3 Front panel power switch, front or back panel USB port, status LED's etc. are properly connected. 1.4 PC system unit is connected to the electrical power line. 1.5 Display unit (monitor) is connected to the electrical power line.
2. Assemble motherboard Components	2.1 Processor is installed. 2.2 Processor heat sink and cooling fan are installed. 2.3 RAM (memory) is installed. 2.4 Other <u>peripherals</u> are installed.
3. Install and format hardware devices	3.1 Hardware components are inserted in appropriate I/O slot or connected to the appropriate port. 3.2 <u>Hardware components</u> are installed. 3.3 Input and output unit is connected. 3.4 Hard disk and CD/DVD interface is selected correctly. 3.5 Boot device sequence is modified. 3.6 BIOS and CMOS setting are modified. 3.7 The computer is configured to accept the new peripherals. 3.8 Hardware peripherals are tested and confirm client satisfaction. 3.9 Particular attention must be paid to possible impact on other systems and adjustments are made as require.

Range of Variables

Variable	Range (Includes but not limited to):
1. Peripherals	1.1 Network interface card 1.2 Sound card 1.3 Wired and Wireless network interface card 1.4 Internal and external modem 1.5 Display card
2. Hardware components	2.1 Hard disk#

	<ul style="list-style-type: none"> 2.2 CD/DVD drive# 2.3 Floppy disk drive 2.4 Motherboard. 2.5 CPU 2.6 RAM 2.7 Case 2.8 Players, mini-disc readers, DVD burners, CD readers and burners. 2.9 Expansion Cards may include but not limited to: <ul style="list-style-type: none"> 2.9.1 Graphic cards 2.9.2 network adapters 2.9.3 Fax modems 2.9.4 Sound cards
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Curricular Content Guide

1. Underpinning Knowledge	<ul style="list-style-type: none"> 1.1 PC power supply 1.2 Connection of power and data cables 1.3 Connection of front panel power switch, front or back panel USB port, status LED's etc. 1.4 Connection of pc system unit to the electrical power line 1.5 Connection of display unit (monitor) to the electrical power line 1.6 Hard disk, CD/DVD drive, floppy disk drive installation procedure 1.7 Input and output unit connection 1.8 Hardware components installation procedure 1.9 Boot device sequence modification 1.10 Processor installation procedure 1.11 Processor heat sink and cooling fan installation procedure 1.12 Ram (memory) installation procedure 1.13 Peripherals installation 1.14 Bios and CMOS setting modification
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Installing PC power supply 2.2 Connecting Power and data cables properly 2.3 Connecting front panel power switch, front or back panel USB port, status LED's etc. properly. 2.4 Connecting PC system unit to the electrical power line 2.5 Connecting display unit (monitor) to the electrical power line 2.6 Installing hard disk, CD/DVD drive, floppy disk drive 2.7 Connecting input and output unit 2.8 Installing hardware components 2.9 Modifying boot device sequence 2.10 Installing processor 2.11 Installing processor heat sink and cooling fan 2.12 Installing RAM (memory)

	<ul style="list-style-type: none"> 2.13 Installing other peripherals 2.14 Modifying BIOS and CMOS setting
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Patience 3.2 Commitment to occupational health and safety 3.3 Environmental concerns 3.4 Eagerness to learn 3.5 Tidiness and timeliness 3.6 Respect for rights of peers and seniors in workplace
4. Resource Implications	<ul style="list-style-type: none"> 4.1 Workplace (home, office, lab, cyber cafe etc.) 4.2 Computer / Lap top / Tab 4.3 Printer 4.4 Internet 4.5 Different Operating Software 4.6 Hardware components

Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Installed pc power supply # 1.2 Connected front panel power switch, front or back panel USB port, status LED's etc. Properly # 1.3 Installed hard disk, CD/DVD drive, floppy disk drive# 1.4 Connected input and output units# 1.5 Selected hard disk and CD/DVD interface # 1.6 Modified boot device sequence # 1.7 Installed processor # 1.8 Installed ram (memory) 1.9 Installed other peripherals
2. Methods of Assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 2.1 Written examination 2.2 Demonstration 2.3 Oral questioning 2.4 Workplace observation 2.5 Portfolio
3. Context of Assessment	<ul style="list-style-type: none"> 3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: CONFIGURE SOFTWARE	Nominal Duration: 67Krs.	Unit Code: SEIP-IT-ITS-2-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required of a worker to configure software. It specifically includes the tasks of acquiring knowledge on software, installing operating system and other software.		

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. Acquire knowledge on software	1.1 User requirements for software are documented. 1.2 PC software components are collected and stored according to user manual or guidelines. 1.3 Operating system components are determined and functionality of the components are defined. 1.4 Types of operating system are identified. 1.5 Older or upgraded version of software components are identified. 1.6 Software components are installed and functional
2. Install operating system and other software	2.1 Hard disk partition is done correctly. 2.2 Required device driver is installed. 2.3 <u>Operating system</u> is installed. 2.4 Older version of software component is upgraded. 2.5 Operating system and its components are configured and optimized in accordance with workplace requirement. 2.6 Utility software are identified. 2.7 Utility software are installed and configured.

Range of Variables

Variable	Range (Includes but not limited to):
1. Operating system	1.1 Microsoft Windows 1.2 Ubuntu 1.3 Windows XP Professional 1.4 Linux Mint 1.5 Macintosh OSX 1.6 Android 1.7 Fedora 1.8 Windows Vista 1.9 Mac OS X Leopard 1.10 OpenSUSE

Curricular Content Guide

1. Underpinning Knowledge	<ul style="list-style-type: none"> 1.1 Operating system components and functionality of the components # 1.2 Types of operating system and identification techniques 1.3 Method of Identifying older or upgraded software components 1.4 Identifying utility softwares
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Collecting PC software components and storing according to user manual guidelines 2.2 Installing required device driver 2.3 Installing/updating software component 2.4 Doing hard disk partition correctly 2.5 Installing required device driver 2.6 Installing operating system 2.7 Upgrading the software component if the older version is already installed 2.8 Configuring and optimizing the operating system and its components 2.9 Installing and configuring the utility softwares
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Cleanliness/tidiness 3.2 Commitment to occupational health and safety 3.3 Environmental concerns 3.4 Eagerness to learn 3.5 Timeliness and orderliness 3.6 Respect for rights of peers and seniors in workplace
4. Resource Implications	<ul style="list-style-type: none"> 4.1 Workplace (home, office, lab, cyber cafe etc.) 4.2 Computer / Lap top / Tab 4.3 Printer 4.4 Internet 4.5 Operating software

Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Collected and stored PC software components according to user manual or guidelines. 1.2 Determined operating system components and defined functionality of the components. 1.3 Identified the older or upgraded version of software components 1.4 Installed/updated software components 1.5 Partitioned hard disk correctly 1.6 Installed the required device driver 1.7 Installed operating system 1.8 Upgraded older version of software component 1.9 Configured and optimized operating system and its components according to the user manual
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	1.10 Installed and configured utility softwares
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.

Unit of Competency: WORK WITH HARDWARE AND SOFTWARE APPLICATION	Nominal Duration: 42 Hrs.	Unit Code: SEIP-IT-ITS-3-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required for a worker to work with hardware and software application. It specifically includes the tasks of installing and maintaining hardware components, using required software components and providing post installation support and maintenance.		

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 hardware components	1.1 Function of <u>Hardware components</u> are identified 1.2 <u>Key components</u> are explained. 1.3 Hardware components are installed in accordance with manufacturer's instruction.
2. Use required software components	2.1 Software maintenance specification is reviewed. 2.2 Diagnostics procedure for fault detection and analysis is identified. 2.3 Fault/degradation of software performance is identified. 2.4 Faulty software is replaced with the minimum disruption with the client.
3. Provide post installation support and maintenance	3.1 Hardware degre iz at maintenance and support services are rendered. 3.2 Fault and maintenance data, replacement of equipment or software is recorded. 3.3 Maintenance document is reviewed and updated. 3.4 Maintenance records are kept for future use/reference.

Range of Variables

Variable	Range (Includes but not limited to):
1. Hardware components	1.1 CPU 1.2 USB ports 1.3 Audio and video ports (HDMI) 1.4 RJ45 network ports 1.5 SD Cards 1.6 Memory modules 1.7 USB memory 1.8 Hard drive 1.9 Keyboard 1.10 Mouse 1.11 Display for commonly used computer devices
2. Key components	2.1 CPU processing power 2.2 Heat generation/energy consumption

	<ul style="list-style-type: none"> 2.3 Storage cost/byte 2.4 Speed of access 2.5 Data transfer rates as key performance issues.
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Curricular Content Guide

1. Underpinning Knowledge	<ul style="list-style-type: none"> 1.1 Key components explained 1.2 Fault/degradation of software performance identification procedure 1.3 Installation manual and specifications 1.4 Maintenance manual and specifications 1.5 Procedure of analyzing cause of current fault using available information 1.6 Methods and techniques in hardware installation 1.7 Methods and techniques in software installation 1.8 Hardware and software maintenance and support services 1.9 Maintenance recording procedure
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Maintaining function of hardware components 2.2 Explaining function of key components 2.3 Repairing or replacing faulty hardware with the minimum disruption of the client 2.4 Reviewing software maintenance specification 2.5 Identifying diagnosis procedure for fault detection and analysis 2.6 Identifying fault/degradation of software performance 2.7 Repairing or replacing faulty software with the minimum disruption of the client 2.8 Rendering hardware and software maintenance and support services 3.5 Reviewing and updating maintenance document 2.9 Keeping updated maintenance document for future use
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Cleanliness/tidiness 3.2 Commitment to occupational health and safety practices 3.3 Environmental concerns 3.4 Eagerness to learn 3.5 Timeliness and orderliness 3.6 Respect for rights of peers and seniors in workplace
4. Resource Implications	<ul style="list-style-type: none"> 4.1 Workplace (home, office, lab, cyber cafe etc.) 4.2 Computer / Lap top / Tab 4.3 Printer 4.4 Internet 4.5 Different Operating Software

Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: <ul style="list-style-type: none">1.1 Repaired faulty hardware with the minimum disruption with the client.1.2 Maintained function of hardware components.1.3 Reviewed software maintenance specification.1.4 Identified diagnostics procedure for fault detection and analysis.1.5 Identified fault/degradation of software performance.1.6 Repaired or replaced faulty software with the minimum disruption with the client.1.7 Rendered hardware and software maintenance and support services.1.8 Reviewed and updated maintenance document.
2. Methods of Assessment	Competency should be assessed by: <ul style="list-style-type: none">2.1 Written examination2.2 Demonstration2.3 Oral questioning2.4 Workplace observation2.5 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.

Unit of Competency: PERFORM NETWORKING	Nominal Duration: 42 Hrs.	Unit Code: SEIP-IT-ITS-4-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required of a worker to perform networking. It specifically includes the tasks of establishing a new network, expanding the existing network, configuring and testing network, performing SOHO networking and installing hardware and software components for networking.		

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. Establish a new network	1.1 Organizational requirements to set-up a new <u>network</u> are collected. 1.2 Domain name is assigned if required. 1.3 Host name is assigned if required. 1.4 Collected information are documented. 1.5 Collected information are analyzed and network design plan is devised. 1.6 Network design plan is reviewed and approved by appropriate person of the organization. 1.7 Required equipment and tools are listed.
2. Expand the existing network	2.1 Existing network topology and network protocol is reviewed and documented. 2.2 Existing network design is reviewed for expansion. 2.3 Network address plan is documented. 2.4 Appropriate transmission media is connected with the existing network. 2.5 Address is assigned to client machine. 2.6 Conflict of NIC (network interface card) is assessed. 2.7 NIC is disabled and enabled. 2.8 Test is done using simple <u>network connectivity tools</u> . 2.9 Connectivity is tested with gateway and any known host of the internet. 2.10 PC internet firewall is configured to protect PC from unwanted packet. 2.11 Internet proxy address is assigned. 2.12 All the settings, configuration and PC network address are documented for future maintenance purpose.
3. Configuring and Testing Network	3.1 Configuring Basic Networking Devices 3.2 Applying a Basic Configuration of wired or wireless network 3.3 Verifying Connectivity 3.4 Monitoring and Documenting Networks
4. Perform SOHO networking	4.1 Design SOHO networking. 4.2 SOHO Networks is Installed and Configured. 4.3 SOHO Network Security is maintained.

5. Install hardware and software components for networking	5.1 Network hardware and hardware driver software is installed. 5.2 Hardware and software components are determined 5.3 Existing network transmission media is determined.
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Range of Variables

Variable	Range (Includes but not limited to:)
1. Network	1.1 Remote 1.2 Small Office/Home Office [SOHO] 1.3 Branch Office 1.4 Head Office 1.5 LAN (Home, Campus, Office/Corporate) 1.6 MAN 1.7 WAN [Intranet, Internet, Extranet]
2. Network connectivity tools	2.1 Ping 2.2 Local loop-back 2.3 Remote loop-back 2.4 Network Connectivity Tools (Ex: Cable tester, Crimper, etc) 2.5 Networking Monitoring Tools (Ex: CMD, IPScan, etc)

Curricular Content Guide

1. Underpinning Knowledge	1.1 Organizational requirements to set-up a new network 1.2 Network topology and network protocol 1.3 Documentation process for network address plan 1.4 Domain name assigning process if required. 1.5 Host name assigning procedure. 1.6 Settings, computation and PC network address documentation for future maintenance purpose
2. Underpinning Skills	2.1 Analyzing collected information and devising network design plan 2.2 Listing of required equipment and tools and calculating and documenting estimated budget 2.3 Connecting appropriate transmission media pc with the existing network 2.4 Assigning address to client's unit 2.5 Disabling and enabling NIC 2.6 Configuring Basic networking Devices 2.7 Applying a basic configuration of wired/wireless configuration 2.8 Designing, installing and configuring SOHO networking 2.9 Maintaining SOHO network security
3. Underpinning Attitudes	3.1 Cleanliness/tidiness 3.2 Commitment to occupational health and safety practices 3.3 Environmental concerns 3.4 Eagerness to learn 3.5 Timeliness and orderliness

	3.6 Respect for rights of peers and seniors in workplace
4. Resource Implications	4.1 Workplace (home, office, lab, cyber cafe etc.) 4.2 Computer / Lap top / Tab 4.3 Printer 4.4 Internet 4.5 Different Operating Software

Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Monitored and documented networks. 1.2 Analyzed collected information and devised network design plan. 1.3 Assigned address to client machine. 1.4 Assessed conflict of NIC (network interface card). 1.5 Disabled and enable NIC. 1.6 configured PC internet firewall to protect PC from unwanted packet 1.7 Configured Basic Networking Devices 1.8 Applied a basic configuration of wired/wireless configuration 1.9 Designed, installed and configured SOHO networking 1.10 SOHO Network Security is maintained
2. Methods of Assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 2.1 Written examination 2.2 Demonstration 2.3 Oral questioning 2.4 Workplace observation 2.5 Portfolio
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: MAINTAIN NETWORK COMPUTER SECURITY	Nominal Duration: 36 Hrs.	Unit Code: SEIP-IT-ITS-5-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required for a worker to maintain network security. It specifically includes work tasks of establishing safe work practices, practicing and checking software licenses, protecting system from security threat, updating malware database, identifying and taking action to stop spam and recovering system from possible damage.		

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. Establish safe work practices	1.1 Relevant legal and OHS requirements related to the installation and maintenance of computer hardware are determined, recorded and applied. 1.2 Legal requirements specified by hardware manufacturer are determined, recorded and applied. 1.3 Safety requirements specified by manufacturer are determined, recorded and applied. 1.4 System administrator account is determined in accordance with standard password rule. 1.5 Administrator account password is protected and preserved in a secured place.
2. Check software licenses	2.1 Operating system and other software licenses are checked and verified. 2.2 Necessary actions are taken to update or renew expired licenses.
3. Analyze the threat	3.1 Possible security threat is identified. 3.2 Identified security threat is analyzed to find out its characteristics. 3.3 Possible cause of infection is determined from analysis.
4. Protect system from security threat	4.1 Full system scanning is carried out before installing any anti-malware software. 4.2 Anti-malware software is installed. 4.3 Malware guard is started/activated. 4.4 System recovery disk is created and preserved 4.5 Important directory and files are backed up regularly and maintained. 4.6 Affected files are isolated or mark as quarantine. 4.7 Security threat is removed from the system using anti-malware software.
5. Update malware database	5.1 Anti-malware <u>software updates</u> are renewed regularly. 5.2 Security updates of OS and other software are downloaded/collected and applied. 5.3 Common types of <u>destructive software</u> are identified.
6. Identify and take action to stop spam	6.1 Common types of <u>spam</u> are identified 6.2 <u>Appropriate action</u> with regards to spam is taken.

	6.3 Spam filters are configured and used to protect unauthorized access from spammers.
7. Recover system from possible damage	7.1 Damage done by security threat is determined. 7.2 Anti-malware software is used to recover affected files. 7.3 Possible effect is identified for files that needs to be deleted. 7.4 Recovery disk is used to recover boot sector for damaged boot sector of the standalone system. 7.5 Deleted files are restored from the backup.

Range of Variables

Variable	Range (Includes but not limited to:)
1. Software Updates	1.1 Service packs and service releases 1.2 Security patches 1.3 Automatic online updates 1.4 Virus scanning engine updates 1.5 Virus definition updates
2. Destructive Software	2.1 Viruses 2.2 File viruses 2.3 System sector viruses 2.4 Macro viruses 2.5 Worms 2.6 Trojans 2.7 Logic bombs 2.8 Spy ware
3. Spam	3.1 Unsolicited commercial electronic messaging, where electronic messaging covers emails 3.2 Instant messaging 3.3 SMS and other mobile phone messaging, but does not cover normal voice-to-voice communication by telephone
4. Appropriate action	4.1 Delete the spam 4.2 Block the sender by configuring spam filter 4.3 Unsubscribe from mailing list, if company is reputable.

Curricular Content Guide

1. Underpinning Knowledge	1.1 Procedure of protecting and preserving administrator accounts passwords in a secured place 1.2 Methods of updating or renewing licenses 1.3 Anti-malware software installation 1.4 Common types of destructive software 1.5 Defining and identifying techniques of common types of destructive software 1.1 Common types of spam
2. Underpinning Skills	2.1 Determining, recording and applying relevant legal requirements and OHS standards to the installation and maintenance of computer hardware

	<ul style="list-style-type: none"> 2.2 Checking and verifying the operating system and other software licenses 2.3 Determining possible cause of infection from the analysis 2.4 Installing anti-malware software 2.5 Starting/activating malware guard 2.6 Backing up important directory and files regularly and maintaining 2.7 Downloading/collecting and applying security updates of OS and other software 2.8 Taking appropriate action in regard to spam 2.9 Using recovery disk if boot sector of the standalone system is damaged to recover boot sector
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Written examination 3.2 Demonstration 3.3 Oral Interview 3.4 Workplace observation 3.5 Portfolio
4. Resource Implications	<ul style="list-style-type: none"> 4.1 Workplace 4.2 Computer / Lap top / Tab 4.3 Internet 4.4 Different Operating Software

Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Determined possible cause of infection from the analysis 1.2 Installed anti-malware software 1.3 Started/activated malware guard 1.4 Backed-up important directory and files regularly and maintained 1.5 Took appropriate action if spam is identified 1.6 Updated regularly malware database 1.7 Downloaded /collected and applied security updates of OS and other software 1.8 Used recovery disk if boot sector of the standalone system is damaged
2. Methods of Assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 2.1 Written examination 2.2 Demonstration 2.3 Oral questioning 2.4 Workplace observation 2.5 Portfolio
3. Context of Assessment	<ul style="list-style-type: none"> 3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: PERFORM TROUBLESHOOTING	Nominal Duration: 48 Hrs.	Unit Code: SEIP-IT-ITS-6-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required for a worker to perform troubleshooting. It specifically includes the tasks of identifying the problem with appropriate method, gathering update information to assist the fault & its solution and repairing or replacing faulty equipment/software components.		

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 the problem	1.1 Appropriate person is interviewed about the problem. 1.2 Problem scenarios are analyzed. 1.3 Fault is identified using diagnostic tool.
2. Gather information to assist the fault finding and its solution	2.1 Network design, support and maintenance documents are reviewed. 2.2 <u>Appropriate person</u> is consulted and solution is identified. 2.3 Cost of repair or replacement of <u>hardware/equipment</u> is calculated and approved.
3. Repair or replace faulty equipment/software components	3.1 Faulty hardware equipment and software component is repaired or replaced. 3.2 Repaired/replaced equipment is tested 3.3 Network activity is tested. 3.4 Network and computer maintenance and troubleshooting documents are updated.

Range of Variables

Variable	Range (Includes but not limited to:)
1. Appropriate person	1.1 Supervisor 1.2 Authorized business representative 1.3 Client
2. Hardware/equipment	2.1 Network cable 2.2 Connectivity 2.3 Reconfiguration switch 2.4 Hub 2.5 Router 2.6 Gateway 2.7 Update software 2.1 Network 2.2 Card 2.3 Cable 2.4 Switch 2.5 Router 2.6 Access Point

	2.7 Modem 2.8 Software 2.9 Mother board component
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Curricular Content Guide

1. Underpinning Knowledge	1.1 Interviewing skills 1.2 Appropriate person for the interview about the problem 1.3 Repair/replacement procedure 1.4 Testing procedure for newly repaired/replaced equipment network and computer maintenance and troubleshooting documents are updated.
2. Underpinning Skills	2.1 Analyzing the problem scenarios 2.2 Using diagnostic tools and identifying the fault 2.3 Reviewing computer manuals and maintenance documents 2.4 Consulting appropriate person (if required) and identifying solution 2.5 Calculating and approving repairer replacement of hardware equipment cost from the appropriate person 2.6 Repairing or replacing faulty hardware equipment or software component 2.7 Testing Network activity 2.8 Updating network and computer maintenance and troubleshooting documents
3. Underpinning Attitudes	3.1 Cleanliness/tidiness 3.2 Commitment to occupational health and safety 3.3 Environmental concerns 3.4 Eagerness to learn 3.5 Timeliness and orderliness 3.6 Respect for rights of peers and seniors in workplace
4. Resource Implications	4.5 Workplace 4.6 Computer / Lap top / Tab 4.7 Internet 4.1 Different application software

Assessment Evidence Guide

1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 Updated network 1.2 Trouble shoot and maintained computer hardware and peripherals 1.3 Analyzed the problem scenarios 1.4 Identified fault using diagnostic tools 1.5 Identified appropriate solution 1.6 Repaired or replaced faulty hardware equipment or software component.
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2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Demonstration 2.3 Oral questioning 2.4 Workplace observation 2.5 Portfolio
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

End of Competency Standard

Assessment Guide

A Framework for Effective Assessment

IT Support Service

How to Use this Assessment Guide

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

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Assessment Guide

Section One: Objectives linked to Key Terms & Definitions

Define assessment.

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

Give an example of assessment.

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

What is the purpose of assessment?

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

What is Assessment based on?

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

Define the term "competency."

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

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

Describe what makes up a competency standard.

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

Define the term “Assessment tool.”

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

Describe the difference between Conventional Testing & Competency Based Assessment.

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

Describe briefly what makes up an assessment system.

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

Define the purpose of the Assessor role.

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

Note:

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

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

Planning an Assessment: What Needs to Happen?

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

Give some Assessor Requirements/Competencies.

Requirements/Competencies of an Assessor-

- The ability to use assessment tools to gather evidence effectively is essential, adjusting the language where necessary to reflect the language/literacy/numeracy levels of the workplace and not to exceed them in order to ensure learner understanding. This will also entail an ability to respond to learner needs such as responding to learner disability.

- The skill to develop specifications and practical tests, based on performance criteria, that provide evidence of competency that will fast track the assessment process.
- The ability to clearly demonstrate current industry skills and competencies relevant to the Standard.
- The Assessor is selected/appointed by Industry to act as an Assessor because of his proven competencies.
- Knows what needs to be done to assess the performance criteria
- Demonstrates a high level of expertise in the technical area to be examined
- Can provide constructive feedback

Define the challenges of the Assessor Role.

Assessor Role: Challenges

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

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

Assessment Basics: Need to Know Elements

- Assessment to be conducted by Industry Assessor selected by industry
- Industry assessor must be familiar with units of competency outlined in the course standards
- Industry Assessor should drafts specs that reflect industry requirements for trainees and that are based on critical aspects of competency
- Industry assessor is responsible for making final judgment of **competent** or **not yet competent**
- Trainer will assist industry assessor
- Trainees must demonstrate competence based on the units of competency outlined in the standards
- All resources related to units of competency must be made available prior to the assessment event, e.g., tools, equipment, materials

Describe the trainer's role in the assessment process.

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

Trainer ensures:

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

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

Principles of Assessment Table

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

Define the term "evidence."

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

State the different forms of evidence that can be collected.

Different forms of evidence that can be collected are-

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

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

Rules of Evidence Table

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

Describe the purpose of evidence gathering tools.

The Purpose of evidence gathering tools are-

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

State the use of the evidence guide.

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

State why assessment evidence is important.

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

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

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

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

Assessment Methods Table

Methods	Examples
Direct Observation of Candidate	Actual real-time activities in the workplace Work activities in a simulated workplace/training center
Questioning	Written questions; interviews; self-evaluation with questions; verbal questioning; questionnaires

Evidence compiled by Candidate	Portfolio; collection of work samples; products with supporting documentation; logbooks; information about life experience
Methods	Examples
Review of Product	Work samples and products; products as a result of a demonstration test/spec
Third Party Feedback	Reports/testimonials from Employers and Supervisors; evidence of training; interviews with Employers and Supervisors

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

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

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

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

Define the term “portfolio.”

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

What are some examples of Portfolio Evidence?

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

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

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

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

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

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

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

1. Select the Unit of Competency
2. Read the Unit of Competency

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

Describe the four dimensions of competency.

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

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

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

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

Assessment Guidelines

Section Two: Roles and Responsibilities

The Assessment System: Planning Guide for the Assessor

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

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

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

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

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

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

- Demonstration Checklist
- Observation Checklist
- Oral Questions Checklist

The duties of the Assessor include:

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

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

Roles and Responsibilities of Assessor

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

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

as the sequence of tasks that he must follow, and the fact that he will be closely observed as the tasks are performed.

4. After the Candidate has performed the task, the Assessor will provide feedback to the Candidate on his performance.

5. The responsibility on finally deciding whether or not the Candidate was Competent or Not Yet Competent belongs to the accredited Assessor.

6. At the conclusion of the assessment, the Assessor will provide feedback on whether or not the Candidate was Competent or Not Yet Competent. S/He will also share information on next steps. These next steps include where to obtain the certificate related to the assessment or, if unsuccessful, how to re-try for competency within a specified period of time.

Roles and Responsibilities of Trainer

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

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

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

Your duties include:

- **notifying** the Assessor and candidates of planned assessment events and their location
- **advising and assisting** the Assessor on planned assessment events
- **collecting** admission slips and signature sheets for assessment events
- **ensuring** all required forms and reporting mechanisms are in place and ready for distribution to the Assessor and to the Candidate
- **ensuring** all requisite forms are duly signed and forwarded to the SEIP Office, or certifying body

- **responding** to candidate queries and concerns such as re-assessment procedures
- **reconfiguring** workplace simulations so that candidates with disabilities are able to participate fully and without impediment
- **working** closely with the SEIP contact to ensure a successful assessment event

Roles and Responsibilities of Candidate

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

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

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

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

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

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

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

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

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

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

Section Three: Tools and Templates

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

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

Demonstration Checklist

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

Observation Checklist

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

Oral Questions Checklist

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

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

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

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

Feedback to Candidate:

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

Assessor Signature:	Date:
Candidate Signature:	Date:

EVIDENCE PLAN: Overall Summary

QUALIFICATION:				
Project-Based Assessment Title				
Units of competency covered				
Ways in which evidence will be collected: [tick the column]	Observation with Questioning	Demonstration with Questioning	Written Examination	Portfolio
The evidence must show that the candidate				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				

Assessor Job Sheet and Specifications (Spec) Form

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

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

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

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

1.	
2.	
3.	
4.	
5.	

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

Tools	Equipment	Materials

Assessor Name:

Date:

Competency Assessment Results

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

Assessment Unit	Competent	Not Yet Competent

Assessor's Recommendation and Comments:

Overall Assessment:

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

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

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

ASSESSMENT PLANNING CHECKLIST TOOL

Assessor's name:	
Date:	

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

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

Action to be taken on "No" responses:

General Guidelines for Effective Questioning

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

Recording responses

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

Recording sheet for oral questioning (template)

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

ASSESSOR GUIDE TO CONDUCTING COMPETENCY ASSESSMENTS

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

Assessor's Quick Start

1. Identify the Unit(s) of Competency from the Program Standard that you are going to assess.

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

Demonstration Checklist: Install Hardware Components

Candidate's name:	
Assessor's name:	
Qualification:	IT Support Service

Project-Based Assessment Title			
Units of competency covered:	Install Hardware Components		
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. Install PC power supply	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Connect front panel power switch, front or back panel USB port, status LEDs properly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Install hard disk, CD/DVD drive, floppy disk drive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Connect input and output units	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Select hard disk and CD/DVD interface	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Modify boot device sequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Install processor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Install RAM (memory)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Install other peripherals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation Checklist: Install Hardware Components

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Unit of Competency:	Install Hardware Components

Code:	SEIP-IT-ITS-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):		
	YES	NO
1. Install PC power supply		
2. Connect front panel power switch, front or back panel USB port, status LEDs properly		
3. Install hard disk, CD/DVD drive, floppy disk drive		
4. Connect input and output units		
5. Select hard disk and CD/DVD interface		
6. Modify boot device sequence		
7. Install processor		
8. Install RAM (memory)		
9. Install other peripherals		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Install Hardware Component

Candidate's name:	
Assessor's name:	
Date of Assessment:	

Assessment Venue:	
Unit of Competency:	Install Hardware Components
Reference Standard:	IT Support Service

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 three examples of expansion cards?		
2. What are some environmental concerns regarding hardware components?		
3. What is involved in modifying BIOS and CMOS settings?		
4. Can you identify at least four examples of peripheral devices?		
5. To what extent is occupational health and safety a concern?		
6. Can you describe a modified boot device sequence?		

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: Configure Software

Candidate's name:	
Assessor's name:	

Qualification:	IT Support Service		
Project-Based Assessment Title			
Units of competency covered:	Configure Software		
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. Collect and store PC software components according to user manual or guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Determine operating system components and define functionality of the components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify older or upgraded version of software components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Ensure that installed/updated software components function correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Partition hard disk correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Install required device driver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Install operating system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Upgrade older version of software component	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Configure and optimize operating system and its components according to workplace requirement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Install and configure utility software			

Observation Checklist: Configure Software

Candidate's name:	
Assessor's name:	
Date of Assessment:	

Unit of Competency:	Configure Software	
Code:	SEIP-IT-ITS-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):		
	YES	NO
1. Collect and store PC software components according to user manual or guidelines		
2. Determine operating system components and define functionality of the components		
3. Identify older or upgraded version of software components		
4. Ensure that installed/updated software components function correctly		
5. Partition hard disk correctly		
6. Install required device driver		
7. Install operating system		
8. Upgrade older version of software component		
9. Configure and optimize operating system and its components according to workplace requirement		
10. Install and configure utility software		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Configure Software

Candidate's name:	
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Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Configure Software
Reference Standard:	IT Support Service

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

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

Indicate Y or N in the box provided	YES	NO
1. Can you identify at least eight operating systems?		
2. How important is it to be familiar with user manuals?		
3. To what extent is it useful to be familiar with different operating software?		
4. What is involved in installing and configuring utility software?		
5. How important is communication with others in the workplace?		
6. What is involved in doing hard disk partition correctly?		

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: Work with Hardware and Software Application

Candidate's name:			
Assessor's name:			
Qualification:	IT Support Service		
Project-Based Assessment Title			
Units of competency covered:	Work with Hardware and Software Application		
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. Repair faulty hardware with the minimum disruption of the client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Maintain hardware components function	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Review software maintenance specification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Identify diagnosis procedure for fault detection and analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Identify fault/degradation of software performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Repair or replace faulty software with the minimum disruption of the client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Render hardware and software maintenance and support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Review and update maintenance document	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation Checklist: Work with Hardware and Software Application

Candidate's name:	
-------------------	--

Assessor's name:		
Date of Assessment:		
Unit of Competency:	Work with Hardware and Software Application	
Code:	SEIP-IT-ITS-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):		
	YES	NO
1. Repair faulty hardware with the minimum disruption of the client		
2. Review software maintenance specification		
3. Identify diagnosis procedure for fault detection and analysis		
4. Maintain hardware components function		
5. Identify fault/degradation of software performance		
6. Repair or replace faulty software with the minimum disruption of the client		
7. Render hardware and software maintenance and support services		
8. Review and update maintenance document		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Work with Hardware and Software Application

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Work with Hardware and Software Application
Reference Standard:	IT Support Service

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 a common diagnosis procedure for fault detection and analysis?		
2. How important is keeping a maintenance manual?		
3. How often should you communicate with the client?		
4. Is heat generation/energy consumption ever an issue? Why?		
5. What are four common hardware components?		
6. To what extent is occupational health and safety an issue?		

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: Perform Networking

Candidate's name:	
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Assessor's name:			
Qualification:	IT Support Service		
Project-Based Assessment Title			
Units of competency covered:	Perform Networking		
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. Monitor and document networks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Analyze collected information and devise network design plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assign Address to client machine (automatically or statically, e.g.: assign IP address, sub netmask statically in the case of TCP/IP protocol)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assess conflict of NIC (Network Interface Card)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Disable and enable NIC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Configure PC internet firewall to protect PC from unwanted packet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Configure Cisco devices- IOS Basics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Apply a Basic Configuration using Cisco IOS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Design, install, and configure SOHO networking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Maintain SOHO network security			

Observation Checklist: Perform Networking

Candidate's name:	
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Assessor's name:		
Date of Assessment:		
Unit of Competency:	Perform Networking	
Code:	SEIP-IT-ITS-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):		
	YES	NO
1. Monitor and document networks		
2. Analyze collected information and devise network design plan		
3. Assign Address to client machine (automatically or statically, e.g.: assign IP address, sub netmask statically in the case of TCP/IP protocol)		
4. Assess conflict of NIC (Network Interface Card)		
5. Disable and enable NIC		
6. Configure PC internet firewall to protect PC from unwanted packet		
7. Configure Cisco devices- IOS Basics		
8. Apply a Basic Configuration using Cisco IOS		
9. Design, install, and configure SOHO networking		
10. Maintain SOHO network security		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Perform Networking

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Perform Networking
Reference Standard:	IT Support Service

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. Why is configuring a PC internet firewall important?		
2. What is the purpose of network connectivity tools?		
3. Is a domain name always required?		
4. Why is it important to document a network address plan?		
5. What is involved in configuring and testing a network?		
6. Can you identify at least five kinds of networks?		

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: Maintain Network Computer Security

Candidate's name:			
Assessor's name:			
Qualification:	IT Support Service		
Project-Based Assessment Title			
Units of competency covered:	Maintain Network Computer Security		
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. Determine possible cause of infection from the analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Install anti-malware software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Start /activate malware guard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Back up important directory and files regularly and preserve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Take appropriate action if spam identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Update malware database of anti-malware software regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Download/collect and apply security updates of OS and other software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Use recovery disk if boot sector of standalone system is damaged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation Checklist: Maintain Network Computer Security

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Maintain Network Computer Security	
Code:	SEIP-IT-ITS-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):		
	YES	NO
1. Determine possible cause of infection from the analysis		
2. Install anti-malware software		
3. Start /activate malware guard		
4. Back up important directory and files regularly and preserve		
5. Take appropriate action if spam identified		
6. Update malware database of anti-malware software regularly		
7. Download/collect and apply security updates of OS and other software		
8. Use recovery disk if boot sector of stand-alone system is damaged		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Maintain Network Computer Security

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Maintain Network Computer Security
Reference Standard:	IT Support Service

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 done with infected files?		
2. What are some common types of spam?		
3. What is the appropriate action to take when spam is detected?		
4. What are some common types of destructive software?		
5. Giving examples, why is it important to back up important directories and files regularly?		
6. To what extent are passwords important and why?		

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: Perform Troubleshooting

Candidate's name:			
Assessor's name:			
Qualification:	IT Support Service		
Project-Based Assessment Title			
Units of competency covered:	Perform Troubleshooting		
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. Update network, computer maintenance, and troubleshooting documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Analyze the problem scenarios	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify fault using diagnostic tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Identify appropriate solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Repair or replace faulty hardware equipment or software component	<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: Perform Troubleshooting

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Perform Troubleshooting	
Code:	SEIP-IT-ITS-6-0	
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):		
	YES	NO
1. Update network, computer maintenance, and troubleshooting documents		
2. Analyze the problem scenarios		
3. Identify fault using diagnostic tools		
4. Identify appropriate solution		
5. Repair or replace faulty hardware equipment or software component		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Perform Troubleshooting

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Perform Troubleshooting
Reference Standard:	IT Support Service

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 methods are used to analyze problem scenarios?		
2. What diagnostic tools are employed to identify faults?		
3. To what extent is it necessary to approve repair/replacement of hardware equipment from the appropriate person before proceeding?		
4. What are common problem areas that often need repair?		
5. How important is it to review computer manuals and maintenance documents?		
6. How important is communication with the client in performing troubleshooting?		

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: