# COMPETENCY STANDARD

# Professional Digital Content Management

**Level: 03**

**(ICT Sector)**

**Competency Standard Code: CS-ICT-PDCM-L3-EN-V1**

**National Skills Development Authority**
**Prime Minister's Office**
**Government of the People's Republic of Bangladesh**

**Copyright**

National Skills Development Authority
Prime Minister's Office
Level: 10-11, Biniyog Bhaban,
E-6 / B, Agargaon, Sher-E-Bangla Nagar Dhaka-1207, Bangladesh.
Email: ec@nsda.gov.bd
Website: www.nsda.gov.bd.
National Skills Portal: http:\\skillsportal.gov.bd

This Competency Standard for Professional Digital Content Management is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing training consistent with the requirements of industry in order to meet the qualification of individuals who graduated through the established standard via competency-based assessment for a relevant job.

This document has been validated by NSDA in association with Information Communication Technology Sector ISC, industry representatives, academia, related specialist, trainer and related employee.

Public and private institutions may use the information contained in this standard for activities benefitting Bangladesh.

## Introduction

The NSDA aims to enhance an individual's employability by certifying completeness with skills. NSDA works to expand the skilling capacity of identified public and private training providers qualitatively and quantitatively. It also aims to establish and operationalize a responsive skills ecosystem and delivery mechanism through a combination of well-defined set of mechanisms and necessary technical supports.

Key priority economic growth sectors identified by the government have been targeted by NSDA to improve current job skills along with existing workforce to ensure required skills to industry standards. Training providers are encouraged and supported to work with industry to address identified skills and knowledge to enable industry growth and increased employment through the provision of market responsive inclusive skills training program. "Professional Digital Content Management" is selected as one of the priority occupations of Information Communication Technology Sector. This standard is developed to adopt a demand driven approach to training with effective inputs from Industry Skills Councils (ISC's), employer associations and employers.

Generally, a competency standard informs curriculum, learning materials, assessment and certification of trainees enrolled in Skills Training. Trainees who successfully pass the assessment will receive a qualification in the National Skills Qualification Framework (NSQF) under Bangladesh National Qualification Framework (BNQF) and will be listed on the NSDA's online portal.

This competency standard is developed to improve skills and knowledge in accordance with the job roles, duties and tasks of the occupation and ensure that the required skills and knowledge are aligned to industry requirements. A series of stakeholder consultations, workshops were held to develop this document.

The document also details the format, sequencing, wording and layout of the Competency Standard for an occupation which is comprised of Units of Competence and its corresponding Elements.

**Overview**

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

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

Competency standards are developed by a working group comprised of representative from NSDA, Key Institutions, ISC, and industry experts to identify the competencies required of an occupation in Informal Sector.

Competency standards describe the skills, knowledge and attitude needed to perform effectively in the workplace. CS acknowledge that people can achieve technical and vocational 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 institute or any combination of these.

Competency standards consist of a number of units of competency. A unit of competency describes a distinct work activity that would normally be undertaken by one person in accordance with industry standards.

Units of competency are documented in a standard format that comprises of:
- unit title
- nominal duration
- unit code
- unit descriptor
- elements and performance criteria
- variables and range statement
- curricular content guide
- assessment evidence guides

Together, all the parts of a unit of competency:
- describe a work activity
- guide the assessor to determine whether the candidate is competent or not yet competent

The ensuing sections of this document comprise of a description of the relevant occupation, trade or job with all the key components of a unit of competency, including:
- a chart with an overview of all Units of Competency for the relevant occupation, trade or job including the Unit Codes and the Unit of Competency titles and corresponding Elements
- the Competency Standard that includes the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide and Assessment Evidence Guide.

# Competency Standards for National Skills Certificate – Level-3 in Professional Digital Content Management in ICT Sector

## Level Descriptors of NSQF (BNQF 1-6)

| Level & Job Classification | Knowledge Domain | Skills Domain | Responsibility Domain |
|---|---|---|---|
| 6-Mid-Level Manager/ Sub Assistant Engineer | Comprehensive actual and theoretical knowledge within a specific work or study area with an awareness of the validity and limits of that knowledge, able to analyse, compare, relate and evaluate. | Specialised and wider range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems. Communicate professional issues and solutions to the team and to external partners/users. | Work under broad guidance and self-motivation to execute strategic and operational plan/s. Lead lower-level management. Diagnose and resolve problems within and among work groups. |
| 5-Supervisor | Broad knowledge of the underlying, concepts, principles, and processes in a specific work or study area, able to scrutinize and break information into parts by identifying motives or causes. | Broad range of cognitive and practical skills required to generate solutions to specific problems in one or more work or study areas. Communicate practice-related problems and possible solutions to external partners. | Work under guidance of management and self-direction to resolve specific issues. Lead and take responsibility for the work and actions of group/team members. Bridge between management. |
| 4-Highly Skilled Worker | Broader knowledge of the underlying, concepts, principles, and processes in a specific work or study area, able to solve problems to new situations by comparing and applying acquired knowledge. | A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information. Communicate using technical terminology and IT technology with partners and users as per workplace requirements. | Work under minimal supervision in specific contexts in response to workplace requirements. Resolve technical issues in response to workplace requirements and lead/guide a team/ group. |
| 3-Skilled Worker | Moderately broad knowledge in a specific work or study area, able to perceive ideas and abstract from drawing and design according to workplace requirements. | Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools. Communicate with his team and limited external partners upholding the values, nature and culture of the workplace | Work or study under supervision with considerable autonomy. Participate in teams and responsible for group coordination. |
| 2-Semi Skilled Worker | Basic understanding of underpinning knowledge in a specific work or study area, able to interpret and apply common occupational terms and instructions. | Skills required to carry out simple tasks, communicate with his team in the workplace presenting and discussing results of his work with required clarity. | Work or study under supervision in a structured context with limited scope of manipulation |
| 1 –Basic Skilled Worker | Elementary understanding of ability to interpret the underpinning knowledge in a specific study area, able to interpret common occupational terms and instructions. | Specific Basic skills required to carry out simple tasks. Interpret occupational terms and present the results of own work within guided work environment/ under supervision. | Work under direct supervision in a structured context with limited range of responsibilities. |

**List of Abbreviations**

| General | |
|---------|---|
| NSDA | National Skills Development Authority |
| BMET | Bureau of Manpower Employment and Training |
| ILO | International Labor Organization |
| ISC | Industry Skills Council |
| NPVC | National Pre-Vocation Certificate |
| NSQF | National Skills Qualifications Framework |
| PPP | Public Private Partnership |
| SCVC | Standards and Curriculum Validation Committee |
| SEIP | Skills for Employment Investment Program |
| STP | Skills Training Provider |
| UoC | Unit of Competency |
| OSH | Occupational Health and Safety |
| HACCP | Hazard Analysis and Critical Control Points |
| SOP | Standard Operating Procedures |
| PPE | Personal Protective Equipment |
| PDCM | Professional Digital Content Management |
| IVR | Interactive Voice Response |
| SMS | Short Message Service |
| MFS | Mobile Financial Service |
| SEO | Search Engine Optimization |
| VAS | Value-added Services |
| CMS | Content Management System |
| USSD | Unstructured Supplementary Service Data |
| COD | Cash on Delivery |

**Approval of Competency Standard**

Approved By
21<sup>st</sup> Authority Meeting of NSDA Held on 19.09.2022

Md. Saniul Ferdous
Deputy Director (Admin)
National Skills Development Authority
Prime Min -

Deputy Director (Admin)
and
Officer of Secretarial Duties for Authority Meeting
National Skills Development Authority

# Contents

# Competency Standards for National Skill Certificate – 3 in Professional Digital Content Management in ICT Sector

## Course Structure

| SL | Unit Code and Title | | UoC Level | Nominal Duration (Hours) |
|---|---|---|---|---|
| **Generic Units of Competencies** | | | | **85** |
| 1. | GU-02-L2-V1 | Apply occupational health and safety (OHS) practice in the workplace | 2 | 15 |
| 2. | GU-05-L3-V1 | Carry out Workplace Interaction in English | 3 | 15 |
| 3. | GU-06-L3-V1 | Apply Basic IT Skills | 3 | 20 |
| 4. | GU-08-L2-V1 | Work in a Team Environment | 2 | 20 |
| 5. | GU-11-L3-V1 | Make a Presentation | 3 | 15 |
| **Sector Specific Units of Competencies** | | | | **30** |
| 6. | SU-ICT-05-L3-V1 | Comply with ethical standards in the ICT workplace | 3 | 15 |
| 7. | SU-ICT-06-L3-V1 | Apply soft skills in customer service | 3 | 15 |
| **Occupation Specific Units of Competencies** | | | | **200** |
| 8. | OU-ICT-PDCM-01-L3-V1 | Interpret the Concept of Professional Digital Content Management | 3 | 35 |
| 9. | OU-ICT-PDCM-02-L3-V1 | Develop Digital Contents | 3 | 70 |
| 10. | OU-ICT-PDCM-03-L3-V1 | Implement Digital Services | 3 | 35 |
| 11. | OU-ICT-PDCM-04-L3-V1 | Perform Basic Digital Marketing | 3 | 60 |
| **Total Nominal Learning Hours** | | | | **315** |

## Units & Elements at Glance

## Generic Units of Competencies

| SL | Code | Unit of competency | Elements of Competency | Duration (hours) |
|---|---|---|---|---|
| 1. | GU-02-L2-V1 | Apply Occupational Safety and Health (OSH) Procedure in the Workplace | 1. Identify OSH policies and procedures<br>2. Follow OSH procedure<br>3. Report hazards and risks<br>4. Respond to emergencies<br>5. Maintain personal well-being | 15 |
| 2. | GU-05-L3-V1 | Carry out Workplace Interaction in English | 1. Interpret workplace communication and etiquette<br>2. Read and understand workplace documents<br>3. Participate in workplace meetings and discussions<br>4. Apply professional ethics at work | 15 |
| 3. | GU-08-L3-V1 | Apply basic IT skills | 1. Identify IT tools.<br>2. Use computer.<br>3. Work with word processing application.<br>4. Work with spreadsheet.<br>5. Access email and search the internet. | 20 |
| 4. | GU-08-L2-V1 | Work in a Team Environment | 1. Define team role and scope<br>2. Identify individual role and responsibility<br>3. Participate in team discussions<br>4. Work as a team member | 20 |
| 5. | GU-11-L3-V1 | Make a Presentation | 1. Prepare written presentation<br>2. Identify interview techniques<br>3. Prepare official presentation | 15 |
| **Total hours** | | | | **85** |

## Sector Specific Units of Competencies

| SL | Code | Unit of competency | Elements of Competency | Duration (hours) |
|---|---|---|---|---|
| 1 | SU-ICT-05-L3-V1 | Comply to Ethical Standards in the ICT Workplace | 1. Uphold the requirements of clients<br>2. Deliver quality products and services<br>3. Maintain professionalism at workplace<br>4. Maintain workplace code of conduct. | 15 |
| 2 | SU-ICT-06-L3-V1 | Apply Soft Skills in Customer Service | 1. Interpret the interests of clients<br>2. Deliver quality products and services<br>3. Apply professionalism at work<br>4. Comply workplace code of conduct | 15 |
| **Total hours** | | | | **30** |

## Occupation-Specific Units of Competencies

| SL | Code | Unit of competency | Elements of competency | Duration (hours) |
|---|---|---|---|---|
| 1. | OU-ICT-PDCM-01-L3-V1 | Interpret the Concept of Professional Digital Content Management | 1. Describe the concept of professional digital content management<br>2. Interpret digital platforms<br>3. Identify content development tools | 35 |
| 2. | OU-ICT-PDCM-02-L3-V1 | Develop Digital Contents | 1. Apply text content development tools<br>2. Apply graphic content development tools<br>3. Apply audio content development tools<br>4. Use video content development tools | 70 |
| 3. | OU-ICT-PDCM-03-L3-V1 | Implement Digital Services | 1. Comprehend digital services<br>2. Work with video content publishing platform<br>3. Interpret mobile financial service (MFS)<br>4. Paraphrase e - commerce<br>5. Interpret social media | 35 |
| 4. | OU-ICT-PDCM-04-L3-V1 | Perform Basic Digital Marketing | 1. Comprehend digital marketing<br>2. Apply basic search engine optimization (SEO) | 60 |

| | | | 3. Perform e-mail marketing<br>4. Perform mobile marketing | |
|---|---|---|---|---|
| | **Total Nominal Hours** | | | **215** |

# Generic Units of Competencies

| Unit Code and Title | **GU-02-L2-V1: Apply Occupational Safety and Health (OSH) Procedure in the Workplace** |
|---|---|
| Unit Descriptor | This unit covers the knowledge, skills and attitudes required to apply occupational safety and health (OSH) procedure in the workplace. <br><br> It specifically includes the task of identifying OSH policies and procedures, following OSH procedure, reporting hazards and risks, responding to emergencies and maintaining personal well-being. |
| Nominal Hours | **15 Hours** |
| **Elements of Competency** | **Performance Criteria** <br> **Bold & Underlined** terms are elaborated in the Range of Variables |
| 1. Identify OSH policies and procedures | 1.1. **OSH policies** and **safe operating procedures** are accessed and stated <br> 1.2. **Safety signs and symbols** are identified and followed <br> 1.3. Emergency response, evacuation procedures and other contingency measures are determined according to workplace requirements |
| 2. Follow OSH procedure | 2.1 **Personal protective equipment (PPE)** is selected and collected as required <br> 2.2 Personal protective equipment (PPE) is correctly used in accordance with organization OSH procedures and practices <br> 2.3 A clear and tidy workplace is maintained as per workplace standard <br> 2.4 PPE is maintained to keep them operational and compliant with OSH regulations |
| 3. Report hazards and risks | 3.1 **Hazards** and risks are identified, assessed and controlled <br> 3.2 Incidents arising from hazards and risks are reported to designated authority |
| 4. Respond to emergencies | 4.1 Alarms and warning devices are responded <br> 4.2 Workplace **emergency procedures** are followed <br> 4.3 **Contingency measures** during workplace accidents, fire and other emergencies are recognized and followed in accordance with organization procedures <br> 4.4 First aid procedures are applied during emergency situations |
| 5. Maintain personal well-being | 5.1 OSH policies and procedures are adhered to OSH awareness programs are participated in as per workplace guidelines and procedures. |

| | |
|---|---|
| | 5.2 Corrective actions are implemented to correct unsafe condition in the workplace |
| | 5.3 **"Fit to work" records** are updated and maintained according to workplace requirements |

**Range of Variables**

| Variables | **Range** (may include but not limited to): |
|---|---|
| 1. OSH policies | 1.1. Bangladesh standards for OSH<br>1.2. Fire Safety Rules and Regulations<br>1.3. Code of Practice<br>1.4. Industry Guidelines |
| 2. Safe operating procedures | 2.1 Orientation on emergency exits, fire extinguishers, fire escape, etc.<br>2.2 Emergency procedures<br>2.3 First Aid procedures<br>2.4 Tagging procedures<br>2.5 Use of PPE<br>2.6 Safety procedures for hazardous substances |
| 3. Safety signs and symbols | 3.1 Direction signs (exit, emergency exit, etc.)<br>3.2 First aid signs<br>3.3 Danger Tags<br>3.4 Hazard signs<br>3.5 Safety tags<br>3.6 Warning signs |
| 4. Personal Protective Equipment (PPE) | 4.1 Gas Mask<br>4.2 Gloves<br>4.3 Safety boots<br>4.4 Face mask<br>4.5 Overalls<br>4.6 Goggles and safety glasses<br>4.7 Sun block<br>4.8 Chemical/Gas detectors |
| 5. Hazards | 5.1 Chemical hazards<br>5.2 Biological hazards<br>5.3 Physical Hazards<br>5.4 Mechanical and Electrical Hazard<br>5.5 Mental hazard<br>5.6 Ergonomic hazard |
| 6. Emergency procedures | 6.1 Fire fighting<br>6.2 Earthquake<br>6.3 Medical and first aid |

| | 6.4 | Evacuation |
|---|---|---|
| 7. Contingency measures | 7.1 | Evacuation |
| | 7.2 | Isolation |
| | 7.1 | Decontamination |
| 8. "Fit to Work" records | 8.1 | Medical Certificate every year |
| | 8.2 | Accident reports, if any |
| | 8.3 | Eye vision certificate |

**Evidence Guide**

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

| | |
|---|---|
| 1. Critical aspects of competency | Assessment required evidence that the candidate: |
| | 1.1 stated OSH policies and safe operating procedures |
| | 1.2 followed safety signs and symbols |
| | 1.3 used personal protective equipment (PPE) |
| | 1.4 maintained workplace clear and tidy |
| | 1.5 assessed and Controlled hazards |
| | 1.6 followed emergency procedures |
| | 1.7 followed contingency measures |
| | 1.8 implemented corrective actions |
| 2. Underpinning knowledge | 2.1 Define OSH |
| | 2.2 OSH Workplace Policies and Procedures |
| | 2.3 Work safety procedures |
| | 2.4 Emergency procedures |
| | 2.5 Hazard control procedure |
| | 2.6 Different types of hazards |
| | 2.7 PPE and there uses |
| | 2.8 Personal hygiene practices |
| | 2.9 OSH awareness |
| 3. Underpinning skills | 3.1 Accessing OSH policies |
| | 3.2 Using of PPE |
| | 3.3 Handling cleaning tools and equipment |
| | 3.4 Writing report |
| | 3.5 Responding to emergency procedures |
| 4. Required attitude | 4.1 Commitment to occupational health and safety |
| | 4.2 Sincere and honest to duties |
| | 4.3 Promptness in carrying out activities |
| | 4.4 Environmental concerns |
| | 4.5 Eagerness to learn |
| | 4.6 Tidiness and timeliness |
| | 4.7 Respect of peers and seniors in workplace |
| | 4.8 Communicate with peers and seniors in workplace |

| | | |
|---|---|---|
| 5. Resource implications | 5.1 | Workplace |
| | 5.2 | Equipment and outfits appropriate in applying safety measures |
| | 5.3 | Tools, equipment, materials and documentation required |
| | 5.4 | OSH Policies and Procedures |
| 6. Methods of assessment | Competency should be assessed by: | |
| | 6.1 | Written test |
| | 6.2 | Demonstration |
| | 6.3 | Oral questioning |
| 7. Context of assessment | 7.1 | Competency assessment must be done in NSDA accredited assessment centre |
| | 7.2 | Assessment should be done by a NSDA certified/nominated assessor |

**Accreditation Requirements**

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

| Unit Code and Title | **GU-05-L3-V1: Carry out Workplace Interaction in English** |
|---|---|
| **Unit Descriptor** | This unit covers the knowledge, skills and attitudes required to carry out workplace interaction in english. It specifically includes the task of interpreting workplace communication and etiquette, reading and understanding workplace documents, participating in workplace meetings and discussions and applying professional ethics at work. |
| **Nominal Hours** | **15 Hours** |
| **Elements of Competency** | **Performance Criteria**<br>**Bold & Underlined** terms are elaborated in the Range of Variables |
| 1. Interpret workplace communication and etiquette | 1.1. Workplace code of conducts are interpreted as per organisational guidelines.<br><br>1.2. Appropriate lines of communication are maintained with supervisors and colleagues.<br><br>1.3. Workplace interactions are conducted in a **courteous manner** to gather and convey information.<br><br>1.4. **Workplace procedures and matters** are comprehended. |
| 2. Read and understand workplace documents | 2.1 Workplace documents are interpreted correctly.<br>2.2 Visual information/symbols/signage are understood correctly and followed.<br>2.3 Specific and relevant information are accessed from **appropriate sources.**<br>2.4 Appropriate medium is used to transfer information and ideas. |
| 3. Participate in workplace meetings and discussions | 3.1 Team meetings are attended on time and.<br>3.2 Meeting procedures and etiquette are followed.<br>3.3 Active participation is ensured, opinions are expressed and heard.<br>3.4 Inputs are provided and interpreted in line with the meeting purpose. |
| 4. Apply professional ethics at work | 4.1 Responsibilities as a team member are performed.<br>4.2 Tasks are performed in accordance with workplace procedures.<br>4.3 Confidentiality is maintained.<br>4.4 Inappropriate and conflicting situations are avoided. |
| **Range of Variables** | |
| **Variables** | **Range** (may include but not limited to): |
| 1. Courteous manner | 1.1. Effective questioning<br>1.2. Active listening<br>1.3. Speaking skills<br>1.4. writing skill<br>1.5. Email etiquette |

| 2. Workplace procedures and matters | 2.1 Notes |
| | 2.2 Arranging a meeting |
| | 2.3 Agenda |
| | 2.4 Simple reports such as progress and incident reports |
| | 2.5 Job sheets |
| | 2.6 Operational manuals |
| | 2.7 Brochures and promotional material |
| | 2.8 Visual and graphic materials |
| | 2.9 Standards |
| | 2.10 OHS information |
| | 2.11 Signs |
| 3. Appropriate sources | 3.1 HR department |
| | 3.2 Managers |
| | 3.3 Supervisors |
| | 3.4 MIS |

**Evidence Guide**

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

| 1. Critical aspects of competency | Assessment required evidence that the candidate: |
| | 1.1. interpreted workplace communication and etiquette |
| | 1.2. interpreted workplace instructions and symbols |
| | 1.3. performed active participation on workplace meetings |
| 2. Underpinning knowledge | 2.1 workplace communication and etiquette |
| | 2.2 workplace documents, signs and symbols |
| | 2.3 meeting procedure and etiquette |
| | 2.4 professional ethics |
| 3. Underpinning skills | 3.1 demonstrating workplace communication and etiquette |
| | 3.2 interpreting workplace instructions and symbols |
| | 3.3 demonstrating active participation on workplace meeting |
| | 3.4 practicing professional ethics at work |
| 4. Underpinning attitudes | 4.1 Prompt in carrying out activities |
| | 4.2 Tidy and punctual |
| | 4.3 Respectful of peers, subordinates and seniors in the workplace |
| | 4.4 Concerned about the work environment |
| | 4.5 Sincere and honest concerning duties |
| 5. Resource implications | The following resources must be provided: |
| | 5.1 Workplace procedure |
| | 5.2 Materials relevant to the proposed activity |
| | 5.3 Course material |
| | 5.4 Projector |
| | 5.5 Relevant specifications or work instructions |
| 6. Methods of assessment | Competency should be assessed by: |
| | 6.1 Written test |
| | 6.2 Demonstration |

| | 6.3 Oral Questioning |
| | 6.4 Portfolio |
|---|---|
| 7. Context of assessment | 7.1 Competency assessment must be done in NSDA accredited assessment centre |
| | 7.2 Assessment should be done by a NSDA certified/nominated assessor |

**Accreditation Requirements**

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

| Unit Code and Title | **GU-08-L3-V1: Apply basic IT skills** |
|---|---|
| **Unit descriptor** | This unit covers the basic knowledge, skills and attitudes required to apply basic IT skills. It specifically includes identifying IT tools, using computer, working with word processing application, working with spreadsheet, accessing email and searching the internet. |
| **Nominal Hours** | 20 Hours |
| **Elements of Competency** | **Performance Criteria**<br>**Bold & Underlined** terms are elaborated in the Range of Variables<br>Training Components |
| 1. Identify IT tools | 1.1 Context of IT is interpreted.<br>1.2 Commonly used **IT tools** are identified and interpreted. |
| 2. Use computer | 2.1 Basic parts of a computer are identified.<br>2.2 Turning on and off technique of a computer is performed.<br>2.3 Working environment of operating system is interpreted.<br>2.4 Simple trouble-shooting techniques are performed. |
| 3. Work with word processing application | 3.1 Word processing application is operated.<br>3.2 Basic typing technique is performed.<br>3.3 Word processing techniques are applied.<br>3.4 Personal CV writing is practiced.<br>3.5 Saving and retrieving technique of a document are applied. |
| 4. Work with spreadsheet | 4.1 Spread sheet working environment is interpreted.<br>4.2 Data entry on spread sheet is performed.<br>4.3 **Data manipulation techniques** are applied.<br>4.4 A sample spread sheet document is created. |
| 5. Access email and search the internet | 5.1 Use of email account in online environment is interpreted.<br>5.2 Writing and sending emails is practiced.<br>5.3 Different **browsers** are identified to work online.<br>5.4 Browsing on different web portals is practiced. |
| **Range of Variables** | |
| **Variables** | **Range** (may include but not limited to) |
| 1. IT tools | 1.1 Phone<br>1.2 Cell phone<br>1.3 Tabs<br>1.4 Radio<br>1.5 Television<br>1.6 Computers, laptops, notebooks<br>1.7 Internet<br>1.8 Software<br>1.9 Satellite |
| 2. Data manipulation techniques | 2.1 Sum<br>2.2 Average<br>2.3 Count<br>2.4 Max<br>2.5 Min<br>2.6 If<br>2.7 Sort |

| | |
|---|---|
| | 2.8   Fill |
| | 2.9   Header |
| | 2.10 Footer |
| | 2.11 Print |
| 3.   Browsers | 3.1   Internet explorer |
| | 3.2   Firefox |
| | 3.3   Google chrome |
| | 3.4   Opera |
| | 3.5   Safari |
| | 3.6   Omniweb |
| | 3.7   Microsoftedge |

Evidence guides
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the unit of competency.

| | |
|---|---|
| 1.Critical aspects of competency | Assessment required evidence that the candidate:<br><br>1.1  identified commonly used IT tools<br>1.2  performed simple trouble-shooting with computer<br>1.3  performed typing on word processing software, saved and retrieved documents<br>1.4  performed data entry with spreadsheet<br>1.5  used email account for different online purposes |
| 2.Underpinning knowledge | 2.1  IT and IT tools<br>2.2  Computer trouble-shooting<br>2.3  Techniques to access internet |
| 3.Underpinning skills | 3.1  Demonstrating simple trouble-shooting with computer<br>3.2  Demonstrating typing on word processing software<br>3.3  Demonstrating data entry with spreadsheet<br>3.4  Open email account and use it for different purposes |
| 4.Underpinning attitudes | 4.1  Active on teamwork<br>4.2  Prompt in carrying out activities<br>4.3  Tidy and punctual<br>4.4  Respectful of peers, subordinates and seniors in the workplace<br>4.5  Sincere and honest concerning duties |
| 5.Resource implications | 5.1  The following resources must be provided:<br>5.2  Workplace (simulated or actual)<br>5.3  IT tools<br>5.4  Computers with word processing application<br>5.5  Internet connection<br>5.6  Presentations<br>5.7  Learning manuals |
| 6.Methods of assessment | Methods of assessment may include but not limited to:<br><br>6.1  Written test<br>6.2  Demonstration<br>6.3  Oral questioning |

| 7.Context of assessment | 7.1 | Competency assessment must be done in NSDA accredited center. |
| | 7.2 | Assessment should be done by NSDA certified/ nominated assessor. |

**Accreditation Requirements**

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

| Unit Code and Title | **GU-08-L2-V1: Work in a Team Environment** |
|---|---|
| **Unit Descriptor** | This unit covers the knowledge, skills and attitudes required to work in a team environment.<br>It specifically includes the task of defining team role and scope, identifying individual role and responsibility, participating in team discussions and working as a team member. |
| **Nominal Hours** | **20 Hours** |
| **Elements of Competency** | **Performance Criteria**<br>**Bold & Underlined** terms are elaborated in the Range of Variables |
| 1. Define team role and scope | 1.1. Role and objectives of the team are defined<br>1.2. Team structure, responsibilities and reporting relations are identified from team discussions and other external sources |
| 2. Identify individual role and responsibility | 2.1 Individual roles and responsibilities of **team members** are identified<br>2.2 Reporting relationships among team members are defined and clarified<br>2.3 Reporting relationships external to the team are defined and clarified |
| 3. Participate in team discussions | 3.1 Ideas related to team plans are contributed<br>3.2 Recommendations for improving team work are put forward |
| 4. Work as a team member | 4.1 Effective forms of communication are used to interact with team members<br>4.2 Communication channels are followed<br>4.3 OHS practices are followed |
| **Range of Variables** | |
| **Variables** | **Range** (may include but not limited to): |
| 1. Team Members | 1.1 Coach/mentor<br>1.2 Supervisor/Manager<br>1.3 Peers/Colleagues<br>1.4 Employee representative |
| **Evidence Guide**<br>The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency | |
| 1. Critical aspects of competency | Assessment required evidence that the candidate:<br>1.1 demonstrated knowledge in working in a team environment.<br>1.2 satisfied the requirements mentioned in the<br>1.3 Performance Criteria and Range of Variables |

| | |
|---|---|
| 2. Underpinning knowledge | 2.1 Team structure, role and responsibility |
| | 2.2 Individual members' roles and responsibilities |
| | 2.3 Communication flow and reporting structures |
| | 2.4 Team planning |
| | 2.5 Interpersonal communication skills |
| | 2.6 Team meeting procedures |
| | 2.7 OHS practices |
| 3. Underpinning skills | 3.1 Identifying the role and responsibility of the team |
| | 3.2 Identifying roles and responsibilities of individual members |
| | 3.3 Participating in team discussions |
| | 3.4 Working as a team member |
| 4. Required attitude | 4.1 Commitment to occupational health and safety |
| | 4.2 Sincere and honest to duties |
| | 4.3 Promptness in carrying out activities |
| | 4.4 Environmental concerns |
| | 4.5 Eagerness to learn |
| | 4.6 Tidiness and timeliness |
| | 4.7 Respect of peers and seniors in workplace |
| | 4.8 Communicate with peers and seniors in workplace |
| 5. Resource implications | 5.1 Pens |
| | 5.2 Telephone |
| | 5.3 Computer |
| | 5.4 Writing materials |
| | 5.5 Online communication |
| 6. Methods of assessment | Competency should be assessed by: |
| | 6.1 Written test |
| | 6.2 Demonstration |
| | 6.3 Oral questioning |
| 7. Context of assessment | 7.1 Competency assessment must be done in NSDA accredited assessment centre |
| | 7.2 Assessment should be done by a NSDA certified/nominated assessor |

**Accreditation Requirements**

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

| Unit Code and Title | **GU-11-L3-V1: Make a Presentation** |
|---|---|
| **Unit descriptor** | This unit covers the skills, knowledge and attitudes required to make a presentation. It specifically includes the task of preparing a written presentation, identifying interview techniques and preparing official presentation. |
| **Nominal Hours** | 15 Hours |
| **Elements of Competency** | **Performance Criteria**<br>**Bold & Underlined** terms are elaborated in the Range of Variables Training Components |
| 1. Prepare written presentation | 1.1  Personal written presentation matters and requirements are identified.<br>1.2  Standard resume writing techniques are identified and applied.<br>1.3  Standard coverletter points are clearly explained and utilized.<br>1.4  Portfolio is created on professional social media. |
| 2. Identify interview techniques | 2.1  **Types of interviews** are identified and explained.<br>2.2  Interview techniques are identified and described.<br>2.3  Steps to prepare for interview are identified and employed.<br>2.4  Interview phases are identified and recognized. |
| 3. Prepare official presentation | 3.1  **Presentation media** is identified.<br>3.2  Presentation plan is outlined.<br>3.3  Presentation is prepared. |
| **Range of Variables** | |
| **Variables** | **Range** (may include but not limited to) |
| 1. Types of interviews | 1.1   Written<br>1.2   Oral<br>    1.2.1.  One-on-one<br>    1.2.2. Group<br>    1.2.3. Telephone<br>    1.2.4.<br>1.3   Online<br>1.4   Demonstration |
| 2. Presentation media | 2.1   Board<br>2.2   Poster paper<br>2.3   Slides<br>2.4   Photographs<br>2.5   Audio<br>2.6   Video<br>2.7   Website |
| Evidence guides<br>The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the unit of competency. | |
| 1. Critical aspects of competency | Assessment must evidence that the candidate:<br>1.1    created personal written presentation<br>1.2    applied different techniques to interview<br>1.3    prepared official presentation |

| 2. Underpinning knowledge | 2.1 Curriculum Vitae/Resume<br>2.2 Coverletter<br>2.3 Presentation media |
|---|---|
| 3. Underpinning skills | 3.1 Create personal written presentation<br>3.2 Identify interview techniques<br>3.3 Prepare for different types of interviews<br>3.4 Develop official presentation |
| 4. Underpinning attitudes | 4.1 Active on teamwork<br>4.2 Prompt in carrying out activities<br>4.3 Tidy and punctual<br>4.4 Respectful of peers, subordinates and seniors in the workplace<br>4.5 Sincere and honest concerning duties |
| 5. Resource implications | 5.1 The following resources must be provided:<br>5.2 Workplace (simulated or actual)<br>5.3 IT tools<br>5.4 Computers with word processing application<br>5.5 Internet connection<br>5.6 Presentations<br>5.7 Learning manuals |
| 6. Methods of assessment | Methods of assessment may include but not limited to:<br>6.1 Written test<br>6.2 Demonstration<br>6.3 Oral questioning |
| 7. Context of assessment | 7.1 Competency assessment must be done in NSDA accredited center.<br>7.2 Assessment should be done by NSDA certified/ nominated assessor. |

**Accreditation Requirements**

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

# Sector Specific Units of Competencies

| Unit Code and Title | **SU-ICT-05-L3-V1: Comply to Ethical Standards in the ICT Workplace** |
|---|---|
| **Unit Descriptor** | This unit covers the knowledge, skills and attitudes required to comply to ethical standards in the ICT workplace. It specifically includes upholding the requirements of clients, delivering quality products and services, maintaining professionalism at workplace, and maintaining workplace code of conduct. |
| **Nominal Hours** | **15 Hours** |
| **Elements of Competency** | **Performance Criteria** <br> **Bold and Underlined** terms are elaborated in the Range of Variables |
| 1. Uphold the requirements of clients | 1.1 Clients' requirements are identified. <br> 1.2 Confidentiality of information is maintained in accordance with workplace policies / organizational policies/ national legislation. <br> 1.3 Potential conflicts of interest are identified and involved parties of potential conflicts are notified. <br> 1.4 Proprietary rights of client/customer is asserted. |
| 2. Deliver quality products and services | 2.1. Products and services are provided according to the clients' requirements. <br> 2.2. Work is completed as per standards. <br> 2.3. Quality processes are implemented when developing products and services. |
| 3. Maintain professionalism at workplace | 3.1 Work processes are delivered as per standards. <br> 3.2 Skills, knowledge and qualifications are presented in a professional manner. <br> 3.3 Services and products developed by self and others are delivered as per workplace standard. <br> 3.4 Unbiased and objective information are provided to clients. <br> 3.5 Realistic estimates for time, cost and delivery of outputs are presented during negotiation. |
| 4. Maintain workplace code of conduct. | 4.1 Workplace code of conduct are interpreted <br> 4.2 Workplace code of conduct is followed. |

**Range of variables**

| Variables | **Range** (may include but not limited to): |
|---|---|

**Evidence Guide**

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

| | |
|---|---|
| 1. Critical aspects of competency | Assessment required evidence that the candidate:<br>1.1  asserted proprietary rights of client/customer.<br>1.2  completed work to industry and international standards.<br>1.3  implemented quality processes when developing products and services.<br>1.4  delivered services and products developed by self and others.<br>1.5  provided unbiased and objective information to clients.<br>1.6  followed workplace code of conduct. |
| 2. Underpinning knowledge | 2.1.  Corporate code of confidentiality of information<br>2.2.  organizational policies, national legislation and workplace policies in relation to IT sector<br>2.3.  Law and regulations pertaining to proprietary rights<br>2.4.  Quality processes for products and services<br>2.5.  Procedure of provided to client information<br>2.6.  Method of estimating for time, cost and delivery products and services<br>2.7.  Workplace code of conduct in IT sector |
| 3. Underpinning Skills | 3.1.  Upholding confidentiality of information in accordance with organizational policies, national legislation and workplace policies<br>3.2.  Asserting proprietary rights of client/customer<br>3.3.  Completing work in accordance with industry and international standards<br>3.4.  Implementing quality processes when developing products and services<br>3.5.  Delivering correctly services and products developed by self and others<br>3.6.  Providing unbiased and objective information are to clients.<br>3.7.  Presenting realistic estimates for time, cost and delivery of outputs during negotiation<br>3.8.  Following workplace code of conduct |
| 4. Underpinning Attitudes | 4.1  Commitment to occupational health and safety<br>4.2  Promptness in carrying out activities<br>4.3  Sincere and honest to duties<br>4.4  Environmental concerns<br>4.5  Eagerness to learn<br>4.6  Tidiness and timeliness<br>4.7  Respect for rights of peers and seniors in workplace<br>4.8  Communication with peers and seniors in workplace. |
| 5. Resource Implications | The following resources must be provided:<br>5.1  Relevant tools, Equipment, software and facilities needed to perform the activities.<br>5.2  Required learning materials. |

| | |
|---|---|
| 6. Methods of Assessment | 6.1 Written Test<br>6.2 Demonstration<br>6.3 Oral Questioning |
| 7. Context of Assessment | 7.1. Competency assessment must be done in NSDA accredited center.<br>7.2. Assessment should be done by NSDA certified/ nominated assessor |

**Accreditation Requirements**

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

| Unit Code and Title | **SU-ICT-06-L3-V1: Apply Soft Skills in Customer Service** |
|---|---|
| **Unit Descriptor** | This unit covers the knowledge, skills and attitudes required to apply soft skills in customer service. It specifically includes the tasks of interpreting the interests of clients, delivering quality products and services, applying professionalism at work and complying workplace code of conduct |
| **Nominal Hours** | **15 Hours** |
| **Elements of Competency** | **Performance Criteria** <br> **Bold and underlined** terms are elaborated in the Range of Variables |
| 1. Interpret the interests of clients | 1.1 Client's view is interpreted and respected. <br> 1.2 Confidentiality of information is upheld in accordance with organizational policies, national legislation and workplace policies. <br> 1.3 Potential conflicts of interests are identified and informed to proper authority. |
| 2. Deliver quality products and services | 2.1 Benchmark of product and service quality is identified. <br> 2.2 Necessity of quality product and service delivery is comprehended and interpreted. <br> 2.3 Quality process for products and services is ensured. |
| 3. Apply professionalism at work | 3.1 Agreed standards to deliver product or services are followed and commitment to delivery deadlines is maintained. <br> 3.2 Professional image in the workplace is maintained. <br> 3.3 Clients are negotiated effectively. |
| 4. Comply workplace code of conduct | 4.1 IT security compliance is achieved. <br> 4.2 Workplace code of conduct is interpreted. <br> 4.3 Code of conduct is followed as stated in company guidelines in the workplace. |
| **Range of Variables** | |
| **Variable** | **Range** (may include but not limited to): |
| **Evidence Guide** <br> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of the Units of Competency. | |
| 1. Critical aspects of competency | Assessment required evidence that the candidate: <br> 1.1. interpreted customer service skills required <br> 1.2. applied soft skills at work <br> 1.3. applied required gesture and posture at work |
| 2. Underpinning knowledge | 2.1 Scope and structure of customer service <br> 2.2 Duties of a call centre agent <br> 2.3 Soft skills techniques |

| | |
|---|---|
| | 2.4   Required gesture and posture for an agent |
| 3.  Underpinning skills | 3.1.   Interpreting customer service skills |
| | 3.2.   Applying soft skills at work |
| | 3.3.   Demonstrating required gesture and posture at work |
| 4.  Underpinning attitudes | 4.1   Eager to learn |
| | 4.2   Tidy and punctual |
| | 4.3   Concerned for other's rights |
| | 4.4   Sincere and honest concerning duties |
| 5.  Resource implications | The following resources must be provided: |
| | 5.1   Workplace (simulated or actual) |
| | 5.2   Environment on internet |
| | 5.3   Course materials |
| | 5.4   Laptops/computers |
| | 5.5   Projector |
| 6.  Methods of assessment | 6.1   Methods of assessment may include but not limited to: |
| | 6.2   Written Test |
| | 6.3   Demonstration |
| | 6.4   Oral Questioning |
| 7.  Context of assessment | 7.1   Competency assessment must be done in NSDA accredited center. |
| | 7.2   Assessment should be done by NSDA certified/ nominated assessor |

**Accreditation Requirements**

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

# Occupation Specific Units of Competencies

| Unit Code and Title | OU-ICT-PDCM-01-L3-V1: Interpret the Concept of Professional Digital Content Management |
|---|---|
| **Unit Descriptor** | This unit covers the knowledge, skills and attitudes required to interpret the concept of professional digital content management. It specifically includes the task of describing the concept of professional digital content management, interpreting digital platforms and identifying content development tools. |
| **Nominal Hours** | **35 Hours** |
| **Elements of Competency** | **Performance Criteria** <br> **Bold & underlined** terms are elaborated in the Range of Variables |
| 1. Describe the concept of professional digital content management | 1.1 Concept of professional digital content management is interpreted <br> 1.2 **Role and responsibilities** of content development executive as well as environment are identified <br> 1.3 **Digital contents** are identified <br> 1.4 **Digital data measurement** is interpreted <br> 1.5 Digital content related **legal issues** are interpreted |
| 2. Interpret digital platforms | 2.1 **Digital platforms** are identified <br> 2.2 Digital platforms are comprehended <br> 2.3 Type, format and platform of content are interpreted |
| 3. Identify content development tools | 3.1 **Text content development tools** are identified & interpreted <br> 3.2 **Image content development tools** are identified & interpreted <br> 3.3 Audio content development tools are identified & interpreted <br> 3.4 Video content development tools are identified & interpreted |
| **Range of Variables** | |
| **Variables** | **Range** (may include but not limited to): |
| 1. Role and responsibilities | 1.1 Web browsing for content <br> 1.2 Produce text content for telecom and web service <br> 1.3 Create digital image and animated image and provide to platforms <br> 1.4 Create audio content and provide to platform <br> 1.5 Create video content and provide to platform <br> 1.6 Digital content marketing <br> 1.7 Work on digital services |

| | |
|---|---|
| 2. Digital contents | 2.1 Digital data<br>  - Text content<br>2.2 Digital media<br>  - Image,<br>  - Animated image<br>  - Video content<br>  - Audio content |
| 3. Digital data measurement | 3.1 Computer memory<br>3.2 Data storage device<br>3.3 Length of text message (English and Bangla)<br>3.4 Ratio and resolution of images<br>3.5 Bit rate of audio content<br>3.6 Frame rate and ratio of video content |
| 4. legal issues | 4.1 Intellectual property right<br>4.2 Copyright<br>4.3 Legal incidence |
| 5. Digital platforms | 5.1 Portal (online and offline)<br>5.2 Social media platform<br>5.3 Media sharing platform<br>5.4 Service oriented platform<br>5.5 Ecommerce platform<br>5.6 Knowledge platform<br>5.7 Interactive Voice Response (IVR)<br>5.8 Short Message Service (SMS)<br>5.9 Mailing platform |
| 6. Text content development tools | 6.1 Word processor<br>6.2 Spreadsheet |
| 7. Image content development tools | 7.1 Raster image processor<br>7.2 Vector image processor<br>7.3 Online image editor |
| **Evidence Guide**<br>The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency. | |
| 1. Critical aspects of competency | Assessment required evidence that the candidate:<br>1.1 identified digital contents<br>1.2 identified digital platforms<br>1.3 identified content development tools<br>1.4 identified type, format and platform of content |

| | |
|---|---|
| 2. Underpinning knowledge | 2.1 Concept of professional digital content management<br>2.2 Role and responsibilities of content development executive<br>2.3 Digital content related legal issues<br>2.4 Digital platforms<br>2.5 Type, format and platform of contents<br>2.6 Content development tools |
| 3. Underpinning skills | 3.1 Identifying job role of a content development executive<br>3.2 Identifying digital content<br>3.3 Interpreting digital platforms<br>3.4 Identifying content development tools<br>3.5 Identifying type, format and platform of content |
| 4. Underpinning attitude | 4.1 Commitment to occupational health and safety<br>4.2 Promptness in carrying out activities<br>4.3 Sincere and honest to duties<br>4.4 Environmental concerns<br>4.5 Eagerness to learn<br>4.6 Tidiness and timeliness<br>4.7 Respect for rights of peers and seniors in workplace<br>4.8 Communication with peers and seniors in workplace |
| 5. Resource implications | The following resources must be provided:<br>5.1 Course materials<br>5.2 PowerPoint presentation<br>5.3 Laptop, projector<br>5.4 Software tools<br>5.5 Internet facility |
| 6. Methods of assessment | Methods of assessment may include but not limited to:<br>6.1 Written test<br>6.2 Demonstration<br>6.3 Oral questioning<br>6.4 Portfolio |
| 7. Context of assessment | 7.1 Competency assessment must be done in NSDA accredited center.<br>7.2 Assessment should be done by NSDA certified/ nominated assessor |

**Accreditation Requirements**

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

| Unit Code and Title | **OU-ICT-PDCM-02-L3-V1: Develop Digital Contents** |
|---|---|
| **Unit Descriptor** | This unit covers the knowledge, skills and attitudes required to develop digital contents. It specifically includes the task of applying text content development tools, applying graphic content development tools, applying audio content development tools and applying video content development tools. |
| **Nominal Hours** | **70 Hours** |

| Elements of Competency | Performance Criteria<br>**Bold & underlined** terms are elaborated in the Range of Variables |
|---|---|
| 1. Apply text content development tools | 1.1 **Features of Word Processor** is used for developing text content<br>1.2 **Features of Spreadsheet** is used for text content development |
| 2. Apply graphic content development tools | 2.1 **Features of image processing tools** are used for graphic contents development<br>2.2 Vector image processing tools are used to develop graphic contents<br>2.3 Image viewer tools are used to check the developed graphic contents |
| 3. Apply audio content development tools | 3.1 Audio content is recorded or collected<br>3.2 Audio content is edited using editing tools<br>3.3 Audio content is finalized and stored in required **file format** |
| 4. Apply video content development tools | 4.1 Video content is recorded or collected<br>4.2 Video content is edited using editing tools<br>4.3 Video content is finalized and stored in required **file format** |
| **Range of Variables** | |

| Variables | **Range** (may include but not limited to): |
|---|---|
| 1. Features of Word Processor | 1.1 Word basics<br>1.2 Font format<br>1.3 Layout and printing<br>1.4 Objects<br>1.5 Collaboration and reviewing |

| | |
|---|---|
| 2. Features of Spreadsheet | 2.1 Formulas and calculations<br>2.2 Add up and designing column and row<br>2.3 Cells formatting<br>2.4 Data find and selection<br>2.5 Data validation<br>2.6 Different chart creation<br>2.7 Content metadata creation with excel<br>2.8 V Lookup |
| 3. Features of image processing tools | 3.1 The basics of Photoshop<br>3.2 Photo Resizing<br>3.3 Photo Masking<br>3.4 Colour Grading |
| 4. File format (audio) | 4.1 .wav<br>4.2 . mp3 |
| 5. File format (video) | 5.1 .mp4<br>5.2 .mov<br>5.3 .flv<br>5.4 .WebM |

**Evidence Guide**

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

| | |
|---|---|
| 1. Critical aspects of competency | Assessment required evidence that the candidate:<br>1.1 applied text content development tools<br>1.2 applied graphic content development tools<br>1.3 applied audio content development tools<br>1.4 applied video content development tools |
| 2. Underpinning knowledge | 2.1 Content development tools<br>2.2 Selected features of word processor<br>2.3 Selected features of spreadsheet<br>2.4 Selected features of Photoshop<br>2.5 Selected features of GoldWave<br>2.6 Selected features of Ulead Video Studio<br>2.7 Selected features of Adobe Primiere Pro |
| 3. Underpinning skills | 3.1 Using text content development tools<br>3.2 Applying graphics content development tools<br>3.3 Applying audio content development tools<br>3.4 Using video content development tools |

| | |
|---|---|
| 4. Underpinning attitude | 4.1 Commitment to occupational health and safety <br> 4.2 Promptness in carrying out activities <br> 4.3 Sincere and honest to duties <br> 4.4 Environmental concerns <br> 4.5 Eagerness to learn <br> 4.6 Tidiness and timeliness <br> 4.7 Respect for rights of peers and seniors in workplace <br> 4.8 Communication with peers and seniors in workplace |
| 5. Resource implications | The following resources must be provided: <br> 5.1 Course materials <br> 5.2 PowerPoint presentation <br> 5.3 Software tools <br> 5.4 Laptop, projector <br> 5.5 Internet connection |
| 6. Methods of assessment | Methods of assessment may include but not limited to: <br> 6.1 Written test <br> 6.2 Demonstration <br> 6.3 Oral questioning <br> 6.4 Portfolio |
| 7. Context of assessment | 7.1 Competency assessment must be done in NSDA accredited center. <br><br> 7.2 Assessment should be done by NSDA certified/ nominated assessor |

**Accreditation Requirements**

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

| Unit Code and Title | OU-ICT-PDCM-03-L3-V1: Implement Digital Services |
|---|---|
| Unit Descriptor | This unit covers the knowledge, skills and attitudes required to implement digital services. It specifically includes the task of comprehending digital services, working with video content publishing platform, interpreting mobile financial service (MFS), paraphrasing e -commerce and interpreting social media |
| Nominal Hours | 35 Hours |

| Elements of Competency | Performance Criteria<br>**Bold & underlined** terms are elaborated in the Range of Variables |
|---|---|
| 1. Comprehend digital services | 1.1 **Digital services** are recognized<br>1.2 Scopes of digital services are identified<br>1.3 Content Management System (CMS) is interpreted<br>1.4 Analytics tools are recognized |
| 2. Work with video content publishing platform | 2.1 Video content publishing platform is selected<br>2.2 Channel is created and optimized<br>2.3 Content is published<br>2.4 Analytics is performed after publishing content |
| 3. Interpret mobile financial service (MFS) | 3.1 **Mobile financial service** is comprehended<br>3.2 Security issues for MFS are paraphrased<br>3.3 MFS customer support techniques are interpreted |
| 4. Paraphrase e - commerce | 4.1 E-commerce is interpreted<br>4.2 Retail service is interpreted<br>4.3 Marketplace services are identified<br>4.4 **Payment processes** are interpreted<br>4.5 Customer service options are identified |
| 5. Interpret social media | 5.1 **Social media** is interpreted<br>5.2 Monitoring, tracking and analysis techniques with social media are practiced<br>5.3 Viral contents are recognized<br>5.4 Advertising on social media is practiced<br>5.5 Merits and de-merits of using social media are identified |
| Range of Variables | |
| Variables | **Range** (may include but not limited to): |

| 1. Digital services | 1.1 Short Message Service (SMS)<br>1.2 Interactive Voice Response (IVR)<br>1.3 Unstructured Supplementary Service Data (USSD)<br>1.4 E-commerce<br>1.5 Apps and games |
| --- | --- |
| 2. Mobile financial service | 2.1 Mobile wallet<br>2.2 Debit / Credit card<br>2.3 MFS companies<br>2.4 Traditional banking and MFS<br>2.5 Government regulation for MFS |
| 3. Payment processes | 3.1 Online payment<br>3.2 Cash on delivery (COD) payment |
| 4. Social media | 4.1 Facebook<br>4.2 Instagram<br>4.3 Twitter<br>4.4 LinkedIn<br>4.5 Pinterest |

**Evidence Guide**

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

| 1. Critical aspects of competency | Assessment required evidence that the candidate:<br>1.1 interpreted mobile financial service (MFS)<br>1.2 paraphrased e-commerce<br>1.3 interpreted social media<br>1.4 practiced advertising on social media |
| --- | --- |
| 2. Underpinning knowledge | 2.1 Information on digital services and their scope<br>2.2 Guideline for content sourcing<br>2.3 Strategies of MFS<br>2.4 Merits and de-merits of using social media |
| 3. Underpinning skills | 3.1 Interpreting digital services<br>3.2 Interpreting mobile financial service (MFS)<br>3.3 Paraphrasing e-commerce<br>3.4 Interpreting Web, UI and UX |
| 4. Underpinning attitude | 4.1 Commitment to occupational health and safety<br>4.2 Promptness in carrying out activities<br>4.3 Sincere and honest to duties<br>4.4 Environmental concerns<br>4.5 Eagerness to learn<br>4.6 Tidiness and timeliness<br>4.7 Respect for rights of peers and seniors in workplace<br>4.8 Communication with peers and seniors in workplace |

| | |
|---|---|
| 5. Resource implications | The following resources must be provided:<br><br>5.1 Course materials<br>5.2 PowerPoint presentation<br>5.3 Software tools<br>5.4 Laptop, projector<br>5.5 Internet connection |
| 6. Methods of assessment | Methods of assessment may include but not limited to:<br><br>6.1 Demonstration<br>6.2 Oral questioning<br>6.3 Written test<br>6.4 Portfolio |
| 7. Context of assessment | 7.1 Competency assessment must be done in NSDA accredited center.<br>7.2 Assessment should be done by NSDA certified/ nominated assessor |

**Accreditation Requirements**

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

| Unit Code and Title | OU-ICT-PDCM-04-L3-V1: Perform Basic Digital Marketing |
|---|---|
| Unit Descriptor | This unit covers the knowledge, skills and attitudes required to perform basic digital marketing. It specifically includes the task of comprehending digital marketing, applying basic search engine optimization (SEO), performing e-mail marketing and perform mobile marketing |
| Nominal Hours | **60 Hours** |
| **Elements of Competency** | **Performance Criteria**<br>**Bold & underlined** terms are elaborated in the Range of Variables |
| 1. Comprehend digital marketing | 1.1. Concept of marketing is interpreted<br>1.2. Concept of digital marketing is interpreted<br>1.3. **Digital marketing platforms** are identified<br>1.4. Digital marketing platforms are comprehended |
| 2. Apply basic search engine optimization (SEO) | 2.1. Concept of SEO is comprehended<br>2.2. Keyword research and analysis are interpreted<br>2.3. On-page and off-page SEO are interpreted<br>2.4. Search algorithm is interpreted<br>2.5. On-page SEO is applied<br>2.6. Local SEO is applied<br>2.7. Webpage architecture is interpreted for better SEO<br>2.8. Ethical issues on SEO are paraphrased |
| 3. Perform e-mail marketing | 3.1. Overall concept of e-mail marketing is interpreted<br>3.2. E-mail content writing techniques are applied<br>3.3. Target area for e-mail marketing is identified<br>3.4. E-mail marketing is applied |
| 4. Perform mobile marketing | 4.1. Concept of mobile apps marketing is comprehended<br>4.2. Short Message Service (SMS) Marketing is applied<br>4.3. Mobile app-based marketing is interpreted |
| **Range of Variables** | |
| **Variables** | **Range** (may include but not limited to): |

| | |
|---|---|
| 1. Digital marketing platforms | 1.1 Portal (online and offline)<br>1.2 Social media marketing<br>    1.2.1. Facebook<br>    1.2.2. YouTube<br>    1.2.3. Instagram<br>    1.2.4. LinkedIn<br>    1.2.5. Twitter<br>1.3 Interactive Voice Response (IVR)<br>1.4 Unstructured Supplementary Service Data (USSD)<br>1.5 Short Message Service (SMS) |

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

| | |
|---|---|
| 1. Critical aspects of competency | Assessment required evidence that the candidate:<br>1.1 performed affiliate marketing<br>1.2 performed SMS & e-mail marketing<br>1.3 performed mobile apps marketing |
| 2. Underpinning knowledge | 2.1 Digital marketing<br>2.2 SEO<br>2.3 Affiliate marketing<br>2.4 E-mail marketing<br>2.5 Mobile apps marketing |
| 3. Underpinning skills | 3.1 Interpreting Search Engine Optimization (SEO)<br>3.2 Interpreting affiliate marketing<br>3.3 Performing e-mail marketing<br>3.4 Interpreting mobile apps marketing |
| 4. Underpinning attitude | 4.1 Commitment to occupational health and safety<br>4.2 Promptness in carrying out activities<br>4.3 Sincere and honest to duties<br>4.4 Environmental concerns<br>4.5 Eagerness to learn<br>4.6 Tidiness and timeliness<br>4.7 Respect for rights of peers and seniors in workplace<br>4.8 Communication with peers and seniors in workplace |
| 5. Resource implications | The following resources must be provided:<br>5.1 Course materials<br>5.2 Software tools<br>5.3 Laptop, projector<br>5.4 Internet connection |

| | |
|---|---|
| 6. Methods of assessment | Methods of assessment may include but not limited to:<br><br>6.1 Demonstration<br>6.2 Oral questioning<br>6.3 Written test<br>6.4 Portfolio |
| 7. Context of assessment | 7.1 Competency assessment must be done in NSDA accredited center.<br>7.2 Assessment should be done by NSDA certified/ nominated assessor |

**Accreditation Requirements**

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

===================XXXXXXXXXXXXXX======================

**Development of Competency Standard**

The Competency Standards for National Skills Certificate in Professional Digital Content Management, Level-3 is developed by SEIP on 19$^{th}$ March 2018.

**List of Members**

| S/N | Name and Address | Position in the committee |
|---|---|---|
| 1. | B N Adhikary, CEO, ISC ICT | Member |
| 2. | Shah Manzur E Khuda, Manager, ISSL | Member |
| 3. | Wasim Rahman, CEO, Times ASL Call Centre and Head of Training | Member |
| 4. | Md. Mostofa Jaman, Head of Training and Development, Genex Infosys Ltd. | Member |
| 5. | Adina Alam, Assistant Coordinator (Training)        , BACCO, Call Centre Expert. | Member |
| 6. | Ranjan Datta, Assistant Manager, Impel Service Solution Ltd. | Member |
| 7. | Mohammed Shorab Hossain Mojumder, Coordinator Job placement and Development, SEIP-BACCO Project | Member |
| 8. | Dr. Md. Shah Alam Majumder, Specialist (Course Accreditation), BTEB | Member |
| 9. | Engr. Md. Abdur Razzaque, Specialist-1 (Competency Standards), SEIP | Member |
| 10. | Syed Nasir Ershad, AEPD (Public 1), SEIP | Member |
| 11. | Mahbub Ul Huda, National Subject Matter Consultant - IT Sector, British Council - SD03 | Member |

**Validation of Competency Standard**

The Competency Standards for National Skills Certificate in Professional Digital Content Management, Level-3 is validated by NSDA on 05 September 2022.

**List of Members of the SCVC**

| S/N | Name and Address | Position in the committee | Signature and Date |
|---|---|---|---|
| 1. | Shafquat Haider, Chairman, ICT ISC, ciproco@bol-online.com, shafquat.haider@gmail.com, Mobile No. 01711532597 | Chairperson | |
| 2. | Md. Shorab Hossain Majumder, Coordinator (Training), SEIP-BACCO, Email: cjd.seip@bacco.org.bd, Mobile: 01748952575 | Member | |
| 3. | Md. Mahful Islam Sunvy, Trainer/Industry Expert, ServicEngine Limited, Email: suunvy@gmail.com, Mobile: 01746789824 | Member | |
| 4. | Afroza Tahsin Lubna, My Outsourcing Limited, Trainer, Email: afroza@myolbd.com, Mobile: 01817180921 | Member | |
| 5. | Dewan Nahin Raza, Trainer/Industry Expert, UY Syestems Ltd, Email: dewannahin@gmail.com, Mobile: 01686799569 | Member | |
| 6. | Md. Shakhawat Hossain, Trainer/Industry Expert, Service Solutions Pvt Ltd, Email: shakhawat.sajal@gmail.com, Mobile: 01707800266 | Member | |
| 7. | Md. Abdul Jabbar, Trainer/Industry Expert, Bangladesh IT Institute, Email: majabbar44@gmail.com, Mobile: 01925939734 | Member | |
| 8. | Md. Salim Sarker, Executive Coordinator, BACCO, Email: office@bacco.org.bd, Mobile: 01972122226 | Member | |
| 9. | Mahbub Huda, Consultant, Specialist, NSDA, Email: huda73@gmail.com, Mobile: 01735490491. | Member | |
| 10. | Md. Saif Uddin, Process Expert, National Skills Development Authority, Email: engrbd.saif@gmail.com, Mobile: 01723004419. | Member | |