



**COMPETENCY STANDARD**  
**FOR**  
**3D ANIMATION FOR FREELANCING**  
**(3D Character Modeling)**

**(ICT Sector)**

**Level: 03**

Competency Standard Code: ICTCS030-L3V1

**National Skills Development Authority**  
**Prime Minister's Office, Bangladesh**

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## Introduction

The National Skills Development Authority 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 skill 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.

**"3D Animation for Freelancing (3D Character Modeling)"** is selected as one of the priority occupations of **Information and 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 students enrolled in skills sector. Students who successfully pass the assessment will receive a qualification in the National Skills Qualification Framework (NSQF) 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 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 **Information and Communication Technology** 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 Skill Certificate –3 in  
3D Animation for Freelancing (3D Character Modeling) 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.




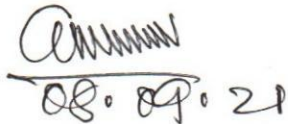

## List of Abbreviations

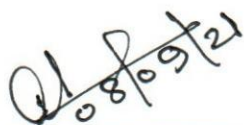
CS	– Competency Standard
CSS	– Cascade style sheet
HTML	– Hypertext markup language
ISC	– Industry Skills Council
NSDA	– National Skills Development Authority
NSQF	– National Skills Qualifications Framework
OSH	– Occupational Safety and Health
PPE	– Personal Protective Equipment
SCVC	– Standards and Curriculum Validation Committee
TSC	– Technical sub-committee
STP	– Skills Training Provider
SOP	– Standard Operating Procedures
UoC	– Unit of Competency



## Approval of Competency Standard

Members of the Approval Committee:

Member	Signature
<b>Dulal Krishna Saha</b> Executive Chairman ( Secretary ) National Skills Development Authority	 08/09/2021
<b>Md. Nurul Amin</b> Member ( Admin & Finance ) Member ( Registration & Certification ) Member ( Coordination & Assessment ) Joint Secretary National Skills Development Authority	 08.09.21
<b>Alif Rudaba</b> Member ( Planning & Skills Standard ) Joint Secretary National Skills Development Authority	 08/09/2021

  
08/09/21

**Dulal Krishna Saha**

Executive Chairman ( Secretary )

National Skills Development Authority

:Date

**Competency Standards for National Skill Certificate – Level 2**  
**in**  
**3D Animation for Freelancing (3D Character Modeling) in ICT Sector**

**Course Structure**

SL	Unit Code and Title		UoC Level	Nominal (Hours)
<b>Generic Competencies</b>				<b>30</b>
1	GU005L3V1	Carry out workplace interaction in English	3	15
2	GU013L3V1	Carry out communication with clients	3	15
<b>Sector Specific Competencies</b>				<b>35</b>
1	SUICT004L3V1	Comply with Ethical Standards in IT Workplace	3	15
2	SUICT005L3V1	Acquire Soft Skills in Customer Dealing	3	20
<b>Occupation Specific Competencies</b>				<b>235</b>
1	ICT3D008L3V1	Perform pre-production activities for 3D characters creation	3	50
2	ICT3D009L3V1	Produce 3D characters	3	145
3	ICT3D010L3V1	Post production activities for 3D characters	3	40
<b>Total Nominal Learning Hours</b>				<b>300</b>

## Units & Elements at Glance

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### Generic Competencies

Code	Unit of Competency	Elements of Competency	Duration (Hours)
GU005L3V1	Carry out workplace interaction in English	<ol style="list-style-type: none"><li>1. Interpret workplace communication and etiquette</li><li>2. Interpret Workplace Documents</li><li>3. Participate in workplace meetings and discussions</li><li>4. Practice professional ethics at workplace</li></ol>	15
GU013L3V1	Carry out communication with clients	<ol style="list-style-type: none"><li>1. Interpret client-based communication and etiquette</li><li>2. Prepare documents for endeavour/ working environment/ platform</li><li>3. Conduct communication</li></ol>	15
Total Hours:			30

## Sector Specific Competencies

Code	Unit of Competency	Elements of Competency	Duration (Hours)
SUICT004L3V1	Comply to ethical standards in IT workplace	<ol style="list-style-type: none"> <li>1. Uphold the requirements of clients</li> <li>2. Deliver quality products and services</li> <li>3. Maintain professionalism at workplace</li> <li>4. Maintain workplace code of conduct.</li> </ol>	15
SUICT008L3V1	Acquire Soft Skills in Customer Dealing	<ol style="list-style-type: none"> <li>1. Understand customer dealing operations</li> <li>2. Identify soft skills requirements in the workplace</li> <li>3. Demonstrate required gesture and posture during customer dealing</li> </ol>	20
Total Hours:			35

## Occupation Specific Competencies

Code	Unit of Competency	Elements of Competency	Duration (Hours)
ICT3D008L3V1	Perform pre-production activities for 3D Character Modeling	<ol style="list-style-type: none"> <li>1. Determine 3D character creation requirements</li> <li>2. Assess technical requirement for 3D character creation</li> </ol>	60
ICT3D009L3V1	Develop 3D Character Modeling	<ol style="list-style-type: none"> <li>1. Modeling 3D characters</li> <li>2. UV 3D characters</li> <li>3. Texturing 3D characters</li> </ol>	90
ICT3D010L3V1	Perform Post-Production Activities for 3D Character Modeling	<ol style="list-style-type: none"> <li>1. Basic lighting and shading technique</li> <li>2. Finalization of 3D characters (color grading, edit, rendering)</li> </ol>	55
Total Hour:			205

## **Generic Competencies**

<b>Unit Code and Title</b>	<b>GU005L3V1: Carryout Workplace Interaction in English</b>
<b>Nominal Hours</b>	<b>15 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to carry out workplace interaction. It specifically includes – interpreting workplace communication and etiquette; reading and understand workplace documents; participating in workplace meetings and discussions; and practicing professional ethics at workplace.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables Training Components
1. Interpret workplace communication and etiquette	<ul style="list-style-type: none"> <li>1.1 Workplace code of conducts are interpreted as per organizational guidelines</li> <li>1.2 Appropriate lines of communication are maintained with supervisors and colleagues</li> <li>1.3 Workplace interactions are conducted in a <b><u>courteous manner</u></b> to gather and convey information</li> <li>1.4 Questions about routine <b><u>workplace procedures and matters</u></b> are asked and responded as required</li> </ul>
2. Interpret Workplace Documents	<ul style="list-style-type: none"> <li>2.1 Workplace documents are interpreted as per standard.</li> <li>2.2 Assistance is taken to aid comprehension when required from peers / supervisors</li> <li>2.3 Visual information / symbols / signage's are understood and followed</li> <li>2.4 Specific and relevant information are accessed from <b><u>appropriate sources</u></b></li> <li>2.5 Appropriate medium is used to transfer information and ideas</li> </ul>
3. Participate in workplace meetings and discussions	<ul style="list-style-type: none"> <li>3.1 Team meetings are attended on time and followed meeting procedures and etiquette</li> <li>3.2 Own opinions are expressed and listened to those of others without interruption</li> <li>3.3 Inputs are provided consistent with the meeting purpose and interpreted and implemented meeting outcomes</li> </ul>
4. Practice professional ethics at workplace	<ul style="list-style-type: none"> <li>4.1 Responsibilities as a team member are demonstrated and kept promises and commitments made to others</li> <li>4.2 Tasks are performed in accordance with workplace procedures</li> <li>4.3 Confidentiality is respected and maintained</li> <li>4.4 Situations and actions considered inappropriate or which present a conflict of interest are avoided</li> </ul>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):

1. Courteous Manner	<ul style="list-style-type: none"> <li>1.1 Effective questioning</li> <li>1.2 Active listening</li> <li>1.3 Speaking skills</li> </ul>
2. Workplace Procedures and Matters	<ul style="list-style-type: none"> <li>2.1 Notes</li> <li>2.2 Agenda</li> <li>2.3 Simple reports such as progress and incident reports</li> <li>2.4 Job sheets</li> <li>2.5 Operational manuals</li> <li>2.6 Brochures and promotional material</li> <li>2.7 Visual and graphic materials</li> <li>2.8 Standards</li> <li>2.9 OSH information</li> <li>2.10 Signs</li> </ul>
3. Appropriate Sources	<ul style="list-style-type: none"> <li>3.1 HR Department</li> <li>3.2 Managers</li> <li>3.3 Supervisors</li> </ul>
<b>Evidence Guide</b>	
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	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 followed workplace code of conducts is as per organizational guidelines</li> <li>1.2 maintained workplace documents as per standard</li> <li>1.3 followed workplace instructions and symbols</li> <li>1.4 followed and implemented meeting outcomes</li> </ul>
2. Underpinning Knowledge	<ul style="list-style-type: none"> <li>2.1 Workplace communication and etiquette</li> <li>2.2 Workplace documents, signs and symbols</li> <li>2.3 meeting procedure and etiquette</li> </ul>
3. Underpinning Skills	<ul style="list-style-type: none"> <li>3.1 Interpreting performance of workplace communication and etiquette</li> <li>3.2 Interpreting workplace instructions and symbol</li> <li>3.3 Interpreting workplace code of conducts is as per organizational guidelines</li> <li>3.4 Interpreting workplace documents as per standard</li> <li>3.5 Interpreting and implementing meeting outcomes</li> </ul>
4. Underpinning Attitudes	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Promptness in carrying out activities</li> <li>4.3 Sincere and honest to duties</li> <li>4.4 Environmental concerns</li> <li>4.5 Eagerness to learn</li> <li>4.6 Tidiness and timeliness</li> <li>4.7 Respect for rights of peers and seniors in workplace</li> <li>4.8 Communication with peers and seniors in workplace</li> </ul>
5. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1 Relevant tools, Equipment, software and facilities needed to</li> </ul>



	perform the activities. 5.2 Required learning materials.
6. Methods of Assessment	Methods of assessment may include but not limited to: 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 a NSDA accredited assessment centre 7.2 Assessment should be done by an NSDA certified/ nominated assessor
<p><b>Accreditation Requirements</b></p> <p>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 any NSQF qualification must accredit training Providers. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

<b>Unit Code and Title</b>	<b>GU013L3V1: Carryout Communication with Clients</b>
<b>Nominal Hours</b>	<b>15 Hours</b>
<b>Unit Descriptor</b>	<p>This unit covers the knowledge, skills and attitudes required to carry out workplace interaction.</p> <p>It specifically includes interpreting workplace communication and etiquette; reading and understand workplace documents; participating in workplace meetings and discussions; and practicing professional ethics at workplace.</p>
<b>Elements of Competency</b>	<p><b>Performance Criteria</b>  <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables Training Components</p>
1. Interpret client-based communication and etiquette	<p>1.1 Code of conduct of communication are interpreted as per working environment/platform</p> <p>1.2 Manners and etiquette of communication is interpreted as</p> <p>1.3 Questions about routine <b><u>working environment/platform procedures and matters</u></b> are explained as required</p>
2. Prepare documents for endeavor/working environment/platform	<p>2.1 Relevant <b><u>documents</u></b> are prepared for effective communication with work environment</p> <p>2.2 <b><u>Validated sources</u></b> are identified as per client's requirements</p> <p>2.3 Documents are validated by the authentic sources as per client's requirements</p> <p>2.4 Documents are submitted as per standard procedure</p>
3. Conduct communication	<p>3.1 Appropriate means/method/<b><u>way of communication</u></b> are maintained as per working environment/platform</p> <p>3.2 <b><u>Channels of communication</u></b> are identified and followed</p> <p>3.3 Communication is conducted in a <b><u>courteous manner</u></b> to gather and convey information</p> <p>3.4 Appropriate non-verbal communication is used as required</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Courteous Manner	<p>1.1 Effective questioning</p> <p>1.2 Active listening</p> <p>1.3 Speaking skills</p>

2. Workplace Procedures and Matters	<ul style="list-style-type: none"> <li>2.1 Notes</li> <li>2.2 Agenda</li> <li>2.3 Simple reports such as progress and incident reports</li> <li>2.4 Job sheets</li> <li>2.5 Operational manuals</li> <li>2.6 Brochures and promotional material</li> <li>2.7 Visual and graphic materials</li> <li>2.8 Standards</li> <li>2.9 OSH information</li> <li>2.10 Signs</li> </ul>
3. Way of Communication	<ul style="list-style-type: none"> <li>3.1 Verbal</li> <li>3.2 Written</li> <li>3.3 Online communication</li> </ul>
4. Channels of communication	<ul style="list-style-type: none"> <li>4.1 Marketplace messenger</li> <li>4.2 Zoom</li> <li>4.3 Google meet</li> <li>4.4 Microsoft team</li> <li>4.5 Go meeting</li> <li>4.6 Boithok</li> <li>4.7 Webex</li> <li>4.8 Skype</li> <li>4.9 WhatsApp</li> </ul>
5. Documents	<ul style="list-style-type: none"> <li>5.1 Personnel identification document</li> <li>5.2 Portfolio</li> <li>5.3 Financial document</li> <li>5.4 Task proposal</li> </ul>
6. Validated sources	<ul style="list-style-type: none"> <li>6.1 Chamber of commerce</li> <li>6.2 Related association</li> <li>6.3 High commission</li> <li>6.4 Related Bank</li> <li>6.5 Local authority</li> <li>6.6 Related legal entities</li> </ul>
<p><b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency</p>	
1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Interpreted client-based communication and etiquette</li> <li>1.2 Prepared documents for endeavour/working/environment/platform</li> <li>1.3 Conducted communication</li> </ul>

2. Underpinning Knowledge	<ul style="list-style-type: none"> <li>1.1 Working platform</li> <li>1.2 Terms and condition in platform</li> <li>1.3 Documents for communication</li> <li>1.4 Validated sources</li> <li>1.5 Way of communication</li> <li>1.6 Channel of communication</li> <li>1.7 Courteous manner</li> </ul>
2. Underpinning Skills	<ul style="list-style-type: none"> <li>3.1 Handling personal computer/laptop</li> <li>3.2 Interpreting communication needs</li> <li>3.3 Using channels of communication</li> <li>3.4 Logging with online platform</li> <li>3.5 Interpreting terms and condition</li> </ul>
4. Underpinning Attitudes	<ul style="list-style-type: none"> <li>1.1 Commitment to occupational health and safety</li> <li>1.2 Promptness in carrying out activities</li> <li>1.3 Sincere and honest to duties</li> <li>1.4 Environmental concerns</li> <li>1.5 Eagerness to learn</li> <li>1.6 Tidiness and timeliness</li> <li>1.7 Respect for rights of peers and seniors in workplace</li> <li>1.8 Communication with peers and seniors in workplace</li> </ul>
2. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>4.1 Relevant tools, Equipment, software and facilities needed to perform the activities.</li> <li>4.2 Required learning materials.</li> </ul>
5. Methods of Assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> <li>3.1 Written Test</li> <li>3.2 Demonstration</li> <li>3.3 Oral Questioning</li> <li>3.4 Portfolio</li> </ul>
4. Context of Assessment	<ul style="list-style-type: none"> <li>7.1 Competency assessment must be done in a NSDA accredited assessment centre</li> <li>7.2 Assessment should be done by an NSDA certified/ nominated assessor</li> </ul>

### **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 National Skills Qualification (NSQF). Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

## **Sector Specific Competencies**

<b>Unit Code and Title</b>	<b>SUICT004L3V1: Comply to Ethical Standards in IT Workplace</b>
<b>Nominal Hours</b>	<b>15 Hours</b>
<b>Unit Descriptor</b>	<p>This unit covers the knowledge, skills and attitudes required to comply to ethical standards in IT workplace.</p> <p>It specifically includes upholding the requirements of clients, delivering quality products and services, maintaining professionalism at workplace, and maintaining workplace code of conduct.</p>
<b>Elements of Competency</b>	<p><b>Performance Criteria</b>  <u><b>Bold and Underlined</b></u> terms are elaborated in the Range of Variables</p>
1. Uphold the requirements of clients	<p>1.1 Clients' requirements are identified</p> <p>1.2 Confidentiality of information is maintained in accordance with workplace policies / organizational policies/national legislation</p> <p>1.3 Potential conflicts of interest are identified and involved parties of potential conflicts are notified</p> <p>1.4 Proprietary rights of client/customer are asserted</p>
2. Deliver quality products and services	<p>2.1. Products and services are provided according to the clients' requirements</p> <p>2.2. Work is completed as per standards</p> <p>2.3. Quality processes are implemented when developing products and services</p>
3. Maintain professionalism at workplace	<p>3.1 Work processes are delivered as per standards</p> <p>3.2 Skills, knowledge and qualifications are presented in a professional manner</p> <p>3.3 Services and products developed by self and others are delivered as per workplace standard</p> <p>3.4 Unbiased and objective information are provided to clients</p> <p>3.5 Realistic estimates for time, cost and delivery of outputs are presented during negotiation</p>
4. Maintain workplace code of conduct	<p>4.1 Workplace code of conduct are interpreted</p> <p>4.2 Workplace code of conduct is followed</p>
<b>Range of variables</b>	

Variables	Range (may include but not limited to):
<b>Evidence Guide</b> 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: <ol style="list-style-type: none"> <li>1.1 asserted proprietary rights of client/customer</li> <li>1.2 completed work as per standards.</li> <li>1.3 implemented quality processes when developing products and services</li> <li>1.4 delivered services and products developed by self and others</li> <li>1.5 provided unbiased and objective information to clients</li> <li>1.6 followed workplace code of conduct</li> </ol>
2. Underpinning knowledge	<ol style="list-style-type: none"> <li>2.1. Corporate code of confidentiality of information</li> <li>2.2. Organizational policies</li> <li>2.3. National legislation and workplace policies in relation to IT sector</li> <li>2.4. Law and regulations pertaining to proprietary rights</li> <li>2.5. Quality processes for products and services</li> <li>2.6. Procedure of provided to client information</li> <li>2.7. Method of estimating for time, cost and delivery products and services</li> <li>2.8. Workplace code of conduct in IT sector</li> </ol>
3. Underpinning skills	<ol style="list-style-type: none"> <li>3.1. Upholding client's dignity and honor</li> <li>3.2. Planning for own work activities</li> <li>3.3. Handling tools and equipment</li> <li>3.4. Interpreting client's requirements</li> <li>3.5. Maintaining green practices</li> <li>3.6. Communicating in the workplaces</li> <li>3.7. Following workplace code of conduct</li> </ol>
4. Underpinning attitudes	<ol style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Promptness in carrying out activities</li> <li>4.3 Sincere and honest to duties</li> <li>4.4 Environmental concerns</li> <li>4.5 Eagerness to learn</li> <li>4.6 Tidiness and timeliness</li> <li>4.7 Respect for rights of peers and seniors in workplace</li> <li>4.8 Communication with peers and seniors in workplace</li> </ol>
5. Resource Implications	The following resources must be provided: <ol style="list-style-type: none"> <li>5.1 Well-equipped computer lab with audio visual accessories</li> </ol>

	<p>5.2 Dedicated internet facilities</p> <p>5.3 Relevant tools, Equipment, software and facilities needed to perform the activities</p> <p>5.4 Uninterrupted powers supply source</p> <p>5.5 Required learning materials</p>
6. Methods of assessment	<p>6.1 Written Test</p> <p>6.2 Demonstration</p> <p>6.3 Oral Questioning</p> <p>6.4 Portfolio</p>
7. Context of assessment	<p>7.1 Competency assessment will be done in NSDA accredited center or in online platform.</p> <p>7.2 Assessment should be done by NSDA certified/nominated assessor.</p>

### **Accreditation Requirements**

Training Providers must be accredited by 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 national skills qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.



<b>Unit Code and Title</b>	<b>SSU05I08L3V1: Acquire Soft Skills in Customer Dealing</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to acquire soft skills in customer dealing. It specifically includes – understand customer dealing operations; identify soft skills requirements in the workplace; and demonstrate required gesture and posture during customer dealing.
<b>Nominal Hours</b>	<b>20 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold &amp; Underlined</b> terms are elaborated in the Range of Variables
1. Understand customer dealing operations	1.1 Customer dealing operation is interpreted 1.2 Duties of a customer service executive are identified 1.3 <b>Customer dealing skills</b> are interpreted
2. Identify soft skills requirements in the workplace	2.1 Meaning of <b>soft skills</b> is clearly stated and key components are listed 2.2 Soft skill requirements are identified in the workplace with specific emphasis on situational requirements
3. Demonstrate required gesture and posture during customer dealing	3.1 Importance of body language and posturing during customer interactions is summarised 3.2 Dos and don'ts of body language during customer interaction are recognised
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Customer dealing skills	1.1 Patience 1.2 Attentiveness 1.3 Clear communication skill 1.4 Knowledge of the product 1.5 Ability to use “positive language” 1.6 Acting skill 1.7 Time management skill 1.8 Ability to “read” customers 1.9 A claiming presence 1.10 Goal-oriented focus 1.11 Ability to handle surprises 1.12 Persuasion skills 1.13 Tenacity 1.14 Closing ability 1.15 Willingness to learn

2. Soft skills	<ul style="list-style-type: none"> <li>2.1 Personality traits</li> <li>2.2 Social grace</li> <li>2.3 Facility with language</li> <li>2.4 Friendliness</li> <li>2.5 Personal habits</li> <li>2.6 Optimism</li> <li>2.7 Teamwork</li> <li>2.8 Time management</li> <li>2.9 Stress management</li> <li>2.10 Responsibility</li> <li>2.11 Self-esteem</li> <li>2.12 Sociability</li> <li>2.13 Self-management</li> <li>2.14 Communication &amp; negotiation</li> </ul>
<p><b>Evidence Guide</b></p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.</p>	
1. Critical aspects of competency	<ul style="list-style-type: none"> <li>1.1 Identified duties of a customer dealing agent</li> <li>1.2 Applied soft skills at work</li> <li>1.3 Demonstrated required gesture and posture at work</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Scope and structure of customer dealing</li> <li>2.2 Duties of a call centre agent</li> <li>2.3 Soft skills techniques</li> <li>2.4 Required gesture and posture for an agent</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Interpreting customer dealing skills</li> <li>3.2 Applying soft skills at workplace</li> <li>3.3 Demonstrating required gesture and posture at workplace</li> </ul>
4. Underpinning attitude	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Promptness in carrying out activities</li> <li>4.3 Sincere and honest to duties</li> <li>4.4 Environmental concerns</li> <li>4.5 Eagerness to learn</li> <li>4.6 Tidiness and timeliness</li> <li>4.7 Respect for rights of peers and seniors in workplace</li> <li>4.8 Communication with peers and seniors in workplace</li> </ul>

5. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1 Workplace (simulated or actual)</li> <li>5.2 Environment on internet</li> <li>5.3 Course materials</li> <li>5.4 Laptops / computers</li> <li>5.5 Projector</li> </ul>
6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> <li>6.1 Written test</li> <li>6.2 Oral questioning</li> <li>6.3 Demonstration</li> <li>6.4 Portfolio</li> </ul>
7. Context of Assessment	<ul style="list-style-type: none"> <li>7.1 Competency assessment must be done in a training centre or in an actual or simulated work place after completion of the training module</li> <li>7.2 Assessment should be done by NSDA certified assessor</li> </ul>

**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 any NSQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

## **Occupation Specific Competencies**

<b>Unit Code and Title</b>	<b>ICT3D008L3V1: Perform Pre-Production Activities for 3D Character Modeling</b>
<b>Nominal Hours</b>	<b>70 Hours</b>
<b>Unit Descriptor</b>	<p>This unit covers the knowledge, skills, and attitudes required to perform pre-production activities for 3D Character Modeling.</p> <p>It specifically includes determining 3D character creation requirements, and assessing technical requirement for 3D character creation.</p>
<b>Elements of Competency</b>	<p><b>Performance Criteria</b>  <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables</p>
1. Determine 3D character creation requirements	<p>1.1 Development <b><u>software</u></b> is selected as per requirement of creative brief.</p> <p>1.2 3D Characters are recognized from creative brief.</p> <p>1.3 Requirements for <b><u>character parts</u></b> are determined from creative brief</p> <p>1.4 <b><u>Character props</u></b> are determined as per requirement.</p> <p>1.5 Character pose and <b><u>style</u></b> are determined as per requirement.</p>
2. Assess technical requirement for 3D character creation	<p>2.1 Character <b><u>model sheet</u></b> are collected and created.</p> <p>2.2 Lighting and texturing on character are recognized.</p> <p>2.3 Camera composition on characters is identified.</p> <p>2.4 Rendering requirements are determined.</p> <p>2.5 Reference images for characters are gathered as per requirement.</p>
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Software	<p>1.1 3D Max</p> <p>1.2 Maya</p> <p>1.3 Cinema 4D</p> <p>1.4 Blender</p> <p>1.5 ZBrush</p>
2. Character parts	<p>2.1 Head</p> <p>2.2 Hair</p> <p>2.3 Ear</p> <p>2.4 Eye</p> <p>2.5 Mouth and leaps</p>

	<ul style="list-style-type: none"> <li>2.6 Skin</li> <li>2.7 Shoulder</li> <li>2.8 Hands and fingers</li> <li>2.9 Body</li> <li>2.10 Legs</li> </ul>
3. Character props	<ul style="list-style-type: none"> <li>3.1 Cap</li> <li>3.2 Cloth</li> <li>3.3 Armors</li> <li>3.4 Watch/Band</li> <li>3.5 Shoes</li> <li>3.6 Waist pack and utilities</li> </ul>
4. Style	<ul style="list-style-type: none"> <li>4.1 Hair style</li> <li>4.2 Skin tone</li> <li>4.3 Costumes</li> <li>4.4 Expressions</li> <li>4.5 Mannerism</li> </ul>
5. Model sheet	<ul style="list-style-type: none"> <li>5.1 Front view</li> <li>5.2 Back view</li> <li>5.3 Profile view</li> <li>5.4 Identical pose</li> </ul>
<p><b>Evidence Guide</b></p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency</p>	
1. Critical aspects of competency	<ul style="list-style-type: none"> <li>1.1 Determined 3D character creation requirements</li> <li>1.2 Assessed technical requirement for 3D character creation</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Creative brief</li> <li>2.2 Character</li> <li>2.3 Blue print</li> <li>2.4 Technical requirement</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Working with character development software.</li> <li>3.2 Referencing images.</li> <li>3.3 Collecting resources required for character modeling</li> </ul>
4. Required attitude	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Promptness in carrying out activities</li> <li>4.3 Sincere and honest to duties</li> <li>4.4 Environmental concerns</li> <li>4.5 Eagerness to learn</li> <li>4.6 Addressing and accepting feedback</li> <li>4.7 Tidiness and timeliness</li> <li>4.8 Respect for rights of peers and seniors in workplace</li> <li>4.9 Communication with peers and seniors in workplace</li> </ul>

5. Resource Implication	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1 Well-equipped computer lab with audio visual accessories</li> <li>5.2 Uninterrupted internet facilities</li> <li>5.3 Relevant tools, Equipment, software and facilities needed to perform the activities</li> <li>5.4 Uninterrupted powers supply source</li> <li>5.5 Required learning materials</li> </ul>
6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> <li>6.1 written test</li> <li>6.2 demonstration</li> <li>6.3 oral questioning</li> <li>6.4 portfolio</li> </ul>
7. Context of assessment	<ul style="list-style-type: none"> <li>7.1 Competency assessment will be done in NSDA accredited center or in online platform</li> <li>7.2 Assessment should be done by NSDA certified/ nominated assessor</li> </ul>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by 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 national skills qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

<b>Unit Code and Title</b>	<b>ICT3D009L3V1: Develop 3D Character Model</b>
<b>Nominal Hours</b>	<b>90 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills, and attitudes required to develop 3D Character Model. It specifically includes creating 3D character model, mapping UV and texturing 3D character model and creating character rigging.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables
1 Create 3D character models	1.1 <b><u>Software for 3D Character Modeling/Sculpting</u></b> is selected and used as per standard procedure. 1.2 Base mesh is created using poly modeling technique. 1.3 Base body is shaped out with basic proportions. 1.4 Character's <b><u>head</u></b> and hand is modelled with a focus on sculpting with efficient topology. 1.5 <b><u>Character props</u></b> are blocked out based on concept art and visual design. 1.6 Character costume is created using <b><u>costume design software</u></b> .
2 Map UV and texture 3D character model	2.1 UV map of the model is created. 2.2 Texturing is applied on head. 2.3 <b><u>Texture maps</u></b> for the costume elements and armor pieces are painted using <b><u>appropriate software</u></b> . 2.4 Character model is presented to relevant personnel for inputs and admitted feedback. 2.5 Realistic rendering is performed to check the character models.
3 Create character rigging	3.1 Character joints and skeleton is created 3.2 Inverse kinematics/Forward kinematics (IK/FK) are created 3.3 Controllers and attributes are created 3.4 Skin binding is applied 3.5 Skin weight painting is adjusted 3.6 Pose morphing is created
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Software for 3D Character	1.1 3D Max 1.2 Maya



Modeling/Sculpting	1.3 Cinema 4D 1.4 Blender 1.5 ZBrush
2. Head	2.1 Hair 2.2 Ears 2.3 Noses 2.4 Lips 2.5 Fingers 2.6 Facial muscles
3. Character props	3.1 Cap 3.2 Cloth 3.3 Armors 3.4 Watch/ Band 3.5 Shoes 3.6 Waist pack and utilities
4. Create character rigging	4.1 Clo3D 4.2 Marvelous designer
5. Texture maps	5.1 Defuse map 5.2 Reflection map 5.3 Refraction map 5.4 Displacement map 5.5 Normal map 5.6 AO map 5.7 IOR
6. Appropriate software	6.1 Photoshop 6.2 Substance painter 6.3 Foundry mari
<b>Evidence Guide</b>	
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	1.1 Created 3D character models 1.2 Mapped UV and textured 3D character model
2. Underpinning knowledge	2.1 Moodboard 2.2 Storyboard 2.3 Set 2.4 UV mapping of 3D model 2.5 Texture 2.6 Camera composition
3. Underpinning skills	3.1 Working with 3D Character Modeling software 3.2 Setting camera composition 3.3 Rendering created work

4. Required attitude	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Promptness in carrying out activities</li> <li>4.3 Sincere and honest to duties</li> <li>4.4 Environmental concerns</li> <li>4.5 Eagerness to learn</li> <li>4.6 Addressing and accepting feedback</li> <li>4.7 Tidiness and timeliness</li> <li>4.8 Respect for rights of peers and seniors in workplace</li> <li>4.9 Communication with peers and seniors in workplace</li> </ul>
5. Resource Implication	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1 Well-equipped computer lab with audio visual accessories</li> <li>5.2 Uninterrupted internet facilities</li> <li>5.3 Relevant tools, Equipment, software and facilities needed to perform the activities</li> <li>5.4 Uninterrupted powers supply source</li> <li>5.5 Required learning materials</li> </ul>
6. Methods of assessment	<ul style="list-style-type: none"> <li>6.1 Written test</li> <li>6.2 Demonstration</li> <li>6.3 Oral questioning</li> <li>6.4 Portfolio</li> </ul>
7. Context of assessment	<ul style="list-style-type: none"> <li>7.1 Competency assessment will be done in NSDA accredited center or in online platform</li> <li>7.2 Assessment should be done by NSDA certified/ nominated assessor</li> </ul>

**Accreditation Requirements**

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<b>Unit Code and Title</b>	<b>ICT3D0010L2V1: Perform Post-Production Activities for 3D Character Modeling</b>
<b>Nominal Hours</b>	<b>50 hours</b>
<b>Unit Descriptor</b>	<p>This unit covers the knowledge, skills, and attitudes required to perform post-production activities for 3D Character Modeling.</p> <p>It specifically includes applying basic lighting and shading technique, and finalizing 3D character model.</p>
<b>Elements of Competency</b>	<p><b>Performance Criteria</b></p> <p><b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variable</p>
1. Apply basic lighting and shading technique	<p>1.1 Project settings for Character modelling are confirmed as per design specification.</p> <p>1.2 <b><u>Lighting</u></b> is added to the model according to creative brief.</p> <p>1.3 <b><u>Color grading</u></b> is applied to character model as per requirement.</p> <p>1.4 Character model is saved for animation.</p>
2. Finalize 3D character model	<p>2.1 Character models are reviewed to assess creative solutions with design specifications, appropriateness of users/ audience and technical feasibility.</p> <p>2.2 Additional requirements or modifications to overall designs are discussed and confirmed with relevant personnel.</p> <p>2.3 Feedback is incorporated as per standard procedure.</p> <p>2.4 Final character model is submitted as per required format and medium.</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (May include but not limited to:)
1. Lighting	<p>1.1 Studio light</p> <p>1.2 Exterior light</p>
2. Color Grading	<p>2.1 White balance</p> <p>2.2 Color correction/balance</p> <p>2.3 Color preset</p> <p>2.4 Color space</p>
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	

7. Critical aspects of competency	1.1 Apply basic lighting and shading technique 1.2 Finalize 3D character model
8. Underpinning knowledge	2.1 Project setting 2.2 Design specification 2.3 Look development
9. Underpinning skill	3.1. Adding lighting 3.2. Applying visual effects 3.3. Applying color grading 3.4. Applying sound and music 3.5. Submitting final product
10. Required attitude	1.1 Commitment to occupational health and safety 1.2 Promptness in carrying out activities 1.3 Sincere and honest to duties 1.4 Environmental concerns 1.5 Eagerness to learn 1.6 Addressing and accepting feedback 1.7 Tidiness and timeliness 1.8 Respect for rights of peers and seniors in workplace 1.9 Communication with peers and seniors in workplace
11. Resource implication	The following resources must be provided: 5.1 Well-equipped computer lab with audio visual accessories 5.2 Uninterrupted internet facilities 5.3 Relevant tools, Equipment, software and facilities needed to perform the activities 5.4 Uninterrupted powers supply source 5.5 Required learning materials
12. Methods of assessment	6.1 Demonstration with oral questioning 6.2 Direct observation 6.3 Written test 6.4 Portfolio
13. Context of assessment	7.1 Competency assessment will be done in NSDA accredited center or in online platform 7.2 Assessment should be done by NSDA certified/nominated assessor

### **Accreditation Requirements**

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## Development of Competency Standard by Technical Sub-Committee (TSC)

The Competency Standards for National Skills Certificate in **3D Animation for Freelancing (3D Character Modeling) Level-3** Qualification is developed by TSC during August 8-12, 2021.

Respectable members:

VIDEO ANIMATION FOR FREELANCER		
1.	Md. Sultan Mahmud, Database Administration, Dept. of ICT (DoICT)	Member
2.	Md. Selim Hossain, Head of the department Film and media, Creative IT Institute	Member
3.	Md. Nuruddowla Al Naieem, Founder and CEO, Techdyno BD	Member
4.	Dr. Shaikh Muhammad Allayear, Associate Professor and Head, Dept. of Multimedia and Creative Technology. Daffodil International University	Member
5.	Murad Mahbub Abrar, Founder and CEO, Cycore Studios Limited	Member
6.	Rabi Hasan, Art Director, Havas Ipositive Communication Ltd.	Member
7.	Md. Parvez Alamgir, Manager, Client Service	Member
8.	Rumman Uddin Ahamed, Head of Business Development, Dhanshiri Communication Limited	Member
9.	Mahbubur Rahman Rubel, Lead Motion designer and VFX artist, Dreamcast marketing & Communication	Member
10.	Shahrin Ara, Freelancer	Member
11.	Zeenat Farzana, Managing Director, Techno magic	Member
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16.		Member

## Validation of Competency Standard by SCVC

The Competency Standards for National Skills Certificate in **3D Animation for Freelancing (3D Character Modeling)**, is validated by SCVC on Aug 23-24, 2021 and approved by NSDA.

Respectable members of the SCVC:

VIDEO ANIMATION FOR FREELANCER		
1.		
2.		Member
3.		Member
4.		Member
5.		Member
6.		Member
7.		Member
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15.		Member
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## Copyright

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This Competency Standard for **3D Animation for Freelancing (3D Character Modeling)** is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing training consistent with the requirements of industry in order for individuals who graduated through the established standard via competency-based assessment to be suitably qualified for a relevant job.

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