



Competency Standard (CS)

Japanese Language

BNQF Level-3

(JLPT N4 and Equivalent)

Informal Sector

Competency Standard Code: CS-IS-JL-L3-EN-V1



**National Skills Development Authority
Chief Adviser's Office
Government of the People's Republic of Bangladesh**

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This Competency Standard for **Japanese Language** 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.

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 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. " **Japanese Language**" is selected as one of the priority occupations of **Informal** Sector. This standard is developed to adopt a demand driven approach to training with effective inputs from Industry Skills Councils, 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 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 standard is to:

- provide a consistent and reliable set of parts 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 occupation specific experts, academicians, representatives from NSDA and ISC to identify the competencies required of an occupation in **Informal Sector**.

Competency standards describe the knowledge, skills and attitude needed to perform effectively in the workplace. CS acknowledge that people can achieve technical and vocational competency in many ways by emphasising 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 parts 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.

Preface

The **Japanese Language, BNQF Level 3 (JLPT N4 and Equivalent)** qualification has been developed to align with the standards and structure of the **Bangladesh National Qualifications Framework (BNQF)**. This level corresponds to the fundamental stage of Japanese language learning and aims to provide learners with the essential skills required for basic communication in everyday situations.

At this level, learners are introduced to the elementary components of the Japanese language, including **basic Kanji (JLPT N4 and Equivalent)**. The course emphasized the development of four core language skills — **listening, speaking, reading, and writing** — with a focus on practical application in both personal and workplace contexts. Through structured learning and guided practice, learners gain the ability to understand and use familiar expressions, simple sentences, and basic grammar structures.

The competency-based design of this qualification ensures that learners not only acquire linguistic knowledge but also develop the confidence to engage in simple interactions using Japanese. Furthermore, the curriculum integrates cultural awareness and communication etiquette, which are essential for effective interaction in Japanese society or professional settings involving Japanese partners.

This document serves as a comprehensive guide for trainers, assessors, and learners. It outlines the units of competency, elements, performance criteria, and assessment requirements that define the learning outcomes expected at BNQF Level 3 (JLPT N4 and Equivalent). It is intended to support the consistent delivery and assessment of Japanese language training under the national skills development framework.

The development of this qualification reflects the commitment of the **Bangladesh Government** and related stakeholders to expanding language learning opportunities that enhance employability, global mobility, and intercultural competence for Bangladeshi learners.

The **Japanese Language, BNQF Level 3 (JLPT N4 and Equivalent)** qualification provides learners with essential linguistic and cultural foundations required for both educational and employment opportunities in Japan.

This level equips learners with the ability to understand and use basic Japanese expressions in daily life, supporting their readiness for **Student Visa** applications and forming a strong base for progression to higher levels required under the **Specified Skilled Worker (SSW)** program and **Technical Intern Training Program (TITP)**.

JLPT measures and certifies the Japanese language proficiency of non-native speakers. It is mainly used for academic admission, employment, and immigration purposes in Japan.

JFT is designed to assess basic communication skills in Japanese for foreign workers and Specified Skilled Worker (SSW) visa applicants.

It evaluates whether a person can communicate in daily life situations in Japan (shopping, transportation, work, etc.). **JFT A2** is roughly equivalent to **JLPT N4** level.

JLPT Conducted twice a year: **July** and **December** and JFT is available year-round (throughout the year) conducted online at authorized testing centers.

The qualification enhances learners' **communication skills, cultural adaptability, and employability**, facilitating smooth integration into Japanese academic and workplace environments. Furthermore, it aligns with the **Bangladesh National Skills Development and Overseas Employment strategies**, strengthening pathways for skilled migration and international collaboration.

**Competency Standards for National Skill Certificate – 3 (JLPT N4 and Equivalent) in
Japanese Language, Informal Sector**

Level Descriptors of Skills Sector, BNQF Level 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

NSDA	- National Skills Development Authority
CS	- Competency Standard
SCVC	- Standard and Curriculum Validation Commettee
ISC	- Industry Skills Council
CBLM	- Competency Based Learning Material
UoC	- Unit of Competency
PPE	- Personal Protective Equipemnt
OSH	- Occupational Safety and Health
CBC	- Competency Based Curriculum
IS	- Informal Sector
JL	- Japanese Language
JLPT	- Japanese Language Proficiency Test
JFT	- Japanese Foundaton Test
BNQF	- Bangladesh National Qualification Framework
STP	- Skills Training Provider
SOP	- Standard Operating Procedure
UoC	- Unit of Competency

Approval of Competency Standard

Approved by
46th Authority Meeting of NSDA
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**Competency Standards for National Skill Certificate – 3 (JLPT-N4 and Equivalent) in
Japanese Language
Course Structure**

SL	Unit Code and Title		UoC Level	Nominal Hours
Generic Units of Competency				30
1.	GU-02-L2-V1	Carry out workplace interaction	2	15
2.	GU-05-L3-V1	Carry out communication with clients	3	15
Occupation Specific Units of Competency				330
3.	OU-IS-JL-01-L3-V1	Identify Language Script	3	50
4.	OU-IS-JL-02-L3-V1	Use Vocabulary	3	40
5.	OU-IS-JL-03-L3-V1	Apply Grammar Structures	3	55
6.	OU-IS-JL-04-L3-V1	Comprehend Listening	3	55
7.	OU-IS-JL-05-L3-V1	Demonstrate Reading	3	50
8.	OU-IS-JL-06-L3-V1	Interact Speaking	3	50
9.	OU-IS-JL-07-L3-V1	Produce Writing	3	30
Total Nominal Hours				360

Units & Elements at a Glance:

Generic Units of Competency - 30 Hrs.

Code	Unit of competency	Elements of competency	Duration (hours)
GU-02-L2-V1	Carryout Workplace Interaction	<ol style="list-style-type: none"> 1. Interpret workplace communication and etiquette 2. Read and understand workplace documents 3. Participate in workplace meetings and discussions 4. Practice professional ethics at workplace 	15
GU-05-L3-V1	Carryout Communication with Clients	<ol style="list-style-type: none"> 1. Interpret client-based communication and etiquette 2. Prepare documents for endeavor/working environment/platform 3. Conduct communication 	15
Total Hours			30

Occupation Specific Units of Competency – 330 Hours

Code	Unit of Competency	Elements of Competency	Duration (hours)
OU-IS-JL-01-L3-V1	Identify Language Script	<ol style="list-style-type: none"> 1. Recognize Japanese Language Scripts 2. Interpret and use basic kanji 	50
OU-IS-JL-02-L3-V1	Demonstrate Vocabulary	<ol style="list-style-type: none"> 1. Recognize and understand elementary japanese vocabulary 2. Pronounce and articulate vocabulary 3. Use vocabulary in sentences 4. Apply vocabulary in different contexts 5. Review, expand, and maintain vocabulary knowledge 6. Use expressions for communication 	40
OU-IS-JL-03-L3-V1	Apply Grammar Structures	<ol style="list-style-type: none"> 1. Recognize elementary japanese grammar structures 2. Construct simple and complex sentences 3. Apply grammar structures in conversation and writing 	55

		4. Conjugate verbs and adjectives 5. Apply formal and informal structure in grammar 6. Review and correct grammatical errors	
OU-IS-JL-04-L3-V1	Comprehend Listening	1. Prepare for listening 2. Recognize elementary spoken Japanese sounds, words, and expressions 3. Understand formal and informal conversations in familiar contexts 4. Interpret elementary information from spoken Japanese materials 5. Apply elementary listening strategies 6. Understand spoken daily expressions	55
OU-IS-JL-05-L3-V1	Demonstrate Reading	1. Recognize Japanese Scripts 2. Read passages and dialogues 3. Interpret daily life written texts and information 4. Understand Sentence Structures 5. Extract Meaning from Short Texts 6. Demonstrate Reading Comprehension	50
OU-IS-JL-06-L3-V1	Interact Speaking	1. Prepare for speaking 2. Apply correct pronunciation, intonation and Construct sentences 3. Use formal and informal speech 4. Introduce oneself and others 5. Ask and respond to questions and communicate 6. Describe and narrate daily life and events 7. Maintain conversational interaction 8. Use cultural expressions in conversation	50
OU-IS-JL-07-L3-V1	Produce Writing	1. Write Japanese scripts 2. Apply grammar and sentence structures in writing 3. Use vocabulary and expressions 4. Compose texts for daily communication 5. Express ideas clearly in written form 6. Apply conventions of written Japanese	30

		7. Demonstrate cultural appropriateness in writing	
Total hours			330

Generic Units of Competency

Unit Code and Title	GU-02-L2-V1: Carryout Workplace Interaction
Unit Descriptor	This unit covers the knowledge, skills and attitude required to carry out workplace interaction. It specifically includes interpreting workplace communication and etiquette, reading and understanding workplace documents, participating in workplace meetings and discussions and practicing professional ethics at workplace.
Nominal Hours	15 Hours
Elements of Competency	Performance Criteria <u>Bold underlined</u> terms are elaborated in the Range of Variables
1. Interpret workplace communication and etiquette	1.1 Workplace code of conducts are interpreted as per organizational guidelines 1.2 Appropriate lines of communication are maintained with supervisors and colleagues 1.3 Workplace interactions are conducted in a <u>courteous manner</u> to gather and convey information 1.4 Questions about routine <u>workplace procedures and matters</u> are asked and responded as required
2. Read and understand workplace documents	2.1 Workplace documents are interpreted as per standard. 2.2 Assistance is taken to aid comprehension when required from peers / supervisors 2.3 Visual information / symbols / signage's are understood and followed 2.4 Specific and relevant information are accessed from <u>appropriate sources</u> 2.5 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 meeting procedures and etiquette are followed 3.2 Own opinions are expressed and others opinions are listened without interruption 3.3 Inputs are provided consistent with meeting purpose and meeting outcomes are implemented
4. Practice professional ethics at workplace	4.1 Responsibilities as a team member are demonstrated and kept promises and commitments made to others 4.2 Tasks are performed in accordance with workplace procedures 4.3 Confidentiality is respected and maintained 4.4 Situations and actions considered inappropriate or which present a conflict of interest are avoided
Range of Variables	
Variable	Range (may include but not limited to):

1. Courteous manner	1.1 Effective questioning 1.2 Active listening 1.3 Speaking skills
2. Workplace procedures and matters	2.1 Notes 2.2 Agenda 2.3 Simple reports 2.3.1 Progress report 2.3.2 Incident report 2.4 Job sheets 2.5 Operational manuals 2.6 Brochures and promotional material 2.7 Visual and graphic materials 2.8 Standards 2.9 OSH information 2.10 Signs
3. Appropriate sources	3.1 HR Department 3.2 Managers 3.3 Supervisors
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	1.1 Maintained workplace communication and etiquette 1.2 Followed workplace instructions and symbols 1.3 Followed team meeting and etiquette
2. Underpinning knowledge	2.1 Workplace communication and etiquette 2.2 Workplace documents, signs and symbols 2.3 Meeting procedure and etiquette
3. Underpinning skills	3.1 Maintaining workplace communication and etiquette 3.2 Following workplace instructions and symbols 3.3 Following team meeting and etiquette
4. Underpinning attitude	4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect for rights of peers and seniors in workplace 4.8 Communication with peers and seniors in workplace

5. Resource implications	<p>The following resources must be provided:</p> <p>5.1 Work place Procedure</p> <p>5.2 Materials relevant to the proposed activity</p> <p>5.3 All tools, equipment, material and documentation required.</p> <p>5.4 Relevant specifications or work instructions</p>
6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <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 must be done in NSDA accredited assessment centre;</p> <p>7.2 Assessment should be done by NSDA certified assessor.</p>
<p>Accreditation Requirements</p> <p>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 BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Unit Code and Title	GU-05-L3-V1: Carryout Communication with Clients
Nominal Hours	15 Hours
Unit Descriptor	<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>
Elements of Competency	<p>Performance Criteria</p> <p><u>Bold & Underlined</u> 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 <u>working environment/platform procedures and matters</u> are explained as required</p>
2. Prepare documents for endeavor/working environment/platform	<p>2.1 Relevant <u>documents</u> are prepared for effective communication with work environment</p> <p>2.2 <u>Validated sources</u> 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/<u>way of communication</u> are maintained as per working environment/platform</p> <p>3.2 <u>Channels of communication</u> are identified and followed</p> <p>3.3 Communication is conducted in a <u>courteous manner</u> to gather and convey information</p> <p>3.4 Appropriate non-verbal communication is used as required</p>
Range of Variables	
Variable	Range (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	<p>2.1 Notes</p> <p>2.2 Agenda</p> <p>2.3 Simple reports such as progress and incident reports</p> <p>2.4 Job sheets</p> <p>2.5 Operational manuals</p> <p>2.6 Brochures and promotional material</p> <p>2.7 Visual and graphic materials</p> <p>2.8 Standards</p> <p>2.9 OSH information</p> <p>2.10 Signs</p>

3. Way of Communication	3.1 Verbal 3.2 Written 3.3 Online communication
4. Channels of communication	4.1 Marketplace messenger 4.2 Zoom 4.3 Google meet 4.4 Microsoft team 4.5 Go meeting 4.6 Boithok 4.7 Webex 4.8 Skype 4.9 Whatsapp
5. Documents	5.1 Personnel identification document 5.2 Portfolio 5.3 Financial document 5.4 Task proposal
6. Validated sources	6.1 Chamber of commerce 6.2 Related association 6.3 High commission 6.4 Related Bank 6.5 Local authority 6.6 Related legal entities
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: 1.1 Interpreted client-based communication and etiquette 1.2 Prepared documents for endeavour/working/environment/platform 1.3 Conducted communication
2. Underpinning Knowledge	1.1 Working platform 1.2 Terms and condition in platform 1.3 Documents for communication 1.4 Validated sources 1.5 Way of communication 1.6 Channel of communication
2. Underpinning Skills	3.1 Handling personal computer/laptop 3.2 Interpreting communication needs 3.3 Using channels of communication 3.4 Logging with online platform 3.5 Interpreting terms and condition

4. Underpinning Attitudes	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 Tidiness and timeliness 1.7 Respect for rights of peers and seniors in workplace 1.8 Communication with peers and seniors in workplace
2. Resource Implications	The following resources must be provided: 4.1 Relevant tools, Equipment, software and facilities needed to perform the activities. 4.2 Required learning materials.
5. Methods of Assessment	Methods of assessment may include but not limited to: 3.1 Written Test 3.2 Demonstration 3.3 Oral Questioning 3.4 Portfolio
4. 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
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 BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

Occupation Specific Units of Competency

Unit Code and Title		OU-INF-JL-01-L3-V1: Identify Language Script
Unit Descriptor		<p>This unit covers the knowledge, skills and attitudes required to identify language script.</p> <p>It includes the task of recognizing Japanese language scripts, interpreting and using basic kanji</p>
Nominal Hours		50
Elements of Competency		Performance Criteria <u>Bold and Underlined</u> terms are elaborated in the Range of Variables
1. Recognize japanese language scripts		1.1 Kanji characters are identified and differentiated; 1.2 Phonetic symbols and their corresponding sounds are recognized accurately; 1.3 Elementary words used in <u>daily life</u> are to be identified. 1.4 Basic Kanji characters are identified; 1.5 Similar-looking characters in different Kanji are distinguished.
2. Interpret and use basic kanji		2.1 Approximately 350 Kanji related to numbers, time, family, and daily life are identified; 2.2 Kanji are matched with their corresponding <u>readings</u> (On/Kun); 2.3 Basic Kanji are written with correct stroke order 2.4 words and sentences combining Kana and basic Kanji are read.
Range of Variables		
Variables		Range (may include but not limited to):
1. Daily life.		1.1 Useful Japanese greetings 1.2 Counting suffix 1.3 Daily life expression
2. Reading type		2.1 Loanword katakana 2.2 On/kun readings 2.3 Kana-kanji mix
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: 2.1 Recognize japanese language scripts 2.2 Recognized and use Basic Kanji.
2. Underpinning Knowledge		2.1 Basic Kanji recognition (around N4 level Kanji) 2.2 Differences between Hiragana, Katakana, and Kanji 2.3 Stroke order principles for kana and kanji 2.4 Common radicals and components in N4-level Kanji Sentence

	<p>construction.</p> <p>2.5 Kana–pronunciation correspondence</p> <p>2.6 Long vowels, double consonants, voiced/unvoiced sounds</p> <p>2.7 Use of small つ (っ), や/ゆ/よ, long vowel markers</p> <p>2.8 Katakana conventions for foreign words</p> <p>2.9 Basic punctuation marks (。、？！「」)</p> <p>2.10 Word boundaries (since Japanese script has no spaces)</p> <p>2.11 Reading direction in horizontal and vertical text</p> <p>2.12 Familiarity with high-frequency JLPT- N4/JFT- A2 vocabulary</p> <p>2.13 Common verb forms and conjugations appearing in scripts</p> <p>2.14 Sentence-ending expressions used in simple passages</p> <p>2.15 Particles (は, が, に, を, へ, で, etc.) and their effect on meaning.</p> <p>2.16 Understanding formal and informal forms.</p> <p>2.17 Recognizing contextual cues in short passages</p> <p>2.18 Understanding topic-based reading (daily life, work, transport, shopping, family).</p> <p>2.19 Basic Japanese cultural references (names, places, objects).</p> <p>2.20 Common signs, notices, menus, schedules, and everyday written materials.</p>
3. Underpinning Skills	<p>3.1 Neat handwriting</p> <p>3.2 Sentence composition.</p> <p>3.3 Script recognition skills</p> <p>3.4 Decoding skills</p> <p>3.5 Vocabulary application</p> <p>3.6 Grammar interpretation</p> <p>3.7 Reading comprehension skills</p> <p>3.8 Cognitive & analytical skills</p> <p>3.9 Practical reading skills</p>
4. Required Attitudes	<p>4.1 Commitment to occupational health and safety</p> <p>4.2 Promptness in carrying out activities</p> <p>4.3 Sincere and honest to duties</p> <p>4.4 Environmental concerns</p> <p>4.5 Eagerness to learn</p> <p>4.6 Tidiness and timeliness</p> <p>4.7 Respect for rights of peers and seniors in workplace</p> <p>4.8 Communication with peers and seniors in workplace.</p>
5. Resource Implications	<p>5.1 Workplace (actual or simulated).</p> <p>5.2 Equipment, materials and facilities appropriate to the proposed activity.</p> <p>5.3 Uninterrupted power supply</p> <p>5.4 Internet facilities</p> <p>5.5 Competency Based Learning Materials (CBLM)</p> <p>5.6 Text book (Minna no Nihongo Vol-2, IRODORI A2-1, A2-2 and Basic Kanji Vol – 1).</p>

6. Methods of Assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio
7. Context of Assessment	<ul style="list-style-type: none"> 7.1 Competency assessment must be done in NSDA accredited assessment centre; 7.2 Assessment should be done by NSDA certified assessor.
<p>Accreditation Requirements</p> <p>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 BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Unit Code and Title	OU-IS-JL-02-L3-V1: Use Vocabulary
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes required to use Vocabulary.</p> <p>It includes the task of recognizing and understanding elementary Japanese vocabulary, pronouncing and articulating vocabulary, using vocabulary in sentences, applying vocabulary in different contexts, reviewing, expanding, and maintain vocabulary knowledge and using expressions for communication.</p>
Nominal Hours	40
Elements of Competency	Performance Criteria <u>(Bold & underlined)</u> terms are elaborated in the Range of Variables)
1. Recognize and understand elementary Japanese vocabulary	1.1 The meaning of common Japanese words and phrases used are identified and understood in daily communication; 1.2 Vocabulary related to personal information is recognized occupation, location and family; 1.3 Nouns, verbs, adjectives, and adverbs used are understood in frequently used sentences; 1.4 Contextual meaning of words are used in greetings, expressions, and instructions; 1.5 Honorific and humble form of words are used in formal communication.
2. Pronounce and articulate vocabulary	2.1 JLPT-N4/JFT-A2 level vocabulary are pronounced clearly and accurately; 2.2 Japanese words are pronounced correctly following Hiragana and Katakana phonetic rules; 2.3 Correct pitch accent and intonation are used for elementary vocabulary; 2.4 Listening and repeating vocabulary are practiced for accurate pronunciation; 2.5 Understanding of homophones and pronunciation differences are demonstrated based on context; 2.6 Words and short phrases are articulated fluently.
3. Use vocabulary in sentences	3.1 Vocabulary is used to construct simple and meaningful short complex sentences as per Japanese standard; 3.2 Appropriate words and expressions are used in greetings, introductions, formal and informal conversation; 3.3 Vocabulary is selected for formal and informal situations suitable as per Japanese standard; 3.4 Honorific and humble form are used in formal situations; 3.5 Verbs, nouns, adverb and adjectives are combined according to Japanese grammatical patterns; 3.6 Sentences are Self-corrected and improved when needed.

4. Apply vocabulary in different contexts	<p>4.1 <u>Words of daily life</u> are recalled and used;</p> <p>4.2 Vocabulary that sounds unnatural or out of place is avoided in that setting;</p> <p>4.3 Vocabulary are chosen that helps to create clear descriptions;</p> <p>4.4 The ability is shown to switch vocabulary for similar meanings;</p> <p>4.5 Vocabulary understanding is demonstrated in classroom, workplace, and public situations;</p> <p>4.6 Relevant words and expressions are used to respond in given scenarios as per Japanese patterns;</p> <p>4.7 Vocabulary is to be applied to express feelings, needs, and opinions in simple and short complex form;</p> <p>4.8 Vocabulary is adjusted depending on formal and informal situation.</p>
5. Review, expand, and maintain vocabulary knowledge	<p>5.1 Learned vocabulary is to be reviewed through practice, repetition, and self-assessment;</p> <p>5.2 Effective memorization techniques are applied;</p> <p>5.3 Japanese dictionaries, flashcards, and learning tools are used to introduce new vocabulary;</p> <p>5.4 A personal vocabulary list or notebook is maintained for continuous learning;</p> <p>5.5 Learned vocabulary is applied in reading, writing, speaking, and listening exercises for reinforcement;</p> <p>5.6 Ability to apply new vocabulary in sentences is demonstrated.</p>
6. Use expressions for communication	<p>6.1 JLPT-N4/JFT-A2 expressions are used appropriately in <u>daily interactions</u>;</p> <p>6.2 Formal and Informal <u>Greetings and phrases</u> are used as per Japanese patterns;</p> <p>6.3 Appropriate responses are given to simple and short complex <u>daily life questions</u> as per Japanese pattern;</p> <p>6.4 Expressions depending on relationship, age, or context are adjusted.</p>
Range of variables	
Variable	Range (may include but not limited to):
1. Words of daily life	<p>1.1 Family</p> <p>1.2 Friends</p> <p>1.3 School</p> <p>1.4 Shopping</p> <p>1.5 Food</p> <p>1.6 Cooking</p> <p>1.7 Job</p> <p>1.8 Workplace</p> <p>1.9 Wether</p>

	1.10 Hospital 1.11 Transport and Travel 1.12 Arrow sign 1.13 Housekeeping 1.14 Party
2. Daily interaction	3.1 Manners and greetings 3.2 Requests 3.3 Apologies 3.4 Order 3.5 Prohibition 3.6 Ability and possibility 3.7 Thanks 3.8 Invitations.
3. Greetings and phrases	3.1 Common greetings <ul style="list-style-type: none"> ▪ おはよう ▪ よろしく 3.2 Phrases <ul style="list-style-type: none"> ▪ ありがとう ▪ ごめん
4. Daily life questions	4.1 About Daily Routine <ul style="list-style-type: none"> ▪ What do you do every day? ▪ What time do you wake up? ▪ How long do you study? ▪ What time does your work start? 4.2 About Home & Family <ul style="list-style-type: none"> ▪ How many people are in your family? ▪ Who do you live with? ▪ Where is your house? 4.3 Shopping & Money <ul style="list-style-type: none"> ▪ How much is this? ▪ Which one is cheaper? ▪ Where can I buy this? ▪ Can I pay by card? 4.4 Food & Eating <ul style="list-style-type: none"> ▪ What do you want to eat? ▪ What's your recommendation? ▪ Have you eaten lunch already? ▪ Where do you usually eat? 4.5 Transportation & Directions <ul style="list-style-type: none"> ▪ Where is the station? ▪ How do I get there? ▪ What time does the train leave? ▪ Does this bus go to the school? 4.6 Health & Well-being

	<ul style="list-style-type: none"> ▪ What's wrong? ▪ Where does it hurt? ▪ Did you go to the hospital? <p>4.7 Weather & Time</p> <ul style="list-style-type: none"> ▪ How's today's weather? ▪ What time is it now? <p>4.8 Preferences & Opinions</p> <ul style="list-style-type: none"> ▪ What do you like? ▪ Which movie was the best? ▪ What do you think about this book? <p>4.9 Experiences</p> <ul style="list-style-type: none"> ▪ Have you ever eaten Japanese food? ▪ Have you ever been to Tokyo? ▪ Have you ever taken a Japanese test? <p>4.10 Daily Life Arrangements / Requests</p> <ul style="list-style-type: none"> ▪ Would you like to go together? ▪ Could you help me? ▪ Please say it again. ▪ May I take a photo? <p>4.11 Party issues</p> <p>4.12 Marriage and birth day</p> <p>4.13 Farewel party</p>
<p>Evidence Guide</p> <p>Evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of Units of Competency.</p>	
1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 recognizd and understood japanese vocabulary 1.2 pronounced and articulated vocabulary 1.3 used vocabulary in sentences 1.4 applied vocabulary in different contexts 1.5 reviewed, expanded and maintained vocabulary knowledge 1.6 used expressions for communication.
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Vocabulary related to daily life 2.2 Counting expressions 2.3 Phrases in different contexts 2.4 Question forms simple and short complex sentence using daily life conversation 2.5 Cultural context in the use of formal and informal expressions. 2.6 Vocabulary categories 2.7 Word formation & structure

	2.8 Meaning & usage 2.9 Grammar links to vocabulary 2.10 Cultural knowledge 2.11 Script knowledge supporting vocabulary
3. Underpinning skills	3.1 Recalling and pronouncing vocabulary 3.2 Using vocabulary in appropriate contexts 3.3 Vocabulary recognition skills 3.4 Productive use of vocabulary 3.5 Listening and recognizing familiar vocabulary in spoken Japanese 3.6 Reading and identifying words in basic kanji 3.7 Forming simple sentences using learned vocabulary 3.8 Responding appropriately to daily life questions using correct words/phrases. 3.9 Contextual application 3.10 Communication skills 3.11 Reading & listening skills 3.12 Writing skills 3.13 Cognitive & analytical skills.
4. Required attitudes	4.1 Commitment to occupational safety and health 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect for rights of peers and seniors at workplace 4.8 Communication with peers and seniors at workplace.
5. Resource implications	5.1 Workplace (actual or simulated) 5.2 Tools, Equipment, materials and facilities appropriate to the proposed activity 5.3 Uninterrupted power supply 5.4 Internet facilities 5.5 Competency Based Learning Materials (CBLM) 5.6 Text book (Ref. Minna no Nihongo Vol-2, IRODORI A2, Basic Kanji Vol – 1).
6. Method 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 NSDA accredited assessment centre; 7.2 Assessment should be done by NSDA certified 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 BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

Unit Code and Title	OU-IS-JL-03-L4-V1: Apply Grammar Structures
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes required to apply grammar structures.</p> <p>It includes the task of recognizing elementary Japanese grammar structures, constructing simple and complex sentences, applying grammar structures in conversation and writing, conjugating verbs and adjectives, applying formal and informal structure in grammar, reviewing and correcting grammatical errors</p>
Nominal Hours	55
Elements of Competency	Performance Criteria <u>(Bold & underlined)</u> terms are elaborated in the Range of Variables)
1. Recognize elementary Japanese grammar structures	1.1 The elementary sentence structure of Japanese (Subject–Object–Verb order) is identified; 1.2 The use of <u>particles</u> in simple and complex sentences is recognized; 1.3 The function of nouns, verbs, adjectives, and adverbs in grammar patterns is understood; 1.4 Japanese <u>Grammatical form</u> of sentence are identified.
2. Construct simple and complex sentences	2.1 Verb conjugations in non-past (present and future), past, and negative forms are applied as per Japanese pattern; 2.2 Nouns and adjectives are combined to construct grammatically correct simple and complex sentences; 2.3 Proper particles are used to construct grammatically correct simple and complex sentences; 2.4 Conjunctions are used to maintain smooth flow and logical connection between sentences; 2.5 Sentences are produced describing actions, experiences, and plans; 2.6 Correct politeness level are maintained throughout the sentence; 2.7 Sentence errors are reviewed and corrected
3. Apply grammar structures in conversation and writing	3.1 Basic grammar patterns are used to communicate personal information and daily activities; 3.2 <u>Questions</u> and answers using correct grammatical structures are formed; 3.3 Appropriate verb forms are applied when actions and locations are described; 3.4 <u>Sentence-ending expressions</u> for tone, formal and informal are used correctly; 3.5 Correct grammar is demonstrated in conversation and writing tasks; 3.6 Grammar structures are used to express feelings, experiences, and opinions;

	3.7 Grammar errors are identified and corrected.
4. Conjugate verbs and adjectives	<p>5.1 Verbs are changed and conjugated in non-past (present and future), past, formal and informal forms;</p> <p>5.2 Nouns are conjugated using copula and related forms;</p> <p>5.3 Adverbs are formed and used through conjugation or transformation;</p> <p>5.4 Conjugated forms are applied accurately in sentences;</p> <p>5.5 Conjugated forms are used in spoken and written communication;</p> <p>5.6 Correct conjugated forms are applied based on sentence style (formal vs. casual) and context;</p> <p>5.7 Uses conjugated verbs, nouns, and adjectives are used correctly within complex sentences.</p>
5. Apply formal and informal structure in grammar	<p>5.1 Formal and informal grammar structures are differentiated;</p> <p>5.2 Formal and informal expressions are used appropriately in greetings and conversations;</p> <p>5.3 Awareness of cultural norms reflected in grammatical choices is demonstrated.</p>
6. Review and correct grammatical errors	<p>7.1 Common grammatical mistakes in written or spoken sentences are identified;</p> <p>7.2 Sentences are revised to ensure accuracy in particle use, verb conjugation, and word order.</p>
Range of variables	
Variable	Range (may include but not limited to):
1. Particles	<p>1.1 Topic marker (は),</p> <p>1.2 Subject marker (が),</p> <p>1.3 Object marker (を),</p> <p>1.4 Time/direction marker (に),</p> <p>1.5 Location marker (で),</p> <p>1.6 Direction marker (へ),</p> <p>1.7 Companion marker (と),</p> <p>1.8 Additive marker (も)</p> <p>1.9 From (から)</p> <p>1.10 To/Until (まで)</p> <p>1.11 Of (の)</p> <p>1.12 Or (か)</p> <p>1.13 Comparison (より)</p> <p>1.14 And (～と～)</p>

2. Gramatical form	2.1 Affirmative 2.2 Negative 2.3 Interrogative 2.4 Imperative 2.5 Prohibitive 2.6 Potential form 2.7 Volitional form 2.8 Conditional form 2.9 Causative form
3. Question particles/interrogatives	3.1 なん/なに What 3.2 だれ/どなた Who 3.3 どこ/どちら Where 3.4 いつ When 3.5 どれ Which (one) 3.6 どの Which (used before noun) 3.7 どう How 3.8 どうして/なんで/なぜ Why 3.9 どんな What kind of 3.10 いくつ How many 3.11 いくら How much 3.12 どのくらい / どれくらい How long / How much / How far 3.13 どっち Which (of two) / Which way 3.14 どなた Who (polite) 3.15 どのように In what way / How (formal)
4. Sentence Ending Expression	4.1 Desu / Da (です／だ) – Polite vs. plain declarative endings 4.2 Masu (ます) / Plain Verb Forms – Polite vs. plain verb endings 4.3 Negatives (～ない / ～ません) – Expressing negation 4.4 Questions (～か / かしら / かな) – Polite and casual question markers 4.5 Exclamatory (～ね / ～よ / ～ねえ) – Seeking agreement, emphasizing, or softening statements 4.6 Requests and Commands (～てください / ～なさい / ～ろ / ～よう) – Polite request, command, or suggestion 4.7 Conditional and Conjecture Endings (～たら / ～ば / ～でしょう / ～かもしれない) – Conditional, probability, or speculation 4.8 Desire or Intention (～たい / ～つもり / ～ましょう) – Expressing want or plan
5. Noun	5.1 Common Nouns: Refer to general objects, people, or places. 5.1 Proper Nouns: Refer to specific names of people, places, organizations, etc. 5.2 Collective Nouns: Refer to a group or collection of

	<p>things or people.</p> <p>5.3 Abstract Nouns: Refer to ideas, qualities, or concepts that cannot be touched.</p> <p>5.4 Countable and Uncountable Nouns</p> <ul style="list-style-type: none"> ▪ Countable nouns: Items you can count individually. ▪ Uncountable nouns: Substances or concepts not easily counted. <p>5.5 Concrete Nouns: Refer to tangible things that can be seen, touched, or measured.</p> <p>5.6 Place/Location Nouns: Refer to specific or general locations.</p> <p>5.7 Time Nouns: Refer to specific times, days, months, seasons, or periods.</p> <p>5.8 Pronoun-like Nouns: Words that function like nouns to refer to people or things.</p>
6. Verbs (Conjugation)	<p>6.1 Casual Form</p> <p>6.2 Potential verb</p> <p>6.3 Volitional form</p> <p>6.4 Imperative</p> <p>6.5 prohibitive form</p> <p>6.6 conditional form</p> <p>6.7 Passive verb</p> <p>6.8 Causative verb</p> <p>6.9 Transative verb</p> <p>6.10 Intransative verb</p> <p>6.11 Motion verb</p>
7. Form of Adjectives	<p>い-Adjectives</p> <p>7.1 い-Adjectives affirmative (～です)</p> <p>7.2 Negative form of い-adjectives (～くないです)</p> <p>7.3 Past form (～かったです)</p> <p>7.4 Negative past form (～くなかったです)</p> <p>な-Adjectives</p> <p>7.5 な-Adjectives affirmative (～です)</p> <p>7.6 Negative form of な-adjectives (～じゃありません)</p> <p>7.7 Past form (～でした)</p> <p>7.8 Negative past (～じゃありませんでした)</p>
8. Plain form	<p>8.1 Noun</p> <ul style="list-style-type: none"> ▪ あめだ ▪ あめじゃない ▪ あめだった

	<ul style="list-style-type: none"> ▪ あめじゃなかった <p>8.2 Adjective</p> <p>な - Adjective</p> <ul style="list-style-type: none"> ▪ ひまだ ▪ ひまじゃない ▪ ひまだった ▪ ひまじゃなかった <p>い - Adjective</p> <ul style="list-style-type: none"> ▪ あつい ▪ あつくない ▪ あつかった ▪ あつくなかった <p>8.3 Verb</p> <ul style="list-style-type: none"> ▪ のむ ▪ のまない ▪ のんだ ▪ のまなかった
<p>Evidence Guide</p> <p>Evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of Units of Competency.</p>	
1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Recognized elementary Japanese grammar structures</p> <p>1.2 Constructed simple and complex sentences</p> <p>1.3 Applied Grammar Structures in Conversation and Writing</p> <p>1.4 Conjugated verbs and adjectives</p> <p>1.5 Applied formal and informal structure in Grammar</p> <p>1.6 Reviewed and Corrected Grammatical Errors.</p>
2. Underpinning knowledge	<p>2.1 Japanese particles and their functions</p> <p>2.2 Elementary sentence structures (affirmative, negative, interrogative)</p> <p>2.3 Change of verbs</p> <p>2.4 Verb conjugations in present, past, formal and informal</p> <p>2.5 Adjective types (い-adjectives, な-adjectives) and their conjugations</p> <p>2.6 Cultural nuances in grammar use (e.g., formal and informal forms).</p> <p>2.7 Vocabulary and Expressions</p> <ul style="list-style-type: none"> ▪ Daily life vocabulary: family, school, work, hobbies, shopping, travel, food, hospital and routines. ▪ Formal and informal expressions and when to use them appropriately. ▪ Expressions for giving and asking for opinions, preferences, and feelings.

	<p>2.8 Grammar and Sentence Structure</p> <ul style="list-style-type: none"> Use of conjunctions and connectors: そして, それから, でも, だから, ので. Differences between formal and informal forms in sentence structure. <p>2.9 Pronunciation and Intonation</p> <ul style="list-style-type: none"> Japanese sounds: vowels, consonants, and mora timing. Correct pitch accent for common words. Pronunciation of loanwords. Intonation and rhythm for natural speech. <p>2.10 Cultural Knowledge</p> <ul style="list-style-type: none"> Appropriate greetings for different times of day and social contexts. Honorific expressions (尊敬語 / sonkeigo) and humble forms (謙譲語 / kenjōgo). Social conventions for introducing oneself and others. Politeness norms in daily conversation (formal vs informal speech). Culturally appropriate expressions for gratitude, apology, offers, and invitations. <p>2.11 Conversational Strategies</p> <ul style="list-style-type: none"> Initiating and maintaining conversation. Asking and answering questions to gather or provide information. Using fillers and discourse markers (ええと, そうですね, あのう) to maintain interaction. Clarifying or repeating when comprehension is uncertain. Taking turns appropriately in dialogue. Summarizing, paraphrasing, or confirming information. <p>2.12 Situational Knowledge</p> <ul style="list-style-type: none"> Describing daily routines, past experiences, and simple future plans. Asking for and giving directions or instructions. Making requests, offers, and invitations politely. Narrating events, personal experiences, and expressing simple opinions. <p>2.13 Knowledge of Spoken Texts</p> <ul style="list-style-type: none"> Recognizing the types of spoken texts encountered at JFT-A2/JLPT - N4 level: dialogues, announcements, short narratives, and instructions. Differentiating between formal and informal conversation structures. Understanding context, tone, and intonation to interpret meaning.
	3.1 Pronunciation and intonation skills
	3.2 Vocabulary and expression skills
3. Underpinning skills	

	3.3 Grammar and sentence construction skills 3.4 Combining grammar structures to express simple and complex ideas accurately. 3.5 Conversational interaction skills 3.6 Cultural and contextual communication skills 3.7 Narrative and descriptive skills 3.8 Listening and response skills
1. Required attitudes	4.1 Commitment to occupational safety and health 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect for rights of peers and seniors at workplace 4.8 Communication with peers and seniors at workplace.
2. Resource implications	5.1 Workplace (actual or simulated) 5.2 Equipment, materials and facilities appropriate to the proposed activity 5.3 Uninterrupted power supply 5.4 Internet facilities 5.5 Competency Based Learning Materials (CBLM) 5.6 Text book (Such as; Minna no Nihongo Vol-2, IRODORI A2-1 and A2-2, Basic Kanji Vol – 1).
3. Method 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.
4. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre; 7.2 Assessment should be done by NSDA certified 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 BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

Unit Code and Title	OU-IS-JL-04-L3-V1: Comprehend Listening
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes required to Comprehend listening.</p> <p>It includes the task of preparing for listening, preparing for listening, recognizing elementary spoken Japanese sounds, words, and expressions, understanding formal and informal conversations in familiar contexts, interpreting elementary information from spoken Japanese materials, applying elementary listening strategies and understanding spoken daily expressions</p>
Nominal Hours	55
Elements of Competency	Performance Criteria <u>(Bold & underlined)</u> terms are elaborated in the Range of Variables)
1. Prepare for listening	1.1 Necessary learning <u>materials</u> are collected as required; 1.2 Grammar structures and vocabulary are reviewed as required by the lesson.
2. Recognize elementary spoken Japanese sounds, words, and expressions	2.1 Commonly used <u>greetings</u> , introductions, and daily expressions are recognized; 2.2 Formal and informal sentence patterns and question forms are distinguished in conversations; 2.3 Formal and informal spoken sentences and instructions related to daily activities are understood; 2.4 Topic markers and sentence-ending particles are recognized when spoken; 2.5 Similar-sounding words are differentiated based on context in spoken form; 2.6 Simple listening cues are understood to identify speakers' emotions; 2.7 The main idea is extracted from formal and informal spoken passages such as announcements or daily-life conversations; 2.8 Relationships between speakers are identified through honorific and humble speech cues; 2.9 Expressions used for asking and giving directions are recognized.
3. Understand formal and informal conversations in familiar contexts	3.1 Dialogues related to daily life are comprehended; 3.2 Conversations in familiar and unfamiliar <u>contexts</u> are understood; 3.3 Familiar questions are responded to appropriately using correct Japanese expressions. 3.4 Speaker relationships (senpai-kohai, customer-staff, friend-friend, teacher - students) are identified from tone.

	<p>3.5 Main ideas and specific details are extracted from conversations in familiar contexts;</p> <p>3.6 Expression in formal and informal forms are understood.</p> <p>3.7 Simple conversational cues are interpreted;</p> <p>3.8 Formal instructions and casual advice are differentiated when listening;</p> <p>3.9 Short role-play style conversations at normal speaking speed are understood.</p>
4. Interpret elementary information from spoken Japanese materials	<p>4.1 Essential points from announcements, classroom instructions, or workplace messages are understood;</p> <p>4.2 The topic and purpose of spoken communication are identified;</p> <p>4.3 Comprehension is demonstrated by selecting correct answers, matching pictures, or repeating information;</p> <p>4.4 Key words and phrases from listening materials are recorded or recalled;</p> <p>4.5 True or false statements are identified by listeners;</p> <p>4.6 Speaker intentions are interpreted;</p> <p>4.7 The sequence of events in spoken narratives is identified using cues;</p> <p>4.8 Short explanations, procedures, or instructions given orally are understood;</p> <p>4.9 Spoken comparisons and descriptions of people, objects, and events are understood.</p>
5. Apply elementary listening strategies	<p>5.1 Familiar and unfamiliar words and phrases in various situations are listened to attentively;</p> <p>5.2 Meaning is interpreted using context clues, tone, and keywords;</p> <p>5.3 Repetition or confirmation is requested when information is unclear;</p> <p>5.4 Understanding is shown by performing related tasks or actions correctly;</p> <p>5.5 Short and quick responses are demonstrated in different situations;</p> <p>5.6 Transition words (そして, それから, でも, だから) are used to follow the flow of spoken information;</p> <p>5.7 Complex spoken sentences are broken into smaller understandable chunk;</p> <p>5.8 Listening focus is adjusted when speakers shift topics or introduce new information;</p> <p>5.9 Personal understanding is evaluated and meaning is clarified using audio cues such as repetition or paraphrasing.</p>

6. Understand spoken daily expressions	6.1 Greetings, classroom instructions, job places and others spoken phrases are identified; 6.2 Formal and informal expressions for requests and <u>apologies</u> are recognized; 6.3 Formal and informal forms of daily expressions in spoken Japanese are distinguished; 6.4 Daily expressions in conversations delivered at natural but slow JLPT-N4/JFT-A2 level speed are recognized; 6.5 Fixed expressions used in shops, restaurants, stations, and workplaces are understood; 6.6 Emotional tone (happy, polite, worried) is identified when common expressions are spoken; 6.7 Short spoken set phrases used in invitations, greetings, and daily routines are understood.
Range of variables	
Variable	Range (may include but not limited to):
1. Materials	1.1 Pen 1.2 Pencil 1.3 Eraser 1.4 Paper 1.5 Note book 1.6 Text book
2. Greetings	2.1 Classroom 2.2 Daily interaction 2.3 Social setting 2.4 Workplace 2.5 Restaurant 2.6 Transport and travel 2.7 Hospital 2.8 Police Station
3. Contexts	3.1 Classroom 3.2 Workplace 3.3 Home 3.4 Daily activities 3.5 Housekeeping 3.6 Shopping / Buying Things 3.7 Eating Out / Restaurants 3.8 Travel / Transportation 3.9 Daily Services 3.10 Weather & Daily Conditions
4. Cues	4.1 Grammar & Structure Cues 4.2 Vocabulary Cues (Word-Level Signals) 4.3 Contextual Cues (Situation-Based Signals)

	4.4 Paralinguistic Cues (Non-verbal / Voice Cues) 4.5 Cultural Cues (Japanese Communication Style) 4.6 Interaction Cues (Conversation Flow) 4.7 Hesitation 4.8 Agreement 4.9 Clarification 4.10 Confirmation
5. listening Materials	5.1 Audio recordings (dialogues, stories, conversations) 5.2 Video clips (with spoken interactions) 5.3 Podcasts 5.4 Listening comprehension exercises 5.5 Announcements (station, airport, public messages) 5.6 Interviews (audio or video) 5.7 Songs (learning-focused or lyrical analysis) 5.8 Dictation tracks 5.9 News broadcasts 5.10 Lecture recordings 5.11 Role-play audio clips 5.12 Instructional audio (directions, procedures) 5.13 Language learning apps (audio-based modules) 5.14 Real-life conversational recordings
6. Speaker intentions	6.1 Asking 6.2 Offering 6.3 Confirming 6.4 Refusing 6.5 Inviting 6.6 Requesting 6.7 Suggesting
7. familiar and unfamiliar words and phrases	7.1 Familiar Words & Phrases <ul style="list-style-type: none"> ▪ Greetings & daily expressions ▪ Daily activities ▪ Places ▪ People & basic nouns ▪ Basic phrases 7.2 Unfamiliar Words & Phrases <ul style="list-style-type: none"> ▪ longer or formal expressions ▪ short or informal expression ▪ uncommon verbs ▪ specialized words ▪ polite/indirect phrases ▪ common daily phrases
8. Apologies	8.1 Common apologies 8.2 Situational apologies

Evidence Guide Evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of Units of Competency.	
1. Critical aspects of competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> 1.1 understood spoken daily expressions 1.2 comprehended short dialogues 1.3 interpreted basic information from spoken japanese materials. 1.4 recognized elementary spoken japanese sounds, words, and expressions 1.5 understood formal and informal conversations in familiar contexts 1.6 interpreted elementary information from spoken japanese materials 1.7 applied elementary listening strategies to enhance comprehension.
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Phonetics & pronunciation 2.2 Kana and kanji recognition 2.3 Vocabulary knowledge 2.4 Greetings and expressions 2.5 Grammar structures 2.6 Listening strategies 2.7 Cultural awareness 2.8 Daily life 2.9 Apologies 2.10 Contexts 2.11 Familiar and unfamiliar words and phrases 2.12 Request and order
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Active listening skills 3.2 Phonetic & sound discrimination skills 3.3 Vocabulary recognition skills 3.4 Grammar & structure awareness 3.5 Contextual & situational interpretation skills 3.6 Memory & note-taking skills 3.7 Interactive listening skills.
4. Required attitudes	<ul style="list-style-type: none"> 4.1 Commitment to occupational safety and health 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect for rights of peers and seniors at workplace 4.8 Communication with peers and seniors at workplace.

5. Resource implications	5.1 Workplace (actual or simulated) 5.2 Equipment, materials and facilities appropriate to the proposed activity 5.3 Uninterrupted power supply 5.4 Online facilities 5.5 Competency Based Learning Materials (CBLM) 5.6 Text book (Ref. Minna no Nihongo Vol-2, IRODORI A2-1 and A2-2, Basic Kanji Vol – 1).
6. Method 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 NSDA accredited assessment centre; 7.2 Assessment should be done by NSDA certified 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 BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

Unit Code and Title	OU-IS-JL-05-L3-V1: Demonstrate Reading
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes required to demonstrate reading.</p> <p>It includes the task of recognizing Japanese scripts, reading short passages and dialogues, interpreting daily life written texts and basic information, understanding sentence structures, extracting meaning from short texts and demonstrating reading comprehension</p>
Nominal Hours	50
Elements of Competency	<p>Performance Criteria (<u>Bold & underlined</u> terms are elaborated in the Range of Variables)</p>
1. Recognize Japanese Scripts	<p>1.1 <u>Kana</u> characters and their pronunciation are identified;</p> <p>1.2 Basic <u>Kanji</u> (350) used in nouns, adjectives, verbs, and common objects are recognized;</p> <p>1.3 Common JLPT-N4/JFT-A2 level Kanji compounds used in daily contexts are recognized;</p> <p>1.4 Sentences written in standard Japanese script combinations are read;</p> <p>1.5 Frequently encountered formal and informal expressions and set phrases in script form are understood;</p> <p>1.6 The general meaning of Kanji is interpreted based on radicals and reading patterns;</p> <p>1.7 Context clues are used to recognize appropriate Kanji readings when multiple readings exist;</p> <p>1.8 Labels, signs, notices, and instructions written using JLPT-N4/JFT-A2 level scripts are recognized.</p>
2. Read passages and dialogues	<p>2.1 <u>Reading materials</u> are collected;</p> <p>2.2 Dialogues in Kana and basic Kanji are read and understood;</p> <p>2.3 <u>Key information</u> in passages is identified;</p> <p>2.4 Information is identified from <u>various retriever</u>;</p> <p>2.5 Written exchanges between speakers in everyday situations are understood;</p> <p>2.6 Formal and informal writing styles within dialogues are recognized;</p> <p>2.7 Formal and informal opinions, preferences, and reasons expressed in the text are identified;</p> <p>2.8 Simple cause-and-effect statements within written passages are interpreted;</p> <p>2.9 Common Kanji and mixed-script expressions used in short texts are recognized;</p> <p>2.10 The flow of narratives, conversations, or descriptions is followed logically;</p> <p>2.11 Essential information from written passages is summarized and questions and answers are written.</p>

3. Interpret daily life written texts and information	3.1 Menus, timetables, and schedules are interpreted; 3.2 Basic information in texts are comprehended; 3.3 Locations and directions are read; 3.4 Basic grammatical structures and sentence patterns in written texts are recognized; 3.5 Comprehension is demonstrated by answering questions or summarizing the information; 3.6 Reading strategies such as scanning for specific details and skimming for general understanding are applied; 3.7 Formal and informal written expressions in familiar and unfamiliar contexts are distinguished.
4. Understand Sentence Structures	4.1 Japanese sentences are read and understood; 4.2 The function and placement of particles in conveying meaning are understood; 4.3 The role of subjects, verbs, objects, and other sentence components in sentences is recognized; 4.4 Individual sentences are related to the overall context of the text for comprehension; 4.5 Formal and informal sentence structures in written materials are distinguished; 4.6 Understanding is demonstrated by summarizing or responding to questions based on sentence structures.
5. Extract Meaning from Short Texts	5.1 Identify the main idea and key details in written passages; 5.2 Short dialogues in textbooks or worksheets are read; 5.3 Familiar vocabulary, Kanji, and expressions within short texts are recognized; 5.4 Meaning is inferred from overall context when unknown words or expressions appear in the text; 5.5 The function of basic grammatical structures in conveying meaning is understood; 5.6 Factual information is extracted from notices, signs, short messages, and simple dialogues; 5.7 Comprehension is demonstrated by answering questions or summarizing the short text; 5.8 Reading strategies such as scanning for specific details and skimming for general understanding are applied.
6. Demonstrate Reading Comprehension	6.1 Simple questions based on a short passage are answered; 6.2 Written words are matched with their pictures or meanings; 6.3 The general meaning of Japanese text is translated or explained; 6.4 Key information is extracted from notices, signs, short messages, and simple forms; 6.5 The meaning of sentences is interpreted using knowledge of grammar and sentence structures.

	6.6 The sequence of events or actions described in texts is understood; 6.7 The content of passages is summarized in the reader's own words; 6.8 Comprehension questions based on texts are answered accurately; 6.9 Cues such as headings, bullet points, and punctuation are recognized to aid comprehension; 6.10 Comprehension is demonstrated through written or oral responses.
Range of variables	
Variable	Range (may include but not limited to):
1. Kana	1.1 Loanwords 1.2 Foreign names 1.3 Onomatopoeia 1.4 Signs/labels 1.5 Combined Sound 1.6 Small Characters 1.7 Dakuten & Handakuten
2. Kanji	2.1 Counting 2.2 Days of the week 2.3 Time, family terms 2.4 Nouns, verb and adjective
3. Reading materials	3.1 Classroom textbooks 3.2 Signs and notices 3.3 Menus 3.4 Timetables 3.5 Simple passages 3.6 Practice worksheets 3.7 Public signs 3.8 Schedules 3.9 Simple letters 3.10 Poster and play card 3.11 Images 3.12 Flash card
4. Various retriever	4.1 Public signs 4.2 Poster and play card 4.3 Images with caption 4.4 Banner and faston 4.5 Advertisement 4.6 Announcement 4.7 Traffic sign and symbols 4.8 Demonstrative Pronouns (こそあど words) 4.9 Demonstrative Nouns

	4.10 Demonstrative Locations 4.11 Demonstrative Directions 4.12 Demonstrative Adverbs (Retrievers for manner/degree) 4.13 Referential Topic Markers 4.14 Sentence Connectors That Retrieve Previous Information 4.15 “Retrieving” Expressions for Repeating Known Information 4.16 Pronoun-based Retrievers 4.17 Numerical/Counter Retrievers
5. Basic information	5.1 Notices 5.2 Signs 5.3 Schedules 5.4 Menus 5.5 Messages.
6. Key information	6.1 Numbers 6.2 Dates 6.3 Times 6.4 Prices 6.5 Locations 6.6 Names 6.7 Directions 6.8 Counting 6.9 Workplace 6.10 Academic 6.11 Travelling 6.12 Game 6.13 Daily life 6.14 Transport 6.15 Housekeeping 6.16 waste disposal 6.17 Display
7. Particles	7.1 Topic marker (は), 7.2 Subject marker (が) 7.3 Object marker (を), 7.4 Time/direction marker (に), 7.5 Location marker (で), 7.6 Direction marker (へ), 7.7 Companion marker (と), 7.8 Additive marker (も) 7.9 From (から) 7.10 To/Until (まで) 7.11 Of (の) 7.12 Or (か)

	7.13 Comparison (より) 7.14 And (～と～)
8. Question	8.1 Yes/No questions 8.2 WH-questions <ul style="list-style-type: none"> ▪ なん/なに What ▪ だれ/どなた Who ▪ どこ/どちら Where ▪ いつ When ▪ どれ Which (one) ▪ どの Which (used before noun) ▪ どう How ▪ どうして/なんで/なぜ Why ▪ どんな What kind of ▪ いくつ How many ▪ いくら How much ▪ どのくらい / どれくらい How long / How much / How far ▪ どっち Which (of two) / Which way ▪ どなた Who (polite) ▪ どのように In what way / How (formal) 8.3 Formal forms 8.4 Informal forms
9. Short dialogues	9.1 Classroom exchanges 9.2 Pair work 9.3 Group work 9.4 Role-play practice 9.5 Short presentation 9.6 Asking for directions 9.7 Making a plan 9.8 At a restaurant 9.9 Talking about weather 9.10 Shopping 9.11 Time schedule 9.12 Daily routine talk 9.13 Asking for help 9.14 Talking about a trip 9.15 inviting someone 9.16 Report, inform, and consult (ほうれんそう)
Evidence Guide Evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of Units of Competency.	

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 recognized japanese scripts 1.2 read passages and dialogues 1.3 interpreted daily life written texts and information 1.4 understood sentence structures 1.5 extracted meaning from short texts 1.6 demonstrated reading comprehension
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Phonetic awareness 2.2 Vocabulary 2.3 Grammar & sentence structures 2.4 Question forms 2.5 Text types & reading materials 2.6 Reading strategies 2.7 Cultural awareness. 2.8 Reading materials 2.9 Various retriever 2.10 Basic information 2.11 Key information 2.12 Particles 2.13 Short dialogues
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Script recognition skills 3.2 Pronunciation and sound association skills 3.3 Vocabulary recognition skills 3.4 Grammar and structure interpretation skills 3.5 Comprehension skills 3.6 Reading strategies 3.7 Interactive reading skills 3.8 Cultural & contextual interpretation skills. 3.9 Skimming & Scanning Skills 3.10 Inference & Interpretation Skills 3.11 Text analysis skills
4. Required attitudes	<ul style="list-style-type: none"> 4.1 Commitment to occupational safety and health 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect for rights of peers and seniors at workplace 4.8 Communication with peers and seniors at workplace.
5. Resource implications	<ul style="list-style-type: none"> 5.1 Workplace (actual or simulated) 5.2 Equipment, materials and facilities appropriate to the proposed activity 5.3 Uninterrupted power supply 5.4 Internet facilities

	5.5 Competency Based Learning Materials (CBLM) 5.6 Text book (Such as Minna no Nihongo Vol-2, IRODORI A2-1 and A2-2, Basic Kanji Vol – 1).
6. Method 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 NSDA accredited assessment centre; 7.2 Assessment should be done by NSDA certified 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 BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

Unit Code and Title	OU-IS-JL-06-L4-V1: Interact Speaking
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes required to interact speaking.</p> <p>It includes the task of preparing for speaking, preparing for speaking, applying correct pronunciation, intonation and construct sentences, using formal and informal speech, introducing oneself and others, asking and respond to questions and communicate, describing and narrating daily life and events, maintaining conversational interaction and using cultural expressions in conversation</p>
Nominal Hours	50
Elements of Competency	Performance Criteria <u>(Bold & underlined)</u> terms are elaborated in the Range of Variables)
1. Prepare for speaking	1.1 Necessary learning materials are collected as required; 1.2 Grammar structures and vocabulary are reviewed as required by the lesson.
2. Apply correct pronunciation, intonation and Construct sentences	2.1 Vowels, consonants, and syllables are pronounced as per Japanese standard; 2.2 <u>Appropriate pitch accent</u> and rhythm are used in speech; 2.3 Clarity is demonstrated in short words and sentences; 2.4 Essential particles are used; 2.5 Affirmative, negative, non-past (present and future), and past tense sentences are formed; 2.6 Nouns, verbs, adjectives and adverbs are combined correctly; 2.7 Question forms are used appropriately to ask for information; 2.8 Correct verb conjugations are applied for tense (past, present/future) in speech.
3. Use formal and informal speech	3.1 <u>Correct speech level</u> is selected; 3.2 Formal and set phrases are applied according to context; 3.3 Formal and informal greetings are differentiated; 3.4 Polite speech forms are correctly used in conversations with unfamiliar persons or superiors; 3.5 Verbs are correctly conjugated in formal and informal contexts; 3.6 Sentence endings are adjusted to reflect formality or informality; 3.7 Understanding of contextual cues to switch between speech styles is demonstrated; 3.8 Polite expressions for requests, offers, and invitations are employed; 3.9 Appropriate responses to questions or statements using the

	correct speech style are given.
4. Introduce oneself and others	<p>4.1 Name, family information, nationality, hobbies, and occupation are stated in formal and informal form;</p> <p>4.2 Self-introductions are responded to appropriately;</p> <p>4.3 Appropriate greetings according to time of day and social context are made;</p> <p>4.4 Another person is introduced using appropriate honorifics and titles;</p> <p>4.5 Correct pronunciation, intonation, and rhythm in introductions are demonstrated;</p> <p>4.6 Culturally appropriate gestures or expressions are applied while introducing oneself or others;</p> <p>4.7 Politeness and clarity in both face-to-face and group introductions are maintained;</p> <p>4.8 Language is appropriately adjusted when introducing children, peers, seniors, or superiors.</p>
5. Ask and respond to questions and communicate	<p>5.1 Yes/no and wh-questions are framed using appropriate words;</p> <p>5.2 Understanding is clarified by repeating or rephrasing questions;</p> <p>5.3 Set phrases are used to make requests;</p> <p>5.4 Likes, dislikes, and wants are expressed;</p> <p>5.5 Opinions are communicated with formal and informal forms;</p> <p>5.6 Appropriate responses to questions with complete sentences or short answers are given;</p> <p>5.7 Appropriate expressions for agreement, disagreement, or clarification are used;</p> <p>5.8 Turn-taking in conversations to maintain natural communication flow is demonstrated;</p> <p>5.9 Connectors and simple conjunctions are used to link ideas when explaining or elaborating answers.</p>
6. Describe and narrate daily life and events	<p>6.1 People, places, and other objects are described using adjectives and verbs;</p> <p>6.2 events are narrated in correct chronological order;</p> <p>6.3 Time expressions are referred to appropriately;</p> <p>6.4 Questions about hobbies, daily routines, and personal details are asked and answered;</p> <p>6.5 Basic needs are expressed in shopping, travel, housekeeping and workplace situations;</p> <p>6.6 Verbs are correctly conjugated in past, present, and future tenses;</p> <p>6.7 Adjectives and adverbs are accurately used to express qualities, frequency, and degree;</p>

	6.8 Questions are asked and answered to clarify or elaborate on description; 6.9 Temporal expressions are accurately used to indicate time; 6.10 Culturally appropriate expressions and gestures are incorporated while describing or narrating.
7. Maintain conversational interaction	7.1 Short dialogues , role-plays, pair work and group discussions are participated in; 7.2 Natural responses are given using back-channeling ; 7.3 Interaction is sustained by asking follow-up questions; 7.4 Active listening is demonstrated by acknowledging and responding to the speaker; 7.5 Conversational strategies are adjusted based on the listener's responses and comprehension; 7.6 Simple connectors and conjunctions are used to link ideas and maintain coherence; 7.7 Culturally appropriate gestures, expressions, and politeness in conversation are demonstrated.
8. Use cultural expressions in conversation	8.1 Daily expressions are applied; 8.2 Gestures and politeness markers are used appropriately; 8.3 Social hierarchy is respected in spoken interaction; 8.4 Set phrases for showing gratitude, apology, and congratulations are recognized and employed; 8.5 Speech is adjusted to reflect formal and informal social contexts; 8.6 Knowledge of seasonal and situational expressions in conversation is demonstrated; 8.7 Appropriate responses to culturally specific questions or remarks are given; 8.8 Understanding of Japanese conversational etiquette in group or one-on-one interactions is demonstrated.
Range of variables	
Variable	Range (may include but not limited to):
1. Learning Materials	1.1 Minna no Nihongo Vol-2 1.2 IRODORI A2-1, A2-2 1.3 Competency Based Learning Materials (CBLM) 1.4 Speaking Handouts
2. Appropriate pitch accent	2.1 High-low and low-high patterns in words. 2.2 Word-level pitch accent. 2.3 Phrase-level intonation (sentence endings, questions, emphasis).
3. Correct speech level	3.1 Plain form casual conversations with friends/family. 3.2 formal and informal speech. 3.3 Set expressions for workplace, service, or ceremonial

	settings. 3.4 Basic Honorifics / Respectful Expressions 3.5 Common Sentence-End Expressions 3.6 Everyday Conversational Connectors	
4. Short dialogues	4.1 Greetings and farewells. 4.2 Self-introductions and introductions of others. 4.3 Ordering food, shopping, or asking prices. 4.4 Asking and giving directions. 4.5 Talking about daily routines, weather, or hobbies. 4.6 Role-play conversations (class room, workplace, railway station) 4.7 Restaurant 4.8 Hospital 4.9 Party 4.10 Apologies, explanation, confirmation 4.11 Request 4.12 presentation 4.13 Time schedule 4.14 Daily Routine Talk 4.15 Asking for Help 4.16 Talking About a Trip 4.17 Inviting Someone 4.18 Report, Inform, and Consult (ほうれんそう)	
5. Back-channeling	5.1 Showing agreement そうですね, そのとおり... 5.2 Culturally appropriate timing (not interrupting but showing attentiveness). 5.3 Acknowledgements (Agreement / Listening Signals) <ul style="list-style-type: none"> うん (un) – Yeah / Uh-huh (casual) ええ (ee) – Yes / Uh-huh (polite casual) そうなんですか (sō nan desu ka) – Oh, really? なるほど (naruhodo) – I see / That makes sense 5.4 Encouraging the Speaker / Showing Interest <ul style="list-style-type: none"> へえ (hee) – Oh! / Really? (casual) ほんとうですか (hontō desu ka) – Really? そうなんだ (sō nanda) – I see / Oh, really (casual) なるほどね (naruhodo ne) – I see / I understand (casual) 5.5 Expressing Empathy or Sympathy <ul style="list-style-type: none"> 大変ですね (taihen desu ne) – That's tough / I understand よかったですね (yokatta desu ne) – That's good / I'm glad すごいですね (sugoi desu ne) – That's amazing いいですね (ii desu ne) – That's nice / Sounds good 	

	<p>5.6 Short Thinking or Hesitation Sounds</p> <ul style="list-style-type: none"> うーん (ūn) – Hmm / I see ええと (eeto) – Well... / Let me see そうか (sō ka) – I see (casual) そうそう (sō sō) – Yes, yes / That's right <p>5.7 Repetition / Affirmation Cues</p> <ul style="list-style-type: none"> ほんとに (honto ni) – Really / Truly そうだね (sō da ne) – That's right / I agree (casual) なるほど (naruhodo) – I see.
<p>Evidence Guide</p> <p>Evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of Units of Competency.</p>	
1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1 applied correct pronunciation and intonation 1.2 used polite and casual speech appropriately 1.3 introduced oneself and others 1.4 constructed sentences using correct grammar and particles 1.5 asked and responded to questions 1.6 expressed needs, feelings, and preferences 1.7 described and narrated daily life and events 1.8 maintained conversational interaction 1.9 employed cultural expressions in conversation.
2. Underpinning knowledge	<ol style="list-style-type: none"> 2.1 Phonetics and pronunciation 2.2 Grammar and sentence structure 2.3 Speech levels and politeness 2.4 Vocabulary and expressions 2.5 Conversational conventions 2.6 Cultural awareness in communication 2.7 Functional language 2.8 Appropriate pitch accent 2.9 Correct speech level 2.10 Short dialogues 2.11 Pronunciation & intonation. 2.12 Back-channeling & conversation strategies.
3. Underpinning skills	<ol style="list-style-type: none"> 3.1 Pronunciation & intonation 3.2 Vocabulary use 3.3 Grammar & sentence formation 3.4 Conversation strategies 3.5 Cultural appropriateness 3.6 Listening and comprehension 3.7 Interaction and turn-taking 3.8 Functional communication skills 3.9 Narration and description skills. 3.10 Demonstrating active listening

4. Required attitudes	4.1 Commitment to occupational safety and health 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect for rights of peers and seniors at workplace 4.8 Communication with peers and seniors at workplace.
5. Resource implications	5.1 Workplace (actual or simulated) 5.2 Equipment, materials and facilities appropriate to the proposed activity 5.3 Uninterrupted power supply 5.4 Internet facilities 5.5 Competency Based Learning Materials (CBLM) 5.6 Text book (Ref. Minna no Nihongo Vol-2, IRODORI A2-1, A2-2).
6. Method 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 NSDA accredited assessment centre; 7.2 Assessment should be done by NSDA certified 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 BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

Unit Code and Title	OU-IS-JL-07-L4-V1: Produce Writing
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes required to produce writing.</p> <p>It includes the task of writing Japanese scripts, applying grammar and sentence structures in writing, using vocabulary and expression, composing texts for daily communication, expressing ideas clearly in written form, applying conventions of written Japanese and demonstrating cultural appropriateness in writing</p>
Nominal Hours	30
Elements of Competency	Performance Criteria <u>(Bold & underlined)</u> terms are elaborated in the Range of Variables)
1. Write Japanese scripts	1.1 Correct stroke order is followed when hiragana and katakana characters are formed; 1.2 <u>Basic kanji characters</u> are produced with proper radicals and strokes; 1.3 Similar-looking characters are differentiated to avoid errors.
2. Apply grammar and sentence structures in writing	2.1 <u>Short complex sentence</u> are constructed using correct Subject–Object–Verb order; 2.2 Particles are accurately used in written form; 2.3 Affirmative, negative, non-past (present and future), and past tense sentences are written; 2.4 Correct formal and informal forms are used in sentences; 2.5 Basic verb conjugations are applied; 2.6 Simple ideas are connected using conjunctions; 2.7 Simple adjective and adverb structures are applied in sentences; 2.8 Sentence coherence is maintained using elementary grammatical structures.
3. Use vocabulary and expressions	3.1 Suitable words for <u>daily life contexts</u> are selected; 3.2 Culturally appropriate set phrases are incorporated; 3.3 Common nouns, verbs, and adjectives are used correctly in context; 3.4 Formal and informal expressions and greetings are used; 3.5 Inappropriate or irrelevant vocabulary for the context is avoided. 3.6 Simple descriptive words are used to convey ideas clearly; 3.7 Common conjunctions and linking expressions are correctly used.
4. Compose texts for daily communication	4.1 notes, messages, and memos are written in Japanese; 4.2 Self-introductions, invitations, or letters are composed; 4.3 <u>Basic forms</u> are filled out with personal information; 4.4 Logical sequence of ideas in short texts is maintained; 4.5 Formal or informal forms are used depending on context;

	<p>4.6 Appropriate greetings and closings are included in letters or messages;</p> <p>4.7 Errors are limited to ensure basic understanding by the reader;</p> <p>4.8 Intentions, needs, or plans are clearly expressed in writing.</p>
5. Express ideas clearly in written form	<p>5.1 People, places, and objects are described using adjectives;</p> <p>5.2 events are narrated in chronological order;</p> <p>5.3 Communicate main idea clearly in sentences;</p> <p>5.4 Sentences are used to explain or describe situations;</p> <p>5.5 Ambiguity in <u>short complex texts</u> is avoided;</p> <p>5.6 Appropriate vocabulary is used to convey meaning;</p> <p>5.7 Clarity in expressing opinions or preferences is demonstrated;</p> <p>5.8 Writing is ensured to be understandable to a native speaker.</p>
6. Apply conventions of written Japanese	<p>6.1 Correct punctuation marks (。 、) are used;</p> <p>6.2 Writing is done <u>vertically and horizontally</u> as appropriate;</p> <p>6.3 Spacing and kana–kanji balance are used in sentences;</p> <p>6.4 Line breaks and paragraphing are appropriately applied in short texts;</p> <p>6.5 Correct spacing and formatting are used in messages or letters;</p> <p>6.6 Standard writing order (top to bottom / left to right as appropriate) is followed;</p> <p>6.7 Legible and neat handwriting is maintained;</p> <p>6.8 Capitalization/emphasis conventions in katakana loanwords.</p>
7. Demonstrate cultural appropriateness in writing	<p>7.1 <u>Formal and informal</u> sentences are applied;</p> <p>7.2 Format conventions for emails, letters, and forms are respected;</p> <p>7.3 Rude or overly direct expressions in messages are avoided.</p> <p>7.4 Appropriate greetings and closings are included according to context;</p> <p>7.5 Culturally acceptable phrases for apologies, gratitude, and requests are used;</p> <p>7.6 Expressions that may be culturally insensitive or confusing are avoided;</p> <p>7.7 Writing style is matched to the formality of the communication situation.</p>
Range of variables	
Variable	Range (may include but not limited to):
1. Basic kanji characters	<p>1.1 Address</p> <p>1.2 Adjective</p> <p>1.3 Hobby</p> <p>1.4 Profession</p> <p>1.5 Nature</p> <p>1.6 Seasons</p>

	1.7 Body 1.8 Time 1.9 Verbs 1.10 Family 1.11 Everyday Life 1.12 Food 1.13 Radical 1.14 Place 1.15 Traffic 1.16 School 1.17 Workplace
2. Short complex text	2.1 Because it is raining today, I went to school by taxi. 2.2 He has been studying Japanese continuously, so he became good at it. 2.3 I will take a memo so that I don't forget. 2.4 I don't know whether it will rain tomorrow or not. 2.5 He should be at home now. 2.6 I heard that Mt. Fuji can be seen from here. 2.7 If you don't understand, please try doing it. 2.8 This food looks spicy. 2.9 So that I don't gain weight, I try not to eat too much at night. 2.10 When spring comes, cherry blossoms bloom.
3. Daily life context	3.1 Greetings 3.2 Expressions 3.3 Time 3.4 Numbers 3.5 objects
4. Basic forms with personal information	4.1 Name 4.2 Age 4.3 Nationality 4.4 Address 4.5 Contact number 4.6 Occupation 4.7 Family details
5. Vertically and horizontally	5.1 Vertical writing: traditional style, used in novels, newspapers, formal letters 5.2 Horizontal writing: modern style, used in textbooks, emails, signage 5.3 Combination usage: mixing vertical with horizontal for emphasis or modern layouts 5.4 Awareness of punctuation and spacing differences in both styles
6. Formal and informal Sentence	6.1 ~かもしれません (might / maybe) ▪ Formal:

	<ul style="list-style-type: none"> ▪ 明日は雨になるかもしれません。 ▪ It might rain tomorrow. ▪ Informal: ▪ 明日は雨になるかもしれない。 ▪ It might rain tomorrow.
6.2	<p>～てみます (try doing)</p> <ul style="list-style-type: none"> ▪ Formal: ▪ 日本料理を作ってみます。 ▪ I will try making Japanese food. ▪ Informal: ▪ 日本料理を作ってみる。 ▪ I'll try making Japanese food.
6.3	<p>～でしょう (probably / I guess)</p> <ul style="list-style-type: none"> ▪ Formal: ▪ 彼は忙しいでしょう。 ▪ He is probably busy. ▪ Informal: ▪ 彼は忙しいだろう。 ▪ He's probably busy
6.4	<p>～ないといけません (must / have to)</p> <ul style="list-style-type: none"> ▪ Formal: ▪ 宿題をしないといけません。 ▪ I must do my homework. ▪ Informal: ▪ 宿題をしないといけない。 / 宿題しないと。 ▪ I have to do my homework.
6.5	<p>～たほうがいいです (should)</p> <ul style="list-style-type: none"> ▪ Formal: ▪ もっと勉強したほうがいいです。 ▪ You should study more. ▪ Informal: ▪ もっと勉強したほうがいいよ。 ▪ You should study more.
6.6	<p>～と思っています (I am planning / thinking)</p> <ul style="list-style-type: none"> ▪ Formal: ▪ 来年、日本へ行こうと思っています。 ▪ I am thinking of going to Japan next year ▪ Informal: ▪ 来年、日本へ行こうと思っている。 ▪ I'm thinking of going to Japan next year.
6.7	<p>～ています (ongoing action / state)</p> <ul style="list-style-type: none"> ▪ Formal: ▪ 彼は今テレビを見ています。

	<ul style="list-style-type: none"> ▪ He is watching TV now. ▪ Informal: ▪ 彼は今テレビ見ている。 ▪ He's watching TV now.
Evidence Guide Evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of Units of Competency.	
1. Critical aspects of competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> 1.1 wrote Japanese scripts accurately 1.2 applied grammar and sentence structures in writing 1.3 used appropriate vocabulary and expressions 1.4 composed short written texts for daily communication 1.5 expressed ideas clearly in written form 1.6 applied conventions of written Japanese 1.7 demonstrated cultural appropriateness in writing.
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Japanese writing systems 2.2 Stroke order rules 2.3 Character formation 2.4 Phonetic principles 2.5 Basic kanji 2.6 Grammar rules 2.7 Politeness and formality levels 2.8 Vocabulary knowledge 2.9 Orthographic Conventions – Correct usage of punctuation marks (。、「」『』), long vowel marks (ー), small kana (っ, ゃ, ゅ, ょ) and spacing rules. 2.10 Writing direction 2.11 Contextual usage 2.12 Error awareness.
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Character writing skills 3.2 Integrating Kana-kanji 3.3 Spelling accuracy 3.4 Sentence construction skills 3.5 Politeness in writing 3.6 Applying vocabulary 3.7 Using punctuation 3.8 Formatting skills 3.9 Contextual writing skills 3.10 Cohesion and coherence 3.11 Error correction skills 3.12 Maintaining speed and neatness in writing. 3.13 Skill in constructing simple and short complex sentences 3.14 Skill in writing short messages and simple paragraphs 3.15 Ability to use back-channeling and conversational cues

	3.16 Skill in selecting culturally appropriate expressions 3.17 Skill in interpreting simple written information 3.18 Ability to use digital tools in Japanese
4. Required attitudes	4.1 Commitment to occupational safety and health 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect for rights of peers and seniors at workplace 4.8 Communication with peers and seniors at workplace. 4.9 Respect for cultural norms and polite communication 4.10 Patience and persistence in learning 4.11 Openness to cultural differences 4.12 Accuracy and care in using the language 4.13 Responsibility in completing language tasks
5. Resource implications	5.1 Workplace (actual or simulated) 5.2 Equipment, materials and facilities appropriate to the proposed activity 5.3 Uninterrupted power supply 5.4 Internet facilities 5.5 Competency Based Learning Materials (CBLM) 5.6 Text book (Ref. Minna no Nihongo Vol-2, IRODORI A2-1, A2-2 and Basic Kanji Vol-1). 5.7 Japanese language dictionaries 5.8 Digital tools and devices 5.9 Practice materials for writing 5.10 Internet access for research and online learning 5.11 Cultural resources 5.12 Reference materials for grammar and sentence patterns
6. Method 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 NSDA accredited assessment centre; 7.2 Assessment should be done by NSDA certified 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 BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

Development of Competency Standard

The Competency Standards for National Skills Certificate Level-3 (JLPT-N4 and Equivalent) in **Japanese Language** is Developed by NSDA on 16 - 17, and 20 November, 2025.

List of Members in the Development Workshop:

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Validation of Competency Standard

The Competency Standards for National Skills Certificate Level-3 (JLPT-N4 and Equivalent) in Japanese Language is validated by NSDA on 24 November, 2025.

List of Members in the Validation Workshop:

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