



Competency Standard (CS)

Japanese Language

BNQF Level-2

(JLPT N5 and Equivalent)

Informal Sector

Competency Standard Code: CS-IS-JL-L2-EN-V1



**National Skills Development Authority
Prime 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 2 (JLPT N5 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 fundamental components of the Japanese language, including **Hiragana, Katakana, and basic Kanji (JLPT N5 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 2 (JLPT-N5 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 2 (JLPT-N5 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 – 2 (JLPT N5 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	- JFT: Japan Foundation Test
BNQF	- Bangladesh National Qualification Framework
STP	- Skills Training Provider
SOP	- Standard Operating Procedure
UoC	- Unit of Competency

Approved by
The Authority Meeting of NSDA
Held on 30.10.2025

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**Competency Standards for National Skill Certificate – 2 (JLPT N5 and Equivalent) in
Japanese Language
Course Structure**

SL	Unit Code and Title		UoC Level	Nominal Hours
Generic Units of Competencies				25
1.	GU-02-L1-V1	Apply Occupational Safety and Health (OSH) Procedure in the Workplace	1	15
2.	GU-06-L1-V1	Practice Housekeeping Procedure	1	10
Occupation Specific Units of Competencies				335
3.	OU-IS-JL-01-L2-V1	Identify Language Script	2	50
4.	OU-IS-JL-02-L2-V1	Use Vocabulary	2	40
5.	OU-IS-JL-03-L2-V1	Apply Basic Grammar Structures	2	50
6.	OU-IS-JL-04-L2-V1	Comprehend Listening	2	40
7.	OU-IS-JL-05-L2-V1	Demonstate Reading	2	50
8.	OU-IS-JL-06-L2-V1	Interact Speaking	2	65
9.	OU-IS-JL-07-L2-V1	Produce Writing	2	40
Total Nominal Hours				360

Units & Elements at a Glance:

Generic Unit of Competency - 25 Hrs.

Code	Unit of competency	Elements of competency	Duration (hours)
GU-02-L1-V1	Apply Occupational Safety and Health (OSH) Procedure in the Workplace	<ol style="list-style-type: none"> 1. Identify OSH policies and procedures 2. Follow the OSH procedure 3. Report hazards and risks 4. Respond to emergencies 5. Maintain personal well-being 	15
GU-06-L1-V1	Practice Housekeeping Procedure	<ol style="list-style-type: none"> 1. Sort and remove unnecessary items 2. Arrange items 3. Maintain work area, tools and equipment 4. Follow standardized work process and procedure 5. Perform work spontaneously 	10
Total Hours			25

Occupation Specific Unit of Competencies – 335 Hours

Code	Unit of Competency	Elements of Competency	Duration (hours)
OU-IS-JL-01-L2-V1	Identify Language Script	<ol style="list-style-type: none"> 1. Recognize Japanese Language Scripts 2. Recognize and use Hiragana 3. Recognize and use Katakana 4. Recognize and use Basic Kanji 	50
OU-IS-JL-02-L2-V1	Use Vocabulary	<ol style="list-style-type: none"> 1. Recognize and Understand Basic 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-L2-V1	Apply Basic Grammar Structures	<ol style="list-style-type: none"> 1. Recognize basic Japanese grammar structures 2. Construct simple sentences using basic grammar 3. Apply Grammar Structures in Conversation and Writing 4. Conjugate verbs and adjectives 5. Apply Politeness and Formality in Grammar 6. Review and Correct Grammatical Errors 	50
OU-IS-JL-04-L2-V1	Comprehend Listening	<ol style="list-style-type: none"> 1. Prepare for listening 2. Recognize basic spoken Japanese sounds, words, and expressions 3. Understand simple conversations in familiar contexts 4. Interpret basic information from spoken Japanese materials 5. Apply basic listening strategies to enhance comprehension 6. Understand spoken daily expressions 	40
OU-IS-JL-05-L2-V1	Demonstrate Reading	<ol style="list-style-type: none"> 1. Recognize Japanese Scripts 2. Read short passages and dialogues 3. Interpret daily life written texts and basic information 4. Understand sentence structures 5. Extract meaning from short texts 6. Demonstrate reading comprehension 	50
OU-IS-JL-06-L2-V1	Interact Speaking	<ol style="list-style-type: none"> 1. Prepare for speaking 2. Apply correct pronunciation, intonation and construct sentences 3. Use polite and casual 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. Employ cultural expressions in conversation 	65

OU-IS-JL-07-L2-V1	Produce Writing	<ol style="list-style-type: none"> 1. Write Japanese scripts 2. Apply grammar and sentence structures in writing 3. Use vocabulary and expressions 4. Compose short written texts for daily communication 5. Express ideas clearly in written form 6. Apply conventions of written Japanese 7. Demonstrate cultural appropriateness in writing 	40
Total hours			335

Generic Unit of Competenceis

Unit Code and Title	GU-02-L1-V1: Apply Occupational Safety and Health (OSH) Procedure in the Workplace
Unit Descriptor	This unit covers the knowledge, skills and attitudes (KSA) required in applying occupational safety and health (OSH) procedures in the workplace. It specifically includes identifying OHS policies and procedures, following OSH procedures, reporting emergencies, and maintaining personal well-being.
Nominal Hours	15 Hours
Elements of Competency	Performance Criteria <u>Bold & Underlined</u> terms are elaborated in the Range of Variables
1. Identify OSH policies and procedures	1.1 <u>OHS policies</u> and <u>safe operating procedures</u> are accessed and stated; 1.2 <u>Safety signs and symbols</u> are identified and followed; 1.3 Emergency response, evacuation procedures and other contingency measures are determined according to workplace requirements.
2. Follow the OSH procedure	2.1 <u>Personal protective equipment (PPE)</u> is selected and collected as required; 2.2 Personal protective equipment (PPE) is correctly used following the organization's OHS procedures and practices; 2.3 A clear and tidy workplace is maintained as per workplace standards; 2.4 PPE is maintained to keep it operational and compliant with OHS regulations.
3. Report hazards and risks	3.1 <u>Hazards</u> and risks are identified, assessed and controlled; 3.2 Incidents arising from hazards and risks are reported to the designated authority.
4. Respond to emergencies	4.1 Alarms and warning devices are responded to; 4.2 Workplace <u>emergency procedures</u> are followed; 4.3 <u>Contingency measures</u> during workplace accidents, fire and other emergencies are recognised and followed in accordance with organisation's procedures; 4.4 First aid procedures are applied during emergencies.
5. Maintain personal well-being	5.1 OHS policies and procedures are adhered to; 5.2 OHS awareness programs are participated in as per workplace guidelines and procedures; 5.3 Corrective actions are implemented to correct unsafe conditions in the workplace; 5.4 <u>"Fit to work" records</u> are updated and maintained according to workplace requirements.
Range of Variables	

Variables	Range (may include but not limited to):
1. OHS Policies	1.1 Bangladesh standards for OHS 1.2 Fire safety rules and regulations 1.3 Code of practice 1.4 Industry guidelines
2. Safe Operating Procedures	2.1 Orientation on emergency exits, fire extinguishers, fire escape, etc. 2.2 Emergency procedures 2.3 First Aid procedures 2.4 Tagging procedures 2.5 Use of PPE 2.6 Safety procedures for hazardous substances
3. Safety Signs and Symbols	3.1 Direction signs (exit, emergency exit, etc.) 3.2 First aid signs 3.3 Danger Tags 3.4 Hazard signs 3.5 Safety tags 3.6 Warning signs
4. Personal Protective Equipment (PPE)	4.1 Gas Mask 4.2 Gloves 4.3 Safety boots 4.4 Face mask 4.5 Overalls 4.6 Goggles and safety glasses 4.7 Sun block 4.8 Chemical/Gas detectors
5. Hazards	5.1 Chemical hazards 5.2 Biological hazards 5.3 Physical hazards 5.4 Mechanical and electrical hazard 5.5 Mental hazard 5.6 Ergonomic hazard
6. Emergency Procedures	6.1 Fire fighting 6.2 Earthquake 6.3 Medical and first aid 6.4 Evacuation
7. Contingency measures	7.1 Evacuation 7.2 Isolation 7.3 Decontamination
8. "Fit to Work" records	8.1 A Medical Certificate every year 8.2 Accident reports, if any 8.3 Eye vision certificate
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of the current version of the Unit of Competency.	

1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 stated OHS policies and safe operating procedures 1.2 followed safety signs and symbols 1.3 used personal protective equipment (PPE) 1.4 maintained a clear and tidy workplace 1.5 assessed and controlled hazards 1.6 followed emergency procedures 1.7 followed contingency measures 1.8 implemented corrective actions.
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Define OHS 2.2 OHS workplace policies and procedures 2.3 Work Safety Procedures 2.4 Emergency Procedures 2.5 Hazard control procedure 2.6 Different types of hazards 2.7 PPE and uses 2.8 Personal hygiene practices 2.9 OHS Awareness.
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Accessing OHS policies 3.2 Handling of PPE 3.3 Handling cleaning tools and equipment 3.4 Writing report 3.5 Responding to emergency procedures.
4. Required attitude	<ul style="list-style-type: none"> 4.1 Commitment to occupational health and safety 4.2 Sincere and honest in duties 4.3 Promptness in carrying out activities 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect for peers and seniors in the workplace 4.8 Communicate with peers and seniors in the workplace.
5. Resource implications	<ul style="list-style-type: none"> 5.1 Workplace 5.2 Equipment and outfits appropriate for applying safety measures 5.3 Tools, materials and documentation required 5.4 OHS Policies and Procedures.
6. Methods of Assessment	<p>Competency should be assessed by:</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	<p>7.1 Competency assessment must be done in an NSDA-accredited assessment centre;</p> <p>7.2 Assessment should be done by an NSDA-certified/nominated assessor.</p>
<p>Accreditation Requirements</p> <p>Training Providers must be accredited by the 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-06-L1-V1: Practice House Keeping Procedure
Unit Descriptor	<p>This unit covers the knowledge, skills and attitude required to Practice housekeeping procedure.</p> <p>It specifically includes sorting and removing unnecessary items, arranging items, maintaining work area, tools and equipment, following standardized work process and procedure and performing work spontaneously.</p>
Nominal Hours	10 Hours
Elements of Competency	<p>Performance Criteria <u>Bold underlined</u> terms are elaborated in the Range of Variables</p>
1. Sort and remove unnecessary items	<p>1.1 Reusable, recyclable materials are sorted in accordance with company/office procedures;</p> <p>1.2 <u>Unnecessary items</u> are removed and disposed of in accordance with company or office procedures.</p>
2. Arrange items	<p>2.1 Items are arranged in accordance with company/office housekeeping procedures;</p> <p>2.2 Work area is arranged according to job requirements;</p> <p>2.3 Activities are prioritized based on instructions;</p> <p>2.4 Items are provided with clear and visible <u>identification marks</u> based on procedure;</p> <p>2.5 Safety equipment and evacuation passages are kept clear and accessible based on instructions.</p>
3. Maintain work area, tools and equipment	<p>3.1 Cleanliness and orderliness of work area is maintained in accordance with company/office procedures;</p> <p>3.2 Tools and equipment are cleaned in accordance with manufacturer's instructions/manual;</p> <p>3.3 <u>Minor repairs</u> are performed on tools and equipment in accordance with manufacturer's instruction/manual;</p> <p>3.4 Defective tools and equipment are reported to immediate supervisor.</p>
4. Follow standardized work process and procedure	<p>4.1 Materials for common use are maintained in designated area based on procedures;</p> <p>4.2 Work is performed according to standard work procedures. Abnormal incidents are reported to immediate supervisor.</p>
5. Perform work spontaneously	<p>5.1 Work is performed as per instruction;</p> <p>5.2 Company and office <u>decorum</u> are followed and complied with</p> <p>5.3 Work is performed in accordance with OSH requirements.</p>
Range of Variables	

Variable	Range (may include but not limited to):
1. Unnecessary items	1.1 Non-recyclable materials 1.2 Pictures, posters and other materials not related to work activity 1.3 Unserviceable tools and equipment 1.4 Waste materials
2. Identification marks	2.1 Colour coding 2.2 Labels 2.3 Tags
3. Minor repairs	3.1 Application of lubricants 3.2 Replacement of parts 3.3 Sharpening of tools 3.4 Tightening of nuts, bolts and screws
4. Decorum	4.1 Behaviour 4.2 Company/office rules and regulations 4.3 Company/office uniform
Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 sorted and removes unnecessary items 1.2 arranged items 1.3 maintained work area, tools and equipment 1.4 followed standardized work process and procedures 1.5 performed work spontaneously.
2. Underpinning knowledge	2.1 Environmental requirements relative to work safety 2.2 Principles of 5S 2.3 Reading skills required to interpret instructions 2.4 Work process and procedures 2.5 Work-related documentation requirements.
3. Underpinning skills	3.1 Arranging items 3.2 Maintaining work area, tools and equipment 3.3 Following standardizing work process.
4. Underpinning attitude	1.1 Commitment to occupational health and safety 1.2 Promptness in carrying out activities 1.3 Sincere and honest to duties 1.4 Environmental concerns 1.5 Eagerness to learn 1.6 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	<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>3.1 written test</p> <p>3.2 demonstration</p> <p>3.3 oral questioning</p> <p>3.4 portfolio</p>
4. Context of assessment	<p>7.1 Competency assessment must be done in an NSDA-accredited assessment centre;</p> <p>7.2 Assessment should be done by an NSDA-certified/nominated 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>	

Occupation Specific Unit of Competencies

Unit Code and Title	OU-INF-JL-01-L2-V1: Identify Language Script
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes required to demonstrate language script.</p> <p>It includes the task of recognizing Japanese language scripts, recognizing and using Hiragana, recognizing and using Katakana, recognizing and using Basic Kanji</p>
Nominal Hours	50
Elements of Competency	<p>Performance Criteria</p> <p><u>Bold and Underlined</u> terms are elaborated in the Range of Variables</p>
1. Recognize Japanese language scripts	<p>1.1 Hiragana, Katakana, and Kanji characters are identified and differentiated;</p> <p>1.2 Phonetic symbols and their corresponding sounds are recognized accurately;</p> <p>1.3 Basic words used in <u>daily life</u> are to be identified.</p> <p>1.4 Basic Kanji characters are identified;</p> <p>1.5 Similar-looking characters in different <u>scripts</u> are distinguished.</p>
2. Recognize and use hiragana	<p>2.1 All Hiragana characters are identified by sight and sound;</p> <p>2.2 Hiragana is written correctly with proper stroke order;</p> <p>2.3 Basic, modified, and compound syllables in hiragana are read.</p>
3. Recognize and use katakana	<p>3.1 All Katakana characters are identified by sight and sound;</p> <p>3.2 Katakana is written correctly with proper stroke order;</p> <p>3.3 Basic, modified, and compound syllables in Katakana are read;</p> <p>3.4 Simple foreign-loan words written in Katakana are read.</p>
4. Recognize and use basic kanji	<p>4.1 Approximately 120 Kanji related to numbers, time, family, and daily life are identified;</p> <p>4.2 Kanji are matched with their corresponding <u>readings</u> (On/Kun);</p> <p>4.3 Basic Kanji are written with correct stroke order</p> <p>4.4 Short words and sentences combining Kana and basic Kanji are read.</p>
Range of Variables	
Variables	Range (may include but not limited to):
1. Daily life.	<p>1.1 Useful Japanese greetings</p> <p>1.2 Number</p> <p>1.3 Days, Date, Months and year</p> <p>1.4 Family</p> <p>1.5 Time</p>

2. Script set	2.1 Hiragana, 2.2 Katakana 2.3 Kanji,
3. Reading type	3.1 Loanword katakana 3.2 On/kun readings 3.3 Kana-kanji mix
4. Writing condition	4.1 Stroke order 4.2 Handwritten 4.3 Typing by using device
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 recognized and use Hiragana 1.2 recognized and use Katakana 1.3 recognized and use Basic Kanji.
2. Underpinning Knowledge	2.1 Kana/kanji writing 2.2 Sentence construction.
3. Underpinning Skills	3.1 Neat handwriting 3.2 Sentence composition.
4. Required Attitudes	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	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 (Minna no Nihongo Vol-1, IRODORI A1, Basic Kanji Vol – 1).
6. Methods of Assessment	Methods of assessment may include but not limited to: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio

7. Context Assessment	<div data-bbox="571 194 1406 275">7.1 Competency assessment must be done in NSDA accredited assessment centre;</div> <div data-bbox="571 275 1378 324">7.2 Assessment should be done by NSDA certified assessor.</div>
<div data-bbox="204 344 596 383">Accreditation Requirements</div> <div data-bbox="204 405 1437 611">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.</div>	

Unit Code and Title	OU-IS-JL-02-L2-V1: Use Vocabulary
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes required to demonstrate Vocabulary.</p> <p>It includes the task of applying daily life vocabulary 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 basic 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 name, nationality, occupation, and family; 1.3 Basic nouns, verbs, adjectives, and adverbs used are understood in simple sentences; 1.4 Contextual meaning of words used is recognized in greetings, expressions, and instructions.
2. Pronounce and articulate vocabulary	2.1 Japanese words are pronounced correctly following Hiragana and Katakana phonetic rules; 2.2 Correct pitch accent and intonation are used for basic vocabulary; 2.3 Listening and repeating vocabulary are practiced for accurate pronunciation; 2.4 Understanding of homophones and pronunciation differences are demonstrated based on context.
3. Use vocabulary in sentences	3.1 Vocabulary is applied to construct simple and meaningful sentences as per Japanese standard; 3.2 Appropriate words and expressions are used in greetings, introductions, and polite conversation; 3.3 vocabulary is selected for formal and informal situations suitable as per Japanese standard; 3.4 Verbs, nouns, and adjectives are combined according to Japanese grammatical patterns.
4. Apply vocabulary in different contexts	4.1 <u>Words</u> related to family, school, shopping, food, job, and travel are recalled and used; 4.2 <u>Counting, numbers, dates, days of the week, and time</u> expressions are used in simple contexts; 4.3 Vocabulary understanding is demonstrated in classroom, workplace, and public situations; 4.4 Relevant words and expressions are used to respond in given scenarios as per Japanese patterns;

	4.5 Vocabulary is to be applied to express feelings, needs, and opinions in simple form.
5. Review, expand, and maintain vocabulary knowledge	5.1 Learned vocabulary is to be reviewed through practice, repetition, and self-assessment; 5.2 Japanese dictionaries, flashcards, and learning tools are used to build new vocabulary. 5.3 A personal vocabulary list or notebook is maintained for continuous learning. 5.4 Learned vocabulary is applied in reading, writing, speaking, and listening exercises for reinforcement.
6. Use expressions for communication	6.1 <u>Greetings and polite phrases</u> are used as per Japanese patterns. 6.2 <u>Likes/dislikes</u> , basic needs, and simple requests are expressed. 6.3 Appropriate responses are given to simple <u>daily life questions</u> as per Japanese pattern .
Range of variables	
Variable	Range (may include but not limited to):
1. Word	1.1 Family 1.2 School 1.3 Shopping 1.4 Food 1.5 Travel
2. Dates, days of the week, and time	2.1 Basic numbers 2.2 Seven days 2.3 Calendar dates 2.4 12 months 2.5 Year 2.6 Common time expressions <ul style="list-style-type: none"> ▪ morning ▪ evening, ▪ o'clock

3. Counting, numbers,	3.1 Items 3.2 Person 3.3 Serial 3.4 Flat and thin items 3.5 Equipment and transport 3.6 Age 3.7 Books 3.8 Dress 3.9 Shoes and shock 3.10 House 3.11 Building floor 3.12 Narrow and long things 3.13 Cup/glass of water 3.14 Small animals, fish and insets
4. greetings, phrases polite	3.1 Common greetings <ul style="list-style-type: none"> ▪ こんにちは ▪ おはようございます 3.2 Polite phrases <ul style="list-style-type: none"> ▪ ありがとうございます ▪ すみません
5. likes/dislikes, basic needs, simple requests	4.1 Likes/dislikes 4.2 Basic needs <ul style="list-style-type: none"> ▪ Food ▪ Water ▪ Rest 4.3 Simple requests <ul style="list-style-type: none"> ▪ Please give ▪ I want
6. Daily life questions	5.1 Greetings 5.2 Personal information <ul style="list-style-type: none"> ▪ Name ▪ Age ▪ Nationality 5.3 Daily activities, 5.4 Preferences
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 recognizd and understood basic japanese vocabulary 1.2 pronounced and articulate 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 Basic vocabulary related to daily life (family, school, shopping, food, work, travel) 2.2 Numbers, dates, days of the week and time expressions 2.3 Phrases in different contexts 2.4 Words/phrases to express likes, dislikes, basic needs, and requests 2.5 Question forms and simple daily life conversational patterns 2.6 Cultural context in the use of polite expressions.
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Recalling and pronouncing vocabulary accurately 3.2 Using vocabulary in appropriate contexts 3.3 Listening and recognizing familiar vocabulary in spoken japanese 3.4 Reading and identifying words in kana and simple kanji 3.5 Forming simple sentences using learned vocabulary 3.6 Responding appropriately to daily life questions using correct words/phrases.
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 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-1, IRODORI A1, Basic Kanji Vol – 1).

6. Method 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	OU-IS-JL-03-L4-V1: Apply Basic Grammar Structures
	<p>This unit covers the knowledge, skills and attitudes required to demonstrate reading.</p> <p>It includes the task of recognizing basic Japanese grammar structures, construct simple sentences using basic grammar, applying grammar structures in conversation and writing, conjugating verbs and adjectives, applying politeness and formality in grammar and reviewing and correcting grammatical errors</p>
Nominal Hours	50
Elements of Competency	Performance Criteria <u>(Bold & underlined)</u> terms are elaborated in the Range of Variables)
1. Recognize basic Japanese grammar structures	1.1 The basic sentence structure of Japanese (Subject–Object–Verb order) is identified; 1.2 The use of <u>particles</u> in simple sentences is recognized; 1.3 The function of nouns, verbs, adjectives, and adverbs in grammar patterns is understood; 1.4 Affirmative, negative, and interrogative sentence forms are identified.
2. Construct simple sentences using basic grammar	2.1 Correct positive and negative statements are used; 2.2 Verb conjugations in non-past (present and future), past, and negative forms are applied as per Japanese pattern; 2.3 Adjectives (い and な forms) are used correctly in descriptive sentences; 2.4 Nouns and adjectives are combined to construct grammatically correct simple sentences; 2.5 Proper particles are used to construct grammatically correct simple sentences; 2.6 <u>Questions using か and interrogatives</u> are formulated.
3. Apply Grammar Structures in Conversation and Writing	3.1 Basic grammar patterns are used to communicate personal information and daily activities; 3.2 Questions and answers using correct grammatical structures are formed; 3.3 Appropriate verb forms are applied when actions and locations are described; 3.4 Sentence-ending expressions for tone and politeness are used correctly.
4. Conjugate verbs and adjectives	5.1 <u>Verbs</u> are changed and conjugated in non-past (present and future), past, and negative polite forms; 5.2 <u>い-adjectives and な-adjectives</u> are differentiated and used correctly; 5.3 Simple negative and past forms of adjectives are formed.

5. Apply Politeness and Formality in Grammar	5.1 Formal and informal grammar structures are differentiated; 5.2 Polite expressions are used appropriately in greetings and conversations; 5.3 Awareness of cultural norms reflected in grammatical choices is demonstrated.
6. Review and Correct Grammatical Errors	7.1 Common grammatical mistakes in written or spoken sentences are identified; 7.2 Sentences are revised to ensure accuracy in particle use, verb conjugation, and word order.
Range of variables	
Variable	Range (may include but not limited to):
1. Particles	1.1 Topic marker (は), 1.2 Subject marker (が), 1.3 Object marker (を), 1.4 Time/direction marker (に), 1.5 Location marker (で), 1.6 Direction marker (へ), 1.7 Companion marker (と), 1.8 Additive marker (も) 1.9 From (から) 1.10 To/Until (まで) 1.11 Of (の) 1.12 Or (か) 1.13 Comparison (より) 1.14 And (～と～)
2. Question particles/interrogatives	2.1 なん/なに What 2.2 だれ/どなた Who 2.3 どこ/どちら Where 2.4 いつ When 2.5 どれ Which (one) 2.6 どの Which (used before noun) 2.7 どう How 2.8 どうして/なんで/なぜ Why 2.9 どんな What kind of 2.10 いくつ How many 2.11 いくら How much 2.12 どのくらい / どれくらい How long / How much / How far

	2.13 どっち Which (of two) / Which way 2.14 どなた Who (polite) 2.15 どのように In what way / How (formal)
3. Verbs (Tense)	Verb Tenses 3.1 Present/Future Tense: 行きます (ikimasu) – go / will go 3.2 Past Tense: 行きました (ikimashita) – went 3.3 Negative Tense: 行きません (ikimasen) – do not go 3.4 Past Negative: 行きませんでした (ikimasen deshita) – did not go
4. Verbs (Group Identification)	4.1 Group 1 (u-verbs) 4.2 Group 2 (ru-verbs) 4.3 Group 3 (irregular verbs)
5. Verbs (Conjugation)	5.1 Masu Form (ます形) – 行きます (ikimasu) 5.2 Te Form (て形) – 行って (itte) 5.3 Negative Form (ない形) – 行かない (ikanai) 5.4 Dictionary Form (基本形) – 行く (iku) – to go 5.5 Past Form (た形) – 行った (itta)
6. Form of Adjectives	い-Adjectives 6.1 い-Adjectives affirmative (～です) 6.2 Negative form of い-adjectives (～くないです) 6.3 Past form (～かったです) 6.4 Negative past form (～くありません) な-Adjectives 6.5 な-Adjectives affirmative (～です) 6.6 Negative form of な-adjectives (～じゃありません) 6.7 Past form (～でした) 6.8 Negative past (～じゃありませんでした)
7. Plain form	7.1 Noun 7.2 Adjective 7.3 Verb
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: 1.1 used particles correctly 1.2 conjugated verbs and adjectives 1.3 constructed questions and statements

2. Underpinning knowledge	2.1 Japanese particles and their functions 2.2 Basic sentence structures (affirmative, negative, interrogative) 2.3 Change of verbs 2.4 Group of verbs 2.5 Verb conjugations in present, past, and negative polite forms 2.6 Adjective types (い-adjectives, な-adjectives) and their conjugations 2.7 Question formation using か and interrogatives (何, どこ, いつ, だれ, どう) 2.8 Word order rules (Subject–Object–Verb structure in Japanese) 2.9 Cultural nuances in grammar use (e.g., polite vs. casual forms).
3. Underpinning skills	3.1 Using particles correctly in simple sentences 3.2 Constructing sentences using present, past, and negative forms of verbs 3.3 Differentiating and applying い-adjectives and な-adjectives 3.4 Forming negative and past forms of adjectives. 3.5 Asking and answering simple questions using interrogatives and か. 3.6 Applying common sentence patterns in daily life contexts 3.7 Combining grammar structures to express simple ideas accurately.
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-1, IRODORI A1, Basic Kanji Vol – 1).

3. Method 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>
4. 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	OU-IS-JL-04-L2-V1: Comprehend Listening
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes required to demonstrate reading.</p> <p>It includes the task of preparing for listening, recognizing basic spoken Japanese sounds, words, and expressions, understanding simple conversations in familiar contexts, interpreting basic information from spoken Japanese materials, applying basic listening strategies to enhance comprehension and understanding spoken daily expressions</p>
Nominal Hours	40
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 basic spoken Japanese sounds, words, and expressions	2.1 Hiragana, Katakana, and familiar Kanji words are identified in spoken form.; 2.2 Commonly used <u>greetings</u> , introductions, and daily expressions are recognized; 2.3 Basic sentence patterns and question forms are distinguished in short conversations; 2.4 Understanding is demonstrated through appropriate non-verbal or short verbal responses.
3. Understand simple conversations in familiar contexts	3.1 Short dialogues related to <u>daily life</u> are comprehended; 3.2 Key information such as names, numbers, dates, persons, and locations is identified from spoken texts; 3.3 Short, slow conversations in familiar <u>contexts</u> are understood; 3.4 Simple oral instructions or requests given in slow and clear speech are followed; 3.5 Familiar questions are responded to appropriately using short, correct Japanese expressions.
4. Interpret basic information from spoken Japanese materials	4.1 Essential points from short announcements, classroom instructions, or workplace messages are understood; 4.2 The topic and purpose of simple spoken communication are identified 4.3 Comprehension is demonstrated by selecting correct answers, matching pictures, or repeating information; 4.4 Key words and phrases from listening materials are recorded or recalled; 4.5 True or false statements are identified by listeners.

5. Apply basic listening strategies to enhance comprehension	5.1 <u>Familiar words and phrases</u> in various situations are listened to attentively; 5.2 Meaning is interpreted using context clues, tone, and keywords; 5.3 Repetition or confirmation is requested when information is unclear; 5.4 Understanding is shown by performing simple related tasks or actions correctly; 5.5 Short and quick responses are demonstrated in different situations.
6. Understand spoken daily expressions	1.1 Greetings, classroom instructions, and common spoken phrases are identified; 1.2 Polite expressions for requests and <u>apologies</u> are recognized.
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
3. Daily life	3.1 Self-introduction 3.2 Shopping 3.3 Time 3.4 Directions 3.5 Food order (online/offline) 3.6 Workplace conversation 3.7 Cleaning 3.8 Class room conversation 3.9 Telephone 3.10 Home activities 3.11 Travelling 3.12 Playing
4. Contexts	4.1 Classroom 4.2 Workplace 4.3 Home 4.4 Daily activities
5. familiar words and phrases	5.1 Yes/no type 5.2 WH-questions (who, what, where, when, how) 5.3 Basic Greetings

	5.4 Common courtesy phrases 5.5 Self-introduction 5.6 Everyday expressions 5.7 Numbers & time 5.8 Shopping and eating 5.9 Directions and places 5.10 Feelings and reactions 5.11 At school or workplace
6. Apologies	6.1 Common apologies 6.2 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: 1.1 understood spoken daily expressions 1.2 comprehended short dialogues 1.3 recognized basic spoken japanese sounds, words, and expressions 1.4 interpreted basic information from spoken japanese materials.
2. Underpinning knowledge	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 words and phrases 2.12 Request.
3. Underpinning skills	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	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-1, IRODORI A1, Basic Kanji Vol – 1).
6. Method assessment	of	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 assessment	of	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-L2-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	Performance Criteria <u>(Bold & underlined</u> terms are elaborated in the Range of Variables)
1. Recognize Japanese Scripts	2.1 Hiragana characters and their pronunciation are identified; 2.2 Katakana characters and their pronunciation are identified; 2.3 Basic Kanji used in nouns, adjectives, verbs, and common objects are recognized.
2. Read short passages and dialogues	2.1 <u>Reading materials</u> are collected; 2.2 Dialogues in Kana and basic Kanji are read and understood; 2.3 <u>Key information</u> in short passages is identified; 2.4 Information is identified from <u>various retriever.</u>
3. Interpret daily life written texts and basic information	2.1 Menus, timetables, and schedules are interpreted; 2.2 Signs, notices, and classroom instructions are recognized; 2.3 Numbers, dates, and time are read; 2.4 Prices and quantities are read; 2.5 Locations and directions are read.
4. Understand Sentence Structures	3.1 <u>Simple Japanese sentences</u> are read and understood; 3.2 <u>Particles</u> and their roles in sentences are recognized; 3.3 <u>Question sentences</u> are identified.
5. Extract Meaning from Short Texts	4.1 Signs, notices, and labels are read; 4.2 <u>Short dialogues</u> in textbooks or worksheets are read; 4.3 Specific details (time, place, numbers) are extracted from written texts.
6. Demonstrate Reading Comprehension	5.1 Simple questions based on a short passage are answered; 5.2 Written words are matched with their pictures or meanings; 5.3 The general meaning of a short Japanese text is translated or explained in simple.
Range of variables	
Variable	Range (may include but not limited to):

1. Hiragana	1.1 Basic syllabary 1.2 Greetings 1.3 Classroom instructions 1.4 Grammatical markers
2. Katakana	2.1 Loanwords 2.2 Foreign names 2.3 Onomatopoeia 2.4 Signs/labels
3. Kanji	3.1 Numbers 3.2 Days of the week 3.3 Time, family terms 3.4 nouns, verb and adjective
4. Reading materials	4.1 Classroom textbooks 4.2 Signs and notices 4.3 Menus 4.4 Timetables 4.5 Simple passages 4.6 Practice worksheets 4.7 Public signs 4.8 Schedules 4.9 Simple letters 4.10 Poster and play card 4.11 Images 4.12 Flash card
5. Various retriever	5.1 Advertisement 5.2 Announcement 5.3 Traffic sign and symbols 5.4 Demonstrative Pronouns (こそあど words) 5.5 Demonstrative Nouns 5.6 Demonstrative Locations 5.7 Demonstrative Directions 5.8 Demonstrative Adverbs (Retrievers for manner/degree) 5.9 Referential Topic Markers
6. Key information	5.1 Numbers 5.2 Dates 5.3 Times 5.4 Prices 5.5 Locations 5.6 Names 5.7 Directions 5.8 Counting

	5.9 Workplace 5.10 Academic 5.11 Travelling 5.12 Game 5.13 Daily life 5.14 Transport 5.15 Housekeeping, waste disposal 5.16 Display
7. Simple Japanese sentences	6.1 Basic SOV structures 6.2 Self-introduction 6.3 Location 6.4 Daily routines
8. 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～)
9. Question sentences	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

	<ul style="list-style-type: none"> ▪ 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 Polite forms 8.4 Plain forms
0. Short dialogues	9.1 Classroom exchanges 9.2 Pair work 9.3 Group work 9.4 Role-play practice 9.5 Short and simple presentation
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 recognized Japanese scripts 1.2 read short passages and dialogues 1.3 interpreted daily life written texts and basic 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 Japanese writing systems <ul style="list-style-type: none"> ▪ Hiragana ▪ Katakana ▪ Basic kanji. 2.2 Phonetic awareness 2.3 Vocabulary 2.4 Grammar & sentence structures 2.5 Question forms 2.6 Text types & reading materials 2.7 Reading strategies 2.8 Cultural awareness.
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.
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 Internet facilities 5.5 Competency Based Learning Materials (CBLM) 5.6 Text book (Such as Minna no Nihongo Vol-1, IRODORI A1, 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 demonstrate speaking.</p> <p>It includes the task of preparing for speaking, applying correct pronunciation, intonation and constructing sentences, using polite and casual speech, introducing oneself and others, asking and responding to questions and express needs, feelings, and preferences, describing and narrating daily life and events, maintaining conversational interaction and employing cultural expressions in conversation.</p>
Nominal Hours	65
Elements of Competency	Performance Criteria (Bold & underlined terms are elaborated in the Range of Variables)
1. Prepare for speaking	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. 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 employed; 2.5 Affirmative, negative, non-past (present and future), and past tense sentences are formed; 2.6 Nouns, verbs, and adjectives are combined correctly.
3. Use polite and casual 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.
4. Introduce oneself and others	4.1 Name, nationality, hobbies, and occupation are stated politely; 4.2 Family members or colleagues are introduced in simple sentences; 4.3 Others are presented politely using proper expressions; 4.4 Self-introductions are responded to appropriately.
5. Ask and respond to questions and communicate	5.1 Yes/no and wh-questions are framed using appropriate words; 5.2 Questions are answered with accurate and meaningful responses; 5.3 Understanding is clarified by repeating or rephrasing questions; 5.4 Set phrases are used to make requests; 5.5 Likes, dislikes, and wants are expressed;

	5.6 Opinions are communicated politely in simple forms; 5.7 True or false statements are expressed and opinions are given.
6. Describe and narrate daily life and events	6.1 People, places, and objects are described using adjectives and verbs; 6.2 Simple events are narrated in correct chronological order; 6.3 Time expressions are referred to appropriately; 6.4 Questions about hobbies, daily routines, and personal details are asked and answered; 6.5 Basic needs are expressed in shopping, travel, classroom, and workplace situations; 6.6 Polite responses are given in conversations using です/ます form.
7. Maintain conversational interaction	7.1 Short dialogues , role-plays, peer 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.
8. Employ 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.
Range of variables	
Variable	Range (may include but not limited to):
1. Learning Materials	1.1 Minna no Nihongo Vol-1 1.2 IRODORI A1 1.3 Competency Based Learning Materials (CBLM) 1.4 Speaking Handouts
2. Appropriate pitch accent	1.5 High-low and low-high patterns in words (e.g. はし [chopsticks] vs. はし [bridge]). 1.6 Word-level pitch accent (individual words). 1.7 Phrase-level intonation (sentence endings, questions, emphasis).
3. Correct speech level	2.1 Plain form casual conversations with friends/family. 2.2 Polite form (です/ます) – daily life polite speech. 2.3 Set expressions for workplace, service, or ceremonial settings.
4. Short dialogues	3.1 Greetings and farewells. 3.2 Self-introductions and introductions of others. 3.3 Ordering food, shopping, or asking prices. 3.4 Asking and giving directions.

	3.5 Talking about daily routines, weather, or hobbies. 3.6 Role-play conversations (class room, workplace, railway station, restaurant,) 3.7 Apologies, explanation, confirmation 3.8 Request
5. Back-channeling	4.1 Acknowledging はい, ええ, うん... 4.2 Showing agreement そうですね, そのとおり... 4.3 Expressing surprise/interest へえ, ほんとう... 4.4 Encouraging continuation そうなんですか, で?... 4.5 Culturally appropriate timing (not interrupting but showing attentiveness).
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: 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	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 Back-channeling.
3. Underpinning skills	3.1 Pronunciation skills 3.2 Conversational skills 3.3 Grammatical skills 3.4 Functional communication skills 3.5 Interaction skills 3.6 Cultural and social skills

	3.7 Narration and description 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 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-1, IRODORI A1).
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 demonstrate writing.</p> <p>It includes the task of writing Japanese scripts, applying grammar and sentence structures in writing, using vocabulary and expression, compose short written texts for daily communication, expressing ideas clearly in written form, applying conventions of written Japanese and demonstrating cultural appropriateness in writing</p>
Nominal Hours	40
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 <u>hiragana and katakana characters</u> 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 Simple sentences 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.
3. Use vocabulary and expressions	3.1 Suitable words for daily life contexts (greetings, expressions, time, numbers, objects) are selected; 3.2 <u>Politeness forms</u> (です/ます) are applied in formal writing; 3.3 Culturally appropriate set phrases are incorporated.
4. Compose short written texts for daily communication	4.1 Simple notes, messages, and memos are written in Japanese; 4.2 Self-introductions, invitations, or short letters are composed; 4.3 <u>Basic forms</u> are filled out with personal information.
5. Express ideas clearly in written form	5.1 People, places, and objects are described using adjectives; 5.2 Simple events are narrated in chronological order; 5.3 Opinions, hobbies, likes, and dislikes are presented in writing.
6. Apply conventions of written Japanese	6.1 Correct punctuation marks (。 、) are used; 6.2 Writing is done <u>vertically and horizontally</u> as appropriate; 6.3 Spacing and kana–kanji balance are employed in

	sentences.
7. Demonstrate cultural appropriateness in writing	<p>7.1 Formal and informal sentences are applied;</p> <p>7.2 Seasonal greetings or closing expressions are used in correspondence;</p> <p>7.3 Format conventions for emails, letters, and forms are respected.</p>
Range of variables	
Variable	Range (may include but not limited to):
1. Hiragana and katakana characters	<p>1.1 46 basic hiragana and 46 basic katakana characters.</p> <p>1.2 Modified sounds with diacritics (が, ぱ, ギ, ピ…).</p> <p>1.3 Combination sounds (きゃ, しゅ, ちょ / キヤ, シュ, チョ…).</p> <p>1.4 Long vowels (おお, こう / コー, ツー …).</p> <p>1.5 Double consonants with small つ (がっこう, サッカ — …).</p>
2. Basic kanji characters	<p>2.1 Numbers</p> <p>2.2 Days of the week</p> <p>2.3 Common nouns</p> <p>2.4 Basic verbs</p> <p>2.5 Family and personal references</p> <p>2.6 Daily life adjectives</p>
3. Politeness forms	<p>3.1 Polite form</p> <p>3.2 Plain form</p> <p>3.3 Set polite expressions</p>
4. Basic forms with personal information	<p>4.1 Name</p> <p>4.2 Age</p> <p>4.3 Nationality</p> <p>4.4 Address</p> <p>4.5 Contact number</p> <p>4.6 Occupation</p> <p>4.7 Family details</p>
5. Vertically and horizontally	<p>5.1 Vertical writing: traditional style, used in novels, newspapers, formal letters</p> <p>5.2 Horizontal writing: modern style, used in textbooks, emails, signage</p> <p>5.3 Combination usage: mixing vertical with horizontal for emphasis or modern layouts</p> <p>5.4 Awareness of punctuation and spacing differences in both styles</p>

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.
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 Internet facilities 5.5 Competency Based Learning Materials (CBLM) 5.6 Text book (Ref. Minna no Nihongo Vol-1, IRODORI A1 and 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.	

Development of Competency Standard

The Competency Standards for National Skills Certificate Level-2 in **Japanese Language** is Developed by NSDA on 12 - 13, and 19– 20 October, 2023.

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Validation of Competency Standard

The Competency Standards for National Skills Certificate Level-2 in Japanese Language is validated by NSDA on 23 October, 2025.

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