



COMPETENCY STANDARD
FOR
Professional Back Office Services
(IT Sector)
Level: 03

Competency Standard Code: I08S003L3V1

National Skills Development Authority
Prime Minister's Office, Bangladesh

Contents

Contents.....	2
Introduction	3
Overview	4
Bangladesh NTVQF with Job Classifications	5
Annex 1: NTVQF Level Descriptors	6
List of Abbreviations.....	7
General	7
Occupation Specific Abbreviations	7
Approval of Competency Standard	Error! Bookmark not defined.
Course Structure	9
Units and Elements	10
The Generic Competencies.....	10
The Sector Specific Competencies	11
The Occupation Specific Competencies.....	13
The Generic Competencies.....	14
GCU15L1V1: Perform Basic IT Skills	15
GCU14L1V1: Carryout Workplace Interaction in English.....	21
GCU10L1V1: Lead Small Team	25
The Sector Specific Competencies	29
SSU01I08L3V1: Apply Occupational Health and Safety (OSH) Practices in the Workplace.....	30
Type Documents in Bangla and English.....	34
SSU03I08L3V1: Practice Use of Internet and Social Network.....	38
SSU04I08L3V1: Comply with Ethical Standards in IT Workplace.....	41
SSU05I08L3V1: Acquire Soft Skills in Customer Dealing.....	44
The Occupation Specific Competencies.....	47
OSU01I08L3V1: Interpret Professional Back Office Services (PBS)	48
OSU02I08L3V1: Apply Spreadsheet for Business Data Management	52
OSU03I08L3V1: Perform Basic Business Development Activities	55
OSU04I08L3V1: Perform Clipping Path Activities.....	59
OSU05I08L3V1: Perform Basic Digital Marketing.....	62
Experts Involved:	65
Development Workshop	66
Validation Workshop.....	67
Validation of Competency Standard by Standard and Curriculum Validation Committee (SCVC).....	68
Copyright.....	69

Introduction

The National Skills Development Authority (NSDA) aims to enhance an individual's employability by certifying competiveness 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 programmes. "**Professional Backoffice Services**" is selected as one of the priority occupations of **Information and Communication Technology** Sector. This standard is developed to adopt a demand driven approach to training with effective inputs from Industry Skills Councils (ISC's), employer associations and employers.

Generally a competency standard informs curriculum, learning materials, assessment and certification of students enrolled in TVET. Students who successfully pass the assessment will receive a qualification in the National Technical and Vocational Qualification Framework (NTVQF) and will be listed on the NSDA's online portal.

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

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

Overview

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

The purpose of a competency standards is to:

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

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

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

Together, all the parts of a unit of competency:

- describe a work activity
- guide the assessor to determine whether the candidate is competent or not yet competent

The ensuing sections of this document comprise of a description of the relevant occupation, trade or job with all the key components of a unit of competency, including:

- a chart with an overview of all Units of Competency for the relevant occupation, trade or job including the Unit Codes and the Unit of Competency titles and corresponding Elements
- the Competency Standard that includes the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide and Assessment Evidence Guide

Bangladesh NTVQF with Job Classifications

NTVQF LEVELS	EDUCATION SECTORS			Job Classification
	Pre-Vocation Education	Vocational Education	Technical Education	
NTVQF 6			Diploma in engineering or equivalent	Middle Level Manager / Sub Assistant Engr. etc.
NTVQF 5		National Skill Certificate 5 (NSC 5)		Highly Skilled Worker / Supervisor
NTVQF 4		National Skill Certificate 4 (NSC 4)		Skilled Worker
NTVQF 3		National Skill Certificate 3 (NSC 3)		Semi-Skilled Worker
NTVQF 2		National Skill Certificate 2 (NSC 2)		Basic Skilled Worker
NTVQF 1		National Skill Certificate 1 (NSC 1)		Basic Worker
Pre-Voc 2	National Pre-Vocation Certificate 2 (NPVC 2)			Pre-Vocation Trainee
Pre-Voc 1	National Pre-Vocation Certificate 1 (NPVC 1)			Pre-Vocation Trainee

NTVQF Level Descriptors

NTVQF Level	Knowledge	Skill	Responsibility	Job Class.
6	<ul style="list-style-type: none"> Comprehensive actual and theoretical knowledge within a specific study area with an awareness of the limits of that knowledge 	<ul style="list-style-type: none"> Specialised and restricted range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems 	<ul style="list-style-type: none"> Mange a team or teams in workplace activities where there is unpredictable change Identify and design learning programs to develop performance of team members 	Supervisor / Middle Level Manager / Sub Assistant Engr. etc.
5	<ul style="list-style-type: none"> Very broad knowledge of the underlying, concepts, principles, and processes in a specific study area 	<ul style="list-style-type: none"> Very broad range of cognitive and practical skills required to generate solutions to specific problems in one or more study areas. 	<ul style="list-style-type: none"> Take overall responsibility for completion of tasks in work or study Apply past experiences in solving similar problems 	Highly Skilled Worker / Supervisor
4	<ul style="list-style-type: none"> Broad knowledge of the underlying, concepts, principles, and processes in a specific study area 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Take responsibility, within reason, for completion of tasks in work or study Apply past experiences in solving similar problems 	Skilled Worker
3	<ul style="list-style-type: none"> Moderately broad knowledge in a specific study area. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Work or study under supervision with some autonomy 	Semi-Skilled Worker
2	<ul style="list-style-type: none"> Basic underpinning knowledge in a specific study area. 	<ul style="list-style-type: none"> Basic skills required to carry out simple tasks 	<ul style="list-style-type: none"> Work or study under indirect supervision in a structured context 	Basic Skilled Worker
1	<ul style="list-style-type: none"> Elementary understanding of the underpinning knowledge in a specific study area. 	<ul style="list-style-type: none"> Limited range of skills required to carry out simple tasks 	<ul style="list-style-type: none"> Work or study under direct supervision in a structured context 	Basic Worker
Pre-Voc 2	<ul style="list-style-type: none"> Limited general knowledge 	<ul style="list-style-type: none"> Very limited range of skills and use of tools required to carry out simple tasks 	<ul style="list-style-type: none"> Work or study under direct supervision in a well-defined, structured context. 	Pre-Vocation Trainee
Pre-Voc 1	<ul style="list-style-type: none"> Extremely limited general knowledge 	<ul style="list-style-type: none"> Minimal range of skills required to carry out simple tasks 	<ul style="list-style-type: none"> Simple work or study exercises, under direct supervision in a clear, well defined structured context 	Pre-Vocation Trainee

List of Abbreviations

General

NSDA – National Skills Development Authority

NTVQF – National Technical and Vocational Qualifications Framework

TVET – Technical Vocational Education and Training

ISC – Industry Skills Council

NPVC – National Pre-Vocation Certificate

PPP -- Public Private Partnership

SCVC – Standards and Curriculum Validation Committee

CS – Competency Standard

UoC – Unit of Competency

Occupation Specific Abbreviations

MSDS – Material Safety Data Sheet

OSH – Occupational Safety and Health

PPE – Personal Protective Equipment

SOP – Standard Operating Procedures


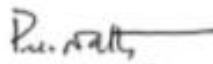
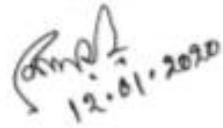
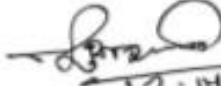
SMS – Short Message Service

MMS – Multimedia Messaging Service

VMS – Variable Message Sign

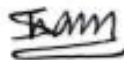
Approval of Competency Standard

Members of the Approval Committee:

Member	Signature
Md. Faruque Hossain Executive Chairman (Secretary) National Skills Development Authority (NSDA)	
Pijush Kanti Nath Additional Secretary Member (Admin & Finance) National Skills Development Authority (NSDA)	 12.01.20
Mohammad Rezaul Karim Additional Secretary Member (Skills Standard & Certification) National Skills Development Authority (NSDA)	 12.01.2020
Md. Abdur Razzaque Joint Secretary Member (Planning & Research) National Skills Development Authority (NSDA)	 12.01.2020



Md. Faruque Hossain
Executive Chairman (Secretary)
National Skills Development Authority (NSDA)
Date: 12.01.2020



**National Competency Standards for National Skill Certificate - III in
Professional Back Office Services in IT Sector.**

Course Structure

SL	Unit Code and Title		UoC Level	Nominal Duration (Hours)
The Generic Competencies				60
1.	GUC04L2V1	Perform Basic IT Skills	2	20
2.	GUC05L3V1	Carryout Workplace Interaction in English	3	20
3.	GUC08L4V1	Lead Small Team	4	20
The Sector Specific Competencies				100
1.	SSU01I08L3V1	Apply Occupational Health and Safety (OSH) Practice at Workplace	3	20
2.	SSU02I08L3V1	Type Documents in Bangla and English	3	20
3.	SSU03I08L3V1	Practice Use of Internet and Social Network	3	15
4.	SSU04I08L3V1	Comply with Ethical Standards in IT Workplace	3	25
5.	SSU05I08L3V1	Acquire Soft Skills in Customer Dealing	3	20
The Occupation Specific Competencies				200
1.	OSU01I08L3V1	Interpret Professional Back Office Services (PBS)	3	25
2.	OSU02I08L3V1	Apply Spreadsheet for Business Data Management	3	30
3.	OSU03I08L3V1	Perform Basic Business Development Activities	3	45
4.	OSU04I08L3V1	Perform Clipping Path Activities	3	45
5.	OSU05I08L3V1	Perform Basic Digital Marketing	3	55
Total Nominal Learning Hours				360

Units and Elements

The Generic Competencies

Code	Unit of Competency	Elements of Competency	Duration (hours)
GCU15L1V1	Perform Basic IT Skills	<ol style="list-style-type: none"> 1. Identify and use most commonly used IT Tools 2. Operate Computer 3. Work with word processing software 4. Use spreadsheet packages to create / prepare worksheets 5. Use presentation packages to create / prepare presentation 6. Print documents 7. Use internet and access E-mail 	20
GCU14L1V1	Carryout Workplace Interaction in English	<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 	20
GCU10L1V1	Lead Small Team	<ol style="list-style-type: none"> 1. Provide team leadership 2. Assign responsibilities 3. Set performance expectations for team members 4. Supervise team performance 	20
Total Nominal Hours			60

The Sector Specific Competencies

Code	Unit of Competency	Elements of Competency	Duration (hours)
SSU01I08L3V1	Apply Occupational Health and Safety (OSH) Practice at Workplace	<ol style="list-style-type: none"> 1. Interpret OSH policies and procedures 2. Follow and conduct OSH practices 3. Comprehend personal health and safety practices 4. Response to emergency situations 	20
SSU02I08L3V1	Type Documents in Bangla and English	<ol style="list-style-type: none"> 1. Install typing applications software of Bangla and English 2. Select appropriate tools and keyboard layout 3. Type document using different style formats 4. Perform touch-typing 	20
SSU03I08L3V1	Practice Use of Internet and Social Network	<ol style="list-style-type: none"> 1. Interpret internet and social network 2. Use audio and video messaging applications. 3. Demonstrate effective use of social network 	15
SSU04I08L3V1	Comply with Ethical Standards in IT Workplace	<ol style="list-style-type: none"> 1. Interpret the interest of clients 2. Deliver quality products and services 3. Demonstrate professionalism in IT Sector 4. Comply workplace code of conduct 	25

SSU05I08L3V1	Acquire Soft Skills in Customer Dealing	<ol style="list-style-type: none"> 1. Understand customer dealing operations 2. Identify soft skills requirements in the workplace 3. Demonstrate required gesture and posture during customer dealing 	20
Total Nominal Hours			100

The Occupation Specific Competencies

Code	Unit of Competency	Elements of Competency	Duration (hours)
OSU01I08L3V1	Interpret Professional Back Office Services (PBS)	<ol style="list-style-type: none"> 1. Describe the concept of professional back-office services (PBS) 2. Interpret business process outsourcing (BPO) 3. Interpret knowledge process outsourcing (KPO) 4. Interpret business management practices 	25
OSU02I08L3V1	Apply Spreadsheet for Business Data Management	<ol style="list-style-type: none"> 1. Perform data entry works 2. Apply statistical analysis 3. Apply logical function for data analysis 4. Produce graphical representation of data 5. Produce report based on data analysis 	30
OSU03I08L3V1	Perform Basic Business Development Activities	<ol style="list-style-type: none"> 1. Interpret business profile 2. Develop business proposal 3. Interpret customer relationship management 	45
OSU04I08L3V1	Perform Clipping Path Activities	<ol style="list-style-type: none"> 1. Interpret graphics design concepts 2. Use basic tools of graphic design software 3. Apply basic design guidelines 4. Create clipping path 	45
OSU05I08L3V1	Perform Basic Digital Marketing	<ol style="list-style-type: none"> 1. Comprehend digital marketing 2. Interpret search engine optimization (SEO) 3. Interpret affiliate marketing 4. Perform e-mail marketing 5. Interpret mobile apps marketing 	55
Total Nominal Hours			200

The Generic Competencies

**National Technical and Vocational Qualifications Framework for Bangladesh
Unit of Competency**

Unit Code and Title	GCU15L1V1: Perform Basic IT Skills
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to perform basic IT skills. It specifically includes – identify and use most commonly used IT tools; operate computer; work with word processing software; use spreadsheet packages to create / prepare worksheets; use presentation packages to create / prepare presentation; print documents; and use internet and access e-mail.
Nominal Hours	20 Hours
Elements of Competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables
1. Identify and use most commonly used IT Tools	1.1 Context of IT is interpreted 1.2 Commonly used <u>IT tools</u> are identified 1.3 Safe work practice and OSH Standards are followed
2. Operate Computer	2.1 <u>Peripherals</u> are checked and connected with computer as per standard 2.2 Power cords / adapter are connected with computer and power outlets socket as per standard 2.3 Computer is switched as per standard 2.4 PC <u>desktop / GUI settings</u> are arranged and customized as per requirement 2.5 Files and folders are created, opened, copied, renamed, deleted and sorted as per requirement 2.6 Properties of files and folders are viewed and searched 2.7 Disks are defragmented, formatted as per requirement
3. Work with word processing	3.1 Word Processing software is selected and installed

software	<p>3.2 Basic typing techniques are demonstrated</p> <p>3.3 Documents are created as per requirement in personal use and office environment</p> <p>3.4 Contents are entered</p> <p>3.5 Documents are formatted</p> <p>3.6 Paragraph and page settings are performed</p> <p>3.7 Saving and retrieving technique of a document are interpreted</p>
4. Use spreadsheet packages to create / prepare worksheets	<p>4.1 Spreadsheet packages are selected and opened</p> <p>4.2 Worksheets are created as per requirement in Personal use and office environment.</p> <p>4.3 Data are entered</p> <p>4.4 Functions are used for calculating and editing logical operation</p> <p>4.5 Worksheets are formatted as per requirement</p> <p>4.6 Charts are created</p> <p>4.7 Charts / Sheets are previewed</p>
5. Use presentation packages to create / prepare presentation	<p>5.1 Appropriate presentation software packages are selected and installed</p> <p>5.2 Presentation are created as per requirement in personal use and office environment</p> <p>5.3 Image, Illustrations, text, table, symbols and media are entered as per requirements</p> <p>5.4 Presentations are formatted and animated</p> <p>5.5 Presentations are previewed</p>
6. Print documents	<p>6.1 Printer is connected with computer and power outlet as pre standard</p> <p>6.2 Power is switched on at both the power outlet and printer</p> <p>6.3 Printer is installed and added</p> <p>6.4 Correct printer settings are selected and document is printed</p>
7. Use internet and access e-mail	<p>7.1 Appropriate internet browsers are selected</p> <p>7.2 Search engines are used to access information</p> <p>7.3 Video / Information are Shared /downloaded / uploaded from / to web site / social media</p> <p>7.4 Web based resources are used</p>

	<p>7.5 E-mail services are identified and selected to create a new email address</p> <p>7.6 Document is prepared, attached and sent to recipients</p> <p>7.7 E-mail is read, forwarded, replied and deleted as per requirement</p> <p>7.8 Custom e-mail folders are created and manipulated</p> <p>7.9 E-mail messages are printed</p>
Range of Variables	
Variable	Range (may include but not limited to):
1. IT tools	<p>1.1 Phone</p> <p>1.2 Cell Phone</p> <p>1.3 TABs</p> <p>1.4 Computers</p> <p>1.5 Laptops</p> <p>1.6 Notebooks</p> <p>1.7 Internet</p> <p>1.8 Software</p>
2. Peripherals	<p>2.1 Monitor</p> <p>2.2 Keyboard</p> <p>2.3 Mouse</p> <p>2.4 Modem</p> <p>2.5 Scanner</p> <p>2.6 Printer</p>
3. Desktop / GUI settings	<p>3.1 Icons</p> <p>3.2 Taskbar</p> <p>3.3 View</p> <p>3.4 Resolutions</p>
4. Documents	<p>4.1 Word documents</p> <p>4.2 Standard CV / Bio-Data with different text & fonts, image and table</p> <p>4.3 Application / Official letter with proper paragraph and indenting, spacing, styles, illustrations, tables, header & footers and symbols</p> <p>4.4 Standard report / newspaper items with column, footnote and endnote, drop cap, indexing and page numbering</p>

5. Contents	<ul style="list-style-type: none"> 5.1 Illustrations and styles 5.2 Text 5.3 Table 5.4 Symbols 5.5 Header & Footer
6. Formatted	<ul style="list-style-type: none"> 6.1 Bold 6.2 Italic 6.3 Underline 6.4 Font size, colour, 6.5 Change case 6.6 Alignment and intend
7. Functions	<ul style="list-style-type: none"> 7.1 Mathematics 7.2 Logical 7.3 Simple Statistical
8. Internet Browsers	<ul style="list-style-type: none"> 8.1 Internet Explorer 8.2 Firefox 8.3 Google Chrome 8.4 Opera 8.5 Safari 8.6 Omni Web
<p>Evidence Guide</p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.</p>	
1. Critical aspects of competency	<ul style="list-style-type: none"> 1.1 Followed OSH standard and safe work procedures 1.2 Completed application software installations properly 1.3 Performed simple trouble shooting with computer 1.4 Configured appropriate printer settings and printed the document 1.5 Demonstrated ability to create e-mail accounts
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Basic components of PC 2.2 IT and IT Tools 2.3 Type of software and application packages 2.4 Use of word processor, spreadsheet and presentation software 2.5 Type of math and logical functions 2.6 Computer troubleshooting 2.7 Techniques to access internet

<p>3. Underpinning skills</p>	<p>3.1 Identifying and using IT Tools 3.2 Demonstrating simple troubleshooting with computer 3.3 Demonstrating typing on word processing software 3.4 Creating, opening, copying, renaming, deleting and sorting files and folders as per requirement 3.5 Saving and retrieving documents on word processing software 3.6 Demonstrating ability to create e-mail accounts 3.7 Opening an e-mail account and use it for different purpose 3.8 Configuring appropriate printer settings and print documents 3.9 Using functions for calculating and editing logical operation in spreadsheet</p>
<p>4. Underpinning attitude</p>	<p>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</p>
<p>5. Resource implications</p>	<p>The following resources must be provided: 5.1 Workplace (actual or simulated) 5.2 IT Tools 5.3 Computers with word processing application 5.4 Internet connection 5.5 Learning manuals</p>
<p>6. Methods of assessment</p>	<p>Methods of assessment may include but not limited to: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio</p>

<p>7. Context of assessment</p>	<p>7.1 Competency assessment must be done in a training centre or in an actual or simulated workplace after Completion of the training module</p> <p>7.2 Assessment should be done by NSDA certified assessor</p>
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Accreditation Requirements

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

**National Technical and Vocational Qualifications Framework for Bangladesh
Unit of Competency**

Unit Code and Title	GCU14L1V1: Carryout Workplace Interaction in English
Unit Descriptor	This unit covers the knowledge, skills and attitude required to carry out workplace interaction in English. It specifically includes – interpret workplace communication and etiquette; read and understand workplace documents; participate in workplace meetings and discussions; and practice 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	<p>1.1 Workplace code of conducts are interpreted as per organizational guidelines</p> <p>1.2 Appropriate lines of communication are maintained with supervisors and colleagues</p> <p>1.3 Workplace interactions are conducted in a <u>courteous manner</u> to gather and convey information</p> <p>1.4 Questions about routine <u>workplace procedures and matters</u> are asked and responded as required</p>
2. Read and understand workplace documents	<p>2.1 Workplace documents are interpreted as per standard.</p> <p>2.2 Assistance is taken to aid comprehension when required from peers / supervisors</p> <p>2.3 Visual information / symbols / signage's are understood and followed</p> <p>2.4 Specific and relevant information are accessed from <u>appropriate sources</u></p> <p>2.5 Appropriate medium is used to transfer information and ideas</p>

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 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	The following resources must be provided: 5.1 Work place Procedure 5.2 Materials relevant to the proposed activity 5.3 All tools, equipment, material and documentation required. 5.4 Relevant specifications or work instructions
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

<p>7. Context of assessment</p>	<p>7.1 Competency assessment must be done in a training center or in an actual or simulated work place after Completion of the training module</p> <p>7.2 Assessment should be done by NSDA certified assessor</p>
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Accreditation Requirements

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

**National Technical and Vocational Qualifications Framework for Bangladesh
Unit of Competency**

Unit Code and Title	GCU10L1V1: Lead Small Team
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to lead small team. It specifically includes – provide team leadership; assign responsibilities; set performance expectations for team members; and supervised team performance.
Nominal Hours	20 Hours
Elements of Competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables
1. Provide team leadership	1.1 <u>Work requirements</u> are identified and presented to team members 1.2 Reasons for instructions and requirements are communicated to team members 1.3 <u>Team members’ queries and concerns</u> are recognized, discussed and dealt with
2. Assign responsibilities	2.1 Duties, and responsibilities are allocated having regard to the skills, knowledge and attitudes required to properly undertake the assigned task 2.2 Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible
3. Set performance expectations for team members	3.1 Performance expectations are established based on client needs and according to assignment requirements 3.2 Performance expectations are based on individual team members’ duties and area of responsibility 3.3 Performance expectations are discussed and directed to implement in the workplace

4. Supervise team performance	<p>4.1 Monitoring of performance are taken place against defined performance criteria and / or assignment instructions and corrective action taken if required</p> <p>4.2 Team members are provided feedback, positive support and advice on strategies to overcome any deficiencies</p> <p>4.3 Performance issues which cannot be rectified or addressed within the team are referenced to appropriate personnel</p> <p>4.4 Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on clients' / customers' needs and satisfaction</p> <p>4.5 Team operations are monitored to ensure that employer / client needs and requirements are met</p> <p>4.1 Follow-up communication is provided on all issues affecting the team</p> <p>4.6 All relevant documentation is completed</p>
Range of Variables	
Variable	Range (may include but are not limited to):
1. Work requirements	<p>1.1 Client Profile</p> <p>1.2 Assignment instructions</p>
2. Team member's queries and concerns	<p>2.1 Roster</p> <p>2.2 Shift details</p>
3. Monitoring of performance	<p>3.1 Formal process</p> <p>3.2 Informal process</p>
4. Feedback	<p>4.1 Formal process</p> <p>4.2 Informal process</p> <p>4.3 Sandwich process</p>
5. Performance issues	<p>5.1 Work output</p> <p>5.2 Work quality</p> <p>5.3 Team participation</p> <p>5.4 Compliance with workplace protocols</p> <p>5.5 Safety</p> <p>5.6 Customer service</p>

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	<ul style="list-style-type: none">1.1 Maintained or improved individuals and / or team performance given a variety of possible scenario1.2 Assessed and monitored team and individual performance against set criteria1.3 Represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf1.4 Allocated duties and responsibilities, having regard to individual's knowledge, skills and attitude and the needs of the tasks to be performed1.5 Set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members
2. Underpinning knowledge	<ul style="list-style-type: none">2.1 Company policies and procedures2.2 Relevant legal requirements2.3 How performance expectations are set2.4 Methods of Monitoring Performance2.5 Client expectations2.6 Team members' duties and responsibilities
3. Underpinning skills	<ul style="list-style-type: none">3.1 Informal performance counselling skills3.2 Team building skills3.3 Negotiating skills
4. Required attitudes	<ul style="list-style-type: none">4.1 Commitment to occupational health and safety4.2 Promptness in carrying out activities4.3 Sincere and honest to duties4.4 Environmental concerns4.5 Eagerness to learn4.6 Tidiness and timeliness4.7 Respect for rights of peers and seniors in workplace4.8 Communicate with peers and seniors in workplace
5. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none">5.1 Workplace (actual or simulated)5.2 Tools, equipment and facilities appropriate to processes or activity5.3 Materials relevant to the proposed activity

	<p>5.4 Equipment and outfits appropriate in applying safety measures</p> <p>5.5 Relevant drawings, manuals, codes, standards and reference material</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 a training centre or in an actual or simulated workplace after completion of the training module</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 any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

The Sector Specific Competencies

**National Technical and Vocational Qualifications Framework for Bangladesh
Unit of Competency**

Unit Code and Title	SSU01I08L3V1: Apply Occupational Health and Safety (OSH) Practices in the Workplace
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to apply occupational health and safety (OHS) practices in the workplace. Its specifically includes – interpret OSH policies and procedures; follow and conduct OSH practices; comprehend personal health and safety practices; and respond to emergency situations.
Nominal Hours	20 Hours
Elements of Competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables
1. Interpret OSH policies and procedures	1.1 <u>OSH policies</u> and safe operating procedures are interpreted 1.2 Safety signs and symbols are identified and followed 1.3 Response, evacuation procedures and other contingency measures are interpreted as per standards
2. Follow and conduct OSH practices	2.1 All safety requirements / regulations are adhered to before, during and after use 2.2 <u>Personal Protective Equipment (PPE)</u> is used 2.3 Immediate work area is routinely checked for safety hazards prior to starting and during work 2.4 Hazards and unacceptable activities are identified, rectified or removed and work is conducted safely according to standard OSH requirement 2.5 OSH hazards and incidents in the work area are reported to appropriate personnel according to workplace procedures

3. Comprehend personal health and safety practices	3.1 Common health issues are listed 3.2 Common safety issues hazards and risks are identified 3.3 Hazards and risks assessment and controls are interpreted 3.4 Hazards and risks observed in the work area are reported as per company safety guidelines
4. Response to emergency situations	4.1 Alarms and warning devices are identified. 4.2 <u>Emergency response plans and procedures</u> are comprehended. 4.3 <u>First aid procedures</u> during emergency situations are recalled 4.4 Appropriate responses in an emergency situation are followed
Range of Variables	
Variable	Range (may include but not limited to):
1. Occupational Health and Safety (OSH)policies	1.1 International OHS requirements 1.2 Fire safety rules and regulations
2. Personal protective equipment (PPE)	2.1 Hand gloves 2.2 Safety boots and shoes 2.3 Safety goggles / Eye protector 2.4 Masks 2.5 Apron 2.6 Finger guard 2.7 Hair protector 2.8 Ear guard
3. Emergency response plans and procedures	3.1 Firefighting procedures 3.2 Earthquake response procedures 3.3 Medical and first aid
4. First aid procedure	4.1 Washing of open wound 4.2 Washing chemically infected area 4.3 Applying bandage 4.4 Taking appropriate medicine

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	<ul style="list-style-type: none">1.1 Followed OSH policies and procedures1.2 Responded to fire alarm and earthquake situation1.3 Applied basic first aid procedure
2. Underpinning knowledge	<ul style="list-style-type: none">2.1 Workplace OHS policies and procedures2.2 Work safety procedures2.3 Emergency response procedures:2.4 Fire fighting2.5 Earthquake response2.6 Accident response2.7 Types of hazards and their effects2.8 Biological hazards2.9 Chemical hazards2.10 Physical hazards2.11 OHS awareness
3. Underpinning skills	<ul style="list-style-type: none">3.1 Identifying common health issues in the workplace3.2 Following personal work safety procedure3.3 Reporting hazards and risks3.4 Responding to emergency procedures3.5 Maintaining physical wellbeing in the workplace3.6 Maintaining personal hygiene3.7 Performing first aid activities3.8 Performing basic firefighting using fire extinguishers
4. Underpinning attitudes	<ul style="list-style-type: none">4.1 Commitment to occupational health and safety4.2 Promptness in carrying out activities4.3 Sincere ad honest to duties4.4 Environmental concerns4.5 Eagerness to learn4.6 Tidiness and timeliness4.7 Respect for rights of peers and seniors in workplace4.8 Communication with peers and seniors in workplace
5. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none">5.1 Workplace (actual or simulated)5.2 Personal Protective Equipment (PPE)5.3 Firefighting equipment

	<p>5.4 Emergency response manual</p> <p>5.5 First aid kits</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 a training centre or in an actual or simulated work place after Completion of the training module</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 any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

**National Technical and Vocational Qualifications Framework for Bangladesh
Unit of Competency**

Unit Code and Title	Type Documents in Bangla and English
Unit Code	SSU02I08L3V1
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to type document in Bangla and English. It specifically includes – install typing applications software of Bangla and English; select appropriate tools and keyboard layout; type document using different style formats; and perform touch-typing.
Nominal Hours	20 Hours
Elements of Competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables.
1. Install typing application software of Bangla and English	1.1 <u>Typing application software in Bangla</u> are identified and installed 1.2 <u>Typing application software in English</u> are identified and installed 1.3 Typing tutor software are collected and selected 1.4 Specialized Bangla Typing Tutor Software is installed
2. Select appropriate tools and keyboard layout	2.1 Appropriate <u>tools</u> for typing are identified 2.2 Appropriate <u>keyboard layout</u> for Bangla typing is selected 2.3 Touch typing technique is interpreted 2.4 Typing Bangla and English with preferred tools are performed
3. Type document using different style formats	3.1 <u>Style formats</u> are identified for typing documents 3.2 Styles in typing document are applied

4. Perform touch-typing	4.1 Error-free typing is performed at a speed of 30–50 wpm in English 4.2 Error-free typing is performed at a speed of 20–40 wpm in Bangla
Range of Variables	
Variable	Range (may include but not limited to):
1. Typing application software in Bangla	1.1 Avro 1.2 Bijoy Bangla 1.3 Easy Bangla Typing for Android 1.4 Bengali Typing Tutor 1.5 Bhasha Shoinik 1.6 Bengali typing software
2. Typing application software in English	2.1 Typing Master 2.2 Rapid Typing Tutor 2.3 Typing Tutor
3. Tools	3.1 Keyboard 3.2 Optical keyboard 3.3 Mouse for onscreen typing 3.4 Touch screen 3.5 Microphone for voice typing
4. Keyboard layout	4.1 Avro Easy 4.2 Avro Phonetic 4.3 Bijoy 4.4 Bijoy Unicode 4.5 Bornona 4.6 Munir_Optima_uni 4.7 National (Jatio) 4.8 Probhat (semi phonetic)
5. Style formats	5.1 Filenames 5.2 Hyperlinks 5.3 Page layout 5.4 Word styles – ValleyView templates 5.5 Borders, lines and outlines 5.6 Graphics and tables 5.7 Fonts style, size and formats

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 Identified appropriate tools for typing 1.2 Selected appropriate keyboard layout for Bangla typing 1.3 Performed Bangla and English typing with preferred tools and typing speed at least 30 and 40 wpm respectively
2. Underpinning knowledge	2.1 Installing typing software 2.2 Information on typing tools and keyboard layout 2.3 Style format
3. Underpinning skills	3.1 Installing typing software to work with Bangla 3.2 Typing with preferred keyboard layout 3.3 Applying style formats on documents 3.4 Performing touch-typing
4. Underpinning 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	The following resources must be provided 5.1 Workplace (simulated or actual) 5.2 Environment on internet 5.3 Popular browsers 5.4 Course materials 5.5 Laptops / computers 5.6 Projector
6. Methods of assessment	Methods of assessment may include but not limited to: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio

7. Context of assessment	7.1 Competency assessment must be done in a training centre or in an actual or simulated work place after completion of the training module 7.2 Assessment should be done by NSDA certified assessor
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Accreditation Requirements

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**National Technical and Vocational Qualifications Framework for Bangladesh
Unit of Competency**

Unit Code and Title	SSU03I08L3V1: Practice Use of Internet and Social Network
Unit Descriptor	This unit covers the knowledge, skills and attitude required to practice use of internet and social network. It specifically includes – interpret internet and social network; use audio and video messaging applications; and demonstrate use of social network.
Nominal Hours	15 Hours
Elements of Competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables
1. Interpret internet and social network	1.1 Internet is interpreted and used 1.2 <u>Social networks</u> are identified and used
2. Use audio and video messaging applications	2.1 <u>Audio application</u> and <u>video application</u> are identified and applied 2.2 Video conferencing with appropriate application is performed 2.3 Audio conferencing with appropriate application is performed
3. Demonstrate effective use of social network	3.1 Creating account on <u>social network</u> is performed 3.2 Effective use of social network is performed
Range of Variables	
Variable	Range (may include but not limited to):
1. Video application	1.1 Skype 1.2 IMO 1.3 Facebook Messenger 1.4 Whatsapp 1.5 Viber 1.6 ooVoo 1.7 TokBox

	<ul style="list-style-type: none"> 1.8 WebEx Meeting Center (paid) 1.9 AT&T Connect (paid)
2. Audio application	<ul style="list-style-type: none"> 2.1 Uber Conference 2.2 FreeConferenceCall 2.3 Wiggio 2.4 Speek 2.5 Rondee 2.6 JoinMe 2.7 GoogleVoice
3. Social networks	<ul style="list-style-type: none"> 3.1 Facebook 3.2 Twitter 3.3 LinkedIn 3.4 Youtube 3.5 Google Plus 3.6 WAYN 3.7 Flickr 3.8 Fotki 3.9 DeviantArt 3.10 DailyBooth 3.11 Zooppa 3.12 Xing
<p>Evidence Guide</p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.</p>	
1. Critical aspects of competency	<ul style="list-style-type: none"> 1.1 Performed audio conference efficiently 1.2 Arranged video conference with appropriate application successfully 1.3 Used social network effectively
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Using online audio, video messaging applications 2.2 Social media
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Arranging audio / video conference 3.2 Using social network

4. Underpinning 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	The following resources must be provided: 5.1 Workplace (simulated or actual) 5.2 Environment on internet 5.3 Popular browsers 5.4 Audio-video chatting apps 5.5 Course materials 5.6 Laptops / computers 5.7 Projector
6. Methods of assessment	Methods of assessment may include but not limited to: 6.1 Demonstration 6.2 Oral questioning 6.3 Written test 6.4 Portfolio
7. Context of assessment	7.1 Competency assessment must be done in a training centre or in an actual or simulated work place after completion of the training module 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 any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

**National Technical and Vocational Qualifications Framework for Bangladesh
Unit of Competency**

Unit Code and Title	SSU04I08L3V1: Comply with Ethical Standards in IT Workplace
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to comply with ethical standards in IT workplace. It specifically includes – interpret the interest of clients; deliver quality products and services; demonstrate professionalism in IT sector; and comply workplace code of conduct
Nominal Hours	25 Hours
Elements of Competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables
1. Interpret the interest of clients	1.1 Client’s view is interpreted and respected 1.2 Confidentiality of information is upheld in accordance with organizational policies, <u>national legislation</u> and workplace policies 1.3 Potential conflicts of interests are identified and informed to proper authority
2. Deliver quality products and services	2.1 Benchmark of product and service quality is identified 2.2 Need of quality product and service delivery is interpreted 2.3 Quality process to develop quality products and services is implemented following Industry and international standards
3. Demonstrate professionalism in IT sector	3.1 Agreed standards to deliver product or services are followed and commitment to deadlines is honoured 3.2 Professional image in the workplace is projected 3.3 Clients are negotiated effectively
4. Comply workplace code of conduct	4.1 IT security compliance is achieved 4.2 Workplace code of conduct is interpreted 4.3 Code of conduct is followed as stated in company guidelines in the workplace

Range of Variables	
Variable	Range (may include but not limited to):
1. National Legislation	1.1 Industry / sector code of ethics 1.2 International and national guidelines for consumer protection 1.3 International and national copyright laws 1.4 Occupational health and safety requirements 1.5 Intellectual property rights law 1.6 Legal and regulatory policies in the information technology sector 1.7 Fire safety rules and regulations
Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet all requirements of current version of the Unit of Competency.	
1. Critical aspects of Competency	1.1 Complied to client's satisfaction 1.2 Demonstrated professionalism in the workplace 1.3 Followed workplace code of conduct
2. Underpinning knowledge	2.1 Details of professional code of conduct in the workplace 2.2 Industry and international standards
3. Underpinning skills	3.1 Complying client's satisfaction 3.2 Interpreting quality product and services 3.3 Demonstrating professionalism in the workplace 3.4 Maintaining workplace code of conduct
4. Underpinning 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	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> 5.1 Workplace (actual or simulated) 5.2 Personal computer and peripherals 5.3 Software 5.4 Projector
6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> 6.1 Demonstration 6.2 Oral questioning 6.3 Written test 6.4 Portfolio
7. Context of assessment	<ul style="list-style-type: none"> 7.1 Competency assessment must be done in a training centre or in an actual or simulated work place after completion of the training module 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 any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

**National Technical and Vocational Qualifications Framework for Bangladesh
Unit of Competency**

Unit Code and Title	SSU05I08L3V1: Acquire Soft Skills in Customer Dealing
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to acquire soft skills in customer dealing. It specifically includes – understand customer dealing operations; identify soft skills requirements in the workplace; and demonstrate required gesture and posture during customer dealing.
Nominal Hours	20 Hours
Elements of Competency	Performance Criteria <i>Bold & underlined</i> terms are elaborated in the Range of Variables
1. Understand customer dealing operations	1.1 Customer dealing operation is interpreted 1.2 Duties of a customer service agent are identified 1.3 <u>Customer dealing skills</u> are interpreted
2. Identify soft skills requirements in the workplace	2.1 Meaning of <u>soft skills</u> is clearly stated and key components are listed 2.2 Soft skill requirements are identified in the workplace with specific emphasis on situational requirements
3. Demonstrate required gesture and posture during customer dealing	3.1 Importance of body language and posturing during customer interactions is summarised 3.2 Dos and don'ts of body language during customer interaction are recognised
Range of Variables	
Variable	Range (may include but not limited to):

<p>1. Customer dealing skills</p>	<p>1.1 Patience 1.2 Attentiveness 1.3 Clear communication skill 1.4 Knowledge of the product 1.5 Ability to use “positive language” 1.6 Acting skill 1.7 Time management skill 1.8 Ability to “read” customers 1.9 A claiming presence 1.10 Goal-oriented focus 1.11 Ability to handle surprises 1.12 Persuasion skills 1.13 Tenacity 1.14 Closing ability 1.15 Willingness to learn</p>
<p>2. Soft skills</p>	<p>2.1 Personality traits 2.2 Social grace 2.3 Facility with language 2.4 Friendliness 2.5 Personal habits 2.6 Optimism 2.7 Teamwork 2.8 Time management 2.9 Stress management 2.10 Responsibility 2.11 Self-esteem 2.12 Sociability 2.13 Self-management</p>
<p>Evidence Guide The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.</p>	
<p>1. Critical aspects of competency</p>	<p>1.1 Identified duties of a customer dealing agent 1.2 Applied soft skills at work 1.3 Demonstrated required gesture and posture at work</p>
<p>2. Underpinning knowledge</p>	<p>2.1 Scope and structure of customer dealing 2.2 Duties of a call centre agent 2.3 Soft skills techniques 2.4 Required gesture and posture for an agent</p>

3. Underpinning skills	3.1 Interpreting customer dealing skills 3.2 Applying soft skills at workplace 3.3 Demonstrating required gesture and posture at workplace
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	The following resources must be provided: 5.1 Workplace (simulated or actual) 5.2 Environment on internet 5.3 Course materials 5.4 Laptops / computers 5.5 Projector
6. Methods of assessment	Methods of assessment may include but not limited to: 6.1 Written test 6.2 Oral questioning 6.3 Demonstration 6.4 Portfolio
7. Context of Assessment	7.1 Competency assessment must be done in a training centre or in an actual or simulated work place after completion of the training module 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 any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

The Occupation Specific Competencies

**National Technical and Vocational Qualifications Framework for Bangladesh
Unit of Competency**

Unit Code and Title	OSU01I08L3V1: Interpret Professional Back Office Services (PBS)
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to interpret professional back office services (PBS). It specifically includes – describe the concept of professional back-office services (PBS); interpret business process outsourcing (BPO); interpret knowledge process outsourcing (KPO); and interpret business management practices.
Nominal Hours	25 Hours
Elements of Competency	Performance Criteria <i>Bold & underlined</i> terms are elaborated in the Range of Variables
1. Describe the concept of professional back office services (PBS)	1.1 Concept of PBS is comprehended 1.2 Duties of a back office executive are identified 1.3 <u>Platforms of back office</u> services are comprehended
2. Interpret business process outsourcing (BPO)	2.1 Concept of BPO is comprehended 2.2 <u>Business Process Outsourcing (BPO) Services</u> are identified 2.3 BPO services are interpreted
3. Interpret knowledge process outsourcing (KPO)	3.1 The concept of Knowledge Process Outsourcing (KPO) is comprehended 3.2 <u>KPO services</u> are identified 3.3 KPO services are interpreted
4. Interpret business management practices	4.1 <u>Management functions</u> are identified 4.2 <u>Management hierarchy</u> is classified 4.3 <u>Management roles</u> are recognized 4.4 <u>Management functions</u> are interpreted
Range of Variables	
Variables	Range (may include but not limited to):

1. Platforms of back office	1.1. Business Process Outsourcing (BPO) 1.2. Knowledge Process Outsourcing (KPO)
2. BPO services	2.1. Contact centre (inbound, outbound, chatting, e-mail) 2.2. Data entry 2.3. Image processing 2.4. Digital marketing 2.5. Documentation
3. KPO services	3.1. Accounting outsource service 3.2. Industry analysis 3.3. Brand analysis 3.4. Business research services 3.5. Editorial process outsourcing
4. Management functions	4.1. Planning 4.2. Organizing 4.3. Coordinating 4.4. Directing 4.5. Staffing 4.6. Controlling
5. Management hierarchy	5.1. Executive level 5.2. Midlevel 5.3. Supervisory management
6. Management roles	6.1. Interpersonal 6.2. Informational 6.3. Decision making
7. Management functions	7.1. Technical skills 7.2. Human relation skills 7.3. Conceptual skills
<p>Evidence Guide</p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.</p>	
1. Critical aspects of competency	1.1 Identified duties of back office executive 1.2 Identified KPO services 1.3 Identified management functions

2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Back office services 2.2 Business Process Outsourcing (BPO) 2.3 Knowledge Process Outsourcing (KPO) 2.4 Management practices
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Identifying duties of back office executive 3.2 Identifying KPO services 3.3 Identifying BPO services 3.4 Identifying management functions
4. Underpinning attitude	<ul style="list-style-type: none"> 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> <ul style="list-style-type: none"> 5.1 Workplace (actual or simulated) 5.2 Environment on internet 5.3 Course materials 5.4 Laptops / computers 5.5 Projector
6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> 6.1 Demonstration 6.2 Oral questioning 6.3 Written test 6.4 Portfolio
7. Context of assessment	<ul style="list-style-type: none"> 7.1 Competency assessment must be done in a training centre or in an actual or simulated work place after completion of the training module 7.2 Assessment should be done by NSDA certified assessor

Accreditation Requirements

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**National Technical and Vocational Qualifications Framework for Bangladesh
Unit of Competency**

Unit Code and Title	OSU02I08L3V1: Apply Spreadsheet for Business Data Management
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to apply spreadsheet for business data management. It specifically includes – perform data entry works; apply statistical analysis; apply logical function for data analysis; produce graphical representation of data; and produce a report based on data analysis.
Nominal Hours	30 Hours
Elements of Competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables
1. Perform data entry works	1.1 Data and types of <u>data entry services</u> are interpreted 1.2 Basic spreadsheet environment is comprehended 1.3 Data entry on spreadsheet is practiced
2. Apply statistical analysis	2.1 <u>Common statistical functions</u> on spreadsheet are identified 2.2 Common statistical functions are applied
3. Apply logical function and data analysis	3.1 <u>Common logical functions</u> are identified 3.2 Common logical functions are interpreted 3.3 Common logical functions are applied 3.4 <u>Appropriate functions and tools</u> are applied for data analysis
4. Produce graphical representation of data	4.1 Chart and <u>chart types</u> are interpreted 4.2 Charts from data is produced 4.3 Produced charts are manipulated
5. Produce report based on data analysis	5.1 Data and charts are analysed 5.2 Report format is comprehended 5.3 Report is generated
Range of Variables	
Variables	Range (may include but not limited to):

1. Data entry services	<ul style="list-style-type: none"> 1.1 Product data entry 1.2 Accounting data entry 1.3 Manual data entry 1.4 Handwritten data entry 1.5 Data capture and entering 1.6 Numeric and text data entry
2. Common statistical functions	<ul style="list-style-type: none"> 2.1 Sort 2.2 Filter 2.3 Min, max 2.4 Sum 2.5 Count 2.6 Average 2.7 Mean 2.8 Median 2.9 Mode 2.10 Forecast
3. Common logical functions	<ul style="list-style-type: none"> 3.1 IF 3.2 COUNTIF 3.3 SUMIF 3.4 AND 3.5 OR 3.6 Not
4. Appropriate functions and tools	<ul style="list-style-type: none"> 4.1 Pivot Table 4.2 V-Lookup 4.3
5. Chart types	<ul style="list-style-type: none"> 5.1 Column, bar chart 5.2 Line, area chart 5.3 Pie chart 5.4 Statistics chart 5.5 Scatter chart 5.6 Map chart 5.7
<p>Evidence Guide</p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.</p>	
1. Critical aspects of competency	<ul style="list-style-type: none"> 1.1 Produced graphical representation of data 1.2 Created Pivot Table 1.3 Developed report 1.4 Applied IF logical functions using AND or OR

2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Data and type of data entry services 2.2 Basic spreadsheet environment 2.3 Common statistical functions 2.4 Charts and chart types 2.5 Definition and structure of Report 2.6 Optical character recognition (OCR)
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Performing data entry works 3.2 Applying statistical analysis 3.3 Producing graphical representation of data 3.4 Generating report
4. Underpinning attitudes	<ul style="list-style-type: none"> 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> <ul style="list-style-type: none"> 5.1 Workplace (actual or simulated) 5.2 Spreadsheet software 5.3 Environment on internet 5.4 Course materials 5.5 Laptops / computers 5.6 Projector
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 a training center or in an actual or simulated work place after completion of the training module 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 any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

National Technical and Vocational Qualifications Framework for Bangladesh Unit of Competency

Unit Code and Title	OSU03I08L3V1: Perform Basic Business Development Activities
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to perform basic business development activities. It specifically includes – interpret business profile; develop business proposal; and interpret customer relationship management.
Nominal Hours	45 Hours
Elements of Competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables
1. Interpret business profile	1.1 Business profile is interpreted 1.2 <i>Key characteristics of business profile</i> are identified 1.3 Business profile writing is practiced as per set template
2. Develop business proposal	2.1 Concept of business proposal is interpreted 2.2 <i>Key components of business proposal</i> are identified 2.3 Business proposal writing is practiced as per set template 2.4 Business proposal is developed as per set template

3. Interpret customer relationship management	3.1 Concept of <i>Customer Relationship Management (CRM)</i> is interpreted 3.2 Skills for building effective relationships are practiced 3.3 <i>Customer expectation</i> is interpreted
Range of Variables	
Variables	Range (may include but not limited to):
1. Key characteristics of business profile	1.1 General business information 1.2 Business details 1.3 Business requirement 1.4 Business capacity
2. Key elements of business proposal	2.1 Title page 2.2 Table of contents 2.3 Executive summary 2.4 Objectives 2.5 Product or Services 2.6 Financial involvement 2.7 Schedule & benchmarks
3. Customer Relationship Management (CRM)	3.1 Informative 3.2 Presentation 3.3 Communication 3.4 Feedback Management 3.5 Dispute Management
4. Customer expectation	4.1 Prompt service delivery 4.2 Quality service 4.3 Regular reporting 4.4 Sharing and reviewing
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 Designed business profile 1.2 Developed business proposal

2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Business profile 2.2 Business proposal 2.3 Management of customer relation
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Designing business profile 3.2 Developing business proposal 3.3 Interpreting customer relation management 3.4 Practicing skills for buildup effective relationship
4. Underpinning attitude	<ul style="list-style-type: none"> 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> <ul style="list-style-type: none"> 5.1 Workplace (actual or simulated) 5.2 Word processing and spreadsheet software 5.3 Environment on internet 5.4 Course materials 5.5 Laptops/computers 5.6 Projector
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 a training center or in an actual or simulated work place after completion of the training module 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 any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

**National Technical and Vocational Qualifications Framework for Bangladesh
Unit of Competency**

Unit Code and Title	OSU04I08L3V1: Perform Clipping Path Activities
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to perform clipping path activities. It specifically includes – interpret graphic design concepts; use basic tools of graphic design software; apply basic design guidelines; and creating clipping path.
Nominal Hours	45 Hours
Elements of Competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables
1. Interpret graphics design concepts	1.1. Nuances of graphic design is interpreted 1.2. Analog design and basic drawing techniques are interpreted 1.3. Global trend of graphic design is elucidated
2. Use basic tools of graphic design software	2.1. Graphic design software is selected 2.2. Software interface components are identified 2.3. Basic tools of Graphic design are used
3. Apply basic design guidelines	3.1. Basic design guideline is interpreted 3.2. Design guideline is used in design work 3.3. <i>Development opportunities</i> are elucidated
4. Create clipping path	4.1. Concept of clipping path and its tool are elucidated 4.2. Clipping path is created 4.3. Saving and retrieving path from path panel menu is applied 4.4. Cropping and background changing of an image are performed
Range of Variables	
Variables	Range (may include but not limited to):

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 Created clipping path 1.2 Performed cropping and background changing of an image
2. Underpinning knowledge	2.1 Graphics design and its global trend 2.2 Design concept and idea 2.3 Design guideline 2.4 Clipping path
3. Underpinning skills	3.1 Applying basic design guidelines 3.2 Interpreting conceptual skills and ideas 3.3 Creating clipping path
4. Underpinning attitudes	4.1 Commitment to occupational health and safety 4.2 Sincere and honest to duties 4.3 Promptness in carrying out activities 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect for rights of peers and seniors in workplace 4.8 Communication with peers and seniors in workplace
5. Resource implications	The following resources must be provided: 5.1 Workplace (actual or simulated) 5.2 Presentation software (PowerPoint) 5.3 Graphics design software 5.4 Environment on internet 5.5 Course materials 5.6 Laptops / computers 5.7 Projector
6. Methods of assessment	Methods of assessment may include but not limited to: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio

7. Context of assessment	<p>7.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module</p> <p>7.2 Assessment should be done by NSDA certified assessor</p>
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Accreditation Requirements

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

**National Technical and Vocational Qualifications Framework for Bangladesh
Unit of Competency**

Unit Code and Title	OSU05I08L3V1: Perform Basic Digital Marketing
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to interpret digital marketing. It specifically includes – comprehend digital marketing; interpret search engine optimization (SEO); interpret affiliate marketing; perform e-mail marketing; and interpret mobile apps marketing.
Nominal Hours	55 Hours
Elements of Competency	Performance Criteria <u>Bold & underlined</u> terms are elaborated in the Range of Variables
1. Comprehend digital marketing	1.1. Concept of digital marketing is interpreted 1.2. <i>Digital marketing platforms</i> are identified 1.3. Digital marketing platforms are comprehended
2. Interpret search engine optimization (SEO)	2.1. Concept of SEO is comprehended 2.2. Keyword research and analysis are interpreted 2.3. On-page and off-page SEO are interpreted 2.4. Webpage architecture is interpreted for better SEO 2.5. Ethical issues on SEO are paraphrased
3. Interpret affiliate marketing	3.1. Concept of affiliate marketing is elucidated 3.2. Compensation method of affiliate marketing is interpreted 3.3. Types of affiliate websites are identified
4. Perform e-mail marketing	4.1. Overall concept of e-mail marketing is interpreted 4.2. E-mail content writing techniques are demonstrated 4.3. Target area for e-mail marketing is identified 4.4. E-mail marketing is performed
5. Facebook marketing(Organic and paid)	5.1. Organic Facebook marketing process is outlined. 5.2. Organic Facebook marketing is performed 5.3. Paid Facebook marketing process is interpreted

Range of Variables	
Variables	Range (may include but not limited to):
1. Digital marketing platforms	1.1. Portal (online and offline) 1.2. Social media marketing 1.2.1. Facebook 1.2.2. YouTube 1.2.3. Instagram 1.2.4. LinkedIn 1.2.5. Twitter 1.3. Interactive Voice Response (IVR) 1.4. Unstructured Supplementary Service Data (USSD) 1.5. Short Message Service (SMS)
Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency.	
1. Critical aspects of competency	1.1 Performed affiliate marketing 1.2 Performed e-mail marketing 1.3
2. Underpinning knowledge	2.1 Digital marketing 2.2 SEO 2.3 Affiliate marketing 2.4 E-mail marketing
3. Underpinning skills	3.1 Interpreting Search Engine Optimization (SEO) 3.2 Interpreting affiliate marketing 3.3 Performing e-mail marketing
4. Underpinning 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	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> 5.1 Workplace (actual or simulated) 5.2 Course materials 5.3 Power Point Presentation 5.4 Software tools 5.5 Laptop, projector 5.6 Internet connection
6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> 6.1 Demonstration 6.2 Oral questioning 6.3 Written test 6.4 Portfolio
7. Context of assessment	<ul style="list-style-type: none"> 7.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module 7.2 Assessment should be done 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 any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA..</p>	

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Industry experts who provided their valuable inputs to construct this competency standard (Jan – Apr 2017 – Feb 2018):

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Development Workshop

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First competency standard validation workshop participants (held on 25th Feb 2018)

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Validation of Competency Standard by Standard and Curriculum Validation Committee (SCVC)

The Competency Standards for National Skills Certificate in Professional Backoffice Services, **NTVQF L-III** Qualification is validated by SCVC on 12 November 2019 and approved by NSDA.

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

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Checklist for Competency Standards:

- Front Cover
 - Boundary
 - Logos
 - Title, sector, level
 - Competency Standard Code
 - Authority
- Table of Content
- Introduction
- Overview
- NTVQF with Job Classifications
- NTVQF Level Descriptors
- List of Abbreviations
- Approval of Competency Standard
- Course Structure
- Units and Elements
- Level (X....)
- **The Generic Competencies**
- **The Sector Specific Competencies**
- **The Occupation Specific Competencies**
- Experts Involved
- Participants of Development Workshop
- Participants of Validation Workshop
- Standard and Curriculum Validation Committee (SCVC) at NSDA
- Copyright statement