



# COMPETENCY STANDARD

## Graphic Design

Level: 02

(ICT Sector)

Competency Standard Code: CS-ICT-GD-L2-EN-V1



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



## Copyright

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This Competency Standard for Graphic Design 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 the industry to meet the qualification of individuals who graduated through the established standard via competency-based assessment for a relevant job.

This document has been developed by NSDA in association with ICT Sector ISC, industry representatives, academia, related specialists, trainers, and related employees.

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

## Introduction

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

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

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

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

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

## Overview

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

The purpose of a competency standards is to:

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

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

Competency standards describe the skills, knowledge and attitude needed to perform effectively in the workplace. CS acknowledge that people can achieve technical and vocational competency in many ways by emphasizing what the learner can do, not how or where they learned to do it.

With competency standards, training and assessment may be conducted at the workplace or at training institute or any combination of these.

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

Units of competency are documented in a standard format that comprises of:

- unit title
- nominal duration
- unit code
- unit descriptor
- elements and performance criteria
- variables and range statement
- curricular content guide
- assessment evidence guides

Together, all the parts of a unit of competency:

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

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

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

## Competency Standards for National Skills Certificate – Level-2 in Graphic Design in ICT Sector

### Level Descriptors of BNQF 1-6

Level & Job Classification	Knowledge Domain	Skills Domain	Responsibility Domain
6-Mid-Level Manager/ Sub Assistant Engineer	Comprehensive actual and theoretical knowledge within a specific work or study area with an awareness of the validity and limits of that knowledge, able to analyse, compare, relate and evaluate.	Specialized 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.	A broad range of cognitive and practical skills is 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 the guidance of management and self-direction to resolve specific issues. Lead and take responsibility for the work and actions of group/team members. The 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 are 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 are 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 be 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 carrying out simple tasks, communicating 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	An 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 are required to carry out simple tasks. Interpret occupational terms and present the results of own work within a guided work environment/ under supervision.	Work under direct supervision in a structured context with a limited range of responsibilities.



## List of Abbreviations

General	
NSDA	National Skills Development Authority
BMET	Bureau of Manpower Employment and Training
ILO	International Labor Organization
ISC	Industry Skills Council
NPVC	National Pre-Vocation Certificate
NSQF	National Skills Qualifications Framework
PPP	Public Private Partnership
SCVC	Standards and Curriculum Validation Committee
SEIP	Skills for Employment Investment Program
STP	Skills Training Provider
UoC	Unit of Competency
GU	Generic Unit
SU	Sector Unit
OU	Occupation Unit
Occupation Specific	
GUI	Graphical User Interface
ESD	Electro-static Discharge
ICT	Information Communication Technology (ICT)
KPI	Key Performance Indicator
LCD	Liquid Crystal Display
OSH	Occupational safety and health
PPE	Personal protective equipment
RAM	Random Access Memory
USB	Universal serial bus
GD	Graphic Design
OS	Operating System
VDU	Visual Display Unit
CD	Compact Disc
DVD	Digital Video Disc” or “Digital Versatile Disc.”
ASCII	American Standard Code for Information Interchange
CV	Curriculum Vitae
CPU	Central Processing Unit





## **Approval of Competency Standard**

Approved by  
42<sup>nd</sup> Meeting of NSDA  
Held on 22.04. 2025



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**Competency Standards for National Skill Certificate – 2 in  
Graphic Design in ICT Sector  
Course Structure**

SL	Unit Code and Title		UoC Level	Nominal Duration (Hours)
Generic Units of Competencies				15
1.	GU-13-L3-V1	Carryout Communication with Clients	3	15
Sector-Specific Units of Competencies				105
2.	SU-ICT-10-L2-V1	Practice Occupational Safety and Health (OSH) Standard in ICT	2	15
3.	SU-ICT-02-L2-V1	Prepare Documents and Create Engaging Presentations	2	45
4.	SU-ICT-04-L3-V1	Comply with Ethical Standards in the ICT Workplace	3	15
5.	SU-ICT-05-L2-V1	Use Internet and Access Resources	2	30
Occupation-Specific Units of Competencies				220
6.	OU-ICT-GD-01-L2-V1	Interpret Visual Design Principles and Apply Color Sense	2	40
7.	OU-ICT-GD-02-L2-V1	Perform Basic Image Editing	2	80
8.	OU-ICT-GD-03-L2-V1	Design and Compose Image	2	100
Sub Total				340
Workplace visit				20
Total Nominal Learning Hours				360

## Units & Elements at Glance

### Generic Units of Competencies

<b>Code</b>	<b>Unit of Competency</b>	<b>Elements of Competency</b>	<b>Duration (Hours)</b>
GU-013-L3-V1	Carryout Communication with Clients	<ol style="list-style-type: none"> <li>1. Interpret client-based communication and etiquette</li> <li>2. Prepare documents for endeavor/working environment/platform</li> <li>3. Conduct communication</li> </ol>	15

### Sector-Specific Units of Competencies

<b>Code</b>	<b>Unit of Competency</b>	<b>Elements of Competency</b>	<b>Duration (Hours)</b>
SU-ICT-10-L2-V1	Practice Occupational Safety and Health (OSH) Standard in ICT	<ol style="list-style-type: none"> <li>1. Identify hazards and risk in the ICT Environment</li> <li>2. Apply Personal Health and Safety Practices</li> <li>3. Manage and Report Hazards</li> <li>4. Respond to Emergencies</li> </ol>	15
SU-ICT-02-L2-V1	Prepare Documents and Create Engaging Presentations	<ol style="list-style-type: none"> <li>1. Prepare for Document Creation</li> <li>2. Create and Format Documents</li> <li>3. Finalize and Save Documents</li> <li>4. Prepare PowerPoint Presentations</li> <li>5. Design Slide Layouts and Apply Storytelling Techniques</li> <li>6. Furnish and Finalize Presentation</li> <li>7. Print &amp; Transfer Document</li> <li>8. Deliver Presentation and Gather Feedback</li> </ol>	45

SU-ICT-04-L3-V1	Comply to Ethical Standards in the ICT Workplace	<ol style="list-style-type: none"> <li>1. Uphold the requirements of clients</li> <li>2. Deliver quality products and services</li> <li>3. Maintain professionalism at workplace</li> <li>4. Maintain workplace code of conduct.</li> </ol>	15
SU-ICT-05-L2-V1	Use Internet and Access Resources	<ol style="list-style-type: none"> <li>1. Prepare resources for sharing</li> <li>2. Access Resources using the Internet</li> <li>3. Use e-mail</li> </ol>	30



### Occupation Specific Units of Competencies

<b>Code</b>	<b>Unit of Competency</b>	<b>Elements of Competency</b>	<b>Duration (Hours)</b>
OU-ICT-GD-01-L2-V1	Interpret design principle and apply color sense	<ol style="list-style-type: none"> <li>1. Interpret design principles</li> <li>2. Explain elements of visual design</li> <li>3. Interpret color concepts</li> <li>4. Prepare Color</li> </ol>	40
OU-ICT-GD-02-L2-V1	Perform Basic Image Editing	<ol style="list-style-type: none"> <li>1. Identify image source and standard</li> <li>2. Crop and resize image</li> <li>3. Separate background</li> <li>4. Make clipping path</li> <li>5. Retouch image</li> <li>6. Perform color correction</li> <li>7. Save and transfer image</li> </ol>	80
OU-ICT-GD-03-L2-V1	Design and Compose Image	<ol style="list-style-type: none"> <li>1. Prepare artwork for design</li> <li>2. Create designs</li> <li>3. Present design using mockup</li> <li>4. Prepare design for transfer</li> </ol>	100

## **Generic Units of Competencies**



<b>Unit Code and Title</b>	<b>GU-13-L3-V1: Carryout Communication with Clients</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required carryout communication with clients. It specifically includes the task of interpreting client-based communication and etiquette, preparing documents for endeavor/working environment/platform and conducting communication
<b>Nominal Hours</b>	<b>15 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables Training Components
1. Interpret client-based communication and etiquette	1.1 Code of conduct of communication are interpreted as per working environment/platform 1.2 Manners and etiquette of communication is interpreted as 1.3 Questions about routine working environment/platform <b><u>procedures and matters</u></b> are explained as required
2. Prepare documents for endeavor/working environment/platform	2.1 Relevant <b><u>documents</u></b> are prepared for effective communication with the work environment 2.2 <b><u>Validated sources</u></b> are identified as per the client's requirements 2.3 Documents are validated from authentic sources as per the client's requirements 2.4 Documents are submitted as per standard procedure
3. Conduct communication	3.1 Appropriate means/methods/ <b><u>ways of communication</u></b> are maintained as per the working environment/ platform 3.2 <b><u>Channels of communication</u></b> are identified and followed 3.3 Communication is conducted courteously to gather and convey information 3.4 Appropriate non-verbal communication is used as required
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Procedures and Matters	1.1 Notes 1.2 Agenda 1.3 Simple reports such as progress and incident reports 1.4 Job sheets 1.5 Operational manuals 1.6 Brochures and promotional material 1.7 Visual and graphic materials 1.8 Standards 1.9 OSH information 1.10 Signs

2. Documents	2.1 Personnel identification document 2.2 Portfolio 2.3 Financial document 2.4 Task proposal
3. Validated sources	3.1 Chamber of Commerce 3.2 Related association 3.3 High commission 3.4 Related Bank 3.5 Local authority 3.6 Related Legal Entities
4. Ways of Communication	4.1 Verbal 4.2 Written 4.3 Online communication
5. Channels of communication	5.1 Marketplace Messenger 5.2 Zoom 5.3 Google Meet 5.4 Microsoft team 5.5 Go meeting 5.6 Boithok 5.7 Webex 5.8 Skype 5.9 WhatsApp
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent, and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical Aspects of Competency	The assessment required evidence that the candidate: 1.1 Interpreted client-based communication and etiquette 1.2 Prepared documents for endeavour/working/environment/platform 1.3 Conducted communication
2. Underpinning Knowledge	2.1. Working platform 2.2. Terms and conditions in platform 2.3. Documents for communication 2.4. Validated sources 2.5. Ways of communication 2.6. Channel of communication 2.7. Courteous manner
3. Underpinning Skills	3.1 Handling personal computer/laptop 3.2 Interpreting communication needs 3.3 Using channels of communication 3.4 Logging in with online platform 3.5 Interpreting terms and conditions

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 the workplace 4.8 Communication with peers and seniors in the workplace
5. Resource Implications	The following resources must be provided: 5.1 Relevant tools, Equipment, software, and facilities needed to perform the activities. 5.2 Required learning materials.
6. Methods of Assessment	Methods of assessment may include but are not limited to: 6.1 Written Test 6.2 Demonstration 6.3 Oral Questioning
7. Context of Assessment	7.1 Competency assessment must be done in an NSDA accredited assessment centre 7.2 Assessment should be done by an NSDA-certified/ nominated assessor
<b>Accreditation Requirements</b>  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 Bangladesh National Qualification Framework (BNQF). Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

## **Sector-Specific Units of Competencies**

<b>Unit Code and Unit Title</b>	<b>SU-ICT-10-L2-V1: Practice Occupational Safety and Health (OSH) Standard in ICT.</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills, and attitudes required to Practice Occupational Safety and Health (OSH) Standards in ICT. It includes the task of identifying hazards and risk in the ICT Environment, applying Personal Health and Safety Practices, managing and reporting hazards and responding to Emergencies
<b>Nominal Hours</b>	<b>15 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b>
1. Identify hazards and risks in the ICT Environment	1.1 <u>Common safety and health risks</u> specific to IT workplaces are identified. 1.2 <u>Workplace types, layout,</u> and conditions are assessed for compliance with OSH standards. 1.3 Types and appropriate usage of <u>Personal Protective Equipment (PPE)</u> for IT-related tasks are identified. 1.4 <u>Hazards</u> are identified in ICT environment
2. Apply Personal Health and Safety Practices	2.1 <u>Ergonomically sound practices</u> are implemented, including proper workstation setup and posture. 2.2 <u>Preventive measures</u> are taken to reduce physical and mental strain. 2.3 Cleanliness and orderliness in the workplace are maintained to reduce risks. 2.4 Personal Protective Equipment (PPE) is worn and stored properly after use. 2.5 Workplace safety conditions are inspected, and issues are reported to the designated authority.
3. Manage and Report Hazards	3.1 Routine checks of the immediate work area are conducted to identify hazards and risks. 3.2 Corrective actions are taken to mitigate risks within the scope of responsibility. 3.3 Internet and social media addiction is minimized to enhance workplace focus and safety. 3.4 Detail records of incidents, hazards, and corrective actions are maintained as per workplace standard 3.5 Hazards, risks, and incidents are reported accurately and promptly to the designated authority.
4. Respond to Emergencies	4.1 <u>Emergencies</u> are identified and reported according to workplace protocols. 4.2 <u>Workplace emergency response procedures</u> are followed effectively as per organizational policy during incidents. 4.3 Basic first aid is administered, or assistance is sought from qualified personnel as required.
<b>Range of Variables</b>	



Variable	Range (may include but not limited to):
1. Common safety and health risks	1.1 Ergonomics 1.2 Repetitive strain injuries 1.3 Eye strain 1.4 Radiation 1.5 Carpal Tunnel Syndrome 1.6 Electrical hazards.
2. Workplace Type and layout	2.1 Hardware servicing labs 2.2 Software development rooms 2.3 IT Training Lab 2.4 Server room 2.5 Networking infrastructure
3. Personal Protective Equipment (PPE)	3.1 Aprons, 3.2 Earplugs 3.3 Face mask 3.4 UV-protected eye ware 3.5 Anti-static wristband 3.6 Anti-static shoes. 3.7 Gloves
4. Hazards	4.1 Physical Hazard 4.1.1 Cables running across the floor 4.1.2 Slippery floor 4.1.3 Dust 4.2 Mechanical Hazard 4.2.1 Computer case 4.3 Chemical Hazard 4.3.1 Display cleaning chemicals 4.3.2 Keyboard cleaning chemical
5. Ergonomically sound practices	5.1 Using adjustable seating 5.2 Maintaining proper posture 5.3 Ensuring proper lighting.
6. Preventive measures	6.1. Regular breaks 6.2. Adequate lighting 6.3. Time management 6.4. Ergonomic furniture 6.5. Adequate ventilation
7. Emergencies	7.1 Equipment failures/malfunctions 7.2 Fires 7.3 Electrical fires 7.4 Explosions 7.5 Natural disasters.
8. Workplace emergency response procedures	8.1 First aid 8.2 Emergency treatment 8.3 Firefighting protocols 8.4 Evacuation plans
<b>Evidence Guide</b>	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 Identified and mitigated OSH issues in IT workplaces. 1.2 Ensured a safe and hygienic work environment.

		1.3 Reported hazards and followed emergency procedures. 1.4 Prevented and addressed social media/internet addiction. 1.5 Demonstrate the ability to identify and manage workplace hazards. 1.6 Demonstrated observance of safety procedures and ergonomic practices. 1.7 Followed emergency response procedures effectively.
2. Underpinning knowledge		2.1 OSH policies, regulations, and standards for IT workplaces. 2.2 Common hazards in IT environments 2.3 Emergency response procedures and safety protocols. 2.4 Principles of Occupational Safety and Health (OSH). 2.5 Common IT workplace hazards and associated risks 2.6 Workplace safety regulations and organizational policies
3. Underpinning skills		3.1 Safe operation and maintenance of IT equipment and tools 3.2 Practical application of ergonomic practices 3.3 Documenting incidents and communicating with relevant personnel 3.4 Effective communication of safety concerns to peers and supervisors 3.5 Ability to respond promptly to emergencies
4. Required attitudes		4.1 Commitment to maintaining a safe and healthy work environment 4.2 Proactive approach to identifying and mitigating risks 4.3 Accountability for personal and workplace safety 4.4 Cooperation and respect for peers, supervisors, and safety policies 4.5 Willingness to participate in training and continuous improvement efforts 4.6 Mindfulness to avoid workplace distractions like excessive use of social media
5. Resource implication		5.1 IT workplace setup (actual or simulated). 5.2 PPE and safety equipment. 5.3 Workplace policies and emergency response documentation.
6. Methods of Assessment	of	6.1 Written Test 6.2 Demonstration 6.3 Oral Questioning
7. Context of Assessment	of	7.1. Competency assessment must be done in NSDA accredited centers. 7.2. Assessment should be done by NSDA-certified/ nominated assessor
<b>Accreditation Requirements</b> 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.		

<b>Unit Code Title</b>	<b>SU-ICT-02-L2-V1: Prepare Documents and Create Engaging Presentations</b>
<b>Unit Descriptor</b>	This unit covers the competencies (knowledge, skills, and attitudes) required to prepare documents and create engaging presentation. It also includes the task of preparing for document creation, creating and formatting documents, finalizing professional documents, and designing visually engaging presentations. Presenting designs effectively to stakeholders and gathering feedback.
<b>Nominal Hours</b>	<b>45 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables)
1. Prepare for Document Creation	1.1 Safe work practices are followed, and personal protective equipment (PPE) is worn as per workplace safety standards. 1.2 Work areas are maintained in a clean and organized manner to prevent accidents and hazards. 1.3 <b><u>Necessary Software</u></b> is checked and ensured operational as per job requirement. 1.4 The availability of required fonts for typing Bangla and English is Ensured. 1.5 <b><u>Job requirements</u></b> are identified. 1.6 <b><u>Necessary resources</u></b> are gathered and organized. 1.7 Software settings and ribbons are configured according to project needs.
2. Create and Format Documents	2.1 A blank document is prepared using a template or custom layout. 2.2 <b><u>Contents</u></b> are inserted and arranged logically. 2.3 <b><u>Page layout</u></b> is set as per job requirements. 2.4 Styles, headings, and subheadings are applied consistently throughout the document. 2.5 Tables are designed and formatted for readability and aesthetic appeal. 2.6 Internal links, page numbers, and references are added as needed.
3. Finalize and Save Documents	3.1 The document is reviewed for consistency in <b><u>formatting</u></b> , spelling, and grammar. 3.2 Accessibility features, such as alt text for images and proper heading structure, are checked. 3.3 The finalized document is exported and saved in an appropriate <b><u>file format</u></b> suitable for delivery. 3.4 Backup copies of the document are saved systematically in designated storage locations for efficient retrieval. 3.5 <b><u>Backup strategies</u></b> are followed to prevent data loss.

4. Prepare PowerPoint Presentations	4.1 New presentation file from a blank template or a library are created as required. 4.2 Slide size is selected based on presentation needs. 4.3 Presentation requirements, including audience needs and objectives, are identified. 4.4 A slide master is created or customized to ensure consistency in design and branding. 4.5 <b><u>Contents for slide</u></b> for the presentation is collected and organized.
5. Design Slide Layouts and Apply Storytelling Techniques	5.1 Slides are inserted with suitable layouts according to presentation requirements. 5.2 Slide layouts are designed with appropriate fonts, colors, and visual hierarchy. 5.3 Key messages are highlighted using concise text and <b><u>visual elements</u></b> . 5.4 <b><u>Storytelling techniques</u></b> are applied to create a logical flow in the presentation. 5.5 Contents are selected and added to emphasize key points. 5.6 The use of visual aids is planned and integrated into the presentation in a logical and timely manner.
6. Furnish and Finalize Presentation	6.1 <b><u>Animations</u></b> and transitions are added (if needed) to enhance engagement. 6.2 Slides are checked with the <b><u>presentation view</u></b> for review. 6.3 Slides are reviewed for consistency and readability to branding guidelines. 6.4 Feedback from peers or stakeholders is received and prioritized to determine the necessary revisions. 6.5 Revisions are made based on the feedback received. 6.6 Collaboration with peers and stakeholders is maintained throughout the revision process. 6.7 The finalized presentation is exported and saved in the <b><u>required format</u></b> suitable for delivery. 6.8 Backup copies of the document are saved securely to prevent data loss.
7. Print & Transfer Document	7.1 The printer is selected, and <b><u>print settings</u></b> are verified based on document requirements. 7.2 The appropriate paper size is confirmed to meet the desired output. 7.3 The print preview is reviewed to ensure accuracy and alignment. 7.4 The document is printed following the approved settings. 7.5 The document is transferred securely using suitable <b><u>storage media</u></b> .
8 Deliver Presentation and Gather Feedback	8.1 The presentation is delivered confidently using appropriate visual aids and speaking techniques. 8.2 Feedback from <b><u>stakeholders</u></b> is gathered systematically during or after the presentation.

	<p>8.3 The feedback is analyzed and used to refine the presentation or future designs.</p> <p>8.4 Potential areas for improvement in the presentation are identified based on the feedback received.</p> <p>8.5 Feedback is integrated into future presentations to align with workplace expectations and stakeholder requirements.</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (may include but not limited to):</b>
1. Necessary Software	<p>1.1 Word Processing Application Software</p> <p>1.1.1. Microsoft Word</p> <p>1.1.2. LibreOffice Writer</p> <p>1.1.3. WPS Office Free Writer</p> <p>1.1.4. Google Doc</p> <p>1.2 Typing tutor software for English and Bengali</p> <p>1.3 Bangla typing Software</p> <p>a. Bijoy</p> <p>b. Avro</p>
2. Job requirements	<p>2.1 Type of document</p> <p>2.1.1 Business or client proposals</p> <p>2.1.2 Contracts</p> <p>2.1.3 Product catalogs showcasing descriptions</p> <p>2.1.4 Annual reports, project updates</p> <p>2.1.5 Informational brochures marketing purposes</p> <p>2.1.6 Simple one-page documents for promotions</p> <p>2.1.7 Newsletters (Periodical updates for customers)</p> <p>2.1.8 Custom-designed templates</p> <p>2.2 Audience</p> <p>2.3 Branding guidelines</p>
3. Necessary resources	<p>3.1 Templates</p> <p>3.2 Text</p> <p>3.3 Images</p> <p>3.4 Charts</p>
4. Contents	<p>4.1 Text</p> <p>4.2 Images</p> <p>4.3 Charts</p> <p>4.4 Shapes</p> <p>4.5 Infographics</p> <p>4.6 Text Box</p> <p>4.7 Symbols</p>

5. Page layout	5.1 Page Orientations 5.2 Page Size 5.3 Margin 5.3.1 Top 5.3.2 Bottom 5.3.3 Left 5.3.4 Right 5.4 Header and Footer 5.5 Page Number 5.6 Columns
6. Formatting	6.1 Font 6.1.1 Font Face, Size, Color 6.1.2 Font Style (Bold, Italic, Underline) 6.2 Paragraph 6.2.1 Alignment 6.2.2 Indentation 6.3 Listing (Bullet, Numbering) 6.4 Line Spacing 6.5 Image size with wrapping 6.6 Format Painter
7. File Format	7.1 .docx 7.2 .pdf
8. Backup strategies	8.1 Saving multiple copies on 8.1.1 Secure physical 8.1.2 Cloud storage
9. Contents for slide	9.1 Text 9.2 Table 9.3 Illustrations 9.3.1 Picture 9.3.2 Shapes 9.3.3 Text Box 9.3.4 SmartArt 9.3.5 Chart 9.4 Symbols 9.5 Media 9.5.1 Audio 9.5.2 Video
10. Visual Element	10.1 Charts 10.2 Graphs 10.3 Infographics 10.4 Icons 10.5 Logos 10.6 High-resolution images
11. Storytelling Techniques	11.1 Narrative Structure 11.1.1 Beginning 11.1.2 Middle and end

	<ul style="list-style-type: none"> <li>11.1.3 problem-solution format</li> <li>11.2 Audience Focus <ul style="list-style-type: none"> <li>11.2.1 Tailored messages</li> <li>11.2.2 empathy-driven content</li> <li>11.2.3 relatable examples</li> </ul> </li> <li>11.3 Visual Hierarchy <ul style="list-style-type: none"> <li>11.3.1 One idea per slide</li> <li>11.3.2 emphasized key points</li> <li>11.3.3 logical flow</li> </ul> </li> <li>11.4 Emotional Engagement <ul style="list-style-type: none"> <li>11.4.1 Use of case studies</li> <li>11.4.2 Testimonials</li> <li>11.4.3 humor</li> <li>11.4.4 and appeals to values</li> </ul> </li> <li>11.5 Data Visualization <ul style="list-style-type: none"> <li>11.5.1 Infographics</li> <li>11.5.2 Charts and diagrams to simplify complex ideas</li> </ul> </li> <li>11.6 Analogies and Metaphors <ul style="list-style-type: none"> <li>11.6.1 Simplifying concepts by relating them to everyday ideas</li> </ul> </li> <li>11.7 Transitions <ul style="list-style-type: none"> <li>11.7.1 Smooth slide transitions and references to previous points to maintain coherence.</li> </ul> </li> <li>11.8 Call to Action (CTA) <ul style="list-style-type: none"> <li>11.8.1 Clear next steps or recommendations presented in the conclusion</li> </ul> </li> </ul>
12. Animation	<ul style="list-style-type: none"> <li>12.1 Entrance</li> <li>12.2 Emphasis</li> <li>12.3 Motion Path</li> <li>12.4 Exit</li> </ul>
13. Presentation view	<ul style="list-style-type: none"> <li>13.1 From the beginning</li> <li>13.2 From Current slide</li> </ul>
14. Required Format	<ul style="list-style-type: none"> <li>14.1 .pptx</li> <li>14.2 .pptm</li> <li>14.3 .ppt</li> <li>14.4 .pdf</li> </ul>
15. Print Settings	<ul style="list-style-type: none"> <li>15.1 Paper size</li> <li>15.2 Single/Both side Print.</li> <li>15.3 Odd/Even Page Print</li> <li>15.4 Collated</li> <li>15.5 Page Orientation</li> <li>15.6 Margins</li> <li>15.7 Page Per sheet</li> </ul>

16. Storage Media	16.1 USB Pen drive 16.2 Portable Hard Drive 16.3 Optical Disk
17. Stakeholders	17.1 Clients 17.2 Supervisors 17.3 Team members 17.4 Marketing personnel
<b>Evidence Guide</b> 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	The assessment required evidence that the candidate: <ul style="list-style-type: none"> <li>1.1 Prepared documents that adhere to formatting and branding requirements.</li> <li>1.2 Designed slides that aligned with audience objectives and visual storytelling principles.</li> <li>1.3 Ensured consistency and clarity in both documents and presentations.</li> <li>1.4 Delivered professional presentations confidently to stakeholders.</li> <li>1.5 Gathered and utilized stakeholder feedback to improve designs and processes.</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Knowledge of Occupational Health and Safety (OHS) principles and their application in the workplace.</li> <li>2.2 Identification and management of hazards specific to IT workplaces.</li> <li>2.3 Understanding the structure and layout of a keyboard for efficient operation</li> <li>2.4 Principles of document formatting, layout design, and visual hierarchy.</li> <li>2.5 Concepts of margin settings and page layout adjustments for document formatting.</li> <li>2.6 Familiarity with different types of documents, including their purposes and formats.</li> <li>2.7 Knowledge of various file formats and extensions for saving and sharing files.</li> <li>2.8 Differences between "Save" and "Save As" functions in document management.</li> <li>2.9 Understanding different types of presentations and their uses in professional settings.</li> <li>2.10 File formats/extensions used for saving presentations.</li> <li>2.11 Procedures for printing slides, including layout and configuration options.</li> <li>2.12 Appropriate use of slide transitions, animations, and motion paths to enhance presentations.</li> <li>2.13 Techniques for integrating storytelling into presentations.</li> </ul>



	<p>2.14 Best practices for creating accessible and professional documents and presentations.</p> <p>2.15 Methods for gathering, analyzing, and incorporating stakeholder feedback.</p> <p>2.16 Steps to maintain a clean and orderly workplace and ensure equipment is well-maintained.</p>
3. Underpinning skills	<p>3.1 Preparing and customizing documents with styles, layouts, and visual elements.</p> <p>3.2 Designing slides that use visual storytelling to enhance audience engagement.</p> <p>3.3 Reviewing and refining documents and presentations based on stakeholder input.</p> <p>3.4 Exporting and sharing files in various formats suitable for digital or print use.</p> <p>3.5 Delivering confident presentations while interacting effectively with stakeholders.</p>
4. Required attitudes	<p>4.1 Commitment to occupational safety and health.</p> <p>4.2 Commitment to producing high-quality and professional documents and presentations.</p> <p>4.3 Attention to detail to ensure accuracy and consistency in formatting and design.</p> <p>4.4 Creativity and innovation in visual design and storytelling approaches.</p> <p>4.5 Willingness to adapt to feedback and continuously improve designs.</p> <p>4.6 Discipline in meeting deadlines and managing time effectively.</p> <p>4.7 Proactive approach to staying updated on design trends, tools, and software.</p> <p>4.8 Strong sense of organization and cleanliness in managing files, tools, and workspaces.</p> <p>4.9 Collaborative mindset to work effectively with team members and stakeholders.</p> <p>4.10 Patience and resilience when resolving technical issues or revising work.</p> <p>4.11 Professionalism in communicating with clients and presenting designs confidently.</p>
5. Resource implication	<p>The following resources must be provided:</p> <p>5.1 Workplace (actual or simulated).</p> <p>5.2 Tools, equipment, and physical facilities appropriate to perform activities.</p> <p>5.3 Materials consumable to perform activities.</p>
6. Methods of assessment	<p>Methods of assessment may include but are not limited to:</p> <p>6.1 Written test</p> <p>6.2 Demonstration</p> <p>6.3 Oral questioning</p>

7. Context of assessment	<p>7.1 Competency assessment must be done in NSDA accredited center.</p> <p>7.2 Assessment should be done by NSDA-certified/nominated assessor</p>
<p><b>Accreditation Requirements</b></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>	

<b>Unit Code and Title</b>	<b>SU-ICT-04-L3-V1: Comply to Ethical Standards in the ICT Workplace</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to comply to ethical standards in the ICT workplace. It specifically includes the task of upholding the requirements of clients, delivering quality products and services, maintaining professionalism at workplace, and maintaining workplace code of conduct.
<b>Nominal Hours</b>	<b>15 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables
1. Uphold the requirements of clients	1.1 Clients' requirements are identified. 1.2 Confidentiality of information is maintained in accordance with workplace policies / organizational policies/ national legislation. 1.3 Potential conflicts of interest are identified and involved parties of potential conflicts are notified. 1.4 Proprietary rights of client/customer is asserted.
2. Deliver quality products and services	2.1. Products and services are provided according to the clients' requirements. 2.2. Work is completed as per standards. 2.3. Quality processes are implemented when developing products and services.
3. Maintain professionalism at workplace	3.1 Work processes are delivered as per standards. 3.2 Skills, knowledge and qualifications are presented in a professional manner. 3.3 Services and products developed by self and others are delivered as per workplace standard. 3.4 Unbiased and objective information are provided to clients. 3.5 Realistic estimates for time, cost and delivery of outputs are presented during negotiation.
4. Maintain workplace code of conduct.	4.1 Workplace code of conduct are interpreted 4.2 Workplace code of conduct is followed.
<b>Range of variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 asserted proprietary rights of client/customer. 1.2 completed work to industry and international standards.

	1.3 implemented quality processes when developing products and services. 1.4 delivered services and products developed by self and others. 1.5 provided unbiased and objective information to clients. 1.6 followed workplace code of conduct.
2. Underpinning knowledge	2.1. Corporate code of confidentiality of information 2.2. Organizational policies, national legislation and workplace policies in relation to IT sector 2.3. Law and regulations pertaining to proprietary rights 2.4. Quality processes for products and services 2.5. Procedure of provided to client information 2.6. Method of estimating for time, cost and delivery products and services 2.7. Workplace code of conduct in IT sector
3. Underpinning Skills	3.1. Upholding confidentiality of information in accordance with organizational policies, national legislation and workplace policies 3.2. Asserting proprietary rights of client/customer 3.3. Completing work in accordance with industry and international standards 3.4. Implementing quality processes when developing products and services 3.5. Delivering correctly services and products developed by self and others 3.6. Providing unbiased and objective information are to clients. 3.7. Presenting realistic estimates for time, cost and delivery of outputs during negotiation 3.8. Following 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	The following resources must be provided: 5.1 Relevant tools, Equipment, software and facilities needed to perform the activities. 5.2 Required learning materials.
6. Methods of Assessment	6.1 Written Test 6.2 Demonstration 6.3 Oral Questioning

7. Context of Assessment	<p>7.1. Competency assessment must be done in NSDA-accredited centers.</p> <p>7.2. Assessment should be done by NSDA-certified/nominated assessor</p>
<p><b>Accreditation Requirements</b></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>	

<b>Unit Code and Title</b>	<b>SU-ICT-05-L2-V1: Use Internet and Access Resources</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills, and attitudes required to use the internet and access resources. It specifically includes the task of preparing resources for sharing, accessing resources using the internet, and using and managing e-mail.
<b>Nominal Hours</b>	<b>30 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables
1.Prepare resources for sharing	1.1 <b><u>Document</u></b> is scanned with the required <b><u>file format</u></b> 1.2 The file is converted using <b><u>file conversion tools</u></b> 1.3 File <b><u>compression tools</u></b> are used for compression and extraction. 1.4 Multiple PDF documents are joined (if required)
2.Access Resources using the Internet	2.1. The internet <b><u>browser</u></b> is selected and installed. 2.2. <b><u>Browser setting</u></b> is carried out for smooth operation. 2.3. Resources are accessed using <b><u>Search engines.</u></b> 2.4. Resources are preserved in local storage.
3. Use e-mail	3.1 E-mail account is created with a selected <b><u>e-mail service provider.</u></b> 3.2 <b><u>E-mail operations</u></b> are performed as required 3.3 E-mail messages are printed.
<b>Range of Variables</b>	
Variable	Range (may include but not limited to):
1. Document	1.1 Single Page document 1.2 Multiple-page document 1.3 Picture 1.4 Signature
2. File format	2.1. .jpeg 2.2. .png 2.3. .pdf
3. File conversion tools	3.1 Offline Tools (Default application) 3.1.1. .doc/ .docx to .pdf, 3.1.2. .xls/ .xlsx to .pdf, 3.1.3. .ppt/ .pptx to .pdf, 3.1.4. .jpg to .pdf  3.2 Offline Tools (PDF to Others) 3.2.1. PDF converter 3.2.2. PDF Editor 3.2.3. Foxit PDF Editor 3.2.4. Adobe PDF Editor

	3.3 Online Tools 3.3.1. <a href="http://www.ilovepdf.com">www.ilovepdf.com</a> 3.3.2. <a href="http://www.pdf2go.com">www.pdf2go.com</a> 3.3.3. <a href="https://pdf2doc.com/">https://pdf2doc.com/</a>
4. Compression tools	4.1. WinZip 4.2. WinRAR 4.3. 7zip
5. Browsers	5.1. Microsoft Edge 5.2. Google Chrome 5.3. Mozilla Firefox 5.4. Opera 5.5. Safari 5.6. Duronto browser
6. Browser setting	6.1 Bookmark 6.2 Privacy and security 6.3 Language 6.4 Download 6.5 Cookies 6.6 History
7. Search engines	7.1 google 7.2 Yahoo 7.3 Ask 7.4 MSN 7.5 Bing 7.6 Pipilika 7.7 Duckduckgo 7.8 AltaVista
8. E-mail Service Provider	8.1. Free mail services 8.1.1. Gmail 8.1.2. Yahoo
9. Email Operations	9.1. Compose 9.2. Send 9.2.1. Attachment 9.2.2. Single Recipient 9.2.3. Multiple Recipient 9.2.4. CC 9.2.5. BCC 9.3. Receive 9.4. Reply 9.5. Forward 9.6. Delete
<b>Evidence Guide</b>	

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

1.Critical Aspects of Competency	<p>The assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Prepared resources for sharing: Scanning, converting, compressing, and merging files</li> <li>1.2 Accessed resources using the Internet: Installing and configuring browsers, using search engines, and managing downloads.</li> <li>1.3 Used and operated e-mail: Creating accounts, composing, sending, receiving, replying, forwarding, and printing emails.</li> </ul>
2.Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Understanding the Internet and the World Wide Web (WWW).</li> <li>2.2 Familiarity with URLs, web browsers, and websites.</li> <li>2.3 Web Browsers like Chrome, Firefox, Edge, etc.</li> <li>2.4 Websites</li> <li>2.5 URLs</li> <li>2.6 Search Engines like Google, Bing, DuckDuckGo, etc.</li> <li>2.7 Effective search strategies for locating resources online</li> <li>2.8 Awareness of copyright and fair use policies.</li> <li>2.9 Bookmarks, privacy, cookies, and history cleaning.</li> <li>2.10 History of the cleaning process.</li> <li>2.11 Platforms for connecting with others and sharing information</li> <li>2.12 The importance of equal access to technology and the Internet</li> <li>2.13 Use of file conversion tools (offline and online) for various formats: DOC, PDF, JPG, XLS, etc.</li> <li>2.14 Use of file Compressing and extracting tools like WinRAR, 7zip, or WinZip.</li> <li>2.15 Managing different document types: single-page, multi-page, images, and signatures.</li> <li>2.16 Creating accounts on platforms like Gmail or Yahoo.</li> <li>2.17 Performing email operations (sending with CC/BCC, attaching files, replying, forwarding).</li> <li>2.18 Understanding online responsibilities, including privacy, respectful communication, and data security.</li> </ul>
3.Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Accessing and sharing resources from the Internet.</li> <li>3.2 Downloading/uploading files, documents, and videos from/to websites.</li> <li>3.3 Managing email operations with attachments, recipients, and printing</li> <li>3.4 Performing responsibly and ethically online.</li> <li>3.5 Respecting copyright laws and promoting safe Internet use.</li> </ul>
4.Required attitudes	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational safety and health.</li> <li>4.2 Promptness in carrying out activities.</li> <li>4.3 Sincere and honest to duties.</li> <li>4.4 Eagerness for understanding processes related to document preparation and email management.</li> </ul>



	<p>4.5 Environmental Concerns.</p> <p>4.6 Respect for the rights of peers, subordinates, and seniors at the workplace.</p> <p>4.7 Ensuring the confidentiality and reliability</p> <p>4.8 Communicates clearly and effectively with peers, subordinates, and supervisors in the workplace.</p> <p>4.9 Acknowledging the importance of equal access to technology.</p> <p>4.10 Maintains a clean and orderly workstation.</p> <p>4.11 Ensures timeliness and tidiness in daily tasks.</p>
5.Resource implications	<p>The following resources must be provided:</p> <p>5.1 Workplace (actual or simulated).</p> <p>5.2 Projector or interactive whiteboard for demonstrations.</p> <p>5.3 Desktop or laptop computers with sufficient specifications to run Pre-installed software.</p> <p>5.4 Printer (laser or inkjet) with various printing capabilities (single/both sides, odd/even pages).</p> <p>5.5 USB pen drives, portable hard drives, and optical disks for file transfer practice.</p> <p>5.6 Internet access for cloud-based applications like Google Docs and updates for installed software.</p> <p>5.7 Adjustable chairs and desks for ergonomic typing practice.</p> <p>5.8 Training manuals, Handouts, or guides detailing software use, customization, animations, and file management.</p> <p>5.9 Examples/Pre-designed presentation templates for different purposes (business, educational, portfolios</p> <p>5.10 Operating Systems: Windows, macOS, or Linux pre-installed on training computers.</p> <p>5.11 Web Browsers: Google Chrome, Mozilla Firefox, Microsoft Edge, Opera, Safari</p> <p>5.12 File Conversion Tools: Offline Tools: Microsoft Office Suite (Word, Excel, and PowerPoint with PDF export options). Adobe Acrobat or Foxit PDF Editor for PDF editing and conversion. Online Tools: Websites like ilovepdf.com, pdf2go.com, and pdf2doc.com.</p> <p>5.13 Compression Tools: WinRAR, 7zip, and WinZip.</p> <p>5.14 Free email service providers (e.g., Gmail, Yahoo) for hands-on training in email operations.</p> <p>5.15 Search engines for practice: Google, Bing, DuckDuckGo, etc.</p> <p>5.16 Training manuals covering the curriculum on email operations, file management, and internet usage.</p> <p>5.17 Short, practical video tutorials on tasks like scanning documents, compressing files, and creating emails.</p>

	5.18 Single-page and multi-page documents in various file formats (e.g., .docx, .pdf, .jpg). 5.19 Signature and image files for editing and merging exercises.
6.Methods of assessment	Methods of assessment may include but are not limited to: 6.1 Written test; 6.2 Demonstration; 6.3 Oral questioning;
7.Context of assessment	7.1 Competency assessment must be done in NSDA accredited center. 7.2 Assessment should be done by NSDA-certified/ nominated assessor
<b>Accreditation Requirements</b> 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.	

## **Occupation-Specific Units of Competencies**

<b>Unit Code and Title</b>	<b>OU-ICT-GD-01-L2-V1: Interpret Visual Design Principles and Apply Color Sense</b>
<b>Nominal Hours</b>	<b>40 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills, and attitudes interpreted to interpret design principles and color sense. It specifically includes interpreting design principles, explaining the element of visual design, comprehending the color concepts, and preparing color.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables
1. Interpret design principles	1.1 <b><u>Design principles</u></b> are identified. 1.2 Application of design principles is interpreted from existing design works. 1.3 Misapplications of design principles are identified, and corrective actions are proposed
2. Explain the element of visual design	2.1. <b><u>Visual design elements</u></b> are identified from existing design works. 2.2. Relationships among visual design elements are interpreted.
3. Interpret color concepts	3.1 <b><u>Color theory</u></b> is interpreted. 3.2 <b><u>Color modes</u></b> are identified and analyzed according to specific design requirements. 3.3 <b><u>Color psychology</u></b> is interpreted to align with design objectives. 3.4 <b><u>Color Adjustment techniques</u></b> are interpreted.
4. Prepare Color	4.1 Secondary colors are prepared by mixing primary colors according to specified proportions. 4.2 Tertiary colors are prepared by combining primary and secondary colors to achieve the desired results. 4.3 Shades are prepared by adding black to base colors while maintaining consistency in tone. 4.4 Tints are created by adding white to base colors to produce lighter variations. 4.5 Prepared colors are tested for accuracy and compatibility with design objectives. 4.6 Color mixing results are documented for future reference and consistency in production.
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Design principles	1.1 Balance 1.2 Contrast 1.3 Emphasis

	1.4 Proximity 1.5 Proportion 1.6 Hierarchy 1.7 Repetition 1.8 Alignment 1.9 Unity 1.10 Space
2. Visual Design Element	2.1 Text 2.2 Image 2.3 Line 2.4 Shape 2.5 Form 2.6 Value 2.7 Color 2.8 Texture
3. Color Theory	3.1 Color Wheel <ul style="list-style-type: none"> <li>3.1.1 Primary <ul style="list-style-type: none"> <li>• Red</li> <li>• Yellow</li> <li>• Blue</li> </ul> </li> <li>3.1.2 Secondary <ul style="list-style-type: none"> <li>• Green</li> <li>• Orange</li> <li>• Purple</li> </ul> </li> <li>3.1.3 Tertiary <ul style="list-style-type: none"> <li>• Yellow-Green</li> <li>• Yellow-Orange</li> <li>• Red-Orange</li> <li>• Red-Purple</li> <li>• Blue-Purple</li> <li>• Blue-Green</li> </ul> </li> <li>3.1.4 Process Color <ul style="list-style-type: none"> <li>• Cyan</li> <li>• Magenta</li> <li>• Yellow</li> <li>• Black</li> </ul> </li> <li>3.1.5 Color Temperature <ul style="list-style-type: none"> <li>• Warm Color</li> <li>• Cool Color</li> </ul> </li> </ul> 3.2 Color Harmony <ul style="list-style-type: none"> <li>3.2.1 Complimentary</li> <li>3.2.2 Analogous</li> <li>3.2.3 Monochromatic</li> <li>3.2.4 Triadic</li> <li>3.2.5 Neutral</li> </ul> 3.3 Hue-Saturation-Value 3.4 Shade-Tone-Tints

4. Color Modes	4.1 RGB 4.2 CMYK 4.3 Grayscale 4.4 LAB 4.5 HSB 4.6 BMP 4.7 Black & White 4.8 Index
5. Color Psychology	5.1 Emotional responses (e.g., red = energy, blue = calm) 5.2 Cultural significance 5.3 Symbolic meanings of colors
6. Color adjustment technique	6.1 Color 6.2 Combination 6.3 Contrast 6.4 Balance 6.5 Saturation 6.6 Color Blend
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent, and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	The assessment required evidence that the candidate: 1.1 Identified the basic design guidelines in graphic design. 1.2 Identified the principles 1.3 Identified and used relevant journals, magazines, catalogs, and other media when developing graphic design.
2. Underpinning knowledge	2.1 Opportunities to improve technical skills in basic design 2.2 Capabilities to develop technical skills in basic design using materials, tools, and equipment 2.3 Types of journals, magazines, catalogues, and other media relevant to stimulating technical and professional development in basic design guidelines 2.4 Methods of developing basic design ideas 2.5 Interpretation of basic design guidelines 2.6 Peripherals installation 2.7 BIOS and CMOS settings modification
3. Underpinning Skills	3.1 Demonstrating opportunities to continuously improve technical skills in basic design through identification, practice, feedback, discussion, and evaluation. 3.2 Demonstrating capabilities to develop technical skills in basic design with materials, tools, and equipment 3.3 Identifying and using relevant journals, magazines, catalogs, and other media to stimulate technical and professional development in basic design guidelines. 3.4 Exhibiting working with others to develop basic design ideas 3.5 Demonstrating the ability to gain experience in a range of genres and interpreting basic design guidelines

	3.6 Identifying and using opportunities to develop own practice and keeping informed about current design trends serving as guidelines.
4. Required attitude	<p>4.1 Correctness in applying design principles, color theory, and composition to create professional-quality work.</p> <p>4.2 Willingness to accept feedback, explore new ideas, and adapt to different design trends.</p> <p>4.3 Adaptability to learn and apply new tools, software, and techniques as design technology evolves.</p> <p>4.4 Readiness to work with clients, colleagues, and other professionals to refine and improve designs.</p> <p>4.5 Commitment to staying updated with current design trends, tools, and market demands to improve professional growth.</p> <p>4.6 Willingness to identify and resolve design misapplications, ensuring that visual elements align with the intended message.</p> <p>4.7 Efficiently handling multiple design projects and meeting deadlines without compromising quality.</p> <p>4.8 Maintaining a responsible approach to design work, including respecting client requirements and industry standards.</p> <p>4.9 Understanding audience preferences, emotional responses to color and design, and ensuring the final output is impactful.</p>
5. Resource Implication	<p>The following resources must be provided:</p> <p>5.1 Workplace (actual or simulated).</p> <p>5.2 Projector or interactive whiteboard for demonstrations.</p> <p>5.3 High-performance desktops or laptops with graphics capabilities (e.g., Adobe Creative Suite requirements).</p> <p>5.4 Devices like Wacom for digital sketching and designing.</p> <p>5.5 High-resolution monitors, color-calibrated screens, keyboards, mice, scanners, and high-quality printers.</p> <p>5.6 USB pen drives, portable hard drives, and optical disks for file transfer practice.</p> <p>5.7 Internet access for surfing to find resources and updates for installed software.</p> <p>5.8 Adjustable chairs and desks for ergonomic typing practice.</p> <p>5.9 Design Software like Adobe Photoshop, Illustrator, InDesign, and alternative open-source tools like GIMP or Inkscape.</p> <p>5.10 Color Management Tools like Adobe Color, Pantone Color Manager, and other digital color calibration software.</p> <p>5.11 Font and Typography Tools like Google Fonts, Adobe Fonts, and other typography resources.</p> <p>5.12 File Management and Collaboration Tools like Google</p>

	<p>Drive, and Dropbox for teamwork and project sharing.</p> <p>5.13 A workspace for physical color preparation, mixing, and print testing.</p> <p>5.14 Training manuals covering the curriculum on covering design principles, color theory, and visual aesthetics.</p> <p>5.15 Color Charts and Swatches, Pantone color books, RGB/CMYK charts, and printed color references.</p> <p>5.16 Updated resources on industry trends and innovations in graphic design.</p> <p>5.17 Case Studies &amp; Real-World Examples of successful graphic design projects for analysis and learning.</p> <p>5.18 Design magazines, catalogs, and online resources for inspiration and industry knowledge.</p>
6. Methods of Assessment	<p>Methods of assessment may include but are 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 center or in an actual or simulated workplace after completion of the training module</p> <p>7.2 Assessment should be done by NSDA the certified assessor</p>
<p><b>Accreditation Requirements</b></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>	



<b>Unit Code and Title</b>	<b>OU-ICT-GD-02-L2-V1: Perform Basic Image Editing</b>
<b>Nominal Hours</b>	<b>80 Hours</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills, and attitudes required to perform basic image editing. It specifically includes identifying the image sources and standards, retouching images, performing color correction, and saving and transferring images.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables
1. Identify the image sources and standards	1.1 Image separation software is correctly identified based on the complexity of the job and client requirements. 1.2 <b><u>Image sources</u></b> are identified as per job requirements. 1.3 Images are successfully imported from the appropriate source. 1.4 <b><u>Image properties</u></b> are identified and demonstrated accurately to match the design or editing requirements.
2. Crop and resize image	2.1 Client's instructions are reviewed and interpreted to determine cropping and resizing requirements. 2.2 Image is selected and cropped precisely using the appropriate selection tools and techniques. 2.3 Tools and settings are calibrated according to image resolution and aspect ratio requirements. 2.4 Image resolution and dimensions are adjusted accurately to meet the specified output size. 2.5 Cropped and resized images are saved in the appropriate file format, ensuring quality is maintained.
3. Separate background	3.1 Image is reviewed and selected based on the background removal task. 3.2 Appropriate selection or masking tools are identified and chosen based on image complexity. 3.3 Background is separated from the main subject using accurate cut-out, masking, or selection techniques. 3.4 Final image is saved in a suitable file format that preserves transparency or layer details.
4. Make clipping path	4.1 Client's design requirements and output specifications are interpreted for creating a clipping path. 4.2 Image is selected and imported into the editing software based on the clipping path task. 4.3 Pen tool is selected and adjusted to initiate the manual path drawing process. 4.4 Clipping path is created accurately by outlining the required image area using precise anchor points. 4.5 Path is refined, saved, and exported in a <b><u>file format</u></b> suitable for printing, publishing, or further design use.

5. Retouch image	5.1 <b><u>Retouching tools</u></b> are identified as per job requirement 5.2 Tools are calibrated as required. 5.3 <b><u>Retouching techniques</u></b> are applied using appropriate tools. 5.4 Layers are created, organized, and preserved for further reference of work.
6. Perform color correction	3.1 The appropriate image mode is selected for color correction. 3.2 Various <b><u>color correction methods and Tools</u></b> are identified and used. 3.3 Image enhancement is compared with the original one.
7. Save and transfer image	4.1 Images are corrected and saved in the specified file format. 4.2 Work is evaluated as per specification 4.3 The image is transferred to the recipient.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (may include but not limited to):</b>
1. Image sources	1.1 Scanner 1.2 Digital camera 1.3 Local folders 1.4 Cloud storage 1.5 External devices
2. Image properties	2.1 Size 2.2 Resolution 2.3 Colour mode 2.3.1 RGB 2.3.2 CMYK 2.3.3 Grey scale 2.3.4 LAB colour 2.3.5 Index colour 2.4 Image format 2.4.1 .tiff 2.4.2 .psd 2.4.3 .bmp 2.4.4 .jpeg 2.4.5 .png 2.4.6 .gif
3. Retouch tools	3.1 Healing brush tool 3.2 Spot healing 3.3 Patch tool 3.4 Clone stamp tool
4. Retouching techniques	4.1. Skin smoothing and blemish removal 4.2. Teeth whitening, eye brightening, and facial feature enhancement. 4.3. Background clean-up and object removal.

	4.4. Color correction, grading, and tonal adjustments. 4.5. Use of multiple layers for preserving the retouched image in the future
5. Color correction methods and Tools	5.1 Methods 5.1.1 Brightness and contrast 5.1.2 Hue and saturation 5.1.3 Level 5.1.4 Curve 5.1.5 Selective colour 5.1.6 Variations 5.2 Tools 5.2.1 Dodge Tool 5.2.2 Burn Tool 5.3 Sponge Tool
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent, and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Made screen layer 1.2 Completed mockup 1.3 Adjusted document from print preview
2. Underpinning Knowledge	2.1 Design details of the graphics design project 2.2 View magnification 2.3 Product shot 2.4 Screen layer 2.5 Housekeeping/organizing work 2.6 Mockup
3. Underpinning Skills	3.1 Setting view magnification 3.2 Collecting/taking product shot 3.3 Making screen layer 3.4 Doing housekeeping/organizing work 3.5 Completing the mockup 3.6 Adjusting document from print preview 3.7 Taking print of mock-up
4. Required Attitudes	4.1 Correctness in applying design principles, color theory, and composition to create professional-quality work. 4.2 Willingness to accept feedback, explore new ideas, and adapt to different design trends. 4.3 Adaptability to learn and apply new tools, software, and techniques as design technology evolves. 4.4 Readiness to work with clients, colleagues, and other professionals to refine and improve designs.

	<p>4.5 Commitment to staying updated with current design trends, tools, and market demands to improve professional growth.</p> <p>4.6 Willingness to identify and resolve design misapplications, ensuring that visual elements align with the intended message.</p> <p>4.7 Efficiently handling multiple design projects and meeting deadlines without compromising quality.</p> <p>4.8 Maintaining a responsible approach to design work, including respecting client requirements and industry standards.</p> <p>4.9 Understanding audience preferences, emotional responses to color and design and ensuring the final output is impactful.</p>
5. Resource Implications	<p>The following resources must be provided:</p> <p>5.1 Workplace (actual or simulated).</p> <p>5.2 Projector or interactive whiteboard for demonstrations.</p> <p>5.3 High-performance desktops or laptops with graphics capabilities (e.g., Adobe Creative Suite requirements).</p> <p>5.4 Devices like Wacom for digital sketching and designing.</p> <p>5.5 High-resolution monitors, color-calibrated screens, keyboards, mice, scanners, and high-quality printers.</p> <p>5.6 USB pen drives, portable hard drives, and optical disks for file transfer practice.</p> <p>5.7 Internet access for cloud-based applications like File Management and Transfer Tools (Google Drive, Dropbox, WeTransfer) and updates for installed software.</p> <p>5.8 Adjustable chairs and desks for ergonomic typing practice.</p> <p>5.9 Design Software like Adobe Photoshop and alternative open-source tools like GIMP.</p> <p>5.10 Color Management Tools like Adobe Color, Pantone Color Manager, and other digital color calibration software.</p> <p>5.11 Font and Typography Tools like Google Fonts, Adobe Fonts, and other typography resources.</p> <p>5.12 File Management and Collaboration Tools like Google Drive, Dropbox for teamwork and project sharing.</p> <p>5.13 Training manuals covering the curriculum on covering image editing principles, software usage, and techniques, retouching, color correction, and mock-up creation)</p> <p>5.14 Sample Images (For hands-on practice in retouching and color correction)</p> <p>5.15 Mock-up Templates (Pre-designed layouts for training exercises)</p>

6. Methods of Assessment	<p>Methods of assessment may include but are 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 center or an actual or simulated workplace after completion of the training module</p> <p>7.2 Assessment should be done by the NSDA-certified assessor</p>
<p><b>Accreditation Requirements</b></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>	

<b>Unit Code and Title</b>	<b>OU-ICT-GD-03-L2-V1: Design and Compose Image</b>
<b>Unit Descriptor</b>	This unit of competency specifies the knowledge, skills, and attitude to develop technical and conceptual skills required to design and compose the image. It specifically includes preparing artwork for design, creating designs, presenting design using mock-up, and preparing design for transfer.
<b>Nominal Hours</b>	<b>100 hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and underlined</u></b> terms are elaborated in the Range of Variable.
1. Prepare artwork for design	1.1 Client requirements are identified according to the <b><u>specific project.</u></b> 1.2 The design concept is developed according to client preference. 1.3 <b><u>Required software</u></b> is identified. 1.4 Document is set by configuring <b><u>document Settings and pre-set Details</u></b> as per design requirements. 1.5 <b><u>Preferences</u></b> are set as per design requirements. 1.6 Layout is set using <b><u>alignment and Measurement Tools</u></b> to ensure precision and alignment during the design process. 1.7 Different <b><u>marks</u></b> are set on the artboard for accurate design 1.8 Workspace is prepared using the required <b><u>Tools and palette.</u></b> 1.9 Save the project with the appropriate <b><u>file format.</u></b>
2. Create designs	2.1 <b><u>Contents</u></b> are inserted and composed within specified design areas. 2.2 <b><u>Type attributes</u></b> are applied for typographical design (if any). 2.3 Contents are arranged as per design requirements considering design principles. 2.4 Layers are organized accordingly 2.5 The design is saved in the appropriate file format for further use.
3. Present design using mock-up	3.1 Software is selected for presenting design using mockup 3.2 Mock-up Template is collected 3.3 Design is inserted appropriately in the template 3.4 The mockup design is saved in the appropriate file format for further use.
4. Prepare design for transfer	4.1 The design is reviewed and finalized as per the provided feedback. 4.2 Final approval is taken from the client/Supervisor. 4.3 The final design is saved in the appropriate file format. 4.4 Outline is created and grouped. 4.5 A copy of the outlined design is saved for transferring to the client.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (May include but not limited to)

1. Specific project	1.1 Business card 1.2 ID card 1.3 Stationary (Letterhead Pad, Cash memo / Challan / Money receipt) 1.4 Logo 1.5 Social Media Banner 1.6 Both sided Flyer/leaflet/ Brochure 1.7 Festoon/ Backdrop Banner
2. Required Software	2.1 Adobe Photoshop 2.2 Adobe Illustrator 2.3 Adobe InDesign
3. Document Settings and Pre-set Details	3.1 Document Type 3.1.1 Print 3.1.2 Mobile 3.1.3 Web 3.1.4 Art & Illustration 3.1.5 Film & Video 3.2 Pre-set Details 3.2.1 Width & Height 3.2.2 Unit 3.2.2.1 Inch 3.2.2.2 Centimetre 3.2.2.3 Millimetre 3.2.2.4 Pixel 3.2.2.5 Picas 3.2.3 Orientation 3.2.4 Artboard 3.2.5 Bleed 3.2.6 Color Mode 3.2.7 Raster Effect 3.2.8 Preview Mode
4. Preferences	4.1 Keyboard increment 4.2 Stroke 4.3 Unit 4.4 Undo Count 4.5 Recent File to Display 4.6 Data Recovery 4.7 Scale Corner 4.8 Type-Indic Option
5. Alignment and Measurement Tools	5.1 Ruler 5.2 Grids 5.3 Guides 5.4 Smart Guides

6. Marks	6.1 Crop/Cutting marks 6.2 Trim marks 6.3 Fold/Creasing marks 6.4 Registration 6.5 Perforation Marks 6.6 Color Bar 6.7 Gripper Mark (GP)
7. Tools and palette	7.1 Tools 7.1.1 Selection Tools 7.1.2 Pen Tools 7.1.3 Anchor Point Tools 7.1.4 Shape Tools 7.1.5 Brush Tools 7.1.6 Type Tools 7.1.7 Shape Builder tool 7.1.8 Gradient Tool 7.1.9 Blending Tools 7.1.10 Eyedropper Tool 7.1.11 Mesh Tools 7.2 Palettes 4.2.1. Transform 4.2.2. Align 4.2.3. Pathfinder 4.2.4. Swatches 4.2.5. Color 4.2.6. Character 4.2.7. Paragraph 4.2.8. Layer
8. File format	8.1 .ai 8.2 .eps 8.3 .pdf 8.4 .jpeg 8.5 .png 8.6 .gif 8.7 .webp 8.8 .avi
9. Contents	9.1 Shape 9.2 Text 9.3 Image 9.4 Logo



10. Type attributes	10.1 Font face 10.2 Font style 10.3 Font size 10.4 Alignment 10.5 Case 10.6 Tracking 10.7 Baseline shift 10.8 Expand
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent & recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	The assessment required evidence that the candidate 1.1 Created clipping path 1.2 Created and selected layers 1.3 Used retouch tools as per requirement 1.4 Used color correction methods 1.5 Applied effects to image/layers
2. Underpinning knowledge	2.1. Image sources 2.2. Type of image format 2.3. Type of image separation tools 2.4. Image quality and resolution 2.5. Image size 2.6. Image layer 2.7. Image composition 2.8. Image Editing 2.9. Photoshop work area
3. Underpinning skill	3.1. Creating the clipping path 3.2. Separating image from background 3.3. Creating and selecting layers 3.4. Editing and arranging images 3.5. Using retouch tools as per requirement 3.6. Using color correction methods 3.7. Comparing image enhancement with the original one 3.8. Applying effects to image/layers 3.9. Comparing and adjusting effects
4. Required attitude	4.1 Correctness in applying design principles, color theory, and composition to create professional-quality work. 4.2 Willingness to accept feedback, explore new ideas, and adapt to different design trends. 4.3 Adaptability to learn and apply new tools, software, and techniques as design technology evolves. 4.4 Readiness to work with clients, colleagues, and other

	<p>professionals to refine and improve designs.</p> <p>4.5 Commitment to staying updated with current design trends, tools, and market demands to improve professional growth.</p> <p>4.6 Willingness to identify and resolve design misapplications, ensuring that visual elements align with the intended message.</p> <p>4.7 Efficiently handling multiple design projects and meeting deadlines without compromising quality.</p> <p>4.8 Maintaining a responsible approach to design work, including respecting client requirements and industry standards.</p> <p>4.9 Understanding audience preferences and emotional responses to color and design, and ensuring the final output is impactful.</p>
5. Resource implication	<p>The following resources must be provided:</p> <p>5.1 Workplace (actual or simulated).</p> <p>5.2 Projector or interactive whiteboard for demonstrations.</p> <p>5.3 High-performance desktops or laptops with graphics capabilities (e.g., Adobe Creative Suite requirements).</p> <p>5.4 Devices like Wacom for digital sketching and designing.</p> <p>5.5 High-resolution monitors, color-calibrated screens, keyboards, mice, scanners, and high-quality printers.</p> <p>5.6 USB pen drives, portable hard drives, and optical disks for file transfer practice.</p> <p>5.7 Internet access for surfing to find resources and updates for installed software.</p> <p>5.8 Adjustable chairs and desks for ergonomic typing practice.</p> <p>5.9 Design Software like Adobe Photoshop.</p> <p>5.10 File Management and Collaboration Tools like Google Drive and Dropbox for teamwork and project sharing.</p> <p>5.11 A workspace for physical color preparation, mixing, and print testing.</p> <p>5.12 Training manuals covering the curriculum on covering preparing artwork for design, creating designs, presenting design using mock-up, and preparing design for transfer.</p> <p>5.13 Updated resources on industry trends and innovations in graphic design.</p> <p>5.14 Case Studies &amp; Real-World Examples of successful graphic design projects for analysis and learning.</p> <p>5.15 Design magazines, catalogs, and online resources for inspiration and industry knowledge.</p>
6 Methods of assessment	<p>6.1 Demonstration with oral questioning</p> <p>6.2 Direct observation</p> <p>6.3 Written test</p> <p>6.4 Portfolio</p>

7 Context of assessment	<p>7.1 Competency assessment must be done in a training center or 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><b>Accreditation Requirements</b></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>	



## Development of Competency Standard

The Competency Standards for National Skills Certificate in Graphic Design, Level-2, is developed by NSDA on 17-18 December 2024.

### List of Members

S/N	Name and Address	Position in the committee	Signature and Date
1.	Mohd Ashraful Alam Assistant Manager, Brand & Product Development, aamra Networks Limited, Email: <a href="mailto:ashraful.alam@aamra.com.bd">ashraful.alam@aamra.com.bd</a> Mobile: 01758461515	Member	
2.	Md. Abdul Hye Siddiqui, Senior Instructor (Computer), BMET, Email: <a href="mailto:siddiqui.ttc@gmail.com">siddiqui.ttc@gmail.com</a> , Mobile: 01819725610.	Member	
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4.	Md. Arifur Rahman Instructor (Tech) Graphic Arts Institute, Dhaka. Email: <a href="mailto:arifdesigner02@gmail.com">arifdesigner02@gmail.com</a> Mobile: 01684330950	Member	
5.	Jubayer Ahmed Bhuiyan Lead Graphic Designer Exceed InfoTech, Uttara, Dhaka. Email: <a href="mailto:jabappy007@gmail.com">jabappy007@gmail.com</a> Mobile: 01680846378	Member	
6.	Md. Anisuzzaman, Instructor (Computer), Rajshahi TTC, Email: <a href="mailto:mazaman84@gmail.com">mazaman84@gmail.com</a> Mobile: 01714422225,	Member	
7.	Md. Younus Ali Mashud Chief Operation Officer, RISDA IT Ltd. Mirpur, Dhaka Email: <a href="mailto:yamasu1980@gmail.com">yamasu1980@gmail.com</a> Mobile: 01790721100	Member	
8.	Md. Saif Uddin, Junior Assessment Consultant, National Skills Development Authority, Email: <a href="mailto:engrbd.saif@gmail.com">engrbd.saif@gmail.com</a> , Mobile: 01723004419.	Member	



## Validation of Competency Standard

The Competency Standards for National Skills Certificate in Graphic Design, Level-2, is validated by NSDA on 10 April 2025

### Members of the SCVC

S/N	Name and Address	Position in the committee	Signature and Date
1.	Shafquat Haider, Chairman, ICT ISC, <a href="mailto:ciproco@bol-online.com">ciproco@bol-online.com</a> , shafquat.haider@gmail.com, Mobile No. 01711532597	Chairperson	
2.	Md. Abdul Hye Siddiqui, Senior Instructor (Computer), BMET, Email: <a href="mailto:siddiqui.ttc@gmail.com">siddiqui.ttc@gmail.com</a> , Mobile: 01819725610.	Member	
3.	Md. Younus Ali Mashud Chief Operation Officer, RISDA IT Ltd., Dhaka Email: yamasu1980@gmail.com Mobile: 01790721100	Member	
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6.	Yasin Ahmed UI/UX Designer, Grameenphone Academy Email: <a href="mailto:yasinahmed496@gmail.com">yasinahmed496@gmail.com</a> Mobile: 01712581668	Member	
7.	Mehnaz Chowdhury Senior Graphics and UY designer, Meghna Cloud Email: <a href="mailto:mehnazchowdhury796@gmail.com">mehnazchowdhury796@gmail.com</a> Mobile: 01626404624	Member	
8.	Md. Rauful Islam Sr. Graphic Designer, European IT. Mobile: 01648147406	Member	
9.	Md. Saif Uddin, Junior Assessment Consultant, National Skills Development Authority, Email: <a href="mailto:engrbd.saif@gmail.com">engrbd.saif@gmail.com</a> , Mobile: 01723004419.	Member	

## Workshop Minutes

Government of the People's Republic of Bangladesh  
Chief Adviser's Office  
National Skills Development Authority  
Level: 10-11, Biniyog Bhaban,  
E-6 / B, Agargaon, Sher-E-Bangla Nagar Dhaka-1207, Bangladesh.  
Email: [ec@nsda.gov.bd](mailto:ec@nsda.gov.bd)  
Website: [www.nsda.gov.bd](http://www.nsda.gov.bd).

Minutes of the Competency Standard Review and Validation Workshop on “Graphic Design, Level 2” Occupation.

Chairman	:
Date	: 10 April 2025
Time	: 9:00am - 5:00 pm
Place	: ISC Conference Room, NSDA, Biniyog Bhaban, Agargaon, Dhaka-1207

The Chairman welcomed all those present and started the work of the workshop. During the day-long workshop, the competency standard of Graphic Design, Level 2 occupation, was reviewed and finalized in detail. The activities related to the finalized standard through validation workshop are presented below:

Serial No.	Content of validation	Whether it was appropriate		What actions have been taken if not appropriate?
		Yes	No.	
1.	Name and level of occupation	yes		
2.	Nominal Hour	Yes		360 hours.
3.	Unit of Competency	yes		
4.	Element		No.	Proper refinement of required elements has been achieved by keeping consistent elements.
5.	Performance Criteria		No.	Necessary refinement of performance criteria has been achieved.
6.	Variables		No.	Appropriate addition, modification, and refinement of variables has been done keeping in view the performance criteria.
7.	Critical Aspect of Competence		No.	Appropriate changes have been made in the critical aspect of competency as per the change of units.
8.	Underpinning knowledge		No.	Necessary additions, changes, and refinements have been made.
9.	Underpinning Skills		No.	Necessary additions, changes, and refinements have been made.
10.	Attitude	Yes		



11.	Resources	Yes		
12.	Assessment methods	Yes		
13.	Others			<ul style="list-style-type: none"> <li>▪ The nominal hours of the units of competencies have been readjusted for content consideration.</li> <li>▪ Overall, the occupation has been included in Level 2 according to BNQF 1-6.</li> </ul>

Through the above activities, the Competency Standard has been reviewed, finalized, and validated as “**Graphic Design, Level 2**”.

Chairman  
Committee on Standard and  
Curriculum Validation,  
Chairman - ICT ISC