



COMPETENCY STANDARD

ENGLISH FOR WORK

Level: 02

(Informal Sector)

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



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

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This Competency Standard for English for Work is a document for developing curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing training consistent with the requirements of 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 Informal 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 benefiting Bangladesh.

Introduction

The NSDA aims to enhance an individual's employability by certifying completion of skill courses. It 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 a well-defined set of mechanisms and necessary technical support.

Key priority economic growth sectors identified by the government have been targeted by NSDA to improve current job skills, along with the existing workforce, to ensure the 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 programs. "English Language" is selected as one of the priority occupations of the Informal 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 under the Bangladesh National Qualification Framework (BNQF) and will be listed on the NSDA's online portal.

This competency standard is developed to improve skills and knowledge in accordance with the job roles, duties and tasks of the occupation and ensure that the required skills and knowledge are aligned with 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 their corresponding Elements.

Overview

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

The purpose of a competency standard is to:

- provide a consistent and reliable set of components for training, recognizing and assessing people's skills, and may also have optional support materials
- enable industry-recognized qualifications to be awarded through direct assessment of workplace competencies
- encourage the development and delivery of flexible training which suits individual and industry requirements, and
- 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 representatives from NSDA, Key Institutions, ISC, and industry experts to identify the competencies required of an occupation in the 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 a 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:

- 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 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 English for Work in the Informal 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 analyze, 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.	Broad range of cognitive and practical skills required to generate solutions to specific problems in one or more work or study areas. Communicate practice-related problems and possible solutions to external partners.	Work under guidance of management and self-direction to resolve specific issues. Lead and take responsibility for the work and actions of group/team members. Bridge between management.
4-Highly Skilled Worker	Broader knowledge of the underlying, concepts, principles, and processes in a specific work or study area, able to solve problems to new situations by comparing and applying acquired knowledge.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information. Communicate using technical terminology and IT technology with partners and users as per workplace requirements.	Work under minimal supervision in specific contexts in response to workplace requirements. Resolve technical issues in response to workplace requirements and lead/guide a team/ group.
3-Skilled Worker	Moderately broad knowledge in a specific work or study area, able to perceive ideas and abstract from drawing and design according to workplace requirements.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools. Communicate with his team and limited external partners upholding the values, nature and culture of the workplace	Work or study under supervision with considerable autonomy. Participate in teams and responsible for group coordination.
2-Semi Skilled Worker	Basic understanding of underpinning knowledge in a specific work or study area, able to interpret and apply common occupational terms and instructions.	Skills required to carry out simple tasks, communicate with his team in the workplace presenting and discussing results of his work with required clarity.	Work or study under supervision in a structured context with limited scope of manipulation
1 –Basic Skilled Worker	Elementary understanding of ability to interpret the underpinning knowledge in a specific study area, able to interpret common occupational terms and instructions.	Specific Basic skills required to carry out simple tasks. Interpret occupational terms and present the results of own work within guided work environment/under supervision.	Work under direct supervision in a structured context with limited range of responsibilities.

List of Abbreviations

General	
NSDA	National Skills Development Authority
BMET	Bureau of Manpower Employment and Training
ILO	International Labour Organization
ISC	Industry Skills Council
NPVC	National Pre-Vocation Certificate
PPP	Public-Private Partnership
SCVC	Standards and Curriculum Validation Committee
STP	Skills Training Provider
UoC	Unit of Competency
OSH	Occupational Health and Safety
SOP	Standard Operating Procedures
PPE	Personal Protective Equipment

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**Competency Standards for National Skill Certificate – 2 in
English for Work in the Informal Sector**

Course Structure

SL No	Unit code and Title		UOC Level	Nominal (hours)
Generic Units of Competencies				
1.	GU-02-L2-V1	Apply Occupational Safety and Health (OSH) Procedure in the Workplace	2	15
2.	GU-02-L2-V1	Carry out Workplace Interaction	2	15
3.	GU-04-L2-V1	Work in a team Environment	2	20
Sub Total				50
Occupation-Specific Units of Competencies				
4.	OU-IS-EFW-01-L2-V1	Perform Basic Communication	2	45
5.	OU-IS-EFW-02-L2-V1	Describe People, Place and Time	2	60
6.	OU-IS-EFW-03-L2-V1	Communicate in the Workplace	2	65
7.	OU-IS-EFW-04-L2-V1	Understand Lifestyle and Wellbeing	2	50
8.	OU-IS-EFW-05-L2-V1	Identify Challenges in Daily Life	2	70
Sub Total				290
Workplace Visit				20
Total Duration				360

Units & Elements at Glance:

Generic Units of Competencies

SL	Code	Unit of competency	Elements of Competency	Duration (hours)
1.	GU-02-L1-V1	Apply Occupational Safety and Health (OSH) Procedure in the Workplace	<ol style="list-style-type: none"> Identify OSH policies and procedures Follow the OSH procedure Report hazards and risks Respond to emergencies Maintain personal well-being 	15
2.	GU-02-L2-V1	Carry out Workplace Interaction	<ol style="list-style-type: none"> Interpret workplace communication and etiquette Interpret Workplace Documents Participate in workplace meetings and discussions Practice professional ethics at the workplace 	15
3.	GU008L2V1	Work in a Team Environment	<ol style="list-style-type: none"> Define team role and scope Identify individual role and responsibility Participate in team discussions Work as a team member 	20
Total hours				50

Occupation-Specific Units of Competencies

SL	Code	Unit of Competency	Elements of Competency	Duration (hours)
1.	OU-IS-EFW-01-L2-V1	Perform Basic Communication	1. Interpret English for Work 2. Greet and Introduce Self and Others 3. Ask and Answer Questions 4. Request and Respond	45
2.	OU-IS-EFW-02-L2-V1	Describe People, Place and Time	1. Describe Self, Family, and Others 2. Describe Familiar and Favorite Places 3. Ask for and Give Directions 4. Talk about Date and Time 5. Narrate Events 6. Ask and Answer Questions	60
3.	OU-IS-EFW-03-L2-V1	Communicate in the Workplace	1. Communicate with Co-workers 2. Engage in Telephone Conversations 3. Communicate on Digital Platforms 4. Network and Interact in Official Settings	65
4.	OU-IS-EFW-04-L2-V1	Understand Lifestyle and Wellbeing	1. Talk about Food 2. Describe Festivals 3. Talk about Art and Culture 4. Describe Health and Hygiene	50
5.	OU-IS-EFW-05-L2-V1	Identify Challenges in Daily Life	1. Describe Problems at Home and Work 2. Ask for and Give Suggestions and Solutions 3. Prepare for a Job 4. Carry out a Presentation	70
Total hours				290

Generic Units of Competencies

Unit Code and Title	GU-02-L2-V1: Apply Occupational Safety and Health (OSH) Procedure in the Workplace
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes (KSA) required in applying occupational safety and health (OSH) procedures in the workplace.</p> <p>It specifically includes identifying OHS policies and procedures, following OSH procedures, reporting emergencies, and maintaining personal well-being.</p>
Nominal Hours	15 Hours
Elements of Competency	<p>Performance Criteria</p> <p>Bold & Underlined terms are elaborated in the Range of Variables</p>
1. Identify OSH policies and procedures	<p>1.1 OHS policies and safe operating procedures are accessed and stated;</p> <p>1.2 Safety signs and symbols are identified and followed;</p> <p>1.3 Emergency response, evacuation procedures and other contingency measures are determined according to workplace requirements.</p>
2. Follow the OSH procedure	<p>2.1 Personal protective equipment (PPE) is selected and collected as required;</p> <p>2.2 Personal protective equipment (PPE) is correctly used following the organization's OHS procedures and practices;</p> <p>2.3 A clear and tidy workplace is maintained as per workplace standards;</p> <p>2.4 PPE is maintained to keep it operational and compliant with OHS regulations.</p>
3. Report hazards and risks	<p>3.1 Hazards and risks are identified, assessed and controlled;</p> <p>3.2 Incidents arising from hazards and risks are reported to the designated authority.</p>
4. Respond to emergencies	<p>4.1 Alarms and warning devices are responded to;</p> <p>4.2 Workplace emergency procedures are followed;</p> <p>4.3 Contingency measures during workplace accidents, fire and other emergencies are recognised and followed in accordance with organisation's procedures;</p> <p>4.4 First aid procedures are applied during emergencies.</p>
5. Maintain personal well-being	<p>5.1 OHS policies and procedures are adhered to;</p> <p>5.2 OHS awareness programs are participated in as per workplace guidelines and procedures;</p> <p>5.3 Corrective actions are implemented to correct unsafe conditions in the workplace;</p>

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

	8.3 Eye vision certificate
Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 stated OHS policies and safe operating procedures 1.2 followed safety signs and symbols 1.3 used personal protective equipment (PPE) 1.4 maintained a clear and tidy workplace 1.5 assessed and controlled hazards 1.6 followed emergency procedures 1.7 followed contingency measures 1.8 implemented corrective actions
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Define OHS 2.2 OHS workplace policies and procedures 2.3 Work Safety Procedures 2.4 Emergency Procedures 2.5 Hazard control procedure 2.6 Different types of hazards 2.7 PPE and uses 2.8 Personal hygiene practices 2.9 OHS Awareness
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Accessing OHS policies 3.2 Handling of PPE 3.3 Handling cleaning tools and equipment 3.4 Writing report 3.5 Responding to emergency procedures
4. Required attitude	<ul style="list-style-type: none"> 4.1 Commitment to occupational health and safety 4.2 Sincere and honest in duties 4.3 Promptness in carrying out activities 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect for peers and seniors in the workplace 4.8 Communicate with peers and seniors in the workplace
5. Resource implications	<ul style="list-style-type: none"> 5.1 Workplace 5.2 Equipment and outfits appropriate for applying safety measures 5.3 Tools, materials and documentation required 5.4 OHS Policies and Procedures
6. Methods of Assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 6.1 Written test 6.2 Demonstration 6.3 Oral Questioning 6.4 Portfolio

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

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.

Unit Code and Title	GU-02-L2-V1: Carry out Workplace Interaction
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes required to carry out workplace interaction.</p> <p>It specifically includes interpreting workplace communication and etiquette; reading and understanding workplace documents; participating in workplace meetings and discussions; and practicing professional ethics at the workplace.</p>
Nominal Hours	15 Hours
Elements of Competency	<p>Performance Criteria</p> <p>Bold & Underlined terms are elaborated in the Range of Variables</p>
1. Interpret workplace communication and etiquette	<p>1.1 Workplace codes of conduct 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 courteous manner to gather and convey information;</p> <p>1.4 Questions about routine workplace procedures and matters are asked and responded to as required.</p>
2. Interpret Workplace Documents	<p>2.1 Workplace documents are interpreted according to the standard;</p> <p>2.2 Assistance is taken to aid comprehension when required from peers/supervisors;</p> <p>2.3 Visual information/symbols/signs are understood and followed;</p> <p>2.4 Specific and relevant information is accessed from appropriate sources;</p> <p>2.5 An appropriate medium is used to transfer information and ideas.</p>
3. Participate in workplace meetings and discussions	<p>3.1 Team meetings are attended on time, and meeting procedures and etiquette are followed;</p> <p>3.2 Own opinions are expressed, and listened to those of others without interruption;</p> <p>3.3 Inputs are provided consistently with the meeting purpose, and interpreted and implemented meeting outcomes.</p>
4. Practice professional ethics at the workplace	<p>4.1 Responsibilities as a team member include demonstrating and keeping promises and commitments made to others.</p> <p>4.2 Tasks are performed following workplace procedures</p> <p>4.3 Confidentiality is respected and maintained</p> <p>4.4 Situations and actions considered inappropriate or which present a conflict of interest are avoided</p>

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, such as progress and incident reports 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 the current version of the Unit of Competency.	
1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 followed the workplace codes of conduct as per organizational guidelines 1.2 maintained workplace documents as per standard 1.3 followed workplace instructions and symbols 1.4 followed and implemented meeting outcomes
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 Interpreting the performance of workplace communication and etiquette 3.2 Interpreting workplace instructions and symbols 3.3 Interpreting workplace codes of conduct as per organisational guidelines 3.4 Interpreting workplace documents as per the standard 3.5 Interpreting and implementing meeting outcomes

4. Required attitude	4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest in duties 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect for the rights of peers and seniors in the workplace 4.8 Communication with peers and seniors in the workplace
5. Resource Implications	5.1 Relevant tools, Equipment, software and facilities needed to perform the activities. 5.2 Required learning materials.
6. Methods of Assessment	Competency should be assessed by: 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 an NSDA-accredited assessment centre 7.2 Assessment should be done by an NSDA-certified/nominated assessor
Accreditation Requirements 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.	

Unit Code and Title	GU008L2V1: Work in a Team Environment
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes (KSA) required in working in a team environment.</p> <p>It includes defining team roles and scope, identifying individual roles and responsibilities, participating in team discussions and working as a team member.</p>
Nominal Hours	20 Hours
Elements of Competency	<p>Performance Criteria <u>Bold & Underlined</u> terms are elaborated in the Range of Variables</p>
1. Define team role and scope.	<p>1.1 Roles and objectives of the team are defined;</p> <p>1.2 Team structure, responsibilities and reporting relations are identified from team discussions and other external sources.</p>
2. Identify individual role and responsibility	<p>2.1 Individual roles and responsibilities of <u>team members</u> are identified;</p> <p>2.2 Reporting relationships among team members are defined and clarified;</p> <p>2.3 Reporting relationships external to the team are defined and clarified.</p>
3. Participate in team discussions	<p>3.1 Ideas related to team plans are contributed</p> <p>3.2 Recommendations for improving teamwork are put forward</p>
4. Work as a team member	<p>4.1 Effective forms of communication are used to interact with team members</p> <p>4.2 Communication channels are followed</p> <p>4.3 OHS practices are followed</p>
Range of Variables	
Variables	Range (may include but not limited to):
1. Team Members	<p>1.1 Coach/mentor</p> <p>1.2 Supervisor/Manager</p> <p>1.3 Peers/Colleagues</p> <p>1.4 Employee representative</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	<p>Assessment required evidence that the candidate:</p> <p>1.1 demonstrated knowledge in working in a team environment.</p> <p>1.2 satisfied the requirements mentioned in the</p> <p>1.3 Performance Criteria and Range of Variables</p>

2. Underpinning knowledge	2.1 Team Structure, Role and Responsibility 2.2 Individual Members' Roles and Responsibilities 2.3 Communication Flow and Reporting Structures 2.4 Team Planning 2.5 Interpersonal Communication Skills 2.6 Team Meeting Procedures 2.7 OHS Practices
3. Underpinning skills	3.1 Identifying the role and responsibility of the team 3.2 Identifying the roles and responsibilities of individual members 3.3 Participating in team discussions 3.4 Working as a team member
4. Required attitude	4.1 Commitment to occupational health and safety 4.2 Sincere and honest in duties 4.3 Promptness in carrying out activities 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect for peers and seniors in the workplace 4.8 Communicate with peers and seniors in the workplace
5. Resource implications	5.1 Pens 5.2 Telephone 5.3 Computer 5.4 Writing materials 5.5 Online communication
6. Methods of assessment	Competency should be assessed by: 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
Accreditation Requirements	
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 a qualification under the NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.	

Occupation-Specific Units of Competencies

Unit Code and Title	OU-IS-EFW-01-L2-EN-V1: Perform Basic Communication
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes (KSA) required to Perform Basic Communication.</p> <p>It specifically includes interpreting English for Work, greeting and introducing oneself and others, asking and answering questions and requesting and responding.</p>
Nominal Hours	45 Hours
Elements of Competency	<p>Performance Criteria</p> <p><u>Bold & Underlined</u> terms are elaborated in the Range of Variables</p>
1. Interpret English for Work	<p>1.1 The importance of learning English is described;</p> <p>1.2 <u>Four basic language skills</u> are interpreted.</p>
2. Greet and Introduce Self and Others	<p>2.1 Concepts of <u>Greetings</u> are interpreted;</p> <p>2.2 Greetings are practised as per instructions;</p> <p>2.3 Greetings are performed as per different situations;</p> <p>2.4 <u>Self-introduction</u> is practised as per instructions;</p> <p>2.5 Introduction of others is practised as per instructions.</p>
3. Ask and Answer Questions	<p>3.1 <u>Simple questions</u> are asked;</p> <p>3.2 The answer is given as per the questions;</p> <p>3.3 Questioning and answering are practised and performed as per different situations.</p>
4. Request and Respond	<p>4.1 <u>Types of requests</u> are interpreted;</p> <p>4.2 The degrees of politeness in requests are demonstrated;</p> <p>4.3 Requests are practised and performed as per different situations;</p> <p>4.4 Requests are responded to as per different situations;</p> <p>4.5 <u>Words and phrases related to greetings, requests and responses</u> are used.</p>
Range of Variables	
Variables	Range (may include but not limited to):
1. Four basic language skills	<p>1.1 Listening</p> <p>1.2 Speaking</p> <p>1.3 Reading</p> <p>1.4 Writing</p>
2. Greetings	<p>2.1 Formal</p> <p>2.2 Informal</p>
3. Self-introduction	<p>3.1 Name</p> <p>3.2 Address</p> <p>3.3 Family details</p> <p>3.4 Educational and professional background</p>

	3.5 Likes and dislikes
4. Simple questions	4.1 Are you...? 4.2 May/ Can I...? 4.3 Where are you from? 4.4 What do you do? 4.5 Do you...?
5. Types of requests	5.1 Direct 5.2 Indirect
6. Words and phrases related to greetings, requests and responses	6.1 Greetings: 6.1.1 Hello 6.1.2 Hi 6.1.3 Good morning 6.1.4 Good afternoon 6.1.5 Good evening 6.1.6 How are you? 6.2 Requests: 6.2.1 Can you...? 6.2.2 Could you please...? 6.2.3 I need help with... 6.2.4 Please help me with... 6.2.5 Would you kindly...? 6.2.6 Can I ask for...? 6.2.7 Would you please...? 6.3 Responses: 6.3.1 Sure 6.3.2 Of course 6.3.3 No problem 6.3.4 Okay 6.3.5 Alright 6.3.6 That's fine 6.3.7 Certainly 6.3.8 Not at all 6.3.9 I'm not sure

Evidence Guide

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

	Assessment required evidence that the candidate:
1. Critical aspects of competency	1.1 introduced self and others; 1.2 asked and answered questions; 1.3 interpreted types of requests; 1.4 used words and phrases related to greetings, requests and responses.

2. Underpinning knowledge	2.1 Importance of learning English 2.2 Four basic language skills 2.3 Greetings 2.4 Self-introduction 2.5 Introduction of others 2.6 Simple questions 2.7 Types of requests 2.8 Words and phrases related to greetings, requests and responses
3. Underpinning skills	3.1 Interpreting the importance of learning English 3.2 Interpreting four basic language skills 3.3 Performing greetings 3.4 Practicing self-introduction 3.5 Practising introducing others 3.6 Asking simple questions 3.7 Interpreting types of requests 3.8 Using words and phrases related to greetings, requests and responses
4. Required attitude	4.1 Commitment to occupational safety and health 4.2 Promptness in carrying out activities 4.3 Sincere and honest in duties 4.4 Eagerness to learn 4.5 Tidiness and timeliness 4.6 Environmental concerns 4.7 Respect for the rights of peers and seniors at the workplace 4.8 Communication with peers and seniors at the workplace
5. Resource implications	5.1 Workplace (actual or simulated) 5.2 Learning materials 5.3 Audio-visual resources 5.4 Tools, equipment and physical facilities appropriate to perform activities 5.5 Materials consumable to perform activities
6. Methods of Assessment	Competency should be assessed by: 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 an NSDA-accredited assessment centre 7.2 Assessment should be done by an NSDA-certified/nominated assessor
Accreditation Requirements 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.	

Unit Code and Title	OU-IS-EFW-02-L2-EN-V1: Describe People, Place and Time
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes (KSA) required to describe people, place and time.</p> <p>It specifically includes describing self, family and others, describing familiar and favourite places, asking for and giving directions, talking about date and time and narrating events.</p>
Nominal Hours	60 Hours
Elements of Competency	<p>Performance Criteria</p> <p>Bold & Underlined terms are elaborated in the Range of Variables</p>
1. Describe Self, Family, and Others	<p>1.1 Self-description audio is listened to and comprehended.</p> <p>1.2 Self-description is presented as per instructions.</p> <p>1.3 Family and friends are described.</p>
2. Describe Familiar and Favourite Places	<p>2.1 Location-related information is briefed as per the given instructions.</p> <p>2.2 Short passages on popular places are read and comprehended.</p> <p>2.3 Familiar places are listed.</p> <p>2.4 Favourite places are interpreted.</p> <p>2.5 Personal experiences in familiar or favourite places are shared.</p> <p>2.6 Different signs and symbols are identified and interpreted.</p> <p>2.7 Words and phrases related to places and locations are used.</p>
3. Ask for and Give Directions	<p>3.1 Directional and informational signs are identified.</p> <p>3.2 Direction to locations is asked for as per the situation.</p> <p>3.3 Information is provided in oral and written form.</p> <p>3.4 Instructions are read and comprehended.</p> <p>3.5 Two-way communication is practised as per instructions.</p> <p>3.6 Words and phrases related to directions are used.</p>
4. Talk about Date and Time	<p>4.1 Date and time are stated as per norms.</p> <p>4.2 Formats of date and time are used.</p> <p>4.3 Date and time are asked and answered.</p> <p>4.4 Time phrases are practised.</p>
5. Narrate Events	<p>5.1 Sequencing words and phrases is practised as required.</p> <p>5.2 Past experiences are described according to situations.</p> <p>5.3 Current events are narrated.</p> <p>5.4 Future plans are shared.</p>

6. Ask and Answer Questions	6.1 Questions are asked. 6.2 The answer is given as per the questions. 6.3 Questioning and answering are practised and performed in different situations.
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Range of Variables

Variables	Range (may include but not limited to):
1. Location-related information	1.1 Home 1.2 Neighborhood 1.3 Office 1.4 Home town 1.5 Country
2. Signs and symbols	2.1 Road and Traffic 2.2 Occupational Safety and Health (OSH) 2.3 Communication and Office 2.4 Emergency and Fire Safety 2.5 Security and warning
3. Words and phrases related to places and locations	3.1 General Place Descriptions 3.1.1 City 3.1.2 Town 3.1.3 Village 3.1.4 Neighborhood 3.1.5 Suburb 3.1.6 Downtown 3.1.7 Uptown 3.1.8 Street 3.1.9 Avenue 3.1.10 Lane 3.1.11 Plaza 3.1.12 Square 3.1.13 Residence 3.1.14 Apartment 3.1.15 Museum 3.1.16 Restaurant 3.1.17 Cafe 3.1.18 Bar 3.1.19 Club 3.1.20 Library 3.1.21 Port 3.1.22 Beach 3.1.23 Desert 3.1.24 Lake

	3.1.25 Ocean 3.1.26 Forest 3.1.27 Church 3.1.28 Mosque 3.2 Location-related Phrases 3.2.1 In the heart of... 3.2.2 Next to... 3.2.3 Nearby 3.2.4 Close to... 3.2.5 Far from... 3.2.6 In the middle of... 3.2.7 At the corner of... 3.2.8 Across from... 3.2.9 Behind... 3.2.10 In front of... 3.2.11 At the entrance to... 3.2.12 On the way to... 3.2.13 Within walking distance of... 3.2.14 Located in... 3.2.15 Situated near...
4. Locations	4.1 Workplace 4.2 Airport 4.3 Hospitals 4.4 Police station 4.5 Market
5. Words and phrases related to directions	5.1 Turn left 5.2 Turn right 5.3 Go straight 5.4 Go north/south/east/west 5.5 Head towards... 5.6 At the traffic light 5.7 At the roundabout 5.8 Take the first exit 5.9 It's on your right/left 5.10 It's on the other side of... 5.11 It's just past... 5.12 It's next door
6. Time phrases	6.1 General Time Phrases 6.2 Specific Times 6.3 Frequency 6.4 Duration and Periods 6.5 Time References

7. Sequencing words and phrases	<p>7.1 Beginning:</p> <ul style="list-style-type: none"> 7.1.1 First 7.1.2 Firstly 7.1.3 At first <p>7.2 Middle:</p> <ul style="list-style-type: none"> 7.2.1 Next 7.2.2 Then 7.2.3 After that 7.2.4 Meanwhile 7.2.5 Later 7.2.6 In the meantime 7.2.7 At the same time <p>7.3 End:</p> <ul style="list-style-type: none"> 7.3.1 Finally 7.3.2 Lastly 7.3.3 At last 7.3.4 In the end 7.3.5 As a result <p>7.4 Adding Information:</p> <ul style="list-style-type: none"> 7.4.1 Furthermore 7.4.2 Moreover 7.4.3 In addition 7.4.4 Also 7.4.5 As well as <p>7.5 Giving Examples:</p> <ul style="list-style-type: none"> 7.5.1 For example 7.5.2 Such as 7.5.3 Like 7.5.4 Contrasting: 7.5.5 However 7.5.6 On the other hand 7.5.7 Yet 7.5.8 But 7.5.9 Though <p>7.6 Cause and Effect:</p> <ul style="list-style-type: none"> 7.6.1 Because 7.6.2 Therefore 7.6.3 As a result 7.6.4 So
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8. Questions	8.1 What is ...? 8.2 How was...? 8.3 Who is ...? 8.4 Where is ...? 8.5 Is / Was it...? 8.6 What time/ when ...?
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Evidence Guide

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

1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 described self, family, and others 1.2 described familiar and favourite places 1.3 asked for and given directions 1.4 talked about the date and time 1.5 narrated events 1.6 asked and answered questions
2. Underpinning knowledge	2.1 Self-description 2.2 Family and friends 2.3 Location-related information 2.4 Popular, familiar and favourite places 2.5 Personal experiences sharing 2.6 Different signs and symbols 2.7 Words and phrases related to places and locations 2.8 Directions to locations 2.9 Information 2.10 Instructions 2.11 Two-way communication 2.12 Words and phrases related to directions 2.13 Date and time 2.14 Formats of date and time 2.15 Time phrases 2.16 Sequencing words and phrases 2.17 Past experiences 2.18 Current events 2.19 Future plans 2.20 Questions 2.21 Answer
3. Underpinning skills	3.1 Describing self, family, and others 3.2 Describing familiar and favourite places 3.3 Asking for and giving directions 3.4 Talking about date and time 3.5 Narrating events

	3.6 Asking and answering questions
4. Required attitude	4.1 Commitment to occupational safety and health 4.2 Sincere and honest in duties 4.3 Promptness in carrying out activities 4.4 Eagerness to learn 4.5 Tidiness and timeliness 4.6 Environmental concerns 4.7 Respect for the rights of peers and seniors at the workplace 4.8 Communicate with peers and seniors at the workplace
5. Resource implications	5.1 Workplace (actual or simulated) 5.2 Learning materials 5.3 Audio-visual resources 5.4 Tools, equipment and physical facilities appropriate to perform activities 5.5 Materials consumable to perform activities
6. Methods of Assessment	Competency should be assessed by: 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 an NSDA-accredited assessment centre 7.2 Assessment should be done by an NSDA-certified/nominated assessor

Accreditation Requirements

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.

Unit Code and Title	OU-IS-EFW-03-L2-EN-V1: Communicate in the Workplace
Unit Descriptor	This unit covers the knowledge, skills and attitudes (KSA) required to communicate in the workplace. It specifically includes communicating with co-workers, engaging in telephone conversations, communicating on digital platforms and networking and interacting in official settings.
Nominal Hours	65 Hours
Elements of Competency	<p>Performance Criteria</p> <p>Bold & Underlined terms are elaborated in the Range of Variables</p>
1. Communicate with Co-workers	1.1 Professional communication is interpreted; 1.2 Words and phrases related to professional communication are used; 1.3 Communication with co-workers is practised; 1.4 Official documents are prepared as per workplace standards.
2. Engage in Telephone Conversations	2.1 Telephone conversation skills are shown; 2.2 Words and phrases for telephone conversations are used.
3. Communicate on Digital Platforms	3.1 Digital communication platforms are identified; 3.2 Messages are composed appropriately for the platforms; 3.3 Abbreviations and emojis are used appropriately in different contexts; 3.4 Communication through online meeting apps is practised; 3.5 Words and phrases for digital communication are used.
4. Network and Interact in Official Settings	4.1 The concept of networking is interpreted; 4.2 Formal languages are used according to workplace standards; 4.3 Interaction with fellow professionals is performed.
Range of Variables	
Variables	Range (may include but not limited to):
1. Professional communication	1.1 Talking about a job 1.2 Giving instructions 1.3 Checking understanding 1.4 Making suggestions 1.5 Argumentation (agree, disagree) 1.6 Negotiation (Persuade) 1.7 Collaboration 1.8 Discussing advantages and disadvantages 1.9 Apology

<p>2. Words and phrases related to professional communication</p>	<p>2.1 Giving Instructions:</p> <ul style="list-style-type: none"> 2.1.1 Please do... 2.1.2 Don't forget to... 2.1.3 You should... 2.1.4 Start by... 2.1.5 It's important to... 2.1.6 Follow these steps... 2.1.7 Be sure to... <p>2.2 Checking Understanding:</p> <ul style="list-style-type: none"> 2.2.1 Do you understand? 2.2.2 Is that clear? 2.2.3 Can you repeat what you understood? 2.2.4 Do you have any questions? <p>2.3 Making Suggestions:</p> <ul style="list-style-type: none"> 2.3.1 How about we...? 2.3.2 I suggest we... 2.3.3 Why don't we...? 2.3.4 We could try... 2.3.5 I recommend that we... 2.3.6 Maybe we should... 2.3.7 Why not...? <p>2.4 Argumentation (Agree, Disagree):</p> <ul style="list-style-type: none"> 2.4.1 I agree with 2.4.2 I don't agree with... 2.4.3 You're right. 2.4.4 I completely agree. 2.4.5 That's a good point. 2.4.6 I see it differently. 2.4.7 I disagree because... <p>2.5 Collaboration:</p> <ul style="list-style-type: none"> 2.5.1 Let's work together on this. 2.5.2 I'm happy to help with that. 2.5.3 I'll assist with... <p>2.6 Discussing Advantages and Disadvantages:</p> <ul style="list-style-type: none"> 2.6.1 One benefit of this approach is... 2.6.2 It's great because... 2.6.3 This will help us by... 2.6.4 The disadvantage is... <p>2.7 Apology:</p> <ul style="list-style-type: none"> 2.7.1 I'm sorry for... 2.7.2 I apologise for... 2.7.3 Please accept my apologies.
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	<p>2.7.4 Please forgive me for...</p> <p>2.7.5 I'm sorry about that.</p> <p>2.7.6 I sincerely apologise.</p>
3. Co-workers	<p>3.1 Colleagues</p> <p>3.2 Seniors</p> <p>3.3 Juniors</p>
4. Official documents	<p>4.1 Forms</p> <p>4.2 Formats</p> <p>4.3 Checklists</p> <p>4.4 Memos</p> <p>4.5 Notes</p> <p>4.6 Notices</p>
5. Telephone conversation skills	<p>5.1 Greetings</p> <p>5.2 Purpose of call</p> <p>5.3 Leaving a message</p> <p>5.4 Closing</p>
6. Words and phrases for telephone conversations	<p>6.1 Answering the Phone:</p> <p>6.1.1 Hello, [Your Name] speaking</p> <p>6.1.2 Good morning/afternoon, this is [Your Name]</p> <p>6.1.3 Hi, it's [Your Name]. How can I help you?</p> <p>6.1.4 Thank you for calling [Your Company]</p> <p>6.1.5 Hello, may I speak to [Name], please?</p> <p>6.1.6 This is [Your Name] from [Company]</p> <p>6.2 Introducing Yourself:</p> <p>6.2.1 Hi, this is [Your Name] from [Company]</p> <p>6.2.2 Good morning, this is [Your Name] speaking</p> <p>6.2.3 I'm [Your Name] and I wanted to talk about...</p> <p>6.3 Asking for Information:</p> <p>6.3.1 Can you tell me more about...?</p> <p>6.3.2 Can you clarify that for me?</p> <p>6.3.3 I'd like some information on...</p> <p>6.3.4 Could you explain that again, please?</p> <p>6.3.5 Would you repeat that?</p> <p>6.4 Making Requests:</p> <p>6.4.1 Could you please...?</p> <p>6.4.2 Could you help me with...?</p> <p>6.4.3 Please let me know if you can...</p> <p>6.5 Confirming Details:</p> <p>6.5.1 Let me confirm your details.</p> <p>6.5.2 Just to confirm, you said...?</p> <p>6.6 Handling Being Put on Hold:</p> <p>6.6.1 Please hold on for a moment</p>

	<p>6.6.2 Let me transfer you to someone who can help.</p> <p>6.7 Taking a Message:</p> <p>6.7.1 Can you leave a message for [Name]?</p> <p>6.7.2 Can I have your contact details for [Name]?</p> <p>6.8 Making Arrangements:</p> <p>6.8.1 Let's schedule a meeting for...</p> <p>6.8.2 When are you available/ free?</p> <p>6.9 Ending the Call:</p> <p>6.9.1 Thank you for your time.</p> <p>6.9.2 It was nice speaking with you.</p> <p>6.9.3 Thanks for calling, have a great day.</p> <p>6.9.4 Goodbye, and take care.</p>
7. Digital communication platforms	<p>7.1 Social networking sites</p> <p>7.2 Messaging apps</p> <p>7.3 Email</p>
8. Messages	<p>8.1 Short message</p> <p>8.2 E-mail</p> <p>8.3 Voice message</p>
9. Abbreviations	<p>9.1 FYI – For Your Information</p> <p>9.2 RSVP – Répondez s'il vous plaît (Please respond)</p> <p>9.3 TBD – To Be Determined</p> <p>9.4 TBA – To Be Announced</p> <p>9.5 PFA – Please Find Attached</p> <p>9.6 CC – Carbon Copy</p> <p>9.7 BCC – Blind Carbon Copy</p> <p>9.8 EOD – End Of Day</p> <p>9.9 SOP – Standard Operating Procedure</p> <p>9.10 N/A – Not Applicable</p> <p>9.11 Q&A – Questions and Answers</p> <p>9.12 POC – Point of Contact</p> <p>9.13 FYA – For Your Action</p> <p>9.14 FYR – For Your Reference</p> <p>9.15 ASAP- As Soon as Possible</p> <p>9.16 LOL – Laughing Out Loud</p> <p>9.17 BRB – Be Right Back</p> <p>9.18 OMG – Oh My God</p> <p>9.19 IDK – I Don't Know</p> <p>9.20 BTW – By The Way</p> <p>9.21 TBH – To Be Honest</p> <p>9.22 DM – Direct Message</p> <p>9.23 TMI – Too Much Information</p> <p>9.24 NB – Nota Bene (Note Well)</p>

<p>10. Words and phrases for digital communication</p>	<p>10.1 Words</p> <p>10.1.1 Ping – To send a quick message or reminder (e.g., "I'll ping you later").</p> <p>10.1.2 Thread – A series of messages or replies within a conversation.</p> <p>10.1.3 Reply All – Responding to all recipients in an email or group message.</p> <p>10.1.4 Forward – To send a message or information to another person.</p> <p>10.1.5 Mute – To temporarily silence notifications or messages from a person or group.</p> <p>10.1.6 Emoji/Emoticon – Pictures or symbols used to convey emotion or ideas (e.g., 😊, 😊, ❤️).</p> <p>10.1.7 Status – A short message or update shared with contacts (on platforms like WhatsApp or Facebook).</p> <p>10.1.8 Broadcast – A message sent to multiple people at once.</p> <p>10.1.9 Attachment – A file or document that is sent along with a message or email.</p> <p>10.2 Phrases</p> <p>10.2.1 "Can you hear me?" – Used in audio/video calls to check if the other person can hear you.</p> <p>10.2.2 "Let me know if you need anything." – A way to offer assistance.</p> <p>10.2.3 "I'll get back to you." – Indicating you will reply later.</p> <p>10.2.4 "Noted, thank you." – A polite acknowledgement of information.</p> <p>10.2.5 "I'll follow up on this." – To indicate you'll revisit or check back on something.</p> <p>10.2.6 "Please find attached..." – Used when sending attachments in emails.</p> <p>10.2.7 "Looking forward to hearing from you." – A polite way to close a message, often in professional settings.</p> <p>10.2.8 "I appreciate your prompt response." – A phrase to thank someone for replying quickly.</p> <p>10.2.9 "Keep me posted." – Asking someone to update you with information as it becomes available.</p> <p>10.2.10 "Let's schedule a call." – Suggesting to arrange a time for a conversation.</p>
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	<p>10.2.11 "Sorry for the delay." – A polite apology when you respond late.</p> <p>10.2.12 "Just wanted to check in." – A casual way of reaching out to ask for an update or status.</p> <p>10.2.13 "Please confirm." – A polite request for verification or acknowledgement.</p> <p>10.2.14 "As per my last email..." – Used to reference previous correspondence.</p> <p>10.2.15 "Hope you're doing well." – A common friendly greeting used in emails or messages.</p>
11. Fellow professionals	<p>11.1 Colleagues</p> <p>11.2 Clients</p> <p>11.3 Officials from other companies</p>
Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 communicated with co-workers</p> <p>1.2 engaged in telephone conversations</p> <p>1.3 communicated on digital platforms</p> <p>1.4 networked and interacted in official settings</p>
2. Underpinning knowledge	<p>2.1 Professional communication</p> <p>2.2 Words and phrases related to professional communication</p> <p>2.3 Communication with co-workers</p> <p>2.4 Official documents</p> <p>2.5 Telephone conversation</p> <p>2.6 Words and phrases for telephone conversations</p> <p>2.7 Digital communication platforms</p> <p>2.8 Messages</p> <p>2.9 Abbreviations and emojis</p> <p>2.10 Online meeting</p> <p>2.11 Words and phrases for digital communication</p> <p>2.12 Networking</p> <p>2.13 Formal languages</p> <p>2.14 Interaction with fellow professionals</p>
3. Underpinning skills	<p>3.1 Communicating with co-workers</p> <p>3.2 Engaging in telephone conversations</p> <p>3.3 Communicating on digital platforms</p> <p>3.4 Networking and interacting in official settings</p>

4. Required attitude	4.1 Commitment to occupational health and safety 4.2 Sincere and honest in duties 4.3 Promptness in carrying out activities 4.4 Eagerness to learn 4.5 Tidiness and timeliness 4.6 Environmental concerns 4.7 Respect for the rights of peers and seniors at the workplace 4.8 Communicate with peers and seniors at the workplace
5. Resource implications	5.1 Workplace (actual or simulated) 5.2 Learning materials 5.3 Audio-visual resources 5.4 Tools, equipment and physical facilities appropriate to perform activities 5.5 Materials consumable to perform activities
6. Methods of Assessment	Competency should be assessed by: 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 an NSDA-accredited assessment centre 7.2 Assessment should be done by an NSDA-certified/nominated assessor
Accreditation Requirements 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.	

Unit Code and Title	OU-IS-EFW-04-L2-EN-V1: Understand Lifestyle and Wellbeing
Unit Descriptor	This unit covers the knowledge, skills and attitudes (KSA) required to understand lifestyle and wellbeing. It specifically includes talking about food, describing festivals, talking about art and culture, and describing health and hygiene.
Nominal Hours	50 Hours
Elements of Competency	<p>Performance Criteria</p> <p><u>Bold & Underlined</u> terms are elaborated in the Range of Variables</p>
1. Talk about Food	1.1 Personal <u>food preferences</u> are described; 1.2 Giving and taking orders for food are demonstrated; 1.3 Asking and giving opinions on food is practised; 1.4 <u>Phrases related to food</u> are used.
2. Describe Festivals	2.1 Types, purposes and celebrations of <u>festivals</u> are interpreted; 2.2 Personal experiences related to particular festivals are shared; 2.3 <u>Words and Phrases related to festivals</u> are used.
3. Talk about Art and Culture	3.1 <u>Forms of art and culture</u> are interpreted; 3.2 Short passages on art and culture are read; 3.3 A Paragraph on culture is written as per the given direction; 3.4 <u>Words and Phrases related to art and culture</u> are used.
4. Describe Health and Hygiene	4.1 Health and hygiene practices are described; 4.2 Advice on health and hygiene is given according to different situations; 4.3 Common health issues and symptoms are discussed; 4.4 Medical supports are asked for as per different situations; 4.5 Passages on mental health are read; 4.6 A Paragraph on a healthy lifestyle is written as per the given instructions; 4.7 <u>Words and Phrases related to Health and Hygiene</u> are used.
Range of Variables	
Variables	Range (may include but not limited to):
1. Food preferences	1.1 Like 1.2 Dislike 1.3 Compare 1.4 Diet choices (Vegetarian, Vegan, Halal)

2. Phrases related to food	2.1 I'm hungry 2.2 I'm thirsty 2.3 What's for dinner? 2.4 I would like... (e.g., I would like some soup, please.) 2.5 Can I have...? (e.g., Can I have a sandwich?) 2.6 Do you want some...? (e.g., Do you want some juice?) 2.7 How much is it? 2.8 Where's the menu? 2.9 I'm full. 2.10 Let's eat. 2.11 It's delicious. 2.12 It tastes good. 2.13 It's too salty. 2.14 This is spicy. 2.15 Could I get the bill, please? 2.16 I don't like... (e.g., I don't like tomatoes.) 2.17 I'm a vegetarian. 2.18 I'm allergic to... (e.g., I'm allergic to nuts.) 2.19 What's in this dish? 2.20 Do you have any... (e.g., Do you have any bread?)
3. Festivals	3.1 Religious 3.2 Cultural 3.3 National observances
4. Words and Phrases related to festivals	4.1 Words: 4.1.1 Festival 4.1.2 Celebration 4.1.3 Tradition 4.1.4 Event 4.1.5 Feast 4.1.6 Fireworks 4.1.7 Decorations 4.1.8 Costume 4.1.9 Lighting 4.1.10 Prayers 4.2 Phrases: 4.2.1 Happy [festival name]! (e.g., Happy New Year, Happy Christmas!) 4.2.2 Let's celebrate! 4.2.3 Are you ready for the party? 4.2.4 What's your favourite festival? 4.2.5 I love the decorations! 4.2.6 Do you celebrate [festival name]? 4.2.7 How do you celebrate [festival name]? 4.2.8 We decorate the house. 4.2.9 I like to eat special food at festivals.

	4.2.10 We give gifts at ... 4.2.11 I wear a costume for... 4.2.12 Do you want to come to the party? 4.2.13 We have fireworks on [festival name]. 4.2.14 I'm going to visit my family. 4.2.15 Let's play games at the festival. 4.2.16 I'm going to a wedding this weekend. 4.2.17 It's a time to be with family.
5. Forms of art and culture	5.1 Painting 5.2 Music 5.3 Dance 5.4 Sculpture 5.5 Literature 5.6 Theatre
6. Words and Phrases related to art and culture	6.1 Words: 6.1.1 Museum 6.1.2 Gallery 6.1.3 Artist 6.1.4 Exhibition 6.1.5 Portrait 6.1.6 Landscape 6.1.7 Instrument (e.g., guitar, piano, drums) 6.1.8 Film / Movie 6.1.9 Traditional 6.1.10 Contemporary 6.1.11 Classical 6.1.12 Folk 6.2 Phrases: 6.2.1 I like... 6.2.2 I enjoy... 6.2.3 He/ She is a great artist. 6.2.4 This is a beautiful... 6.2.5 I play... 6.2.6 I love going to the museum. 6.2.7 Let's visit the art gallery. 6.2.8 This is my favourite sculpture. 6.2.9 Have you seen the new movie? 6.2.10 I like to listen to classical music. 6.2.11 What kind of art do you like? 6.2.12 Do you know this artist? 6.2.13 I love to watch plays in the theatre. 6.2.14 They are dancing on stage. 6.2.15 The exhibition is very interesting. 6.2.16 What type of music do you listen to? 6.2.17 I love watching movies at the cinema. 6.2.18 Let's go to a concert. 6.2.19 The museum has a lot of paintings

<p>7. Words and Phrases Related to Health and Hygiene</p>	<p>7.1 Words:</p> <p>7.1.1 Hand sanitizer 7.1.2 Medicine 7.1.3 Ill 7.1.4 Sick 7.1.5 Fever 7.1.6 Headache 7.1.7 Stomachache 7.1.8 Cold 7.1.9 Cough 7.1.10 Sore throats 7.1.11 Runny nose 7.1.12 Vomiting 7.1.13 Nausea 7.1.14 Severe 7.1.15 Mild 7.1.16 Stress 7.1.17 Depression 7.1.18 Home sickness 7.1.19 Frustration 7.1.20 Anxiety 7.1.21 Medication 7.1.22 Trauma 7.1.23 Injury 7.1.24 Pain 7.1.25 Panic 7.1.26 Insomnia 7.1.27 Chest pain 7.1.28 Exercise 7.1.29 Diet 7.1.30 Healthy 7.1.31 Vitamins 7.1.32 Appointment 7.1.33 Treatment 7.1.34 Dentist 7.1.35 Toothache 7.1.36 Psychologist</p> <p>7.2 Phrases:</p> <p>7.2.1 Wash your hands. 7.2.2 I need to take a shower. 7.2.3 I feel sick. 7.2.4 I have a headache. 7.2.5 You should see a doctor. 7.2.6 I'm going to the hospital. 7.2.7 Take your medicine. 7.2.8 Are you feeling better? 7.2.9 You need more sleep. 7.2.10 I'm not feeling well. 7.2.11 You should eat healthy food.</p>
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	<p>7.2.12 Do you have a cold? 7.2.13 I exercise every day. 7.2.14 Do you want some water? 7.2.15 I have an appointment with the doctor.</p>
Evidence Guide	
	<p>The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of the current version of the Unit of Competency.</p>
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 talked about food 1.2 described festivals 1.3 talked about art and culture 1.4 described health and hygiene</p>
2. Underpinning knowledge	<p>2.1 Personal food preferences 2.2 Giving and taking orders 2.3 Asking and giving opinions on food 2.4 Phrases related to food 2.5 Types, purposes and celebrations of festivals 2.6 Personal experiences related to particular festivals 2.7 Words and Phrases related to festivals 2.8 Forms of art and culture 2.9 Words and Phrases related to art and culture 2.10 Health and hygiene practices 2.11 Common health issues and symptoms 2.12 Medical supports 2.13 mental health 2.14 healthy lifestyle 2.15 Words and Phrases Related to Health and Hygiene</p>
3. Underpinning skills	<p>3.1 Talking about food 3.2 Describing festivals 3.3 Talking about art and culture 3.4 Describing health and hygiene</p>
4. Required attitude	<p>4.1 Commitment to occupational health and safety 4.2 Sincere and honest in duties 4.3 Promptness in carrying out activities 4.4 Eagerness to learn 4.5 Tidiness and timeliness 4.6 Environmental concerns 4.7 Respect for the rights of peers and seniors at the workplace 4.8 Communicate with peers and seniors at the workplace</p>
5. Resource implications	<p>5.1 Workplace (actual or simulated) 5.2 Learning materials 5.3 Audio-visual resources</p>

	<p>5.4 Tools, equipment and physical facilities appropriate to perform activities</p> <p>5.5 Materials consumable to perform activities</p>
6. Methods of Assessment	<p>Competency should be assessed by:</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 an NSDA-accredited assessment centre</p> <p>7.2 Assessment should be done by an NSDA-certified/nominated assessor</p>
Accreditation Requirements	
<p>Training Providers must be accredited by the National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Unit Code and Title	OU-TH-FBP-05-L2-EN-V1: Identify Challenges in Daily Life
Unit Descriptor	<p>This unit covers the knowledge, skills and attitudes (KSA) required to identify challenges in daily life.</p> <p>It specifically includes describing problems at home and work, asking for and giving suggestions and solutions, preparing for a job, and carrying out a presentation.</p>
Nominal Hours	70 Hours
Elements of Competency	<p>Performance Criteria <u>Bold & Underlined</u> terms are elaborated in the Range of Variables</p>
1. Describe Problems at Home and Work	<p>1.1 Common household problems are communicated according to different situations;</p> <p>1.2 Common conflicts in the workplace are communicated in different situations.</p>
2. Ask for and Give Suggestions and Solutions	<p>2.1 Ways of asking for and giving suggestions and solutions are interpreted;</p> <p>2.2 Asking for and giving suggestions and solutions are practised in different situations;</p> <p>2.3 Words and Phrases related to suggestions and solutions are used.</p>
3. Prepare for a Job	<p>3.1 Job circulars are read and comprehended;</p> <p>3.2 Professional CVs and cover letters are prepared using templates as per job requirements;</p> <p>3.3 Common interview questions are practised;</p> <p>3.4 Interviews are conducted as per workplace standards;</p> <p>3.5 Words and Phrases related to the job are used.</p>
4. Carry out a Presentation	<p>4.1 Presentation modalities are selected.</p> <p>4.2 The presentation structure is outlined.</p> <p>4.3 The presentation is prepared as per the selected modality.</p> <p>4.4 The presentation is given as per the structure.</p> <p>4.5 Words and Phrases related to presentation are used.</p>
Range of Variables	
Variables	Range (may include but not limited to):
1. Common household problems	<p>1.1 Accommodation</p> <p>1.2 Utility</p> <p>1.3 Appliance malfunctioning</p> <p>1.4 Plumbing</p> <p>1.5 Housekeeping</p>

2. Common conflicts in the workplace	2.1 Workload and time management 2.2 Team and relationship issues 2.3 Payment issues 2.4 Career growth issues 2.5 Grievances 2.6 Harassment and Bullying
3. Words and Phrases related to suggestions and solutions	3.1 Words: 3.1.1 Issue 3.1.2 Trouble 3.1.3 Difficulty 3.1.4 Challenge 3.1.5 Mistake 3.1.6 Conflict 3.1.7 Complication 3.1.8 Obstacles 3.1.9 Error 3.1.10 Concern 3.1.11 Hassle 3.1.12 Disaster 3.1.13 Failure 3.1.14 Delay 3.1.15 Disagreement 3.1.16 Fault 3.1.17 Misunderstanding 3.1.18 Loss 3.1.19 Idea 3.1.20 Option 3.1.21 Recommendation 3.1.22 Fix 3.1.23 Improve 3.1.24 Plan 3.1.25 Decision 3.1.26 Action 3.1.27 Try 3.1.28 Consider 3.1.29 Offer 3.2 Phrases: 3.2.1 How about...? (e.g., How about going to the park?) 3.2.2 What do you think about...? (e.g., What do you think about this idea?) 3.2.3 Maybe we should... (e.g., Maybe we should

	<p>leave early.)</p> <p>3.2.4 Let's try... (e.g., Let's try a new restaurant.)</p> <p>3.2.5 I suggest... (e.g., I suggest taking a break.)</p> <p>3.2.6 The best solution is... (e.g., The best solution is to talk to her.)</p> <p>3.2.7 One option is to... (e.g., One option is to take the bus.)</p> <p>3.2.8 A good way to solve this is... (e.g., A good way to solve this is by practising more.)</p> <p>3.2.9 We could fix this by... (e.g., We could fix this by changing the plan.)</p> <p>3.2.10 I have an idea. Let's... (e.g., I have an idea. Let's meet tomorrow.)</p> <p>3.2.11 There's an issue with... (e.g., There's an issue with my phone.)</p> <p>3.2.12 I have a problem with... (e.g., I have a problem with my internet connection.)</p> <p>3.2.13 This is a big trouble.</p> <p>3.2.14 We're facing a problem.</p> <p>3.2.15 I can't solve this problem.</p> <p>3.2.16 We need to fix this challenge.</p> <p>3.2.17 It's getting worse.</p> <p>3.2.18 There's something wrong with... (e.g., There's something wrong with the heating.)</p>
4. Common interview questions	<p>4.1 Can you tell me about yourself?</p> <p>4.2 Why do you want to work here?</p> <p>4.3 What are your strengths?</p> <p>4.4 What are your weaknesses?</p> <p>4.5 Why should we hire you?</p> <p>4.6 What are your goals?</p> <p>4.7 Where do you see yourself in five years?</p> <p>4.8 What experience do you have?</p> <p>4.9 Why did you leave your last job?</p> <p>4.10 What are your hobbies or interests?</p> <p>4.11 Can you describe a time when you faced a challenge at work?</p> <p>4.12 How do you work in a team?</p> <p>4.13 What is your greatest achievement?</p> <p>4.14 What do you know about our company?</p> <p>4.15 Do you prefer working alone or with a team?</p>

	4.16 What is your greatest strength? 4.17 How do you prioritise your tasks? 4.18 What is your expected salary?
5. Words and Phrases related to the job	<p>5.1 Words:</p> <p>5.1.1 Career/Job description related 5.1.2 Employee 5.1.3 Employer 5.1.4 Manager 5.1.5 Team 5.1.6 Colleague 5.1.7 Wages 5.1.8 Position 5.1.9 Task 5.1.10 Role 5.1.11 Responsibility 5.1.12 Application 5.1.13 Promotion 5.1.14 Vacation 5.1.15 Leave</p> <p>5.2 Phrases:</p> <p>5.2.1 What is your job? 5.2.2 I'm looking for a job. 5.2.3 I have a full-time job. 5.2.4 I'm a [job title]. (e.g., I'm a doctor.) 5.2.5 I work in [department/field]. (e.g., I work in marketing.) 5.2.6 I'm currently unemployed. 5.2.7 I'm applying for a job. 5.2.8 I have a meeting with my boss. 5.2.9 What are your job responsibilities? 5.2.10 I need a break from work. 5.2.11 I work from [location]. (e.g., I work from home.) 5.2.12 I'm on vacation. 5.2.13 I'm looking for a new opportunity. 5.2.14 I have a job interview tomorrow. 5.2.15 What's the salary for this job? 5.2.16 What is the biggest challenge you faced in your life?</p>
6. Presentation modalities	6.1 Verbal/Oral 6.2 Visual 6.3 Written

7. Presentation structure	7.1 Introduction 7.2 Main Body 7.3 Conclusion 7.4 Q&A or Discussion (if applicable) 7.5 Closing
8. Words and Phrases related to presentation	8.1 Opening and Introduction: 8.1.1 Good morning/afternoon/evening 8.1.2 Welcome to my presentation 8.1.3 Let me introduce myself 8.1.4 The purpose of this presentation is to 8.2 Main Body and Content: 8.2.1 Let's start with 8.2.2 The first point I'd like to make is 8.2.3 Moving on to the next section 8.2.4 For example 8.2.5 Next, we'll look at 8.2.6 Let me explain this in more detail 8.3 Conclusion and Closing: 8.3.1 To wrap up 8.3.2 In conclusion 8.3.3 To summarize 8.3.4 Thank you for your attention/ time 8.4 Question and Answer: 8.4.1 Any questions? 8.4.2 Do you have any questions?
Evidence Guide	<p>The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of the current version of the Unit of Competency.</p>
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 described problems at home and work 1.2 asked for and gave suggestions and solutions 1.3 prepared for the job 1.4 carried out a presentation

2. Underpinning knowledge	2.1 Common household problems 2.2 Common conflicts in the workplace 2.3 Ways of asking for and giving suggestions and solutions 2.4 Words and Phrases related to suggestions and solutions 2.5 Job circulars 2.6 Professional CV and cover letter 2.7 Common interview questions 2.8 Words and Phrases related to the job 2.9 Presentation modalities 2.10 Presentation structure 2.11 Words and Phrases related to presentation
3. Underpinning skills	3.1 Describing problems at home and work 3.2 Asking for and giving suggestions and solutions 3.3 Preparing for a job 3.4 Carrying out a presentation
4. Required attitude	4.1 Commitment to occupational health and safety 4.2 Sincere and honest in duties 4.3 Promptness in carrying out activities 4.4 Eagerness to learn 4.5 Tidiness and timeliness 4.6 Environmental concerns 4.7 Respect for the rights of peers and seniors at the workplace 4.8 Communicate with peers and seniors at the workplace
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Development of Competency Standard

The Competency Standards for National Skills Certificate in English for Work, Level 2 was developed by NSDA on 10, 11, 12 & 13 March 2025.

List of Members

SL	Name and Address	Position in the committee
1	Dr. Mian Md. Naushaad Kabir Associate Professor, Institute of Modern Languages University of Dhaka Contact No: 01552349980, E-mail: naushaadkabir@du.ac.bd	Member
2	Professor Shaila Sultana, PhD Director, Brac Institute of Languages, Brac University, Dhaka Contact: 01711147153, Email: shaila.sultana@bracu.ac.bd	Member
3	Md. Mahbubul Islam Senior Lecturer, Brac Institute of Languages, Brac University, Dhaka Contact: 01913880646, Email: mahbub.su10@gmail.com	Member
4	Md. Rafiz Uddin Lecturer (Senior Scale), Department of English, Daffodil International University, Savar, Dhaka Mobile: 01626267495, Email: umdrafiz@gmail.com	Member
5	Saifur Rahman Khan Managing Director, Saifur's, Green Road, Dhaka Contact: 01713432002, 01819202989 Email: saifurs66.bd@gmail.com, md@saifurs.com.bd	Member
6	Md. Gias Uddin Lecturer, Dept. of English, Ideal College, Dhanmondi, Dhaka Vice Principal & Trainer, Cambridge Academy of Bangladesh Mobile: 01711010269, E-mail: giassir198@gmail.com	Member
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11	Sumaia Mostak Esha Senior Teacher, English Language Department, LCBS Dhaka Mobile: 01841151169, 01305782537, Email: sumaiamostak27@gmail.com	Member
12	Syed Azharul Haque Competency Standard Expert, National Skills Development Authority (NSDA) Cell: +880 1711047815 Email: azharulhaque2008@gmail.com	Member

Validation of Competency Standard

The Competency Standards for National Skills Certificate in English for Work, Level 2, were validated by NSDA on 22 April 2025.

List of Members

SL	Name and Address	Position in the committee	Signature and Date
1.	Mirza Nurul Ghani Shovon , Chairman (Informal Sector ISC), Cell:01711263861 Email: isiscbd2015@gmail.com	Chairperson	
2.	Dr. Sayeedur Rahman Professor, Institute of Modern Languages University of Dhaka Contact No: 01747403344 E-mail: sayeedur@du.ac.bd	Member	
3.	Mohammad Aminul Islam Senior Lecturer BRAC Institute of Language, BRAC University Mobile: 01538034606 Email: amin323@bracu.ac.bd	Member	
4.	Munzereen Shahid Asst. Vice President, 10 Minute School, Mohakhali DOHS, Dhaka Mobile: 01741309082 Email: munzereen@10minuteschool.com	Member	
5.	Shamsa Ara Dolly Chairperson, Saifur's, Green Road, Dhaka Mobile: 01753790609 Email: chairperson1122@gmail.com	Member	
6.	Md. Rafiz Uddin Lecturer (Senior Scale), Department of English, Daffodil International University, Birulia, Savar, Dhaka Mobile: 01626267495 Email: umdrafiz@gmail.com	Member	
7.	Abu Daud Md. Abdur Rob Former English Teacher, BAF Shaheen College, Dhaka Cantonment, Dhaka Mobile: 01552418022 Email: grnarob@gmail.com	Member	
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10.	Syed Azharul Haque Competency Standard Expert, National Skills Development Authority (NSDA) Cell: +880 1711047815 Email: azharulhaque2008@gmail.com	Member	

Workshop Minutes

Government of the People's Republic of Bangladesh
Chief Advisor's Office
National Skills Development Authority
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E-6 / B, Agargaon, Sher-E-Bangla Nagar, Dhaka-1207, Bangladesh.
Email: ec@nsda.gov.bd
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Minutes of the Competency Standard Validation Workshop on “Food & Beverage Production, Level-2” Occupation.

Chairman	: Mr. Mirza Nurul Ghani Shovon , IS ISC		
Date	22 April, 2025		
Time	9:00 am - 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 English for Work, Level 2, was reviewed and finalised in detail. The activities related to the finalised standard through the validation workshop are presented below:

Serial No.	Content of validation	Whether it was appropriate		What actions have not been taken if not appropriate?
		Yes	No.	
1	Name and level of occupation	Yes		The name of the occupation has remained unchanged as English for Work. The level of this CS was considered Level 2.
2	Nominal Hour	Yes		360 hours
3	Unit of Competency	Yes		The names of the units were validated without any change.
4	Element	Yes		The names of the Elements were validated without any change.
5	Performance Criteria		No.	Relevant performance criteria were updated for the changed elements and some other elements.
3	Variables		No.	Relevant variables were added, changed and updated.
3	Critical Aspect of Competence		No.	Appropriate changes have been made in the critical aspect of competency as per the change of element and performance criteria.
3	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">The nominal hours of the units of competencies have been readjusted for content consideration.Overall, the occupation has been included in Level 2 according to BNQF (1-6).

Through the above activities, the Competency Standard has been finalised and validated as “**English for Work**” **Level 2**.

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