



Competency Based Learning Materials (CBLM)

Competency Based Training and Assessment (CBT&A) Methodology

Level-5

CBLM: Facilitate Development of Competency Standards

Code: CBLM-OU-TAM-08-L5-V1



**National Skills Development Authority
Prime Minister's Office
Government of the People's Republic of Bangladesh**

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This Competency Based Learning Materials (CBLM) on “Facilitate Development of Competency Standards” under the CBT&A Methodology for Trainers &Assessors, Level-5 qualification is developed based on the national competency standard approved by National Skills Development Authority (NSDA)

This document is to be used as a key reference point by the competency-based learning materials developers, teachers/trainers/assessors as a base on which to build instructional activities.

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This Competency Based Learning Materials is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing training consistent with the requirements of industry in order to meet the qualification of individuals who graduated through the established standard via competency-based assessment for a relevant job.

This document has been developed by NSDA in association with industry representatives, academia, related specialist, trainer and related employee.

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

List of Abbreviations

CS	- Competency Standard
ISC	- Industry Skills Council
NSDA	- National Skills Development Authority
NSQF	- National Skills Qualifications Framework
BNQF	- Bangladesh National Qualifications Framework
OSH	- Occupational Safety and Health
PPE	- Personal Protective Equipment
SCVC	- Standards and Curriculum Validation Committee
STP	- Skills Training Provider
SOP	- Standard Operating Procedure
TNA	- Training Need Analysis
FGD	- Focus Group Discussion
KIIs	- Key Informant Interviews
UoC	- Unit of Competency
EC	- Executive Committee
CBT&A	- Competency based Training & Assessment
CBC	- Competency based Curriculum
CAD	- Course Accreditation Document
CBLM	- Competency Based Learning Materials

Approved by

28th Authority Meeting of NSDA

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How to use this Competency Based Learning Materials (CBLMs)

The module, Maintaining and enhancing professional & technical competency contains training materials and activities for you to complete. These activities may be completed as part of structured classroom activities or you may be required you to work at your own pace. These activities will ask you to complete associated learning and practice activities in order to gain knowledge and skills you need to achieve the learning outcomes.

1. Review the **Learning Activity** page to understand the sequence of learning activities you will undergo. This page will serve as your road map towards the achievement of competence.
2. Read the **Information Sheets**. This will give you an understanding of the jobs or tasks you are going to learn how to do. Once you have finished reading the **Information Sheets** complete the questions in the **Self-Check**.
3. **Self-Checks** are found after each **Information Sheet**. **Self-Checks** are designed to help you know how you are progressing. If you are unable to answer the questions in the **Self-Check** you will need to re-read the relevant **Information Sheet**. Once you have completed all the questions check your answers by reading the relevant **Answer Keys** found at the end of this module.
4. Next move on to the **Job Sheets**. **Job Sheets** provide detailed information about *how to do the job* you are being trained in. Some **Job Sheets** will also have a series of **Activity Sheets**. These sheets have been designed to introduce you to the job step by step. This is where you will apply the new knowledge you gained by reading the Information Sheets. This is your opportunity to practice the job. You may need to practice the job or activity several times before you become competent.
5. Specification **sheets**, specifying the details of the job to be performed will be provided where appropriate.
6. A review of competency is provided on the last page to help remind if all the required assessment criteria have been met. This record is for your own information and guidance and is not an official record of competency

When working through this Module always be aware of your safety and the safety of others in the training room. Should you require assistance or clarification please consult your trainer or facilitator.

When you have satisfactorily completed all the Jobs and/or Activities outlined in this module, an assessment event will be scheduled to assess if you have achieved competency in the specified learning outcomes. You will then be ready to move onto the next Unit of Competency or Module

Module Content

Unit of Competency: Facilitate Development of Competency Standard

Module Title: Facilitating Development of Competency Standards

Module Description: This module discusses the aspects that must be given attention when facilitating development of competency standards. It shows the knowledge and skills requirements for preparing workshop materials and venue, contributing to draft competency standards, facilitating to validate competency standards and finalizing validated competency standards.

Nominal Duration: 30 Hours

Learning Outcomes:

Upon completion of this module the trainees must be able to:

1. Prepare workshop materials and venue
2. Contribute to draft competency standards
3. Facilitate to validate competency standards
4. Finalize validated competency standards

Assessment Criteria:

- 1 Venue, supplies, materials and food are arranged and coordinated in accordance with standard office procedures.
- 2 Documents/records are prepared in accordance with standard format.
- 3 Handouts and presentation materials are prepared according to the need of workshop.
- 4 Expert panel is identified and organized following established procedures.
- 5 Panels members are invited and communicated for attending the workshop.
- 6 Experts are oriented on the process and methods of developing competency standard based on established procedures.
- 7 Review of literature and adaptation of existing / comparable competency standard are carried out in consultation with industry partners and panel members.
- 8 Appropriate task analyzing methods are performed in accordance with accepted procedures.
- 9 Identified tasks are organized and formulated to units of competency
- 10 Units of competency are developed as per procedure.

- 11 Competency standard are drafted in accordance with expert/working committee recommendations.
- 12 Draft competency standard is packaged in accordance with approved format clustering the units into generic, sector specific and occupational specific.
- 13 Draft competency standard is documented and preserved for validation
- 14 Respondents in the validation are identified/ targeted to ensure participation of broad range of stakeholders
- 15 Draft competency standards are validated with a representative group of industry experts/stakeholders
- 16 Validation results are documented and analyzed using required criteria.
- 17 Judgment is made to modify amend or maintain draft.
- 18 Validated draft competency standard are presented to Standard and Curriculum Validation Committee (SCVC)
- 19 Validated competency standards are checked to ensure the revised/finalized standards meets relevant requirements
- 20 Competency standard are finalized in accordance with SCVC recommendations

Learning Outcome 1: Prepare workshop materials and venue

Assessment Criteria:

- 1 Venue, supplies, materials and food are arranged and coordinated in accordance with standard office procedures.
- 2 Documents/records are prepared in accordance with standard format.
- 3 Handouts and presentation materials are prepared according to the need of workshop.
- 4 Expert panel is identified and organized following established procedures.
- 5 Panels members are invited and communicated for attending the workshop

Content:

- 1 Venue, supplies, materials and food
- 2 Documents/records preparation
- 3 Handouts and presentation materials preparation
- 4 Expert panel
- 5 Panel members for workshop

Resources Required/ Conditions:

The trainees must be provided with the following:

- 1 Handouts or reference materials/books/ CBLMs on the above stated contents
- 2 PCs/printers or laptop/printer with internet access
- 3 Digital projector and Screen
- 4 Bond paper
- 5 Ball pens/pencils and other office supplies and materials
- 6 Relevant learning materials
- 7 Workplace or simulated environment

Methodologies

- Lecture/discussion
- Demonstration/application
- Presentation

Assessment Methods

- Written test
- Demonstration
- Observation with checklist
- Oral questioning
- Portfolio

Learning Experience 1: Prepare workshop materials and venue

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Trainee will ask the instructor about Facilitate Development of Competency Standards.	1. Instructor will provide the learning materials “Facilitate Development of Competency Standards”
2. Read the Information sheet/s	2. Information Sheet No:1 Identify organizational/ client needs
3. Complete the Self Checks & Check answer sheets.	3. Self-Check/s Self-Check No: 1 Identify organizational/ client needs Answer key No. 1 Identify organizational/ client needs
4. Read the Job Sheet and Specification Sheet and perform job	4. Job- Sheet No:1- Identify organizational/ client needs Specification Sheet1 – Identify organizational/ client needs

Information Sheet 1.1: Prepare workshop materials and venue

Learning Objectives:

The learners will be able to:

1. Arrange venue, supplies, materials and food in accordance with standard office procedures.
2. Prepare documents/records in accordance with standard format.
3. Prepare handouts and presentation materials according to the need of workshop.
4. Identify and organize expert panel following established procedures.
5. Invite panels members and communicate for attending the workshop

1. Introduction

Generally, competency standards are developed for an occupation on the basis of demand from the industry. Industry Skills Councils (ISC) plays the major role to identify occupation demand in collaboration with Industries.

It requires a specific plan for CS development. A sample plan is given as reference.

Competency Standard Development Plan

Objectives: (Institute Name and address) identify and effectiveness and positive impact of printer service occupation by Training Need Analysis. That's why they took step to create competency standard on graphics design occupation.

CS Development Schedule (Tentative)

SI No	Activity	01.01.23	02.01.23	05.01.23	06.01.23	08.01.23	10.01.23
1	Preparation meeting and budget placing						
2	Form TSC for CS Development and send letter						
3	Final draft finishing						
4	send Draft CS to NSDA for validation						
5	Validation meeting by SCVC						
6	Accreditation						

(-----)
Principal
Name of Institute

After selecting the occupation, the task analysis for this occupation needs to be performed. Following steps are followed at this stage –

➤ **Literature review**

Access relevant documents from national and international sources and collect necessary resources. These will be addressed in the standard to comply with Global standards.

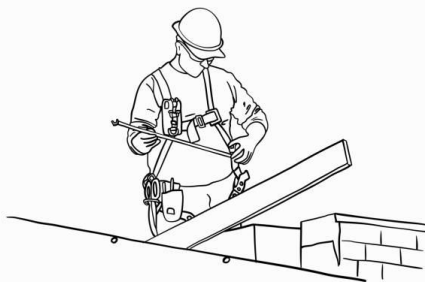
➤ **Task analysis**

Collect and analyse tasks. Information related to tasks may be collected by visiting and interviewing relevant workers at their work place or inviting them to workshops for brainstorming. For this, it requires to prepare venue, supplies, materials and other logistics.

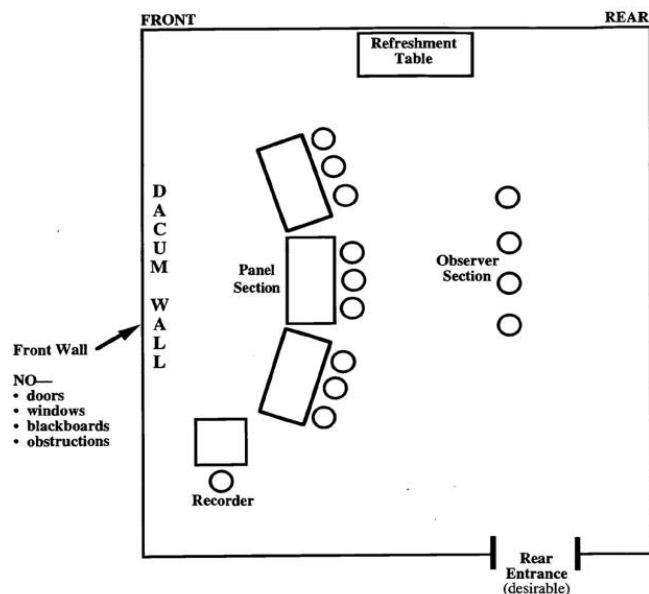
2. Venue, supplies, materials and food:

A venue for CS development could be –

- Real work place at Industry
- A meeting/conference room



Real work place at Industry



A meeting/conference room

To hold the series of meetings for CS developmental activities it requires to ensure a suitable venue. A venue should have at least following facilities:

- Seating arrangement – there should be locations for breaking out groups,
- Access to presentation
- writing and reproduction equipment
- Catering arrangement

Following writing and reproduction equipment should be ensured -

- Computer
- LCD projector/ Wall Mounted Display
- Photocopier
- Printer
- Chairs and tables
- Internet facility with Wi-Fi arrangement (It will ensure on the spot access of materials in the web)

Other Considerations:

- Ensure adequate lighting and ventilation
- Ensure utility services such as power outlets for additional computer or laptop, telephone, network signals
- Other technical and aesthetic design of a venue
- The access to public transportation and accommodation of participants
- Ensure supplies and materials few days prior to the workshop/meeting date
- Ensure inclusive arrangement

Following supplies and materials should be arranged with adequate amount

—

- Meta cards (in assorted colors)
- Marking pens
- Adhesive tapes
- A board to put on the meta cards.\USB flash disk
- Name plates
- Flip chart

Other supplies and materials that may be needed during the meeting may include:

- Bond Paper
- Pen/Pencil
- Board marker
- White Board
- Brown Envelop
- Sharpener
- Eraser
- Facilitation materials (e.g., slides, Video, Images etc.)

3. Documents/records:

Following documents must be prepared prior to conduct workshops/meetings:

- Invitation letters for experts
- Participants list
- Expert nomination form (for the nominated experts)
- Attendance sheet
- Honorarium sheet
- No obligation declaration form (for taking picture etc.)

4. Handouts and presentation materials:

- Each technical expert should have a copy of the presentation materials, handouts and reference materials ready before the workshop/meeting
- Handouts and presentation materials that may be needed during the meeting may include:
 - Paper-based handouts
 - Slide presentations
 - Sample of related unit/s of competency from national and international sources
 - Copy of BNQF
 - Quality assurance manual

5. Organize expert panel:

The expert's panel for CS development ideally composed of 5 to 12 members. They are selected from different sectors of the qualification to be developed. The sectors are generally –

- Respective Industry and employer
- Academe
- Skills Training Provider (STP)
- Job placement unit
- The concerned worker groups
- Others relevant stakeholder

Number of representatives from the sectors also varies, however it is important that a greater number of representations from the industry for better inputs on the occupation.

Representatives should be carefully selected and endorsed by the ISC and/or industry associations so that quality input for the standard can be ensured.

As the facilitator of the CS development, it is your duty to identify, select and invite the experts that will compose the Technical Sub Committee (TSC) for CS development and to closely coordinate with them the different activities involved.

6. Communicate with panels members:

This process involves inviting and communicating with panel members of TSC for their attendance at a competency standard development workshop.

Key steps include –

- Preparing a formal invitation
- Outlining the workshop's purpose, objectives, and schedule
- Requesting panel members to confirm their participation.

The communication includes logistical details, accommodations, and accessibility considerations.

The invitation expresses gratitude for their expertise and emphasizes their crucial role in shaping effective competency standards. Customization and clear communication ensure a successful and productive workshop.

A sample invitation letter is given as reference.

A sample invitation letter

Memo No. 49.1500.001.003.23/14

Date: 01.01.2023

CS Development Workshop

Dear Sir/Madam,

Assalamualikum

You will be glad to know (Institute name and address) is going to be developed Competency Standard on Graphics Design. A preparation meeting held on 01 January, 2023. According to the meeting minutes on 01.01.2023 you are nominated as a member of CS development on Graphics Design committee. The meeting venue is (venue name and address), room no. 230.

Schedule of the CS Development

Date: 02.01.2023 ~ 04.01.2023

Time: 9:00 am ~ 5:00 pm

Break for prayer and lunch: 1:00 pm ~ 2:00 pm

Nomination for CS Development on Graphics Design Occupation (Not according to seniority)

SINo	Name and Position	Mobile and Email	Designation on Committee	Comments
01	Mrs. Ananda falia Quality Assurance officer, NSDA, Dhaka	017230000000 abc@gmail.com	Chairman	Representative from NSDA
02	Mr. Md. Jahangir Hossian, DD, BMET	017230000000 abc@gmail.com	Member	Representative from NSDA
03	Mr Abu Zayed Hasnain Masum, CEO, Code station, Rangunia, Ctg	017230000000 abc@gmail.com	Member	Member from Industry
04	Mr. Amdad Uddin Service Engineer, BEST ICT, Chattogrm	017230000000 abc@gmail.com	Member	Member from Industry
05	Mr. Topoti Sarker Senior Instructor	017230000000 abc@gmail.com	Member	Academician
06	Mr. Md. Anisuzzaman Instructor	017230000000 abc@gmail.com	Member Secretary	Academician

According to govern rules you will get the TA/DA and honorarium for CS Development.

(Signature)

(Name of authorized person)

(Name of organization)

Self-Check Sheet 1.1

1. What should we need for brainstorming activity?
2. Which kind of documents need to be saved during meeting?
3. Which kind of handouts and presentation materials are needed during the meeting?
4. What should the expert panel represent?

Answer Key 1.1

1. What should we need for brainstorming activity?

Answer: For brainstorming activity, we need some meta cards (in assorted colors), marking pens, adhesive tapes and a board to put on our meta cards.

2. Which documents are need to be ensured during meeting?

Answer: Attendance list, expert nomination form, appointment letter of experts needs to be saved during meeting.

3. Which handouts and presentation materials are needed during the meeting?

Answer: Some handouts and presentation materials that may be needed during the meeting may include:

- Paper-based handouts
- Slide presentations
- Sample unit/s of competency

4. Who will be the member of Technical Sub Committee?

Answer: The expert's panel for CS development ideally composed of 5 to 12 members. They are selected from different sectors of the qualification to be developed. The sectors are generally –

- Respective Industry and employer
- Academe
- Skills Training Provider (STP)
- Job placement unit
- The concerned worker groups
- Others relevant stakeholder

Activity Sheet 1:

Competency Standard Development Workshop Preparation

Activity 1.1: Prepare Venue and Logistics plan

Objective: Ensure a suitable venue and necessary logistics for the competency standard development workshop.

Steps:

1. Identify potential venues considering catering, breakout areas, and equipment.
2. Confirm availability and book the chosen venue.
3. Arrange for necessary equipment: computers, LCD projector, photocopier, printer, WiFi, etc.
4. Ensure adequate lighting, ventilation, and power outlets.
5. Plan for transportation and accommodation options.
6. Prepare a checklist for venue readiness

Activity 1.2: Compose Technical Sub Committee (TSC)

Objective: Formulate a well-rounded Technical Sub Committee (TSC) to contribute to competency standard development.

Steps:

1. Identify and invite 5 to 12 experts from industry, academia, and labor groups.
2. Ensure proper representation from each sector, with a focus on industry associations.
3. Explain the role of the expert panel in providing input on competencies.
4. Emphasize the importance of collaboration and comprehensive perspectives.

Specification Sheet 1.1

A. Materials required

- Handouts or reference materials/books/ CBLMs on the above stated contents
- Relevant learning materials

B. Tools required

- Notebook
- PCs/printers or laptop/printer with internet access
- Digital projector and Screen
- Office Stationeries

Learning Outcome 2: Contribute to Drafts Competency Standards

Assessment Criteria:

1. Experts are oriented on the process and methods of developing competency standard based on established procedures.
2. Review of literature and adaptation of existing / comparable competency standard are carried out in consultation with industry partners and panel members.
3. Appropriate task analyzing methods are performed in accordance with accepted procedures.
4. Identified tasks are organized and formulated to units of competency
5. Units of competency are developed as per procedure.
6. Competency standard are drafted in accordance with expert/working committee recommendations.
7. Draft competency standard is packaged in accordance with approved format clustering the units into generic, sector specific and occupational specific.
8. Draft competency standard is documented and preserved for validation.

Content:

1. Establish procedure of developing competency standard
2. Review and adaptation of existing competency standard
3. Appropriate task analyzing methods
4. Organize tasks and formulate unit of competency
5. Procedure for developing unit of competency
6. Draft competency standard

Resources Required/ Conditions:

1. Handouts or reference materials/books/ CBLMs on the above stated contents
2. PCs/printers or laptop/printer with internet access
3. Digital projector and Screen
4. Bond paper
5. Ball pens/pencils and other office supplies and materials
6. Relevant learning materials
7. Workplace or simulated environment

Methodologies

- Lecture/discussion
- Demonstration/application
- Presentation

Assessment Methods

- Written test

- Demonstration
- Observation with checklist
- Oral questioning
- Portfolio

Learning Experience 2: CONTRIBUTE TO DRAFT COMPETENCY STANDARDS

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about Facilitate Development of Competency Standards.	1. Instructor will provide the learning materials “Facilitate Development of Competency Standards”
2. Read the Information sheet/s	2. Information Sheet No:2 Develop instruments for training needs analysis
3. Complete the Self Checks & Check answer sheets.	3. Self-Check/s Self-Check No: 2 Develop instruments for training needs analysis Answer key No. 2 Develop instruments for training needs analysis
4. Read the Job Sheet and Specification Sheet and perform job	4. Job- Sheet No:2- Develop instruments for training needs analysis Specification Sheet: 2 – Develop instruments for training needs analysis

Information Sheet 2.1: contribute to draft competency standards

Learning Objectives:

1. Orient experts on the process and methods of developing competency standard based on established procedures.
2. Carry out review of literature and adaptation of existing / comparable competency standard in consultation with industry partners and panel members.
3. Perform appropriate task analyzing methods in accordance with accepted procedures.
4. Organize and formulate identified tasks to units of competency
5. Develop units of competency as per procedure.
6. Draft competency standard in accordance with expert/working committee recommendations.
7. Package draft competency standard in accordance with approved format clustering the units into generic, sector specific and occupational specific.
8. Document and preserve draft competency standard for validation.

1. **Orient experts on the process and methods of developing competency standard:**

Ground Rules

- Be ware of COVID'19 (wear musk, sanitize hand, maintain distance etc.)
- Try to stay mentally and physically present at agreed times.
- Think before speaking and stay on point and on time.
- Ask questions if you have any confusion.
- Notify if you fail to see Presentation/Screen or fail to hear Voice/Audio.
- Contribute to achieve training goals.
- Respect each other all the time
- Maintain confidentiality forever of issues which are not for public.
- Keep silent/vibration of mobile phone.
- Step outside to receive emergency phone calls.



▪ Workshop objective

The workshop's objective is to gather experts and stakeholders to collaboratively develop a clear and comprehensive competency standard (CS) that outlines the skills, knowledge, and abilities required for a particular job role or profession.

Aim of the Training



100% Participants will be able to interpreted Competency Standard competently and use of it in relevant field.

The objective is to ensure that the CS accurately reflects industry needs and can be used as a benchmark for evaluating and developing the workforce.

Objectives of The Training Programme



- To know the formation of CS
- To know the functions of components of CS
- To interpret of all terms and terminology of CS
- To interpret of the function of components of CS
- To use the content of CS in relevant field

▪ Workshop Schedule

The workshop schedule outlines the timing and duration of the various activities during the workshop. A well-planned schedule helps keep the workshop on track and ensures that all necessary steps are completed within the allocated time.

▪ Workshop methodology

The workshop methodology refers to the approach and techniques used to achieve the workshop's objectives. It may involve a combination of expert presentations, group discussions, case studies, role-playing, brainstorming, SWOT analysis, and consensus building.



▪ **Job Classification (BNQF, BSCO)**

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.	Specialised and wider range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems. Communicate professional issues and solutions to the team and to external partners/users.	Work under broad guidance and self-motivation to execute strategic and operational plan/s. Lead lower-level management. Diagnose and resolve problems within and among work groups.
5-Supervisor	Broad knowledge of the underlying, concepts, principles, and processes in a specific work or study area, able to scrutinize and break information into parts by identifying motives or causes.	Broad range of cognitive and practical skills required to generate solutions to specific problems in one or more work or study areas. Communicate practice-related problems and possible solutions to external partners.	Work under guidance of management and self-direction to resolve specific issues. Lead and take responsibility for the work and actions of group/team members. Bridge between management.
4-Highly Skilled Worker	Broader knowledge of the underlying, concepts, principles, and processes in a specific work or study area, able to solve problems to new situations by comparing and applying acquired knowledge.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information. Communicate using technical terminology and IT technology with partners and users as per workplace requirements.	Work under minimal supervision in specific contexts in response to workplace requirements. Resolve technical issues in response to workplace requirements and lead/guide a team/ group.

3-Skilled Worker	Moderately broad knowledge in a specific work or study area, able to perceive ideas and abstract from drawing and design according to workplace requirements.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools. Communicate with his team and limited external partners upholding the values, nature and culture of the workplace	Work or study under supervision with considerable autonomy. Participate in teams and responsible for group coordination.
2-Semi Skilled Worker	Basic understanding of underpinning knowledge in a specific work or study area, able to interpret and apply common occupational terms and instructions.	Skills required to carry out simple tasks, communicate with his team in the workplace presenting and discussing results of his work with required clarity.	Work or study under supervision in a structured context with limited scope of manipulation
1 –Basic Skilled Worker	Elementary understanding of ability to interpret the underpinning knowledge in a specific study area, able to interpret common occupational terms and instructions.	Specific Basic skills required to carry out simple tasks. Interpret occupational terms and present the results of own work within guided work environment/ under supervision.	Work under direct supervision in a structured context with limited range of responsibilities.

Bangladesh Standard classification of occupation (BSCO-2020)

Bangladesh Standard Classification of Occupations by major group titles and codes (one digit occupation code)

Major Group	বিবরণ	Description
1	ব্যবস্থাপক	Managers
2	পেশাজীবী	Professionals
3	টেকনিশিয়ান ও সহযোগী পেশাজীবী	Technicians and Associate Professionals
4	করণিক কাজ সহায়ক কর্মী	Clerical Support Workers
5	সেবা এবং বিক্রয় কর্মী	Service and Sales Workers
6	দক্ষ কৃষিজ, বনজ এবং মৎস্য কর্মী	Skilled Agricultural, Forestry and Fishery Workers
7	দক্ষতা নির্ভর পেশা ও এ সম্পর্কিত পেশাকর্মী	Craft and Related Trades Workers
8	কারখানা ও মেশিন চালনাকারী এবং সংযোজনকারী	Plant and Machine Operators, and Assemblers
9	প্রাথমিক পেশা	Elementary Occupations
0	সশস্ত্র বাহিনীর পেশা	Armed Forces Occupations

- **Definition of CS**

Refer to the competency standards or frameworks established by relevant industry bodies, professional organizations, or regulatory agencies. These standards outline the specific competencies and performance expectations required for different job roles or professions. Aligning the assessments with these standards ensures that they accurately measure the desired competencies.

- **Structure of a CS**

**Competency Standards for National Skill Certificate – 3 in
Computer Operation in ICT Sector
Course Structure**

SL	Unit Code and Title		UoC Level	Nominal Duration (Hours)
Generic Units of Competencies				20
1.	GU-14-L3-V1	Carryout Communication with Clients	3	20
Sector Specific Units of Competencies				15
2.	SU-ICT-03-L3-V1	Comply to Ethical Standards in the ICT Workplace	3	15
Occupation Specific Units of Competencies				325
3.	OU-ICT-CO-01-L3-V1	Operate a Personal Computer	3	20
4.	OU-ICT-CO-02-L3-V1	Prepare a Document Using Word Processor	3	100
5.	OU-ICT-CO-03-L3-V1	Prepare a Spreadsheet	3	90
6.	OU-ICT-CO-04-L3-V1	Prepare a Presentation	3	60
7.	OU-ICT-CO-05-L3-V1	Use Internet and Access Resources	3	30
8.	OU-ICT-CO-06-L3-V1	Perform Basic Maintenance and Troubleshooting	3	25
Total Nominal Learning Hours				360

▪ **Structure of UoC**

A Unit of Competency (UoC) is a smaller, focused component of a competency standard. It outlines a specific skill or competency within the larger job role. The structure of a UoC includes:

Unit Title	Create Shapes and Artwork
Unit Code	ITVAD3004A1
Unit Descriptor	This unit covers the knowledge, skills and attitudes
Nominal Hours	40 hours
Elements of Competency	Performance Criteria <i>Bold & italicized</i> terms are elaborated in the Range of Variables
1. Apply basic drawing and design techniques	1.1 Drawing and design techniques are interpreted. 1.2 <u>Shapes</u> are created using perspectives. 1.3 1.4
2.	2.1 2.2
3. ...	3.1 3.2
Range of Variables	
Variable	Range (may include but not limited to):
1. <u>Shapes</u>	1.1 Rectangle 1.2 Square 1.3 Triangle 1.4 Circle
2.	2.1 2.2 2.3
Evidence Guide	
The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and	

<p>range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.</p> <p>To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:</p>	
1. Critical aspects of competency	1.1 Create shapes 1.2 1.3
2. Underpinning knowledge	2.1 Types of Shape 2.2 2.3
3. Underpinning skills	3.1 Create square shape 3.2 3.3
4. Required attitudes	4.1 4.2 4.3
5. Resource implication	5.1 5.2
6. Methods of assessment	6.1 written test; 6.2 demonstration; 6.3 oral questioning;
7. Context of assessment	7.1 7.2 7.3
<p>Accreditation Requirements</p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Carry out review of literature and adaptation of existing / comparable competency standard: This step involves conducting a thorough review of relevant literature to gather insights and adapting existing or comparable competency standards. These documents can be collected from authentic national and international sources.

The process ensures that the standards are informed by best practices, aligned with industry trends, and tailored to the specific needs of the profession or field.

Collaboration and validation contribute to the creation of comprehensive and up-to-date competency standards.

Perform appropriate task analyzing methods:

Perform task analysis using established methods and accepted procedures. This involves systematically breaking down a complex task into smaller components, understanding the required skills, knowledge, and steps, and documenting the analysis for clarity and reference. Task analysis ensures that competency standards accurately reflect the intricacies of the job and provide a clear framework for assessment and training.

Generally, following methods are used for task analysis

Functional analysis:

In the context of competency-based training and assessment, functional analysis refers to the systematic process of identifying and understanding the specific knowledge, skills, behaviors, and abilities that are required to perform a particular job, task, or role successfully. It involves breaking down the job or task into its constituent components and analyzing the functions that need to be performed to achieve desired outcomes.

Here's how functional analysis is applied in the context of competency-based training and assessment:

- **Identifying Competencies:** Functional analysis begins with identifying the competencies needed for effective performance in a specific job or role. Competencies are the combination of knowledge, skills, abilities, and behaviors that individuals must possess to excel in their roles.
- **Task Analysis:** The next step involves breaking down the job or task into smaller units or functions. These functions represent the specific activities, tasks, or responsibilities that make up the job. This analysis helps in understanding the sequence of actions required to complete the task.
- **Competency Mapping:** Once the functions are identified, each function is mapped to the relevant competencies that are necessary for performing that function. This mapping ensures that the required competencies are aligned with the functions of the job.
- **Defining Performance Criteria:** For each function, clear performance criteria are established. These criteria describe the specific behaviors or outcomes that demonstrate successful performance of the function. Performance criteria help guide both training and assessment processes.

- **Training Development:** Based on the functional analysis, training programs are designed to develop the required competencies. Training content and methods are tailored to address the knowledge and skills needed for each function.
- **Assessment Development:** Functional analysis informs the development of assessment tools and methods. Assessment tasks are designed to evaluate whether individuals have acquired the necessary competencies to perform each function effectively.
- **Feedback and Improvement:** Functional analysis supports ongoing improvement. Feedback from assessments and observations can help refine the competency framework, training content, and assessment methods to ensure they remain relevant and effective.
- **Individualized Learning Paths:** Functional analysis allows for the customization of training and assessment based on an individual's existing competencies and developmental needs. This personalized approach enhances the efficiency of learning and skill development.
- **Competency-based Interviews:** Functional analysis can be used in competency-based interviews to assess a candidate's suitability for a role. Interview questions are designed to elicit examples of past behaviors that demonstrate relevant competencies.
- **Performance Management:** Functional analysis also contributes to performance management processes. Clear understanding of job functions and required competencies helps set performance expectations, provide feedback, and guide career development.

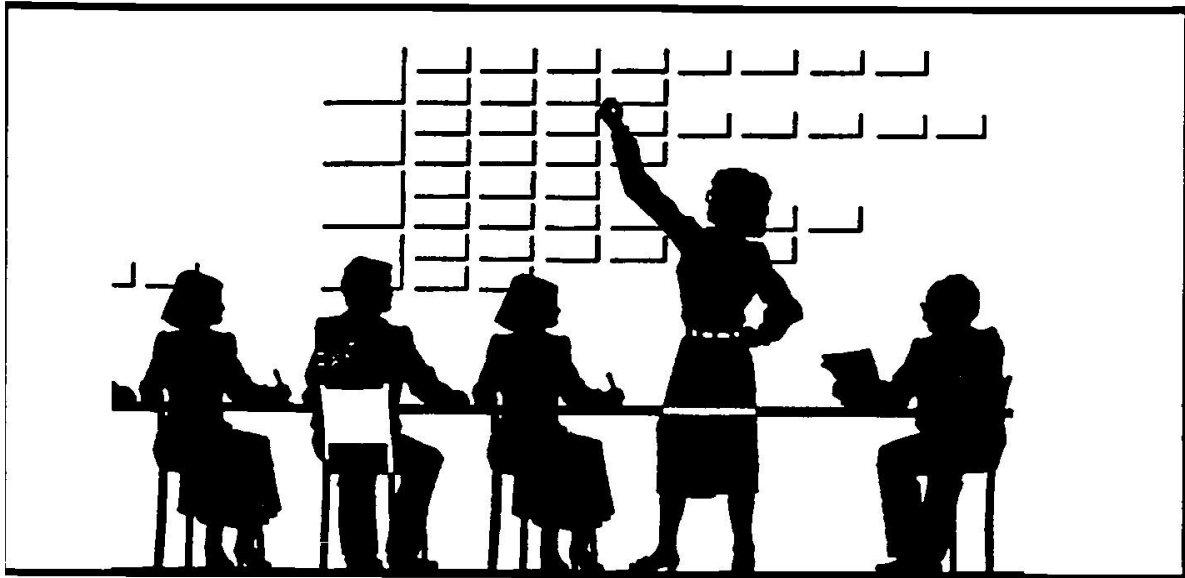
Overall, functional analysis plays a crucial role in competency-based training and assessment by providing a structured and targeted approach to identifying, developing, and assessing the competencies necessary for effective job performance. It ensures that training efforts are aligned with actual job requirements and that assessment methods accurately measure the desired outcomes.

DACUM:

DACUM, which stands for "**Developing A Curriculum**," is a structured process used in competency-based training and assessment to analyze job roles and tasks, identify required competencies, and develop training programs based on those competencies. DACUM is often employed in vocational education, workforce development, and other contexts where precise identification of job-related skills and competencies is

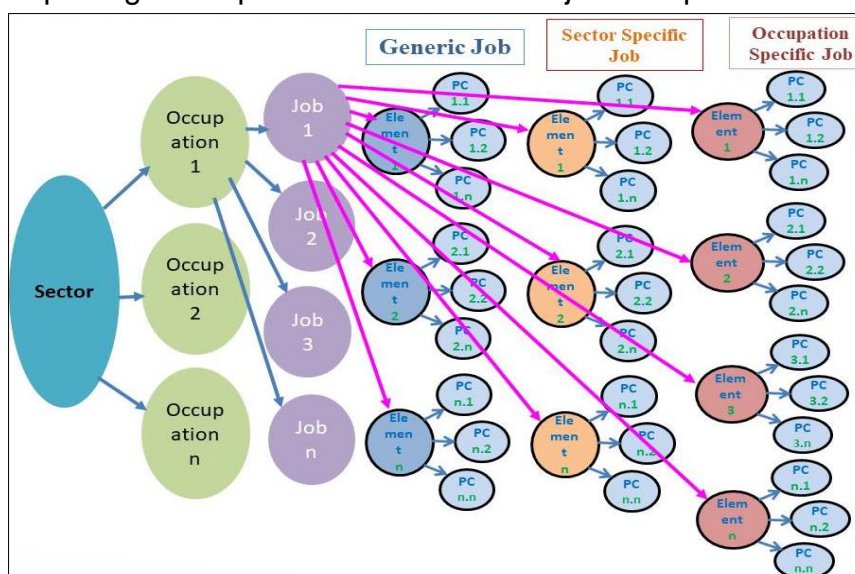
essential. It is particularly useful for designing training programs that closely align with real-world job requirements.

It's a highly effective, quick, and low-cost method to conduct a job, occupational, process, and functional analysis.



Here's how DACUM works in the context of competency-based training and assessment:

- **Job Analysis:** DACUM begins with a group of subject matter experts (SMEs) who are familiar with the job or role being analyzed. These experts collaboratively identify and list all the major tasks and functions associated with the job. This step involves capturing a comprehensive view of the job's responsibilities.

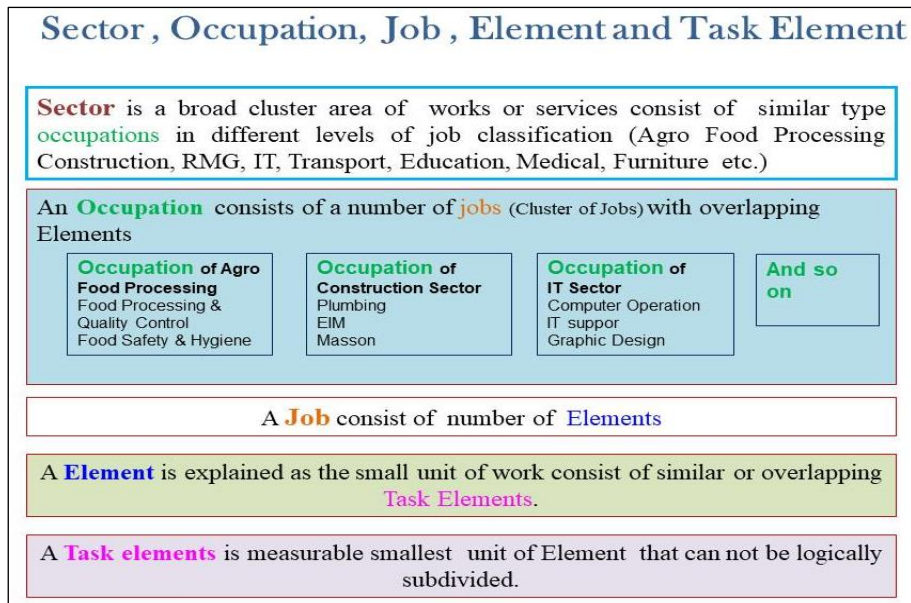


- **Task Identification:** Once the major tasks are listed, the group further breaks them down into specific tasks or activities. Each task is described in detail, including the steps involved, the tools or equipment used, and any necessary interactions.

- **Competency Identification:** For each task, the group identifies the competencies (knowledge, skills, abilities, and behaviors) required to perform the task effectively. These competencies are the key components that contribute to successful job performance.
- **Verification:** The information gathered during the DACUM process is verified and validated by comparing it with the experiences of other practitioners, managers, or workers in the field. This step ensures that the analysis accurately reflects the job's reality.



- **Competency Framework Development:** Based on the identified competencies, a competency framework is created. This framework outlines the specific skills and knowledge that individuals need to possess to perform the job tasks competently.
- **Training Program Design:** Using the competency framework, training programs are designed to address the identified competencies. The curriculum is structured to ensure that participants acquire the necessary skills and knowledge to succeed in the job role.
- **Assessment Development:** Assessment methods and tools are developed to evaluate participants' mastery of the identified competencies. These assessments could include practical tasks, written tests, observations, and other relevant evaluation techniques.
- **Individualized Learning Paths:** The competency framework and associated training allow for individualized learning paths. Participants can focus on areas where they need improvement while bypassing competencies they already possess.



- **Performance Improvement:** DACUM-driven training and assessment directly contribute to performance improvement by targeting specific competencies needed for effective job performance. This approach ensures that training efforts are closely aligned with actual job requirements.
- **Continuous Improvement:** As job roles and industries evolve, DACUM analysis can be revisited periodically to update competencies and training content. This helps maintain the relevance of training programs over time.

DACUM is a valuable process for creating competency-based training programs that bridge the gap between education and industry needs. It ensures that training is practical, effective, and tailored to the precise requirements of the job, ultimately enhancing the quality of the workforce and the efficiency of job performance.

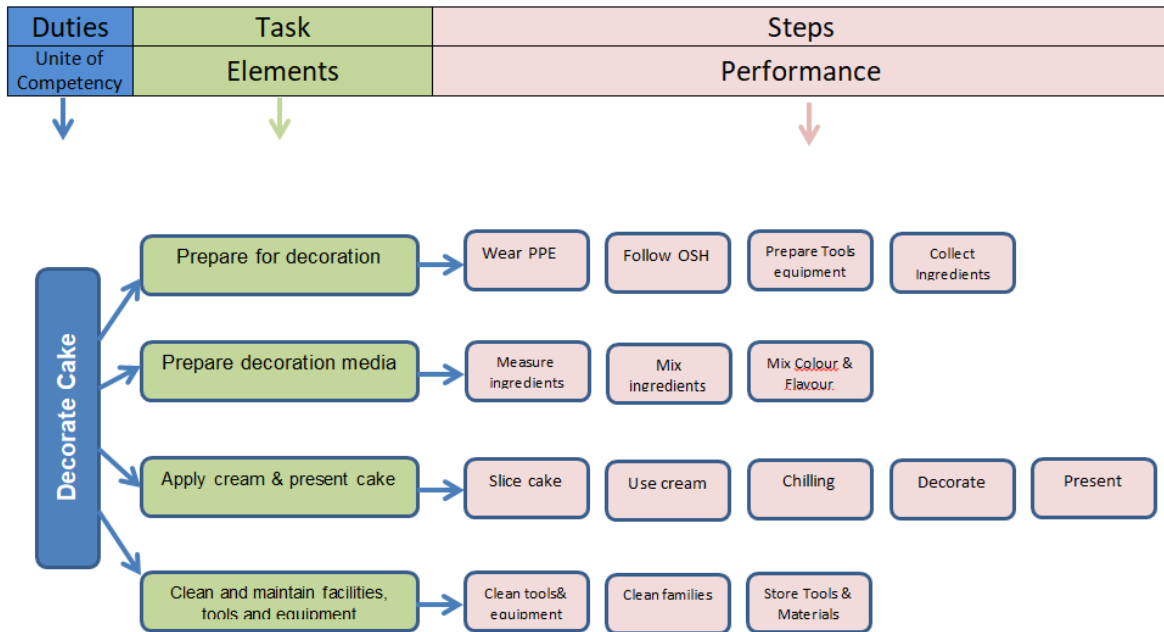
DACUM Principles:

DACUM is based upon three principles (Norton, 1997):

- I. Expert workers can describe and define their occupation/job more accurately than anyone else.
- II. An effective way to define a job/occupation is to describe the tasks workers perform.
- III. All tasks, in order to be performed correctly demand the use of certain knowledge, tools, equipment, and positive workers behaviors.

(Source: Norton, R.E. (1997). DACUM handbook. (2nd ed). Columbus: Center on Education and Training for Employment)

DECUM Chart



Example of a Dacum Chart:

Here is an example of Dacum chart for Sweets Maker occupation –

Job	Duties	Task		
Sweet Maker (Mayra)	Duty 1	Task 1.1	Task 1.2	Task 1.3
	Maintain Hygiene and Sanitation	Apply OSH in the work place	Follow work place Hygiene	Clean and maintain workplace
	Duty 2	Task 2.1	Task 2.3	Task 2.4
	Sweet Making	Make Sandesh	Make Sponge Rasogolla	Make Kalojam
	Duty 3	Task 3.1	Task 3.2	Task 3.3
	Sell sweet	Use English	Mathematical Concept	Communication with others

From this chart following following standard for Sweet maker is constructed –

**Course Structure for
National Skill Certificate in Sweet Maker (NTVQF Level 1)**

S. No	Unit Code	Unit Title	UoC Level	Nominal Duration (Hours)
Generic Competencies				120
1	GN1001A1	Use basic mathematical concepts	1	30
2	GN1002A1	Apply OSH practices in the workplace	1	40
3	GN1003A1	Use English in the workplace	1	50
Sector Specific Competencies				80
4	TOHSS1004A1	Follow workplace hygiene procedures	1	40
5	TOHSS1005A1	Provide effective guest service	1	40
Occupation Specific Competencies				160
6	TOHSM1001A1	Make Sandesh	1	40
7	TOHSM1002A1	Make Sponge Rasogolla	1	60
8	TOHSM1003A1	Make Kalojam	1	60
On-the job training				160
Grand total				520

One unit of this occupation looks like –

Unit Title	Make Sponge Rasogolla
Unit Code	TOHSM1002A1
Nominal hour	60 Hours
Unit Descriptor	This unit covers the knowledge, skill, attitude required to Make Sponge Rasogolla. It includes Preparing raw materials, utensils & equipment, Making Sponge Rasogolla, Making Sugar Syrup, shutting down and cleaning the workplace.
Elements of Competency	Performance Criteria Bold & Italic terms are elaborated in the Range of Variables
1. Prepare raw materials, utensils and equipment	1.1 PPE are Selected & collected 1.2 Utensils & Equipment are selected & collected 1.3 Raw materials are arranged
2. Make Sponge Rasogolla	2.1 The Chhana is bring out from the milk 2.2 Strain the Chhana from whey 2.3 Knead the Chhana 2.4 Dough is made from Chhana 2.5 Round shape sweets are made
3. Make Sugar Syrup	3.1 Sugar syrup is made for the Sponge Rasogolla 3.2 Rasogolla are dipped in thin sugar syrup 3.3 Rasogolla are boiled as per required. 3.3 Rasogolla is ready for serving
4. Clean work place	4.1 Tools and utensil are cleaned and sanitized. 4.2 The work place is cleaned.
Range of variables	
Variables	Range
1 PPE	1.1 Hand gloves 1.2 Chef coat 1.3 hair net 1.4. Protective shoe
2. Utensils & Equipment	2.1 Measuring cup 2.2 Deep pan 2.3 Gas burner

	2.4 Strainer 2.5 Spatula and spoon 2.6 Working table 2.7 Mixing bowl 2.8 Napkin 2.9 Kitchen knife 2.10 Chiller
2 Raw Materials	3.1 Milk 3.2 Water 3.3 Sugar 3.4 Vinegar 3.5 Cinnamon
3 Milk	3.1 Nonfat milk 3.2 Raw milk 3.3 Butter milk 3.4 Lactose – free milk
5 Dough	5.1 Hard dough 5.2 Soft dough
4 Sugar syrup	5.1 Thin syrup 5.2 Thick syrup 5.3 Sticky syrup
Evidence guides 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 measurement tools 1.2 Prepared the processing of chana making 1.3 Followed boiling as required time.
2. Underpinning knowledge	2.1 Types of milk 2.2 Principles and practice of hygiene 2.3 Occupational health and safety 2.4 Basic syrup knowledge 2.5 Product Knowledge
3. Underpinning skill	3.1 Handling of tools and materials 3.2 Practicing safety procedures 3.3 Measuring

	<p>3.4 Preparing cooking</p> <p>3.5 Weighing/portioning</p>
4. Require Attitude	<p>4.1 Commitment to occupational safety and health</p> <p>4.2 Environmental concerns</p> <p>4.3 Tidiness and timeliness</p> <p>4.4 Respect for rights of peers and seniors in workplace</p> <p>4.5 Eagerness to learn</p> <p>4.6 Promptness in carrying out activities</p> <p>4.7 Sincere and honest to duties and responsibilities</p> <p>4.8 Communication with peers, sub-ordinates and seniors in workplace</p>
5. Resource Implication	<p>The following resources must be provided:</p> <p>5.1 Tools, equipment and physical facilities appropriate to perform activities</p> <p>5.2 Materials, consumables to perform activities</p>
6. Method of Assessment	<ol style="list-style-type: none"> 1. Written Test 2. Oral Questioning 3. Demonstration 4. Observation 5. Portfolio
7. Context of Assessment	<p>7.1 Competencies must be assessed in an accredited training center/ assessment center or in an actual workplace or in a simulated workplace setting</p> <p>7.2 Assessment shall be observed while tasks are being under taken whether individually or in a group</p> <p>7.3 Trainee must be assessed by NSDA certified assessor or NSDA approved person</p>
<p>Accreditation Requirements</p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the national quality assurance body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

Self-Check Sheet 2.1

1. What is the purpose of orienting experts?
2. How does task analysis contribute?
3. Why categorize units of competency?
4. Why is documentation crucial?

Answer Key 2.1

What is the purpose of orienting experts?

Answers: Training experts in a systematic process for creating competency standards, ensuring consistency and credibility.

How does task analysis contribute?

Answers: Breaks tasks into components, aids in accurate standard creation and assessment.

Why categorize units of competency?

Answers: Organizes skills (generic, sector-specific, occupational) for clarity and relevance.

Why is documentation crucial?

Answers: Ensures transparency, validation, accuracy, and industry alignment.

Activity Sheet 2

Activity 2.1: Perform Task Analysis of your own occupation.

Description: Perform task analysis to find out job particulars for competency standard development.

Steps:

1. Instruct experts to break down complex tasks into smaller components.
2. Guide them in identifying required skills, knowledge, and steps.
3. Emphasize the importance of documenting the analysis for clarity and reference.
4. Discuss how task analysis ensures accurate competency standards.

Activity 2.2: Draft a Unit of Competency based on activity-2.1.

Description: Collaboratively draft a UoC based on output of Activity-2.1

Steps:

1. Develop a UoC, Elements and Performance Criteria from Duties, Tasks and Steps obtain from Task analysis.
2. Include variables where necessary.
3. Compose Evidence Guide for the UoC.
4. Write Unite Descriptor and Estimate Nominal Hours

Specification Sheet 2

A. Supplies Documents

- Handouts or reference materials/books/ CBLMs on the above stated contents
- Bond paper

B. Tools and Material required:

- Notebook
- Handbook
- Assorted colors Sticky Note/Meta cards (in assorted colors)
- Marking pens
- Adhesive tapes
- A board to put on the meta cards.\USB flash disk
- Name plates
- Flip chart

C. Equipment:

- Laptop/Computer

LEARNING OUTCOME 3: FACILITATE TO VALIDATE COMPETENCY STANDARDS

- 3.1 Respondents in the validation are identified/ targeted to ensure participation of broad range of stakeholders
- 3.2 Draft competency standards are validated with a representative group of industry experts/stakeholders
- 3.3 Validation results are documented and analyzed using required criteria.
- 3.4 Judgment is made to modify amend or maintain draft.

Content:

1. Identifying respondents in the validation to ensure participation of broad range of stakeholders
2. Validating draft competency standards with a representative group of industry experts/stakeholders
3. Documenting validation results and analyzing using required criteria.
4. Making judgment to modify amend or maintain draft

Resources Required/ Conditions:

The trainees must be provided with the following:

- Handouts or reference materials/books/ CBLMs on the above stated contents
- PCs/printers or laptop/printer with internet access
- Digital projector and Screen
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Relevant learning materials
- Workplace or simulated environment

Methodologies

- Lecture/discussion
- Demonstration/application
- Presentation

Assessment Methods

- Written test
- Demonstration
- Observation with checklist
- Oral questioning
- Portfolio

Learning Experience 3: Facilitate to validate competency standards

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about Facilitate Development of Competency Standards.	1. Instructor will provide the learning materials “Facilitate Development of Competency Standards”
2. Read the Information sheet/s	2. Information Sheet No:3-1 Administer training needs analysis
3. Complete the Self Checks & Check answer sheets.	3. Self-Check/s Self-Check No: 3-1 Administer training needs analysis Answer key No. 3-1 Administer training needs analysis
4. Read the Job Sheet and Specification Sheet and perform job	4. Job- Sheet No:3-1 Administer training needs analysis Specification Sheet: 3-1 Administer training needs analysis

Information Sheet 3.1: Administer training needs analysis

Learning Objectives:

After completion of this information sheet, the learners will be able to:

1. Identify/ target respondents in the validation to ensure participation of broad range of stakeholders
2. Validate draft competency standards with a representative group of industry experts/stakeholders
3. Document and analyze validation results
4. Make judgment to modify amend or maintain draft.

Identify/ target respondents in the validation:

To ensure a comprehensive validation process for competency standards, it's crucial to identify and engage a diverse range of stakeholders-

- Relevant professionals
- Educators
- Personnel from Regulatory Authority
- Industry associations
- Personnel from STPs

Categorize stakeholders based on roles and expertise, and develop a clear engagement strategy that utilizes personalized invitations and various communication channels. Number of representatives from the sectors also varies, however it is important that a greater number of representations from the industry for better inputs on the occupation.

To develop comprehensive competency standards that represent diverse perspectives and industry requirements. You should explain the purpose, outline the process to the selected stakeholders and ensure your time commitment is manageable. We'll offer context, follow up if you haven't responded, and respect your schedule.

Validating draft competency standards with a representative group of industry experts/stakeholders:

- Draft competency standards play a pivotal role in shaping job expectations and skills development.
- Validation of these draft standards is essential to ensure they accurately reflect industry needs and expectations.
- Validation process involves seeking input from a representative group of industry experts and stakeholders.

- By engaging professionals, educators, regulators, and relevant associations, the validation process gains insights from a diverse cross-section of the industry.
- Following methods can be applied to get contribution from stakeholders-
 - Collaborative workshops
 - Feedback sessions
 - Surveys
- This iterative validation approach ensures that the final competency standards are well-rounded, aligned with industry realities, and genuinely valuable for guiding professional growth and performance excellence.

Documenting and analyzing validation results

- After validating draft competency standards the results are meticulously documented and systematically analyzed.
- The documentation captures feedback, suggestions, and quantitative data, if applicable, along with clarifications and modifications made based on the validation process.
- During analysis, the alignment with predefined criteria is evaluated, common themes are identified, areas for improvement are pinpointed, and the impact of stakeholder input on the final standards is assessed.
- This thorough documentation and analysis process ensure transparency, accountability, and informed decision-making, leading to competency standards that genuinely reflect industry needs and expectations.

Making judgment to modify amends or maintain draft

- The culmination of the validation process involves a decisive judgment phase where informed choices are made regarding whether to modify, amend, or maintain the draft competency standards.
- This decision-making hinges on a thorough analysis of validation outcomes, stakeholder feedback, and alignment with industry requisites.
- Modifications are implemented to refine and improve standards, amendments involve specific adjustments, and maintenance is pursued if standards are already robust.
- Collaborative decision-making considers stakeholder consensus, adherence to criteria, and potential impacts on education and industry.
- The outcome is competency standards that reflect well-informed choices, prioritizing professional growth, industry advancement, and overall success.

Self-Check Sheet 3.1

Q1: What is the purpose of the judgment phase in competency standards validation?

Q2: What actions are taken during the modification process?

Q3: How are decisions made in the judgment phase?

Q4: What is the ultimate goal of the judgment phase?

Answer Key 3.1

Q1: What is the purpose of the judgment phase in competency standards validation?

A1: The judgment phase determines whether to modify, amend, or maintain the draft standards based on validation results and stakeholder input.

Q2: What actions are taken during the modification process?

A2: Modifications involve refining the draft standards to address feedback and enhance clarity, ensuring they accurately reflect desired skills.

Q3: How are decisions made in the judgment phase?

A3: Decisions are collaborative, considering stakeholder consensus, alignment with criteria, and potential impacts on education and industry.

Q4: What is the ultimate goal of the judgment phase?

A4: The goal is to ensure finalized competency standards are well-informed choices that prioritize professional growth, industry advancement, and success.

Activity Sheet 3 Ensuring Comprehensive Competency Standards Validation

Activity 3.1: Identifying and Engaging Stakeholders (15 minutes)

Objective: To understand the importance of diverse stakeholder engagement in competency standards validation.

Instructions:

1. In pairs, discuss why it's crucial to involve a variety of stakeholders, such as professionals, educators, regulators, and industry associations, in the validation process.
2. Share your insights with the larger group and discuss the potential benefits of including different perspectives.

Activity 3.2: Decision-Making Role Play (20 minutes)

Objective: To simulate the judgment phase and decision-making process.

Instructions:

1. Divide participants into groups, each representing a stakeholder category (professionals, educators, regulators, industry associations).
2. Provide each group with a scenario related to modifying, amending, or maintaining draft competency standards.
3. Role-play a discussion where each group decide based on their stakeholder perspective. Emphasize consensus-building.
4. Share the decisions and rationale with the entire group and discuss the diverse viewpoints presented.

Specification Sheet 3

A. Supplies Documents

- Handouts or reference materials/books/ CBLMs on the above stated contents
- Bond paper

B. Tools and Material required:

- Notebook
- Handbook
- Office Stationeries

C. Equipment:

- Laptop/Computer

Learning Outcome 4: Finalize Validated Competency Standards

1. Validated draft competency standard are presented to Standard and Curriculum Validation Committee (SCVC)
2. Validated competency standards are checked to ensure the revised/finalized standards meets relevant requirements
3. Competency standard are finalized in accordance with SCVC recommendations

Content:

1. Formation of SCVC
2. Facilitate validation process

Resources Required/ Conditions:

The trainees must be provided with the following:

- Handouts or reference materials/books/ CBLMs on the above stated contents
- PCs/printers or laptop/printer with internet access
- Digital projector and Screen
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Relevant learning materials
- Workplace or simulated environment

Methodologies

- Lecture/discussion
- Demonstration/application
- Presentation

Assessment Methods

- Written test
- Demonstration
- Observation with checklist
- Oral questioning
- Portfolio

Learning Experience 4: Finalize Validated Competency Standards

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about Facilitate Development of Competency Standards.	1. Instructor will provide the learning materials for “Finalize Validated Competency Standards”
2. Read the Information sheet/s	2. Information Sheet No:4-1 Finalize Validated Competency Standards
3. Complete the Self Checks & Check answer sheets.	3. Self-Check/s Self-Check No: 4-1 Finalize Validated Competency Standards Answer key No. 4-1 Finalize Validated Competency Standards
4. Read the Job Sheet and Specification Sheet and perform job	4. Job- Sheet No:4-1 Finalize Validated Competency Standards Specification Sheet: 4-1 Finalize Validated Competency Standards

Information Sheet 4: Finalize Validated Competency Standards

Learning Objectives:

The learners will be able to:

1. Present validated draft competency standard to Standard and Curriculum Validation Committee (SCVC)
2. Check validated competency standards to ensure the revised/finalized standards meets relevant requirements
3. Finalize competency standard in accordance with SCVC recommendations

Standard and Curriculum Validation Committee (SCVC)

To ensure a comprehensive validation process for competency standards, it's crucial to identify and engage a diverse range of stakeholders.

The expert's panel for Standard and Curriculum Validation Committee (SCVC) ideally composed of 5 to 12 members. They are selected from relevant sectors of the qualification to be validated. At least one participant should be included from TSC. The sectors are generally –

- Respective Industry and employer
- Academe
- Skills Training Provider (STP)
- Job placement unit
- The concerned worker groups
- Others relevant stakeholder

Number of representatives from the sectors also varies, however it is important that a greater number of representations from the industry for better inputs on the occupation.

Communicate with SCVC members: This process involves inviting and communicating with panel members of SCVC for their attendance at a competency standard validation workshop.

Key steps include –

- Preparing a formal invitation
- Outlining the workshop's purpose, objectives, and schedule
- Requesting panel members to confirm their participation.

The communication includes logistical details, accommodations, and accessibility considerations.

Validating updated draft competency standards

A validation workshop for draft competency standards is an effective way to gather input and feedback from stakeholders in a structured and collaborative setting.

Here's a step-by-step process for conducting a validation workshop:

Preparing workshop materials

Gather the draft competency standards, any supporting documentation, and workshop materials such as handouts, presentation slides, and feedback forms.

Setting workshop objectives

Define clear objectives for the validation workshop. These could include reviewing and refining the draft competency standards, identifying gaps, confirming relevance, and ensuring alignment with industry needs.

Workshop Agenda

Design a structured agenda that outlines the workshop's activities, discussions, and time allocations. Include opportunities for both group discussions and individual feedback.

Workshop Activities

During the workshop, follow these activities:

- **Introduction:** Begin with a brief overview of the workshop's purpose, objectives, and the importance of validating competency standards.
- **Presentation of Draft Standards:** Present the draft competency standards to participants. Use visual aids to help illustrate key points.
- **Small Group Discussions:** Divide participants into smaller groups to review specific sections of the draft competency standards. Encourage them to provide feedback, suggest changes, and identify any missing elements.
- **Group Discussions:** Bring the small groups back together for a larger group discussion. Each group can present their findings, allowing for broader feedback and cross-validation.
- **Plenary Session:** Facilitate a plenary session where participants discuss common themes, differences, and areas of agreement or contention that emerged during the small group discussions.
- **Feedback Collection:** Distribute feedback forms or worksheets that participants can use to record their individual feedback on specific competency standards, criteria, or other relevant aspects.
- **Prioritization:** If needed, ask participants to prioritize certain competencies or tasks based on their perceived importance or relevance.

Collating and Analyzing Feedback

After the workshop, gather all the feedback forms, notes, and input collected during the various activities.

Revision of Competency Standards

Review the feedback and use it to revise the draft competency standards. Address the suggestions, concerns, and recommendations made by participants to improve the quality and relevance of the standards.

Communication

Share the revised competency standards with participants and stakeholders. Provide an overview of how the feedback was incorporated and explain the rationale behind decisions.

Documentation

Document the workshop proceedings, including the discussions, feedback received, decisions made, and revisions implemented. This documentation will serve as a record of the validation process.

Follow-Up

Consider conducting follow-up communications or meetings to ensure that stakeholders are informed about the progress and outcomes of the validation process.

A validation workshop brings together diverse perspectives and expertise to ensure that the competency standards are well-rounded, accurate, and relevant. The collaborative nature of the workshop helps create a sense of ownership among participants and increases the likelihood that the final competency standards will effectively meet the needs of both learners and industry stakeholders.

Presenting validated draft competency standard: The presentation of validated draft competency standards to the Standard and Curriculum Validation Committee (SCVC) is a crucial stage in the Competency-Based Learning and Management (CBLM) development process. It involves a structured presentation highlighting the validation process, key findings, modifications based on stakeholder feedback, alignment with criteria, and anticipated impacts. The SCVC reviews and discusses the presentation, offering approvals, recommendations, or feedback. This step ensures that the competency standards meet industry needs, educational objectives, and regulatory requirements before proceeding to finalization and integration into the curriculum.

Checking validated competency standards: Ensuring the compliance of validated competency standards involves a thorough review to confirm alignment with industry needs, educational objectives, regulatory guidelines, and stakeholder feedback. The process includes assessing clarity, precision, performance indicators, and integration

with the curriculum. This verification phase ensures that the standards are accurate, relevant, and of high quality, contributing to effective education and training programs that meet industry expectations and empower learners for success.

Finalizing competency standard: Finalizing competency standards based on SCVC recommendations involves a thorough review and integration process. Collaborative discussions prioritize and adjust recommendations for clarity, relevance, and alignment with criteria. Stakeholder input and transparency are key considerations, documented changes are subject to quality assurance, and approval is sought before implementation. This comprehensive approach ensures that the standards achieve the highest quality, effectively guiding education and professional development for successful outcomes.

After validation workshop with SCVC, as the facilitator, you need to write a resolution as the proof of validation of the standard. A sample resolution format is included here for your reference.

WORKSHOP MINUTES

Government of the People's Republic of Bangladesh
Prime Minister's Office
National Skills Development Authority

Level: 10-11, Biniyog Bhaban,
E-6 / B, Agargaon, Sher-E-Bangla Nagar Dhaka-1207, Bangladesh.
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Minutes of the Competency Standard Validation Workshop on “Software Design and Architecture” Occupation.

Chairman	: Mr. Shafquat Haider, Chairman, ICT ISC
Date	: 23 August 2023
Time	: 9:00 am - 4:00 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 Software Design and Architecture 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		No.	The name of the occupation was kept as proposed- “Software Design and Architecture”. Level of this CS was considered Level 5 instead of proposed Level 4.
2	Nominal Hour	Yes		360 hours
3	Unit of Competency	Yes		Name of the units were validated without any change.
4	Element	Yes		Elements of Competencies units were validated without any change.
5	Performance Criteria		No.	Relevant performance criteria on few elements were updated after reviewing carefully.
3	Variables		No.	Variables are adjusted with the careful consideration.
3	Critical Aspect of Competence		No.	Appropriate changes have been made in the critical aspect of competency as per the change of units.
3	Underpinning knowledge		No.	Necessary addition, changings and refinements have been made.

9	Underpinning Skills		No.	Necessary added, 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 with content consideration. ▪ Overall, the occupation has been included in Level-6 according to BNQF.

Through the above activities, the Competency Standard has been finalized and validated as “**Software Design and Architecture, Level-5**”.

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

Self-Check Sheet 4.1

1. What is the significance of presenting validated draft competency standards to the SCVC?
2. How is compliance of validated competency standards confirmed?
3. What does finalize competency standards involve?
4. Why is the SCVC review an important step?

Answer Key 4.1

Q1: What is the significance of presenting validated draft competency standards to the SCVC?

A1: Presenting validated draft competency standards to the SCVC is crucial as it ensures alignment with industry needs, educational objectives, and regulatory requirements, leading to their quality and relevance.

Q2: How is compliance of validated competency standards confirmed?

A2: Compliance of validated competency standards is confirmed through a thorough review process, assessing alignment with industry needs, educational objectives, and regulatory guidelines.

Q3: What does finalize competency standards involve?

A3: Finalizing competency standards involves integrating SCVC recommendations through collaborative discussions, prioritizing clarity, relevance, and alignment, while considering stakeholder input and ensuring transparency.

Q4: Why is the SCVC review an important step?

A4: The SCVC review involves structured presentations, approvals, recommendations, or feedback, ensuring that competency standards are refined and meet industry needs, educational objectives, and regulatory requirements before integration.

Activity Sheet 4.1:

Activity 1: Collaborative Finalization Exercise

Objective: To experience the collaborative process of finalizing competency standards based on SCVC recommendations.

Instructions:

1. Divide participants into groups, each representing a specific competency standard.
2. Review the SCVC recommendations provided for each standard.
3. In your groups, discuss how to prioritize and integrate these recommendations to enhance clarity, relevance, and alignment with criteria.
4. Present your finalized standard and the rationale for the decisions made to the entire group.

Activity 2: Panel Discussion and Review

Objective: To engage in a panel discussion on the presented concepts and activities.

Instructions:

1. Select participants to form a panel to lead the discussion.
2. Address questions and insights raised during the activities.
3. Discuss the challenges, benefits, and key takeaways from presenting, verifying, and finalizing competency standards.
4. Encourage participants to share their perspectives and reflections.

Specification Sheet 4.1

A. Documents required:

- Handouts or reference materials/books/ CBLMs on the above stated contents
- Bond paper

B. Tools and Material required:

- Notebook
- Handbook
- Office Stationeries

C. Equipment:

- Laptop/Computer

Review of Competency

Below is yourself assessment rating for module “**Facilitate Development of Competency Standard**”

SL no	Assessment of performance Criteria	Yes	No
1.	Objectives and expectations are identified through discussion with clients.		
2.	Organizational requirements are identified.		
3.	TNA respondents / target group are selected based on objectives and requirements.		
4.	Resources are identified and verified according to organizational requirements		
5.	Reliable and appropriate methods for collecting information and data are selected.		
6.	Method for collecting information and data on current, emerging and future training needs is selected with concerned person/s		
7.	Research plan is developed and finalized with concerned person/s		
8.	TNA instruments are prepared according to prescribed format		
9.	TNA instruments are validated		
10.	Orientation regarding TNA is conducted.		
11.	Instruments are disseminated to the identified respondents.		
12.	Filled up TNA instruments are gathered in accordance with selected procedures appropriate method		
13.	Information is analyzed using reliable and valid data analysis methods.		
14.	Skills requirements and skills gaps are determined that can be addressed through training or other intervention.		
15.	Conclusions on training needs are prepared and supported by evidence and consistent with research objectives.		
16.	Conclusions on training needs are disseminated to the clients.		
17.	Clients are provided with options for meeting identified training needs.		
18.	Report is prepared on training needs		
19.	Clients are provided with clear advice and recommendations.		
20.	Feedback and comments are obtained with suitable and sufficient advice.		
21.	Recommendations are recorded and applied in future planning if required.		
22.	Final report is completed and presented to the client		

I now feel ready to undertake my formal competency assessment.

Signed:

Date:

REFERENCE:

1. <https://files.eric.ed.gov/fulltext/ED401483.pdf>
2. <https://pub.cpsctech.org/tm-dacum/pdf.pdf>

Review Workshop of Competency Based Learning Material (CBLM)

The Competency Based Learning Material (CBLM) of Conduct Training Need Analysis (TNA) for National Skills Certificate in Competency Based Training and Assessment, Level-5 is reviewed by NSDA on 06-07 June 2023.

List of Members

SI No	Name and Address	Position in the committee
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