



## **COMPETENCY STANDARD**

# **Graphic Design for Freelancing**

**Level: 03**

**(ICT Sector)**

**Competency Standard Code: CS-ICT-GDF-L3-EN-V2**



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



## Copyright

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This Competency Standard for Graphic Design for Freelancing 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 ICT Sector ISC, industry representatives, academia, related specialist, trainer and related employee.

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

## **Introduction**

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

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

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

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

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

## Overview

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

The purpose of a competency standards is to:

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

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

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

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

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

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

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

Together, all the parts of a unit of competency:

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

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

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

## Competency Standards for National Skills Certificate – Level-3 in Graphic Design for Freelancing in ICT Sector

### Level Descriptors of BNQF 1-6

Level & Job Classification	Knowledge Domain	Skills Domain	Responsibility Domain
6-Mid-Level Manager/ Sub Assistant Engineer	Comprehensive actual and theoretical knowledge within a specific work or study area with an awareness of the validity and limits of that knowledge, able to analyse, compare, relate and evaluate.	Specialised and wider range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems. Communicate professional issues and solutions to the team and to external partners/users.	Work under broad guidance and self-motivation to execute strategic and operational plan/s. Lead lower-level management. Diagnose and resolve problems within and among work groups.
5-Supervisor	Broad knowledge of the underlying, concepts, principles, and processes in a specific work or study area, able to scrutinize and break information into parts by identifying motives or causes.	Broad range of cognitive and practical skills required to generate solutions to specific problems in one or more work or study areas. Communicate practice-related problems and possible solutions to external partners.	Work under guidance of management and self-direction to resolve specific issues. Lead and take responsibility for the work and actions of group/team members. Bridge between management.
4-Highly Skilled Worker	Broader knowledge of the underlying, concepts, principles, and processes in a specific work or study area, able to solve problems to new situations by comparing and applying acquired knowledge.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information. Communicate using technical terminology and IT technology with partners and users as per workplace requirements.	Work under minimal supervision in specific contexts in response to workplace requirements. Resolve technical issues in response to workplace requirements and lead/guide a team/ group.
3-Skilled Worker	Moderately broad knowledge in a specific work or study area, able to perceive ideas and abstract from drawing and design according to workplace requirements.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools. Communicate with his team and limited external partners upholding the values, nature and culture of the workplace	Work or study under supervision with considerable autonomy. Participate in teams and responsible for group coordination.
2-Semi Skilled Worker	Basic understanding of underpinning knowledge in a specific work or study area, able to interpret and apply common occupational terms and instructions.	Skills required to carry out simple tasks, communicate with his team in the workplace presenting and discussing results of his work with required clarity.	Work or study under supervision in a structured context with limited scope of manipulation
1 –Basic Skilled Worker	Elementary understanding of ability to interpret the underpinning knowledge in a specific study area, able to interpret common occupational terms and instructions.	Specific Basic skills required to carry out simple tasks. Interpret occupational terms and present the results of own work within guided work environment/ under supervision.	Work under direct supervision in a structured context with limited range of responsibilities.

## List of Abbreviations

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

## **Approval of Competency Standard**

Approved by  
--<sup>th</sup> Executive Committee (EC) Meeting of NSDA  
Held on --- 2024

Deputy Director (Admin)  
and  
Officer of Secretarial Duties for EC Meeting  
National Skills Development Authority



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**Competency Standards for National Skill Certificate – 3 in  
Graphic Design for Freelancing in ICT Sector**

**Course Structure**

SL	Unit Code and Title		UoC Level	Nominal Duration (Hours)
<b>Generic Units of Competencies</b>				<b>20</b>
1.	GU-09-L3-V1	Practice Negotiation Skills	3	20
<b>Sector-Specific Units of Competencies</b>				<b>60</b>
2.	SU-ICT-11-L2-V1	Prepare Documents and Create Presentations for client	3	45
3.	SU-ICT-12-L3-V1	Maintain Online Marketplace for Freelancing	3	15
<b>Occupation-Specific Units of Competencies</b>				<b>280</b>
4.	OU-ICT-GDF-01-L2-V2	Interpret Visual Design Principles and Apply Color Sense	3	45
5.	OU-ICT-GDF-02-L2-V2	Perform Basic Image Editing	3	80
6.	OU-ICT-GDF-03-L3-V2	Develop Design Concepts and Sketches	3	55
7.	OU-ICT-GDF-04-L3-V2	Produce Professional Designs Using Vector Illustration Tools/Software	3	60
8.	OU-ICT-GDF-05-L3-V2	Utilize AI Tools for Graphic Design	3	25
9.	OU-ICT-GDF-06-L3-V2	Develop Mock-up to Present Design	3	15
<b>Sub Total</b>				<b>360</b>
<b>Workplace visit</b>				<b>20</b>
<b>Total Nominal Learning Hours</b>				<b>380</b>

## Units & Elements at Glance

### Generic Units of Competencies

<b>Code</b>	<b>Unit of Competency</b>	<b>Elements of Competency</b>	<b>Duration (Hours)</b>
GU-09-L2-V1	Practice Negotiation Skills	1. Plan negotiations 2. Participate in negotiations	20

### Sector-Specific Units of Competencies

<b>Code</b>	<b>Unit of Competency</b>	<b>Elements of Competency</b>	<b>Duration (Hours)</b>
SU-ICT-11-L2-V1	Prepare Documents and Create Presentations for client	1. Prepare for Document Creation 2. Create and Format MS Word Documents 3. Finalize and Save Documents 4. Prepare PowerPoint Presentations 5. Design Slide Layouts and Apply Storytelling Techniques 6. Furnish and Finalize Presentation 7. Print & Transfer Document 8. Deliver Presentation and Gather Feedback	45
SU-ICT-12-L3-V1	Maintain Online Marketplace for Freelancing	1. Create and Set Up Online Marketplace Accounts 2. Create a Professional Profile 3. Bid on Projects 4. Deliver Quality Work 5. Maintain Client Relationships	15

### Occupation Specific Units of Competencies

<b>Code</b>	<b>Unit of Competency</b>	<b>Elements of Competency</b>	<b>Duration (Hours)</b>
OU-ICT-GDF-01-L3-V2	Interpret Visual Design Principles and Apply Color Sense	<ol style="list-style-type: none"> <li>1. Interpret design principles</li> <li>2. Explain the element of visual design</li> <li>3. Interpret color concepts</li> <li>4. Prepare Color</li> </ol>	45
OU-ICT-GDF-02-L3-V2	Perform Basic Image Editing	<ol style="list-style-type: none"> <li>1. Identify the image sources and standards</li> <li>2. Crop and resize image</li> <li>3. Separate background</li> <li>4. Make clipping path</li> <li>5. Retouch image</li> <li>6. Perform color correction</li> <li>7. Save and transfer image</li> </ol>	80
OU-ICT-GDF-03-L3-V2	Develop Design Concepts and Sketches	<ol style="list-style-type: none"> <li>1. Research and Analysis for identifying client needs</li> <li>2. Generate Ideas and Develop Concepts</li> <li>3. Sketch and visualize the concepts</li> <li>4. Refine and Present Concept for final approval</li> </ol>	55
OU-ICT-GDF-04-L3-V2	Produce professional designs Using Vector Illustration Tools/Software	<ol style="list-style-type: none"> <li>1. Apply Occupational Safety and Health (OSH) Practices in the Design Environment</li> <li>2. Prepare Design Workspace and Layout</li> <li>3. Create Design and Apply Effects</li> <li>4. Review, Edit and Refine Design</li> <li>5. Finalize and Share the Design</li> </ol>	60
OU-ICT-GDF-05-L3-V2	Utilize AI Tools for Graphic Design	<ol style="list-style-type: none"> <li>1. Interpret AI Tools and Applications in Graphic Design</li> <li>2. Generate Images and Visuals Using AI</li> <li>3. Apply AI-Enhanced Editing and Effects</li> <li>4. Automate Layout Design Using AI Tools</li> <li>5. Use AI for Text and Copywriting in Design</li> <li>6. Remove Backgrounds and Isolate Objects Using AI</li> </ol>	25

		7. Collaborate with AI and Refine Designs	
OU-ICT-GDF-06-L3-V2	Develop Mock-up to Present Design	<ol style="list-style-type: none"> <li>1. Prepare the work environment</li> <li>2. Create mock up</li> <li>3. Print and Present Draft</li> </ol>	15

# **Generic Units of Competencies**

<b>Unit Code and Title</b>	<b>GU-09-L3-V1: Practice Negotiation Skills</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to practice negotiation skills. It specifically includes – planning negotiations and participating in negotiations.
<b>Nominal Hours</b>	<b>20 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b>Bold &amp; Underlined</b> terms are elaborated in the Range of Variables Training Components
1. Plan negotiations	1.1 Information on <b>preparing for negotiation</b> is identified and included in the plan. 1.2 Information on creating <b>non-verbal environments</b> for positive negotiating is identified and included in the plan. 1.3 Information on <b>active listening</b> is identified and included in the plan. 1.4 Information on different <b>questioning techniques</b> is identified and included in the plan. 1.5 Information is checked to ensure it is correct and up-to-date.
2. Participate in negotiations	2.1 Criteria for successful outcome are agreed upon by all parties. 2.2 Desired outcome of all parties is considered. 2.3 Appropriate language is used throughout the negotiation. 2.4 A variety of questioning techniques are used. 2.5 The issues and processes are documented and agreed upon by all parties. 2.6 Possible solutions are discussed and their viability assessed. 2.7 Areas for agreement are confirmed and recorded. 2.8 Follow-up action is agreed upon by all parties.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (May include but not limited to)</b>
1. Preparing for negotiation	1.1 Background information on other parties to the negotiation 1.2 Good understanding of topic to be negotiated 1.3 Clear understanding of desired outcome/s 1.4 Personal attributes 1.4.1 Self esteem 1.4.2 Self esteem 1.4.3 Objectivity 1.4.4 Empathy 1.4.5 Respect for others 1.5 Interpersonal skills 1.5.1 Listening / reflecting 1.5.2 Non-verbal communication 1.5.3 Assertiveness 1.5.4 Behavior labeling 1.5.5 Testing understanding 1.5.6 Seeking information 1.5.7 Self-disclosure 1.6 Analytic skills 1.6.1 Observing differences between content and process

	<ul style="list-style-type: none"> <li>1.6.2 Identifying bargaining information</li> <li>1.6.3 Applying strategies to manage process</li> <li>1.6.4 Applying steps in negotiating process</li> <li>1.6.5 Strategies to manage conflict</li> <li>1.6.6 Steps in negotiating process</li> </ul> <p>1.7 Options within organization and externally for resolving conflict</p>
2. Non-verbal environments	<ul style="list-style-type: none"> <li>2.1 Friendly reception</li> <li>2.2 Warm and welcoming room</li> <li>2.3 Refreshments offered</li> <li>2.4 Lead in conversation before negotiation begins</li> </ul>
3. Active listening	<ul style="list-style-type: none"> <li>3.1 Attentive</li> <li>3.2 Don't interrupt</li> <li>3.3 Good posture</li> <li>3.4 Maintain eye contact</li> <li>3.5 Reflective listening</li> </ul>
4. Questioning techniques	<ul style="list-style-type: none"> <li>4.1 Direct</li> <li>4.2 Indirect</li> <li>4.3 Human Open-ended</li> </ul>
<p><b>Evidence Guide</b></p> <p>The evidence must be authentic, valid, sufficient and meet all requirements of current version of the Unit of Competency.</p>	
1. Critical aspects of competency	<p>The assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 demonstrated sufficient knowledge of the factors influencing negotiation to achieve agreed outcome.</li> <li>1.2 Participated in negotiation with at least one person to achieve an agreed outcome.</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Codes of practice and guidelines for the organization.</li> <li>2.2 Organization policy and procedures for negotiations.</li> <li>2.3 Decision-making and conflict resolution strategies and procedures.</li> <li>2.4 Problem-solving strategies on how to deal with unexpected questions and attitudes during negotiation.</li> <li>2.5 Flexibility.</li> <li>2.6 Empathy.</li> </ul>
3. Underpinning skill	<ul style="list-style-type: none"> <li>3.1 Interpersonal skills to develop rapport with other parties.</li> <li>3.2 Communication skills (verbal and listening).</li> <li>3.3 Observation skills.</li> <li>3.4 Negotiation skills.</li> </ul>
4. Required attitude	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>3.1 Environmental concerns</li> <li>3.2 Eagerness to learn</li> <li>3.3 Tidiness and timeliness</li> <li>3.4 Respect for rights of peers and seniors in workplace</li> <li>3.5 Communication with peers and seniors in workplace</li> </ul>
5. Resource implication	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> <li>5.1 Workplace (actual or simulated).</li> <li>5.2 Human resources (negotiators).</li> </ul>

6. Methods of assessment	6.1 Demonstration with oral questioning 6.2 On the job observation with oral questioning 6.3 Written test 6.4 Portfolio
7. Context of assessment	7.1. Competency assessment must be done in a training center or in an actual or simulated work place after Completion of the training module. 7.2. Assessment should be done by a certified assessor
<p><b>Accreditation Requirements</b>          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 Bangladesh National Qualification Framework (BNQF). Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

# **Sector-Specific Units of Competencies**



<b>Unit Code Title</b>	<b>SU-ICT-11-L2-V1: Prepare Documents and Create Presentations for client</b>
<b>Unit Descriptor</b>	This unit covers the competencies (knowledge, skills and attitudes) required to create, format, and finalize professional documents and preparing PowerPoint Presentations and designing slide layouts and applying storytelling Techniques. It also includes presenting designs effectively to stakeholders and gathering feedback.
<b>Nominal Hours</b>	<b>45 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables)
1. Prepare for Document Creation	<p>1.1 Safe work practices are followed and personal protective equipment (PPE) are worn as per workplace safety standards.</p> <p>1.2 Work areas are maintained in a clean and organized manner to prevent accidents and hazards.</p> <p>1.3 <b><u>Necessary Software</u></b> is checked and ensured operational as per job requirement.</p> <p>1.4 The availability of required fonts for typing of Bangla and English are ensured.</p> <p>1.5 <b><u>Job requirements</u></b> are identified.</p> <p>1.6 <b><u>Necessary resources</u></b> are gathered and organized.</p> <p>1.7 Software settings and ribbons are configured according to project needs.</p>
2. Create and Format MS Word Documents	<p>2.1 A blank document is prepared using a template or custom layout.</p> <p>2.2 <b><u>Contents</u></b> are inserted and arranged logically.</p> <p>2.3 <b><u>Page layout</u></b> is set as per job requirements.</p> <p>2.4 Styles, headings, and subheadings are applied consistently throughout the document.</p> <p>2.5 Tables are designed and formatted for readability and aesthetic appeal.</p> <p>2.6 Internal links, page numbers, and references are added as needed.</p>
3. Finalize and Save Documents	<p>3.1 The document is reviewed for consistency in <b><u>formatting</u></b>, spelling and grammar.</p> <p>3.2 Accessibility features, such as alt text for images and proper heading structure are checked.</p> <p>3.3 The finalized document is exported and saved in an appropriate <b><u>file format</u></b> suitable for delivery.</p> <p>3.4 Backup copies of the document are saved systematically in designated storage locations for efficient retrieval.</p> <p>3.5 <b><u>Backup strategies</u></b> are followed to prevent data loss.</p>

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

8 Deliver Presentation and Gather Feedback	8.1 The presentation is delivered confidently using appropriate visual aids and speaking techniques. 8.2 Feedback from <b>stakeholders</b> is gathered systematically during or after the presentation. 8.3 The feedback is analyzed and used to refine the presentation or future designs. 8.4 Potential areas for improvement in in the presentation are identified based on the feedback received. 8.5 Feedback is integrated into future presentations to align with workplace expectations and stakeholder requirements.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Necessary Software	1.1 Word Processing Application Software 1.1.1. Microsoft Word 1.1.2. LibreOffice Writer 1.1.3. WPS Office Free Writer 1.1.4. Google Doc 1.2 Typing Tutor Software for English and Bengali 1.3 Bangla typing Software a. Bijoy b. Avro
2. Job requirements	2.1 Type of document 2.1.1 Business or client proposals 2.1.2 Contracts 2.1.3 Product catalogs showcasing descriptions 2.1.4 Annual reports, project updates 2.1.5 Informational brochures for marketing purposes 2.1.6 Simple one-page documents for promotions 2.1.7 Newsletters (Periodical updates for customers) 2.1.8 Custom-designed templates 2.2 Audience 2.3 Branding guidelines
3. Necessary resources	3.1 Templates 3.2 Text 3.3 Images 3.4 Charts
4. Contents	4.1 Text 4.2 Images 4.3 Charts 4.4 Shapes 4.5 Infographics 4.6 Text Box 4.7 Symbols

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

<p>11. Storytelling Techniques</p>	<p>11.1 Narrative Structure  11.1.1 Beginning  11.1.2 Middle and end  11.1.3 problem-solution format</p> <p>11.2 Audience Focus  11.2.1 Tailored messages  11.2.2 empathy-driven content  11.2.3 relatable examples</p> <p>11.3 Visual Hierarchy  11.3.1 One idea per slide  11.3.2 emphasized key points  11.3.3 logical flow</p> <p>11.4 Emotional Engagement  11.4.1 Use of case studies  11.4.2 Testimonials  11.4.3 humor  11.4.4 and appeals to values</p> <p>11.5 Data Visualization  11.5.1 Infographics  11.5.2 Charts and diagrams to simplify complex ideas</p> <p>11.6 Analogies and Metaphors  11.6.1 Simplifying concepts by relating them to everyday ideas</p> <p>11.7 Transitions  11.7.1 Smooth slide transitions and references to previous points to maintain coherence.</p> <p>11.8 Call to Action (CTA)  11.8.1 Clear next steps or recommendations presented in the conclusion</p>
<p>12. Animation</p>	<p>12.1 Entrance  12.2 Emphasis  12.3 Motion Path  12.4 Exit</p>
<p>13. Presentation view</p>	<p>13.1 From beginning  13.2 From Current slide</p>
<p>14. Required Format</p>	<p>14.1 .pptx  14.2 .pptm  14.3 .ppt  14.4 .pdf</p>
<p>15. Print Settings</p>	<p>15.1 Paper size  15.2 Single/Both side Print.  15.3 Odd/Even Page print  15.4 Collated  15.5 Page Orientation  15.6 Margins  15.7 Page Per sheet</p>

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

	<p>2.13 Techniques for integrating storytelling into presentations.</p> <p>2.14 Best practices for creating accessible and professional documents and presentations.</p> <p>2.15 Methods for gathering, analyzing, and incorporating stakeholder feedback.</p> <p>2.16 Steps to maintain a clean and orderly workplace and ensure equipment is well-maintained.</p>
3. Underpinning skills	<p>3.1 Preparing and customizing documents with styles, layouts, and visual elements.</p> <p>3.2 Designing slides that use visual storytelling to enhance audience engagement.</p> <p>3.3 Reviewing and refining documents and presentations based on stakeholder input.</p> <p>3.4 Exporting and sharing files in various formats suitable for digital or print use.</p> <p>3.5 Delivering confident presentations while interacting effectively with stakeholders.</p>
4. Required attitudes	<p>4.1 Commitment to occupational safety and health.</p> <p>4.2 Commitment to producing high-quality and professional documents and presentations.</p> <p>4.3 Attention to detail to ensure accuracy and consistency in formatting and design.</p> <p>4.4 Creativity and innovation in visual design and storytelling approaches.</p> <p>4.5 Willingness to adapt to feedback and continuously improve designs.</p> <p>4.6 Discipline in meeting deadlines and managing time effectively.</p> <p>4.7 Proactive approach to staying updated on design trends, tools, and software.</p> <p>4.8 Strong sense of organization and cleanliness in managing files, tools, and workspaces.</p> <p>4.9 Collaborative mindset to work effectively with team members and stakeholders.</p> <p>4.10 Patience and resilience when resolving technical issues or revising work.</p> <p>4.11 Professionalism in communicating with clients and presenting designs confidently.</p>
5. Resource implication	<p>The following resources must be provided:</p> <p>5.1 Workplace (actual or simulated).</p> <p>5.2 Tools, equipment and physical facilities appropriate to perform activities.</p> <p>5.3 Materials consumable to perform activities.</p>

6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1 Demonstration with oral questioning</p> <p>6.2 On the job observation with oral questioning</p> <p>6.3 Written test</p> <p>6.4 Portfolio</p>
7. Context of assessment	<p>7.1 Competency assessment must be done in NSDA accredited center.</p> <p>7.2 Assessment should be done by NSDA-certified/ nominated assessor</p>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by the National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

<b>Unit Code and Title</b>	<b>SU-ICT-12-L3-V1: Maintain Online Marketplace account for Freelancing</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills, and attitudes required to manage freelancing activities effectively in an online marketplace. It includes creating and setting up Online Marketplace Accounts, creating a professional profile, identifying and bidding on Projects, delivering quality Work and maintaining client Relationships
<b>Nominal Hours</b>	<b>15 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables.
1. Create and Set Up Online Marketplace Accounts	<p>1.1 Appropriate <b><u>freelancing platforms</u></b> are researched and selected based on skills and target clients.</p> <p>1.2 An account is created to work on an online marketplace.</p> <p>1.3 <b><u>Payment methods</u></b> are set up to ensure secure and timely transactions.</p> <p>1.4 Marketplace rules, guidelines, and policies are familiarized.</p>
2. Develop a Profile for the online marketplace	<p>2.1 Key <b><u>skills and expertise</u></b> are defined and showcased in the profile.</p> <p>2.2 A professional and engaging profile description is written.</p> <p>2.3 Keywords in profile and gig descriptions are used to rank higher in search results</p> <p>2.4 A portfolio of past work and certifications is added to enhance credibility.</p>
3. Bid on Projects	<p>3.1 Suitable projects aligned with personal skills and expertise are identified.</p> <p>3.2 Compelling and customized proposals are written for potential clients.</p> <p>3.3 Competitive pricing and timelines are set while bidding on projects.</p> <p>3.4 Terms, timelines, and deliverables are negotiated with clients</p> <p>3.5 Organized records of ongoing projects, deadlines, and payments are maintained.</p>
4. Deliver Quality Work	<p>4.1 Project requirements are interpreted and deliverables with the client are agreed.</p> <p>4.2 Appropriate <b><u>tools and techniques</u></b> are used to complete the work efficiently.</p> <p>4.3 Quality of deliverables are ensured to meet client expectations.</p>

	4.4 Work is submitted within the agreed timeline and necessary revisions are provided.
5. Maintain Client Relationships	<p>5.1 Communication with clients using <b>communication tools</b> is maintained regularly to update progress and address concerns.</p> <p>5.2 Feedback on delivered work is sought, and improvements are made based on suggestions.</p> <p>5.3 Long-term relationships are built by providing consistent quality and reliability.</p> <p>5.4 Repeat business and referrals are encouraged by maintaining professionalism.</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Freelancing platforms	<p>1.1 Upwork</p> <p>1.2 Fiverr</p> <p>1.3 Freelancer</p> <p>1.4 Toptal</p> <p>1.5 Guru</p> <p>1.6 People Per Hour</p> <p>1.7 99designs</p> <p>1.8 Freepik</p>
2. Payment methods	<p>2.1 Payoneer</p> <p>2.2 PayPal,</p> <p>2.3 bank transfers,</p> <p>2.4 marketplace wallets.</p>
3. Skills and expertise	<p>3.1 Writing,</p> <p>3.2 graphic design,</p> <p>3.3 web development,</p> <p>3.4 digital marketing,</p> <p>3.5 virtual assistance</p>
4. Tools and Techniques	<p>4.1 Project management tools (e.g., Trello, Asana),</p> <p>4.2 design software (e.g., Photoshop), etc.</p>
5. Communication Tools	<p>5.1 Marketplace messaging systems,</p> <p>5.2 email,</p> <p>5.3 video conferencing platforms</p>
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient and meet all requirements of current version of the Unit of Competency.	
1. Critical aspects of competency	<p>Assessment required evidences that the candidate:</p> <p>1.1 identified safety and health issues for IT workplace</p> <p>1.2 identified safety signs and symbols</p> <p>1.3 established safe and hygiene work environment</p>

	<p>1.4 identified hazards and risks and followed safe workplace operating procedure</p> <p>1.5 identified and reported emergency situations</p> <p>1.6 taken preventive and correctives measures for maintaining safe conditions in the workplace</p> <p>1.7 prevented from social media and internet addiction.</p>
<p>2. Underpinning knowledge</p>	<p>2.1 Importance of maintaining OSH in IT workplace.</p> <p>2.2 Personal protective equipment requirements for IT related jobs.</p> <p>2.3 Type of IT workplace and Safe and hygiene work environment.</p> <p>2.4 Safety and Health issues for IT workplace:</p> <p>2.4.1 ergonomics impairment</p> <p>2.4.2 eye Stress / Eyesight impairment.</p> <p>2.4.3 hearing outage</p> <p>2.4.4 pain in the limb</p> <p>2.4.5 hypertension / blood pressure</p> <p>2.4.6 obesity</p> <p>2.4.7 carpal tunnel syndrome</p> <p>2.4.8 thrombosis</p> <p>2.4.9 repetitive strain injury</p> <p>2.4.10 radiation</p> <p>2.4.11 internet addiction.</p> <p>2.5 Health and hygiene precaution requirement in IT workplace.</p> <p>2.6 OSH policies and procedures for IT workplace.</p> <p>2.7 Types of incidents and risk in IT workplace.</p> <p>2.8 Emergency situations and Workplace emergency procedures.</p> <p>2.9 Safety sign and tags.</p> <p>2.10 Types of hazards.</p> <p>2.11 Reporting and recording procedure.</p> <p>2.12 Internet and social media addiction and its impact in health and safety.</p>
<p>3. Underpinning skills</p>	<p>3.1 Identifying safety and health issues in IT workplace.</p> <p>3.2 Applying personal health and safety practices for IT workplace.</p> <p>3.3 Identifying and reporting hazards and risks.</p> <p>3.4 Following and responding in emergency response procedures.</p> <p>3.5 Maintaining and improving health and safety in the IT workplace.</p> <p>3.6 Preventing from Social media and internet addiction.</p>
<p>4. Required attitudes</p>	<p>4.1 Commitment to occupational health and safety in workplace and personal life.</p> <p>4.2 Promptness in carrying out activities.</p> <p>4.3 Maintaining cleanliness and safe work environment.</p> <p>4.4 Sincere and honest to duties.</p> <p>4.5 Eagerness to learn.</p>

	<p>4.6 Tidiness and timeliness.</p> <p>4.7 Environmental concerns in workplace.</p> <p>4.8 Respect for rights of peers and seniors at workplace.</p> <p>4.9 Communication with peers and seniors at workplace.</p> <p>4.10 Following IT ethics and preventing from internet and social media addition.</p>
5. Resource implication	<p>The following resources must be provided:</p> <p>5.1 workplace (actual or simulated)</p> <p>5.2 equipment and outfits appropriate in applying safety measures</p> <p>5.3 tools, materials and documentation required</p> <p>5.4 relevant specifications or work instructions.</p>
6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <p>6.1 Demonstration with oral questioning</p> <p>6.2 On the job observation with oral questioning</p> <p>6.3 Written test</p> <p>6.4 Portfolio</p>
7. Context of assessment	<p>7.1 Competency assessment must be done in NSDA accredited center.</p> <p>7.2 Assessment should be done by NSDA certified/ nominated assessor</p>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by the National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

# **Occupation-Specific Units of Competencies**

<b>Unit Code and Title</b>	<b>OU-ICT-GDF-01-L3-V2: Interpret Visual Design Principles and Apply Color Sense</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills, and attitudes interpreted to interpret design principles and color sense. It specifically includes interpreting design principles, explaining the element of visual design, comprehending the color concepts, and preparing color.
<b>Nominal Hours</b>	<b>45 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables
1. Interpret design principles	1.1 <b><u>Design principles</u></b> are identified. 1.2 Application of design principles is interpreted from existing design works. 1.3 Misapplications of design principles are identified, and corrective actions are proposed
2. Explain the element of visual design	2.1. <b><u>Visual design elements</u></b> are identified from existing design works. 2.2. Relationships among visual design elements are interpreted.
3. Interpret color concepts	3.1 <b><u>Color theory</u></b> is interpreted. 3.2 <b><u>Color modes</u></b> are identified and analyzed according to specific design requirements. 3.3 <b><u>Color psychology</u></b> is interpreted to align with design objectives. 3.4 <b><u>Color Adjustment techniques</u></b> are interpreted.
4. Prepare Color	4.1 Secondary colors are prepared by mixing primary colors according to specified proportions. 4.2 Tertiary colors are prepared by combining primary and secondary colors to achieve the desired results. 4.3 Shades are prepared by adding black to base colors while maintaining consistency in tone. 4.4 Tints are created by adding white to base colors to produce lighter variations. 4.5 Prepared colors are tested for accuracy and compatibility with design objectives. 4.6 Color mixing results are documented for future reference and consistency in production.
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):

1. Design principles	1.1 Balance 1.2 Contrast 1.3 Emphasis 1.4 Proximity 1.5 Proportion 1.6 Hierarchy 1.7 Repetition 1.8 Alignment 1.9 Unity 1.10 Space
2. Visual Design Element	2.1 Text 2.2 Image 2.3 Line 2.4 Shape 2.5 Form 2.6 Value 2.7 Color 2.8 Texture
3. Color Theory	3.1 Color Wheel <ul style="list-style-type: none"> <li>3.1.1 Primary <ul style="list-style-type: none"> <li>• Red</li> <li>• Yellow</li> <li>• Blue</li> </ul> </li> <li>3.1.2 Secondary <ul style="list-style-type: none"> <li>• Green</li> <li>• Orange</li> <li>• Purple</li> </ul> </li> <li>3.1.3 Tertiary <ul style="list-style-type: none"> <li>• Yellow-Green</li> <li>• Yellow-Orange</li> <li>• Red-Orange</li> <li>• Red-Purple</li> <li>• Blue-Purple</li> <li>• Blue-Green</li> </ul> </li> <li>3.1.4 Process Color <ul style="list-style-type: none"> <li>• Cyan</li> <li>• Magenta</li> <li>• Yellow</li> <li>• Black</li> </ul> </li> <li>3.1.5 Color Temperature <ul style="list-style-type: none"> <li>• Warm Color</li> <li>• Cool Color</li> </ul> </li> </ul> 3.2 Color Harmony <ul style="list-style-type: none"> <li>3.2.1 Complimentary</li> <li>3.2.2 Analogous</li> <li>3.2.3 Monochromatic</li> <li>3.2.4 Triadic</li> <li>3.2.5 Neutral</li> </ul> 3.3 Hue-Saturation-Value

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

	<p>3.5 Demonstrating the ability to gain experience in a range of genres and interpreting basic design guidelines</p> <p>3.6 Identifying and using opportunities to develop own practice and keeping informed about current design trends serving as guidelines.</p>
4. Required attitude	<p>4.1 Correctness in applying design principles, color theory, and composition to create professional-quality work.</p> <p>4.2 Willingness to accept feedback, explore new ideas, and adapt to different design trends.</p> <p>4.3 Adaptability to learn and apply new tools, software, and techniques as design technology evolves.</p> <p>4.4 Readiness to work with clients, colleagues, and other professionals to refine and improve designs.</p> <p>4.5 Commitment to staying updated with current design trends, tools, and market demands to improve professional growth.</p> <p>4.6 Willingness to identify and resolve design misapplications, ensuring that visual elements align with the intended message.</p> <p>4.7 Efficiently handling multiple design projects and meeting deadlines without compromising quality.</p> <p>4.8 Maintaining a responsible approach to design work, including respecting client requirements and industry standards.</p> <p>4.9 Understanding audience preferences, emotional responses to color and design, and ensuring the final output is impactful.</p>
5. Resource Implication	<p>The following resources must be provided:</p> <p>5.1 Workplace (actual or simulated).</p> <p>5.2 Projector or interactive whiteboard for demonstrations.</p> <p>5.3 High-performance desktops or laptops with graphics capabilities (e.g., Adobe Creative Suite requirements).</p> <p>5.4 Devices like Wacom for digital sketching and designing.</p> <p>5.5 High-resolution monitors, color-calibrated screens, keyboards, mice, scanners, and high-quality printers.</p> <p>5.6 USB pen drives, portable hard drives, and optical disks for file transfer practice.</p> <p>5.7 Internet access for surfing to find resources and updates for installed software.</p> <p>5.8 Adjustable chairs and desks for ergonomic typing practice.</p> <p>5.9 Design Software like Adobe Photoshop, Illustrator, InDesign, and alternative open-source tools like GIMP or Inkscape.</p> <p>5.10 Color Management Tools like Adobe Color, Pantone Color Manager, and other digital color calibration software.</p> <p>5.11 Font and Typography Tools like Google Fonts, Adobe</p>

	<p>Fonts, and other typography resources.</p> <p>5.12 File Management and Collaboration Tools like Google Drive, and Dropbox for teamwork and project sharing.</p> <p>5.13 A workspace for physical color preparation, mixing, and print testing.</p> <p>5.14 Training manuals covering the curriculum on covering design principles, color theory, and visual aesthetics.</p> <p>5.15 Color Charts and Swatches, Pantone color books, RGB/CMYK charts, and printed color references.</p> <p>5.16 Updated resources on industry trends and innovations in graphic design.</p> <p>5.17 Case Studies &amp; Real-World Examples of successful graphic design projects for analysis and learning.</p> <p>5.18 Design magazines, catalogs, and online resources for inspiration and industry knowledge.</p>
6. Methods of Assessment	<p>Methods of assessment may include but are not limited to:</p> <p>6.1 Written test</p> <p>6.2 Demonstration</p> <p>6.3 Oral questioning</p> <p>6.4 Portfolio</p>
7. Context of Assessment	<p>7.1 Competency assessment must be done in a training center or in an actual or simulated workplace after completion of the training module</p> <p>7.2 Assessment should be done by NSDA the certified assessor</p>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by 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 BNQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

<b>Unit Code and Title</b>	<b>OU-ICT-GDF-02-L3-V2: Perform Basic Image Editing</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills, and attitudes required to perform basic image editing. It specifically includes identifying the image sources and standards, retouching images, performing color correction, and saving and transferring images.
<b>Nominal Hours</b>	<b>80 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables
1. Identify the image sources and standards	<p>1.1 Image separation software is identified as per job requirements.</p> <p>1.2 <b><u>Image sources</u></b> are identified as per job requirements.</p> <p>1.3 Images are successfully imported from the appropriate source.</p> <p>1.4 Image information is identified and demonstrated as per the requirement</p> <p>1.5 Image separation software is correctly identified based on the complexity of the job and client requirements.</p> <p>1.6 Image sources are identified according to the job specifications.</p> <p>1.7 Images are successfully imported into the selected software using the appropriate method and file format.</p> <p>1.8 <b><u>Image properties</u></b> are identified and demonstrated accurately to match the design or editing requirements.</p>
2. Crop and resize image	<p>2.1 Client's instructions are reviewed and interpreted to determine cropping and resizing requirements.</p> <p>2.2 Image is selected and cropped precisely using the appropriate selection tools and techniques.</p> <p>2.3 Tools and settings are calibrated according to image resolution and aspect ratio requirements.</p> <p>2.4 Image <b><u>resolution</u></b> and <b><u>dimensions</u></b> are adjusted accurately to meet the specified output size.</p> <p>2.5 Cropped and resized images are saved in the appropriate file format, ensuring quality is maintained.</p>
3. Separate background	<p>3.1 Image is reviewed and selected based on the background removal task.</p> <p>3.2 Appropriate selection or masking tools are identified and chosen based on image complexity.</p> <p>3.3 Background is separated from the main subject using accurate cut-out, masking, or selection techniques.</p>

	3.4 Final image is saved in a suitable file format that preserves transparency or layer details.
4. Make clipping path	<p>4.1 Client's design requirements and output specifications are interpreted for creating a clipping path.</p> <p>4.2 Image is selected and imported into the editing software based on the clipping path task.</p> <p>4.3 Pen tool is selected and adjusted to initiate the manual path drawing process.</p> <p>4.4 Clipping path is created accurately by outlining the required image area using precise anchor points.</p> <p>4.5 Path is refined, saved, and exported in a <b>file format</b> suitable for printing, publishing, or further design use.</p>
5. Retouch image	<p>5.1 <b>Retouching tools</b> are identified as per job requirement</p> <p>5.2 Tools are calibrated as required.</p> <p>5.3 <b>Retouching techniques</b> are applied using appropriate tools.</p> <p>5.4 Layers are created, organized, and preserved for further reference of work.</p>
6. Perform color correction	<p>6.1 The appropriate image mode is selected for color correction.</p> <p>6.2 Various <b>color correction methods and Tools</b> are identified and used.</p> <p>6.3 Image enhancement is compared with the original one.</p>
7. Save and transfer image	<p>7.1 Images are corrected and saved in the specified file format.</p> <p>7.2 Work is evaluated as per specification</p> <p>7.3 The image is transferred to the recipient.</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (may include but not limited to):</b>
1. Image sources	<p>1.1 Scanner</p> <p>1.2 Digital camera</p> <p>1.3 Local folders</p> <p>1.4 Cloud storage</p> <p>1.5 External devices</p>
2. Image properties	<p>2.1 Size</p> <p>2.2 Resolution</p> <p>2.3 Colour mode</p> <p>2.3.1 RGB</p> <p>2.3.2 CMYK</p> <p>2.3.3 Grey scale</p> <p>2.3.4 LAB colour</p> <p>2.3.5 Index colour</p> <p>2.4 Image format</p>

	<ul style="list-style-type: none"> <li>2.4.1 .tiff</li> <li>2.4.2 .psd</li> <li>2.4.3 .bmp</li> <li>2.4.4 .jpeg</li> <li>2.4.5 .png</li> <li>2.4.6 .gif</li> </ul>
3. Resolution	<ul style="list-style-type: none"> <li>3.1. 72 ppi</li> <li>3.2. 256 ppi</li> <li>3.3. 300 ppi</li> </ul>
4. Dimension	<ul style="list-style-type: none"> <li>4.1. Width</li> <li>4.2. Height</li> </ul>
5. File format	<ul style="list-style-type: none"> <li>5.1. JPEG</li> <li>5.2. PSD</li> <li>5.3. TIFF</li> </ul>
6. Retouch tools	<ul style="list-style-type: none"> <li>6.1 Healing brush tool</li> <li>6.2 Spot healing</li> <li>6.3 Patch tool</li> <li>6.4 Clone stamp tool</li> </ul>
7. Retouching techniques	<ul style="list-style-type: none"> <li>7.1 Skin smoothing and blemish removal</li> <li>7.2 Teeth whitening, eye brightening, and facial feature enhancement.</li> <li>7.3 Background clean-up and object removal.</li> <li>7.4 Color correction, grading, and tonal adjustments.</li> <li>7.5 Use of multiple layers for preserving the retouched image in the future</li> </ul>
8. Color correction methods and Tools	<ul style="list-style-type: none"> <li>8.1 Methods <ul style="list-style-type: none"> <li>8.1.1 Brightness and contrast</li> <li>8.1.2 Hue and saturation</li> <li>8.1.3 Level</li> <li>8.1.4 Curve</li> <li>8.1.5 Selective colour</li> <li>8.1.6 Variations</li> </ul> </li> <li>8.2 Tools <ul style="list-style-type: none"> <li>8.2.1 Dodge Tool</li> <li>8.2.2 Burn Tool</li> </ul> </li> <li>8.3 Sponge Tool</li> </ul>
<p><b>Evidence Guide</b></p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent, and recent and meet the 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"> <li>1.1 Made screen layer</li> <li>1.2 Completed mockup</li> <li>1.3 Adjusted document from print preview</li> </ul>

<p>2. Underpinning Knowledge</p>	<p>2.1 Design details of the graphics design project  2.2 View magnification  2.3 Product shot  2.4 Screen layer  2.5 Housekeeping/organizing work  2.6 Mockup</p>
<p>3. Underpinning Skills</p>	<p>3.1 Setting view magnification  3.2 Collecting/taking product shot  3.3 Making screen layer  3.4 Doing housekeeping/organizing work  3.5 Completing the mockup  3.6 Adjusting document from print preview  3.7 Taking print of mock-up</p>
<p>4. Required Attitudes</p>	<p>4.1 Correctness in applying design principles, color theory, and composition to create professional-quality work.  4.2 Willingness to accept feedback, explore new ideas, and adapt to different design trends.  4.3 Adaptability to learn and apply new tools, software, and techniques as design technology evolves.  4.4 Readiness to work with clients, colleagues, and other professionals to refine and improve designs.  4.5 Commitment to staying updated with current design trends, tools, and market demands to improve professional growth.  4.6 Willingness to identify and resolve design misapplications, ensuring that visual elements align with the intended message.  4.7 Efficiently handling multiple design projects and meeting deadlines without compromising quality.  4.8 Maintaining a responsible approach to design work, including respecting client requirements and industry standards.  4.9 Understanding audience preferences, emotional responses to color and design and ensuring the final output is impactful.</p>
<p>5. Resource Implications</p>	<p>The following resources must be provided:  5.1 Workplace (actual or simulated).  5.2 Projector or interactive whiteboard for demonstrations.  5.3 High-performance desktops or laptops with graphics capabilities (e.g., Adobe Creative Suite requirements).  5.4 Devices like Wacom for digital sketching and designing.  5.5 High-resolution monitors, color-calibrated screens, keyboards, mice, scanners, and high-quality printers.  5.6 USB pen drives, portable hard drives, and optical disks for file transfer practice.</p>

	<p>5.7 Internet access for cloud-based applications like File Management and Transfer Tools (Google Drive, Dropbox, WeTransfer) and updates for installed software.</p> <p>5.8 Adjustable chairs and desks for ergonomic typing practice.</p> <p>5.9 Design Software like Adobe Photoshop and alternative open-source tools like GIMP.</p> <p>5.10 Color Management Tools like Adobe Color, Pantone Color Manager, and other digital color calibration software.</p> <p>5.11 Font and Typography Tools like Google Fonts, Adobe Fonts, and other typography resources.</p> <p>5.12 File Management and Collaboration Tools like Google Drive, Dropbox for teamwork and project sharing.</p> <p>5.13 Training manuals covering the curriculum on covering image editing principles, software usage, and techniques, retouching, color correction, and mock-up creation)</p> <p>5.14 Sample Images (For hands-on practice in retouching and color correction)</p> <p>5.15 Mock-up Templates (Pre-designed layouts for training exercises)</p>
6. Methods of Assessment	<p>Methods of assessment may include but are not limited to:</p> <p>6.1 Written Test</p> <p>6.2 Demonstration</p> <p>6.3 Oral Questioning</p> <p>6.4 Portfolio</p>
7. Context of Assessment	<p>7.1 Competency assessment must be done in a training center or an actual or simulated workplace after completion of the training module</p> <p>7.2 Assessment should be done by the NSDA-certified assessor</p>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by the National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA</p>	

<b>Unit Code Title</b>	<b>OU-ICT-GD-03-L3-V2: Develop Design Concepts and Sketches</b>
<b>Unit Descriptor</b>	This unit covers the competencies (skills, knowledge, and attitudes) required to create and refine design concepts and sketches based on client requirements. It involves identifying client needs, generating ideas, and developing hand-drawn sketches aligned with design principles and industry standards.
<b>Nominal Hours</b>	<b>55 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables.
1. Research and Analysis for identifying client needs	<p>1.1 <b><u>Client's brief</u></b> is identified and analyzed to understand the design requirements.</p> <p>1.2 Research on relevant industry trends, competitor analysis, and visual references is conducted to inform concept development.</p> <p>1.3 Information from various sources is gathered and organized to support the development of informed design concepts.</p> <p>1.4 Key messages and brand attributes are identified and documented that need to be conveyed through the design and for future reference.</p>
2. Generate Ideas and Develop Concepts	<p>2.1 A range of diverse and innovative design concepts is generated that align with the project brief and target audience.</p> <p>2.2 Different ideation techniques, including <b><u>inspiration sources</u></b>, are employed to explore multiple design directions.</p> <p>2.3 Concepts are developed that demonstrate an understanding of <b><u>principles and elements of design</u></b></p> <p>2.4 Various visual styles and approaches are explored to find the most effective solution for the project.</p> <p>2.5 A variety of rough sketches and thumbnails are produced to visualize initial concepts.</p>
3. Sketch and visualize the concepts	<p>3.1 Clear and concise sketches are created that effectively communicate design ideas.</p> <p>3.2 Various <b><u>sketching techniques</u></b> and <b><u>traditional sketching tools</u></b> are utilized as appropriate to the project requirements to represent design elements accurately.</p> <p>3.3 Detailed sketches that illustrate the layout, composition, and visual elements of the design is developed.</p> <p>3.4 Sketches based on feedback and iterations is refined to improve clarity and effectiveness.</p> <p>3.5 Storyboards or visual mockups is produced to demonstrate the flow and interaction of the design.</p>

4. Refine and Present Concept for final approval	<p>4.1 The most promising concepts are selected and refined based on their relevance, originality, and feasibility.</p> <p>4.2 Detailed concept presentations are developed that communicate the design rationale and visual elements.</p> <p>4.3 Strengths and weaknesses of different concepts are articulated to facilitate informed decision-making.</p> <p>4.4 Concepts in a clear, concise, and professional manner are presented to clients or stakeholders.</p> <p>4.5 <b>Feedback</b> from clients or stakeholders is incorporated to further refine and improve the chosen concept.</p> <p>4.6 Final approved concept and sketches are documented for future reference.</p>
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**Range of Variables**

<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Client's Brief	<p>1.1 Contact details</p> <p>1.2 Project Objectives</p> <p>1.3 Product/service information</p> <p>1.4 Target audience characteristics</p> <p>    1.4.1 Age</p> <p>    1.4.2 Gender</p> <p>    1.4.3 Income level</p> <p>    1.4.4 Social background</p> <p>    1.4.5 preferences</p> <p>    1.4.6 Cultural Considerations</p> <p>1.5 Target market</p> <p>1.6 Advertising message</p> <p>1.7 Client inspiration</p> <p>1.8 Budget</p> <p>1.9 Timeline</p> <p>1.10 Other design expectations</p>
2. Inspiration Sources	<p>2.1 Industry examples</p> <p>2.2 Competitor designs</p> <p>2.3 Trend reports</p> <p>2.4 Online portfolios</p> <p>2.5 Design tools.</p>
3. Principles and elements of design.	<p>3.1 Principles of design</p> <p>    3.1.1 Balance</p> <p>    3.1.2 Contrast</p> <p>    3.1.3 Emphasis</p> <p>    3.1.4 Proportion</p> <p>    3.1.5 Hierarchy</p> <p>    3.1.6 Repetition</p> <p>    3.1.7 Alignment and</p> <p>    3.1.8 Unity</p>

	3.2 Elements of design 3.2.1 Line 3.2.2 Shape 3.2.3 Form 3.2.4 Value 3.2.5 Color 3.2.6 Texture 3.2.7 Space
4. Sketching techniques	4.1 Line Drawings 4.2 Shading 4.3 Perspective 4.4 Grids 4.5 Freehand sketches
5. Traditional Sketching Tools	5.1 Pencils 5.2 Markers 5.3 Erasers 5.4 Storyboards
6. Feedback	6.1 Design adjustments 6.2 Modifications 6.3 Final approval 6.4 New requirements
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, and meet all requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment required evidence that the candidate: <ol style="list-style-type: none"> <li>1.1 Successfully gathered and clarified client requirements to develop a clear design brief.</li> <li>1.2 Generated creative and feasible design concepts based on researched inspiration and target audience analysis.</li> <li>1.3 Developed accurate and aesthetically pleasing hand-drawn sketches that align with design principles.</li> <li>1.4 Incorporated client feedback to refine and finalize design concepts.</li> </ol>
2. Underpinning knowledge	<ol style="list-style-type: none"> <li>2.1 Design Principles and Theory: <ol style="list-style-type: none"> <li>2.1.1 Visual Hierarchy</li> <li>2.1.2 Balance</li> <li>2.1.3 Proportion</li> <li>2.1.4 Rhythm,</li> <li>2.1.5 Unity</li> <li>2.1.6 Color Theory</li> <li>2.1.7 Typography</li> </ol> </li> <li>2.2 Gestalt Principles</li> <li>2.3 Semiotic Theory</li> </ol>

	<ul style="list-style-type: none"> <li>2.4 Drawing and Sketching: <ul style="list-style-type: none"> <li>2.4.1 Line Drawing</li> <li>2.4.2 Perspective Drawing</li> <li>2.4.3 Shading and Rendering</li> <li>2.4.4 Anatomy and Form</li> <li>2.4.5 Gesture Drawing:</li> </ul> </li> <li>2.5 Communication Theory: Understanding how messages are transmitted and received.</li> <li>2.6 Audience Psychology: Knowledge of how different audiences perceive and respond to visual information.</li> <li>2.7 Storytelling: Understanding how to use visual elements to tell a compelling story.</li> <li>2.8 Client Communication: Understanding how to effectively communicate with clients, present ideas, and gather feedback.</li> <li>2.9 Research and Analysis: Research Methods: Knowledge of how to conduct effective research, including online research, market research, and competitor analysis.</li> <li>2.10 Critical Thinking: Ability to analyze information, identify patterns, and draw conclusions.</li> <li>2.11 Trend Analysis: Understanding how to identify and analyze design trends.</li> <li>2.12 Brand Strategy: Understanding the fundamentals of brand strategy and how to translate brand values into visual design.</li> <li>2.13 Digital Sketching Tools: Proficiency in using digital sketching software and hardware.</li> <li>2.14 Vector and Raster Graphics</li> <li>2.15 File Formats and Specifications: Understanding different file formats and specifications for print and digital media.</li> <li>2.16 Printing and Production Processes: Basic knowledge of printing and production processes.</li> <li>2.17 Design History: Understanding the history of graphic design and its evolution.</li> <li>2.18 Design Trends</li> <li>2.19 Cultural Sensitivity: Understanding how cultural differences can influence design perception and effectiveness.</li> <li>2.20 Intellectual Property: Basic understanding of copyright and trademark laws.</li> <li>2.21 Limitations of different media and production processes</li> </ul>
<p>3 Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Demonstrates proficiency in using sketching tools and techniques, both traditional and digital.</li> <li>3.2 Ability to apply Principles of visual communication, design theory, and typography, and Design elements</li> <li>3.3 Ability to generate original and innovative ideas.</li> <li>3.4 Ability to effectively convey design concepts through sketches and presentations.</li> </ul>

	<p>3.5 Ability to address design challenges and find creative solutions.</p> <p>3.6 Ability to create accurate and detailed sketches.</p> <p>3.7 Communication and active listening to understand client needs.</p> <p>3.8 Research and analysis to identify relevant inspiration and design trends.</p> <p>3.9 Sketching skills to produce clear and creative hand-drawn designs.</p> <p>3.10 Collaboration and adaptability to incorporate feedback effectively.</p>
4 Required attitudes	<p>4.1 Interest in exploring new ideas, trends, and techniques.</p> <p>4.2 Openness to constructive criticism and a willingness to learn from others.</p> <p>4.3 Willingness to try new things and push creative boundaries.</p> <p>4.4 Enthusiasm for creating visually compelling and meaningful work.</p> <p>4.5 Proactive approach to finding creative solutions to design challenges.</p> <p>4.6 Comfort with venturing outside of established norms and exploring unconventional ideas.</p> <p>4.7 Commitment to producing high-quality, accurate, and thorough work.</p> <p>4.8 Ability to manage deadlines and prioritize tasks effectively.</p> <p>4.9 Taking ownership of their work and delivering on commitments.</p> <p>4.10 Understanding and practicing ethical design.</p> <p>4.11 Willingness to collaborate with clients, colleagues, and other stakeholders.</p> <p>4.12 Ability to articulate design concepts and rationale effectively.</p> <p>4.13 Willingness to listen to and understand the needs of others.</p> <p>4.14 Showing consideration to all involved in the design process.</p> <p>4.15 Ability to adapt to changing project requirements and client feedback.</p> <p>4.16 Ability to bounce back from setbacks and learn from mistakes.</p> <p>4.17 Commitment to staying up-to-date with industry trends and technologies.</p> <p>4.18 Commitment to delivering the best possible results.</p> <p>4.19 Sense of accomplishment in creating high-quality designs.</p>
5 Resource implication	<p>The following resources must be provided:</p> <p>5.1 Workplace (actual or simulated).</p> <p>5.2 Tools, equipment, and physical facilities appropriate to perform activities.</p> <p>5.3 Materials consumable to perform activities.</p>

6 Methods of Assessment	<p>Methods of assessment may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>6.1 Demonstration with oral questioning</li> <li>6.2 On-the-job observation with oral questioning</li> <li>6.3 Written test</li> <li>6.4 Portfolio</li> </ul>
7 Context of assessment	<ul style="list-style-type: none"> <li>7.1 Competency assessment must be done in an NSDA-accredited center.</li> <li>7.2 Assessment should be done by an NSDA-certified/nominated assessor</li> </ul>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by the National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under BNQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

<b>Unit Code and Title</b>	<b>OU-ICT-GD-04-L3-V2: Produce Professional Designs Using Vector Illustration Tools/Software</b>
<b>Unit Descriptor</b>	This unit of competency covers the knowledge, skills, and attitude to Produce professional designs using Illustration software. It specifically includes preparing for design work, creating the Design, and reviewing and finalizing the design work.
<b>Nominal Hours</b>	<b>60 hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables
1. Apply Occupational Safety and Health (OSH) Practices in the Design Environment	<p>1.1 <b><u>Workstation setup</u></b> is arranged ergonomically to reduce strain during digital design activities.</p> <p>1.2 Electrical safety procedures are followed to prevent hazards related to computers and peripherals.</p> <p>1.3 <b><u>Health Guidelines</u></b> are followed to maintain physical well-being during extended design sessions.</p> <p>1.4 <b><u>Environmental Conditions</u></b> are checked and adjusted to ensure a safe and comfortable design environment.</p> <p>1.5 <b><u>Break schedules</u></b> are followed by OSH best practices.</p> <p>1.6 Safety protocols for handling software and hardware malfunctions are followed to avoid injury or data loss.</p>
2. Prepare Design Workspace and Layout	<p>2.1 The required <b><u>design</u></b> work is selected based on project requirements.</p> <p>2.2 Appropriate vector <b><u>illustration tools/software</u></b> are identified and selected based on the required design work.</p> <p>2.3 Appropriate tools and color palettes are identified and arranged as needed for the task.</p> <p>2.4 Ruler, <b><u>units</u></b>, grids, guides, and smart guides are set up according to design specifications.</p> <p>2.5 Key drawing and design layout is prepared using appropriate design tools.</p> <p>2.6 <b><u>Marks</u></b> and layout indicators are interpreted following standard design guidelines.</p> <p>2.7 Layer lock is applied to secure completed elements as per design needs.</p>
3. Create Design and Apply Effects	<p>3.1. <b><u>Visual design elements</u></b> are inserted using relevant design software functions.</p> <p>3.2. Color, design, and patterns are applied in accordance with visual requirements.</p>

	<p>3.3. An appropriate tool is used to create complex objects as per design specifications.</p> <p>3.4. <b>Font attributes</b> are applied as per content and branding requirements.</p> <p>3.5. <b>Design principles</b> are applied to improve aesthetics.</p> <p>3.6. Zoom in/out and panning are used to navigate and refine the design workspace.</p> <p>3.7. Design is saved in an appropriate format for future use and revision.</p>
4. Review, Edit, and Refine Design	<p>4.1 Existing design elements are modified for alignment and consistency.</p> <p>4.2 Color harmonies and visual hierarchy are adjusted to improve aesthetics.</p> <p>4.3 Feedback from the client is incorporated to refine the design layout.</p> <p>4.4 Layers and groups are reorganized for clarity and future editing.</p>
5. Finalize and Share the Design	<p>5.1 Artwork preview is used to check visual accuracy and completeness.</p> <p>5.2 Layer hide/unhide options are applied for detailed inspection and adjustments.</p> <p>5.3 Appropriate marks are used to meet design and print standards.</p> <p>5.4 Outline and group functions are created to organize design elements efficiently.</p> <p>5.5 Files are saved in <b>appropriate formats</b> as per client or output requirements.</p> <p>5.6 The final image is transferred to the <b>recipient</b> using designated sharing methods.</p>

**Range of Variables**

<b>Variable</b>	<b>Range (May include but not limited to: )</b>
1. Workstation setup	<p>1.1 Chair Height</p> <p>1.2 Monitor Level</p> <p>1.3 Keyboard/Mouse Placement</p> <p>1.4 Foot Support</p>
2. Health Guidelines	<p>2.1 Screen Time</p> <p>2.2 Repetitive Strain Injury (RSI) Prevention</p> <p>2.3 Proper Posture</p> <p>2.4 Hydration</p>
3. Environmental Conditions	<p>3.1 Ventilation/Airflow</p> <p>3.2 Lighting Conditions</p> <p>3.3 Noise Levels</p>
4. Break Schedule	<p>4.1 Short Breaks</p> <p>4.2 Eye Exercises</p>

	4.3 Screen Time Management
5. Design	5.1 Invitation Card 5.2 Envelop 5.3 Folder 5.4 Complex Logo 5.5 Stationary 5.6 Collaterals 5.7 Flyers and leaflets 5.8 Brochure, catalogue 5.9 Book design, magazine 5.10 Poster, Banner, Festoon.
6. Illustration tools/software	6.1 Adobe Illustrator 6.2 CorelDRAW 6.3 Sketch 6.4 Inkscape 6.5 Affinity Designer
7. Unit	7.1 Inch 7.2 Centimeter 7.3 Millimeter 7.4 Pixel 7.5 Picas
8. Marks	8.1. Crop marks 8.2. Cutting 8.3. Creasing 8.4. Registration Mark
9. Visual design elements	9.1 Text 9.2 Image 9.3 Line 9.4 Shape 9.5 Form 9.6 Value 9.7 Color 9.8 Texture 9.9 Logo
10. Font Attributes	10.1 Font Face 10.2 Font Style 10.3 Font Size 10.4 Alignment 10.5 Case 10.6 Indent 10.7 Leading 10.8 Tracking 10.9 Baseline Shift 10.10 Expand 10.11 Condensed 10.12 Tab Setting

11. Design principles	11.1 Balance 11.2 Contrast 11.3 Emphasis 11.4 Proximity 11.5 Proportion 11.6 Hierarchy 11.7 Repetition 11.8 Alignment 11.9 Unity 11.10 Space
12. Appropriate file formats	12.1 .ai 12.2 .eps 12.3 .pdf 12.4 .jpeg 12.5 .gif 12.6 .png
13. Recipient	13.1 Client 13.2 Supervisor 13.3 Trainer 13.4 Assessor
<p><b>Evidence Guide</b></p> <p>The evidence must be authentic, valid, sufficient, and meet all requirements of current version of the Unit of Competency.</p>	
1. Critical aspects of competency	Assessment required evidence that the candidate <ul style="list-style-type: none"> <li>1.1 Maintains an ergonomic and hazard-free design workspace.</li> <li>1.2 Demonstrates awareness and application of health and safety protocols.</li> <li>1.3 Identifies and mitigates risks related to prolonged computer use.</li> <li>1.4 Ensures proper functioning of tools and environment to avoid disruptions or harm</li> <li>1.5 Prepared Key Drawing / Design Layout</li> <li>1.6 Set Marks to design</li> <li>1.7 Applied Layer Lock</li> <li>1.8 Created an Outline and made Group</li> <li>1.9 Save in an appropriate File Format</li> </ul>

2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1. Basic principles of ergonomics in computer-based design work</li> <li>2.2. Common workplace health risks (e.g., eye strain, carpal tunnel)</li> <li>2.3. Safety procedures related to electrical and electronic equipment</li> <li>2.4. Best practices in workspace setup and regular maintenance</li> <li>2.5. Guidelines for computer workstation OSH compliance</li> <li>2.6. Different Tools and Palette</li> <li>2.7. Ruler/Unit/Grids/Guides/Smart Guides</li> <li>2.8. Key Drawing / Design Layout</li> <li>2.9. Various Marks</li> <li>2.10. Layer lock</li> <li>2.11. Visual Design Elements</li> <li>2.12. Design Principles</li> <li>2.13. Colour/Design/Pattern</li> <li>2.14. Pathfinder</li> <li>2.15. Font Attributes</li> <li>2.16. Zoom In-Out and Panning</li> <li>2.17. Saving the Design for further use</li> <li>2.18. Artwork and Preview</li> <li>2.19. Layer Hide-Unhide option</li> <li>2.20. Outline and Group</li> <li>2.21. Different Types of File Formats</li> <li>2.22. Image Transferring Option</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1. Adjusting and arranging workstation elements</li> <li>3.2. Identifying potential safety hazards in a digital design environment</li> <li>3.3. Applying recommended health practices during computer use</li> <li>3.4. Performing basic checks on environmental and equipment safety</li> <li>3.5. Following organizational OSH guidelines and reporting issues</li> <li>3.6. Arranging Tools and Palette</li> <li>3.7. Setting ruler/<i>unit</i>/Grids/Guides/Smart Guides</li> <li>3.8. Preparing Key Drawing / Design Layout</li> <li>2.23. Applying Design Principles</li> <li>3.9. Setting Various Marks</li> <li>3.10. Applying Layer Lock</li> <li>3.11. Inserting elements</li> </ul>

	<ul style="list-style-type: none"> <li>3.7. Applying Colour/Design/Pattern</li> <li>3.8. Using Pathfinder to create complex Objects</li> <li>3.9. Applying Font Attributes</li> <li>3.10. Using Zoom In-Out and Panning</li> <li>3.11. Saving the Design for further use</li> <li>3.12. Using Artwork and Preview</li> <li>3.13. Using the Layer Hide-Unhide option</li> <li>3.14. Creating an Outline and Group</li> <li>3.15. Saving File in a different Format</li> <li>3.16. Transferring the image to the recipient</li> </ul>
4. Required attitude	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Promptness in carrying out activities</li> <li>4.3 Sincere and honest in duties</li> <li>4.4 Environmental concerns</li> <li>4.5 Eagerness to learn</li> <li>4.6 Tidiness and timeliness</li> <li>4.7 Respect for rights of peers and seniors in the workplace</li> <li>4.8 Communication with peers, subordinates, and seniors in the workplace</li> </ul>
5. Resource implication	<p>The following resources must be provided –</p> <ul style="list-style-type: none"> <li>5.1 Relevant tools, Equipment, software, and facilities needed to perform the activities.</li> <li>5.2 Required learning materials.</li> </ul>
6. Methods of assessment	<ul style="list-style-type: none"> <li>6.1 Demonstration with oral questioning</li> <li>6.2 On the job observation with oral questioning</li> <li>6.3 Written test</li> <li>6.4 Portfolio</li> </ul>
7. Context of Assessment	<ul style="list-style-type: none"> <li>7.1 Competency assessment must be done in a training center or in an actual or simulated workplace after completion of the training module</li> <li>7.2 Assessment should be done by an NSDA-certified assessor</li> </ul>

**Accreditation Requirements**

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

<b>Unit Code and Title</b>	<b>OU-ICT-GDF-05-L3-V2: Use AI tools for Graphic Design</b>
<b>Unit Descriptor</b>	This unit covers the competencies required to integrate AI tools into graphic design workflows using both premium and accessible free tools. It includes AI-driven image generation, automated editing, layout design, text content creation, background/object removal, and collaborative refinement processes. Emphasis is placed on prompt writing, ethical considerations, and using AI as a creative partner rather than a replacement for human design skills.
<b>Nominal Hours</b>	<b>25 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and underlined</u></b> terms are elaborated in the Range of Variables
1. Prepare to use AI tools for Graphic design	<p>1.1 The job description or requirements are collected from the concerned person.</p> <p>1.2 Use cases of AI are identified for performing the design tasks.</p> <p>1.3 <b><u>AI-powered tools and their free alternatives</u></b> are identified and compared based on the use case and features required for the tasks.</p>
2. Generate Images and Visuals Using AI	<p>2.1 Effective prompts are written using style-specific keywords for AI image generation.</p> <p>2.2 AI-based image generation tools are used to create original artwork.</p> <p>2.3 Outputs are reviewed and refined based on composition, emotion, or usability.</p> <p>2.4 Image files are downloaded, saved, and organized according to project requirements.</p> <p>2.5 AI-generated visuals are integrated into design compositions.</p>
3. Apply AI-Enhanced Editing and Effects	<p>3.1 AI-assisted <b><u>editing tools</u></b> are applied to retouch or enhance visuals.</p> <p>3.2 Generative fill and text effects are used to add creative elements.</p> <p>3.3 AI-based upscaling and resolution enhancement tools are used to improve image quality.</p> <p>3.4 Color correction and automatic retouching features are applied.</p> <p>3.5 Visual consistency is ensured across edited outputs</p>
4. Automate Layout Design Using AI Tools	<p>4.1 <b><u>Logo and branding AI generator tools</u></b> are explored for quick brand creation.</p> <p>4.2 Logo and branding AI generators are used to generate smart compositions</p>

	<p>4.3 <b>Layout automation tools</b> are applied to generate the required <b>layouts</b></p> <p>4.4 User interface and visual balance are reviewed and adjusted for quality output.</p>
5. Use AI for Text and Copywriting in Design	<p>5.1 Prompts are written to generate taglines, ad copy, and captions using <b>copywriting AI tools</b>.</p> <p>5.2 Content tone, brand alignment, and relevance are reviewed and edited.</p> <p>5.3 Text outputs are integrated into design layouts.</p> <p>5.4 Multiple copy versions are generated for testing or variation.</p> <p>5.5 Ethical and copyright considerations of AI-generated copy are considered.</p>
6. Remove Backgrounds and Isolate Objects Using AI	<p>6.1 AI-based <b>background removal tools</b> are used to isolate objects.</p> <p>6.2 Clean object edges and transparency settings are verified.</p> <p>6.3 Isolated objects are placed into new layouts or mockups.</p> <p>6.4 Before-and-after comparisons are reviewed to ensure accuracy and quality.</p> <p>6.5 Exported assets are optimized for web or print formats.</p>
7. Collaborate with AI and Refine Designs	<p>7.1 AI-generated concepts are reviewed critically for improvement.</p> <p>7.2 <b>Refinement tools</b> are used to adjust layout, text, and visuals.</p> <p>7.3 Designer decisions are documented to explain changes made after AI generation.</p> <p>7.4 Final outputs of the designed layouts are prepared as a deliverable set.</p> <p>7.5 AI and human workflows are summarized in a design process document.</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. AI-powered tools and their free alternatives	<p>1.1 Midjourney</p> <p>1.2 Adobe Firefly</p> <p>1.3 Leonardo.Ai</p> <p>1.4 DALL·E</p> <p>1.5 Bing Image Creator</p> <p>1.6 Photopea</p>
2. Editing tools	<p>2.1 Adobe Firefly</p> <p>2.2 Pixlr</p> <p>2.3 Photopea</p>
3. Logo and branding AI generators	<p>3.1. Canva Magic Design</p> <p>3.2. Hatchful</p> <p>3.3. Looka</p>

4. Layout automation tools	4.1 Template 4.2 Auto-layout 4.3 resize
5. layouts	5.1 Poster 5.2 Banner 5.3 Ad
6. Copywriting Tools	4.1 ChatGPT 4.2 Gemini
7. Background Removal Tools	5.1 Remove.bg 5.2 Freepik Remover 5.3 PhotoRoom
8. Refinement tools	6.1 Figma 6.2 Illustrator 6.3 Photopea
<p><b>Evidence Guide</b></p> <p>The evidence must be authentic, valid, sufficient, 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> <ol style="list-style-type: none"> <li>1.1 identified and compared AI design tools and their free alternatives.</li> <li>1.2 Successfully generated images using prompt-based AI tools and refined them manually.</li> <li>1.3 Used AI tools to remove backgrounds and integrate objects into design mockups.</li> <li>1.4 Applied AI editing and layout automation features for faster production.</li> <li>1.5 Generated ad copy and captions using AI and adjusted them for tone and clarity.</li> <li>1.6 Produced a complete design package combining AI-generated and manually refined assets.</li> <li>1.7 Demonstrated understanding of AI ethics and proper attribution in design workflows.</li> </ol>
2. Underpinning Knowledge	<p><b>The candidate must demonstrate knowledge of:</b></p> <ol style="list-style-type: none"> <li>2.1 The role and impact of AI in modern graphic design with examples.</li> <li>2.2 Benefits and limitations of AI tools versus traditional design methods.</li> <li>2.3 Understanding of how AI interprets text prompts to generate images.</li> <li>2.4 Knowledge of file formats, resolution, and layer-based design.</li> <li>2.5 Awareness of design automation and smart templates.</li> <li>2.6 Ethical and copyright considerations in AI use.</li> <li>2.7 Structure of effective design workflows combining AI and manual input.</li> </ol>

	<p>2.8 Limitations of AI-generated visuals and why designer review is critical.</p> <p>2.9 Knowledge of prompt crafting for both visual and text outputs.</p>
3. Underpinning Skills	<p><b>The candidate must be able to:</b></p> <p>3.1 Writing prompts for visual generation and copywriting.</p> <p>3.2 Using multiple AI tools to perform distinct design tasks.</p> <p>3.3 Editing and refining AI-generated designs using traditional software.</p> <p>3.4 Managing a design project workflow using AI + manual collaboration.</p> <p>3.5 Reviewing and evaluating AI-generated outputs for professional standards.</p> <p>3.6 Exporting, saving, and organizing assets across formats.</p> <p>3.7 Communicating design intent and decisions clearly in a final report.</p>
4. Required Attitudes	<p>4.1 Openness to new technologies and tools.</p> <p>4.2 Ethical use of AI-generated content.</p> <p>4.3 Attention to quality in both AI-generated and human-refined work.</p> <p>4.4 Proactive learning and experimentation with new AI features.</p> <p>4.5 Collaborative mindset between designer and AI tools.</p> <p>4.6 Respect for intellectual property and content ownership.</p> <p>4.7 Confidence in evaluating, editing, and improving AI-based outputs.</p>
5. Resource Implications	<p>The following resources must be provided:</p> <p>5.1 Relevant tools, Equipment, software, and facilities needed to perform the activities.</p> <p>5.2 Required learning materials.</p>
6. Methods of Assessment	<p>Methods of assessment may include, but are not limited to:</p> <p>6.1 Demonstration with oral questioning</p> <p>6.2 On-the-job observation with oral questioning</p> <p>6.3 Written test</p> <p>6.4 Portfolio</p>
7. Context of Assessment	<p>7.1 Competency assessment must be done in a training center or an actual or simulated workplace after completion of the training module</p> <p>7.2 Assessment should be done by an NSDA-certified assessor</p>

**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 any BNQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

<b>Unit Code and Title</b>	<b>OU-ICT-GDF-06-L3-V2: Develop Mock-up to Present Design</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes required to create mock-up and print. It specifically includes preparing the work environment, Creating mock up, and printing draft.
<b>Nominal Hours</b>	<b>15 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables
1. Prepare the work environment	<p>1.1 <b><u>Graphic design projects</u></b> are identified to create mockup</p> <p>1.2 <b><u>Project brief</u></b> and design specifications are reviewed to determine mockup requirements and preferences.</p> <p>1.3 Required <b><u>mock up software</u></b>, hardware, and materials are identified and arranged for mockup production.</p> <p>1.4 Software workspace, toolbars, and panels are arranged for efficient mockup creation.</p> <p>1.5 Graphics <b><u>application settings</u></b> are adjusted for precise editing</p> <p>1.6 Document size, resolution, and color mode are set according to output specifications.</p> <p>1.7 View magnification and guides are set to support precision and accuracy.</p> <p>1.8 <b><u>Required resources</u></b> are gathered and organized.</p>
2. Create mock-up	<p>2.1 High-quality product shots or stock images are sourced or photographed based on mockup goals.</p> <p>2.2 A new document is created, and editable layer or a smart object layer is created to overlay the design.</p> <p>2.3 Design screen layer or artwork is inserted and adjusted to fit the perspective of the mockup.</p> <p>2.4 Layer blending modes, <b><u>effects</u></b>, texture and transformations are applied on designated layers to enhance realism.</p> <p>2.5 Layers is organized with proper layer naming, grouping, and aligned to maintain design consistency and clarity.</p> <p>2.6 The mockup is reviewed, finalized, and saved in editable and export <b><u>formats</u></b>.</p>
3. Print and Present Draft	<p>3.1 Suitable printer is selected based on media type and mockup format.</p> <p>3.2 Print preview is checked to verify layout, color, and resolution accuracy.</p> <p>3.3 Document size, resolution, margins, and alignment are adjusted if necessary.</p> <p>3.4 A test print is produced and quality is checked for color accuracy and clarity.</p> <p>3.5 Adjustments are made based on print test results, if required.</p>
<b>Range of Variables</b>	

<b>Variable</b>	<b>Range (may include but not limited to):</b>
1. Graphic design project	1.1 Stationary 1.2 Collaterals 1.3 Flyers and leaflets 1.4 Brochure, catalogue 1.5 Book design, magazine 1.6 Poster, Banner, Festoon, Bunting, Dangler, shelf talker, kiosk 1.7 Billboard, signage 1.8 Packaging, label, sticker 1.9 Advertisement: Press, Outdoor, Web 1.10 T-shirt Graphics 1.11 Vehicle graphics
2. Project brief	2.1 Client briefs 2.2 Sketches and wireframes 2.3 Color schemes 2.4 Brand guidelines 2.5 Typography instructions
3. Mock up software	3.1. Adobe Illustrator 3.2. CorelDraw 3.3. In Design 3.4. Adobe Photoshop Elements 3.5. Figma or other mock-up/design tools
4. Application settings	4.1 Units 4.2 Rulers 4.3 Grid 4.4 View Magnification
5. Required resources	5.1 Fonts 5.2 Graphics 5.3 Logos 5.4 Templates
6. Effects	6.1. Screen Overlays 6.2. Shadows 6.3. Lighting 6.4. Perspective Adjustments 6.5. Graphics 6.6. Branding
7. Formats	7.1 PSD 7.2 JPEG 7.3 PNG
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient and meet all requirements of current version of the Unit of Competency.	

<p>1. Critical Aspects of Competency</p>	<p>Assessment required evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1 Correctly interpreted and applied design details to set up mock-up environments.</li> <li>1.2 Organized and prepared layers effectively for mock-up creation.</li> <li>1.3 Selected and manipulated product shots to suit mock-up objectives.</li> <li>1.4 Applied layer management and visual alignment techniques to build realistic mock-ups.</li> <li>1.5 Previewed and made necessary adjustments before final printing or presentation.</li> <li>1.6 Demonstrated awareness of OSH (Occupational Safety and Health) practices when using electronic equipment and tools.</li> <li>1.7 Made screen layer</li> <li>1.8 Completed mockup</li> <li>1.9 Adjusted document from print preview</li> </ol>
<p>2. Underpinning Knowledge</p>	<ol style="list-style-type: none"> <li>2.1 Basic principles of graphic design and mock-up creation</li> <li>2.2 Understanding of layers, blending modes, and masks</li> <li>2.3 Image formats and their appropriate uses (e.g., PSD, PNG, PDF, JPEG)</li> <li>2.4 Print resolution vs. screen resolution</li> <li>2.5 Color theory and application in digital design</li> <li>2.6 File organization and naming conventions</li> <li>2.7 Basic occupational safety practices in digital workplaces</li> <li>2.8 Design details of the graphics design project</li> <li>2.9 View magnification</li> <li>2.10 Product shot</li> <li>2.11 Screen layer</li> <li>2.12 Mockup</li> <li>2.13 Effects</li> <li>2.14 File Formats</li> </ol>
<p>3. Underpinning Skills</p>	<ol style="list-style-type: none"> <li>3.1 Using mock-up tools and graphic design software efficiently</li> <li>3.2 Managing layers and effects for visual clarity</li> <li>3.3 Inserting and aligning design elements on a mock-up template</li> <li>3.4 Adjusting print settings and checking preview for draft accuracy</li> <li>3.5 Saving work in appropriate formats for different outputs</li> <li>3.6 Applying safe practices when working with digital devices and peripherals</li> <li>3.7 Setting view magnification</li> <li>3.8 Collecting/taking product shot</li> <li>3.9 Making screen layer</li> <li>3.10 Completing mockup</li> <li>3.11 Adjusting document from print preview</li> <li>3.12 Taking print of mock up</li> </ol>

4. Required Attitudes	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Promptness in carrying out activities</li> <li>4.3 Sincere and honest to duties</li> <li>4.4 Environmental concerns</li> <li>4.5 Eagerness to learn</li> <li>4.6 Tidiness and timeliness</li> <li>4.7 Respect for rights of peers and seniors in the workplace</li> <li>4.8 Communication with peers and seniors in workplace</li> </ul>
5. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1 Relevant tools, Equipment, software and facilities needed to perform the activities.</li> <li>5.2 Required learning materials.</li> </ul>
6. Methods of Assessment	<p>Methods of assessment may include, but not limited to:</p> <ul style="list-style-type: none"> <li>6.1 Demonstration with oral questioning</li> <li>6.2 On the job observation with oral questioning</li> <li>6.3 Written test</li> <li>6.4 Portfolio</li> </ul>
7. Context of Assessment	<ul style="list-style-type: none"> <li>7.1 Competency assessment must be done in a training center or in an actual or simulated workplace after completion of the training module</li> <li>7.2 Assessment should be done by an NSDA-certified assessor</li> </ul>
<p><b>Accreditation Requirements</b></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 BNQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

## Development of Competency Standard

The Competency Standards for National Skills Certificate level-03 in **Graphic Design for freelancing** Qualification is Developed by the following members and approved by NSDA.

### List of members

<b>Graphic Design for Freelancing</b>		
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12.	Md. Amir Hossain, Process Expert (CS and Curriculum), NSDA. Cell: 01631670445, Email: <a href="mailto:razib.consultant@yahoo.com">razib.consultant@yahoo.com</a>	Member
13.	Md. Quamruzzaman, Director (Skills Standard), NSDA, Cell: 01819189320 Email: <a href="mailto:qzaman40@yahoo.com">qzaman40@yahoo.com</a>	Member
14.	Engr. B.M. Shariful Islam, Deputy Director (Skill Standard), Cell: +880 01715010321, Email: <a href="mailto:sharif9375@gmail.com">sharif9375@gmail.com</a>	Member

**Validation of Competency Standard by Standard and Curriculum Validation Committee**

The Competency Standards for National Skills Certificate level-03 in **Graphic Design for freelancing**, is validated by SCVC on 3 and 6 June 2021 and approved by NSDA.

**List of members of the SCVC**

<b>Graphic Design for Freelancing</b>		
1.	Badrunnahr Julio, Graphic Designer, Ajker Patrika Cell: 01971626596, Email: <a href="mailto:bnahar.julio@gmail.com">bnahar.julio@gmail.com</a>	Member
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5.	Dewan Md. Musa, Team Leader, Fifty-two Digital Ltd, Cell: 01722454535, Email: <a href="mailto:dmmusa@gmail.com">dmmusa@gmail.com</a>	Member
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7.	Md. Shahadat Hossain, Specialist-2, SEIP Project, Dhaka. Cell: 01715360652, Email: <a href="mailto:hossainsm61@gmail.com">hossainsm61@gmail.com</a>	Member
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10.	Engr. B.M. Shariful Islam, Deputy Director (Skill Standard), Cell: +880 01715010321, Email: <a href="mailto:sharif9375@gmail.com">sharif9375@gmail.com</a>	Member



## Review and Validation of Competency Standard

The Competency Standards for National Skills Certificate in Graphic Design for Freelancing, Level- 3 is reviewed and validated by NSDA on 16 March 2025.

### List of Members

S/N	Name and Address	Position in the committee	Signature and Date
1.	Shafquat Haider, Chairman, ICT ISC, <a href="mailto:ciproco@bol-online.com">ciproco@bol-online.com</a> , <a href="mailto:shafquat.haider@gmail.com">shafquat.haider@gmail.com</a> , Mobile No. 01711532597	Chairperson	
2.	Md. Habibur Rahman Coordinator – Future Skills & Employment Aspire to Innovate – a2i Email: <a href="mailto:habibur.rahman@a2i.gov.bd">habibur.rahman@a2i.gov.bd</a> Mobile: 01911-438929	Member	
3.	Md. Sabbir Hassan Murad, Assistant Director, Department of ICT, Email: <a href="mailto:murad@doict.gov.bd">murad@doict.gov.bd</a> , Mobile: 01893070812	Member	
4.	Abu Said Md. Rezoun Coordinator (Questionnaire Formulation & Distribution), Bangladesh Computer Council, Email: <a href="mailto:abusaid.rezoun@bcc.gov.bd">abusaid.rezoun@bcc.gov.bd</a> , Mobile: 01788210077	Member	
5.	Md. Abdul Hye Siddiqui, Senior Instructor (Computer), BMET, Email: <a href="mailto:siddiqui.ttc@gmail.com">siddiqui.ttc@gmail.com</a> , Mobile: 01819725610	Member	
6.	Md. Arifur Rahman Instructor (Tech), Graphic Arts Institute, Dhaka. Email: <a href="mailto:arifdesigner02@gmail.com">arifdesigner02@gmail.com</a> Mobile: 01684330950	Member	
7.	Md. Younus Ali Mashud Chief Operation Officer, RISDA IT Ltd. Mirpur, Dhaka Email: <a href="mailto:yamasu1980@gmail.com">yamasu1980@gmail.com</a> Mobile: 01790721100	Member	
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10.	Md. Jahangir Alam Graphics & Motion Designer, Fiverr & Freelancer.com Mobile No: 01833395075 E-mail: <a href="mailto:jasonbusiness25@gmail.com">jasonbusiness25@gmail.com</a>	Member	
11.	Md. Saif Uddin, Junior Assessment Consultant, National Skills Development Authority, Email: <a href="mailto:enrbd.saif@gmail.com">enrbd.saif@gmail.com</a> , Mobile: 01723004419	Member	



## Workshop Minutes

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

Minutes of the Competency Standard Review and Validation Workshop on “Graphic Design for Freelancing, Level 3” Occupation.

Chairman	:
Date	: 16 March 2025
Time	: 9:00am - 5:00 pm
Place	: ISC Conference Room, NSDA, Biniyog Bhaban, Agargaon, Dhaka-1207

The Chairman welcomed all those present and started the work of the workshop. During the day-long workshop, the competency standard of Graphic Design for Freelancing, Level 3 occupation was reviewed and finalized in detail. The activities related to the finalized standard through review and validation workshop are presented below:

Serial No.	Content of validation	Whether it was appropriate		What actions have been taken if not appropriate?
		Yes	No.	
1.	Name and level of occupation	yes		
2.	Nominal Hour		No	360 hours.
3.	Unit of Competency		No	<p>From the proposed Generic 1 new unit added.</p> <ul style="list-style-type: none"> <li>▪ Practice Negotiation Skills</li> </ul> <p>Deleted 3 Generic units</p> <ul style="list-style-type: none"> <li>▪ Work in a self-directed team</li> <li>▪ Carry out workplace interaction in English</li> <li>▪ Carry out communication with clients</li> </ul> <p>From the proposed sector 2 new unit added.</p> <ul style="list-style-type: none"> <li>▪ Prepare Documents and Create Presentations for client</li> <li>▪ Maintain Online Marketplace for Freelancing.</li> </ul> <p>Deleted 2 sector units</p> <ul style="list-style-type: none"> <li>▪ Operate office application software</li> <li>▪ Comply to ethical standards in ICT workplace</li> </ul>

				<ul style="list-style-type: none"> <li>▪ 3 Occupation units are modified From the proposed 3 new occupation units added</li> <li>▪ Interpret Visual Design Principles and Apply Color Sense</li> <li>▪ Develop Design Concepts and Sketches</li> <li>▪ Utilize AI Tools for Graphic Design</li> </ul>
4.	Element		No.	Proper refinement of required elements has been achieved by keeping consistent elements.
5.	Performance Criteria		No.	Necessary refinement of performance criteria has been achieved.
6.	Variables		No.	Appropriate addition, modification and refinement of variables has been done keeping in view the performance criteria.
7.	Critical Aspect of Competence		No.	Appropriate changes have been made in the critical aspect of competency as per the change of units.
8.	Underpinning knowledge		No.	Necessary 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"> <li>▪ The nominal hours of the units of competencies have been readjusted for content consideration.</li> <li>▪ Overall, the occupation has been included in Level-3 according to BNQF 1-6.</li> </ul>

Through the above activities, the Competency Standard has been reviewed, finalized and validated as “**Graphic Design for freelancing, Level 3**”.

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