COMPETENCY STANDARD

Competency Based Assessment (CBA) Methodology
Level-4

Code: AMCS02L4V1

এনএসডিএ এর কার্যনির্বাহী কমিটির
২২।০২।২১ তারিখে অনুষ্ঠিত ৫ম সভায় অনুমোদিত

National Skills Development Authority
Prime Minister's Office, Bangladesh

Engr. B. M. Shariful Islam
Deputy Director (Skills Standard)
Principal
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Introduction

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

Key priority economic growth sectors identified by the government have been targeted by NSDA to improve current job skills along with existing workforce to ensure required skills to industry standards. Training providers are encouraged and supported to work with industry to address identified skills and knowledge to enable industry growth and increased employment through the provision of market responsive inclusive skills training program. "**Competency Based Assessment Methodology**" is selected as one of the priority methodology required for the trainers to conduct skills training at the registered Skills Training Provider (STP) with NSDA. This standard is developed to adopt a demand driven approach to training with effective inputs from CBT experts and certified professionals in Bangladesh.

Generally, a competency standard informs curriculum, learning materials, assessment and certification of students enrolled for skills training at STPs. Participants, who successfully pass the assessment will receive a qualification in the National Technical and Vocational Qualification Framework (NTVQF) and will be listed on the NSDA's assessor pool.

This competency standard is developed to improve skills and knowledge in accordance with the job roles, duties and tasks of the **assessor** 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.

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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

This competency standard is developed by a working group comprised of representative from NSDA, Key Institutions, CBT experts and certified professionals.

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 assessment center or any combination of these.

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

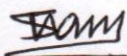Units of competency are documented in a standard format that comprises of:

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

Together, all the parts of a unit of competency:

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

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

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

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List of Abbreviations

CS – Competency Standard

CBT&A – Competency based Training and Assessment

CAD – Course Accreditation documents

ILO – International Labor Organization

ISC – Industry Skills Council

ICT – Information and Communication Technology

NTVQF – National Technical and Vocational Qualifications Framework

NSDA - National Skills Development Authority

NEP – National Education Policy

OSH – Occupational Safety and Health

OSH – Occupational Safety and Health

QAMs – Quality Assurance Manuals

RPL – Recognition of Prior Learning

RTO – Registered Training Organization

STP – Skills Training Provider

SOPs – Standard Operating Procedures

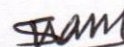SCVC – Standards and Curriculum Validation Committee

TVET – Technical Vocational Education and Training

UoC – Unit of Competency

PPE – Personal Protective Equipment

ICT – Information and Communication Technology

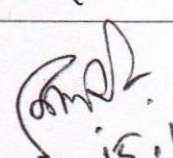SOPs – Standard Operating Procedures
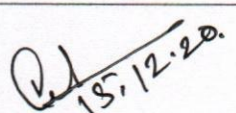
Approval of Competency Standard

Members of the Approval Committee:

Member	Signature
Dulal Krishna Saha Executive Chairman (Secretary) National Skills Development Authority (NSDA)	*[signature]* 15.12.20.
Mohammad Rezaul Karim Member (Skills Standard & Certification) Additional Secretary National Skills Development Authority (NSDA)	*[signature]* 15.12.20
Md. Nurul Amin Member (Admin & Finance) Joint Secretary National Skills Development Authority (NSDA)	*[signature]* 15.12.20
Alif Rudaba Member (Planning & Research) and Member (Coordination & Evaluation) Joint Secretary National Skills Development Authority (NSDA)	*[signature]* 15.12.2020

[signature] 15.12.20

Dulal Krishna Saha
Executive Chairman (Secretary)
National Skills Development Authority (NSDA)
Date:

[signature]

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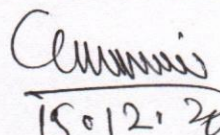Deputy Director (Skills Standard)
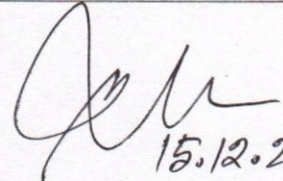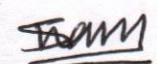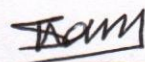Principal
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Course Structure for Competency Based Assessment Methodology

Sl. No	Unit Code	Units of Competency (UoC)	Unit Type	Nominal Hours
1	SUTAM001L4V1	Work effectively within TVET sector	Sector Specific	32
2	SUTAM002L4V1	Apply Occupational Safety and Health (OSH) in CBT&A environment	Sector Specific	16
3	SUTAM003L4V1	Apply ICT to facilitate training and assessment	Sector Specific	24
4	OUTAM004L4V1	Design and develop competency based assessment	Occupation Specific	36
5	OUTAM005L4V1	Organize and conduct competency based assessment	Occupation Specific	28
			Total	136

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Competency Based Assessment Methodology

Unit Title	Work effectively within TVET sector
Unit Code	SUTAM001L4V1
Unit Descriptor	This unit covers the knowledge, skills and attitude required to work effectively within TVET sector. It specifically includes interpreting TVET scenario specially skills sector of Bangladesh and relevant policy documents, interpreting quality assurance system, working within training organizations, and assisting trainer to develop competency as per needs and interests.
Nominal Hours	32 hours
Elements of Competency	**Performance Criteria** **Bold and underlined** terms are elaborated in the range of variables
1. Interpret TVET scenario of Bangladesh and relevant policy documents	1.1 **TVET terminologies** are listed and defined. 1.2 **Relevant policies** are accessed and interpreted. 1.3 TVET system is interpreted. 1.4 Courses and curriculum documents of CBT&A are identified and accessed. 1.5 Career opportunities of skilled human resources.
2. Interpret quality assurance system	2.1. **Quality issues of TVET** are identified and illustrated. 2.2. Quality Assurance Manuals (QAMs) are identified and accessed. 2.3. Course Accreditation documents (CAD) are identified and accessed. 2.4. NTVQF Implementation manual is identified and accessed.
3. Work within training organizations	3.1 TVET **providers and development organizations** are listed. 3.2 **Work** is undertaken according to competency standards 3.3 Employee / staff relations systems are followed 3.4 Work is planned and undertaken in collaborative way with colleagues. 3.5 Ethical and legal responsibilities are maintained according to the organizational policies and procedures 3.6 Feedback from clients and colleagues are obtained, evaluated and acted
4. Assist trainees to develop competency as per needs and interests	4.1 Information are provided to the trainees about their competencies relate to job profiles, educational and training pathway. 4.2 Training requirements and employment opportunities are explained. 4.3 Trainees confidentiality is maintained according to organizational policies and procedures.
Range of Variables	
Variable	**Range** (May include but not limited to:)

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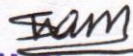Deputy Director (Skills Standard)
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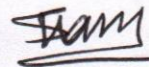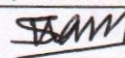|			
1.	TVET terminologies	1.1	Technical Vocational Education & Training (TVET)
		1.2	National Technical Vocational Qualification Framework (NTVQF)
		1.3	Vocational Education & Training (VET)
		1.4	Skill
		1.5	Knowledge
		1.6	Attitude
		1.7	Task element
		1.8	Task
		1.9	Job
		1.10	Competency
		1.11	Recognition of Prior Learning (RPL)
		1.12	Glossary of terms in CBT system
		1.13	Competency based Training (CBT)
		1.14	Performance based Education
		1.15	Generic, Sector Specific and Occupation Specific Competency
		1.16	Skills Training Provider (STP)
		1.17	Registered Training Organization (RTO)
2.	TVET policies	2.1	TVET chapter of National Education Policy (NEP)
		2.2	National Skills Development Policy (NSDP)
		2.3	Equity Policy
		2.4	Apprenticeship act
		2.5	Modified TVET legislations (Act of BTEB, NSDA)
		2.6	National Technical and Vocational Qualifications Framework (NTVQF) & Level descriptor
		2.7	RPL system
3.	Quality issues of TVET	3.1	Appropriate skills standard with associated materials
		3.2	Adequate Training facilities
		3.3	Certified trainers and assessors
		3.4	Registered Skills training providers (STP)
		3.5	Training delivery
		3.6	Training assessment and certification
4.	TVET providers and development organizations	4.1	National Skills Development Authority (NSDA)
		4.2	Bangladesh Technical Education Board (BTEB)
		4.3	Relevant ministries and departments within the government including:
		4.3.1	Ministry of Education (MOE)
		4.3.2	Ministry of Expatriates' Welfare and Overseas Employment (MOEWOE)
		4.3.3	Ministry of labor and Employment (MOLE)
		4.3.4	Directorate of Technical Education (DTE)
		4.3.5	Bureau of Manpower Employment and Training (BMET)
		4.4	Relevant Departments and/or Units
		4.4.1	Technical Teacher Training College (TTTC)
		4.4.2	Vocational Teacher Training Institute (VTTI)
		4.4.3	Dhaka Technical Teachers Training Institute (DTTTI)
		4.4.4	Technical School and College (TSC)
		4.4.5	Technical Training Centre (TTC)

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	4.4.6 Polytechnic Institute
	4.4.7 Textile Vocational Institutes
	4.4.8 Other Government VET providers
	4.5 NGOs & Private training institutes
5. Clients	4.1. Industry
	4.2. Institute
	4.3. Employers
	4.4. Guardians
	4.5. Trainees

Evidence Guide

The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.

To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:

1. Critical Aspects	**The assessment required evidence that the candidate:**
	1.1 interpreted main features of National Skills Development Policy
	1.2 interpreted National Quality Assurance system
	1.3 explained training requirements and employment opportunities
	1.4 Interpreted roles and responsibilities of NSDA
2. Underpinning knowledge	2.1. Major features National Skills Development Policy
	2.1.1. National Technical and Vocational Qualifications Framework (NTVQF)
	2.1.2. CBT&A
	2.1.3. RPL
	2.1.4. Demand driven, Flexible and responsive TVET system
	2.1.5. Effective and flexible institution management system
	2.1.6. Enhance social status of TVET
	2.1.7. Competent and certified instructor
	2.1.8. Strengthening linkage between industry and institutions
	2.2. Interpreted roles and responsibilities of NSDA
3. Underpinning Skills	3.1 Language and literacy skills to read and interpret TVET related documents
	3.2 Presenting interpersonal skills to communicate with clients and stakeholders
	3.3 Teamwork skills to cultivate collaborative and participative work relationships
	3.4 ICT skills to access Information
	3.5 Presenting skills
4. Required Attitude	4.1 Eagerness to access information and learning process
	4.2 Eagerness to transfer knowledge and skills
	4.3 Respect for rights of peers and seniors in workplace
	4.4 Sincere and honest to duties and responsibilities
	4.5 Communicate with peers, sub-ordinates and seniors in workplace
5. Resource Implication	The following resources must be provided:

	5.1 Learning Materials
	5.2 Internet facilities and training environment
	5.3 Consumable materials
	5.4 Teaching aids
6. Methods of Assessment	Competencies could be assessed by: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning
7. Context of Assessment	7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting 7.2 Assessment shall be observed while tasks are being under taken whether individually or in a group 7.3 Trainee must be assessed by NSDA certified assessor or NSDA approved person.

Accreditation Requirements

Training Providers must be accredited by National Skills Development Authority (NSDA), the national quality assurance body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification.

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

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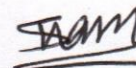| Unit Title	Apply OSH practices in CBT&A environment
Unit Code	SUTAM002L4V1
Unit Descriptor	This unit covers the knowledge, skills and attitude required to apply OSH practices in CBT&A environment. It specifically includes identifying OSH standard, controlling and reporting OSH issues, conducting work safely, following emergency response procedures, and maintaining and improving health and safety in the work place.
Nominal Hours	16 hours
Elements of Competency	**Performance Criteria** **Bold and underlined** terms are elaborated in the range of variables
1. Identify OSH standard	1.1 The purpose and approaches of OHS in work environment is defined. 1.2 **OSH standard** in the workplace is identified.
2. Control and report OSH issues	2.1 **Appropriate Personnel** responsible for OSH in the workplace is identified 2.2 **Workplace** is routinely checked for OSH hazards prior to commencing and during training. 2.3 Issues or problems are solved/ reported to the appropriate person. 2.4 **Hazards** and unacceptable performance are identified and corrective actions are taken within the level of responsibility. 2.5 Hazards and incidents are reported to appropriate personnel according to procedures.
3. Conduct work safely	3.1 **OSH practices** are applied in the training environment. 3.2 Appropriate **personal protective equipment (PPE)** are selected and worn. 3.3 **Safety Signs and symbols** are identified and followed.
4. Follow emergency response procedures	4.1 Emergency situations are identified. 4.2 Emergency procedures are followed as appropriate to the nature of the emergency and according to workplace procedures. 4.3 Emergency situations are reported to concern person. 4.4 Workplace procedures are followed for dealing with accidents, fires and emergencies within the scope of responsibilities.
5. Maintain and improve health and safety in the work place	5.1 **Risks** are identified and appropriate control measures are implemented in the work area. 5.2 Recommendations arising from risk assessments are implemented within level of responsibility. 5.3 Opportunities for improving OSH performance are identified and raised with relevant personnel.

| | 5.4 **Green Practices** area are followed. |
| | 5.5 Safety records are **documented** according to company policies. |

Range of Variables	
Variable	**Range** (May include but not limited to:)
1. OSH standard	1.1 Posture and movement 1.2 Lighting 1.3 Appropriate desk 1.4 Ventilation 1.5 Correct lifting method 1.6 Training/ working space
2. **Appropriate personnel**	2.1 Occupational health and safety officer 2.2 First aid officer 2.3 Manager/ Supervisor 2.4 Head of the Institute
3. **Workplace**	3.1 **Training institute** 3.2 **Industry** 3.3 **Assessment center**
4. Hazards	4.1 Physical hazard 4.2 Chemical hazard 4.3 Electrical hazard 4.4 Agronomical hazard 4.5 Psychological hazard 4.6 Biological hazard
5. OSH practices	5.1 Job-related Standard Operating Procedures (SOPs) 5.2 Consultation and participation in emergency response 5.3 Response to specific hazards, incident investigation, risk assessment & reporting
6. Safety signs and symbols	6.1 Caution 6.2 Danger 6.3 Emergency 6.4 Fire 6.5 General safety instruction 6.6 Prohibition
7. Risk	7.1 Low 7.2 Medium 7.3 High
8. Green practice	8.1 Establish green and clean campus 8.2 Use solar energy 8.3 Reduce the use of consumable materials 8.4 Use organic materials 8.5 Recycling materials 8.6 Manage waste materials

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9. **Document**	9.1 Report
	9.2 Log
	9.3 Schedule

Evidence Guide

The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.

To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:

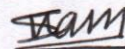| 1. Critical Aspects	**The assessment required evidence that the candidate:**
	1.1 checked workplace hazards and risks
	1.2 reported OSH hazards and incidents.
	1.3 identified and followed Safety Signs and symbols
	1.4 identified Emergency situations
	1.5 implemented control measures in the work area.
	1.6 documented safety record.
2. Underpinning knowledge	2.1 Explain workplace Standard Operating Procedures (SOPs)
	2.2 Define workplace hazard
	2.3 Classify Hazards
	2.4 Describe control procedure of Hazards
	2.5 Illustrate use of PPEs
	2.6 Illustrate safety signs and symbols
	2.7 Describe standard
	2.8 Green skills
	2.9 Identify emergency situations
	2.10 Workplace procedures for dealing with accidents, fires and emergencies
	2.11 Types of risk
3. Underpinning Skills	3.1 Using appropriate PPE.
	3.2 Responding to take safety precautions for different hazardous situations.
	3.3 Operating and using tools, equipment, machineries and accessories properly as per sop
	3.4 Communicating and reporting with peers and supervisors.
4. Required Attitude	4.1 Commitment to occupational safety and health
	4.2 Eagerness to access information and learning process
	4.3 Eagerness to transfer knowledge and skills
	4.4 Respect for rights of peers and seniors in workplace
	4.5 Sincere and honest to duties and responsibilities
	4.6 Communicate with peers, sub-ordinates and seniors in workplace
5. Resource Implication	The following resources must be provided:

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	5.1 Computer hardware, facilities and relevant accessories of the computer
	5.2 Consumables materials to perform activities
	5.3 Required teaching aids
	5.4 Learning Materials
6. Methods of assessment	Competencies could be assessed by:
	6.1 Written test
	6.2 Demonstration
	6.3 Oral questioning
7. Context of Assessment	7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting
	7.2 Assessment shall be observed while tasks are being under taken whether individually or in a group
	7.3 Trainee must be assessed by NSDA certified assessor or NSDA approved person.

Accreditation Requirements

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Unit Title	Apply ICT to facilitate training and assessment
Unit Code	SUTAM003L4V1
Unit Descriptor	This unit covers the knowledge, skills and attitude required to apply ICT to facilitate training and assessment. It specifically includes setting up work environment, using word processing Software, presentation application, spreadsheet application, and internet to access Information.
Nominal Hours	24 hours
Elements of Competency	Performance Criteria **Bold and underlined** terms are elaborated in the range of variables
1. Setup work environment	1.1 Personal Computer and **other required devices** are checked and **ergonomic requirements** are ensured. 1.2 **Required software** are identified and accessed. 1.3 Printing facility and Internet connectivity are ensured. 1.4 Custom directory/folder is created and renamed according to job requirements.
2. Use word processing Software	2.1 **Required Word document** is created using word processing software. 2.2 **Contents** are inserted into the document according to requirements. 2.3 **Layout and formatting techniques** are applied according to specification. 2.4 **Page setup** is used and print preview option is utilized. 2.5 Document is saved in specific directory as per instruction. 2.6 Document is printed as per requirement.
3. Use presentation application	3.1 Presentation slides are created using presentation software 3.2 Design theme is applied to the presentation 3.3 New slides are inserted and contents added as per job requirement. 3.4 Contents are modified and formatted. 3.5 Animation and slide transitions are applied to enhance the presentation. 3.6 Presentation is saved in specific directory as per instruction. 3.7 Presentation handouts are printed as per requirement.
4. Use spreadsheet software	4.1 Spreadsheet is created using Spreadsheet software. 4.2 Worksheet layout is set and formatting is applied according to job requirements. 4.3 Data is inserted as per instruction 4.4 **Function**, **formula** and **conditional formatting** are used to process data. 4.5 Chart is created to enhance data presentation. 3.8 Workbook is saved in specific directory as per instruction. 4.6 **Print setup** is used and worksheet is printed according to requirement.

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5. Use internet to access information	5.1 Internet access is ensured.
	5.2 Required websites are visited to access specific resources.
	5.3 Documents are scanned as required
	5.4 E-mail facility is used to send and receive mail.
	5.5 Accounts are signed out.
	5.6 Applications are closed as per workplace procedure.

Range of Variables

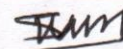| Variable	Range (May include but not limited to:)
1. Other required devices	1.1 Printer 1.2 Scanner 1.3 Multimedia projector 1.4 Disk drive 1.5 External storage 1.6 Digital camera 1.7 Smart Phone
2. Ergonomic requirements	2.1 Chair height, seat and back adjustment 2.2 Keyboard and mouse position 2.3 Lighting 2.4 Posture 2.5 Screen position 2.6 Workstation height and layout
3. Required software	3.1 Operating System 3.2 Anti-virus Software 3.3 Office application 3.4 Browser 3.5 Pdf reader
4. Required Word documents	4.1 Resume /Curriculum vitae. 4.2 Envelopes 4.3 Letters 4.4 Memos 4.5 Minutes 4.6 Short reports
5. Contents	5.1 Cover page 5.2 Text 5.3 Table 5.4 Picture 5.5 Clip art 5.6 Shapes 5.7 Chart 5.8 Header-Footer 5.9 WordArt 5.10 Symbols
6. Layout and formatting techniques	6.1. Page setup 6.2. Font 6.3. Paragraph 6.4. Formatting styles
7. Page setup	7.1 Page orientation 7.2 Page Margin 7.3 Paper size 7.4 Page border

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8. Function	8.1 SUM
	8.2 AVERAGE
	8.3 MAX
	8.4 MIN
	8.5 RANK
9. Formula	9.1 If formula
	9.2 Count if formula
	9.3 VLOOKUP formula
10. Conditional formatting	10.1 Highlight cell rules
	10.2 Top bottom rules
	10.3 Data bars
	10.4 Colour scale
11. Print setup	11.1 Basic print settings
	11.2 Multiple copies
	11.3 Odd or even pages
	11.4 Print preview
	11.5 Printer selection
	11.6 Specified pages
	11.7 Whole document

Evidence Guide

The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
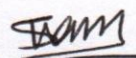
To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:

1. Critical Aspects	**Assessment requires evidence that the candidate:**
	1.1. created and renamed custom directory/folder
	1.2. used page setup for word processing
	1.3. saved document in specific directory
	1.4. modified and formatted the contents for presentation
	1.5. applied worksheet layout is set and formatting
	1.6. used function, formula and conditional formatting in spreadsheet
	1.7. used e-mail facility to share/submit resources/documents
	1.8. signed out all personal accounts.
2. Underpinning knowledge	2.1. Computer software.
	2.2. Computer hardware
	2.3. Operation of personal computer
	2.4. Folders and files manipulation
	2.5. Internet and e-mail address
3. Underpinning Skills	3.1 Using computer safely
	3.2 Configuring desktop appearance settings
	3.3 Running application software
	3.4 Saving documents.
	3.5 Creating e-mail address
	3.6 Accessing Internet and downloading required information.
4. Required Attitude	4.1 Committed to workplace safety
	4.2 Eagerness to access information and learning process

	4.3 Eagerness to transfer knowledge and skills 4.4 Respect for rights of peers and seniors in workplace 4.5 Sincere and honest to duties and responsibilities 4.6 Communicate with peers, sub-ordinates and seniors in workplace
5. Resource Implication	The following resources must be provided: 5.1 Computer hardware, facilities and relevant accessories of the computer 5.2 Consumables materials to perform activities 5.3 Required teaching aids 5.4 Learning Materials
6. Methods of Assessment	Competencies could be assessed by: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning
7. Context of Assessment	7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting 7.2 Assessment shall be observed while tasks are being under taken whether individually or in a group 7.3 Trainee must be assessed by NSDA certified Assessor or NSDA approved person.

Accreditation Requirements

Training Providers must be accredited by National Skills Development Authority (NSDA), the national quality assurance body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification.

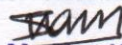Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.
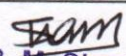
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Unit Title	Design and develop competency based assessment
Unit Code	OUTAM004L4V1
Unit Descriptor	This unit covers the knowledge, skills and attitude required to design and develop competency based assessment. It specifically includes planning and organizing assessment processes, documenting the assessment plan, preparing assessment tools, and validating assessment tools.
Nominal Hours	36 hours
Elements of Competency	Performance Criteria **Bold and underlined** terms are elaborated in the range of variables
1. Plan and organize assessment processes	1.1 Purpose and context of assessment are identified as per requirements. 1.2 The relevant competency standard for assessment are interpreted. 1.3 Different types of **assessment methods** are interpreted. 1.4 Required evidences are identified and interpreted. 1.5 Timelines and time periods are determined for evidence collection. 1.6 Required materials and physical resources are identified. 1.7 Assessment arrangements information are confirmed with relevant personnel.
2. Document the assessment plan	2.1 Types of evidence needed to demonstrate competence, according to the **rules of evidence** are documented. 2.2 Assessment methods are documented which will support the collection of defined evidence. 2.3 Evidence requirements for units of competency are mapped and documented. 2.4 Documented assessment evidence plan is confirmed with relevant personnel.
3. Prepare assessment tools	3.1 Units of competency are considered and incorporated during the tools development. 3.2 **Assessment tools** are prepared in accordance with relevant assessment guidelines. 3.3 Clear and concise written instructions and materials are prepared for assessment. 3.4 Assessment tools are checked and finalized considering the **principles of assessment.** 3.5 Safety and security of the tools are ensured by the developers maintaining moral and ethical point of views.
4. Validate assessment tools	4.1 Draft assessment tools are checked against **evaluation criteria** and amended.

	4.2 Assessment tools are pilot tested with a sample group of assessors and industry practitioners.
	4.3 Information gathered through pilot test are analyzed to establish any changes that may be required.
	4.4 Assessment tools are validated and finalized incorporating suggested changes.

Range of Variables

Variable	Range (May include but not limited to:)
1. Context of assessment	1.1. Physical environment 1.2. Social environment 1.3. Relationship between units of competency and candidate's workplace 1.4. Time period over which assessment takes place
2. Assessment methods	2.1 Written test 2.2 Demonstration 2.3 Observation 2.4 Oral questioning 2.5 Portfolio 2.6 Review of product 2.7 Third party report
3. Principle of assessment.	3.1 Validity 3.2 Reliability 3.3 Flexibility 3.4 Fairness
4. Assessment tools	3.1 Written question 3.2 List of questions and response sheet 3.3 Demonstration checklist 3.4 Job sheet 3.5 Specification sheet 3.6 Third party report 3.7 On-the-job observation checklist 3.8 Portfolio evaluation checklist 3.9 Log book
5. Rules of evidence	4.1 Valid 4.2 Reliable 4.3 Sufficient 4.4 Authentic 4.5 Current 4.6 Consistent 4.7 Recent

6. Evaluation criteria	6.1. Effectiveness and relevance to the competency standards
	6.2. Whether the assessment tool:
	  6.2.1 meets the principles of assessment
	  6.2.2 meets the rules of evidence
	  6.2.3 consistent with assessment methods
	  6.2.4 appropriate to the target group/assessment context
	  6.2.5 provides guidance on reasonable adjustments

	6.2.6 enables the candidate to demonstrate current competency

Evidence Guide

The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.

To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:

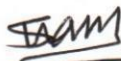| 1. Critical Aspects	**The assessment required evidence that the candidate:** 1.1 identified and confirmed context of assessment 1.2 conformed evidence requirement 1.3 identified and clarified trainee's assessment needs 1.4 mapped and documented evidence requirements for units of competency. 1.5 prepared evidence plan matrix 1.6 identified assessment methods 1.7 selected evidence to be used for the assessment 1.8 checked assessment tools against evaluation criteria and amended
2. Underpinning knowledge	2.1 Interpret competency standards, including components of competency and dimensions of competency 2.2 Quality assurance system 2.3 Assessment pathway 2.4 Types of evidence and rules of evidence. 2.5 Principles of assessment 2.6 Characteristics and needs of individual trainers in the group 2.7 Purposes and contexts of assessment and the implications of these for the person being assessed. 2.8 Types of assessment tools
3. Underpinning Skills	3.1. Planning for formative assessment 3.2. Planning for summative assessment. 3.3. Organizing assessment workplace settings. 3.4. Operating Word-processing and relevant software.
4. Required Attitude	4.1 Committed to maintain legal and ethical responsibilities 4.2 Respect for rights of peers and seniors in workplace 4.3 Eagerness to access information and learning process 4.4 Sincere and honest to duties and responsibilities 4.5 Communicate with peers, sub-ordinates and seniors in workplace
5. Resource Implication	The following resources must be provided: 5.1 Assessment Package (relevant competency Standard, forms, agreement sheets, instruction sheets etc.) 5.2 Computer hardware, facilities and relevant accessories of the computer 5.3 Consumables materials to perform activities
6. Methods of Assessment	Competencies could be assessed by: 6.1 Written test

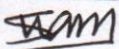|		
	6.2	Demonstration
	6.3	Oral questioning
	6.4	Portfolio
7. Context of Assessment	7.1	Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting
	7.2	Assessment shall be observed while tasks are being under taken whether individually or in a group
	7.3	Trainee must be assessed by NSDA certified assessor or NSDA approved person.

Accreditation Requirements

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

FAAM

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Unit Title	Organize and conduct competency based assessment
Unit Code	OUTAM005L4V1
Unit Descriptor	This unit covers the knowledge, skills and attitude required to organize and conduct competency based assessment. It specifically includes preparing the assessment venue and candidate, conducting assessment, gathering evidence, making the assessment decision with feedback, and recording and reporting assessment decision. candidates.
Nominal Hours	28 hours
Elements of Competency	Performance Criteria **Bold and underlined** terms are elaborated in the range of variables
1. Prepare the assessment venue	1.1 Requirements for conducting assessment in **assessment venue** are identified and arranged in accordance with relevant evidence guide. 1.2 Required tools, equipment, machines and materials are made available specified in the evidence guide and assessment tools. 1.3 **Resources** are checked and arranged within safe and accessible assessment environment. 1.4 Cost of assessment and assessment process are checked to ensure compliance with organization procedures. 1.5 Appropriate personnel are informed for the assessment activity in line with institution policy and procedure. 1.6 Assessment plan is interpreted and organizational/ legal/ethical requirements are confirmed for conducting assessment with designated personnel.
2. Prepare the candidate	2.1 Details of the assessment plan and the assessment process are explained. 2.2 **Reasonable adjustment**, re-assessment and appeals are discussed and clarified with the trainee, including opportunities for assessment. 2.3 **Context and purpose of assessment** are explained to candidates in line with the requirements of the relevant assessment guidelines. 2.4 Legal and ethical responsibilities associated with the assessment are explained to the candidate in line with the requirements of the relevant assessment guidelines. 2.5 Information is conveyed using verbal and non-verbal language which promote a supportive assessment environment. 2.6 The competency to be assessed and evidence to be collected are clearly explained to the candidate.
3. Conduct assessment	3.1 Assessment tools are collected and used in accordance with the level and number of trainees.

	3.2 Reasonable adjustments are ensured as and when required.
	3.3 Conduct assessment and gather evidence using the assessment tools specified in the assessment plan.
	3.4 Current competencies and prior learning are determined and credited/recognized according to the standard.
	3.5 Characteristics and profile of trainees are documented.
4. Gather evidence	4.1 **Principles of assessment** and the **rules of evidence** are applied in gathering assessment evidence.
	4.2 Agreed **assessment methods** and instruments are used to determine competency.
	4.3 Reasonable adjustment is incorporated in the evidence gathering procedures in line with the assessment guidelines.
	4.4 Evidence is gathered using specified assessment method in the relevant evidence guide.
	4.5 Gathered **evidence** are documented in accordance with relevant assessment tools and assessment guide.
5. Make the assessment decision with feedback	5.1 Collected evidence is examined and assessment decision is made in line with agreed assessment plan.
	5.2 The evidence is evaluated in terms of the rules of evidence and dimensions of competency.
	5.3 Assessment decision is made based on evidence.
	5.4 Clear and constructive feedback is provided to the trainee regarding the assessment decision.
	5.5 Ways of overcoming any gaps in competency are explored with the candidate.
	5.6 The candidate is advised of available reassessment in line with organizational policy and procedures.
6. Record and report assessment decision	6.1 Assessment results are recorded in accordance with approved **record keeping** guidelines of the organization.
	6.2 Records of the assessment procedure, evidence collected and confidentiality of assessment outcomes is maintained as per the approved policy guideline of the organisation.
	6.3 Issuing of certificates is organized in line with approved policy guidelines of the organisation.
	6.4 Any assessment decision disputed by the candidate is recorded and reported to appropriate personnel in line with organizational policy and procedures.
	6.5 Assessment decision is reported to appropriate personnel in line with organizational policy and procedures.

Range of Variables

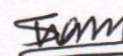| Variable	Range (May include but not limited to:)
1. Assessment venue	1.1. Workplace

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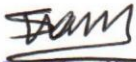|	
	1.2. Skills Training Provider (STP)
	1.3. Assessment center
2. Resources	2.1 Competency standards
	2.2 Assessment tools
	2.3 Tools, equipment and machine
	2.4 Personal protective equipment (PPE)
	2.5 Venue
	2.6 Adaptive technologies
3. Reasonable adjustments	3.1 Language, literacy and numeracy requirements
	3.2 Adaptive technology or special equipment
	3.3 Flexible assessment sessions
	3.4 Adjustments to the physical environment
	3.5 Assessment methods and tools
	3.6 Age and gender
	3.7 Cultural beliefs, traditional practices and religious observances
4. Context and purpose of assessment	4.1 Certify that an individual has achieved competency
	4.2 Recruit and select trainees for a job
	4.3 Monitor individual performance at work
	4.4 Determine training needs
	4.5 Conduct skills assessment
	4.6 Recognize prior learning
	4.7 Classify a person according to industry
	4.8 Provide feedback on progress during training
5. Principles of assessment	5.1 Fair
	5.2 Valid
	5.3 Reliable
	5.4 Flexible
6. Rules of evidence	6.1. Valid
	6.2. Reliable
	6.3. Sufficient
	6.4. Authentic
	6.5. Current
	6.6. Consistent
	6.7. Recent
7. Assessment methods	7.1. Written test
	7.2. Demonstration
	7.3. Oral questioning
	7.4. Portfolio
	7.5. Third party report
8. Evidence	8.1 Direct evidence
	8.2 Indirect evidence
9. Record keeping	9.1 Forms designed for the specific assessment result
	9.2 Checklist for recording
	9.3 Observation / process

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	9.4 Combination of the above

Evidence Guide

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To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:

1. Critical Aspects	**The assessment required evidence that the candidate:** 1.1 oriented the trainee 1.2 conducted assessment in accordance with competency requirements and assessment guidelines 1.3 evaluated gathered evidences and making decision 1.4 provided feedback to the trainee including advise on ways of meeting training needs/gaps identified through the assessment 1.5 recorded assessment results in accordance with the approved assessment guidelines and record keeping procedures 1.6 reported assessment results to authority
2. Underpinning knowledge	2.1 Assessment venue 2.2 Assessment resources 2.3 Reasonable adjustment 2.4 Context and purpose of assessment 2.5 Evidence gathering process, method and tools 2.6 Rules of evidence 2.7 Dimensions of competency 2.8 Principles of assessment 2.9 Process of conducting assessment 2.10 Process of feedback. 2.11 Recording and reporting process
3. Underpinning Skills	3.1 Preparing venue. 3.2 Checking resources. 3.3 Applying legal and ethical responsibilities associated with the assessment. 3.4 Communicating required message to the trainee 3.5 Building rapport with assesses and assessment center personnel.
4. Required Attitude	4.1 Committed to maintain legal and ethical responsibilities 4.2 Respect for rights of peers and seniors in workplace 4.3 Eagerness to access information and learning process 4.4 Sincere and honest to duties and responsibilities 4.5 Communicate with peers, sub-ordinates and seniors in workplace
5. Resource Implication	The following resources must be provided: 5.1 Assessment Package (relevant competency Standard, forms, agreement sheets, instruction sheets etc.)

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	5.2 Computer hardware, facilities and relevant accessories of the computer
	5.3 Consumables materials to perform activities
6. Methods of Assessment	Competencies could be assessed by:
	6.1 Written test
	6.2 Demonstration
	6.3 Oral questioning
	6.4 Portfolio
7. Context of Assessment	7.1. Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting
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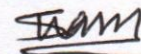
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Validation of Competency Standard by Standard and Curriculum Validation Committee (SCVC)

The Competency Standards for National Skills Certificate in **Competency Based Assessment Methodology, level-4.** Qualification is validated by SCVC during 16-20 February 2020.

Members of the SCVC:

	Competency Based Assessment Methodology	
1	Golam Md. Hashibul Alam, Executive Chairman (Secretary) Tel: +880 2 8891091, Email: ecnsda@nsda.gov.bd	Chairperson
2	Mohammad Rezaul Karim, Additional Secretary, Member(Skills Standard & Certification), NSDA	Chief Guest
3	Shaheen Afroz, Ex. General Manager, Bangladesh Parjatan Corporation. World Skill Expert (Pattissary and Confectionery) Cell: 01711261739. Email: shaheenafroz57@gmail.com	Member
4	Md. Shahadat Hossain, Ex. Principal, Bogura Polytechnique Institute, Bagura. Cell: 01715360652, Email: hossainsm61@gmail.com	Member
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২২।০২।২১ তারিখে অনুষ্ঠিত ৫২ সভায় অনুমোদিত

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