



Government of the People's Republic of Bangladesh
Technical and Vocational Education and Training Reform Project

Course Accreditation Document

**National Certificate in Graphic Design
(NTVQF Level 2)**

July, 2011

Bangladesh Technical Education Board

Course Accreditation Document

This Course Accreditation Document is prepared using the recommended format for the development of courses for the accreditation/re-accreditation of courses under the National Quality Assurance Framework (NQAF) and for the registration of the accredited/re-accredited courses/qualifications under the National Technical and Vocational Qualifications Framework (NTVQF).

The document has three parts (A, B and C) which together form the Course Accreditation Document.

The Course Accreditation Document is the nationally recognised specification for the Course. It provides the basis for the development of strategies for competency based training and assessment by each accredited training establishment (College/Institute/Training Centre) and describes essential course information.

- Part A of the Course Accreditation Document provides information on the Course Developer, Standard Setting Body, the Quality Assurance Body, and course classification and accreditation information.
- Part B of the Course Accreditation Document contains details of industry need, and the rules and requirements under which the course may be structured, delivered and assessed.
- Part C of the Course Accreditation Document includes the units of competency or modules that are contained in the course.

Table of Contents

PART A: GENERAL INFORMATION	5
1. COURSE DEVELOPER	5
2. COPYRIGHT OWNER.....	6
3. PURPOSE OF SUBMISSION	6
4. COPYRIGHT ACKNOWLEDGEMENT.....	6
5. DELIVERY OF THE COURSE	6
6. QUALITY ASSURANCE BODY	6
7. STANDARD SETTING BODY	7
8. COURSE CLASSIFICATION INFORMATION.....	7
9. PERIOD OF ACCREDITATION.....	7
 PART B: COURSE INFORMATION	 8
1. NOMENCLATURE	8
1.1 NAME OF THE COURSE:.....	8
1.2 NOMINAL DURATION OF THE COURSE	8
1.3 NAME OF THE QUALIFICATION.....	9
2. PURPOSE OF THE COURSE.....	9
3. DEVELOPMENT OF THE COURSE	9
3.1 INDUSTRY/ENTERPRISE/COMMUNITY NEEDS.....	9
3.2 DUPLICATION OF QUALIFICATION	11
3.3 REVIEW FOR RE-ACCREDITATION	11
4. COURSE OUTCOMES	12
4.1 VOCATIONAL/EMPLOYMENT/SOCIAL OUTCOMES.....	12
4.2 OCCUPATIONAL SAFETY AND HEALTH.....	13
4.3 TRANSFERABLE/Generic/Soft/Key Skills Necessary to be Successful in Workplace	14
4.4 ENVIRONMENTAL RESPONSIBILITIES	14
4.5 PROFESSIONAL/INDUSTRY RECOGNITION (IF APPLICABLE).....	14
4.6 LICENSING/REGULATORY REQUIREMENTS (IF APPLICABLE)	14
5. COURSE RULES AND REQUIREMENTS	15
5.1 COURSE STRUCTURE	15
5.1.1 Requirements for Award of the Qualification.....	16
5.1.2 Exit Qualification	16
5.1.3 Statement of Achievement.....	17
5.1.4 Reporting, Quality Assurance and Certification.....	17
5.2 ENTRY REQUIREMENTS AND SELECTION CRITERIA	17
5.2.1 Entry Requirements	17
5.2.2 Selection Criteria.....	18
6. ASSESSMENT RULES AND REQUIREMENTS	18
6.1 ASSESSMENT STRATEGY.....	20
6.2 RECOGNITION OF PRIOR LEARNING (RPL).....	23
6.3 WORKPLACE ASSESSMENT.....	23
6.4 INTERNAL AND EXTERNAL ASSESSMENT AND VALIDATION PROCESSES	24
7. DELIVERY RULES AND REQUIREMENTS	24
7.1 DELIVERY STRATEGIES	24
7.2 MODES OF DELIVERY.....	25
7.3 WORK PLACEMENT.....	25
7.4 STUDENT GUIDANCE AND SUPPORT.....	26

8. RESOURCES RULES AND REQUIREMENTS.....	26
8.1 PHYSICAL RESOURCES.....	26
8.2 HUMAN RESOURCES.....	26
8.2.1 Teachers, Trainers and Assessors:	26
8.2.1.1 Vocational Qualifications.....	27
8.2.1.2 Certificate in Competency Based Training and Assessment.....	27
8.2.1.3 Industry Experience.....	27
8.2.2 Assessor Certification and Registration.....	27
8.2.3 Student - Trainer Ratio:	28
8.2.4 Support Staff:	28
8.2.5 Professional Development.....	28
8.3 LEARNING RESOURCES.....	28
9. VALIDATION OF UNITS OF COMPETENCY.....	28
10. PATHWAYS AND/OR PROGRESSION	29
11. ONGOING MONITORING, EVALUATION AND REVIEW	29
12. ACCESS AND EQUITY.....	30

PART C: UNITS OF COMPETENCY (OR MODULES) CONTAINED IN THE COURSE.....32

APPENDICES **33**

Appendix 1: Terms of Reference for the Industry Skills Council (ISC)	34
Appendix 2: List of Members of the Industry Skills Council.....	37
Appendix 3: Selection Criteria for the Technical Sub Committee (TSC)	43
Appendix 4: List of Members of the Technical Sub Committee.....	44
Appendix 5: Terms of Reference for National Consultant (Development of National Competency Standards)	45
Appendix 6: Terms of Reference for Standards and Curriculum Development Committee (SCDC)	50
Appendix 7: List of Members of the SCDC	54
Appendix 8: Terms of Reference for National Consultant (Development of Curriculum Documentation)	58
Appendix 9: Possible Assessment Methods for Gathering Evidence	63
Appendix 10: Recommended List of Equipment, Tools, Facilities etc.....	64
Appendix 11: Recommended List of Training and Learning Resources.....	69

Part A: General Information

1. Course Developer

State the name of the legal entity as well as the individual who led the development of this course for accreditation. The organisational contact details should be current.

The Chairman

Bangladesh Technical Education Board (BTEB)

Agargoan, Sher-E-Bangla Nagar

Dhaka -1207, Bangladesh

Telephone: +88 02 9140645

Fax: +88 02 8113345

e-mail: bteb@citech.net

www.bteb.gov.bd

Director (Curriculum)

Bangladesh Technical Education Board (BTEB)

Agargoan, Sher-E-Bangla Nagar

Dhaka -1207, Bangladesh

Telephone: +88 02 9140645

Fax: +88 02 8113345

e-mail: bteb@citech.net

www.bteb.gov.bd

Name and Address of the National Consultant

Molla Md. Golam Mostafa

E/5 Graphic Arts Institute quarter

Satmasjid Road, Dhaka, 1207

Phone: 9122839 (Res)

Mob: 01721739720

E-mail: mmgmostafa72@yahoo.com

Name and Address of the National Programme Officer

Dr. Md. Wazed Ali

Programme Officer, Component 2

TVET Reform Project, ILO Office in Dhaka

House # 12, Road # 12 (New)

Dhanmondi R/A, Dhaka-1209

Ph: 9112876, Cell: 01715-168725

Email: wazed@ilo.org

Name and Address of the International Expert

A.J.A. Pratapsingh PhD (Madras)

International Expert, TVET Qualifications, Quality and Relevance

TVET Reform Project, ILO Office in Dhaka

House # 12, Road # 12 (New)

Dhanmondi R/A, Dhaka-1209

Ph: 9112876, Cell: 01749-179763

Email: ajap@ilo.org; ajap23@hotmail.com

2. Copyright Owner

State the address (street/postal, phone and email) of the legal entity or individual that is the copyright owner.

The Chairman
Bangladesh Technical Education Board (BTEB)
Agargoan, Sher-E-Bangla Nagar
Dhaka -1207, Bangladesh
Telephone: +88 02 812 2056
Fax: +88 02 8113345
e-mail: bteb@citech.net
www.bteb.gov.bd

3. Purpose of Submission

State whether the submission is for accreditation or re-accreditation.

Accreditation

4. Copyright Acknowledgement

Materials such as Units of Competency, the Course Accreditation Document and the Training and Learning Resources owned by Government of The People's Republic of Bangladesh are available for accredited training establishments (Colleges/Institutes/Training Centres) on cost recovery basis.

For details, Contact

The Chairman
Bangladesh Technical Education Board.
Agargoan, Sher-E-Bangla Nagar
Dhaka -1207, Bangladesh
Telephone: +88 02 9140645
Fax: +88 02 8113345
e-mail: bteb@citech.net
www.bteb.gov.bd

5. Delivery of the Course

The accredited training establishments (Colleges/Institutes/Training Centres) offering this course leading to a national qualification must meet the National Quality Assurance Framework (NQAF) requirements for delivering this course.

6. Quality Assurance Body

State the name and address of the quality assurance body responsible for the quality assurance of technical vocational education and training (Include Street/Postal, Phone and Email address).

Bangladesh Technical Education Board (BTEB)
Agargoan, Sher-E-Bangla Nagar
Dhaka -1207, Bangladesh
Telephone: +88 02 812 2056
Fax: +88 02 8113345
e-mail: bteb@citech.net
www.bteb.gov.bd

7. Standard Setting Body

State the name and address of the standard setting body responsible for the industry sector (Include Street/Postal, Phone and Email address; Delete whichever is not applicable).

IT Industry Skills Council (ISC)

From December 2010:

Mr. Shafquat Haider
 Chairman, IT Industry Skills Council &
 Director, FBCCI and Managing Director
 CIPROCO Computers Limited
 House # 120 (1st floor), Road # 13
 Block-E, Banani, Dhaka
 Tel: 9560102-3, 8815411, 8823601, Cell: 01711 532597
 Fax: 9560588, 7176030
 Email: ciproco@bol-online.com; fbcci@bol-online.com

Till December 2010:

Mr. A.K.M. Fahim Mashroor
 Chairman, IT Industry Skills Council
 CEO, Bdjobs.com Limited &
 Chairman, HR Development Standing Committee, BASIS
 BSRS Bhaban (8th Floor – West)
 12, Kawran Bazar, Dhaka-1215
 Tel: 9117179/9140345, Cell: 01713 037302
 Email: fahim@bdjobs.com

8. Course Classification Information

The national course classification code identifies the industry, occupational group, the field, the level and serial number.

ISCED Code	<i>Insert code and description</i> 3
National Course Code ITGD20111	<i>To be provided by the course accrediting body once the course is accredited</i>

9. Period of Accreditation

State the period of accreditation requested by the course developer.

The course approval and provider accreditation is granted for a specified period (e.g. 1-5 years depending on the nature of the course and the industry). At the end of the specified period, the accreditation will expire.

The accreditation dates will be confirmed by the Quality Assurance Body at the time of accreditation.

[Typically a course may be accredited for 3 years except in occupations where changes are very fast and substantial e.g. Information Technology. If the provider wishes to continue to offer the course beyond the period of accreditation, an application for re-accreditation must be made at least three months prior to the end of the accreditation period. The re-accreditation application must demonstrate that the reviewed course will meet the current needs of the stakeholders and address the criteria for accreditation. Refer to the Quality Assurance Body's (BTEB) standards/requirements and processes for accreditation of courses.]

One year.

Part B: Course information

1. Nomenclature

1.1 Name of the Course:

State the name(s) of the course(s) included in this document. The title of the course must accurately reflect the contents and outcomes of the course including the qualification awarded on successful completion of the course. The name of the course should meet the relevant Standard for Accreditation of courses.

The number of specializations included within a certificate will depend upon:

- *the industry expectations of the range of competencies/specialization expected of a typical employee in the workplace of the relevant occupation*
- *the time required by a typical student to successfully complete the specialization(s) included in the course/qualification and meet the specific requirements for the award of this certificate qualification and the national guidelines for award of various levels of certificate qualifications in Bangladesh (i.e. 360 hours for NTVQF Level 1 and additional 270 hours for each higher level NTVQF qualification).*

National Certificate in Graphic Design (NTVQF Level 2)

1.2 Nominal Duration of the Course

State the nominal duration of the course in hours. [The nominal duration of the course will indicate the number of hours of off job training at the accredited training establishment (College/Institute/Training Centre) comprising face to face instruction, learning, practice and assessment. In addition to off job training, the course will contain on-job (i.e. workplace based) training. The nominal duration of the course should be in accordance with the national guidelines (i.e. 360 hours for NTVQF Level 1 and an additional 270 hours for each higher level). The work experience/on job training is a minimum of 0 hours recommended for NTVQF Level 1, and 216 hours for each higher level].

- *The nominal duration of the course will depend upon the time taken by a typical student for developing the competencies covered in the course to the specified level for and within each Unit of Competency. That will be transparent from the assigned National Technical Vocational Qualification Framework (NTVQF) level, elements, performance criteria, range of variables and the evidence guide of each Unit of Competency, and the time required for the award of the qualification at the NTVQF level of the course. The Units of Competency contained in the course are included in Part C.*
- *It is very likely that the length of training required for achieving a given level of the qualification could vary from occupation to occupation. For example, welding competencies may take a longer time to develop than machine operations competencies. The length proposed for each qualification, though nominal, must be based on a clear and sound logic.*
- *The recommended Off Job training for a National Technical Vocational Qualification Framework (NTVQF) Level 1 course is a minimum of 360 nominal learning hours. A higher level NTVQF course must have at least 270 nominal hours of additional learning for each higher NTVQF level. For example, a Level 2 NTVQF course will have (360 + 270 =) 630 nominal hours of learning and a Level 3 NTVQF course will have (360 + 270 + 270 =) 900 nominal learning hours.*
- *The recommended work experience/On Job training is a minimum of 0 hours for a NTVQF Level 1 course, and 216 hours for each higher NTVQF level course.*
- *If the length of the Off Job and/or On Job training is more than the recommended minimum, there must be adequate justification. Very strong justification is required if the nominal duration of the course is more than 20% of the recommended minimum. Generally the nominal duration of the course should not be more than 25% of the recommended minimum.*

Nominal duration of the **National Certificate in Graphic Design (NTVQF Level 2)** is usually

- Off Job = 270 hours
- On Job = 216 hours

NOTE

If the course is delivered under the apprenticeship model, the training and assessment will occur mostly at the workplace and may include some 'block courses' at training institutions depending on the needs of the stakeholders.

1.3 Name of the Qualification

State the name of the qualification that will be awarded on successful completion of the course.

- *The name of the qualification should meet the relevant Standard for Accreditation of courses including the general requirements for the award of National Technical Vocational Qualification Framework (NTVQF) qualifications at the particular level.*

National Certificate in Graphic Design (NTVQF Level 2)

2. Purpose of the Course

State the intended purpose of the course (i.e. Why the course is offered, for whom and what competencies will be developed?) The intended purpose should meet the relevant Standard for Accreditation of courses.

- *The purpose of the course must contain adequate information to help the stakeholders make informed decision on whether or not the course and/or the graduates will be of value to them.*

The intended purpose of the course is to make the graduates competent in reading, writing and understanding basic English, operating in a self-directed team, presenting and applying workplace information and applying compliance and ethics required of an IT worker in the context of the graphic designer occupation, and performing job related activities which involve particularly creation of shapes, application of text, and manipulation and retouching of digital image and content using an image processing application.

The target students/trainees are those who have National Certificate in Graphic Design (NTVQF Level 1) or equivalent competencies and an understanding of the potential employers/enterprises in the Graphic Design section of the IT industry sector. The graduates will have acquired the knowledge, skills and attitude required of an advanced operator level graphic designer in the IT industry sector to meet the national and international demands and contribute towards the positive economic and social outcomes of our nation and our peoples.

3. Development of the Course

3.1 Industry/Enterprise/Community Needs

Identify the major client and/or industry groups.

- *The processes followed for the identification of the priority occupations are explained (e.g. national/local data, surveys, research reports, global trends, focus groups, interviews, job advertisements etc).*
- *The rationale for the composition and processes followed for the formation of the Industry Skills Committee/Council (ISC) are explained. (Terms of Reference for the ISC may be included as an appendix).*
- *The processes followed for identifying the titles of the Units of Competency for each occupation, which reflect the generic/key and vocational skills required to be successful at the workplace by the Technical Sub Committee (TSC) and the validation by the Industry Skills Council (ISC) are explained. [The criteria used for the selection of Technical Sub-Committee (TSC) and the Terms of Reference, if any, may be included as an appendix].*
- *The processes followed for the development and review of the Units of Competency including the*

selection of national consultant(s) for drafting the Units of competency, the formation of the Standards and Curriculum Development Committee (SCDC) for reviewing the Units of Competency and finally the validation of the Units of Competency by the Industry Skills Council (ISC) are explained [The Terms of Reference for the National Consultant and the Standards and Curriculum Development Committee (SCDC) may be included as appendices].

- The processes followed for development of the curriculum documentation and the endorsement by the SCDC and the validation processes are explained.*

The Technical and Vocational Education and Training Reform Project of the Government of the Peoples' Republic of Bangladesh, which is funded mainly by the European Union and managed by the International Labour Organization, developed the concept for the skills survey in Bangladesh and designed a research questionnaire for identifying the skill shortages in Bangladesh. The research was commissioned by the Country Office in Bangladesh of the International Labour Organization (ILO) and undertaken by the Bangladesh Institute of Development Studies (BIDS). The research identified a set of sectors which had significant shortages in skilled personnel considering a range of factors and trends. Four of those industry sectors - Agro Food Processing, Information Technology, Leather and Leather Goods, and Transport Equipment were targeted for capacity building and skill enhancement through the Technical and Vocational Education and Training Reform Project for Bangladesh and the Construction, Light Engineering, Readymade Garments, and Informal Sectors were assigned to the Skills Development Project funded by the Asian Development Bank (ADB).

Representative groups of the stakeholders in the **IT** industry sector were identified. The Terms of Reference for the Industry Skills Council (Refer: Appendix 1) was prepared and distributed among the representative groups of stakeholders. The nominations for membership in the Industry Skills Council were received from the representative groups of stakeholders. The members of the newly formed Industry Skills Council for the **IT** industry sector elected the Chairperson and the Vice Chairperson of the **IT** Industry Skills Council. In addition, representatives of the Federation of Bangladesh Chambers of Commerce and Industry (FBCCI), Bangladesh Employers Federation (BEF), National Coordination Committee on Workers Education (NCCWE), Bangladesh Technical Education Board (BTEB), Bureau of Manpower, Employment and Training (BMET), and Executive Committee of the National Skills Development Council (ECNSDC) attend the meetings of the **IT** Industry Skills Council as general members and participate in discussions. The list of members of the **IT** Industry Skills Council is attached (Refer: Appendix 2).

The members of the Industry Skills Council for the **IT** Industry sector deliberated extensively and selected the following three priority occupations within their industry sector for capacity building:

- Graphic Designer
- IT Support Technician
- Web Designer

Provide evidence of industry/enterprise/community need and support for the course. Describe the consultation and validation process completed before and during the course design and development process. The process for identifying Industry/enterprise/community needs and the outcomes should meet the relevant Standard for Accreditation of courses.

The Industry Skills Council for the **IT** industry sector and the Bangladesh Technical Education Board organised the development of the competency standards/Units of Competency and the course accreditation documents for the **IT** industry sector through a systematic process.

The first step in the process was the identification of the industry relevant skill sets for the particular occupation or the titles of the Units of Competency for the occupation. For that purpose, the Industry Skills Council nominated a Technical Sub Committee comprising technical experts specialising in the particular occupation, **Graphic Designer/IT Support Technician/Web Designer**. The selection criteria for the Technical Sub Committee (TSC) are attached (Refer: Appendix 3). Members of the Technical Sub Committee (TSC) were appointed by the Industry Skills Council (ISC). The list of members of the Technical Sub Committee for **Graphic Designer** occupation is attached (Refer: Appendix 4). The titles

of the Units of Competency for each occupation were identified by the respective Technical Sub Committee. The titles of the Units of Competency recommended by the TSC for **Graphic Designer** occupation were vetted and validated by the **IT** Industry Skills Council.

The second step in the process was the development of the Units of Competency. For developing the Units of Competency, a national consultant, who is a specialist in the **Graphic Designer** occupation, was appointed. The National Consultant for the occupation, under the guidance of an International Consultant, prepared a draft version of the Units of Competency. The Terms of Reference for the National Consultant (Development of National Competency Standards) is attached (Refer: Appendix 5). When the draft version of the Units of Competency for the occupation was completed, those draft documents were reviewed by the Standards and Curriculum Development Committee (SCDC) for the occupation comprising three representatives from the Industry, one representative each from the training institutions managed by the Directorate of Technical Education (DTE) and Bureau of Manpower Employment and Training (BMET), and a Privately managed TVET institution, and BTEB, the Quality Assurance Body. The Terms of Reference for the Standards and Curriculum Development Committee (SCDC) is attached (Refer: Appendix 6). The list of members of the SCDC for the **Graphic Designer** occupation is attached (Refer: Appendix 7). The refined Units of Competency were recommended by the SCDC to the Industry Skills Council for validation. This whole process was supported and monitored by the International Consultant. Subsequently the **IT** Industry Skills Council, in consultation with specialists in the industry, vetted and validated the SCDC-endorsed Units of Competency for the **Graphic Designer** occupation.

The third step in the process was the development of the Course Accreditation Document by the national consultant for the development of curriculum documentation under the guidance of an International Consultant. The Terms of Reference for the National Consultant (Development of Curriculum Documentation) is attached (Refer: Appendix 8). This process involved the expansion of the Units of Competency to collect a range of curricular information and consolidation into the Course Accreditation Document. The draft version of the Course Accreditation Document prepared by the national consultant was reviewed by the Standards and Curriculum Development Committee. Subsequent to the SCDC's review of the Course Accreditation Document, it was refined by the national consultant and submitted to the SCDC for endorsement and recommendation to the Bangladesh Technical and Vocational Education Board (BTEB) for approval. The BTEB approved this Course Accreditation Document, in consultation with curriculum specialists and the **IT** Industry Skills Council.

3.2 Duplication of Qualification

There is no competency based training course leading to the **National Certificate in Graphic Design (NTVQF Level 2)** in Bangladesh.

3.3 Review for re-accreditation

Refer to the relevant Standard for Accreditation of courses.

If applying for re-accreditation, provide details of the monitoring and evaluation undertaken, including a summary of the findings, and how those findings have been addressed in the revised course.

Not Applicable

Details the transition arrangements from the existing course to the new course necessary for learners currently enrolled in the existing course.

Not applicable

4. Course Outcomes

Refer to the relevant Standard for Accreditation of courses. The course outcomes must reflect the industry/enterprise/ community needs, the level and the nature of the course.

4.1 Vocational/Employment/Social Outcomes

Describe the outcomes a typical graduate of the course will be able to demonstrate on successful completion of the course leading to the proposed NTVQF qualification. The outcomes must be in agreement with the level and duration or nominal learning hours of the course.

- The course outcomes identify what valuable outcomes are achieved as a result of completing the course. It could include specific and valid information on
 - The vocational training outcomes (a summary of the knowledge, skills and attitude possessed by successful graduates, training pathways/advancement. The titles of the Units of Competency could throw some light on this. The highlights of the elements and the required underpinning knowledge, skills and attitude contained in the UoCs may provide additional information, if found very valuable and essential. The outcome statement must be concise. The educational outcomes must be appropriate to the level of the course (Cf. Level Descriptors of the NTVQF).
 - the economic outcomes (national and/or overseas employment, promotion/career advancement, industrial productivity and national gross domestic product increase), and
 - the social outcomes (poverty alleviation/quality of life for self and family, community cohesion).
- The outcomes of the course must collectively achieve the aim of the course and should be monitored as part of the evaluation of the course.

Vocational Training Outcomes

On successful completion of the course, the graduates of the National Certificate in Graphic Design (NTVQF Level 2) will be able to:

- read, write and understand basic English in the workplace in the context of the Graphic Designer occupation
- Operate in a self-directed team
- Present and apply workplace information
- Apply compliance and ethics in IT work-environment
- Manipulate and retouch a digital image and content using an image processing application
- Create shapes and apply text (e.g. Illustrator) and
- demonstrate the underpinning knowledge, skills and positive attitude required of an advanced operative level Graphic Designer

Economic Outcomes

On successful completion of the course, the graduates of the National Certificate in Graphic Design (NTVQF Level 2) will have acquired the potential for:

- getting opportunities for local and/or overseas employment as an advanced operative Graphic Designer
- getting opportunities for promotion and/or career advancement in the Graphic Designer occupational context
- creating self employment for themselves in the Graphic Designer occupational context
- creating opportunities for employment of others in the Graphic Designer occupational context and
- contributing towards increased productivity in the Graphics Design section of the IT industry sector and the National Gross Domestic Product (GDP)

Social Outcomes

On successful completion of the course, the graduates of the **National Certificate in Graphic Design (NTVQF Level 2)** will be able to contribute towards:

- poverty alleviation for self, immediate family and the nation as a whole
- providing enhanced quality of Graphic Design services to the enterprises in the IT Industry, and to the citizens and residents of the nation.

4.2 Occupational Safety and Health

Explain how the occupational safety and health learning outcomes of the course will be achieved.

- National Certificate in Graphic Design (NTVQF Level 1) course, which is the pre-requisite to National Certificate in Graphic Design (NTVQF Level 2), includes one generic Unit of Competency GN1002A1 Apply OSH Practices in the Workplace, which addresses generic OSH practices such as general hazards (fire, heat, light, noise, dust, floor condition) fire safety, manual handling, ergonomics, floods, earthquake, first aid and OSH initiatives in Bangladesh including Laws and Regulations relevant to OSH.
- Occupation specific OSH practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to tasks relevant to this course, and may include but are not limited to adherence to the standard operating procedures, use of appropriate personal protective equipment, safe materials handling, taking rest breaks, ergonomic arrangement of workplaces, understanding the industrial coding of markings and responding accordingly (e.g. following marked walkways and avoiding hazardous zones), safe storage of equipment, housekeeping, reporting of accidents and incidents, and environmental practices. The occupational safety and health specific to the **Graphic Design** occupation [e.g. Industrial safety (through 5S system - sort, straighten/set in order, shine/systematic cleaning, standardise, sustain), fire safety, electrical safety, chemical safety, machinery safety, radiation safety, etc.] will be included within almost all the UoCs.
- The assessment of demonstration of safe practices will occur over a long period of time and multiple assessments will be used to collect sufficient evidence for the competency.

Teachers should incorporate in their delivery of the course health, safety and security concepts and initiatives relevant to Bangladesh. This will include the essential underpinning knowledge, skills and attitude required by students to develop competencies in the generic Occupational Safety and Health (OSH) module and the OSH related components of all other modules embedded in this course. Care should be taken to refer to suitable workplace texts that can be integrated into delivery and assessment strategies.

In a nut shell, strategies to control risks may include but are not limited to:

- Understanding and following OSH guidelines issued by the College, Institute and/or Training Centre
- Carrying out hazard identification and risk assessment, wherever applicable
- Formulating a Work Method Statement for all activities, wherever applicable
- Ensuring that Material Safety Data Sheets are available, accessible and used, wherever applicable
- Ensuring that equipment operating instructions are readily available, accessible and used, wherever applicable

Management of the time spent on personal computers and other equipment should be in accordance with appropriate safety guidelines relating to repetitive strain injury.

4.3 Transferable/Generic/Soft/Key Skills Necessary to be Successful in Workplace

Refer to the relevant Standard for Accreditation of courses.

Provide a summary of the transferable skills necessary to be successful in workplace which must be achieved in this course.

- The skills necessary to be successful at workplace could include communication including interpersonal communication skills, literacy, numeracy, digital literacy, critical thinking and problem solving, planning and organising, self-management including time management and teamwork. These skills should be delivered in an applied and integrated manner and assessed at the appropriate levels within this course.

4.4 Environmental Responsibilities

Refer to the relevant Standard for Accreditation of courses.

Learning and assessment events should be designed to avoid excessive consumption of materials and resources and to minimise waste. Where possible, materials should be re-cycled. Waste should be collected and processed or disposed of to minimise adverse or harmful impact on the natural environment and meet the relevant regulations of the Directorate of Environment.

Students should be made aware of their responsibilities with respect to the protection of the environment. Recycling of paper and toner cartridges for printers, photocopiers and fax machines, appropriate disposal of chemicals and wastes should be encouraged and practised.

In addition, students should be encouraged to restrict the amount of printing and photocopying they undertake, as well as to remember to use power saving devices and equipment, and to ensure responsible use of water and of plastic/foam utensils and materials.

Competency development activities and assessment practices need to be designed and carried out to comply with relevant aspects of government legislation and regulations for environmental protection.

All materials used in competency development and assessment should be recycled. Wastes should be collected and processed or disposed of to minimize harmful impact on the natural environment. Extra care should be taken in the management of toxic wastes.

4.5 Professional/Industry Recognition (if applicable)

Refer to the relevant Standard for Accreditation of courses.

State the recognition given to the course(s) by professional or industry bodies; if applicable (e.g. opportunity to students for associate membership of professional bodies such as institution of engineers/food technologists or vendor certifications or opportunity for international course/programme accreditations).

This course is recognised by the **IT** Industry Skills Council.

4.6 Licensing/regulatory requirements (if applicable)

Refer to the relevant Standard for Accreditation of courses.

State the extent to which the course satisfies licensing/regulatory requirements, if applicable

Not Applicable

5. Course Rules and Requirements

Refer to the relevant Standard for Accreditation of courses.

5.1 Course Structure

The course structure should ensure that the combination of Units of Competency and/or Modules provide training for the range of job functions and tasks identified in the occupational analysis.

All qualifications identified in the structure must be accredited in their own right and assigned a national qualification code.

Course structure may be presented in table format or as a combination of text and table, including guidelines on sequencing (pre-requisite, co-requisites), clustering and nominal hours.

- Outline the structure of the course and rules for completion. Course structure will reflect the intended skill and knowledge outcomes of the course and may be:
 - generic
 - industry sector specific
 - occupation specific and/or (specialised) job role specific – compulsory
 - occupational specific and/or (specialised) job role specific - elective

**Course Structure
for
National Certificate in Graphic Design (NTVQF Level 2)**

Table: 1

S. No.	Unit Code and Title		UoC Level	Nominal Duration (Hours)
Generic (3 UoCs required)				130
1	GN2003A1	Use English in the workplace	2	70
2	GN2004A1	Operate in a self-directed team	2	30
3	GN2005A1	Present and apply workplace information	2	30
Sector Specific (1 UoC required)				20
4	ITSS2009A1	Apply compliance and ethics in IT work environment	2	20
Occupation Specific – Compulsory (2 UoCs required)				120
5	ITGD2013A1	Manipulate and retouch a digital image and content using an image processing application	2	60
6	ITGD2014A1	Create shapes and apply text (e.g. Illustrator)	2	60
Total Nominal Learning Hours				270

NOTE As more and more UoCs are developed there may be the need and opportunities for compulsory and elective UoCs in generic, sector specific and occupation related clusters.

Detailed Information on the UoCs to be successfully completed for the award of this national certificate should be identified.

Detailed information on each Unit of Competency is included in Part C.

**Course Structure
for
National Certificate in Graphic Design (NTVQF Level 1 & 2)**

Table: 2

S. No.	Unit Code and Title	UoC Level	Nominal Duration (Hours)
Generic – Compulsory (5 UoCs required)			200
1.	GN1001A1 Use basic mathematical concepts ¹	1	40
2.	GN1002A1 Apply OSH practices in the workplace ¹	1	30
3.	GN2003A1 Use English in the workplace ²	2	70
4.	GN2004A1 Operate in a self- directed team ²	2	30
5.	GN2005A1 Present and apply workplace information ²	2	30
Sector Specific – Compulsory (4 UoCs required)			140
6.	ITSS1006A1 Type documents in Bangla and English ¹	1	20
7.	ITSS1007A1 Send and retrieve information using email, web browsers, video/audio tools ¹	1	10
8.	ITSS1008A1 Operate a personal computer and use industry relevant office applications software ¹	1	90
9.	ITSS2009A1 Apply compliance and ethics in IT work ² environment ²	2	20
Occupation Specific – Compulsory (5 UoCs required)			330
10.	ITGD1010A1 Separate Image from background ¹	1	20
11.	ITGD1011A1 Follow basic design guidelines ¹	1	180
12.	ITGD1012A1 Develop awareness of career opportunities in the graphic sector ¹	1	10
13.	ITGD2013A1 Manipulate and retouch a digital image and content using an image processing application ²	2	60
14.	ITGD2014A1 Create shapes and apply text (e.g. Illustrator) ²	2	60
Total Nominal Learning Hours			670

NOTE As more and more UoCs are developed there may be the need and opportunities for compulsory and elective UoCs in generic, sector specific and occupation related clusters.

* Units of Competency marked with superscript 1 indicates that those Units of Competency were successfully completed in National Certificate in Graphic Design (NTVQF Level 1)

* Units of Competency marked with superscript 2 indicates that those Units of Competency will be successfully completed in National Certificate in Graphic Design (NTVQF Level 2)

5.1.1 Requirements for Award of the Qualification

To be eligible for the award of the **National Certificate in Graphic Design (NTVQF Level 2)**, the student should successfully complete the Units of Competency as required in the Table 1 usually through

- 270 hours of Off Job training and
- 216 hours of On Job training

NOTE

If the course is delivered under the apprenticeship model, the training and assessment will occur mostly at the workplace and may include some 'block courses' at training institutions depending on the needs of the stakeholders.

5.1.2 Exit Qualification

Any exit point from the course that provides for vocational or educational outcome should be identified.

There is no exit qualification if a student leaves the course before successfully completing the requirements for award of the **National Certificate in Graphic Design (NTVQF Level 2)**.

5.1.3 Statement of Achievement

Indicate that only a Statement of Achievement will be issued for any unit of competency/module completed if the full qualification is not completed.

Any student who did not meet the requirements for the award of the **National Certificate in Graphic Design (NTVQF Level 2)** will be eligible to receive a Statement of Achievement containing the details of the successfully completed Units of Competency.

5.1.4 Reporting, Quality Assurance and Certification

The training institutions and/or assessment centres, which are accredited to train and/or assess students, will report the results of successful students to the Controller of Examinations, BTEB within two weeks of finding the student competent in a Unit of Competency.

The Controller of Examinations in cooperation with Director of Quality Assurance, BTEB will ensure that the quality of the assessments and the results reported by the Registered Training Providers/Assessment Centres meet the national standards, through selected external assessment for validation purposes.

BTEB is responsible for the NTVQF certification of the successful students and the Controller of Examinations will manage that certification process.

5.2 Entry Requirements and Selection Criteria

Refer to the relevant Standard for Accreditation of courses

5.2.1 Entry Requirements

Describe entry requirements which are essential for enrolling in the course.

Entry requirements should be fair and justifiable. (I.e. The entry requirement should not become an unnecessary barrier to potential learners. However, anyone enrolling in the course must have reasonable likelihood of success). Entry requirements may include language, literacy and numeracy skills that are likely to facilitate successful and safe completion of the course by an intending participant.

In addition, the entry requirements should recognise that there could be more than one route to enrol in the course (e.g. equivalent qualifications, mature student entry). Wherever possible, these should be expressed in terms of competency levels, relevant industry experience or equivalent.

The entry requirement may vary from course to course and may include age, legal and health requirements. The National Skills Development Policy for Bangladesh recommends that the Grade 8 pre-requisite is removed from formal skills programmes. Instead course specific entry requirements and challenge tests that are closely aligned to the level of training delivered is recommended. Mature students with relevant industry experience will be eligible for admission if they have adequate literacy and numeracy skills and have the likelihood of success in the course.

It is expected that usually the entry requirement for a higher level NTVQF course will be the immediately lower NTVQF qualification in the occupation or specialised job role, if applicable and available, or equivalent competency determined by a valid process [e.g. Recognition of Prior Learning (RPL)].

Any entry requirement must be verifiable through appropriate evidence or any other suitable means.

It is also expected that a NTVQF course is not 'an exclusively terminal course' and a typical student in Bangladesh will aspire to pursue higher training and advance further. The regulations must provide the opportunity for the academic and career advancement/progression and to meet the rights of aspiring individuals who are able to demonstrate likelihood of success at various levels.

The minimum entry requirement for the **National Certificate in Graphic Design (NTVQF Level 2)** is

- National Certificate in Graphic Design (NTVQF Level 1) or evidence of equivalent competence and a basic understanding the potential employment and employers in the Graphic Design section of the IT industry.

The potential employers are the enterprises/industries in the **Graphic Design section of the IT Industry sector** and the age required for full time employment in the **Graphic Designer** occupation within the **IT** Industry sector will be determined by the laws and regulations of the People's Republic of Bangladesh.

When the course is advertised, the potential applicants must be informed of any age or other restrictions for full employment.

5.2.2 Selection Criteria

Selection criteria applied when there are more applicants than the number of spaces available for training must be transparent. It is expected that for some courses (e.g. Graphic Design, Web Design, Supervision, etc.) students with relevant abilities (e.g. creative thinking, logical thinking, supervisory) may be given preference.

If there are more applicants than the number of spaces available preference will be given to those who have greater likelihood of success as indicated by previous educational achievement and/or recent relevant industry experience.

However, special consideration will be given to a reasonable number of physically, economically or socially disadvantaged groups of people to ensure equity, if there is no health and safety risk to the applicant and/or fellow trainees and the rights of other students are not hindered or crushed in an unfair and/or unethical manner.

A screening/challenge test and/or interview may be administered to select the deserving applicants.

6. Assessment Rules and Requirements

Refer to the relevant Standard for Accreditation of courses.

In Competency Based Training, the assessment must be student centred and criterion referenced [e.g. the student performance is assessed against standards defined in the Units of Competency by the Standard Setting Bodies (i.e. ISCs)].

1. *Describe the course assessment strategy in terms of how it effectively judges participants' achievement of outcomes. The strategy should outline the approach to assessment and evidence gathering to be followed by the assessors, including any mandated and/or recommended modes of assessment.*
2. *Describe how assessment of the course will be consistent with the relevant Standards for Accreditation of Courses and identify course assessment strategies which:*
 - *are consistent with the specifications included in the ISC-validated UoC*
 - *ensure that work placement and regulatory requirements*
 - *justify mandatory workplace assessment, or assessment through simulation if these are to be used and include advice on how they may be achieved*
 - *identify any special arrangements that may facilitate Recognition of Prior Learning. Recognition of Prior Learning (RPL) could include 'assessment of prior learning' or 'pre-arranged recognition of learning' (e.g. transfer of credit/cross credit/specific exemption).*

Principles of Assessment and Rules of Evidence in Competency Based Training

The assessment must be:

- valid
- reliable
- fair
- flexible and follow the rules of evidence

Assessment should:

- be criterion-referenced and cover **all** the elements included in the UoC and collectively address the performance criteria considering the **identified range of variables** and the required underpinning knowledge, skills and attitudes to demonstrate competency
- **integrate** knowledge, skills and attitudes, wherever possible, in the form of work related practical/hands-on activity
- include assessment covering appropriate aspects of **on- and off-job components** of training included in the course
- generally involve evidence collection **on more than one occasion** and cover a **variety** of contexts or situations especially, considering the scope identified in the range statements and, in certain cases, will be **ongoing** over a longer period of time (e.g. OSH, generic/key skills).
- be **equitable** to all groups or individuals by including reasonable adjustments
- be **monitored, evaluated and reviewed** to ensure that there is consistency in the interpretation of evidence
- provide for the **recognition of competencies** no matter how, where or when they have been acquired – e.g. Structured Training in the training establishments (Colleges/Institutes/Training Centres), Apprenticeship Training, Non-formal Training etc.
- be made **accessible** to individuals so that they can progress with their learning and/or gain the national qualification within a reasonable period of time
- have a **participatory** approach to assessment (i.e. the process of assessment should be jointly developed/agreed between the assessor and the candidate) and make reasonable adjustments (i.e. flexible within reason).
- allow individuals to **appeal** against assessment decisions, with provision for **reassessment**.

Assessment Methods:

- Appropriate (Valid – e.g. an assessment on ‘manipulating and retouching a digital image and content using an image processing application’ to specified requirements under a range of variables requires ‘actually manipulating and retouching a digital image and content using an image processing application’ to those specified requirements under that range of variables and not ‘just knowing how to manipulate and retouch a digital image and content using an image processing application’ to those specified requirements under that range of variables).
- Fair (Not hinder individuals or groups in ways unrelated to the evidence requirements)
- Integrated with work and learning in an ongoing way (not one-off assessment occasion)
- Manageable (will not compromise learning, must be easy to administer)

Assessment methods could involve observation, simulation, questioning, presentation and written assessment (assignment, targeted tests/exams).

Rules of Evidence:

- Valid (Refer: Elements, PCs, Evidence Guide of the current version of UoC)
- Sufficient to make a sound judgment [The evidence collected must be of sufficient **quality and quantity** (i.e. meet the requirements and current standards/UoC – range and level; no under- or over-assessment (i.e. not too many or too few assessments), appropriate mix of direct and indirect evidence)].

- Recent and Current (The candidate's evidence must be recent and meet current standards/UoC)
- Authentic (Verification – drafts, progress monitoring, declaration, third party attestation)
- Consistent and Reliable (Multiple evidence)

Assessment process should involve planning, preparation and validation of assessment tools, evidence collection, judgement making and validation of results.

Assessment procedures and the **criteria for judging performance** must be made clear to all individuals seeking assessment.

Judgements

- Consistent
- Systematic
- Transparent/Open

This is ensured through regular monitoring of assessments.

6.1 Assessment Strategy

Regardless of assessment contexts (e.g. On Job or Off Job) or Recognition of Prior Learning, for a student to be declared competent in the Unit of Competency the student should demonstrate competency in the elements of competency contained in the Unit of Competency. The assessment strategy must ensure that the evidence is sufficient but not excessive to show competence, collected over a period of time in the range of contexts specified in the Unit of Competency, and cover all elements of competency.

The assessment strategies could include:

- Real Time/Workplace Observation
- Work Related Practical Demonstration/Simulation/Case Study/Role Play
- Verified Competency Based Log Book
- Third Party Report
- Assignment
- Project Report
- Exam (Theory)
- Questioning (Verbal and Written)
- Structured Interviews
- Products (Work Sample – Installed and Optimised OS and Utilities)
- Portfolio (Product, Production/Quality Check Sheet)
- Direct/Indirect

Recommended Assessment Strategies

S. No.	Code and Title of UoCs/Modules		Logbook	Continuous Assessment	Oral Questioning	Observation	Assignment	Practical Project	Written Test/Exam
1	GN2003A1	Use English in the workplace	•	•	•	•	•	•	•
2	GN2004A1	Operate in a self- directed team	•	•	•	•	•	•	•
3	GN2005A1	Present and apply workplace information	•	•	•	•	•	•	•
4	ITSS2009A1	Apply compliance and ethics in IT work environment	•	•	•	•	•	•	•
5	ITGD2013A1	Manipulate and retouch a digital image and content using an image processing application	•	•	•	•	•	•	•
6	ITGD2014A1	Create shapes and apply text (e.g. Illustrator)	•	•	•	•	•	•	•

Detailed information on Elements Assessed/Aspects of Evidence using each Assessment Tool will be prepared by the trainer-assessor before commencing the delivery of the course.

Additional information on “Possible Assessment Methods for Gathering Evidence” could be found in Appendix 9.

Template for Assessment Activities and Identification of the Learning Outcomes Assessed in each Assessment Activity

S. No.	Code and Title of UoCs/Modules	Job Related Assessment Activity/Product/Project 1 (Observation and Oral Questioning)	Job Related Assessment Activity/Product/Project 2 (Observation and Oral Questioning)	Job Related Assessment Activity/Product/Project 3 (Observation and Oral Questioning)	Job Related Assessment Activity/Product/Project 4 (Observation and Oral Questioning)	Job Related Assessment Activity/Product/Project 5 (Observation and Oral Questioning)	Job Related Assessment Activity/Product/Project 6 (Observation and Oral Questioning)	Job Related Assessment Activity/Product/Project 7 (Observation and Oral Questioning)	Log Book	Assignment	Written Test/Exam
National Certificate in Graphic Design (NTVQF Level 2)		Elements covered in the Assessment									
1	GN21003A1 Use English in the workplace										
2	GN2004A1 Operate in a self- directed team										
3	GN2005A1 Present and apply workplace information										
4	ITSS2009A1 Apply compliance and ethics in IT work environment										
5	ITGD2013A1 Manipulate and retouch a digital image and content using an image processing application										
6	ITGD2014A1 Create shapes and apply text (e.g. Illustrator)										

NOTE

The results of assessment will be reported as **C** for Competent or **NYC** for Not Yet Competent in the Competency Based Training Model in Bangladesh.

6.2 Recognition of Prior Learning (RPL)

Recognition of Learning (RPL) could be through the Assessment or Accreditation of Prior Learning (APL) of the student/trainee by matching and evaluating the evidence provided by the student/trainee and/or the competencies possessed by the student/trainee with the Units of Competency/Modules for which credit is sought.

Recognition of Prior Learning (RPL) could involve the matching and evaluation of the competencies included in the course delivered by institution/department seeking Transfer of Credit (ToC) with the Units of competency for which Transfer of Credit (ToC) is sought, in addition to evaluating the institution's/department's Quality Management System and monitoring its implementation.

OR

Recognition of Prior Learning (RPL) may involve only the matching and evaluation of the competencies included in the course delivered by institution/department seeking Transfer of Credit (ToC) with the Units of competency for which Transfer of Credit (ToC) is sought, if the institution seeking ToC is confirmed to be implementing a Quality Management System comparable and acceptable to the institution granting RPL through ToC.

Considering APL, where a student is able to demonstrate competency in a Unit of Competency, the student can be granted recognition of prior learning. Evidence gathering processes may vary, but the following four (4) primary approaches should be utilised either separately or in combination depending on time, cost and context factors.

- Samples of Performance (e.g. constructed through simulations, activities, skill tests or gathered through portfolios, documented evidence from workplace supervisor)
- Observation of Performance in the Workplace or Simulated Workplace (e.g. Third party report, logbook or journal)
- Evidence of Prior Performance (e.g. recognition of prior learning and recognition of current competencies via portfolios, projects, reports and work history)
- Supplementary Information (e.g. questioning, test, case studies and presentations).

International – recognition and validation processes vary significantly between education providers and across countries. For specific RPL, a negotiated agreement is required. Agreements should be negotiated on an individual basis by the graduate and the chosen overseas institution or an authorised representative of the overseas institution. RPL is reached by matching relevant learning outcomes of the courses offered by an institution and the applicant's current competencies or the competencies covered by the applicant's course.

Additional information on RPL could be found in Section 13 of the [National Skills Development Policy for Bangladesh](#).

Teachers can access advice, from BTEB, on RPL processes and existing agreements at national and international levels.

6.3 Workplace Assessment

The [National Certificate in Graphic Design \(NTVQF Level 2\)](#) course includes usually [216 hours of On Job training in addition to 270 hours of Off Job training](#). The work placement component of the training will be closely monitored by using a competency based logbook and assessed through appropriate assessment tools. Certified and registered assessors will be involved in the assessment of achievement of the learning outcomes by the students at the workplace.

NOTE

If the course is delivered under the apprenticeship model, the training and assessment will occur mostly at the workplace. However, it may include some 'block courses' comprising targeted training and assessment at training institutions depending on the needs of the stakeholders.

6.4 Internal and External Assessment and Validation Processes

Samples of assessment tools will be developed as part of training and learning resources development at the national level. The nationally developed assessment tools will be contextualised/customized by a certified CBT trainer-assessor and internally quality assured by a certified CBT assessor before using them for assessment purposes. Decision on the samples of the evidence collected from the students as part of assessment will also be internally quality assured at the institutional level.

Certified and registered CBT assessors contracted by the Quality Assurance Body, BTEB, will regularly visit the training institutions to carry out selected external assessments for validating the assessment results reported by the institutional CBT trainers – assessors for quality assurance purposes.

7. Delivery Rules and Requirements

Refer to the relevant Standard for Accreditation of courses

7.1 Delivery Strategies

1. Identify and justify any delivery modes essential to the delivery of this course. [The delivery methods should have **significant emphasis on work-related hands-on practice** (i.e. **work tasks as practical activities**) and adequate underpinning theory; will normally include 'off job' and 'on job' training; It may include 'face to face', 'distance', and 'mixed' modes of delivery depending on the needs of the stakeholders; Similarly the delivery could be part-time or full-time depending on the needs of the stakeholders].
2. Identify any limitations to the delivery modes that may be chosen for this course and provide justification [i.e. Work Experience, Distance Delivery Method]
3. Identify any educational support mechanisms for maximising participants' completion of the course [Extended Practice Times, Tutorial Support, Literacy Numeracy Support, Peer Support/Buddy System].
4. Indicate how the course may be varied to reflect the needs of learner groups through the contextualisation of units or other means where appropriate.

The delivery strategy may include but is not limited to some of the delivery strategies listed below:

- Workshop/Laboratory Instructions and Demonstrations
- Workshop/Laboratory Practice
- Individual/Group Projects
- Industry Visits
- Laboratory Practicals
- Instructions/Lectures
- Guest Lectures
- Group Discussions
- Case Studies
- Role Play
- Peer Teaching
- Presentations/Seminars
- Video/CD/Multimedia/Computer Assisted Learning
- Work Placement

NOTE

If the course is delivered under the apprenticeship model, the training and assessment will occur mostly at the workplace and may include some 'block courses' and assessment at training institutions depending on the needs of the stakeholders.

Before the training commences, the students will be adequately informed of the nature of competency based training and assessment and its differences from traditional training. They will also be well informed of the rules and regulations of the Registered Training Provider (College/Institute/Training Centre), the course requirements including learning, assessment, and certification, available guidance and support services, and their rights and responsibilities.

7.2 Modes of Delivery

The nominal duration of the **National Certificate in Graphic Design (NTVQF Level 2)** is usually **270** hours of off job training and 216 hours of on job training, if it is delivered by any accredited training provider. This course could be delivered on a full time or part time basis. Full time courses will have a maximum of 36 hours of training per week on a 'continuing' or 'block' basis depending on the needs of the stakeholders. The course could also be offered to individual or groups of students on part time basis depending on their circumstances. It is expected that a student who starts the course must finish within three years of initial enrolment. Any student who fails to successfully complete the course within this time limit will be expected to demonstrate current competency in the relevant Units of Competency.

This course could be delivered under the apprenticeship model. The delivery under the apprenticeship model will be governed by the rules and regulations governing apprenticeship, the apprenticeship trainees will be registered with the Bureau of Manpower, Employment and Training (BMET) and the employer will meet the relevant requirements of BMET for apprenticeship training. The trainees will be mentored by the industry based trainers, who meet the BTEB requirements for providing competency based training of this course. The rights and responsibilities of the apprentice, mentor, their employer, BMET and BTEB will be clearly identified and communicated to the stakeholders before the apprenticeship training commences. The progress of the training of the apprentice will be monitored closely using a logbook.

Apprentices seeking NTVQF certifications will be registered with the BTEB for appropriate external assessment and validation for NTVQF certification purposes. The assessment of apprentices against the standards specified in the Units of Competency will be conducted by registered workplace assessors and quality assured by the quality Assurance Body, BTEB. Students who successfully meet the requirements for any NTVQF certification will be awarded the appropriate certification.

7.3 Work Placement

The **National Certificate in Graphic Design (NTVQF Level 2)** includes usually **216 hours of On Job Training** through work placement in addition to **270 hours of Off Job training**. It is expected that the IT industries in general and IT Industry Skills Council in particular will play a key role in the work placement of students.

In consultation with the training manager at the particular factory/enterprise and the student, the work placement coordinator **and/or** the **IT Industry Skills Council** will make arrangements for appropriate work placement by matching the learning needs of the students with the potential for learning at the particular factory/enterprise.

The students will be advised of their responsibilities and expected vocational learning outcomes before commencing the work placement. The training manager and/or the authorised authority at the factory/enterprise will also be informed of the responsibility of the management and staff of their workplace/factory/laboratory and the expected vocational learning outcomes of the student. The progress and welfare of the student will be monitored by a member of staff of the college/institute/training centre through periodic visits to the workplace. A competency based log book will be systematically completed for each student during the work placement.

7.4 Student Guidance and Support

At the start of the course, the students will be made to understand the unique and significant features and demands of competency based training and provided with detailed information on the course including its structure, the competency standards defined in the Units of Competency contained in the course, the delivery plan, the guidance and support services available to students including occupational safety and health and medical facilities, internet access to learning and assessment resources, employer networking and/or employment assistance services, the work placement, progress through the course including minimum and maximum time required to complete the course, the assessment plan, the reassessment and appeal procedures, the requirements for award of the qualification, and the opportunities for recognition of prior learning, the potential for articulation/further education and career advancement (e.g. Jobs Fair, Campus Interviews, Job Placement Cell, Web based Job Links).

They will also be advised of the opportunities for social, cultural, sporting and environmental awareness activities.

The students at risk should be identified early and support mechanisms set in place to ensure the success of all the committed students.

8. Resources Rules and Requirements

Refer to the relevant Standard for Accreditation of courses

8.1 Physical Resources

Provide details of specialised facilities, tools and equipment essential for the delivery of the course.

- *List the number of classrooms, laboratories, and workshops required for a class of 20 students.*
- *List the number of tools and equipment required for each classroom, laboratory, and workshop for a class of 20 students.*
- *Summary of the consumables and materials required for practice (e.g. Computer spares and parts) for a class of 20 students.*

The equipment, tools and facilities required for offering the **National Certificate in Graphic Design (NTVQF Level 2)** are included in Appendix 10.

8.2 Human Resources

State the minimum recommended qualifications and experience of trainers and support staff. Please include training and experience relating to both vocational competency/qualifications and competency based training and assessment competency/qualifications and industry experience. Any recommended requirements must be justifiable and also meet the NQAF standards for registration of training establishments (Colleges/Institutes/Training Centres) and accreditation for delivering nationally registered courses.

8.2.1 Teachers, Trainers and Assessors:

- *Vocational Qualification (The thumb rule is one vocational NTVQF level higher than the NTVQF level of the vocational course taught, or evidence of equivalent competence. However, in exceptional cases, at least the NTVQF level of the course taught or evidence of equivalent competence may be accepted depending on the relevant industry experience of the teacher, trainer and assessor, and the scarcity of teachers, trainers and assessors in the occupation).*

- An accredited Competency Based Training and Assessment Qualification (NTVQF Level 4 or above)
- Relevant Industry experience – (e.g. must have at least 1-3 years of relevant industry experience depending on the industry. Evidence of ongoing exposure to industry practices is required).

Teachers, trainers and assessors who are involved in delivery and assessment should have:

8.2.1.1 Vocational Qualifications

The teachers, trainers and assessors who are involved in the delivery and assessment of this course should have a vocational qualification at least one NTVQF level above the level at which they are teaching.

8.2.1.2 Certificate in Competency Based Training and Assessment

The teachers, trainers and assessors who are involved in the delivery and assessment of this competency based training course should have successfully completed an accredited Certificate in Competency Based Training and Assessment course as required by the Quality Assurance Body, BTEB, in consultation with the Standard Setting Body, the **IT** Industry Skills Council.

8.2.1.3 Industry Experience

Teachers, trainers and assessors must have had at least 1 or 2 years of relevant industry experience and should keep abreast of the current technology through ongoing exposure to relevant practices in the industry (e.g. **Graphic Design**).

Teachers, trainers and assessors should also have current knowledge and awareness of access and equity issues relevant to students needs arising from a variety of factors including socio-economic status, disability status, ethnic background, race, family differences, sexual preferences and gender specific differences.

In Bangladesh, during the transition period, the typical trainers and assessors for this course are expected to hold the following:

- Diploma in Information Technology/Computer Science with at least 1 or 2 years of relevant industry experience, and training in Competency Based Training and Assessment.
- or
- Bachelor's Degree in Information Technology/Computer Science with at least 1 or 2 years of relevant industry experience and training in Competency Based Training and Assessment.

8.2.2 Assessor Certification and Registration

Refer to the relevant Standard for Accreditation of courses

1. *Explain that the compliance with the requirements for the competence of staff involved in training and assessment in the relevant Standards for the Registration and/or Accreditation of Training establishments (Colleges/Institutes/Training Centres) and, the relevant Standard(s) for Accreditation of Courses.*
2. *Justify the specific requirements, if any, above the requirements in the relevant Standards for Registration, relating to the competencies of assessors.*

The assessors must be certified and registered on completion of an accredited training for assessing in a competency based training environment as required by the Quality Assurance Body, BTEB, in consultation with the Standard Setting Body, the **IT** Industry Skills Council.

8.2.3 Student - Trainer Ratio:

State the proposed student - trainer ratio.

Normal classroom size of 20 students is recommended for Information Technology/ Computing classes. Larger classes, if any, for general courses must be complemented with tutorial sessions. In workshops where there are safety risks, a student - trainer ratio of not more than 10:1 is recommended.

8.2.4 Support Staff:

- *Include technical and administrative support staff.*

Technical and administrative support staff should be available to run the courses as per course requirement.

8.2.5 Professional Development

Arrangement must be made for the ongoing professional development of teachers, trainers and assessors so that they are abreast of the current industry practices. Records of planned and completed professional development must be available at the Registered Training Provider.

It is expected that the **IT** industries in general and the **IT** Industry Skills Council in particular will play a key role in ensuring that the trainers and assessors are abreast of the modern **Graphic Design** industry practices.

8.3 Learning Resources

Identify a list of teaching and learning resources required for offering the course.

- *The list must include the text books, workbooks, in-house resource packs/customised trainee guidebooks, relevant national/industry standards, laws and regulations, manufacturer's instruction manuals, and audio, video and digital media (if any) included which are suitable for the students.*
- *In addition, additional reference books, audio, video and digital media and URLs of relevant websites, which could be used by teachers and gifted students must be included.*
- *The list must cover each Module/Unit of Competency (Subject) included in the course and emphasise the practical components of the training.*
- *APA (American Psychological Association) style of referencing is recommended for listing teaching and learning resources.*

The list of teaching and learning resources recommended for delivering this course are included in Appendix 11.

9. Validation of Units of Competency

If Units of Competency developed by other industry sectors are embedded in this course, such Units of Competency must be validated by the Industry Skills Council relevant to this course as suitable for this Industry Sector.

All the sector specific and occupation specific Units of Competency included in this course have been developed under the supervision of the **IT** Industry Skills Council and the generic Units of

Competency have been developed under the supervision of the of the Industry Skills Councils for the four priority sectors.

All Units of Competency including those developed by other industry sectors have been validated as relevant to this course by the **IT** Industry Skills Council.

10. Pathways and/or Progression

Refer to the relevant Standard for accreditation of courses

1. *Provide details of potential pathways for course participants/graduates, including horizontal and vertical articulation on completion of this course. Details of formalised articulation and/or credit transfer arrangements including twinning arrangements, if any.*
2. *If this course contains nationally developed and validated Units of Competency, identify any overlap with other national qualifications or pathways for further and/or additional training.*
3. *Highlight any potential for reverse articulation into this course (e.g. degree holders seeking vocational NTVQF qualifications).*

Generally there are possibilities of vertical articulation (i.e. Progression from a lower level NTVQF course to a higher level NTVQF course usually within the same occupation). In an occupation where more than one strand is available, horizontal articulation is also possible. In addition, the generic and sector specific Units of Competency could be cross credited unless otherwise specified in the course accreditation document. Where there is an overseas demand for the skilled workforce in an occupation, reverse articulation of diploma and degree holders to NTVQF qualifications will become quite common in Bangladesh.

Students who successfully complete the **National Certificate in Graphic Design (NTVQF Level 2)** will have the opportunity to progress to the **National Certificate in Graphic Design (NTVQF Level 3)**.

The National Certificate in Graphic Design (NTVQF Level 2) has only one strand. Therefore there is no opportunity for horizontal articulation within this course. However, National Certificate(s) in Web Design could provide the opportunity for horizontal articulation within the IT Sector.

In addition, generic and sector specific Units of Competency could also be cross credited to relevant courses.

It is anticipated that due to increasing industrial demand for the Graphic Design professionals in the **IT** Industry in Bangladesh and overseas, there is scope for reverse articulation into the Graphic Design NTVQF courses in the IT industry sector, by attracting diploma and degree qualified applicants.

11. Ongoing Monitoring, Evaluation and Review

Refer to the relevant Standard for accreditation of courses

1. *Describe the monitoring and evaluation processes, which will be undertaken by the **Registered Training Provider (College/Institute/Training Centre)** offering the course and the **Quality Assurance Body**:*
 - *the relevance and current nature of the course (e.g. The mechanism for ensuring relevance and current nature of the course could include an active industry advisory committee and other ongoing networking and engagement with industry through work placement, industry visits, guest lectures, information on national skills shortage, international skills demand, global trends, current technology)*

- *the quality of delivery of the course (e.g. students feedback, staff feedback)*
- *the quality of assessments leading to the award of the qualification (e.g. internal and/or external validation of assessment before and after assessment).*
- *the quality of graduates (e.g. employment rate, employer satisfaction level)*

The Colleges/Institutes/Training Centres offering this course will form an active industry advisory committee for providing industry feedback on various aspects of the course including the relevance of the curriculum and the quality of delivery of the course and the graduates. Industry feedback will also be received through ongoing networking and engagement with industry through work placement, industry visits and guest lectures and responded promptly and appropriately.

The Colleges/Institutes/Training Centres will regularly receive the feedback from staff and students of the course and respond promptly and appropriately.

Systems will be developed to monitor the employment rate of the graduates and the employer satisfaction level of the graduates.

Information available on national skills shortage and training needs, international skills demand, and current national and global advancement/trends in industrial technology will be used by the Industry Skills Council and the Bangladesh Technical Education Board for ensuring relevance and current nature of the course.

2. Explain the process available for notifying the Industry Skills Council and the Bangladesh Technical Education Board of the significant changes required to the course resulting from course monitoring and evaluation procedures.

- The balanced and consolidated summary of the changes/improvements to be made, which are based on the stakeholders' feedback received from and/or through the Heads of Registered Training Providers, Departmental Heads of **Graphic Design**, students of the National Certificate in **Graphic Design** (NTVQF Level 2), the employers, the IT Industry Groups/Industry Skills Council and the Chairman of the Bangladesh Technical Education Board (e.g. Graduate Destination Information, Employers' Satisfaction Survey, Industry Focus Groups, Recommendations of Key Stakeholders such as Industry Advisory Committees, Students, Staff etc), will be prepared by the Curriculum Specialist/Director (Curriculum) at the BTEB.
- Considering the current competency needs, challenges, problems, superior practices and new developments in the industry, what aspects of the course work well and what aspects of the course do not work well, the recommended changes to the Units of Competency/Course must be communicated to the IT Industry Skills Council and/or the Chairman of BTEB for appropriate actions. As a result, the Units of Competency and the Course must be reviewed in a periodic manner by the **IT** Industry Skills Council and the Bangladesh Technical Education Board.

12. Access and Equity

Refer to the relevant Standard for accreditation of courses

Principles of social justice must be appropriately addressed in all aspects of course implementation including student assessment. For example, the design, development, delivery and student assessment of this course must consider access and equity issues for the following key groups:

- People from rural or remote locations (e.g. Children of subsistence farmers, labourers and homeless)
- Women under-represented in the industry sector
- Disabled persons

- Displaced workers
- Indigenous, tribal and other minority populations
- Economically, socially and/or other disadvantaged groups.

Moreover, support mechanisms will be provided to students from disadvantaged groups such as: the people from rural or remote locations including the children of subsistence farmers, labourers and homeless, women under-represented in the industry sector, disabled, displaced, indigenous, tribal and other minority populations, economically, socially and/or other disadvantaged groups to maximise their ability to complete the course successfully (For example: Access and Equity Policies, Additional Resources, Bridging Courses, Use of Technology etc).

Draft

Part C: Units of Competency (or modules) contained in the course

The following must be included:

Units of competency included in the course (Current versions must be used)

(Please see the attached document for Part C)

Draft

APPENDICES

Draft

Appendix 1: Terms of Reference for the Industry Skills Council (ISC)

TVET Reform Project

Industry Skills Committee: Background and Terms of Reference

Background:

A key driver of current efforts to reform technical and vocational education and training (TVET) in Bangladesh is the need to strengthen linkages between industry and the national training system

The EC-ILO TVET Reform Project is currently working to strengthen the TVET system in Bangladesh through a wide range of activities. These include initiatives to improve productivity through skills development and efforts to improve the quality and relevance of training for priority skilled occupations in key industry sectors.

To this end, Industry Skills Committees are being established by the project in four economic sub-sectors: agro-food processing, transport, leather & leather goods, and information technology. In the coming months, the ADB funded Skills Development Project also plans to establish similar committees in a further three sectors; building & construction, light engineering and readymade garments.

The potential for these committees to promote skills development in the economy of Bangladesh has also been recognized by the recently established National Skills Development Council (NSDC), which has included in its Action Plan the establishment of the industry advisory bodies in Bangladesh.

In Bangladesh, skills are increasingly recognized by government, industry and donors as crucial for poverty reduction, productivity improvement and the nation's continued development. Industry Skills Committees can work as key agents of change in this regard as they provide a forum for broad sector wide discussions on skill issues. Consequently, the formation of the Industry Skill Committee should be recognized as an important step in strengthening skills development in Bangladesh.

It is important that industry provides strategic input to government and training providers so industry skill needs are met and the training system supports ongoing industry development.

Introduction:

In order to guide formation of these Skills Committees, the EC-ILO TVET Reform Project has developed a draft Terms of Reference (TOR). It is envisaged that draft TOR will be discussed and endorsed at the first meeting of each committee.

The establishment and operation of the Industry Skills Committees is supported by the Government of Bangladesh who has approved these activities in the Project Work Plan.

Industry Skills Committees:

To ensure the effective operation of the committees, the TVET Reform Project will invite individuals to participate who have a high level of enthusiasm for industry skills development and a strong commitment to the goals of the project.

In the first six months of 2009, the initial work of committees will focus on key outputs for the TVET Reform Project, including the identification of the industry skills training practices and identification of deficiencies, the development of a sector skill development plan and the development of new skills standards and curriculum for priority occupations and trades identified by the sector skill plan. After that work has been substantially advanced, it is envisaged that the committees will focus on broader industry development issues as they relate to skills and TVET. As the committees establish themselves, it is expected that they will attract funds from government and or donors to undertake specific activities.

Terms of Reference:

The following TOR has been developed to guide the initial operation of the committees. Industry Skills Committees will undertake to:

General Tasks:

1. Monitor and review skills development practices in the industry sectors and identify and overcome deficiencies;
2. Develop industry specific skills development policies and practices;
3. Develop industry's capability to deliver in the skills training and upgrade their employees in order to improve productivity and enhance the welfare of employees;
4. Provide leadership and strategic advice to the TVET system on skills development needs and priorities for those industry sectors covered by the committee;
5. Support the delivery of industry relevant training and/or professional development programs for TVET teachers;

Specific Tasks

6. Contribute to the development and review of skills standards and qualifications and participate in the development and review of new training curriculum;
7. Advise key government TVET agencies on the industry sector demand for skills;
8. Advocate and facilitate workforce development activities in industry;
9. Develop sector skills development plans as required on a regular basis;
10. Support the strengthening of industrial apprenticeship programs; and
11. Develop partnerships with TVET providers and support improvement of TVET programs in schools, colleges, industry and enterprises.

Membership:

It is envisaged that each committee will involve between 8-12 members, depending on the structure of the industry and the representative bodies that exist in each sector.

It is expected that membership will be drawn from individual enterprises, representing large and small enterprises, industry associations and union bodies. Membership of committees will be decided by project staff in consultation with industry representatives. It is envisaged that membership of the committee will initially be for 12 months at which time a review of the committees will be undertaken.

Committees will be encouraged to co-opt additional members as they see fit and/or invite key stakeholders to participate in meetings as observers. Government will not be represented on committees. Membership of each Industry Skill Committee will include seats for the Federation of Bangladesh Chambers of Commerce & Industry (FBCCI) and the Bangladesh Employers Federation (BEF). This will ensure close and ongoing dialogue between committee members and the FBCCI and BEF representatives on the TVET Reform Project Steering Committee.

Selection of Chairperson:

The selection of committee Chairperson and Deputy-Chairperson will occur at the first meeting of each committee. ILO project staff will open the first meeting and call for nominations. A vote will be taken if more than one nomination is received. If the vote is tied, discussions will be held out of session with members to resolve the impasse. The ILO will not vote on the selection of committee Chairperson or Deputy-Chairperson.

Meetings:

It is envisaged that meetings will initially occur every month in the first instance with an ongoing commitment to be determined by the members in consultation with project staff.

Sub-Committees:

It is envisaged that the Industry Skill Committees will establish sub-committees as required. Sub-committees may be established, for example, to review skills standards for technical accuracy or to provide input into new curriculum. Membership of these sub-committees will be determined by the parent committee.

Support to be provided by the TVET reform project:

Whilst sitting fees will not be paid, the travel, accommodation and meeting expenses of members will be covered by project funds. As the committees become operational, contracts may be issued for the implementation of agreed technical activities. The Industry Skills Committees will be free to manage any contract funds to ensure that the agreed activities are implemented by competent professionals. The TVET project team will also provide training to members of the Skills Committee as well as information resources regarding the agreed activities to be implemented. The project may also engage local technical specialists in the implementation of agreed activities.

Financial support to the Industry Skills Committees from the government will also be sought by the TVET Reform project. As Industry Skills Committees develop their capabilities, opportunities will be examined for raising industry training levies to ensure sustainable financial support for skills development in economic sectors of Bangladesh.

Appendix 2

List of Members of the Industry Skills Council

From December 2010

1. Mr. Shafquat Haider
Chairman, ISC, IT Sector and Chairman, SAARC, IT
Managing Director, CIPROCO
House # 120 (1st floor), road # 13
Block-E, Banani, Dhaka
Tel : 8815411, 8823601
Cell : 01711 532597
Email :ciproco@bol-online.com

2. Mr. Mazibur Rahman Sawpon
Secretary General, Bangladesh Computer Samity (BCS)
12th Floor, Sonartori Tower
Plot # 12, Biponon C/A
Sonargaon Road, Dhaka-1000
Tel : 9670955-56
Cell : 01719 984741
Fax :9670955-56 Ext.108
Email :secretarygeneral@bcs.org.bd

3. Mr. A.K.M. Fahim Mashroor
CEO, Bdjobs.com Limited &
Chairman, HR Development Standing Committee, BASIS
BSRS Bhaban (8th Floor – West)
12, Kawran Bazar, Dhaka-1215
Tel: 9117179/9140345
Cell:01713 037302
Email:fahim@bdjobs.com

4. Mr. Mahboob Zaman
President, Bangladesh Association of Software & Information Services (BASIS)
BDBL Bhaban (5th Floor)
12, Kawran Bazar
Dhaka-1215
Tel: 02-9110136, 9110169
031-727557
Cell: 01711 521696
Fax: 02-9114747
031-710200

5. Mr. Md. Jalaluddin Ahmed Yeamin
Director, FBCCI
60, Motijheel C/A, Dhaka-1000
Tel: 02-9560102-3
9118104, 8122401(O)/ 8159955(R), 01819-214899
Fax: 02-9124533
Email:yeamin@everestintbd.com, fbcci@bol-online.com

6. Mr. Md. Akhtaruzzaman Manju
President, ISP Association of Bangladesh
Business Office:Baitul Hossain Building (5th Flr), 27, Dilkusha C/A
Dhaka-1000
Tel: 9562519, 9568647
Cell: 01711 527523
Email: manju@aitlbd.net
7. Mr. T.I.M. Nurul Kabir
Director, Dhaka Chamber of Commerce & Industry (DCCI)
Dhaka Chamber Building
65-66, Motijheel C/A, Dhaka-1000
Tel: 9554383, 9552562
Cell: 01711 563977
Fax: 9550103, 9560830
Email: nurul.kabir@spinnovation.com.bd
8. Mr. Niaz Rahim
Managing Director, Rahimafrooz (BD) Limited
and
Director, Dhaka Chamber of Commerce & Industry (DCCI)
Dhaka Chamber Building
65-66, Motijheel C/A, Dhaka-1000
9. Chittagong Chamber
10. Chittagong Chamber
11. Mr. Faisal Alim
Chairman, TTBC Limited & Win Sources Ltd. House # 2, road # 1/A
Gulshan-1, Dhaka-1212
Tel: 8833463-64
Fax: 9891510
Cell: 01711 597949, 01714 111212
Email: faisal@wintelbd.com
- 12 Mr. A.K.M.A. Hamid
Director, BACCO
20/C, Monipuripara, Dhaka
Cell: 01711 541553
Email: emd@mcshtlinebd.com
- 13 Mr. Towhid Hossain
Finance Secretary, Bangladesh Association of Call Center and Outsourcing (BACCO)
House # 90, Road # 5, Block-F
Banani, Dhaka-1213
Cell: 01841 102040
Email: fs@bacco.org.bd
- 14 Ms. Nazneen Kamal.
Managing Director, Anupam Infotek
222, Tejgaon-Gulshan Link Road Dhaka-1208
Cell: 01911-354178
Email: nkamal@ailbd.com

15 Ms. Luna Shamsuddhoha
Chairman, Dohatec
Doha House
43, Purana Palthan Line
Dhaka
Cell # 01711 523288
Email: luna@dohatec.com

16 Mr. Md. Hossain Ali
Executive Director, DCCI Business Institute
65-66, Motijheel C/A, Dhaka-1000
Email:mhali05@yahoo.com
Cell : 01711 079721

17 Mr. Mahbubul Matin
SSD Tech
Dhaka
matin@ssd-tech.com

Govt. Agencies

18 Mr. Md. Mohidur Rahman
System Analyst
Bangladesh Computer Council (BCC)
14/X, Agargaon
Sher-e-Banglanagar
Dhaka

19 Engr. Golam Sarwar
System Analyst
Bangladesh Computer Council (BCC)
14/X, Agargaon
Sher-e-Banglanagar
Dhaka

20 Mr. Sk. SL-Ferubi
Assistant Director
BMET, Chittagong
Cell : 01711 401895

21 Mr. Binoy Krishno Biswas
Equipment Officer
DTE, Dhaka
Cell : 01726 691892

22 Ms. Kabari Majumder
Specialist (Research)
BTEB, Dhaka
Cell : 01718 103971

Till December 2010**ISC Members for Information Technology Sector**

1. Mr. A.K.M. Fahim Mashroor
Chairman, ISC, IT Sector &
CEO, Bdjobs.com Limited &
Chairman, HR Development Standing Committee, BASIS
BSRS Bhaban (8th Floor – West)
12, Kawran Bazar, Dhaka-1215
Tel: 9117179/9140345, Cell:01713 037302
Email:fahim@bdjobs.com
2. Mr. Farooq Ahmed
Secretary General
Bangladesh Employers' Federation (BEF)
122-124, Motijheel C/A
Chamber Building, Dhaka-1000
Tel: 7161028-30, 9565208-10' Cell: 01711 543172
Fax:9565211, 9565212
Email:sq@citechco.net
Farooqahmed2427@yahoo.com
3. Mr. Syed Mammun Quader
Senior Vice President
BSIS & Managing Director
Southtech Limited
Dhaka Square (4th & 5th floor)
House # 01, Road # 13, Sector # 01
Uttara Model Town, Dhaka-1230
Tel:8921809, 914170, 8915061, 8919905
Email:syed.quader@southtechlimited.com
4. Mr. Fakhruz Zaman
Cofounder & CTO
Millenium Information Solution Ltd.
Grameen Bank Tower (18th Floor)
Mirpur – 2, Dhaka-1216
Tel: 8060091, 8060481, 8059427, Cell: 01819 253640
Email: zaman@mislbd.com
5. Mr. Nazim Farhan Chowdhury
Chairman & Managing Director
Graphic People Limited
House # 76/A, Road # 11, Block-M
Banani, Dhaka-1213
Tel: 8835608, 8835609, Cell: 01729 223909
Fax: 882 4432
Email:farhan@nazimcorp.com

6. Mr. Ajeez Rahman
Managing Director
Index IT Limited
BS Bhaban (Level-5)
75-76 Laboratory Road
Dhanmondi, Dhaka-1205
Tel: 8610349, 8613663, Cell: 01711 530470
Fax: 8619943
Email: ajeez.rahman@gmail.com

7. Mr. Md. Abdus Salam
President
ISP Association of Bangladesh
Bashati Resort
House # 52, Road # 28, Flat # B1
Gulshan-1, Dhaka-1212
Tel: 8831593, Cell: 01713 075668
Email: salam@agni.com

General Members for All Sectors

1. Mr. Shafquat Haider
Director, FBCCI and Managing Director
CIPROCO Computers Limited
House # 120 (1st floor), Road # 13
Block-E, Banani, Dhaka
Tel: 9560102-3, 8815411, 8823601, Cell: 01711 532597
Fax: 9560588, 7176030
Email: ciproco@bol-online.com; fbcci@bol-online.com

2. Mr. Farooq Ahmed
Secretary General
Bangladesh Employers' Federation (BEF)
122-124, Motijheel C/A
Chamber Building, Dhaka-1000
Tel: 7161028-30, 9565208-10' Cell: 01711 543172
Fax: 9565211, 9565212
Email: sq@citechco.net
Farooqahmed2427@yahoo.com

3. Dr. Wazedul Islam Khan
Member Secretary
President
NCCWE
23/2, Topkhana Road
Dhaka-1000
Cell: 01711-240030

4. Mr. Shah Md. Abu Zafar
Chairman
NCCWE
23/2, Topkhana Road
Dhaka-1000
Cell: 01917 741445

5. Ms. Kabari Majumder
Specialist (Research)
Bangladesh Technical Education Board
Agargaon, Sher-e-Banglanagar
Dhaka
Cell: 01718 103971
Email: kabarimaj@ymail.com
6. Mr. Jahangir Alam
Assistant Professor
TTC, Dhaka
C/o. DTE
Agargaon, Sher-e-Banglanagar
Dhaka
Cell: 01716 963935
7. Mr. Sk. AL-Ferubi
Assistant Director
Bureau of Manpower Employment & Training
89/2, Kakrail, Dhaka
Tel: 9361497 (O), 9334819 (R), Cell: 01711401895
8. Mr. Salahuddin Kasem Khan
Co-Chairman, EC/NSDC
Bay's Galleria (2nd Floor)
57, Gulshan Avenue
Dhaka-1212
Cell: 01819 835696
Fax: 031-610596
02-988 7416
Email: skkhan@csdc.com.bd

Appendix 3: Selection Criteria for the Technical Sub Committee (TSC)

- The member must be familiar with the current industry best practices, trends and challenges
- The member must be able to identify the competency standards and underpinning knowledge, skills and attitude required of the graduates of NTVQF qualifications
- The member must be able to commit the necessary time and efforts for effective participation in the proceedings of the technical sub committee
- The membership of the Technical Sub Committee must be representative of the key industry groups/associations/enterprises.

Draft

Appendix 4: List of Members of the Technical Sub Committee

Technical and Vocational Education and Training (TVET) Reform Project
House #12, Road # 12 (New), Dhanmondi R/A, Dhaka-1209
ILO Office in Dhaka, Bangladesh

Member List of Technical Sub Committee

Name of the Occupation: Graphic Designer

1. Mr. A.K.M. Fahim Mashroor
Chairman, Information Technology Industry Skills Committee, BSRS Bhaban (8th Floor -West)
12, Kawran Bazar, Dhaka-1215
Ph - 9117179, 9140345, Cell: 01713037302
Email: fahim@bdjobs.com
2. Mr. Mazibur Rahman Sawpon
Proprietor, High-tech Professional
Email: sawpon71@yahoo.com
Cell: 01719 984741
3. Abul Kalam Azad
Proprietor, Tracer Electrocom
Email: azad@tracerbd.com
Cell: 01711 568305
4. A R Khan Rubel
CEO, CB Net
2/1, Kalabagan (4th floor), Mirpur Road
Dhaka-1205
Tel: 9111278, 9123451, 9130242, FAX: 9123451
Cell: 01819 214142
Email: cbsnet@dhaka.net
5. Mr. Md. Shahjahan Mian
Director (Planning)
Directorate of Technical Education (DTE)
Cell: 01819 214142
6. Mr. Ian Moore
Advisor, Component-2
TVET Reform Project, ILO Office in Dhaka
House # 12, Road# 12 (New)
Dhanmondi R/A, Dhaka-1209
Ph:9112876
7. Dr. Md. Wazed Ali
Programme Officer, Component-2
TVET Project, ILO Office in Dhaka
House # 12, Road# 12 (New)
Dhanmondi R/A, Dhaka-1209
Ph:9112876, Cell: 01715-168725
Email: wazed@ilo.org

Appendix 5: Terms of Reference for National Consultant (Development of National Competency Standards)

TERMS OF REFERENCE

Project Title: Technical and Vocational Education and Training (TVET) Reform in Bangladesh

Assignment:	Development of Units of Competency in the Graphic Designer Occupation
Position:	National Consultant
Location:	Dhaka
Duration:	2 Months
Contractor	Molla Md. Golam Mostafa

I. Background and Objective of the Mission

In cooperation with the Government of Bangladesh, the ILO is implementing an EC funded project to reduce poverty through reforms to the technical and vocational education and training (TVET) system. These reforms will enable more people to acquire employable skills and thus generate income through wage-earning jobs or self-employment.

The project has five interrelated components:

1. TVET policies, systems and legislation reviewed and strengthened at the central and decentralized levels;
2. Enhanced flexibility, quality and relevance of TVET;
3. Strengthened TVET institutions through improved knowledge and skills of managers and teachers;
4. Improved skills development resulting in enhanced productivity and competitiveness in key growth and export-oriented industries in the formal industrial sector; and
5. Increased access of underprivileged groups to TVET.

The improved TVET system will mean more semi-skilled and skilled workers who have acquired a quality-assured qualification, which is locally relevant and internationally credible. The project has already assisted in the development of a draft National Technical and Vocational Qualifications Framework for Bangladesh. The government will be encouraged to have these qualifications aligned with those in countries to which Bangladeshi workers are recruited.

The objectives of this assignment are for the National Consultant to:

1. Familiarize himself/herself with the internationally available Units of Competency, which align with the list of Units of Competency identified by the Industry Skills Committees/Councils (ISCs) through the TVET Reform Project for a set of qualifications in the Graphic Designer Occupation and the corresponding syllabus documents and/or training and learning materials, if any, available in Bangladesh.
2. Draft the Units of Competency for the identified qualifications in the Graphic Designer Occupation using a competency standards template provided by the project.
3. Prepare a list of resources (e.g. equipment, books, audio and/or video) required to successfully train the learners to the standards identified in the Units of Competency.

4. With the support of the International Consultant and the National Programme Officer for Component 2, present the drafts of the Units of Competency at the Standards and Curriculum Development Committee (SCDC) meetings, lead the discussions and obtain the Committee's feedback.
5. Revise the draft copies Units of Competency based on the outcomes of the discussions at the SCDC.

II. The Consultant Specification

The consultant will have

- A good understanding of the training opportunities and technological resources available in the Graphic Designer Occupation in Bangladesh.
- A good understanding of the competencies (i.e. knowledge, skills and attitudes), including the current technology based competencies, required of the employees holding the technical and vocational training certificate of Bangladesh, to perform efficiently in the relevant occupation.
- Willingness to understand the international best practices in the Graphic Designer Occupation, including modern technology, and the ability to choose, adapt and incorporate appropriate components into the national competency standards for the Graphic Designer Occupation.
- Some training in competency based training or experience in curriculum development and keen interest in learning the best practices in competency based training including standards and curriculum development.
- Adequate English literacy to interpret relevant documentation available internationally and draft Units of Competency
- Ability to work under pressure, and willingness and opportunity to invest substantial amounts of personal time to undertake this demanding and important assignment
- Adequate skills in word processing, Internet searching, and technical documentation editing, and
- Strong commitment to personal professional and national development.

III. Major expected activities and outputs

Major activities:

- Under the guidance of the International Consultant and the National Programme Officer for Component 2, familiarize with the internationally available Units of Competency, which align with the list of Units of Competency identified by the ISCs through the TVET Reform Project as relevant for various Graphic Designer qualifications, and prepare a brief summary of the samples.
- In consultation with the curriculum officers at Bangladesh Technical Education Board (BTEB), locate the syllabus and other related training and learning materials available in Bangladesh for the Graphic Designer courses, which are similar to the Graphic Designer qualifications identified by the ISCs through the TVET Reform Project in the Graphic Designer occupation.
- Evaluate the relevance of the internationally available samples of Units of Competency to Bangladesh by comparing them with the list of Units of Competency identified by the ISCs through the TVET Reform Project for each qualification in Graphic Designer Occupation and select the closest sample from the assembled collection of Units of Competency.
- Identify any valuable information in the rest of the assembled collection of Units of Competency and/or the Bangladesh syllabus, which could be adapted and included in the

- draft for the proposed Units of Competency and/or the Graphic Designer qualifications identified by the ISCs through the TVET Reform Project.
- Evaluate the document on National Competency Standards and identify the missing elements, if any, in the Competency profile identified by the ISCs through the TVET Reform Project for the Graphic Designer qualifications to arrive at sound and credible qualifications, and obtain those missing elements.
 - Draft the Units of Competency, in the format of the approved template for Units of Competency, for the Graphic Designer qualifications identified by the ISCs through the TVET Reform Project.
 - Prepare a list of resources (e.g. equipment, books, audio and/or video) required to successfully train the learners to the standards identified in the Units of Competency.
 - Present the draft of the Units of Competency at the SCDC meetings, and with the support of the International Consultant and the National Programme Officer for Component 2, lead the discussions at the Committee's meetings for producing sound and relevant Units of Competency.
 - Revise each Unit of Competency based on the outcomes of the discussions at the SCDC meetings and prepare a clean copy of Units of Competency and present to the ISC for consideration and validation.

Major outputs are:

1. A brief summary of the relevant international and local documentation to demonstrate the familiarity of the consultant with the Units of Competency available internationally, which align with the list of Units of Competency identified as relevant for various qualifications in the Graphic Designer Occupation and the syllabus documentation available in Bangladesh.
2. Draft copy of the Units of Competency, in the format of the approved template, for the Graphic Designer qualifications identified by the ISCs through the TVET Reform Project based on relevant documentation available locally and internationally for discussion at the SCDC meetings.
3. List of resources (e.g. equipment, books, audio and/or video) required to successfully train the learners to the standards identified in the Units of Competency.
4. Evidence of the presentation and leadership by the National Consultant at SCDC meetings and the outcomes of the discussions.
5. Revised copy of the Units of Competency incorporating the outcome of the discussions at the SCDC meetings.

The above is summarized in Annex 1: Work Plan for the National Consultant, which constitutes part of the Contract

Annex 1

Objectives	Activities	Outputs
<p>1. To familiarize himself/herself with the internationally available Units of Competency, which align with the list of Units of Competency identified by the ISCs through the TVET Reform Project for a set of Graphic Designer qualifications and the corresponding syllabus documents and/or training materials, if any, available in Bangladesh.,.</p>	<ul style="list-style-type: none"> • Engaging in the meetings with the International Consultant and the Programme Officer (Component 2) to familiarize with the Units of Competency available internationally, which align with the list of Units of Competency identified as relevant for various qualifications in the Graphic Designer Occupation. The project will provide details of international websites where competency standards are available. • In consultation with the curriculum officers at Bangladesh Technical Education Board (BTEB), locating the syllabus and other related documents (e.g. Training/Assessment materials) available in Bangladesh for courses, which are similar to the Graphic Designer qualifications identified by the ISCs through the TVET Reform Project in the Graphic Designer occupation. 	<ul style="list-style-type: none"> • A brief summary of the relevant international and local documentation to demonstrate the familiarity of the consultant with the Units of Competency available internationally, which align with the list of Units of Competency identified as relevant for various qualifications in the Graphic Designer Occupation and the syllabus documentation available in Bangladesh.
<p>2. To draft the Units of Competency for the identified qualifications in the Graphic Designer Occupation.</p>	<ul style="list-style-type: none"> • Evaluating the relevance of the internationally available samples of Units of Competency to Bangladesh by comparing them with the list of Units of Competency identified by the ISCs through the TVET Reform Project for each qualification in the Graphic Designer Occupation and selecting the closest sample from the assembled collection of Units of Competency. • Identifying any valuable information in the rest of the assembled collection of Units of Competency and/or the Bangladesh syllabus for inclusion in the draft for the proposed Units of Competency and/or the Graphic Designer qualifications identified by the ISCs through the TVET Reform Project. • Evaluating the document on National Competency Standards and identifying the missing 	<ul style="list-style-type: none"> • Copies of the draft version of the Units of Competency for the identified qualifications in the Graphic Designer Occupation for discussion at the SCDC.

	elements, if any, in the Competency profile identified by the ISCs through the TVET Reform Project for the Graphic Designer Occupation to arrive at sound and credible qualifications, and collect information relating to those missing elements.	
	<ul style="list-style-type: none"> Based on the above analysis and evaluation, drafting the Units of Competency, in the format of the approved template for Units of Competency, for the Graphic Designer qualifications identified by the ISCs through the TVET Reform Project. 	
<ul style="list-style-type: none"> To prepare a list of resources (e.g. equipment, books, audio and/or video) required to successfully train the learners to the standards identified in the Units of Competency. 	<ul style="list-style-type: none"> Evaluating the resource requirements of the Graphic Designer qualifications identified by the ISCs through the TVET Reform Project. 	<ul style="list-style-type: none"> List of resources (e.g. equipment, books, audio and/or video) required to successfully train the learners to the standards identified in the Units of Competency.
<ul style="list-style-type: none"> To obtain the feedback of SCDC on the draft version of the Units of Competency. 	<ul style="list-style-type: none"> With the support of the International Consultant and the National Programme Officer for Component 2, presenting the drafts of the Units of Competency at the SCDC meetings, leading the discussions and obtaining the Committee's feedback to produce sound and relevant Units of Competency. 	<ul style="list-style-type: none"> Evidence of the presentation and leadership by the National Consultant at SCDC meetings and the outcomes of the discussions.
<ul style="list-style-type: none"> To prepare a revised copy of the Units of Competency incorporating the outcome of the discussions at the SCDC meetings. 	<ul style="list-style-type: none"> Revising the draft copy of the Units of Competency based on the feedback received at the SCDC meetings. 	<ul style="list-style-type: none"> Revised copy of Units of Competency incorporating the outcome of the discussions at the SCDC meetings.

Name of Consultant:

Graphic Designer:

Molla Md. Golam Mostafa
 E/5 Graphic Arts Institute quarter
 Satmasjid Road, Dhaka, 1207
 Phone: 9122839 (Res)
 Mob: 01721739720
 E-mail: mmgmostafa72@yahoo.com

Appendix 6: Terms of Reference for Standards and Curriculum Development Committee (SCDC)

TVET Reform Project

Background:

A key driver of current efforts to reform technical and vocational education and training (TVET) in Bangladesh is the need to strengthen linkages between industry and the training system. It is important that industry provides strategic input to government and training providers so industry skill needs are met and the training system supports ongoing industry development.

The EC-ILO TVET Reform Project is currently working to strengthen the TVET system in Bangladesh through a wide range of activities. These include initiatives to improve productivity through skills development by improving the quality and relevance of training for priority skilled occupations in key industry sectors.

Standards and Curriculum Development Committees (SCDCs) are being established by the TVET Reform Project in twelve occupational areas in four industry sectors, agro-food processing, transport, leather & leather goods and information technology, to contribute towards the development of the competency standards and curriculum.

These committees are being established with the full support of a range of stakeholders including the Bangladesh Technical Education Board (BTEB) and the recently established Industry Skills Committees (ISCs). Therefore the SCDCs comprising representatives of BTEB, ISCs and the technical vocational education and training agencies will strengthen tripartite communication, cooperation and development of TVET.

In Bangladesh, skills are increasingly recognised by government, industry and donors as crucial for poverty reduction and the nation's continued development. The SCDCs will make a significant and ongoing contribution towards skills development in Bangladesh by developing locally relevant and internationally credible competency standards and curriculum documentation in the respective occupational areas.

Introduction:

In order to guide formation of these committees and pilot the implementation of competency based training in Bangladesh, the EC-ILO TVET Reform Project has developed the draft Terms of Reference (TORs) for the thirteen committees. It is envisaged that the TORs will be discussed with the key stakeholders and endorsed by BTEB.

The establishment and operation of the SCDCs is a key step in ensuring that the TVET training providers, ISCs and BTEB work together at various levels to successfully implement the National Technical and Vocational Training Framework (NTVQF) using the competency based training approach and enhance the quality and relevance of the technical and vocational education and training in Bangladesh.

Standards and Curriculum Development Committees (SCDCs):

To ensure the effective operation of the committees, BTEB, with support from the TVET Reform Project, will invite specialists from industry and key technical and vocational training agencies. Members will have a high level of commitment to personal professional and national development and collectively have competencies in the specific occupational areas expertise in curriculum

development, and technical documentation editing. The members of the committee will also have adequate English literacy to interpret internationally available relevant documentation.

Terms of Reference:

The TORs have been developed to guide the initial operation of the SCDCs.

SCDCs will

12. Provide specialist advice on competency standards and curriculum documentation to the relevant Industry Skills Committee (ISC) and BTEB, based on current needs and potential future demands.
13. Draft the details of each Unit of Competency in the format of the approved template for Unit of Competency under the titles identified for the occupation, for endorsement by the relevant ISC and approval by BTEB.
14. Draft curriculum documentation for the national qualifications in the respective occupation for approval by BTEB.
15. Regularly report to the agency employing or engaging them (e.g. BTEB, ISC, DTE, BMET, TVET institution) on the achievements and/or challenges of the Standards and Curriculum Development Committee (SCDC).
16. Provide timely advice and feedback on any quality related issue in the implementation NTVQF to BTEB, for timely and appropriate actions and effective communication to the affected stakeholders.
17. Serve as a link between the relevant ISC, TVET training agencies and BTEB and thereby improve the cooperation between the industry, TVET training providers, and the quality assurance agency.
18. Continually participate in the review processes of the competency standards and curriculum documentation for the national qualifications to ensure that the competency standards and the curriculum documentation remain current.
19. Contribute towards successful implementation of locally relevant and internationally credible competency based training in Bangladesh through a good understanding of global best practices in competency based training.

Membership:

The committee will comprise normally seven members including three representatives from TVET institutions nominated by the agencies responsible for technical vocational education and training and quality assurance (e.g. DTE, BMET, BTEB), three industry representatives nominated by the relevant ISC, and one representative from a private training establishment nominated by the Chairman, BTEB in consultation with appropriate stakeholders. If in a particular occupation an agency does not have a suitable institution, a national specialist may be considered (e.g. nominated by a professional/registration/industry/quality assurance body). In exceptional cases where specific expertise is required, one or more additional members may be co-opted as necessary.

The members of the committee must be willing and able to meet the considerable personal time demand expected in this assignment in an ongoing fashion in the interest of personal and national development.

A specialist in the occupation nominated by the ISC, who is keen on learning international best practices and provide leadership and support to the rest of the team in the SCDC, will be appointed as a consultant on a fixed term contract to get the draft papers ready for the workshop, under the condition that the specialist will serve in the SCDC. The international expert and the Programme Officer for Component 2 of the TVET Reform Project will provide the necessary advice to the specialist consultant at mutually agreed times.

The membership will be confirmed by the TVET Reform Project staff in consultation with Bangladesh Technical Education Board.

It is expected that the final editing and fine-tuning to produce a document of professional quality, which is ready for printing will be done by a specialist in technical editing with adequate knowledge of the occupational area, on a fixed term contract.

It is envisaged that the committee will initially meet for 3 to 5 weeks during weekends to complete the competency standards and curriculum documentation for the relevant national qualifications identified in the TVET project plan.

The Chairperson:

The SCDCs are established by BTEB but chaired by an industry representative nominated by the relevant ISC.

Meetings:

It is envisaged that meetings will initially occur every week in the first instance with an ongoing commitment as necessary to complete the competency standards and curriculum development in the specific occupation. It is expected that the members of the committee will be required to make additional commitment of their time beyond the scheduled meeting times.

In the future the SCDC will be convened periodically by BTEB, for the review of standards and curriculum documentation to keep those standards and resources current.

Quorum:

It is expected that all members will attend the meetings. Whenever that is not possible a quorum of 4 is allowed, provided the three key stakeholders - the industry, training providers, and quality assurance body - are represented.

Committee Costs and Operational Support:

Whilst a fee of BDT 2000 per day and transport allowance will be paid for the development of the standards and curriculum documentation undertaken by the committee during the weekends, it is expected that individual members will spend their own time for ensuring successful outcomes of the SCDC deliberations. It is expected that the technical, financial and operational support provided by the EC-ILO TVET Reform Project will be sustained by the BTEB after the Project. It is also expected that there are adequate number of appropriate members within the Dhaka city to participate in these pioneering committees. If not, those who can easily travel from outside Dhaka City will be considered.

The endorsement by the ISC and approval by BTEB will serve as the validation process for these documents. If necessary, ISC/BTEB may consider seeking specialist advice before endorsing/approving the documentation submitted by the SCDC.

The Process:

The process will be piloted with one committee starting in the first week and the lessons learnt will be used to address any potential problems before the next six committees start their work simultaneously in the following week. The remaining six committees will commence work as soon as the committees which started earlier complete their assignment. The process will be reviewed after the completion of these trials.

The Responsibility:

The Chairperson of BTEB will have the overall responsibility for the organization and success SCDCs. The ISCs will nominate the Chairperson of the relevant SCDCs. The Director (Curriculum) BTEB will be responsible for coordination of the SCDCs processes. The representatives of DTE, BMET and the Private Training Establishments will be nominated by the Head of the respective agencies.

All members of the SCDC will actively engage with the SCDC processes to ensure the relevance and quality of the standards and curricula endorsed by the SCDC.

Sustainability Measures:

It is expected that, on behalf of the people and Government of Bangladesh, BTEB will ensure smooth functioning of the SCDC by providing appropriate financial and organizational support after the TVET Reform Project is completed. Appropriate policies and procedures will be established to ensure long term success of the standards and curriculum development and approval process.

Appendix 7: List of Members of the SCDC

Technical and Vocational Education and Training (TVET) Reform Project
House #12, Road # 12 (New), Dhanmondi R/A, Dhaka-1209
ILO Office in Dhaka, Bangladesh

Standards and Curriculum Development Committee (SCDC)

Name of the Occupation: Graphic Designer

From February 2011

S. No.	Name and contact Details	Sl. No.
1.	Mr. Shafquat Haider Chairman, ISC, IT Sector and Chairman, SAARC, IT Managing Director, CIPROCO House # 120 (1 st floor), road # 13 Block-E, Banani, Dhaka Tel : 8815411, 8823601 Cell : 01711 532597 Email: ciproco@bol-online.com	1.
2.	Mustafa Jabbar Chief Executive mustafajabbar@gmail.com Ananda Computers 01711530452 188 Motijheel Circular Road (Arambagh) Dhaka-1000	2.
3.	Mazibur Rahman Sawpon Hitech Professionals sawpon71@gmail.com sgr # 8,BCS Computer City 01719984741 IDB Bhaban Sher e Bangla Nagar Dhaka	3.
4.	Mr. Molla Md. Golam Mostafa Instructor (Technical) Graphic Art Institute Satmasjid Road, Mohammadpur , Dhaka-1207 Ph: 9113896, Cell: 01721-739720 E-mail: mmgmostafa72@yahoo.com	4.
5.	Mr. Alauddin Khalifa Curriculum Specialist (Textile) Bangladesh Technical Education Board (BTEB) Sher-E-Bangla Nagar, Dhaka-1207 Cell: 01715199194, 9662391(R) email: engalauddin@yahoo.com	5.
6.	Mr. Gazi Eqfat Mahmud Senior Instructor (Computer) TTC, Chittagong Ph: 031-2582397, Cell: 01818-460596 E-mail: geqfat@yahoo.com	6.

7. Mr. Md. Tariqul Islam Chowdhury
Principal
CCN Polytechnic Institute,
CCN Road, Kotbari, Comilla
Tel: 01715451599, 01711-730792
Email: ccncomilla@yahoo.com
8. Mr. Arthur Earl Shears
TVET project, ILO office in Dhaka
House # 12, Road# 12 (New)
Dhanmondi R/A, Dhaka-1209
Ph:9112876
9. Dr. A.J.A. Pratapsingh
TVET project, ILO office in Dhaka
House # 12, Road# 12 (New)
Dhanmondi R/A, Dhaka-1209
Ph:9112876
Cell: 01749179763
Email: ajap@ilo.org
10. Dr. Md. Wazed Ali
TVET project, ILO office in Dhaka
House # 12, Road# 12 (New)
Dhanmondi R/A, Dhaka-1209
Ph:9112876
Cell: 01715-168725
Email: wazed@ilo.org

Standards and Curriculum Development Committee (SCDC)

Name of the Occupation: Graphic Designer

Till February 2011

S. No.	Name and contact Details
--------	--------------------------

1. Mr. A.K.M. Fahim Mashroor
CEO Bdjobs.com Limited & Chairman
HR Development standing Committee
BASIS BSRS Bhaban (8th Floor-West)
12 Kawran Bazar, Dhaka-1215
Tel : 9117179, 9140345, Cell :01713037302
Email: fahim@bdjobs.com
2. Mr. Imtiaz Ilahi
Graphic People
Road No. 11, House No. 76/A (3rd Floor)
Banani, Dhaka-1213
Cell:01713038450
Email: imtiaz@enfatico.com
3. Mr. Tamzid Siddiq Spondon
Managing Director
ZANALA Bangladesh Ltd.
“Think POSITIVE”
level-4, BSRS Bhaban
12 Kawran Bazar, Dhaka-1215
Ph : 8129475, Cell :01819200559
Email : spondon@zanala.com
4. Mr. Molla Md. Golam Mostafa
Instructor (Technical)
Graphic Art Institute
Satmasjid Road, Mohammadpur , Dhaka-1207
Ph: 9113896, Cell: 01721-739720
E-mail: mmgmostafa72@yahoo.com
5. Mr. Alauddin Khalifa
Curriculum Specialist (Textile)
Bangladesh Technical Education Board (BTEB)
Sher-E-Bangla Nagar, Dhaka-1207
Cell: 01715199194, 9662391(R)
email: engalauddin@yahoo.com
6. Mr. Gazi Eqfat Mahmud
Senior Instructor (Computer)
TTC, Chittagong
Ph: 031-2582397, Cell: 01818-460596
E-mail: geqfat@yahoo.com

7. Mr. Md. Tariqul Islam Chowdhury
Principal
CCN Polytechnic Institute,
CCN Road, Kotbari, Comilla
Tel: 01715451599, 01711-730792
Email: ccncomilla@yahoo.com

8. Mr. Arthur Earl Shears
TVET project, ILO office in Dhaka
House # 12, Road# 12 (New)
Dhanmondi R/A, Dhaka-1209
Ph:9112876

9. Ms. Rosemary Brown/Dr. A.J.A. Pratapsingh
TVET project, ILO office in Dhaka
House # 12, Road# 12 (New)
Dhanmondi R/A, Dhaka-1209
Ph:9112876
Cell: 01749179763
Email: ajap@ilo.org

10. Dr. Md. Wazed Ali
TVET project, ILO office in Dhaka
House # 12, Road# 12 (New)
Dhanmondi R/A, Dhaka-1209
Ph:9112876
Cell: 01715-168725
Email: wazed@ilo.org

Appendix 8: Terms of Reference for National Consultant (Development of Curriculum Documentation)

TERMS OF REFERENCE

Project Title: Technical and Vocational Education and Training (TVET) Reform in Bangladesh

Assignment:	Development of Curriculum Documentation in the Graphic Designer occupation
Position:	National Consultant
Location:	Dhaka
Duration:	2 Months
Contractor:	Molla Md. Golam Mostafa

I. Background and Objective of the Mission

In cooperation with the Government of Bangladesh, the ILO is implementing an EC funded project to reduce poverty through reforms to the technical and vocational education and training (TVET) system. These reforms will enable more people to acquire employable skills and thus generate income through wage-earning jobs or self-employment.

The project has five interrelated components:

1. TVET policies, systems and legislation reviewed and strengthened at the central and decentralized levels;
2. Enhanced flexibility, quality and relevance of TVET;
3. Strengthened TVET institutions through improved knowledge and skills of managers and teachers;
4. Improved skills development resulting in enhanced productivity and competitiveness in key growth and export-oriented industries in the formal industrial sector; and
5. Increased access of underprivileged groups to TVET.

The improved TVET system will mean more semi-skilled and skilled workers who have acquired a quality-assured qualification, which is locally relevant and internationally credible. The project has already assisted in the development of a draft National Technical and Vocational Qualifications Framework for Bangladesh and two hundred and eight Units of Competency. The government will be encouraged to have the national qualifications aligned with those in countries to which Bangladeshi workers are recruited.

The objectives of this assignment are for the National Consultant to:

1. Familiarize himself/herself with the principles of designing and developing curricula and training resources for competency based training, Units of Competency developed through the TVET Reform Project for the Graphic Designer occupation and related curriculum/syllabus documents and training resources, if any, available overseas and in Bangladesh.
2. Draft the curriculum documents and sample training resources for the identified qualifications in the Graphic Designer occupation using a curriculum documentation template provided by the project and seek the professional advice of the International Consultant and National Programme Officer for Component 2 on weekly basis.
3. With the support of the International Consultant and the National Programme Officer for Component 2, present the draft copies of the curriculum documents and sample training

- resources at the Standards and Curriculum Development Committee (SCDC) meetings, lead the discussions and obtain the Committee's feedback.
4. Revise the draft copies of the curriculum documents and sample training resources based on the outcomes of the discussions at the SCDC.

II. The Consultant Specification

The consultant will have

- A good understanding of the training opportunities and technological resources available for the Graphic Designer occupation in Bangladesh.
- A good understanding of the competencies (i.e. knowledge, skills and attitudes), including the current technology based competencies, required of the employees holding the technical and vocational training certificate of Bangladesh, to perform efficiently in the relevant occupation.
- Willingness to understand the international best practices in the Graphic Designer curriculum and training resources, including modern technology, and the ability to design and develop curricula for the Graphic Designer occupation in Bangladesh leading to nationally relevant and internationally credible qualifications.
- Training in competency based training or experience in curriculum and training resources development and keen interest in learning the best practices in competency based training including curriculum and training resources development.
- Adequate English literacy to interpret relevant documentation available internationally and design and develop curricula.
- Ability to work under pressure, and willingness and opportunity to invest substantial amounts of personal time to undertake this demanding and important assignment and meet with the International Consultant on weekly basis to report the progress of the curriculum document and sample training resources development work and seek professional advice.
- Adequate skills in word processing, Internet searching, and technical documentation editing, and
- Strong commitment to personal professional and national development.

III. Major expected activities and outputs

Major activities:

- Under the guidance of the International Consultant and the National Programme Officer for Component 2, familiarize with the principles of designing and developing curricula and sample training resources for competency based training and internationally available curriculum documentation and training resources for various Graphic Designer qualifications.
- In consultation with the curriculum officers at Bangladesh Technical Education Board (BTEB), locate the syllabus and other related training and learning materials available in Bangladesh for the Graphic Designer courses, which are similar to the Graphic Designer qualifications identified by the ISCs through the TVET Reform Project in the occupations.
- Expand the Units of Competency, wherever necessary, for developing sound, informative and user-friendly curriculum for the Graphic Designer qualifications to ensure, consistent and credible competency based training leading to locally relevant and internationally credible qualifications.
- Design and develop curriculum document and sample training resource in the format of the approved template for curriculum document and training resources for the Graphic Designer qualifications.

- Present the draft of the curriculum documents and sample training resources at the SCDC meetings, and with the support of the International Consultant and the National Programme Officer for Component 2, lead the discussions at the Committee's meetings for producing sound and relevant curriculum documents and sample training resources.
- Revise the curriculum documents and sample training resources based on the outcomes of the discussions at the SCDC meetings and prepare a clean copy of the curriculum documents and sample training resources, and present to the ISC for consideration and validation.

Major Outputs are:

- 1 Active participation in the 4-Day Training Workshop on curriculum and resource materials development for competency based training.
2. Draft copy of the curriculum documents and sample training resources, in the format of the approved template, for the Graphic Designer occupation based on the Units of Competency validated by the ISCs.
3. Evidence of presentation and leadership by the National Consultant at SCDC meetings and the outcomes of the discussions.
4. Revised copy of the curriculum documents and sample training resources incorporating the outcome of the discussions at the SCDC meetings.

The above is summarized in Annex A: Work Plan for the National Consultant, which constitutes part of the Contract

Annexe A

Objectives	Activities	Outputs
1. Familiarize with the principles of designing and developing curricula and training resources for competency based training, the Units of Competency developed through the TVET Reform Project for the Graphic Designer occupation and the related curriculum/syllabus documents and training resources, if any, available overseas and in Bangladesh.	<ul style="list-style-type: none"> Participating actively in the 4-Day Training Workshop on curriculum and training resource development for competency based training and engaging with the International Consultant and the National Programme Officer (Component 2) through weekly meetings to report on the progress of the curriculum and training resources development work and seeking professional advice. In consultation with the curriculum officers at Bangladesh Technical Education Board (BTEB), locating the syllabus and other related documents (e.g. Training/Assessment materials) available in Bangladesh for courses, which are similar to the Graphic Designer qualifications identified by the ISCs through the TVET Reform Project in the occupations. 	<ul style="list-style-type: none"> Active participation in the 4-Day Training Workshop on curriculum and training resources development for competency based training. Weekly meetings with the International Consultant and the National Programme Officer (Component 2) to report on the progress of the curriculum and training resources development work and demonstrate the quality and relevance of the newly developed documents to Bangladesh and seek professional advice.
2. To draft the curriculum documents and sample training resources for the identified qualifications in the Graphic Designer occupation.	<ul style="list-style-type: none"> Expanding the Units of Competency, wherever necessary, for developing sound, informative and user-friendly curriculum for the Graphic Designer qualifications to ensure consistent and credible competency based training leading to locally relevant and internationally credible qualifications. Designing and developing curriculum documents and sample training resources in the format of the approved template for curriculum documentation for the Graphic Designer qualifications. 	<ul style="list-style-type: none"> Copies of the draft version of the curriculum documents and sample training resources for the Graphic Designer occupation for discussion at the SCDC.
<ul style="list-style-type: none"> To obtain the feedback of SCDC on the draft version of the curriculum 	<ul style="list-style-type: none"> With the support of the International Consultant and the National Programme Officer for Component 2, presenting 	<ul style="list-style-type: none"> Evidence of the presentation and leadership by the National Consultant at SCDC

documents and sample training resources.	the drafts of the curriculum documents and sample training resources at the SCDC meetings, leading the discussions and obtaining the Committee's feedback to produce sound, informative and user friendly curriculum documents and sample training resources.	meetings and outcomes of the discussions.
<ul style="list-style-type: none"> To prepare a revised copy of the curriculum documents and sample training resources incorporating the outcome of the discussions at the SCDC meetings. 	<ul style="list-style-type: none"> Revising the draft copy of the curriculum documents and sample training resources based on the feedback received at the SCDC meetings. 	<ul style="list-style-type: none"> Revised copy of the curriculum documents and sample training resources incorporating the outcome of the discussions at the SCDC meetings.

Milestones and Tracking Document

Milestone	Description	Timeframe	Payment
1	Submission of the draft version of first half of the curriculum documentation for the occupation of Graphic Designer and adhering to the conditions specified in the terms of Reference and to the satisfaction of ILO.	Within 2 weeks from start of contract.	25% of the fees
2	Submission of the draft version of the second half the curriculum documentation for the occupation of Graphic Designer and adhering to the conditions specified in the Terms of Reference and to the satisfaction of ILO.	Within 4 weeks from start of contract.	25% of the fees
3	Submission of the final version of all the curriculum documentation for the Graphic Designer adhering to the conditions specified in the Terms of Reference and to the satisfaction of ILO.	Within 2 months from start of contract.	50% of the fees

Appendix 9: Possible Assessment Methods for Gathering Evidence

The following are typical examples of assessment methods used in technical and vocational education and training systems:

- Questioning Methods - Oral, Written Questions including Projects, Assignments, Problems, Case Studies, Written Tests. Type: Interview, group assessment, supply short answer, short reports, multiple choice, matching, completion, identification, alternate answer, true/false
- Simulation Methods – Simulation, Observation of Product and/or Process Type: Case studies, simulated clients/workplaces/exercises
- Skills Demonstration Methods – Work sample, Skill sample, Practical project, Structured problems and tasks Type: Check lists, Rating scales, Research tasks and assignments
- Direct Observation Methods – Product or Processes on the job Type: Check lists, Rating scales, Research tasks, Log books, Skill Books, Work Experience, Interaction analysis, peer assessment, group assessment
- Indirect Observation Methods - Product or Processes on the job Type: Evidence from supervisors, colleagues and clients, Portfolio.

ORAL EVIDENCE	WRITTEN EVIDENCE
<ul style="list-style-type: none"> • Presentation • Oral answers to questions • Computer assistance • Oral feedback • Signed feedback • Speech • Interview 	<ul style="list-style-type: none"> • Computer assistance • Workplace documentation • Checklists • Portfolio • Goal achievement • Worksheets • Forms • Diaries • Tests - written assessment • Booklets • Letters • Reports • Charts • Mind map • Fill in gaps • Match information • Multi-choice • Written questions
VERIFICATION	
Feedback (usually documented and signed) from:	
<ul style="list-style-type: none"> • Teachers • Teacher aides • Therapists • Support staff • Parents/caregivers • Employers • Peers 	
OTHER	
<ul style="list-style-type: none"> • Cross referencing from other assessments • RCC – recognition of current competency 	<ul style="list-style-type: none"> ▪ Observation ▪ Role play ▪ Real life situations ▪ Drama ▪ Demonstrations ▪ Video/Audio tapes ▪ Photography ▪ Posters ▪ Drawings ▪ Projects ▪ Visual representation ▪ Models ▪ Naturally occurring evidence

Appendix 10: Recommended List of Equipment, Tools, Facilities etc

for

National Certificate in Graphic Design (NTVQF Level 2)

The following list is for a Group of 20 Trainees/Students

List of Equipment/Machinery and Spares

S. No.	Name	Specifications (For Guidance Only)	Quantity (Number/s)
1	Server	Class: Low End/Departmental Processor: 1 X Industry Standard 64-bit Processor, Minimum 2.8GHz Speed with 800MHz FSB Motherboard: Any Compatible Motherboard with Industry Standard Chipset RAM: 4GB DDR2/3 ECC AGP: Embedded/Built-in SOUND: Embedded/Built-in LAN Card(NIC): Dual Embedded Gigabit Adapter HDD: 3 X Minimum 120GB SCSI(10000 rpm) DVD R/W: Any standard DVD R/W RAID: RAID Controller for Min. RAID level 5 Monitor: Minimum 17" LCD SQUARE Shape Mouse: USB Optical Keyboard: USB Casing: Tower Type Warranty: 3 Years Full Warranty with Parts Replacement and Service Operating System: Original Industry Standard Software Server 2008 Enterprise R2 with 25 CALs	1
2	PC	Processor: 1 X Industry Standard Core 2 Duo, Minimum 2.8GHz Speed Motherboard: Any Compatible Motherboard with Industry Standard Chipset RAM: 3GB DDR2/3 AGP: Embedded/Built-in SOUND: Embedded/Built-in LAN Card(NIC): Embedded/Built-in HDD: 1 X Minimum 120GB SATA DVD R/W: Any standard DVD R/W Monitor: Minimum 17" LCD SQUARE Shape Mouse: USB Optical Keyboard: USB with Bangla Key Indicators	21

		Casing: Tower Type Warranty: 3 Years Full Warranty with Parts Replacement and Service Operating System: Original Operating System Ultimate License with option to install Industry Standard softwares	
3	Software (Other than Operating Systems)	<p>For Server:</p> <ol style="list-style-type: none"> 1. Popular Content Management System (e.g. Zoomla or Drupal or similar) 2. XANPP for Industry Standard Software or Latest (may contain Apache, MySQL, PHP + PEAR, Perl, mod_php, mod_perl, mod_ssl, OpenSSL, phpMyAdmin, Webalizer, Mercury Mail Transport System for Win32 and NetWare Systems v3.32, Ming, JpGraph, FileZilla FTP Server, mcrypt, eAccelerator, SQLite, and WEB-DAV + mod_auth_mysql) <p>For Laptop and PCs:</p> <ol style="list-style-type: none"> 1. Office Applications Software (2010 Professional Plus or similar) with 25 User Licenses 2. WinZIP/WinRAR/7-ZIP for 25 Users 3. WS FTP PRO/FileZilla for 25 Users 4. Adobe Suite CS 5 (Including Reader, Illustrator, Photoshop, Flash, etc.) with 25 User Licenses 5. Industry Standard Anti-Virus Software/Security Software 6. Internet Explorer, Mozilla Firefox, Opera, Chrome, Netscape (Latest editions as of purchase date, please check related website) for 25 Users 7. Industry standard Bangla Typing Software for Unicode Support with 25 User Licenses 8. Any Top Quality Typing Tutor Software with 25 User Licenses 9. Industry standard 2D - Animation Software (e.g. Adobe Director) 	21 Users Licenses (as applicable)

		10. Industry standard 3-D Animation Software (e.g. Adobe Max) 11. Industry standard video editing software (e.g. Adobe Premiere) 12. QuarkXpress; Corel Draw	
4	UPS	Minimum 1200 VA, 15 minutes (approx) backup at full load, 3 years full warranty with Battery, Parts and service	21
5	IPS	Full power backup for 26 PCS for at least 4 Hours, 3 years full warranty with Battery, Parts and service	No. of IPS based on IPS capacity
6	Laser Printer	HP Network Laser Printer, A4 Size, 3 years full warranty with Parts and service	1
7	Switch and Wireless Router	One wireless router with 4 Ports; one or two Switches having total 28 ports minimum; 3 years full warranty with Parts and service	Based on actual requirements
8	LAN Cable and Peripherals	Enough UTP 6 LAN Cable with RJ45 Connectors, faceplate, channels	Based on actual requirements
9	Power Extension	At least 600 Watt Capable Power Extension Multi-Socket power strip	24
10	19" Rack Cabinet	32 U Rack Cabinet contains Glass door, Wheel Cooling fan 600x1000 Depth With rack mountable power strip	1
11	Fire Extinguisher		2
12	Fire Blanket		2
13	Sand Bucket		2
14	Fire Suite		3
15	Breathing Apparatus		3
16	Fire Escape Staircase/Ladder		1
17	First Aid Box	Industry Standard	1
18	Air Cooler	Minimum 2400 BTU, Split Type A/C, Remote control, 3 years full warranty with Parts and service	2

List of Tools

S. No.	Name	Specifications (For Guidance Only)	Quantity (Number/s)
1	Computer Service Tool Box	Industry Standard	5
2	Network Continuity Tester		2
3	Crimping Tools	RJ45 Crimping Tools	2

List of Materials/Consumables

S. No.	Name	Specifications (For Guidance Only)	Quantity (Number/s)
1	Network Cable	Ethernet Network Cable: Cat 5e/6 4 pair copper cable (100 m coil)	5 coils
2	RJ45 Connector	Ethernet RJ45 Connector	100
3	Whiteboard Marker		10
4	Plain Paper	A4 and Legal Size	50 reams
5	Printer Toner/ink	Compatible with the printer	10

List of Furniture

S. No.	Name	Specifications (For Guidance Only)	Quantity (Number/s)
1	Computer Table		24
2	Computer Chair	Movable with back seat, OSH compliant	24
3	Whiteboard	Size: 240 cm x 120 cm Made of Particle Board with white Formica covered and side covered by aluminum channel	1
4	Steel Almirah	180 cm x 120 cm	2
5	Full Secretariat Table		2
6	Arm Cushion Chair		2
7	Armless Chair		2
8	Tabloid Chair		24
9	Bookshelf		1
10	File Cabinet		2
11	Whiteboard	Size: 240 cm x 120 cm Made of particle board with white Formica covered and side covered by aluminum channel	1
12	Steel Almirah	180 cm x 120 cm	2
13	Lecture Table		1
14	Tools Rack		1

Teaching Aids

S. No.	Name	Specifications (For Guidance Only)	Quantity (Number/s)
1	Laptop for Instructors' Use		1
2	Multi-media Projector		1
3	Multi-media Projector Screen		1
4	Laser Printer		1
5	Plain Paper Copier		1
6	Digital Video Camera		1
7	Digital Camera		1
8	Scanner		1

Training Facilities

S. No.	Teaching/Learning Area	Size (meters)	Quantity (Number/s)	Total Floor Area (Sq. meters)
1	Graphic Design Lab The space will be used to accommodate: i. Required Equipment ii. Work Area iii. Work Benches iv. Store v. Teaching-Learning Area vi. Learning Resources Area vii. Comfort Area viii. Wash Rooms (Male & Female)	10×8 (Approx.)	1	80 (Approx.)

Other Requirements		
1	Internet Connectivity	1 Mbps
2	Continuous Power Supply Source	Full Power Backup for a Classroom with 25 Computers, 1 Printer, 8 Lights, and 4 Fans for at least 4 hours; Low or no noise (e.g. Generator/IPS)

Appendix 11: Recommended List of Training and Learning Resources
for
Graphic Design

S. No.	Name of the book	Author	Publications	Publication year
1.	Mastering Adobe Photoshop CS3 & CS4	Mahbubur Rahman	Systech Publications Ltd./ Dhaka, Bangladesh	2009
2.	Adobe Illustrator CS3	Mahbubur Rahman	Systech Publications Ltd./ Dhaka, Bangladesh	2010
3.	Adobe Photoshop CS3 & Image Ready	Bappi Ashraf	Gyankosh Prokashani/ Dhaka, Bangladesh	2009
4.	Adobe Illustrator with Prepress Concept	Bappi Ashraf	Gyankosh Prokashani/ Dhaka, Bangladesh	2010
5.	Computer Networking	Mahbubur Rahman	Systech Publications Ltd./ Dhaka, Bangladesh	2009
6.	Multimedia	Mahbubur Rahman	Systech Publications Ltd./ Dhaka, Bangladesh	2010
7.	Internet E-mail E-commerce	Mohammad Azizur Rahman Khan & H M Faruqe Ahmed	Gyankosh Prokashani/ Dhaka, Bangladesh	2003
8.	Mastering Internet	Md. Omar Faisal	Gyankosh Prokashani/ Dhaka, Bangladesh	2004
9.	Microsoft Powerpoint	Mahbubur Rahman	Systech Publications Ltd./ Dhaka, Bangladesh	2009
10.	3ds Max 4 Bible	Kelly L. Murdock	Wiley Dreamtech/ India Pvt. Ltd.	2001
11.	Photoshop (ver.9) CS2 Bible	Deke McClelland and Laurie Ulrich Fuller	Wiley Dreamtech/ India Pvt. Ltd.	2007
12.	Adobe In design CS2 Bible	Galen Gruman	Wiley Dreamtech/ India Pvt. Ltd.	2006
13.	QuarkXpress Bible	Galen Gruman and Barbara Assade With Kelly K. Antor	IDG Books/ India Pvt. Ltd.	2007
14.	Photoshop Studio	Eileen Mullin	Prentice-Hall of India pvt. Ltd.	2007