



National Competency Standards Level-4 for Content Writing



National Competency Standards Level-4 for Content Writing “Technical Writer”



**National Vocational and Technical Training Commission (NAVTC),
Government of Pakistan**



ACKNOWLEDGEMENTS

National Vocational and Technical Training Commission (NAVTTTC) extends its gratitude and appreciation to representatives of business, industry, academia, government agencies, provincial TEVTAs, sector skill councils and trade associations who spared time and extended their expertise for the development of National Vocational Qualifications for the trade of **Content Writing**. This work would not have been possible without the technical support of the above personnel.

NAVTTTC initiated development of CBT&A based qualifications for 200 traditional / hi-tech trades under the Prime **Minister's Hunarmand Pakistan Program**, focusing on Development & Standardization of 200 Technical & Vocational Education & Training (TVET) Qualifications. NAVTTTC efforts have received full support from the Ministry of Federal Education and Professional Training which highly facilitated progress under this initiative.

It may not be out of place to mention here that all the experts of Industry, Academia and TVET experts of TEVTAs, BTEs and PVTC work diligently for making this qualification worthy and error free for which all credit goes to them. However, NAVTTTC accepts the responsibility of all the errors and omissions still prevailing in the Qualification document.

It is also noteworthy that development of Skill Standards is a dynamic and ongoing process, and the developed skill standards needs periodic review and updating owing to the constant technological advancements, development in scientific knowledge, and growing experience of implementation at the grass root level as well as the demand of industry. NAVTTTC will ensure to keep the qualifications abreast with the changing demands of both national and international job markets.

Dr. Nasir Khan

Executive Director (NAVTTTC)



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1. Introduction

Writing for the web has evolved into a specialist skill essential to getting the most out of your online presence. As a highly interactive form of communication across a number of potential mediums, it requires a very different approach to print media.

Content writing is an art of writing specific content for a website that would drive traffic to it. This type of writing requires professional writing and language skills. Most common examples include website writing, SEO writing, fiction/non-fiction writing, blogging, affiliate marketing and much more. The content must be informative that adds to knowledge of the viewer which demands practice and deep knowledge. The piece of writing must be genuine and authentic with no particular format but the style counts a lot

Being conscious of the emerging trends in the market, National Vocational & Technical Training Commission (NAVTTTC) has developed competency standards in consultation with the stakeholders including academia, researchers, industry, chambers and TEVTAs for 'Content Writing' under National Vocational Qualifications Framework (NVQF). The competency standards document has been designed in a way that trainees can develop skill in the ability to explore and analyze writing in technical, scholarly and professional contexts. They can consolidate their knowledge and skills through advanced practice in writing, editing, designing and producing texts for professional and technical purposes, with concrete application on industry sourced documents and projects.

The National Competency Standards could be used as a referral document for the development of curriculum to be used by training institutions

2. Purpose of the Qualification

The purpose of this qualification is to set the highly professional standards for the content writing in order to compete local and international job market. The specific objectives of developing these qualifications are as under:

- Produce quality content writers .
- Produce competitive freelancers.



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- Enabling the youth with greater employment opportunities
- Improve the quality and effectiveness of the training and assessment for Content Writing Industry.



3. Date of Validation

The level 5 of National DAE qualification for 'Content Writing' has been validated by the Qualifications Validation Committee (QVC) members on 20th -24th July, 2020 and will remain valid for ten years i.e **24th July, 2030**

4. Date of Review

The level 5 of National DAE qualification for 'Content Writing' has been validated by the Qualifications Validation Committee (QVC) members on 20th -24th July, 2020 and shall be reviewed after three years i.e **25th July, 2023**

5. Codes of Qualifications

The International Standard Classification of Education (ISCED) is a framework for assembling, compiling and analyzing cross-nationally comparable statistics on education and training. ISCED codes for these qualifications are assigned as follows:

ISCED Classification	
Code	Description
0232-L&L(1)	1 st Level National Certificate of level-5, in " Content Writing Technology"
0232-L&L (2)	2 nd Level National Certificate of level-5, in "Content Writing Technology"
0232-L&L (3)	3 rd Level National Certificate of level-5, in "Content Writing Technology"
0232-L&L (4)	4 th Level National Certificate of level-5, in "Content Writing Technology"
0232-L&L (5)	5 th Level National Certificate of level-5, in "Content Writing Technology"



6. Members of Qualification Development Committee

The following members participated in the qualification development process at PITAC, Lahore.

Date: 8th to 12th June'2020

S#	Name	Designation	Organization
1	Mr. Goher Iqbal Punj	Public Relations Officer	KICS UET Lahore
2	Mr. Muhammad Adrees	Assistant Professor	The University of Lahore
3	Mr. Muhammad Imran Shafi	Assistant Professor	The University of Lahore
4	Mr. Rehan Ahmad	Assistant Professor	The University of Lahore/Y
5	Mr. Muhammad Tayyab	Assistant Professor	The University of Lahore
6	Mr. Sohail Asgher	Director Operations	TechHive.pk
7	Mr. Afzal Zubair	Content Writer	Dejavu
8	Ms. Fatima Batool	Web Master	<ul style="list-style-type: none">LeadersInn.pkwww.youtube.com/c/fatimabatoolleadersinn
9	Ms. Syeda Farah Rehman	Sr. Instructor IT	P-TEVTA
10	Ms. Anum Sharf	Content Editor/Trainer	Urtasker, Islamabad
11	Mr. Aijaz Ahmed Zia	DACUM Facilitator/D&A Engr.	INTECH/UET Lahore
12	Mr. Sikandar Masood	Director SS&C	NAVTTC



7. Qualification Validation Committee

The following members participated in the qualification development process at PITAC, Lahore.

Date: 20th to 24th July'2020

S#	Name	Designation	Organization
1	Ms. Fatima Iqbal	System Analyst	PBTE
2	Ms. Tayyaba Amin	Sr. Instructor	P-TEVTA
3	Ms. Tehmina Amanat	Instructor	PVTC
4	Ms. Syeda Farah Rehman	Sr. Instructor IT	P-TEVTA
5	Ms. Nazia Irfan	Content Writer	Norgic Inc.
6	Ms. Fatima Batool	Web Master	<ul style="list-style-type: none">LeadersInn.pkwww.youtube.com/c/fatimabatoolleadersinn
7	Mr. Syed Shadab Ali Shah	Assistant Professor	KP-TEVTA
8	Mr. Ali Raza	CEO	ARZ Host
9	Mr. Muhammad Imran Shafi	Assistant Professor	The University of Lahore
10	Mr. Goher Iqbal Punj	Public Relations Officer	KICS UET Lahore
11	Mr. Aijaz Ahmed Zia	DACUM Facilitator/D&A Engr.	INTECH/UET Lahore
12	Mr. Sikandar Masood	Director SS&C	NAVTTC



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8. Minutes of Meetings



Report Regarding Validation of Competency Standards for National Vocational Qualifications Level 5 for Content Writing



Minutes of Meeting

A meeting of Qualification Review and Validation Committee for Review and Validation of Competency Standards for the trade of "Content Writing" was held at Pakistan Industrial Technical Assistance Center, Lahore from 20th – 24th July, 2020. The following activities were taken place during meeting:

1. Participants were informed about the validation process and their needed input & Introduction of OP & CS file to the new participants
2. Consultation has been made with the relevant industry experts to confirm the accuracy of the competency standards, level of competency standards and get their feedback and endorsement.
3. Prepare the mapping and packaging of CS as per expert's guidelines.
4. Design the credit hours for CS as per PBTE & NVQF guidelines.
5. Some competency standards and units were rephrased as per NAVTTC standards
6. Some performance criteria were added, edited, corrected and revised/replaced.
7. Knowledge and understanding section of the document is revised.
8. Tools and equipment lists are revised and the revised list changes are made to the OP chart and CS as per industry requirements.
9. Time allocation for contact hours is confirmed with the industry representatives and is adjusted accordingly.
10. Levels of competency standards were defined
11. According to NVQF guidelines Competency standards were packaged in National Occupational Standards in 4 certifications of Levels 2, 3, 4 and 5.
12. The QVC Finalize the competency standards on the basis of expert's feedback, for the submission of NAVTTC approval and notification.

The following experts has participated in the CS Review and Validation Committee meeting and showed their consent to validated competency standards as found them according to the requirements of the industry:

	Name	Designation	Organization	Signature
1	Ms. Fatima Iqbal	System Analyst	PBTE	
2	Ms. Tayyaba Amin	Sr. Instructor	P-TEVTA	
3	Ms. Tehmina Amanat	Instructor	PVTC	
4	Ms. Syeda Farah Rehman	Sr. Instructor IT	P-TEVTA	
5	Ms. Nazia Irfan	Content Writer	Norgic Inc.	
6	Ms. Fatima Batool	Web Master	LeadersInn.pk	
7	Mr. Syed Shadab Ali Shah	Assistant Professor	KP-TEVTA	
8	Mr. Ali Raza	CEO	ARZ Host	
9	Mr. Muhammad Imran Shafi	Assistant Professor	The University of Lahore	
10	Mr. Goher Iqbal Punni	Public Relations Officer	KICS UET Lahore	
11	Mr. Aijaz Ahmed Zia	DACUM Facilitator	INTECH/UET Lahore	
12	Mr. Sikandar Masood	Director SS&C	NAVTTC	



9. Entry Requirements

The entry for D.A. E National Certificate level 4, in '**Content Writing**' are:

1. A person having **National Vocational Certificate level 3, in Content Writing**
2. A person having **Matric certificate with Science/Arts subjects**

10.Regulation of the qualification and schedule of units

Not Applicable



11. Generic Modules with respective levels

- **Health and Safety**

LEVEL 2

- **Digital Skills**

LEVEL 3

- **Soft Skills**

LEVEL 4

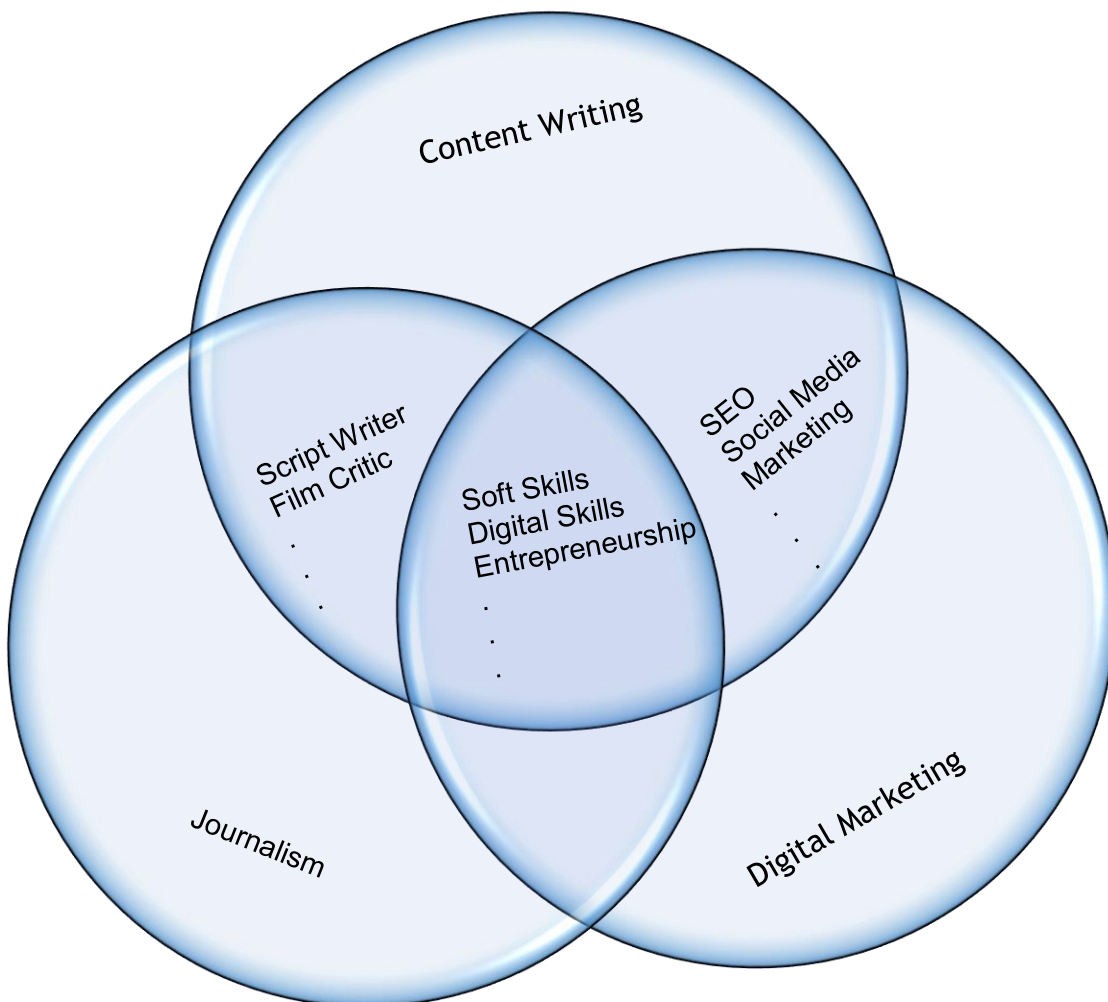
- **Entrepreneurship & Freelancing**

LEVEL 5



12. Mapping of the Qualification

Mapping of the Qualifications





13. Summary of competencies

Sr	Competency Standards	Occupation	NVQF Level	Category	Estimated Contact Hours			Cr Hr
					Th	Pr	Total	
Level 4								
1	Write an opinion article for newspaper	Article writer	4	Technical	6	30	36	3.6
2	Write a commentary for various publications		4	Technical	6	30	36	3.6
3	Write an opinion article for magazine		4	Technical	6	30	36	3.6
4	Create brand awareness	Brand Journalist	4	Technical	6	30	36	3.6
5	Develop content for the brands		4	Technical	6	24	30	3
6	Ensure inter-office communication		4	Technical	6	30	36	3.6
7	Develop ideas for original movie screenplays.	Script Writer	4	Technical	6	24	30	3
8	Create an initial framework for screenplays.		4	Technical	6	24	30	3
9	Transform the story into a script.		4	Technical	6	24	30	3
10	Pitch screenplay ideas to a moviemaker		4	Technical	6	24	30	3
11	Weave together visual elements in scenes with plot and dialogue.		4	Technical	9	36	45	4.5
12	Collect data for movie review	Film Critic	4	Technical	6	24	30	3
13	Write movie review		4	Technical	9	36	45	4.5
14	Write 'how-to' articles	Technical Writer	4	Technical	6	36	42	4.2
15	Write Frequently asked questions (FAQs)		4	Technical	6	36	42	4.2
16	Create instructions manuals and guides		4	Technical	9	36	45	4.5
17	Write the User Experience (UX) reports		4	Technical	9	36	45	4.5
18	Set up social media accounts.	Social Media Optimization (SMO)	4	Technical	6	24	30	3
19	Design the post contents for social media.		4	Technical	9	27	36	3.6
20	Optimize the content for social media platforms based on targeted audience		4	Technical	9	27	36	3.6
21	Engage targeted audience and boost traffic		4	Technical	8	36	44	4.4
22	Develop workplace policy and procedures for sustainability	Soft Skills	4	Generic	6	24	30	3



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23	Manage meetings		4	Generic	6	24	30	3
24	Manage recruitment selection and induction processes		4	Generic	6	24	30	3
25	Manage personal work priorities and professional development		4	Generic	6	24	30	3
26	Manage workforce planning		4	Generic	6	24	30	3
27	Undertake project work		4	Generic	6	24	30	3
28	Identify and communicate trends in career development		4	Generic	6	24	30	3
29	Apply specialist interpersonal and counseling interview skills		4	Generic	6	24	30	3
30	Work safely in an office environment		4	Generic	6	24	30	3
31	Develop workplace documents		4	Generic	6	24	30	3
32	Prepare and implement negotiation		4	Generic	6	24	30	3
33	Maintain professionalism in the workplace		4	Generic	6	24	30	3
34	Organize schedules		4	Generic	6	24	30	3
	Total				224	936	1160	116
	Percentage				19.3	80.68		
					103	97		

Occupations and Level Descriptor					
SR.NO	OCCUPATIONS	NO OF COMPETENCY STADARDS	LEVEL	OCCUPATION CONTACT HOURS	TOTAL (LEVEL CONTACT HOURS)
1	Article writer	3	4	108	1160
2	Brand Journalist	3		102	
3	Script Writer	5		165	
4	Film Critic	2		75	
5	Technical Writer	4		174	
6	Social Media Optimization (SMO)	4		146	
7	Soft Skills	13		390	



14. Qualification Levelling and Packaging

Level 4

(Article writer, Brand Journalist, Script Writer, Film Critic, Technical Writer, Social Media Optimization (SMO) , Soft Skills)

Article writer

1. Write an opinion article for newspaper
2. Write a commentary for various publications
3. Write an opinion article for magazine

Brand Journalist

1. Create brand awareness
2. Develop content for the brands
3. Ensure inter-office communication

Script Writer

1. Develop ideas for original movie screenplays.
2. Create an initial framework for screenplays.
3. Transform the story into a script.
4. Pitch screenplay ideas to a moviemaker
5. Weave together visual elements in scenes with plot and dialogue.

Film Critic

1. Collect data for movie review
2. Write movie review

Technical Writer

1. Write 'how-to' articles
2. Write Frequently asked questions (FAQs)
3. Create instructions manuals and guides
4. Write the User Experience (UX) reports

Social Media Optimization (SMO)

1. Set up social media accounts.
2. Design the post contents for social media.



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3. Optimize the content for social media platforms based on targeting audience
4. Engage targeted audience and boost traffic

Soft Skills

1. Develop workplace policy and procedures for sustainability
2. Manage meetings
3. Manage recruitment selection and induction processes
4. Manage personal work priorities and professional development
5. Manage workforce planning
6. Undertake project work
7. Identify and communicate trends in career development
8. Apply specialist interpersonal and counseling interview skills
9. Work safely in an office environment
10. Develop workplace documents
11. Prepare and implement negotiation
12. Maintain professionalism in the workplace
13. Organize schedules



15. Detail of Qualifications and its Competency Standards

A. Technical Competencies

1. Article Writer

0232-L&L-1. Write an Opinion Article for Newspaper

Overview: This competency standard covers the skills and knowledge required to write an opinion article for newspaper.

Competency Unit	Performance Criteria
CU1. Gather information of public interest	P1. Choose current topic of public interest such as politics, sports, fashion, religion, etc. P2. Collect the information on selected topics. P3. Follow newspaper policies.
CU 2. Present Opinion	P1. Narrate the opinion on subject matter. P2. Write Factually correct article

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- Public interest
- Current affairs
- Social norms of society
- Newspaper policies
- Presentation of opinions on various issue/topic



Tools and Equipment

The tools and equipment required for this competency standard are given below:

S. No.	Items
1.	Computer/Laptop
2.	Word Processor
3.	Internet Connection
4.	Cell Phone
5.	Writing Pad
6.	Pen

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** in order to be competent in this competency standard:

- Demonstrate knowledge of current affairs.
- Demonstrate social norms.
- Present as an unbiased writer.



0232-L&L-2. Write a Commentary for Various Publications

Overview: This competency standard covers the skills and knowledge required to write a commentary for various publications.

Competency Unit	Performance Criteria
CU1. Share Information	<p>P1. Select topic (current or specific) for information.</p> <p>P2. Share information in an attractive manner</p>
CU 2. Narrate Commentary	<p>P1. Present commentary on specific topics.</p> <p>P2. Write the commentary according to newspapers standards</p>

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- Public interest
- Comprehensive knowledge of various subjects
- Awareness of social norms of society
- Publication policies

Tools and Equipment

The tools and equipment required for this competency standard are given below:

S. No.	Items
1	Computer/Laptop
2	Word Processor
3	Internet Connection
4	Cell Phone
5	Writing Pad
6	Pen



Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** in order to be competent in this competency standard:

- Describe the Knowledge of what public wants.
- Exhibit in-depth knowledge of different domains.
- Define social norms.
- Present himself or herself as an unbiased commentary writer.



0232-L&L-3. Write an Opinion Based Story for Magazine

Overview: This competency standard covers the skills and knowledge required to write an opinion based story for magazine.

Competency Unit	Performance Criteria
CU1. Present information carrying public interest	P1. Pick a current topic of public interest (such as politics, sports, fashion, religion, etc.) P2. Share the information in compelling style P3. Follow magazine policies
CU 2. Narrate an Opinion Based Story	P1. Write a story based on writer's own opinion on a specific subject. P2. Ensure that the opinion is based on magazine standards.

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- Current issues
- Public interest
- Social norms of society
- Magazine policies
- Presentation of opinion on various subjects.

Tools and Equipment

The tools and equipment required for this competency standard are given below:

S. No.	Items
1	Computer/Laptop
2	Word Processor
3	Internet Connection
4	Cell Phone



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5	Writing Pad
6	Pen

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** in order to be competent in this competency standard:

- Prove comprehensive knowledge on a vast range of topics.
- Show knowledge of current issues.
- Define social norms of society.
- Present himself or herself as an unbiased writer.



2. Brand Journalist

0232-L&L-4. Create Brand Awareness

Overview: This competency standard covers the skills and knowledge required to create brand awareness for the target audience.

Competency Unit	Performance Criteria
CU1. Search the brand and its products	P1. Read the company profile to understand the brand ideology, vision and products. P2. Search for the targeted audience
CU2. Promote the Brand	P1. Find ways to bridge the gap between the public and the brand P2. Select social media platforms to create awareness about the brand P3. Introduce the brand to the targeted audience
CU3. Develop trust in the brand	P1. Create awareness about the brand and its products P2. Build trust by responding to the queries of customers P3. Ensure presence on multiple social media platforms P4. Offer promotional codes to attract customers

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- Knowledge of brand and its products
- Familiarization with mainstream social media platforms
- Communication Skills

Tools and Equipment



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The tools and equipment required for this competency standard are given below:

S. No.	Items
1.	Computer
2.	Microsoft Word
3.	Search Engine
4.	Social Media Account(s)

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** in order to be competent in this competency standard:

- Define the brand and its products
- Describe the potential audience
- Explain the use of social media in creating brand awareness



0232-L&L-5. Create Content for the Brand

Overview: This competency standard covers the skills and knowledge required to write content, e.g., journalistic content, brand stories, customer stories, etc., for the promotion of brand.

Competency Unit	Performance Criteria
CU1. Write for the Press	<p>P1. Create journalistic content to inform the press about the latest products/developments in the brand</p> <p>P2. Conduct interviews of the brand ambassador</p> <p>P3. Send the press release among different media houses</p> <p>P4. Ensure that the content is published</p> <p>P5. Share the promotions with the client.</p>
CU2. Write for the Public	<p>P1. Produce success stories of the brand</p> <p>P2. Write brand stories about idea generation</p> <p>P3. Record customer feedback about the product.</p> <p>P4. Share these stories on social media.</p>
CU3. Keep the media/ followers updated	<p>P1. Issue press release of every new development</p> <p>P2. Inform media before time to meet the media deadline</p> <p>P3. Keep the followers updated on the social media</p> <p>P4. Set a countdown before the launch of the product</p> <p>P5. Keep record of positive feedback and turn it into a story</p> <p>P6. Respond to the negative comments and promptly address the concern</p>

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- Information about the brand and its vision
- Knowledge of journalistic writing
- Understanding of social media platforms
- Connections in media houses
- Writing skills
- Intrapersonal skills



Tools and Equipment

The tools and equipment required for this competency standard are given below:

S. No.	Items
1.	A Cell Phone (personal)
2.	A Note Pad
3.	A Pen
4.	A Computer
5.	Microsoft Office
6.	Social media platform

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** in order to be competent in this competency standard:

- Keep the media updated about the brand
- Maintain interest of the followers in the brand
- Produce content for media
- Create post on social media



0232-L&L-6. Ensure internal Communication

Overview: This competency standard covers the skills and knowledge required to maintain internal communication for effective functioning of the brand.

Competency Unit	Performance Criteria
CU1. Write memos	P1. Produce memos to keep the staff updated. P2. Take written response whenever needed.
CU2. Take Minutes of Meeting	P1. Make notes on the agenda of meetings and the following discussion P2. Write down minutes P3. Share the minutes with all staff members, whether they attended or missed the meeting P4. Mention the pending assignments/duties
CU3. Write Letters of Appreciation	P1. Produce letter of appreciation for the staff members P2. Highlight the achievements and encourage the good work
CU4. Develop periodic reports	P1. Generate periodic reports of the ongoing projects to keep the staff informed P2. Set deadline to motivate the staff to finish work in time P3. Share periodic reports regularly

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- Knowledge of short reports
- Understanding of official correspondence
- Intrapersonal communication
- Familiarity with the company policy

Tools and Equipment

The tools and equipment required for this competency standard are given below:



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S. No.	Items
1.	Computer
2.	Microsoft Word
3.	Writing pad

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** in order to be competent in this competency standard:

- Explain inter-office communication
- Write memos, minutes, appreciation letters, etc.



3. Script Writer

0232-L&L-7. Develop ideas for original movie screenplay

Overview: This competency standard covers the skills to develop an idea for the movie.

Competency Unit	Performance Criteria
CU1. Choose a movie genre	P1. Search important movie genres P2. List the important movie genres P3. Choose the genre that motivates you most
CU2. Study other writers' loglines	P1. Search the logs generated by well-known screenplay writers P2. Study the logs generated by well-known screenplay writers P3. Make notes of the ideas
CU3. Study other professional writers' screenplays	P1. Search original screenplays of top movies in your chosen genre P2. Read screen plays as many as you can P3. Note down the key points of the screenplay you like most
CU4. Finalize your screenplay idea	P1. List down your ideas P2. Finalize the one that has most potential P3. Write down key points of your idea
CU5. Write the idea that moves you most	P1. Write first draft of screen play with your chosen idea P2. Improve your idea based on your motivation and drive
CU6. Finalize the screenplay	P1. Review the idea removing weak areas P2. Finalize the screenplay idea that you are satisfied with the outcome

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- Understand how movie ideas are generated
- Understand how screenplays idea is written



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- Read screenplays ideas and their logs of well-known movies
- Write screenplay idea
- Improve screenplay idea with multiple review iterations

Tools and Equipment

The tools and equipment required for this competency standard are given below:

S. No.	Items
1.	Web Browser
2.	Search Engine
3.	Word Processing Software
4.	Computer System
5.	Internet Connection
6.	Media Player

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** in order to be competent in this competency standard:

- How movie ideas are generated
- How screenplays ideas are written
- How to improve a movie idea
- Read screenplay logs of well-known movies
- Write screenplay idea
- Improve screenplay idea with multiple review iterations



0232-L&L-8. Create an initial framework for screenplay

Overview: This competency standard covers the skills to create the initial framework for screenplay:

Competency Unit	Performance Criteria
CU1. Focus on broad spectrum	P1. Write down the broad points of the story P2. Write down the outline of screenplay first focusing on broad spectrum
CU2. Craft a compelling opening	P1. Write a compelling opening scene to start a compelling story P2. Write the opening scene that reveals few glimpses of the main plot
CU3. Introduce the story in first act	P1. Introduce few characters briefly P2. Provide a quick sense of who the characters are and show the premise of the story P3. Show how the characters act and think within the context of story
CU4. Reflect the conflicts within the characters	P1. Introduce the conflicts among the characters P2. Introduce the conflicts within a character P3. Use the conflict as a force that takes the story ahead
CU5. Create moments that take the story forward	P1. Create scenes in the screenplay that take the story forward P2. Create scenes that take story forward using the conflicts of the characters
CU6. Visualize the scene before writing it	P1. Write the visual features that make the scene realistic P2. Make the characters visually display what they are thinking and aiming for
CU7. Conclude the screenplay	P1. Write the screenplay in a way that few conflicts of characters are resolved giving rise to new conflicts P2. Conclude the script at a point where a certain set of audience gets satisfied

Knowledge & Understanding



National Competency Standards Level-4 for Content Writing



The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- Understand screenplay of a movie
- Understand the conflicts within a character
- Understand the conflicts among the characters
- Visualization of the scene
- Imagines visual elements of the scene

Tools and Equipment

The tools and equipment required for this competency standard are given below:

S. No.	Items
1.	Web Browser
2.	Search Engine
3.	Word Processing Software
4.	Computer System
5.	Internet Connection

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** in order to be competent in this competency standard:

- Focus on broad spectrum
- Compelling opening
- Story introduced in first act
- Shows conflicts within characters
- Shows conflicts among the characters
- Creates moments that drive the story forward
- Provides visual definition of movie scenes
- Concludes the screenplay well



0232-L&L-9. Transform the story into a script

Overview: This competency standard covers the skills to transform a movie story into the script:

Competency Unit	Performance Criteria
CU1. Create movie characters	P1. Identify main characters from story P2. Exclude the characters that do not drive the story P3. Create new characters by combining multiple novel characters making them a force
CU2. Focus on action	P1. Rewrite story into powerful scenes P2. Set dialogs in a way that drive your story P3. Keep the screenplay just detailed enough for audience to understand the context
CU3. Construct driving dialogue	P1. Identify the key conversations P2. Add emotional intelligence to keep audience connected P3. Keep the dialogs abstract so audience keeps guessing what is coming next
CU4. Create a revealing opening scene	P1. Start your screenplay at a point that sets the pace for story P2. Keep dialogs to just an essential level (not more, not less) P3. Provide the settings for audience so that they can understand the background of story
CU5. Create screenplay, not the story	P1. Keep conversations short and effective P2. Use visual elements to reveal hidden elements

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- Understand characterization
- Imagination the characters' motives and drives
- Understand the visual elements of story
- Knows the create dialogs that move the story



National Competency Standards Level-4 for Content Writing



- Understands the importance of opening scene
- Differentiates between the story and screenplay

Tools and Equipment

The tools and equipment required for this competency standard are given below:

S. No.	Items
1.	Media Player
2.	Web Browser
3.	Word Processing Software
4.	Computer System
5.	Internet Connection

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** in order to be competent in this competency standard:

- Creates powerful movie characters
- Expresses the power of visual elements
- Create dialogs that move the story
- Expresses the importance of opening scene
- Differentiates between the story and screenplay



0232-L&L-10. Pitch screenplay ideas to a Moviemaker

Overview: This competency standard covers the skills to pitch screenplay ideas to moviemaker.

Competency Unit	Performance Criteria
CU1. Think of a tagline	P1. Add one line that describes your movie P2. Expand your story starting from tagline
CU2. Write the movie highlights	P1. Show enough highlights to raise the interest P2. Design the highlights scattered to make the audience keep guessing P3. Keep the glimpses of original movie in highlights
CU3. Make them understand your characters	P1. Use some character name from a well-known movie to make your audience relate your character to P2. Add some layer to your character to distinguish it from the character you mentioned in previous point
CU4. Make your pitch short	P1. Keep the pitch short P2. Add a minimal level of details in your pitch
CU5. Include the ending	P1. Conclude multiple events at the end of screenplay giving your audience some satisfaction P2. Make the audience feel he has few questions answered but not all
CU6. Learn who is listening to your pitch	P1. Know your audience P2. End the pitch when interest of listener is high

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- Knows the importance of tagline
- Knows how to express a screenplay into powerful moments



National Competency Standards Level-4 for Content Writing



- Understands how to build / develop characters
- Understand the difference between a novel and movie screenplay
- Understand the importance of a good movie conclusion
- Knows how to pitch to an investor
- Understands the importance of keep the pitch short but interesting

Tools and Equipment

The tools and equipment required for this competency standard are given below:

S. No.	Items
1.	Media Player
2.	Web Browser
3.	Word Processing Software
4.	Computer System
5.	Internet Connection

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** in order to be competent in this competency standard:

- Create strong characters
- Describe the importance of tagline
- Create the highlights of the screenplay
- Describe the importance of a good movie end
- Pitch the movie idea to an investor
- Can raise the interest of a pitch listener



0232-L&L-11. Weave together the visual elements in scenes with plot and dialog

Overview: This competency standard covers the skills to compile visual elements into a complete screenplay.

Competency Unit	Performance Criteria
CU1. Show the emotion, don't announce it	P1. Show the action sequences that reflect a character's emotions P2. Make use of body language and visual settings of scene
CU2. Make the good characters sympathetic	P1. Show some human traits in good characters of your movie P2. Make the audience identify themselves with strong characters of your movie
CU3. Make the bad characters unsympathetic	P1. Show the bad character doing distasteful things P2. Make the bad guy do something bad like telling lie, stealing
CU4. Lead one character's reaction from another character's action	P1. Relate two characters through invoking one's reaction by other's action P2. Promote continuity of scene through characters' actions / reactions.
CU5. Set the things up	P1. Set the things in scenes that lead characters to do what they do P2. Use visual settings and body language to justify the actions of characters

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- Understand the character's emotional standing
- Understand that the emotions can cause actions



National Competency Standards Level-4 for Content Writing



- Understand the activities can show their good/bad tendencies
- Understand that one character's action can cause another characters' reactions
- Understand that things can be made up to fill in the blanks in the story

Tools and Equipment

The tools and equipment required for this competency standard are given below:

S. No.	Items
1.	Web Browser
2.	Word Processing Software
3.	Computer System
4.	Internet Connection
5.	Google Analytics
6.	Sketch Artboard

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** in order to be competent in this competency standard:

- Describe the character's emotions
- Describe the emotions and the actions they cause
- Reflect the goodness of a character through sympathetic activities
- Show the bad behavior of a character through unsympathetic activities
- Describe that one character's action can cause another characters' reactions
- Describe that things can be made up to fill in the blanks in the story



4. Film Critic

0232-L&L-12. Collect data for movie review

Overview: This competency standard covers the skills and knowledge required to write the movie review.

Competency Unit	Performance Criteria
CU1. Watch the movie	P1. Collect information from Film Banners (Production houses)
	P2. Identify the cast of the movie
	P1. List creative elements in the movie (e.g., visual design, lighting, set design)
CU2. Organize the Information	P1. Write down film credentials(Director,Producer,Actors etc.)
	P2. Develop a template/pattern for the review
	P3. Fill in the template/pattern with the data



Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- Movie genres(types)
- Knowledge of movie production
- Visual elements in movie(lighting, set design etc.)

Tools and Equipment

The tools and equipment required for this competency standard are given below:

S. No.	Items
1.	Video Display Device(Television, LCD, Laptop / Desktop Computer)
2.	Dish Antenna, Cable Network, Internet
3.	Media Player
4.	Notepad

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** in order to be competent in this competency standard:

- Collect relevant data from movie



0232-L&L-13. Write movie review

Overview: This competency standard covers the skills and knowledge required to evaluate the movie performance.

Competency Unit	Performance Criteria
CU1. Evaluate the technical elements	P1. Identify cinematography P2. Pinpoint the technicalities of editing P3. Evaluate audio/visual effects
CU2. Evaluate the performance	P1. Analyze performance of the actors P2. Analyze the director's work P3. Evaluate performance of the production team P4. Review story of the movie P5. Evaluate dialogues of the movie P6. Assess script of the movie
CU3. Write the final verdict	P1. Write an unbiased review P2. Summarize the movie P3. Write final verdict



Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- Understanding the way of evaluation of the technical elements and Film criticism

Tools and Equipment

The tools and equipment required for this competency standard are given below:

S. No.	Items
1.	Video Display Device(Television, LCD, Laptop / Desktop Computer)
2.	Dish Antenna, Cable Network, Internet
3.	Media Player

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** in order to be competent in this competency standard:

- Write a movie review



5. Technical Writer

0232-L&L-14. Write “how-to” articles

Overview: This competency standard covers the skills to write a special type of articles in which the emphasis is on to way to perform some specific task e.g. How to change the color of background in a word document?

Competency Unit	Performance Criteria
CU1. Gather data on “how-to” topic	P1. Search data on “how-to” topic P2. Download videos on “how-to” topic P3. Categorize data based on authenticity of source P4. Choose data (both textual and videos) that is to be used in the article P5. View videos to visualize the process
CU2. Document the “how-to” topic	P1. Produce a summary document of the facts studied P2. Improve summary document based on viewed videos
CU3. Write the article	P1. Start writing the article incorporating summarized data P2. Fill in the gaps wherever needed
CU4. Add visual aids (including images and tables to support the article)	P1. Insert images into written article wherever necessary mentioning the source of images too. P2. Insert table of data into article supporting your argument mentioning the source of data table too
CU5. Review the article (for clarity, factual correctness, flow)	P1. Ensure the article is factually correct P2. Ensure that the steps involved in the process are clear
CU6. Finalize and publish the article	P1. Write the conclusion section P2. Add the minor details making the final product catchy and attractive P3. Publish the article at appropriate platform



Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- Understanding 'how-to' topic
- Illustration of the flow and structure of article
- Define keywords in the article
- Understand factual correctness of the topic
- Understand the points that can raise questions on clarity / correctness of the topic

Tools and Equipment

The tools and equipment required for this competency standard are given below:

S. No.	Items
1.	Web Browser
2.	Search Engine
3.	Word Processing Software
4.	Youtube and other video tutorial websites
5.	Computer System
6.	Internet Connection

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** in order to be competent in this competency standard:

- Categorize the data based on authenticity
- Creates outline of article to be written
- Finalizes the article with good conclusion
- Publishes the article on appropriate platform



0232-L&L-15. Write frequently asked questions (FAQs)

Overview: This competency standard covers the skills to write frequently asked questions for a given topic.

Competency Unit	Performance Criteria
CU1. Gather data relevant to frequently asked questions on the selected topic	P1. Search data on 'how-to' topic P2. Write the frequently asked questions appearing as the result of different search queries
CU2. Select frequently asked questions	P1. Arrange the frequently asked questions in order of frequency of their appearance in search queries P2. Select the questions appearing as the response to search queries more frequently than others
CU3. Document most appropriate answer to every question	P1. Write down the multiple answers of every questions in selected set of FAQs P2. Select the most appropriate answer P3. Record the selected answer
CU4. Review the questions and answers	P1. Review the answer of every question for its clarity and correctness P2. Make necessary changes (if required)
CU5. Finalize and publish the FAQs	P1. Support the answers with images, tables and other visual components P2. Publish the FAQ at appropriate platform

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- Understanding FAQ questions



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- Understand the questions relevant to the topic appearing more frequently than others
- Choose the most appropriate answer of every chosen question
- Understand the process of publishing FAQ

Tools and Equipment

The tools and equipment required for this competency standard are given below:

S. No.	Items
1.	Web Browser
2.	Search Engine
3.	Word Processing Software
4.	Computer System
5.	Internet Connection

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** in order to be competent in this competency standard:

- Collect data for given FAQs
- Search answers for FAQs
- Publishes FAQs with answers



0232-L&L-16. Create Instruction Manuals and Guides

Overview: This competency standard covers the skills to write instruction manuals and guides to perform a particular task. For example, how to use a service?

Competency Unit	Performance Criteria
CU1. Learn the product or service	P1. Use the service P2. Note the steps performed during every task of the service P3. Take images during every task
CU2. Learn the product / service features	P1. Explore every feature of the service P2. Note the steps to explore every feature
CU3. Write the instruction manual	P1. Write the instruction to perform every task of the service P2. Add images to make the manual more helpful for users
CU4. Review the instruction manual for correction and clarity	P1. Review the instruction manual for correction and clarity P2. Make amendments in language making it clearer and more accurate
CU5. Finalize and instruction manual and publish	P1. Support the answers with images, tables and other visual components P2. Publish the instruction manual at appropriate platform

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- Understanding product / service
- Explore every feature of the product / service
- Write down the steps to perform every step of all the tasks
- Review the instruction manual to ensure factual correction and clarity of language
- Publish the instruction manual on appropriate platform



Tools and Equipment

The tools and equipment required for this competency standard are given below:

S. No.	Items
1.	Web Browser
2.	Word Processing Software
3.	Computer System
4.	Internet Connection

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** in order to be competent in this competency standard:

- Explore product / services
- Write steps to perform every task in the service / product
- Add images to clarify every task
- Publish the instruction manual



0232-L&L-17. Write the User Experience (UX) Reports

Overview: This competency standard covers the skills to write instruction manuals and guides to perform a particular task. For example, guide to test whether some equipment is functional or not.

Competency Unit	Performance Criteria
CU1. Choose a success metric	P1. List the possible success metrics P2. Use the analytics data available from past users P3. Use existing data to find the desired outcome P4. Note the drop off rate between every step of service to reveal the biggest opportunities
CU2. Prioritize the primary use cases	P1. Give greater weight to most common use cases rather than edge cases P2. Identify which use cases are most important for overall success of the service P3. Identify which change in user flow / user experience will have highest cumulative impact
CU3. “Walk” the user flow	P1. Walk through every step of the service as a new user P2. Clear web-browser’s cache before going through the service to avoid any impact of previous users’ data P3. Record every step using a screen shot P4. Layout the screen shots as they happen in user-flow
CU4. Consider user expectations	P1. Record what user perceives from service’s layout P2. User previous users’ data to write what users expect from the service
CU5. Evaluate usability heuristics	P1. Utilize usability heuristics (user control, human limitations, modal integrity, accommodation, linguistic clarity etc.) to offer best user experience P2. Minimize the possibilities of users to make mistakes on user interfaces P3. Provide on board help
CU6. Evaluate the service structure	P1. Evaluate how features are offered in service and how easy is it to switch from one feature to another P2. Evaluate how data items (like items in a cart in online store) are managed across different components of the service P3. Make sure that user does not miss important notifications from



	one component of service while staying in another
CU7. Improve the service	P1. Write down the report on improving the service P2. Avoid introducing new bottlenecks while suggesting improvements in the service

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- Understanding user interface
- Understanding user experience practices
- Evaluating user expectations
- Understand areas of service that are critical for the successful
- Describe usability heuristics to improve the service

Tools and Equipment

The tools and equipment required for this competency standard are given below:

S. No.	Items
1.	Web Browser
2.	Word Processing Software
3.	Computer System
4.	Internet Connection
5.	Google Analytics
6.	Sketch Artboard

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** in order to be competent in this competency standard:

- Understand user interface
- Understand user's experience
- Understand success metrics
- Prioritizing test cases
- Going through user's flow of service



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- Evaluating and applying usability heuristics
- Understanding the most critical areas for success
- Removing bottlenecks



6. Social Media Optimization (SMO)

0232-L&L-18. Setup Social Media accounts

Overview: After this competency standard candidate will be able to create account at popular social media platforms.

Competency Unit	Performance Criteria
CU1. Search Social media platforms	P1. Search social media platforms through search engines P2. Compare these platforms based on impact, popularity and purpose etc. P3. Select appropriate social media platform
CU2. Create account	P1. Select account type (page, id, group, channel etc.) P2. Signup/Register with the selected platform P3. Complete your profile
CU3. Attract people to your new account	P1. Invite friends P2. Share profile with audience P3. Use paid promotion to get audience (if needed)

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes:

- Understand social media platforms
- Describe the types of profile

Tools and Equipment

The tools and equipment required for this competency standard are given below:

S. No.	Items
1.	Computer System
2.	Internet Connection
3.	Web Browser
4.	Search Engines



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5.	Facebook
6.	Youtube
7.	Instagram
8.	Twitter
9.	Linkedin
10.	Tiktok

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** in order to be competent in this competency standard:

- Setup an account on Twitter
- Create page for a company on facebook/Linkedin



0232-L&L-19. Design the post contents for social media

Overview: After this competency standard candidate will be able to design contents for the posts of social media platform.

Competency Unit	Performance Criteria
CU1. Search for content	<p>P1. Choose appropriate search engine</p> <p>P2. Search for the type of content</p> <p>P3. Search websites that provide free stock images (e.g. unsplash, pixabay etc.)</p> <p>P4. Select content types related to the platform (e.g. facebook, twitter, instagram etc.)</p>
CU2. Search for layout of the content	<p>P1. Choose appropriate search engine</p> <p>P2. Identify the content layout</p> <p>P3. Generate idea for contents using tools and sites (e.g. pinterest etc.)</p> <p>P4. Identify the trends of the content</p>
CU3. Create Content	<p>P1. Search content data</p> <p>P2. Add textual, images, audio, video or infographic content</p> <p>P3. Review grammar and spelling mistakes</p> <p>P4. Finalize the content</p>

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes:

- Explain Search Engines and their working.
- Describe the content and its types
- Define the layout of the content

Tools and Equipment

The tools and equipment required for this competency standard are given below:

S. No.	Items
1.	Computer System
2.	Internet Connection



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3.	Web Browser
4.	Search Engines
5.	Canva (Online Image Designing Tool)
6.	Unsplash.com
7.	Pexels.com

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** in order to be competent in this competency standard:

- Write the content for social media post(s)
- Design an infographic
- Create a post through canva



0232-L&L-20. Optimize the content for Social media platforms based on targeted audience

Overview: After this competency standard candidate will be able to optimize the contents for social media platforms that attracts the targeted audience.

Competency Unit	Performance Criteria
CU1. Perform Competitive analysis	P1. Search for competitors within same niche P2. Perform traffic analysis P3. Compare competitors using meaningful attributes (price and content quality etc.) P4. List more relevant hashtags as per niche
CU2. Search Keywords	P1. Find trending hashtags/keywords P2. Identify top hashtags using different tools (all-hashtag.com) P3. Search hashtag/keyword volume P4. Select keywords
CU3. Select catchy Title	P1. Open search engine P2. Select effective search query P3. Collect/generate related titles P4. Filter titles from the collected data P5. Select appropriate catchy title using title generator tool P6. Incorporate keywords in title
CU4. Optimize content for post	P1. Prepare textual content in effective manners to narrate the whole idea P2. Use text, images, videos and infographics in the contents P3. Use appropriate theme to attract targeted audience like colour, layout, design etc.

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes:

- Define search volume
- Understanding of hashtag



National Competency Standards Level-4 for Content Writing



- Describe keywords
- Explain color theory

Tools and Equipment

The tools and equipment required for this competency standard are given below:

S. No.	Items
1.	Computer System
2.	Internet Connection
3.	Web Browser
4.	Search Engines
5.	Facebook insight
6.	Hashtag analyzer (All-hashtag.com)

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** in order to be competent in this competency standard:

- Find search volume of hashtags on social media
- Evaluate a hashtag using hashtag analyzer tool
- Find top 1000 hashtags used at social media



0232-L&L-21. Engage targeted audience and boost traffic

Overview: After this competency standard candidate will be able to identify and analyse market and its trends to perform SEO. And can also perform competitive analysis

Competency Unit	Performance Criteria
CU1. Develop PR outreach	<p>P1. Know your target audience</p> <p>P2. Maintain the records of active audience</p> <p>P3. Provide regular feedbacks in form of replies, customer services, courtesy messages etc.</p> <p>P4. Build contacts at social media through follow, likes, subscribe etc.</p>
CU2. Drive Traffic	<p>P1. Post stories at different social media platforms to reach the maximum audience for latest updates</p> <p>P2. Create Polls at social media platforms to interact with audience by asking questions, getting opinion and to know the interest.</p> <p>P3. Boost post at social media platform to improve the reach of the contents on the relevant audience using paid campaign etc.</p> <p>P4. Share the content, post or account with maximum people platform to drive traffic on the social media</p> <p>P5. Post/publish contents frequently and consistently to maintain the interest of the audience.</p>

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes:

- Describe targeted audience
- Define Boost in terms of social media post
- Elaborate social media polls



Tools and Equipment

The tools and equipment required for this competency standard are given below:

S. No.	Items
1.	Computer System
2.	Internet Connection
3.	Web browser
4.	Social media platforms
5.	Whatsapp

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** in order to be competent in this competency standard:

- Create a poll at facebook page to know the interest of audience for a particular topic
- Create custom audience of your interest



B. Generic Competencies

6. *Soft Skills*

0232-L&L-22. **Develop workplace policy and procedures for sustainability**

Overview: This unit describes the skills and knowledge required to develop and implement a workplace sustainability policy and to modify the policy to suit changed circumstances. It applies to individuals with managerial responsibilities who undertake work developing approaches to create, monitor and improve strategies and policies within workplaces and engage with a range of relevant stakeholders and specialists.

Unit of Competency	Performance Criteria
CU1. Develop workplace sustainability policy	<p>P1 Define scope of sustainability in the policies</p> <p>P2 Gather information from a range of sources to plan and develop policy</p> <p>P3 Identify and consult stakeholders as a key component of the policy development process</p> <p>P4 Include appropriate strategies in policy at all stages of work for minimizing resource use, reducing toxic material and hazardous chemical use and employing life cycle management approaches</p> <p>P5 Make recommendations for policy options based on likely effectiveness, timeframes and cost</p> <p>P6 Develop policy that reflects the organization's commitment to sustainability as an integral part of business planning and as a business opportunity</p> <p>P7 Agree to appropriate methods of implementation, outcomes and performance indicators</p>
CU2. Communicate workplace sustainability policy	<p>P1 Promote workplace sustainability policy, including its expected outcome, to key stakeholders</p> <p>P2 Inform those involved in implementing the policy about expected outcomes, activities to be undertaken and assigned responsibilities</p>
CU3. Implement workplace sustainability policy	<p>P1 Develop and communicate procedures to help implement workplace sustainability policy</p> <p>P2 Implement strategies for continuous improvement in resource efficiency</p> <p>P3 Establish and assign responsibility for recording systems to track continuous improvements in sustainability approaches</p>
CU4. Review workplace	<p>P1 Review workplace sustainability policy implementation</p>



sustainability policy implementation

- P2 Investigate successes or otherwise of policy
- P3 Monitor records to identify trends that may require remedial action and use to promote continuous improvement of performance
- P4 Modify policy and or procedures as required to ensure improvements are made

Knowledge & Understanding

- K1: outline the environmental or sustainability legislation, regulations and codes of practice applicable to the organization identify internal and external sources of information and explain how they can be used to plan and develop the organization s sustainability policy
- K2: explain policy development processes and practices
- K3: outline organizational systems and procedures that relate to sustainability
- K4: outline typical barriers to implementing policies and procedures in an organization and possible strategies to address them. Assessment Conditions

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to Develop workplace policy and procedures for sustainability. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

Performance requirements

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:

- scope and develop organizational policies and procedures that comply with legislative requirements and support the organization s sustainability goals covering at a minimum:
 - minimizing resource use
 - resource efficiency
 - reducing toxic material and hazardous chemical use
 - employing life cycle management approaches
 - continuous improvement
- plan and implement sustainability policy and procedures including:
 - agreed outcomes
 - performance indicators
 - activities to be undertaken
 - assigned responsibilities



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- record keeping, review and improvement processes
- consult and communicate with relevant stakeholders to generate engagement with sustainability policy development, implementation and continuous improvement
- Review and improve sustainability policies.



0232-L&L-23. Manage meetings

Overview: This unit describes the skills and knowledge required to manage a range of meetings including overseeing the meeting preparation processes, chairing meetings, organizing the minutes and reporting meeting outcomes. It applies to individuals employed in a range of work environments who are required to organize and manage meetings within their workplace, including conducting or managing administrative tasks in providing agendas and meeting material. They may work as senior administrative staff or may be individuals with responsibility for conducting and chairing meetings in the workplace.

Unit of Competency	Performance Criteria
CU1. Prepare for meetings	<p>P1 Develop agenda in line with stated meeting purpose</p> <p>P2 Ensure style and structure of meeting are appropriate to its purpose</p> <p>P3 Identify meeting participants and notify them in accordance with organizational procedures</p> <p>P4 Confirm meeting arrangements in accordance with requirements of meeting</p> <p>P5 Dispatch meeting papers to participants within designated timelines</p>
CU2. Conduct meetings	<p>P1 Chair meetings in accordance with organizational requirements, agreed conventions for type of meeting and legal and ethical requirements</p> <p>P2 Conduct meetings to ensure they are focused, time efficient and achieve the required outcomes</p> <p>P3 Ensure meeting facilitation enables participation, discussion, problem-solving and resolution of issues</p> <p>P4 Brief minute-taker on method for recording meeting notes in accordance with organizational requirements and conventions for type of meeting</p>
CU3. Follow up meetings	<p>P1 Check transcribed meeting notes to ensure they reflect a true and accurate record of the meeting and are formatted in accordance with organizational procedures and meeting conventions</p> <p>P2 Distribute and store minutes and other follow-up documentation within designated timelines, and according to organizational requirements</p> <p>P3 Report outcomes of meetings as required, within designated timelines</p>



Knowledge & Understanding

K1: outline meeting terminology, structures, arrangements

K2: outline responsibilities of the chairperson and explain group dynamics in relation to managing meetings

K3: describe options for meetings including face-to-face, teleconferencing, web-conferencing and using webcams

K4: identify the relevant organizational procedures and policies regarding meetings, chairing and minutes including identifying organizational formats for minutes and agendas.

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to manage meetings. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

Performance requirements

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:

- apply conventions and procedures for formal and informal meetings including:
 - developing and distributing agendas and papers
 - identifying and inviting meeting participants
 - organizing and confirming meeting arrangements
 - running the meeting and following up
- organize, take part in and chair a meeting
- record and store meeting documentation
- Follow organizational policies and procedures.



0232-L&L-24. Manage recruitment selection and induction processes

Overview: This unit describes the skills and knowledge required to manage all aspects of recruitment selection and induction processes in accordance with organizational policies and procedures. It applies to individuals or human resource personnel who take responsibility for managing aspects of selecting new staff and orientating those staff in their new positions. It is not assumed that the individual will be directly involved in the selection processes themselves, although this may well be the case.

Unit of Competency	Performance Criteria
CU1. Develop recruitment, selection and induction policies and procedures	<p>P1 Analyze strategic and operational plans and policies to identify relevant policies and objectives</p> <p>P2 Develop recruitment, selection and induction policies and procedures and supporting documents</p> <p>P3 Review options for technology to improve efficiency and effectiveness of recruitment and selection process</p> <p>P4 Obtain support for policies and procedures from senior managers</p> <p>P5 Trial forms and documents supporting policies and procedures and make necessary adjustments</p> <p>P6 Communicate policies and procedures to relevant staff and provide training if required</p>
CU2. Recruit and select staff	<p>P1 Determine future human resource needs in collaboration with relevant managers and sections</p> <p>P2 Ensure current position descriptors and person specifications for vacancies are used by managers and others involved in recruitment, selection and induction processes</p> <p>P3 Provide access to training and other forms of support to all persons involved in recruitment and selection process</p> <p>P4 Ensure advertising of vacant positions complies with organizational policy and legal requirements</p> <p>P5 Utilize specialists where necessary</p> <p>P6 Ensure selection procedures are in accordance with organizational policy and legal requirements</p> <p>P7 Ensure processes for advising applicants of selection outcome are followed</p> <p>P8 Ensure job offers and contracts of employment are executed promptly, and new appointments are provided with advice about salary, terms and conditions</p>
CU3. Manage staff	<p>P1 Provide access to training and ongoing support for all persons</p>



induction	engaged in staff induction P2 Check induction processes are followed across the organization P3 Oversee management of probationary employees and provide them with feedback until their employment is confirmed or terminated P4 Obtain feedback from participants and relevant managers on extent induction process is meeting its objectives P5 Make refinements to induction policies and procedures
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Knowledge & Understanding

K1: describe recruitment and selection methods, including assessment centers

K2: explain the concept of outsourcing

K3: describe the purpose of employee contracts and industrial relations

K4: summarize relevant legislation, regulations, standards and codes of practice that may affect recruitment, selection and induction

K5: explain why terms and conditions of employment are an important aspect of recruitment

K6: explain the relevance of psychometric and skills testing programs to recruitment.

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to manage recruitment selection and induction processes. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

Performance requirements

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:

- develop or critically analyze a policy and procedures framework for recruitment, selection and induction
- identify the need for recruitment
- prepare and oversee appropriate documentation required for recruitment
- select and advise job applicants appropriately
- manage the induction process
- Comply with relevant legislation and organizational requirements.



0232-L&L-25. Manage personal work priorities and professional development

Overview: This unit describes the skills and knowledge required to create systems and process to organize information and prioritize tasks. It applies to individuals working in managerial positions who have excellent organizational skills. The work ethic of individuals in this role has a significant impact on the work culture and patterns of behavior of others as managers at this level are role models in their work environment.

Unit of Competency	Performance Criteria
CU1. Establish personal work goals	<p>P1 Serve as a positive role model in the workplace through personal work planning</p> <p>P2 Ensure personal work goals, plans and activities reflect the organization s plans, and own responsibilities and accountabilities</p> <p>P3 Measure and maintain personal performance in varying work conditions, work contexts and when contingencies occur</p>
CU2. Set and meet own work priorities	<p>P1 Take initiative to prioritize and facilitate competing demands to achieve personal, team and organizational goals and objectives</p> <p>P2 Use technology efficiently and effectively to manage work priorities and commitments</p> <p>P3 Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to</p>
CU3. Develop and maintain professional competence	<p>P1 Assess personal knowledge and skills against competency standards to determine development needs, priorities and plans</p> <p>P2 Seek feedback from employees, clients and colleagues and use this feedback to identify and develop ways to improve competence</p> <p>P3 Identify, evaluate, select and use development opportunities suitable to personal learning style/s to develop competence</p> <p>P4 Participate in networks to enhance personal knowledge, skills and work relationships</p> <p>P5 Identify and develop new skills to achieve and maintain a competitive edge</p>

Knowledge & Understanding

K1: explain principles and techniques involved in the management and organization of:

- performance measurement
- personal behavior, self-awareness and personality traits identification
- a personal development plan



- personal goal setting
- time

K2: discuss management development opportunities and options for self

K3: describe methods for achieving a healthy work-life balance

K4: outline organization s policies, plans and procedures

K5: explain types of learning style/s and how they relate to the individual

K6: describe types of work methods and practices that can improve personal performance.

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to manage personal work priorities and professional development. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

Performance requirements

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:

- use business technology to create and use systems and processes to organise and prioritise tasks and commitments
- measure and maintain personal work performance including assessing competency against competency standards and seeking feedback
- maintain an appropriate work-life balance to manage personal health and stress
- participate in networks
- develop a personal development plan which includes career objectives and an action plan
- Develop new skills.



0232-L&L-26. Manage workforce planning

Overview: This unit describes the skills and knowledge required to manage planning in relation to an organization's workforce including researching requirements, developing objectives and strategies, implementing initiatives and monitoring and evaluating trends. It applies to individuals who are human resource managers or staff members with a role in a policy or planning unit that focuses on workforce planning.

Unit of Competency	Performance Criteria
CU1. Research workforce requirements	<p>P1 Review current data on staff turnover and demographics</p> <p>P2 Assess factors that may affect workforce supply</p> <p>P3 Establish the organization's requirements for a skilled and diverse workforce</p>
CU2. Develop workforce objectives and strategies	<p>P1 Review organizational strategy and establish aligned objectives for modification or retention of the workforce</p> <p>P2 Consider strategies to address unacceptable staff turnover, if required</p> <p>P3 Define objectives to retain required skilled labor</p> <p>P4 Define objectives for workforce diversity and cross-cultural management</p> <p>P5 Define strategies to source skilled labor</p> <p>P6 Communicate objectives and rationale to relevant stakeholders</p> <p>P7 Obtain agreement and endorsement for objectives and establish targets</p> <p>P8 Develop contingency plans to cope with extreme situations</p>
CU3. Implement initiatives to support workforce planning objectives	<p>P1 Implement action to support agreed objectives for recruitment, training, redeployment and redundancy</p> <p>P2 Develop and implement strategies to assist workforce to deal with organizational change</p> <p>P3 Develop and implement strategies to assist in meeting the organization's workforce diversity goals</p> <p>P4 Implement succession planning system to ensure desirable workers are developed and retained</p> <p>P5 Implement programs to ensure workplace is an employer of choice</p>
CU4. Monitor and evaluate workforce trends	<p>P1 Review workforce plan against patterns in exiting employee and workforce changes</p> <p>P2 Monitor labor supply trends for areas of over- or under-supply in the</p>



external environment

P3 Monitor effects of labor trends on demand for labor

P4 Survey organizational climate to gauge worker satisfaction

P5 Refine objectives and strategies in response to internal and external changes and make recommendations in response to global trends and incidents

P6 Regularly review government policy on labor demand and supply

P7 Evaluate effectiveness of change processes against agreed objectives

Knowledge & Understanding

K1: explain current information about external labor supply relevant to the specific industry or skill requirements of the organization

K2: outline industrial relations relevant to the specific industry

K3: describe labor force analysis and forecasting techniques

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to manage workforce planning. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

Performance requirements

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:

- review and interpret information from a range of internal and external sources to identify:
 - current staff turnover and demographics
 - labor supply trends factors that may affect workforce supply
 - organization's workforce requirements objectives and strategies
- manage workforce planning including developing, implementing, monitoring and reviewing strategies to meet workforce needs
- review relevant trends and supply and demand factors that will impact on an organization's workforce
- Develop a workforce plan that includes relevant research and specific strategies to ensure access to a skilled and diverse workforce.



0232-L&L-27. Undertake project work

Overview: This unit describes the skills and knowledge required to undertake a straightforward project or a section of a larger project. It covers developing a project plan, administering and monitoring the project, finalizing the project and reviewing the project to identify lessons learned for application to future projects. This unit applies to individuals who play a significant role in ensuring a project meets timelines, quality standards, budgetary limits and other requirements set for the project.

Unit of Competency	Performance Criteria
CU1. Define project	<p>P1 Access project scope and other relevant documentation</p> <p>P2 Define project stakeholders</p> <p>P3 Seek clarification from delegating authority of issues related to project and project parameters</p> <p>P4 Identify limits of own responsibility and reporting requirements</p> <p>P5 Clarify relationship of project to other projects and to the organization's objectives</p> <p>P6 Determine and access available resources to undertake project</p>
CU2. Develop project plan	<p>P1 Develop project plan in line with the project parameters</p> <p>P2 Identify and access appropriate project management tools</p> <p>P3 Formulate risk management plan for project, including Work Health and Safety (WHS)</p> <p>P4 Develop and approve project budget</p> <p>P5 Consult team members and take their views into account in planning the project</p> <p>P6 Finalize project plan and gain necessary approvals to commence project according to documented plan</p>
CU3. Administer and monitor project	<p>P1 Take action to ensure project team members are clear about their responsibilities and the project requirements</p> <p>P2 Provide support for project team members, especially with regard to specific needs, to ensure that the quality of the expected outcomes of the project and documented time lines are met</p> <p>P3 Establish and maintain required recordkeeping systems throughout the project</p> <p>P4 Implement and monitor plans for managing project finances, resources and quality</p> <p>P5 Complete and forward project reports as required to stakeholders</p>



	P6 Undertake risk management as required to ensure project outcomes are met P7 Achieve project deliverables
CU4. Finalize project	P1 Complete financial recordkeeping associated with project and check for accuracy P2 Ensure transition of staff involved in project to new roles or reassignment to previous roles P3 Complete project documentation and obtain necessary sign-offs for concluding project

Knowledge & Understanding

K1: give examples of project management tools and how they contribute to a project

K2: outline types of documents and other sources of information commonly used in defining the parameters of a project

K3: explain processes for identifying and managing risk in a project

K4: outline the organization's mission, goals, objectives and operations and how the project relates to them

K5: explain the organization's procedures and processes that are relevant to managing a project including:

- lines of authority and approvals
- quality assurance
- human resources
- budgets and finance
- recordkeeping
- reporting

Outline the legislative and regulatory context of the organization in relation to project work, including work health and safety (WHS) requirements.

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to undertake project work. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

Performance requirements

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:



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- define the parameters of the project including:
 - project scope
 - project stakeholders, including own responsibilities
 - relationship of project to organizational objectives and other projects
 - reporting requirements
 - resource requirements
- use project management tools to develop and implement a project plan including:
 - deliverables
 - work breakdown
 - budget and allocation of resources
 - timelines
 - risk management
 - recordkeeping and reporting
- consult and communicate with relevant stakeholders to generate input and engagement in planning, implementing and reviewing the project
- provide support to team members to enable them to achieve deliverables and to transition them as appropriate at completion of the project
- finalize the project including documentation, sign-offs and reporting

Review and document the project outcomes.



0232-L&L-28. Identify and communicate trends in career development

Overview: This unit describes the skills and knowledge required to conduct research to identify and communicate career trends. It establishes the need to interact professionally with others in assessing career needs, to effectively assist clients identify competencies they require for a career and employability in a given context. It also examines how to maintain quality of career development services and professional practice. It applies to individuals seeking to identify and communicate trends in career development.

Unit of Competency	Performance Criteria
CU1. Research and confirm career trends	<p>P1 Apply knowledge of changing organizational structures, lifespan of careers and methods of conducting work search, recruitment and selection processes</p> <p>P2 Analyze changing worker and employer issues, rights and responsibilities in context of changing work practices</p> <p>P3 Examine importance of quality careers development services</p> <p>P4 Maintain all research, documentation, sources and references (electronic or physical) to a high degree of currency and relevance</p> <p>P5 Analyze implications of relevant policy, legislation, professional codes of practice and national standards relating to worker and employer issues</p> <p>P6 Research changes and trends in theory of career development counseling and practice</p> <p>P7 Confirm clusters, levels and combinations of transferable employability skills and preferences that may open employment options spanning more than one occupation or career pathway</p>
CU2. Assess and confirm ongoing career development needs of target group	<p>P1 Analyze history and records in assessing needs of target group</p> <p>P2 Assess success of previous career development services and techniques used for individual or target group</p> <p>P3 Deploy other means to investigate appropriate care and counseling approaches as required</p> <p>P4 Maintain privacy and security of all data, research and personal records according to relevant policy, legislation, professional codes of practice and national standards</p> <p>P5 Establish existing work-life balance requirements, issues and needs</p>
CU3. Maintain quality of career development services and	<p>P1 Analyze and review relevance of career theories, models, frameworks and research for target group</p>



professional practice	<p>P2 Incorporate into career development services and professional practice, major changes and trends influencing workplace and career-related options and choices</p> <p>P3 Comply with all relevant policy, legislation, professional codes of practice and national standards that influence delivery of career development services</p>
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Knowledge & Understanding

K1: explain client care and counseling techniques and processes in the context of career development services

K2: describe diversity and its potential effects on career choices

K3: outline human psychological development and needs in relation to careers development

K4: outline relevant policy, legislation, codes of practice and standards relevant to career development

K5: explain recruitment and selection processes in the context of career development services

K6: describe a range of data gathering and research techniques

K7: explain techniques used to analyze trends.

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to identify and communicate trends in career development. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

Performance requirements

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:

- research and analyze current economic, labor market, employment, career and vocational, educational and training trends
- identify choices and career development needs for individuals and target groups within a given context
- report and document management of research and career development materials
- Comply with all relevant local, state/territory and national legislation, policies and practices.



0232-L&L-29. Apply specialist interpersonal and counseling interview skills

Overview: This unit describes the skills and knowledge required to use advanced and specialized communication skills in the client-counselor relationship. This unit applies to individuals whose job role involves working with clients on personal and psychological issues within established policies, procedures and guidelines.

Unit of Competency	Performance Criteria
CU1. Communicate effectively	<p>P1 Identify communication barriers and use strategies to overcome these barriers in the client-counselor relationship</p> <p>P2 Facilitate the client-counselor relationship through selection and use of micro skills</p> <p>P3 Integrate the principles of effective communication into work practices</p> <p>P4 Observe and respond to non-verbal communication cues</p> <p>P5 Consider and respond to the impacts of different communication techniques on the client-counselor relationship in the context of individual clients</p> <p>P6 Integrate case note taking with minimum distraction</p>
CU2. Use specialized counseling interviewing skills	<p>P1 Select and use communication skills according to the sequence of a counseling interview</p> <p>P2 Identify points at which specialized counseling interviewing skills are appropriate for inclusion</p> <p>P3 Use specialized counseling communication techniques based on their impacts and potential to enhance client development and growth</p> <p>P4 Identify and respond appropriately to strong client emotional reactions</p>
CU3. Evaluate own communication	<p>P1 Reflect on and evaluate own communication with clients</p> <p>P2 Recognize the effect of own values and beliefs on communication with clients</p> <p>P3 Identify and respond to the need for development of own skills and knowledge</p>

Knowledge & Understanding

K1: legal and ethical considerations for communication in counseling practice, and how these are applied in individual practice:

- codes of conduct/practice



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- discrimination
- duty of care
- human rights
- practitioner/client boundaries
- privacy, confidentiality and disclosure
- rights and responsibilities of workers, employers and clients
- work role boundaries responsibilities and limitations of the counselor role
- work health and safety

K2: principles of person-centered practice

K3: key objectives of counseling interviewing

K4: stages of a counseling interview

K5: potential impacts of using different communication skills and techniques in counseling contexts

K6: communication techniques and micro-skills including:

- attending behaviors active listening, reflection of content feeling, summarizing
- questioning skills open, closed, simple and compound questions
- client observation skills
- noting and reflecting skills
- providing client feedback

K7: specialized counseling communication techniques, and how they are used, including:

- challenging
- reframing
- focusing

K8: components of the communication process including:

- encoder
- decoder

K9: primary factors that impact on the communication process including:

- context
- participants
- rules
- messages
- channels
- noise
- feedback

K10: communication barriers and resolution strategies, including:

- environmental
- physical
- individual perceptions
- cultural issues
- language
- age issues
- disability

K11: observational techniques including:

- facial expressions
- non-verbal behavior
- posture
- silence

K12: ways in which different people absorb information, including:

- visual
- auditory
- kinesthetic

K13: obstacles to the counseling process

K14: impacts of trauma and stress on the communication process, including on:



- concentration and attention
- memory
- use of verbal and written language
- use of body language
- challenging within the counseling session

K15: self-evaluation practices, including:

- how to recognize own biases
- Impact of own values on the counseling relationship.

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to apply specialist interpersonal and counseling interview skills. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

Performance requirements

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:

- interviewed at least 3 different clients using specialized interpersonal communication and counseling interviewing skills, including:
- micro-skills and communication techniques, including:
 - attending behaviors active listening,
 - reflection of content, summarizing
 - questioning skills open, closed, simple and compound questions
 - client observation skills
 - noting and reflecting skills
 - providing client feedback
- specialized counseling interviewing skills, including:
 - challenging
 - reframing
 - focusing
- integrated clear case note taking into the interview process
- Completed a structured process of self-reflection and evaluation of own communication used during the 3 interviews.



0232-L&L-30. Work safely in an office environment

Overview: This unit describes the performance outcomes, skills and knowledge required to participate in workplace occupational health and safety (OHS) processes to protect workers own health and safety, and that of others.

Unit of Competency	Performance Criteria
CU1. Work safely	P1 Follow established safety procedures when conducting work P2 Carry out pre-start systems and equipment checks in accordance with workplace procedures
CU2. Implement workplace safety requirements	P1 Identify designated persons for reporting queries and concerns about safety in the workplace P2 Identify existing and potential hazards in the workplace, report them to designated persons and record them in accordance with workplace procedures P3 Identify and implement workplace procedures and work instructions for controlling risks P4 Report emergency incidents and injuries to designated persons
CU3. Participate in OHS consultative processes	P1 Contribute to workplace meetings, inspections or other consultative activities P2 Raise OHS issues with designated persons in accordance with organizational procedures P3 Take actions to eliminate workplace hazards or to reduce risks
CU4. Follow safety procedures	P1 Identify and report emergency incidents P2 Follow organizational procedures for responding to emergency incidents

Knowledge & Understanding

K1: Explain responsibilities of employers and employees under relevant health and safety regulation

K2: describe emergency procedures including procedures for fires, accidents and evacuation

K3: outline commonly used hazard signs and safety symbols

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to participate in workplace OHS processes. The evidence should integrate employability skills with



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workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

Performance requirements

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. The unit assessment must ensure the safety processes; hazards and risk are relevant to the area of work. Evidence of the following is essential:

- Accurately following all relevant safety procedures
- Identifying and reporting hazards to designated personnel
- Knowledge of relevant health and safety regulations
- Knowledge of relevant materials, equipment and work processes.



0232-L&L-31. Develop workplace documents

Overview: This unit covers interpreting and composing a range of workplace documents from a number of sources. It includes interpreting written information for workplace purposes as well as planning, drafting and reviewing a basic document before writing the final version. The focus is on the content and structure of written materials and not on the use of computer technology

Unit of Competency	Performance Criteria
CU1. Interpret written information	<p>P1 Read workplace materials to identify the subject and key information for using or reporting to others.</p> <p>P2 Read procedural manuals and codes of practice to locate specific information to carry out work functions in accordance with policy and standards.</p> <p>P3 Read a range of written materials to locate and select required information for summaries, short reports and responses to requests.</p> <p>P4 Identify the cultural context and prior knowledge required to interpret workplace information and obtain assistance when required.</p> <p>P5. Determine audience and purpose for the document</p> <p>P6 Seek assistance with interpretation of complex materials in accordance with organizational procedures.</p>
CU2. Develop written materials	<p>P1 Identify and comply with established requirements for a range of written materials in accordance with organizational procedures and standard templates.</p> <p>P2. Determine format and structure</p> <p>P3. Establish key points for inclusion</p> <p>P4. Identify organizational requirements</p> <p>P5. Establish method of communication</p> <p>P6. Establish means of communication</p>
CU3. Draft document	<p>P1 Develop draft document to communicate key points</p> <p>P2. Obtain and include any required additional information</p> <p>P3 Prepare written information in an accurate, concise and unambiguous manner that meets intended audience and organizational requirements.</p>
CU4. Review document	<p>P1 Check draft for suitability of tone for audience, purpose, format and communication style</p> <p>P2. Check draft for readability, grammar, spelling, sentence and paragraph construction and correct any inaccuracies or gaps in</p>



	content. P3. Check draft for sequencing and structure P4. Check draft to ensure it meets organizational requirements P5. Ensure draft is proofread, where appropriate, by supervisor or colleague
CU5. Write final document	P1 Make and proofread necessary changes P2. Ensure document is sent to intended recipient within required time frames P3. File copy of document in accordance with organizational policies and procedures

Knowledge & Understanding

- K1: Explain the reading and writing procedures at a level to cope with a range of workplace materials
- K2: Explain the integration of information from a number of sources in order to generate meaning
- K3: Describe the ways to write and sequence paragraphs according to the required purpose of written material
- K4: Outline the linking ideas in written material through selection and use of words, grammatical structures, headings and punctuation appropriate to the purpose
- K5: Elaborate spelling, punctuation and grammar for workplace documents at an experienced level
- K6: Explain the response to diversity, including gender and disability
- K7: Explain the implementation of ergonomic requirements for office work
- K8: Explain the environmental policies such as those relating to paper use/wastage/recycling
- K9: Describe the preparation of general information and papers according to target audience
- K10: Elaborate the ways of proofreading and editing documents to ensure clarity of meaning and conformity to organizational requirements
- K11: Describe the problem-solving skills to determine document design and production processes
- K12: Explain the usage of resources to assist in document production, such as dictionary, thesaurus, templates, style sheets
- K13: Describe the ways to produce business letters, memos, job applications, resumes, meeting agendas and minutes
- K14: Explain the ways to fold and insert letters into a standard and window faced envelope.

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** to be competent in this competency standard:



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A person who demonstrates competency in this unit must be able to provide evidence of the ability to interpret written information for workplace purposes and plan, draft and review a basic document before writing the final version. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

Performance requirements

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Evidence of the following is essential:

- Producing a range of documents that accurately convey required information including single and multipage business letters, memos, job applications, resumes, meeting agendas and minutes.
- Using formatting suitable for intended audience
- Knowledge of organizational policies and procedures for document production



0232-L&L-32. Prepare and implement negotiation

Overview: This unit covers the skills, knowledge and attitudes required to prepare for and participate in a process of negotiation.

Unit of Competency	Performance Criteria
CU1. Prepare for the negotiation	<p>P1 Identify objectives and preferred outcome of the negotiation and determine minimum acceptable outcome</p> <p>P2 Understand in relation to what can be offered and what is needed from the other party</p> <p>P3 Gather information regarding the other party objectives, needs, preferences, resources, what they want to achieve - in order to determine best negotiating points</p> <p>P4 List and rank the issues to consider that may be made.</p> <p>P5 Find examples and refine negotiation argument.</p> <p>P6 Check information to ensure it is correct and up-to-date.</p> <p>P7 Develop a negotiation plan that includes information about the other party and its interests and a set of responses and strategies to the anticipated tactics.</p> <p>P8 Prepare an agenda in advance, which includes discussion topics, participants, location and schedule</p>
CU2. Participate in negotiations	<p>P1 Analyze all aspects of the incident for degree of hazard, priorities, optional outcomes and appropriate strategies</p> <p>P2 Analyze and determine strategies and priorities on the incident sought from a range of sources</p> <p>P3 Assess long term objectives against resources and priorities</p> <p>P4 Apply a range of communication techniques to make and maintain contact with the key people</p> <p>P5 Provide clear and factual information to enable an honest and realistic assessment of the interests of the key people and their positions</p> <p>P6 Resolve the conflict and express their likely consequences clearly and do an analysis of the benefits</p> <p>P7 Re assess points of disagreements for common positive positions</p>
CU3. Coordinate support services	<p>P1 Assess the need for support services in terms of the determined strategies and priorities</p>



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	<p>P2 Negotiate the resources of support services according to established procedures and availability</p> <p>P3 Provide information on strategies to support services and maintain the communication</p> <p>P4 Delegate roles and responsibilities according to expertise and resources</p>
CU4. Restore order	<p>P1 Assess the incidents for degree of risk and take appropriate action to reduce and remove the impact of the incident and restore order</p> <p>P2 Take action designed to minimize risk and the preserve the safety and security of all involved</p> <p>P3 Take action to prevent the escalation of the incident appropriate to the circumstances and agreed procedures.</p> <p>P4 Carry out the use of force for the restoration of control and the maintenance of security in the least restrictive manner.</p> <p>P5 Complete reports accurately and clearly provided to the appropriate authority promptly</p> <p>P6 Review, evaluate and analyze the incident and the organizational response to it and report it promptly and accurately.</p>
CU5. Provide leadership, direction and guidance to the work group	<p>P1 Link between the function of the group and the goals of the organization</p> <p>P2 Participate in decision making routinely to develop, implement and review work of the group and to allocate responsibilities where appropriate</p> <p>P3 Give opportunities and encouragement to others to develop new and innovative work practices and strategies</p> <p>P4 Identify conflict and resolve with minimum disruption to work group function</p> <p>P5 Provide staff with the support and supervision necessary to perform work safely and without risk to health</p> <p>P6 Allocate tasks within the competence of staff and support with appropriate authority, autonomy and training</p> <p>P7 Supervise appropriately the changing priorities and situations and takes into account the different needs of individuals and the requirements of the task</p>

Knowledge & Understanding



- K1: Explain organization's policies, guidelines and procedures related to control and surveillance, safety and preventing and responding to incidents and breaches of orders covered in the range of variables.
- K2: Explain organization's management and accountability systems
- K3: Describe teamwork principles and strategies
- K4: Outline the principles of effective communication
- K5: Outline the guidelines for use of equipment and technology
- K6: Explain code of conduct

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to solve problems which jeopardize safety and security. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

Performance requirements

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Evidence of the following is essential:

- evidence of effective communication strategies including negotiation, counseling, mediation, advocacy demonstrated under pressure working effectively in a team environment
- evidence of knowledge and application of organizations policies, procedures and guidelines for critical incidents
- evidence of accurate and safe use of all emergency equipment
- evidence of managing effective outcomes using strategic planning, team leadership and situational analysis



0232-L&L-33. Maintain professionalism in the workplace

Overview: This unit of competency describes the outcomes required maintain a professional image in the workplace, including behaving ethically, demonstrating motivation, respecting timeframes and maintaining personal appearance.

Unit of Competency	Performance Criteria
CU1. Respect work timeframes	P1 Demonstrate punctuality in meeting, set working hours and times. P2 Utilize working hours follow company regulations. P3 Complete work tasks within deadlines according to order of priority P4 Supervisors are informed of any potential delays in work times or projects.
CU2. Maintain personal appearance and hygiene	P1 Clean hair, body and nails regularly. P2 Wear suitable cloths for the workplace, and respect local and cultural contexts P3 Meet specific company dress code requirements
CU3. Maintain adequate distance with colleagues and clients	P1 Respect personal space of colleagues and clients with reference to local customs and cultural contexts. P2 Keep sufficient distance from others P3 Avoid cross transmission of infections (especially through respiration).
CU4. Work in an ethical manner	P1 Follow company values/ethics codes of ethics and/or conduct, policies and guidelines. P2 Use company resources in accordance with company ethical standards. P3 Conduct personal behavior and relationships in accord with ethical standards and company policies. P4 Undertake work practices in compliance with company ethical standards, organizational policy and guidelines. P5 Instruct co-workers on ethical, lawful and reasonable directives. P6 Share company values/practices with co-workers using appropriate behavior and language. P7 Report work incidents/situations and/or resolved in accordance with company protocol/guidelines.

Knowledge & Understanding

K1: Explain application of good manners and right conduct



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- K2: Explain basic practices for oral and personal hygiene
- K3: Describe common products used for oral and personal hygiene
- K4: Outline the company code of conduct/values
- K5: Outline the Company regulations, performance and ethical standards
- K6: Explain work responsibilities/job functions
- K7: Describe communication skills
- K8: State workplace hygiene standards

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to maintain professionalism in the workplace .The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

Performance requirements

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Evidence of the following is essential:

- clarify and affirm work values/ethics/concepts consistently in the workplace;
- comply with required working times;
- conduct work practices satisfactorily and consistently, in compliance with work ethical standards, organizational policy and guidelines;
- Develop suitable hygiene

Keep adequate distance while interacting with colleagues and clients.



0232-L&L-34. Organize schedules

Overview: This unit describes the skills and knowledge required to manage appointments and diaries for personnel within an organization, using manual and electronic diaries, schedules and other appointment systems. It applies to individuals employed in a range of work environments who provide administrative support to teams and individuals.

Unit of Competency	Performance Criteria
CU1. Establish schedule requirements	<p>P1 Identify organizational requirements and protocols for diaries and staff planning tools</p> <p>P2 Identify organizational procedures for different types of appointments</p> <p>P3 Determine personal requirements for diary and schedule items for individual personnel</p> <p>P4 Establish appointment priorities and clarify in discussion with individual personnel</p>
CU2. Manage schedules	<p>P1 Identify recurring appointments and deadlines, and schedule these in accordance with individual and organizational requirements</p> <p>P2 Establish availability of attendees, and schedule new appointments in accordance with required timelines and diary commitments</p> <p>P3 Negotiate alternative arrangements and confirm when established appointments are changed</p> <p>P4 Record appointments and manage schedules in accordance with organizational policy and procedures</p>

Knowledge & Understanding

- K1: identify the key provisions of relevant legislation, standards and codes that affect aspects of business operations or the achievement of team goals
- K2: describe organizational requirements for managing appointments for personnel within the organization
- K3: summarize the range of appointment systems that could be used
- K4: outline important considerations when managing the schedules of others.

Critical Evidence(s) Required

The candidate needs to produce following **Critical Evidence(s)** to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to organize schedules. The evidence should integrate employability skills with workplace



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tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

Performance requirements

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:

- Appropriately manage the schedules of various individuals through a process of careful planning and negotiation.



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