



COMPETENCY STANDARD

FOR

GRAPHIC DESIGN

(ICT SECTOR)

Skills for Industry Competitiveness and Innovation Program (SICIP)

Finance Division, Ministry of Finance

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The Competency Standards for Graphic Design is a document for developing curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing training consistent with the requirements of the industry for individuals who pass through the set standard via assessment. Subsequently, they would be qualified and settled for a relevant job.

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INTRODUCTION:

The Skills for Industry Competitiveness and Innovation Program (SICIP) has the overall objective of developing a skilled workforce adept at handling new technologies, especially for emerging industries in Bangladesh. It will expand skills training and strengthen the development of the training ecosystem to address the skills requirements of the SICIP-selected industry sectors. The program aims to (i) increase the technology-oriented skilled workforce across emerging and priority sectors, (ii) promote inclusive skilling and upskilling opportunities for women and socially disadvantaged groups, (iii) incentivize industry-university partnerships to nurture innovation capacity and improve industry competitiveness, and (iv) foster skills for climate-resilient manufacturing processes and green technologies. The program is expected to benefit about 220,000 new and existing workers over a 6-year implementation period from 2024-2029.

The SICIP Program has, therefore, taken the initiative to enhance the employability and productivity of trainees by implementing market-responsive and job-focused training programs through public and private training providers. This will require the development of competency standards for each of the occupations/trades which will provide a structured framework in the learning process to guide training providers, ensure consistent training quality, and create an alignment between the skills provided by the training institutes and the needs of the industry.

This competency standard is therefore developed to improve skills following the job roles and skill sets of the occupation and ensure that the required skills are aligned with industry requirements.

The Competency Standard also suggests integration of YouTube or similar digital platforms or downloaded clips into classroom practice to ensure simulated creation of the contents so that learners are exposed to visual demonstrations before classroom instruction or practical session, which aligns with modern learning preference and supports flipped classroom models.

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

OVERVIEW:

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

Competency standard:

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

Competency Standard has been developed by a working group comprised of occupation-specific experts from the industry/institution and relevant consultants of SICIP.

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

With Competency Standards, assessment and training may be conducted at the workplace, at training organization, during regular work, or through work experience, work placement, work simulation or any combination of these.

A Unit of Competency describes a distinct work activity that would normally be undertaken by one person in accordance with industry standards.

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

- Reference to Industry Sector, Occupational Title and Occupational Description
- Unit code
- Unit title
- Unit descriptor
- Elements and performance criteria
- Variables and range statement
- Evidence guides

Together all the parts of a Unit of Competency:

- Describe a work activity
- Guide the assessor in determining whether the candidate is competent.

The ensuing sections of this document comprise a description of the respective occupation with all the key components of a Unit of Competence:

- An overview of all Units of Competence for the occupation and their corresponding duration required for completion of training.
- The Competency Standards that include the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide, and Assessment Evidence Guide.

Units & Elements at a glance:**Generac Competency (20 Hrs.)**

Code	Unit of Competency	Elements of Competency	Duration (hours)
SICIP-ICT-GD-01-G	Apply Occupational Health and Safety (OHS) Practices in Workplace	<ol style="list-style-type: none"> 1. Identify OHS policies and procedures 2. Practice personal health and safety procedures 3. Report hazards and risks 4. Respond to emergencies 	10
SICIP- ICT-GD-02-G	Carryout Workplace Interaction in English	<ol style="list-style-type: none"> 1. Interpret workplace communication and etiquette 2. Read and understand workplace documents 3. Participate in workplace meetings and discussions 4. Interpret and practice professional ethics 	10
Total Hours			20 Hrs.

Sector Specific Competency (10 Hrs.)

Code	Unit of Competency	Elements of Competency	Duration (hours)
SICIP-ICT-GD-01-S	Operate Office Application Software	<ol style="list-style-type: none"> 1. Operate computer 2. Install application software 3. Use word processor to prepare and create worksheet 4. Use spreadsheet to create /prepare worksheets 5. Use presentation software to create/prepare presentation 6. Print a document 	20
Total Hours			20 Hrs.

Occupation Specific Competency (320 Hrs.)

Code	Unit of Competency	Elements of Competency	Duration (hours)
SICIP-ICT-GD-01-O	Apply Fundamental Knowledge of Graphic Design	<ol style="list-style-type: none"> 1. Identify design principles and elements 2. Comply to ethical standards in IT workplace 3. Interpret color principles 4. Recognize graphic design software and tools 5. Identify career opportunities and online marketplace 	30
SICIP-ICT-GD-02-O	Create Vector Graphics and Illustrations	<ol style="list-style-type: none"> 1. Create vector illustration. 2. Apply typography and shape in design 3. Work with layers and layer effects 4. Create logos and infographics 5. Create corporate identity design 6. Prepare banner and flyer 	120
SICIP-ICT-GD-03-O	Perform Graphic Design Using Photoshop Software	<ol style="list-style-type: none"> 1. Work in interface, layers and layer styles 2. Manipulate and edit images 3. Create and refine raster-based graphics 4. Prepare images on designed formats 5. Apply color correction on images 6. Create product mock-ups and presentations 	100
SICIP-ICT-GD-04-O	Prepare Designs for Production and Publication	<ol style="list-style-type: none"> 1. Prepare designs for digital and print media 2. Export designs for digital and print media 3. Check and verify design elements 4. Organize and package design assets 	40
SICIP-ICT-GD-05-O	Apply AI Tools and Techniques in Graphic	<ol style="list-style-type: none"> 1. Identify AI tools applicable to graphic design 2. Use AI tools to create and 	30

Code	Unit of Competency	Elements of Competency	Duration (hours)
	Design	enhance visual content 3. Perform automation in design workflows with AI 4. Apply ethical principles when using AI in design	
Total:			0 Hrs.

The Generic Competencies

Unit of Competency: APPLY OCCUPATIONAL HEALTH AND SAFETY (OHS) PRACTICES IN THE WORKPLACE	Nominal Duration: 10 hrs.	Unit Code: SICIP-ICT-GD-01-G
Unit Descriptor: This unit covers knowledge, skills and attitudes required to apply occupational health and safety (OHS) practices in workplace. It specifically includes the tasks of identifying OHS policies and procedures, practicing personal health and safety procedures, reporting hazards and risks, and responding to emergencies.		

Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

Elements of Competency	Performance Criteria
1. Identify OHS policies and procedures	1.1 <u>OHS policies</u> and safe operating procedures are read and understood. 1.2 Safety signs and symbols are identified and followed. 1.3 Emergency response, evacuation procedures and other contingency measures are determined.
2. Practice personal health and safety procedures	2.1 OHS policies and procedures are followed and practiced. 2.2 <u>Personal Protective Equipment (PPE)</u> is selected and used. 2.3 Personal health, hygiene and safety procedures are practiced.
3. Report hazards and risks	3.1 <u>Hazards and risks</u> are identified, assessed and controlled. 3.2 Incidents arising from hazards and risks are reported to authority. 3.3 Corrective actions are implemented to correct unsafe conditions in the workplace.
4. Respond to emergencies	4.1 Alarms and warning devices are responded. 4.2 <u>Emergency response plans and procedures</u> are implemented. 4.3 <u>First aid procedure</u> is applied during emergency situations.

Range of Variable

Variable	Range (May include but not limited to)
1. OHS policies	1.1 International/ Local OHS requirements

	<ul style="list-style-type: none"> 1.2 Fire Safety Rules and Regulations 1.3 Industry Guidelines
2. Personal Protective Equipment (PPE)	<ul style="list-style-type: none"> 2.1 Apron 2.2 Gloves 2.3 Safety shoes 2.4 Helmet 2.5 Face mask 2.6 Goggles and safety glasses 2.7 Ear plugs 2.8 Sun block 2.9 Chemical/Gas masks
3. Hazards and risks	<ul style="list-style-type: none"> 3.1 Chemical hazards. 3.2 Biological hazards. 3.3 Physical Hazards. <ul style="list-style-type: none"> 3.3.1 Machine hazards. 3.3.2 Materials hazards. 3.3.3 Tools and Equipment hazards.
4. Emergency response plans and procedures	<ul style="list-style-type: none"> 4.1 Firefighting procedures 4.2 Earthquake response procedures 4.3 Evacuation procedures 4.4 Medical and first-aid
5. First aid procedure	<ul style="list-style-type: none"> 5.1 Washing of open wound 5.2 Washing chemically infected area 5.3 Applying bandage 5.4 Applying CPR (Cardiopulmonary Resuscitation) 5.5 Taking appropriate medicine

Curricular Content Guide:

1. Underpinning Knowledge	<ul style="list-style-type: none"> 1.1 OHS workplace policies and procedures. 1.2 Work safety procedures. 1.3 Emergency procedures. <ul style="list-style-type: none"> 1.3.1 Firefighting. 1.3.2 Earthquake response. 1.3.3 Explosion response. 1.3.4 Accident response. 1.4 Types of (biological, chemical and physical) and their effects. 1.5 PPE types and uses. 1.6 Personal hygiene practices. 1.7 OHS awareness.
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Identifying OHS policies and procedures 2.2 Following personal work safety practices 2.3 Reporting hazards and risks 2.4 Responding to emergency procedures

	<ul style="list-style-type: none"> 2.5 Maintaining physical well-being in the workplace 2.6 Using firefighting accessories and fire extinguishers 2.7 Applying basic first aid procedures
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Commitment to occupational health and safety 3.2 Promptness in carrying out activities 3.3 Sincerity and honesty to duties 3.4 Environmental concerns 3.5 Eagerness to learn 3.6 Tidiness and timeliness 3.7 Respect for rights of peers and seniors in the workplace 3.8 Good relationships with peers, sub-ordinates and seniors in the workplace
4. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> 4.1 Workplace (simulated or actual) 4.2 PPEs 4.3 Firefighting equipment 4.4 Emergency response manual 4.5 First aid kits

Assessment Evidence Guide:

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 followed OHS policies and procedures. 1.2 selected and used personal protective equipment (PPE). 1.3 practiced personal health and safety procedures. 1.4 reported incidents arising from hazards and risks to authority. 1.5 implemented plans and procedures to respond emergency. 1.6 applied basic first aid procedure.
2. Methods of Assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> 2.1 Written test 2.2 Practical demonstration 2.3 Oral question 2.4 Portfolio (Optional)
3. Context of Assessment	<ul style="list-style-type: none"> 3.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training. 3.2 Assessment should be done by a certified assessor or occupation-specific industry expert.

Unit of Competency: CARRYOUT WORKPLACE INTERACTION IN ENGLISH	Nominal Duration: 10 hrs.	Unit Code: SICIP-ICT-GD-02-G
Unit Descriptor: This unit covers the knowledge, skills and attitudes required to carry out workplace interaction. It specifically includes the tasks of interpreting workplace communication and etiquette, reading and understanding workplace documents, participating in workplace meetings and discussions and interpreting and practicing professional ethics.		

Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

Elements of Competency	Performance Criteria
1. Interpret workplace communication and etiquette	1.1 Workplace code of conducts are interpreted as per organizational guidelines. 1.2 Appropriate lines of communication are maintained with supervisors and colleagues. 1.3 Workplace interactions are conducted in a <u>courteous manner</u> to gather and convey information. 1.4 Questions about routine <u>workplace procedures and matters</u> are asked and responded as required.
2. Read and Understand Workplace Documents	2.1 Workplace documents are interpreted as per standard. 2.2 Assistance is taken to aid comprehension when required from peers / supervisors. 2.3 Visual information / symbols / signage's are understood and followed. 2.4 Specific and relevant information are accessed from <u>appropriate sources.</u> 2.5 Appropriate medium is used to transfer information and ideas.
3. Participate in workplace meetings and discussions.	3.1 Team meetings are attended on time and followed meeting procedures and etiquette. 3.2 Own opinions are expressed and listened to those of others without interruption. 3.3 Inputs are provided consistent with the meeting purpose and interpreted and implemented meeting outcomes.
4. Interpret and practice professional ethics	4.1 Responsibilities as a team member are demonstrated and kept promises and commitments made to others. 4.2 Tasks are performed in accordance with workplace procedures. 4.3 Confidentiality is respected and maintained.

	4.4 Situations and actions considered inappropriate or which present a conflict of interest are avoided.
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Range of Variables

Variable	Range (May Include but not limited to)
1. Courteous Manner	1.1 Effective questioning 1.2 Active listening 1.1 Speaking skills
2. Workplace Procedures and Matters	2.1 Notes 2.2 Agenda 2.3 Simple reports such as progress and incident reports 2.4 Job sheets 2.5 Operational manuals 2.6 Brochures and promotional material 2.7 Visual and graphic materials 2.8 Standards 2.9 OSH information 2.10 Signs
3 Appropriate Sources	2.1 HR Department 2.2 Managers 2.3 Supervisors

Curricular Content Guide:

1. Underpinning Knowledge	Trainee will acquire knowledge of: 1.1 Workplace communication and etiquette 1.2 Workplace documents, signs and symbols meeting procedure and etiquette 1.3 Effective problem-solving methods and evaluation of outcomes
2. Underpinning Skills	2.1 Demonstrating performance of workplace communication and etiquette 2.2 Following workplace instructions and symbol 2.3 Following workplace code of conducts is as per organizational guidelines 2.4 Interpreting workplace documents as per standard 2.5 Interpreting and implementing meeting outcomes
3 Underpinning Attitudes	3.1 Commitment to occupational health and safety 3.2 Promptness in carrying out activities 3.3 Sincerity and honesty to duties 3.4 Environmental concerns 3.5 Eagerness to learn

	<ul style="list-style-type: none"> 3.6 Tidiness and timeliness 3.7 Respect for rights of peers and seniors in the workplace 3.8 Good relationships with peers, sub-ordinates and seniors in the workplace
4 Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> 4.1 Workplace (simulated or actual) 4.2 Relevant tools, equipment, software and facilities needed to perform the activities. 4.3 Required learning materials.

Assessment Evidence Guide:

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 interpreted workplace communication and etiquette. 1.2 read & interpreted workplace documents. 1.3 participated in workplace meetings and discussions. 1.4 interpreted and practiced professional ethics.
2. Methods of Assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> 2.1 Written test 2.2 Practical demonstration 2.3 Oral questioning 2.4 Portfolio (Optional)
3. Context of Assessment	<ul style="list-style-type: none"> 3.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training. 3.2 Assessment should be done by a certified assessor or occupation-specific industry expert.

The Sector Specific Competencies

Unit of Competency: OPERATE OFFICE APPLICATION SOFTWARE	Nominal Duration: 10 hrs.	Unit Code: SICIP-ICT-GD-01-S
Unit Descriptor: This unit covers the skills, knowledge and attitudes required to Operate office application software. It specifically includes the tasks of operating computer, installing application software, using word processor to prepare and create worksheet, using spreadsheet to create/prepare worksheets, using presentation software to create/prepare presentation and printing a document.		

Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

Elements of Competency	Performance Criteria
1. Operate computer	1.1 Safe workplace practices are observed according to IT workplace guideline. 1.2 Desktop <u>Peripherals</u> are checked and connected with computer properly. 1.3 Computer is switched on. 1.4 Computer <u>desktop / GUI settings</u> are arranged and customized as per requirement. 1.5 Files and folders are <u>manipulated</u> as per requirement. 1.6 Properties of files and folders are viewed and searched. 1.7 Disks are defragmented, formatted as per requirement.
2. Install application software	2.1 Installation requirements of software are identified and listed. 2.2 Software sources and CD key/ password are assured. 2.3 <u>Appropriate Software</u> are collected and selected as per requirement. 2.4 Software installation is started. 2.5 Customization is done as per requirement. 2.6 Steps of installation are followed as per installation Instructions. 2.7 Installations are completed properly. 2.8 Correctness of Installation is checked.
3. Use word processor to prepare and create worksheets	3.1 Appropriate <u>word processor</u> is selected and started. 3.2 Documents are created as per requirement in personal use and office environment. 3.3 Contents are entered. 3.4 Documents are formatted.

	3.5 Paragraph and page settings are completed. 3.6 Document is saved.
4. Use spreadsheet to create /prepare worksheets	4.1 Spreadsheet applications are selected and started. 4.2 Worksheets are created as per requirement in personal use and office environment data are entered. 4.3 Functions are used for calculating and editing logical operation. 4.4 Sheets are formatted as per requirement. 4.5 Charts are created. 4.6 Charts/ Sheets are saved.
5. Use presentation software to create / prepare presentation	5.1 Appropriate presentation applications are selected and started. 5.2 Presentations are created as per requirement in personal use and office environment. 5.3 Image, Illustrations, text, table, symbols and media are entered as per requirements. 5.4 Presentations are formatted and animated. 5.5 Presentations are viewed and saved.
6. Print a document	6.1. Printer is connected with computer. 6.2. Power is switched on at both the power outlet and printer. 6.3. Printer is installed and added. 6.4. Paper of proper size is put into printer. 6.5. Correct printer setting is selected. 6.6. Document is previewed and printed. 6.7. Print from the printer spool is viewed or cancelled and unsaved data is saved as per requirements. 6.8. Opened software is closed. 6.9. Devices are shut down.

Range of Variables

Variable	Range (May include but not limited to):
1. Peripherals	1.1 Monitor 1.2 Keyboard 1.3 Mouse 1.4 Modem 1.5 Scanner 1.6 Printer
2. Desktop settings	2.1 Icons 2.2 Taskbar

	2.3 View 2.4 Resolutions
3. Manipulate	3.1 Create 3.2 Open 3.3 Copy 3.4 Rename 3.5 Delete 3.6 Sort
4. Appropriate Software	5.1 MS office or Open office but limited to 5.2 Word processor software. 5.3 Spread sheet software. 5.4 Presentation software.
5. Word processor	6.1 MS Word processor 6.2 Open office Org 6.3 Google docs 6.4 Word perfect 6.5 Libre Office
6. Spread sheet applications	7.1 MS Excel 7.2 Google Sheets 7.3 Apple Numbers by Apple
7. Presentation application	8.1 MS PowerPoint 8.2 Google Slides 8.3 Prezi

Curricular Content Guide

1. Underpinning Knowledge	1.1 Desktop items 1.2 Type of Bangla keyboard layout 1.3 Different type of software and application packages 1.4 Use of word processor, spread sheet and presentation software 1.5 Type of printers 1.6 Type of charts, Impotence of chart 1.7 Different type of math and logical functions.
2. Underpinning Skills	2.1 Starting computer 2.2 Installing Operating system 2.3 Managing desktop item 2.4 Manipulating Files and folders as per requirement 2.5 Installing application software 2.6 Running application software 2.7 Creating and saving document with word processing application. 2.8 Using functions in spread sheet. 2.9 Applying animations into presentation slide. 2.10 Printing document.

3. Underpinning Attitudes	3.1 Commitment to occupational health and safety 3.2 Promptness in carrying out activities 3.3 Sincere and honest to duties 3.4 Environmental concerns 3.5 Eagerness to learn 3.6 Tidiness and timeliness 3.7 Respect for rights of peers and seniors in the workplace 3.8 Communication with peers, subordinates and seniors in the workplace
4. Resource Implications	Following Resources must be provided: 4.1 Workplace (simulated or actual) 4.2 Relevant tools, Equipment, software and facilities needed to perform the activities. 4.3 Required learning materials.

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 operated computer. 1.2 installed application software. 1.3 used word processor to prepare and create worksheets. 1.4 used presentation software to create/ prepare presentation. 1.5 printed document.
2. Methods of Assessment	Competency should be assessed by: 2.1 Written test 2.2 Practical Demonstration 2.3 Oral Questioning 2.4 Portfolio (Optional)
3. Context of Assessment	3.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training. 3.2 Assessment should be done by a nationally certified assessor or occupation-specific industry expert.

OCCUPATION SPECIFIC COMPETENCIES

Unit of Competency: APPLY FUNDAMENTAL KNOWLEDGE OF GRAPHIC DESIGN	Nominal Duration: 30 Hrs.	Unit Code: SICIP-ICT-GD-01-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required to apply fundamental knowledge of graphic design. It specifically includes the tasks of identifying design principles and elements, complying to ethical standards in IT workplace, interpreting color principles, recognizing graphic design software and tools and identifying career opportunities and online marketplace.		

Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

Elements of Competency	Performance Criteria
1. Identify design principles and elements	1.1 <u>Design principles</u> are identified and explained. 1.2 <u>Design elements</u> are identified and described. 1.3 Relationship between principles and elements is recognized based on harmony in design. 1.4 Visual hierarchy is understood ensuring emphasis and clarity in the design.
2. Comply to ethical standards in IT workplace	2.1 Ethical standards are followed to during all work-related activities. 2.2 The requirements of clients are upheld in all deliverables. 2.3 Workplace professionalism is maintained in all interactions. 2.4 The workplace code of conduct is followed at all times. 2.5 Quality products and services are delivered to clients as per specifications. 2.6 Confidentiality is maintained with all sensitive information in accordance with industry standards.
3. Interpret color principles	3.1 <u>Color schemes</u> are identified based on the designs. 3.2 Color theory principles are understood to ensure harmony and contrast in the design. 3.3 Primary, secondary, and tertiary colors are identified to create balance and visual interest. 3.4 Color palettes are identified to ensure consistency and readability across the design. 3.5 Brand colors are understood where applicable, ensuring alignment with brand identity and guidelines. 3.6 Unsafe conditions or practices are reported promptly to the

	<p>relevant authority.</p> <p>3.7 Safe shutdown and isolation procedures of pneumatic systems are carried out correctly.</p>
4. Recognize graphic design software and tools	<p>4.1 Illustrator software is recognized as a <u>vector-based software</u>.</p> <p>4.2 Photoshop software is identified as a <u>raster-based software</u>.</p> <p>4.3 Pen tool is identified to create and edit paths, curves, and shapes in design.</p> <p>4.4 Type tool is recognized to add and manipulate text in a design.</p> <p>4.5 Brush tool is recognized to drawing a design.</p> <p>4.6 Gradient tool is recognized to create smooth transitions between colors in a design.</p>
5. Identify career opportunities and online marketplace	<p>5.1 Career opportunities in graphic designs are identified based on industry demand.</p> <p>5.2 <u>Online marketplaces</u> are identified to find appropriate job listings.</p> <p>5.3 Job roles in the graphic designs are categorized and reviewed for potential growth.</p> <p>5.4 <u>Job application processes</u> on online marketplace are interpreted according to the specific platform guidelines.</p>

Range of Variables

Variable	Range (May includes but not limited to):
1. Design principles	<p>1.1 Balance</p> <p>1.2 Contrast</p> <p>1.3 Unity</p> <p>1.1 Rhythm</p>
2. Design elements	<p>2.1 Line</p> <p>2.2 Shape</p> <p>2.3 Color</p> <p>2.4 Texture</p> <p>2.5 Space</p> <p>2.6 Typography</p>
3. Color schemes	<p>3.1 Complementary</p> <p>3.2 Analogous</p> <p>3.3 Triadic</p> <p>3.4 Monochromatic</p>
4. Vector-based software	<p>4.1 Illustrator</p> <p>4.2 CorelDRAW</p>
5. Raster-based software	<p>5.1 Photoshop</p>

	5.2 Canva
6. Online marketplaces	6.1 Active 6.1.1 Freelancer.com 6.1.2 Fiverr.com 6.1.3 Upwork 6.1.4 People per hour 6.2 Passive 6.2.1 Graphicriver.net 6.2.2 Freepik.com 6.2.3 Creativemarket.com 6.2.4 Shutterstock.com
7. Job application processes	7.1 Create account 7.2 Set up profile 7.2.1 Cover letter 7.2.2 Create portfolio 7.2.3 Create Gig 7.2.4 Bidding system 7.2.5 Proposal submits 7.2.6 Participant contest

Curricular Content Guide

1. Underpinning Knowledge	1.1 Understand basic design principles 1.2 Knowledge of design elements 1.3 Principles of visual hierarchy and their application in design. 1.4 Knowledge of ethical practices and responsibilities in the IT and design industry 1.5 Workplace code of conduct in the IT design industry 1.6 Workplace ethics, data privacy, and confidentiality. 1.7 Understand color theory and the color wheel 1.8 Recognize various graphic design software 1.9 Understand design tools 1.10 Knowledge of career opportunities in graphic design 1.11 Knowledge of platforms and marketplaces for graphic designers
2. Underpinning Skills	2.1 Analyzing and applying design principles and elements 2.2 Selecting and applying color schemes 2.3 Using graphic design tools and software 2.4 Assessing the right career paths and business models 2.5 Creating an online presence and marketing services 2.6 Navigating online platforms and negotiating with client
3. Underpinning Attitudes	3.1 Commitment to occupational health and safety 3.2 Promptness in carrying out activities

	<ul style="list-style-type: none"> 3.3 Sincerity and honesty to duties 3.4 Environmental concerns 3.5 Eagerness to learn 3.6 Tidiness and timeliness 3.7 Respect for rights of peers and seniors in the workplace 3.8 Good relationships with peers, sub-ordinates and seniors in the workplace
4. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> 4.1 Workplace (simulated or actual) 4.2 Relevant tools, equipment, software and facilities needed to perform the activities. 4.3 Required learning materials.

Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 identified design principles and elements. 1.2 complied to ethical standards in IT workplace. 1.3 interpreted color principles. 1.4 recognized graphic design software and tools. 1.5 identified career opportunities and online marketplace.
2. Methods of Assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 2.1 Written test 2.2 Practical Demonstration 2.3 Oral Questioning 2.4 Portfolio (Optional)
3. Context of Assessment	<ul style="list-style-type: none"> 3.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training. 3.2 Assessment should be done by a nationally certified assessor or occupation-specific industry expert.

Unit of Competency: CREATE VECTOR GRAPHICS AND ILLUSTRATIONS	Nominal Duration: 120 Hrs.	Unit Code: SICIP-ICT-GD-02-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required to create vector graphics and illustrations. It specifically includes the tasks of creating vector illustration, applying typography and shaping in design, working with layers and layer effects, creating logos and infographics, creating corporate identity design and preparing banner and flyer.		

Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

Elements of Competency	Performance Criteria
1. Create vector illustration	1.1 Page layout interface is identified. 1.2 Workspace is customized by adjusting the interface, including toolbars, rulers, and grids. 1.3 Text and image frames are placed. 1.4 Vector shapes are created using <u>tools</u> . 1.5 Path editing is performed to adjust curves and angles. 1.6 Color fills and strokes are applied, ensuring proper use of solid colors, gradients, and outlines.
2. Apply typography and shape in design	2.1 Typography tools are used to adjust font styles, sizes, and alignment. 2.2 Typography is customized to letter spacing, line height, and text orientation. 2.3 Character and paragraph palettes are used to fine-tune typography. 2.4 Shapes are created using shape tools. 2.5 Shapes are customized or modified as required to fit the design concept. 2.6 Color is applied to shapes to enhance the design and maintain visual balance. 2.7 Shapes are organized in the design, ensuring proper layering, grouping, and alignment.
3. Work with layers and layer effects	3.1 Layer is created and renamed, ensuring for easy identification. 3.2 Layer is locked, grouped and hided ensuring that layers are protected. 3.3 Layer style is arranged ensuring proper layering of elements for design flow. 3.4 Layer is adjusted modifying properties like opacity, blending modes and visibility.

	<p>3.5 Layer effect is applied to enhance the design and add depth.</p> <p>3.6 Layer style is saved for future use.</p>
4. Create logos and infographics	<p>4.1 Types of logos are identified.</p> <p>4.2 Concept development is identified based on brand identity and target audience.</p> <p>4.3 Multiple draft logo sketches are created, exploring different visual styles, shapes, and typography.</p> <p>4.4 Shapes, colors, and typography are selected to reflect brand values.</p> <p>4.5 Logos are prepared as per design briefing.</p> <p>4.6 Design tools are used to create vector infographics that maintain quality at various sizes.</p> <p>4.7 Infographics are prepared as per design or sample.</p> <p>4.8 Final files are prepared and saved in various formats.</p>
5. Create corporate identity design	<p>5.1 Corporate identity design requirements are gathered from the client or project brief.</p> <p>5.2 Design concepts are developed and presented for approval, ensuring alignment with brand values.</p> <p>5.3 Color schemes, typography, and imagery are selected to reflect the company's values and target audience.</p> <p>5.4 Design elements are refined based on feedback received from stakeholders or clients.</p> <p>5.5 A cohesive visual identity is ensured across all brand materials and touchpoints.</p> <p>5.6 Final design files are prepared and delivered in the required formats for production and digital use.</p>
6. Prepare banner and flyer	<p>6.1 Size and layout are selected.</p> <p>6.2 Design elements are arranged.</p> <p>6.3 Color scheme is chosen, using complementary and contrasting colors.</p> <p>6.4 Branding elements are incorporated.</p> <p>6.5 Graphics and images are used.</p> <p>6.6 Banner is carried out as per sample or design.</p> <p>6.7 Flyer is carried out as per sample or design.</p> <p>6.8 Final file formats are prepared and saved in the appropriate format.</p>

Range of Variables

Variable	Range (May includes but not limited to):
1. Tools	<p>1.1 Pen tool</p> <p>1.2 Shape Builder</p> <p>1.3 Rectangle tools</p>

	<ul style="list-style-type: none"> 1.4 Ellipse tools 1.5 Slice tools 1.6 Rotate reflect 1.7 Direct selection tools 1.8 Selection tools 1.9 Gradients tools 1.10 Brush tool
2. Types of logos	<ul style="list-style-type: none"> 2.1 Wordmark (text-based logos) 2.2 Letter mark (initial-based logos) 2.3 Pictorial mark (symbol-based logos) 2.4 Abstract mark (geometric shapes) 2.5 Combination mark (text and symbol) 2.6 Emblem (text inside a symbol or shape)
3. Various formats	<ul style="list-style-type: none"> 3.1 .ai 3.2 SVG 3.3 PNG 3.4 EPS
4. Corporate identity design requirements	<ul style="list-style-type: none"> 4.1 Business card 4.2 Identify card 4.3 Letterhead 4.4 Invoice 4.5 Envelop 4.6 Folder cover

Curricular Content Guide

1. Underpinning Knowledge	<ul style="list-style-type: none"> 1.1 Understand vector graphics and their difference from raster graphics. 1.2 Knowledge of vector illustration tools 1.3 Understand typography tools and principles 1.4 Recognize shape tools. 1.5 Knowledge of the layer system in graphic design software 1.6 Understand of layer properties 1.7 Types and Importance of logos and their role in brand identity 1.8 Knowledge of infographics principles 1.9 Understand corporate identity elements 1.10 Principles of branding and consistency in corporate identity design 1.11 Knowledge of different formats and sizes for banners and flyers based on usage.
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Using vector tools to create clean, scalable illustrations 2.2 Creating vector shapes and performing path editing. 2.3 Using typography tools to adjust font styles, sizes, and alignment.

	<ul style="list-style-type: none"> 2.4 Adjusting typography for readability and visual appeal 2.5 Managing layers efficiently 2.6 Applying and adjusting layer effects to enhance the design 2.7 Designing unique and effective logos 2.8 Utilizing color, typography, and visual hierarchy in logo and infographic design. 2.9 Creating a cohesive and professional corporate identity design system 2.10 Designing business cards, letterheads, and other corporate materials 2.11 Designing banners and flyers 2.12 Adjusting layouts, text, and imagery to make banners and flyers.
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Commitment to occupational health and safety 3.2 Promptness in carrying out activities 3.3 Sincere and honest to duties 3.4 Environmental concerns 3.5 Eagerness to learn 3.6 Tidiness and timeliness 3.7 Respect for rights of peers and seniors in the workplace 3.8 Communication with peers, subordinates and seniors in the workplace
4. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> 4.1 Workplace (simulated or actual) 4.2 Relevant tools, Equipment, software and facilities needed to perform the activities. 4.3 Required learning materials. 4.4 Specifications and work instructions 4.5 Manuals.

Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 created vector illustration 1.2 applied typography and shape in design 1.3 worked with layers and layer effects 1.4 created logos and infographics 1.5 created corporate identity design 1.6 prepared banner and flyer
2. Methods of Assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 2.1 Written test 2.2 Practical Demonstration 2.3 Oral Questioning 2.4 Portfolio (Optional)
3. Context of	<ul style="list-style-type: none"> 3.1 Competency assessment must be done in an

Assessment	assessment/training center or in an actual or simulated work place after completion of the training. 3.2 Assessment should be done by a nationally certified assessor or occupation-specific industry expert.
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Unit of Competency: PERFORM GRAPHIC DESIGN USING PHOTOSHOP SOFTWARE	Nominal Duration: 100 Hrs.	Unit Code: SICIP-ICT-GD-03-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required to perform graphic design using photoshop software. It specifically includes the tasks of working with interface, layers and layer styles, manipulating and editing images, creating and refining raster-based graphics, preparing images on designed formats, applying color correction on images and creating product mock-ups and presentations.		

Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

Elements of Competency	Performance Criteria
1. Work with interface, layers and layer styles	1.1 <u>Interface tools and panels</u> are accessed and used efficiently to navigate the workspace. 1.2 Layers are created, named, and organized according to project requirements. 1.3 Layer visibility and stacking order are adjusted to enhance the design composition. 1.4 <u>Layer styles</u> are applied to individual layers to achieve the desired visual effects. 1.5 <u>Layer adjustments</u> to opacity, blending modes, and layer effects are made to improve the design outcome. 1.6 Changes to layer properties are saved and non-destructive editing techniques are used. 1.7 The final design file is properly layered and prepared for export or printing as required.
2. Manipulate and edit images	2.1 Images are imported into the software using appropriate <u>file formats</u> . 2.2 Image resolution is adjusted to meet project specifications. 2.3 Unwanted elements are removed or cropped from the image as needed. 2.4 <u>Color corrections</u> and adjustments are made to enhance image quality. 2.5 <u>Filters and effects</u> are applied to achieve the desired visual outcome. 2.6 Layers are used effectively to manipulate image components without affecting the original. 2.7 Edited images are saved in the required formats and resolutions for final use or export.

<p>3. Create and refine raster-based graphics</p>	<p>3.1 Raster-based graphics are created using appropriate software tools and techniques.</p> <p>3.2 Image resolution is set to match the project specifications.</p> <p>3.3 Essential graphic elements are designed and placed on separate layers for easy <u>manipulation.</u></p> <p>3.4 Image colors and contrasts are adjusted to meet design requirements.</p> <p>3.5 Unnecessary details are removed or refined to enhance visual clarity.</p> <p>3.6 Image effects, such as shadows and highlights, are applied to improve depth and texture.</p> <p>3.7 The final raster graphic is saved in the required format and resolution for intended use.</p>
<p>4. Prepare images on designed formats</p>	<p>4.1 Images are correctly resized and formatted according to design specifications.</p> <p>4.2 Image quality is maintained during the preparation process by adjusting resolution and dimensions.</p> <p>4.3 The appropriate file format is selected based on the intended use.</p> <p>4.4 Image layers are organized and aligned according to the designed layout.</p> <p>4.5 <u>Color modes</u> are adjusted to match the design requirements.</p> <p>4.6 Any required text or graphics are incorporated into the image while maintaining design integrity.</p> <p>4.7 The final image is saved and exported in the required format for delivery or publication.</p>
<p>5. Apply color correction on images</p>	<p>5.1 The image is assessed to identify areas requiring <u>color adjustment.</u></p> <p>5.2 Color correction tools are used to correct color imbalances.</p> <p>5.3 Brightness, contrast, and exposure settings are adjusted to enhance the overall image quality.</p> <p>5.4 White balance is corrected to ensure accurate color representation.</p> <p>5.5 Unwanted color casts are removed by using selective color adjustments.</p> <p>5.6 The image is reviewed after adjustments to ensure consistency across different elements.</p> <p>5.7 Final color-corrected images are saved in the required format, maintaining original quality.</p>
<p>6. Create product mock-ups and presentations</p>	<p>6.1 <u>Product mock-ups</u> are created using appropriate design software and tools.</p> <p>6.2 Design specifications and client requirements are</p>

	<p>followed to ensure accurate representation.</p> <p>6.3 Images, logos, and branding elements are incorporated into the mock-ups as per guidelines.</p> <p>6.4 Mock-ups are refined and adjusted to present the product in the most appealing way.</p> <p>6.5 Visual hierarchy and composition are applied to create a clear and professional presentation.</p> <p>6.6 Final mock-ups and presentations are reviewed and adjustments are made based on feedback.</p> <p>6.7 The product mock-ups and presentations are saved and exported in the required format for delivery.</p>
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Range of Variables

Variable	Range (May includes but not limited to):
1. Interface	1.1 Menu bar 1.2 Option bar 1.3 Setup workspace 1.4 Canvas/documents 1.5 Tool bar 1.6 Panels
2. Tools	2.1 Move tool 2.2 Marquee tools 2.3 Brush tool 2.4 Lasso tool 2.5 Clone stamp 2.6 Gradient tool 2.7 Pen tool 2.8 Type tool 2.9 Eraser tool 2.10 Zoom tool
3 Panels	3.1 Layer panel 3.2 Properties panel 3.3 color and swatches 3.4 History panel 3.5 Adjustment panel 3.6 Character panel 3.7 Channel
4 Layer styles	4.1 Smart object layer 4.2 Blending options 4.3 Stroke 4.4 Inner shadow

	<ul style="list-style-type: none"> 4.5 Color Overlay 4.6 Gradient overlay 4.7 Drop shadow 4.8 Outer glow
5 Layer adjustments	<ul style="list-style-type: none"> 5.1 Hue/Saturation 5.2 Brightness/Contrast 5.3 Curves 5.4 Levels 5.5 Color Balance
6 File formats	<ul style="list-style-type: none"> 6.1 .PSD 6.2 .PDF 6.3 .Tiff 6.4 .JPEG 6.5 .PNG
7 Color corrections	<ul style="list-style-type: none"> 7.1 Adjustment 7.2 Adjustment layer 7.3 Camera row
8 Filters and effects	<ul style="list-style-type: none"> 8.1 Liquify 8.2 Blur 8.3 Distort 8.4 Stylize
9 Manipulation.	<ul style="list-style-type: none"> 9.1 Selection 9.2 Transform 9.3 Retouching 9.4 Adjustment 9.5 Color manipulation 9.6 Layer marks 9.7 Layer manipulation 9.8 Filter and effects 9.9 Cropping and resizing
10 Color modes	<ul style="list-style-type: none"> 10.1 RGB 10.2 CMYK 10.3 Lab color 10.4 Gray scale 10.5 Bitmab
11 Color adjustment	<ul style="list-style-type: none"> 11.1 Photo filter 11.2 Chanel mixer 11.3 Color look up 11.4 Exposure
12 Product mock-ups	<ul style="list-style-type: none"> 12.1 Print mock up 12.2 Digital mock up 12.3 Logo mock up 12.4 Environmental mock up

Curricular Content Guide

<p>1. Underpinning Knowledge</p>	<p>1.1 Understand the graphic design software interface 1.2 Knowledge of the concept of layers 1.3 Understand various image formats 1.4 Image editing techniques 1.5 Raster-based graphics and resolution editing techniques. 1.6 Understand create raster graphics from scratch or refine existing images 1.7 Different file formats for raster images and their impact 1.8 Knowledge of the proper formats and specifications for different design outputs 1.9 Understand file formats and settings needed for various platforms 1.10 Understand color theory 1.11 Knowledge of color correction tools and techniques 1.12 Understand constitutes a product mock-up 1.13 Knowledge of design presentation formats 1.14 Tools and resources for creating realistic mock-ups</p>
<p>2. Underpinning Skills</p>	<p>2.1 Creating and managing layers for different design elements. 2.2 Applying and adjusting layer styles and effects 2.3 Manipulating and editing images 2.4 Creating high-quality raster images 2.5 Preparing images according to specific requirements 2.6 Exporting images in the correct format 2.7 Correcting exposure, brightness, contrast, and color balance in images 2.8 Using color correction tools 2.9 Creating realistic product mock-ups using graphic design tools 2.10 Creating high-quality presentations</p>
<p>3. Underpinning Attitudes</p>	<p>3.1 Commitment to occupational health and safety. 3.2 Promptness in carrying out activities. 3.3 Sincere and honest to duties. 3.4 Environmental concerns. 3.5 Eagerness to learn. 3.6 Tidiness and timeliness. 3.7 Respect for rights of peers and seniors in the workplace. 3.8 Communication with peers, subordinates and seniors in the workplace.</p>
<p>4. Resource Implications</p>	<p>The following resources must be provided: 4.1 Workplace (simulated or actual)</p>

	<p>4.2 Relevant tools, equipment, software and facilities needed to perform the activities</p> <p>4.3 Required learning materials</p> <p>4.4 Materials are relevant to the proposed activity.</p> <p>4.5 Specifications and work instructions</p>
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Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 worked with interface, layers and layer styles.</p> <p>1.2 manipulated and edited images.</p> <p>1.3 created and refined raster-based graphics.</p> <p>1.4 prepared images on designed formats.</p> <p>1.5 applied color correction on images.</p> <p>1.6 created product mock-ups and presentations.</p>
2. Methods of Assessment	<p>Competency should be assessed by:</p> <p>2.1 Written test</p> <p>2.2 Practical Demonstration</p> <p>2.3 Oral Questioning</p> <p>2.4 Portfolio (Optional)</p>
3. Context of Assessment	<p>3.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training.</p> <p>3.2 Assessment should be done by a nationally certified assessor or occupation-specific industry expert.</p>

Unit of Competency: PREPARE DESIGNS FOR PRODUCTION AND PUBLICATION	Nominal Duration: 40 Hrs.	Unit Code: SICIP-ICT-GD-04-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required to prepare designs for production and publication. It specifically includes the tasks of preparing designs for digital and print media, exporting designs for digital and print media, checking and verifying design elements and organizing and packaging design assets.		

Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

Elements of Competency	Performance Criteria
1. Prepare designs for digital and print media	1.1 <u>Design files</u> are created as per printing requirement. 1.2 Correct <u>color modes</u> are used to ensure accurate color reproduction in print and digital media. 1.3 All design elements are properly aligned and organized within the print layout. 1.4 <u>Technical accuracy</u> is ensured as per print and digital media. 1.5 Fonts are embedded or outlined to prevent font issues during printing. 1.6 Image files are optimized for print, ensuring no pixilation or loss of quality.
2. Export designs for digital and print media	2.1 Design file is resized to meet the required dimensions for digital platforms. 2.2 Resolution is adjusted to optimize file size without compromising image quality. 2.3 File formats are selected based on the platform and usage requirements. 2.4 Metadata and text layers are removed if not needed for digital display. 2.5 Final design is exported with the correct settings to ensure fast loading times and high visual quality. 2.6 Exported file is proofed and tested to ensure proper display view and accuracy of the printing sample.
3. Check and verify design elements	3.1 All design elements are compared to the design brief to ensure <u>design principles</u> with project guidelines. 3.2 Consistent use of fonts and colors is ensured across all design elements. 3.3 Image resolutions and color modes are verified to ensure

	<p>in quality and clarity across the design.</p> <p>3.4 Design elements are reviewed for brand consistency, ensuring all assets reflect the brand's identity.</p> <p>3.5 Design is reviewed on multiple devices to verify visual consistency across different screen sizes.</p> <p>3.6 Any discrepancies or inconsistencies are corrected to ensure a unified design presentation.</p>
4. Organize and package design assets	<p>4.1 Design files are thoroughly organized into appropriate zip file, with clear labeling for easy identification.</p> <p>4.2 All final design files, including source files exported versions and any supporting documents are included.</p> <p>4.3 Proper naming conventions are applied to all files to ensure clarity.</p> <p>4.4 Instructions for using the design assets are provided, including any specific guidelines.</p> <p>4.5 All required fonts, logos, images, and other linked assets are included in the handover package.</p> <p>4.6 Confirmation of successful handover is received from the client or team.</p>

Range of Variables

Variable	Range (May includes but not limited to):
1. Design files	<p>1.1 .PSD</p> <p>1.2 .AI</p> <p>1.3 .EPS</p> <p>1.4 .PDF</p> <p>1.5 .JPEG</p> <p>1.6 .PNG</p> <p>1.7 .SVG</p>
2. Technical accuracy	<p>2.1 Resolution and dimension</p> <p>2.2 Colour profile</p> <p>2.3 Fonts embedded</p> <p>2.1 Linked asset included</p>
3. Color mode	<p>3.1 CMYK</p> <p>3.1 RGB</p>

Curricular Content Guide

1. Underpinning Knowledge	<ul style="list-style-type: none"> 1.1 Understand the differences between digital and print media 1.2 Knowledge of design elements for various media types 1.3 Understand of the correct export settings for different formats and media types 1.4 Knowledge of various file types and their use 1.5 Understand of design principles 1.6 Quality control processes 1.7 Understand of file organization and management 1.8 Knowledge of create and manage a design asset library
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Creating designs to optimized digital and print mediums. 2.2 Adjusting color modes, resolution, and file formats 2.3 Exporting designs in the correct format 2.4 Using export features in design software 2.5 Checking designs for visual consistency 2.6 Conducting a final review of digital and print designs 2.7 Organizing design files and assets 2.8 Preparing design assets for handover
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Commitment to occupational health and safety 3.2 Promptness in carrying out activities 3.3 Sincere and honest to duties 3.4 Environmental concerns 3.5 Eagerness to learn 3.6 Tidiness and timeliness 3.7 Respect for rights of peers and seniors in the workplace 3.8 Communication with peers, subordinates and seniors in the workplace
4. Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> 4.1 Workplace (simulated or actual) 4.2 Relevant tools, equipment, software and facilities needed to perform the activities. 4.3 Materials are relevant to the proposed activity. 4.4 Drawings, specifications and work instructions 4.5 Manuals.

Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 prepared designs for digital and print media. 1.2 exported designs for digital and print media. 1.3 checked and verified design elements. 1.4 organized and packaged design assets.
2. Methods of	Competency should be assessed by:

Assessment	2.1 Written test 2.2 Practical Demonstration 2.3 Oral Questioning 2.4 Portfolio (Optional)
3. Context of Assessment	3.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training. 3.2 Assessment should be done by a nationally certified assessor or occupation-specific industry expert.

Unit of Competency: APPLY AI TOOLS AND TECHNIQUES IN GRAPHIC DESIGN	Nominal Duration: 30 Hrs.	Unit Code: SICIP-ICT-GD-05-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required to apply AI tools and techniques in graphic design. It specifically includes the tasks of identifying AI tools applicable to graphic design, using AI tools to create and enhance visual content, performing automation in design workflows with AI and applying ethical principles when using AI in design.		

Elements and Performance Criteria:

(Terms in the performance criteria that are written in **bold and underlined** are elaborated in the range of variables).

Elements of Competency	Performance Criteria
1. Identify AI tools applicable to graphic design	1.1 <u>AI tools for graphic design</u> are identified based on their functionality and design needs. 1.2 AI tools suitable for automating design processes are identified for specific tasks. 1.3 AI-powered tools for logo creation, template generation, and layout design are identified. 1.4 Potential benefits of AI in design are assessed.
2. Use AI tools to create and enhance visual content	2.1 AI tools are selected based on the specific design task. 2.2 AI tools are utilized to generate design templates or graphic based on user inputs or preferences. 2.3 Image quality is enhanced using AI-powered editing tools. 2.4 Image backgrounds are removed or altered using AI tools for clean and professional compositions. 2.5 Visual content is optimized for various platforms using AI-assisted resizing and formatting tools. 2.6 Final visual content is reviewed and refined with AI suggestions.
3. Perform automation in design workflows with AI	3.1 AI-powered tools are integrated into the design process to streamline tasks. 3.2 Templates and design assets are customized with AI tools. 3.3 AI-driven content analysis is used to optimize designs for specific platforms by automating layout adjustments. 3.4 AI is used to suggest improvements in design composition. 3.5 Final design files are prepared and organized automatically.

<p>4. Apply ethical principles when using AI in design</p>	<p>4.1 Intellectual property rights of original works are followed when utilizing AI-generated content.</p> <p>4.2 AI-generated designs are not used to deceive or mislead audiences.</p> <p>4.3 AI tools are applied in a manner that promotes inclusivity.</p> <p>4.4 Potential environmental impact of using AI tools is considered.</p> <p>4.5 Clear attribution is provided for AI-generated content where necessary.</p>
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Range of Variables

Variable	Range (May includes but not limited to):
<p>1. AI tools for graphic design</p>	<p>1.1 Adobe Firefly</p> <p>1.2 Canva</p> <p>1.3 Visme</p> <p>1.4 Designs.ai</p> <p>1.5 Midjourney</p> <p>1.6 DALL-E 3</p>

Curricular Content Guide

<p>1. Underpinning Knowledge</p>	<p>1.1 Understand the different categories of AI tools used in graphic design</p> <p>1.2 Knowledge of popular AI-powered design tools and platforms</p> <p>1.3 AI tools assist to creating visual content</p> <p>1.4 Understand how AI can be integrated into design workflows</p> <p>1.5 Knowledge of design workflow automation platforms and their integration with AI tools</p> <p>1.6 Understand ethical principles considerations in AI use</p> <p>1.7 Data privacy laws and regulations related to the use of AI</p>
<p>2. Underpinning Skills</p>	<p>2.1 Identifying and selecting AI tools suitable for specific design tasks</p> <p>2.2 Evaluating the strengths and limitations of AI tools in terms of functionality</p> <p>2.3 Using AI tools to generate design elements</p> <p>2.4 Removing or altering image backgrounds using AI tools</p> <p>2.5 Integrating AI tools into the design process</p> <p>2.6 Setting up automated workflows using AI to handle tasks</p> <p>2.7 Applying ethical principles when using AI tools</p>

	2.8 Assessing AI-generated content for originality
3. Underpinning Attitudes	3.1 Commitment to occupational health and safety 3.2 Promptness in carrying out activities 3.3 Sincere and honest to duties 3.4 Environmental concerns 3.5 Eagerness to learn 3.6 Tidiness and timeliness 3.7 Respect for rights of peers and seniors in the workplace 3.8 Communication with peers, subordinates and seniors in the workplace
4. Resource Implications	The following resources must be provided: 4.1 Workplace (simulated or actual) 4.2 Relevant tools, Equipment, software and facilities needed to perform the activities. 4.3 Materials are relevant to the proposed activity. 4.4 Drawings, specifications and work instructions 4.5 Manuals.

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 identified AI tools applicable to graphic design. 1.2 used AI tools to create and enhance visual content. 1.3 performed automation in design workflows with AI. 1.4 applied ethical principles when using AI in design.
2. Methods of Assessment	Competency should be assessed by: 2.1 Written test 2.2 Practical Demonstration 2.3 Oral Questioning 2.4 Portfolio (Optional)
3. Context of Assessment	3.1 Competency assessment must be done in an assessment/training center or in an actual or simulated work place after completion of the training. 3.2 Assessment should be done by a nationally certified assessor or occupation-specific industry expert.

End of the Unit of Competency

Workshop/Lab Facility Standard

Course Name:	Graphic Design
Number of Trainees:	25

Course-wise Training Space (Theoretical Classroom, Workshop/ Lab/ Classroom cum Workshop):

- Classroom cum workshop – 500 - 600 sft (50-55 sqm)

Major Training Equipment and Training Facilities:

Sl. No.	Major Equipment and Training facilities	Required facilities
1.	Laptop/ Desktop (Minimum Intel core i5-i3 6 gen or AMD Ryzen 5), Ram: minimum 8 - 16 GB, Graphic Card: dedicated GPU 2GB, High Speed Internet (Minimum 10 Mbps), Graphic Design Software (Photoshop CC, Illustrator CC, CorelDraw)	26
2.	Power Backup (at least 01 hour)	26
3.	Color Printer	1
4.	Scanner	1
5.	Projector or Large Display Screen	1
6.	White board	1
7.	Sound speaker and microphone	1
8.	Air-conditioning (suited with workshop lab size)	1
9.	Ergonomic chairs and desks (Plastic chairs/stool not acceptable)	26

The following conditions must be fulfilled –

- The institute shall not use the same facilities for any other projects/organizations offering a similar course.
- The institute must provide sufficient evidence to prove ownership of the proposed training equipment.

The list denotes the minimum training equipment and facility required to effectively conduct training for a specific course. Additionally, the institute must ensure that all other necessary

training tools, equipment, and furniture are available to meet the requirement of competency standards (CS) provided by SICIP.

For the operation of training course on Graphic Design, the institute must ensure the availability of at least 80% of the major training equipment and training facilities (according to the CS) to be eligible for SICIP training delivery. If the score is below 80%, the remaining equipment and facilities need to be installed before the commencement of the training.

The institute will also provide all other hand tools and power tools as per CS for 25 trainees. Also, they will arrange adequate seating arrangement and classroom setup for the 25 trainees.
