

National Technical and Vocational Qualification Framework

NTVQF

Competency Based Learning Materials (CBLMs)

**Maintain and Enhance Professional & Technical
Competency**

**National Certificate in CBT&A Methodology
Trainers & Assessors, Level-4**



**Bangladesh Technical Education Board
Agargaon, Sher-E-Bangla Nagar
Dhaka-1207**

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Copyright

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This document is to be used as a key reference point by the competency-based learning materials developers, teachers/trainers/assessors as a base on which to build instructional activities.

This document is owned by Bangladesh Technical Education Board (BTEB), developed under the guidance of international expert (TVET and Skills Development Specialist) and National consultant), ILO Country Office for Bangladesh supported by Skills 21 – Empowering Citizens for Inclusive and Sustainable Growth Project, ILO, funded by European Union (EU).

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Preface

Education and training for productive employment is vital for economic and social development in Bangladesh. Technical and Vocational Education and Training (TVET) is a tool for productivity enhancement and poverty reduction. TVET sector ensures quality, relevance and access of skills training which meets industry demand and fulfill the requirements of individual for opting gainful and productive employment.

Competency-based curriculum provides overall course guidelines in relation to teaching and learning and act as the key instrument in supporting standardised formal, non-formal and informal training. It is expected that competency-based curriculum will serve the purpose of standardising the training course development activities off Industry Skills Councils (ISCs), Bangladesh Technical Education Board and other Quality Assurance body recognised by Government of the People's Republic of Bangladesh resulting properly implementation of Technical and Vocational Training (TVET) in Bangladesh. It is agreed that any reform in TVET system in Bangladesh should be in line with international trends so as to make graduates from the qualification nationally and internationally competent.

It will be worth noting that the initiatives for development of National Certificate in CBT&A Methodology, Level-4 & Level-5 through review and updating of existing competency standards of trainers & assessors, development of new competency standard for National Certificate for CBT&A Managers and implementers, Level-6 and Competency Based Curriculum development for the above mentioned courses by the Skills 21 – Empowering Citizens for Inclusive and Sustainable Growth Project, ILO. This document is developed by the Standards and Curriculum Development Committee of BTEB under the guidance of International Expert (TVET and Skills Development Specialist) and the National Consultant Skills 21 – Empowering Citizens for Inclusive and Sustainable Growth Project, ILO country Office for Bangladesh.

We appreciate Skills 21 – Empowering Citizens for Inclusive and Sustainable Growth Project, ILO, funded by European Union (EU) for developing competency-based curriculum first time in Bangladesh of CBT&A Methodology for Trainers & Assessors, Level-4 and Level-5 and CBT&A Managers and Implementers.

Chairman
Bangladesh Technical Education Board

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Acronyms

BMET	Bureau of Manpower Employment and Training
BTEB	Bangladesh Technical Education Board
CAD	Course Accreditation Document
CBC	Competency Based Curriculum
CBLMs	Competency Based Learning Materials
CBT	Competency Based Training
CBT&A	Competency Based Training and Assessment
CS	Competency Standard
DTE	Directorate of Technical Education
EU	European Union
ILO	International Labour Organization
LCD	Liquid Cristal Display
MOE	Ministry of Education
MOEWOE	Ministry of Expatriate Welfare and Overseas Employment
MOLE	Ministry of Labour and Employment
NEP	National Education Policy
NGOs	Non-Government Organisations
NSDA	National Skills Development Authority
NSDC	National Skills Development Council
NSDP	National Skills Development Policy
NTVQF	National Technical and Vocational Qualification Framework
OSH	Occupational Safety and Health
PCs	Personal Computers
QAMS	Quality Assurance Manuals
RPL	Recognition of Prior Learning
SCDC	Standards and Curriculum Development Committee
TSC	Technical School and College
TTC	Technical Training Centre
TTTC	Technical Teachers Training College
TVET	Technical Vocational Education and Training
VET	Vocational Training Institute
VTTI	Vocational Teachers Training Institute

Overview of the Module

“Maintain and enhance professional & technical competency

This module comprises seven elements (1 to 7), seven (7) learning outcomes derived from the unit of competency TVTENV408A1: Maintain and enhance professional & technical competency.

Upon completion of this module, the trainee must be able to:

1. Practice professionalism
2. Model high standards of performance
3. Determine professional development needs
4. Determine technical skills development needs
5. Participate in professional development activities.
6. Plan and develop technical competency
7. Reflect and evaluate professional and technical competencies

After completion of the training, the trainees will be required to demonstrate their competency through the following performance criteria

- 1.1 Occupation profession and professionalism are defined.
- 1.2 Characteristics of a professionals are recognized and adopted.
- 2.1 Personal performance is consistent with the organization’s goals and objectives.
- 2.2 Appropriate professional techniques and strategies are modeled in accordance with existing organizational policies and guidelines.
- 2.3 Personal work goals and plans are reflected through individual responsibilities and accountabilities in accordance with organizational and legal requirements.
- 2.4 Ethical and inclusive practices are maintained in profession in accordance with existing organizational policies and guidelines.
- 3.1 Personal skills and knowledge are assessed against industry competencies and other relevant benchmarks to determine development needs and priorities.
- 3.2 Feedback from colleagues and clients are identified and used for finding personal learning needs and areas of professional development.
- 3.3 Future career options are identified as appropriate.
- 3.4 Personal learning needs are documented and updated in accordance with existing policies and procedures.
- 3.5 Development and trends in TVET policy and operating environment are identified.

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- 3.6 Impact of development and trends on the professional practices and personal development are determined.
- 3.7 Advice on personal development plan is sought from relevant personnel.
- 3.8 Personal needs are discussed with relevant personnel for inclusion in accordance with the professional development plan.
- 4.1 Sources of competency standards documents are
- 4.2 accessed for the relevant sector.
- 4.3 Self-assessment is planned and conducted to determine own technical competency in the relevant field based on relevant competency standards document.
- 4.4 Skills gaps are identified and documented with respect to the self-assessment.
- 4.5 Knowledge gaps are identified and documented with respect to the self-assessment.
- 5.1 Development opportunities required for personal learning style are identified and pursued to support continuous learning and maintain updating of professional practice.
- 5.2 Participation in professional networks is ensured and maintained to support continuous learning.
- 5.3 emerging technology is used and maintained regular communication in accordance with relevant networks, organization and individuals.
- 6.1 Learning outcomes required to achieve technical competencies are identified.
- 6.2 Evidence requirements are identified to prove competency.
- 6.3 Learning/ training strategies including location, duration and cost of the training are determined in consultation with relevant personnel.
- 6.4 Relevant approval is gained to undertake training.
- 6.5 Relevant competencies are achieved by participating in technical upskilling program.
- 6.6 Evidence of competency are proved to assessment authority.
- 6.7 Technical competency certification is completed and submitted to appropriate authority.
- 7.1 Developments and trends impacting on professional and technical practices are researched and integrated in accordance with work performance.
- 7.2 Feedback from colleagues/clients is used to identify and introduce improvements in accordance work performance.
- 7.3 Innovative and responsive approaches for improving competencies of professional and technical area are identified and used in accordance with continuous support to improve techniques and processes.
- 7.4 Records, reports and recommendations for improvement are managed in accordance with the organization's systems and processes.

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CONTENTS

This learning package includes the following:

1. Practice professionalism
2. Model high standards of performance
3. Determine professional development needs
4. Determine technical skills development needs
5. Participate in professional development activities.
6. Plan and develop technical competency
7. Reflect and evaluate professional and technical competencies

PRE-REQUISITE: N/A

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How to use this Competency Based Learning Materials (CBLMs)

The module, Maintain and enhance professional & technical competency contains training materials and activities for you to complete. These activities may be completed as part of structured classroom activities or you may be required you to work at your own pace. These activities will ask you to complete associated learning and practice activities in order to gain knowledge and skills you need to achieve the learning outcomes.

1. Review the **Learning Activity** page to understand the sequence of learning activities you will undergo. This page will serve as your road map towards the achievement of competence.
2. Read the **Information Sheets**. This will give you an understanding of the jobs or tasks you are going to learn how to do. Once you have finished reading the **Information Sheets** complete the questions in the **Self-Check**.
3. **Self-Checks** are found after each **Information Sheet**. **Self-Checks** are designed to help you know how you are progressing. If you are unable to answer the questions in the **Self-Check** you will need to re-read the relevant **Information Sheet**. Once you have completed all the questions check your answers by reading the relevant **Answer Keys** found at the end of this module.
4. Next move on to the **Job Sheets**. **Job Sheets** provide detailed information about *how to do the job* you are being trained in. Some **Job Sheets** will also have a series of **Activity Sheets**. These sheets have been designed to introduce you to the job step by step. This is where you will apply the new knowledge you gained by reading the Information Sheets. This is your opportunity to practise the job. You may need to practise the job or activity several times before you become competent.
5. Specification **sheets**, specifying the details of the job to be performed will be provided where appropriate.
6. A review of competency is provided on the last page to help remind if all the required assessment criteria have been met. This record is for your own information and guidance and is not an official record of competency

When working through this Module always be aware of your safety and the safety of others in the training room. Should you require assistance or clarification please consult your trainer or facilitator.

When you have satisfactorily completed all the Jobs and/or Activities outlined in this module, an assessment event will be scheduled to assess if you have achieved competency in the specified learning outcomes. You will then be ready to move onto the next Unit of Competency or Module

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MODULE CONTENT

UNIT OF COMPETENCY: Maintain and Enhance Professional & Technical Competency

MODULE TITLE: Maintain and Enhance Professional & Technical Competency

MODULE DESCRIPTION: This module discusses the aspects that must be given attention when maintain and enhance professional & technical competency. It indicates practicing professionalism, modelling high standards of performance, determining professional development needs, determining technical skills development needs, participating in professional development activities, planning and developing technical competency and reflecting & evaluating professional and technical competencies.

NOMINAL DURATION: 30 Hour

LEARNING OUTCOMES:

Upon completion of this module the trainees must be able to:

1. Practice professionalism
2. Model high standards of performance
3. Determine professional development needs
4. Determine technical skills development needs
5. Participate in professional development activities.
6. Plan and develop technical competency
7. Reflect and evaluate professional and technical competencies

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LEARNING OUTCOME 1: PRACTICE PROFESSIONALISM

ASSESSMENT CRITERIA:

- 1.1 Occupation profession and professionalism are described.
- 1.2 Characteristics of a professionals are recognized and adopted.

CONTENTS:

- Skill Types
- Characteristics of a professionals

CONDITIONS:

Trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PCs/printers or laptops with internet access
- LCD/Digital Projector and Screen
- Microphones
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Communication resources
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Presentation

ASSESSMENT METHODS:

- Written test
- Observation with checklist
- Oral questioning

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Learning Experiences 6.1-1

Learning Outcome 1

PROFESSIONALISM SKILL

Learning Activities	Recourses/Special Instructions
Types of Skills	• Read Information sheet 6.1-1 • Answer Self-check 6.1-1, refer to answer key 6.1-11 to check if you have answered the questions correctly.
Characteristics of professionalism	• Read Information sheet 6.1-1 • Answer Self-check 6.1-1, refer to answer key 6.1-1 to check if you have answered the questions correctly.

Information Sheet 6.1-1

Professionalism Skill

Learning Objective:

After reading this Information Sheet, you must be able to define professionalism skills

Types of Skills

There are two types of Skills



Professional skills

Professional skills are career competencies that often are not taught (or acquired) as part of the coursework required to earn your masters or PhD. Professional skills such as leadership, mentoring, project management, and conflict resolution are value-added skills essential to any career.

Occupational skills

Technical / Hard/ Occupational skills are those that you need to be able to perform a particular job. These often vary depending on the type of role you will be performing or the industry in which you will be working in. They can usually be developed through studying and training. Examples of hard skills include an accountancy diploma, fluency in a foreign language, knowledge of a particular software or experience in a particular industry sector.

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CHARACTERISTICS OF PROFESSIONALISM



Being a professional in your chosen field means much more than wearing a coat and tie or possessing a college degree and a noted title. Professionalism also has to do with how you conduct yourself during your business affairs. True professionals possess a number of important characteristics that can apply to virtually any type of business.

Dress for Success

A professional is neat in appearance. Be sure to meet or even exceed the requirements of your company's dress code, and pay special attention to your appearance when meeting with prospects or clients. Even if your workplace tends towards the casual, strive for snappy casual rather than sloppy casual. Keep something a bit dressier

handy in case the big boss or an important client happens by.

Confident, Not Cocky

Your demeanor should exude confidence but not cockiness. Be polite and well-spoken whether you're interacting with customers, superiors or co-workers. You need to keep your calm, even during tense situations. Your body language and facial expressions communicate volumes, so be sure they are conveying the message you want others to hear.

Do What You Say You Will Do

As a professional, you will be counted on to find a way to get the job done. Responding to people promptly and following through on promises in a timely manner is also important, as this demonstrates reliability. Be at work on time, start meetings on time and follow through on all your commitments.

Be an Expert in Your Field

Professionals strive to become experts in their field, which sets them apart from the rest of the pack. This can mean continuing your education by taking courses, attending seminars and attaining any related professional designations. A broad set of skills, from mastering software to clearing jams from the copying machine, adds to the sense that you're an indispensable member of the team.

Behave Morally and Ethically

Professionals such as doctors, lawyers and public accountants must adhere to a strict code of ethics. Even if your company or industry doesn't have a written code, you should display ethical behavior at all times. It's not just a matter of the #MeToo movement; extend professional,

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respectful, appropriate behavior to everyone you do business with and in every situation you find yourself in.

Maintain Your Poise

A professional must maintain his poise even when facing a difficult situation. For example, if a colleague or client treats you in a belligerent manner, you should not resort to the same type of behavior.

Have Good Phone Etiquette

Your phone etiquette is also an important component of professional behavior. This means identifying yourself by your full name, company and title when you place a call. Be sure not to dominate the conversation and listen intently to the other party. Return calls in a timely manner and follow-up on any actions you agree to during a conversation.

Strike the Right Tone

During written correspondence, keep your letters brief and to the point. Your tone should be polite and formal without being "stuffy." This also applies to email correspondence.

Be Structured and Organized

A professional can quickly and easily find what is needed. Your work area should be neat and organized, and your briefcase should contain only what is needed for your appointment or presentation. Few things say "unprofessional" as quickly as a hopelessly cluttered, messy work area.

Own Up to Mistakes

Professionals are accountable for their actions at all times. If you make a mistake, own up to it and try to fix it if possible. Don't try to place the blame on a colleague. If your company made the mistake, take responsibility and work to resolve the issue.

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Self-Check 6.1-1

Question no 1: Write down the types of Skills a trainer need?

Question no 2: Write down at least three characteristics of professionalism?

Answer Key 6.1-1

Answer of question no 1

1. Professional skills
2. Occupational skills

Answer of question no 2

- Dress for Success
- Confident, Not Cocky
- Do What You Say You Will Do
- Be an Expert in Your Field
- Behave Morally and Ethically
- Maintain Your Poise
- Have Good Phone Etiquette
- Strike the Right Tone
- Be Structured and Organized
- Own Up to Mistakes

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Task Sheet 6.1-1

Title: Identify the characteristics of a professional
Performance Objective: Given the assigned area or competency, the trainee should be able to their own professional characteristics
Supplies/Materials: Pen and Paper
Equipment: N/A
Procedure: 1. You need to identify the characteristics with your one as per the comparison sheet

Comparison Sheet

The Characteristics	Your Comment
Dress for Success	
Confident, Not Cocky	
Do What You Say You Will Do	
Be an Expert in Your Field	
Behave Morally and Ethically	
Maintain Your Poise	
Have Good Phone Etiquette	
Strike the Right Tone	
Be Structured and Organized	
Own Up to Mistakes	

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Performance Criteria Checklist 1

Criteria (Did I?)	Yes	No
1. Occupation profession and professionalism are defined.	☐	☐
2. <i>Characteristics of a professionals</i> are recognized and adopted.	☐	☐

LEARNING OUTCOME 2: MODEL HIGH STANDARDS OF PERFORMANCE

ASSESSMENT CRITERIA:

- 2.1. Personal performance is consistent with the organization's goals and objectives.
- 2.2. Appropriate professional techniques and strategies are modelled in accordance with existing organizational policies and guidelines.
- 2.3. Personal work goals and plans are reflected through individual responsibilities and accountabilities in accordance with organizational and legal requirements.
- 2.4. Ethical and inclusive practices are maintained in profession in accordance with existing organizational policies and guidelines.

CONTENTS:

1. Analyze your institution's goals and objectives
2. Model professional techniques and strategies
3. Five Step process of modeling
4. Work in accordance with requirements

CONDITIONS:

Trainees must be provided with the following:

- Handouts or reference materials/books/ CBLMs on the above stated contents
- Ball pens/pencils and other office supplies and materials
- Relevant learning materials
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- presentation

ASSESSMENT METHODS:

- Written test
- Observation with checklist
- Oral questioning

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Learning Experience 6.2-1

Learning Outcome 2

MODEL HIGH STANDARDS OF PERFORMANCE

LEARNING ACTIVITIES	RESOURCES/SPECIAL INSTRUCTIONS
Model high standards of performance	• Read Information sheet 6.2-1 • Perform Task sheet 6.2-1, refer to performance criteria checklist 2 to check if you have answered the questions correctly.

Information Sheet 6.2-1

Model high standards of performance

Learning Objectives:

After reading this Information Sheet, you must be able to identify the model high standard of performance.

To ensure inspired learning in every classroom in every technical training schools/centers, teachers/trainers need to develop and maintain their professional practice. Quality professional learning leads to improved teaching practice and improved trainee outcomes.

To achieve a high standard of work performance, you must first determine what that standard might be. The most effective way to do this is by *modelling*.



You can do this by ensuring your performance is consistent with the institution's goals and objectives, modelling professional techniques and strategies, making appropriate personal work goals and plans, and applying ethical and inclusive practices.

How can you ensure your performance is consistent with the organization's goals and objectives?

If you know what the goals and objectives of your organisation are, you can more accurately determine what is expected of you. If you know that an objective is to have at least 95% of participants in training programs give us an 'exceeds expectations' rating, then you know that this is what you must aim for in your own performance. If you make certain your own goals and those of the organisation are in harmony, they are more likely to be realised.

Analyze your institution's goals and objectives

Goals and objectives may be related to all aspects of an institution, or just some. They may be related to:

- strategic plans
- operational plans
- codes of conduct
- flexibility and client responsiveness
- client satisfaction
- financial performance
- people management
- marketing and client service

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- quality and quality assurance.

Finding out goals and objectives

How do you find out what the organization's goals and objectives are? Research. Ask. Most plans and procedures are available to teachers/trainers.

If you cannot find some information, ask your supervisor or manager.



Critical success factors (CSFs are the essential areas of activity that must be performed well if you are to achieve the mission, objectives or goals for your institute or project) are also sometimes referred to as Key performance indicators (KPIs) or measures of performance (MOPs). These will be especially useful to you.

These types of goals are very specific about what is to be achieved and how that achievement is to be monitored and measured - SMART goals – (more in the next Element, *Determine personal development needs*).

In a quality plan, the goals are at an institutional level, such as:

Increase client base by 20% by the end of each financial year, using student records for that year as a basis of measurement.

You can use these institutional level goals to devise your own personal performance goals. These should also be expressed as SMART goals.

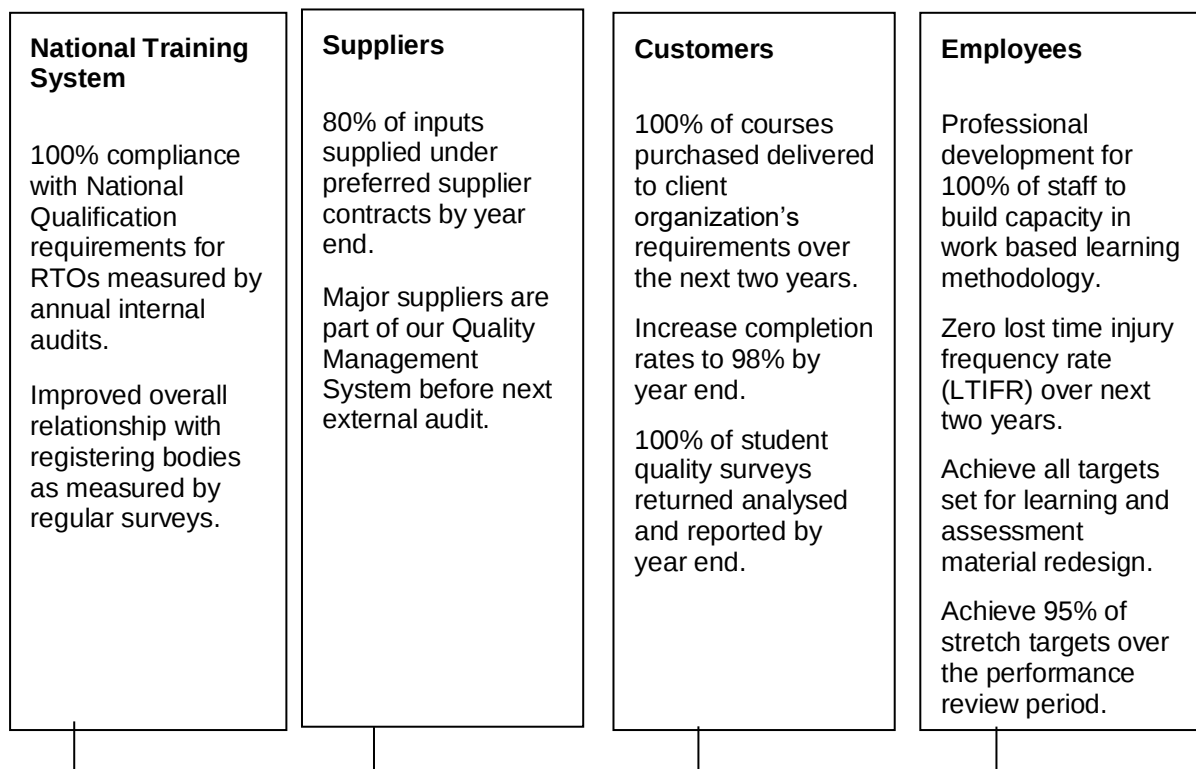
Regardless of its size every RTO needs to develop a strategic plan. Strategic plans are long-term, usually one year and up to five years or more.

An example of a strategic plan is shown below. Refer to your institution's strategic plan to determine its future goals and objectives. Then you are able to ensure your personal work goals and plans support your institution's long term plans.

Example of a Strategic Plan for a Registered Training Organization (RTO)

Vision	To Provide Qualifications to support continuous improvements in the client organizations
Mission	A customer oriented, nationally competitive Registered Training Organization serving national and Asia pacific companies

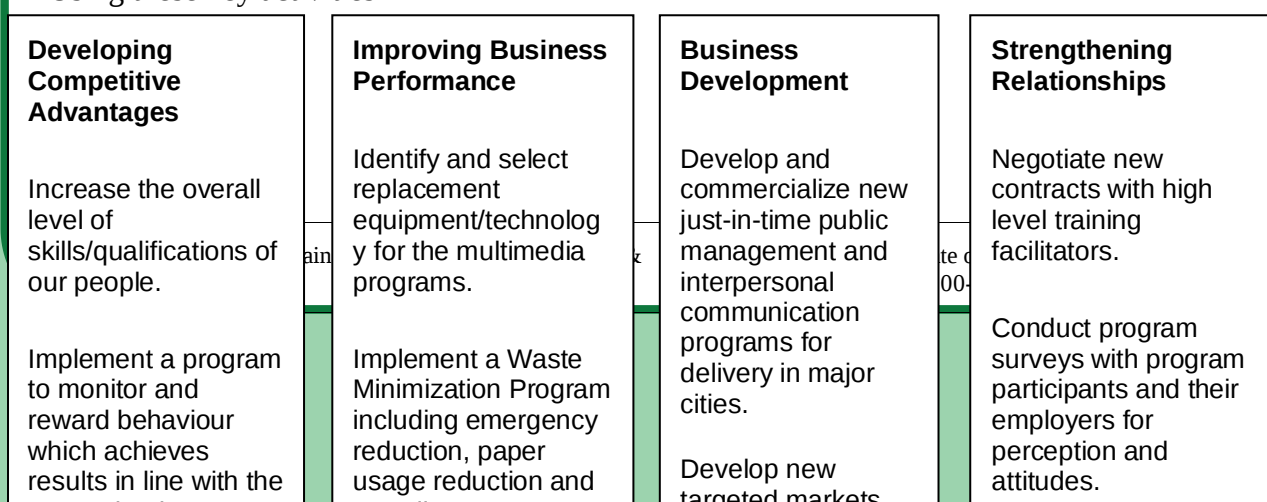
Key measures of our success will be:



We will achieve these outcomes with these strategies



Using these key activities



An institution's strategic plan is supported by a quality plan. You will find the components of a typical quality plan below.

Components in Quality Plans

- Quality objectives and policy
- Organizational chart
- Authorizations and responsibilities
- Critical Success Factors (CSFs)
- Methods of measurement
- Frequency and method of quality control
- Inspection, audit and review procedures.

Research your institution's quality plan to identify:

- quality vision and objectives
- authorizations and responsibilities
- critical success factors and methods of measurement in the quality plan.

Then you can work towards supporting the plan in your day-today actions. Quality plans that are communicated to all staff can be supported and people can work towards the quantifiable targets for improvement.

How do you model professional techniques and strategies?

Everybody can improve their professional performance. The first step is to make the commitment to improve. Then, identify areas of your performance in which you feel you are lacking.

You may already know these yourself, or they have been identified for you in performance reviews or by colleagues. The ability to reflect on your own performance is a vital skill for any professional.

You can then help yourself improve in these areas by modelling.

Model professional techniques and strategies

Professional techniques and strategies in which you may need to become more proficient can include:

- techniques for initiating action and directing decision making
- strategies for presenting a confident and assured manner in challenging situations
- maintaining ethical practice in the face of opposition
- modelling behavioural and personal presentation standards
- motivation strategies
- time management
- strategies for acknowledging and respecting the attitudes and beliefs of others
- techniques for promoting active participation.

Make a checklist for yourself similar to the one given below and be honest in your assessment.

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Checklist for self-evaluation

Am I able to ..	Yes	No
Do I make decisions confidently?		
Can I bring issues to the attention of others?		
Do I stand up for my beliefs or do I allow the attitudes of others to dominate me?		
Do I feel self assured in a training or public speaking situation?		
Do I manage my time well, or do I feel I am always racing to complete tasks?		

You can also ask your colleagues for input. They may have a fresh insight into your performance that you have not considered. It may not be easy to ask – but in the long run, it could prove to be quite valuable.

Example of Modelling

An effective way to address performance issues is to:

- identify strategies that work
- model these strategies.

The strategies that work may come from:

- books
- training courses
- colleagues
- participation in networks
- experts in your field
- open and ongoing communication with colleagues.

Five Step process of modeling

1. Select a model of excellence. Determine what outcomes you would like to achieve, by when.
2. Observe and ideally record the model via video or other medium.
3. Practice the skill until the same set of responses is received.
4. Using video or other medium, test your skill against the model.
5. Teach (transfer) the skill to someone else.

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For example, if you would like to be more confident in a training room situation (say, if a student keeps challenging you), you could observe a colleague who deals with these situations well. How do they respond? What do they say? What is their body language? How do others respond to them?

Then, you could practice this yourself, over and over, using different scenarios. Videoing yourself would be useful, or having someone whose opinion you value evaluate you. Once you are confident, you could pass your new skill onto someone else.

Another example might be with regard to time management. Why is it your colleague with the same position and responsibilities as you seem to complete all her tasks on time while you often miss deadlines?

Research time management strategies or you could ask her how she does it. Does she use *To Do* lists or an electronic planner? Does she only answer email in the morning between 9 and 9.30 am? Mimic her strategies and you may find you meet your deadlines easily, too.

Your personal work goals, plans and activities should reflect your own responsibilities and accountability. If your personal work goals do not reflect or indicate that you are responsible or accountable for your plans or actions, no one would trust them.

The importance of reflecting the organizations plans is also very important. This is because the organization is the reason we are all here (apart from money and possible advancement), every plan, step forward, decision, and organizational operations must be taken into account in reference to how each will benefit the organization and staff.

An efficient and successful organization always has plans and goals of where it is going, where it wants to be, and how it will get there in a financial sense and in a strategic planning sense.

If you do not incorporate these plans into your own thinking and work plan, your plans and actions may deviate from the most efficient business path, and this could be detrimental to you and the organization that you represent and work for.

The approach that you take to achieve this is by knowing full well of your own responsibilities that you have to the organization and staff, and how accountable you really are for all your actions and planning.

Then when you add to this the organizations plans, you then have very important points that you can use in your planning, activities and work goals. From all of this you then have a clear path to follow when trying to achieve the desired outcomes for any task or work that you may be undertaking on behalf of the organization.

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The benefits of (both to myself and the organisation) of taking the initiative to extend your personal work goals beyond those originally planned, are all round better performance and strength.

You can have a goal and that is a very good step to take, you could also have 2 - 3 goals based on your first goal, and that would then demonstrate that you not only had foresight, but you have other avenues and possible 'b' plans that you can use to follow or plan on to reach desired solutions and outcomes as needed.

If you extend your work goals to greater goals and possible achievements, it will mean that you are always advancing in a positive way. When you aim to reach a goal it usually requires a lot of work, effort and intuitive to reach that goal. Thus if you set many goals, or high level goals, and you do your best to achieve them you cannot go wrong as you will experience positive outcomes along the way.

How can you be certain your work goals and plans are in accordance with organizational requirements?

When you work in an organization, you need to work within the organization's requirements. In this way, you can be sure you are working within your brief.

Work in accordance with requirements

Organizational/legal requirements may include:

- customer complaints, grievances and appeals
- risk identification and management, including OHS
- quality and continuous improvement processes and standards, including validation systems
- financial management, including refund policies and systems to protect fees paid in advance (if appropriate) o recognition and qualifications issues by other training and/or assessment organizations
- access and equity
- client selection, enrolment and induction or orientation
- staff recruitment, induction and ongoing development and monitoring
- availability of policies and procedures to all personnel and clients
- collaborative/partnership arrangements
- confidentiality and privacy requirements
- ethical standards
- defined resource parameters
- administrative and records management system, including reporting and recording arrangements, management of information and document version control.

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Self-Check 6.2-1

1. How do you model professional techniques and strategies?

2. What are the steps of modelling?

3. What are the aspects you may consider to analyses your institutional goals and objectives?

4. List 5 organizational/legal requirements for a training institute.

Answer Key 6.2-1

Answer of question no 1

Everybody can improve his/her professional performance. The first step is to make the commitment to improve. Then, identify areas of your performance in which you feel you are lacking.

You may already know these yourself, or they have been identified for you in performance reviews or by colleagues. The ability to reflect on your own performance is a vital skill for any professional.

You can then help yourself improve in these areas by modelling.

Model professional techniques and strategies

Professional techniques and strategies in which you may need to become more proficient can include:

- techniques for initiating action and directing decision making
- strategies for presenting a confident and assured manner in challenging situations
- maintaining ethical practice in the face of opposition
- modelling behavioural and personal presentation standards
- motivation strategies
- time management
- strategies for acknowledging and respecting the attitudes and beliefs of others
- techniques for promoting active participation.

Answer of question no 2

Five Step process of modeling:

1. Select a model of excellence. Determine what outcomes you would like to achieve, by when.
2. Observe and ideally record the model via video or other medium.
3. Practice the skill until the same set of responses is received.
4. Using video or other medium, test your skill against the model.
5. Teach (transfer) the skill to someone else.

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Answer of question no 3

Goals and objectives may be related to all aspects of an institution, or just some. They may be related to:

- strategic plans
- operational plans
- codes of conduct
- flexibility and client responsiveness
- client satisfaction
- financial performance
- people management
- marketing and client service
- quality and quality assurance

Answer of question no 4

- customer complaints, grievances and appeals
- risk identification and management, including OHS
- quality and continuous improvement processes and standards, including validation systems
- staff recruitment, induction and ongoing development and monitoring
- administrative and records management system, including reporting and recording arrangements, management of information and document version control.

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Task Sheet 2

Task Sheet 2
Title: Model appropriate professional techniques and strategies in personal performance
Performance Objective: Trainee must be able to identify the model appropriate techniques and strategies in personal performance.
Supplies/Materials: .
Equipment: printer with ink,
Steps/Procedure: • Select a model of excellence. Determine what outcomes you would like to achieve, by when. • Observe and ideally record the model via video or other medium. • Practice the skill until the same set of responses is received. • Test your skill against the model, using video or other medium • Teach (transfer) the skill to someone else.

Performance Criteria Checklist 2

Sl. No.	Criteria (Did I?)	Yes	No
1	Personal performance is consistent with the organization's goals and objectives.	☐	☐
2	Appropriate professional techniques and strategies are modeled in accordance with existing organizational policies and guidelines.	☐	☐
3	Personal work goals and plans are reflected through individual responsibilities and accountabilities in accordance with organizational and legal requirements.	☐	☐
4	Ethical and inclusive practices are maintained in profession in accordance with existing organizational policies and guidelines.	☐	☐

LEARNING OUTCOME 3: DETERMINE PROFESSIONAL DEVELOPMENT NEEDS

ASSESSMENT CRITERIA:

- 3.1. Personal skills and knowledge are assessed against industry competencies and other relevant benchmarks to determine development needs and priorities.
- 3.2. Feedback from colleagues and clients are identified and used for finding personal learning needs and areas of professional development.
- 3.3. Future career options are identified as appropriate.
- 3.4. Personal learning needs are documented and updated in accordance with existing policies and procedures.
- 3.5. Development and trends in TVET policy and operating environment are identified.
- 3.6. Impact of development and trends on the professional practices and personal development are determined.
- 3.7. Advice on personal development plan is sought from relevant personnel.
- 3.8. Personal needs are discussed with relevant personnel for inclusion in accordance with the professional development plan.

CONTENTS:

1. Employability Skills Framework
2. Assess your skills, determine the impact of change and identify future career options
3. Developing SMART Goals
4. Develop a Personal Professional Skill Development Plan

CONDITIONS:

Trainees must be provided with the following:

- Handouts or reference materials/books/ CBLMs on the above stated contents
- Ball pens/pencils and other office supplies and materials
- Relevant learning materials
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- presentation

ASSESSMENT METHODS:

- Written test
- Observation with checklist
- Oral questioning

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Learning Experiences 6.3-1

Learning Outcome 3

PREPARE ASSESSMENT TOOLS

LEARNING ACTIVITIES	RESOURCES/SPECIAL INSTRUCTIONS
Employability Skills Framework	• Read Information sheet 6.3-1 • Perform Task sheet 6.3-1, refer to performance criteria checklist 3 to check if you have answered the questions correctly.
Determine Personal Development Needs	• Read Information sheet 6.3-2 • Perform Task Sheet 6.3-2 Refer to the Performance Criteria Checklist 6.3-1 to check for your answer

Information Sheet 6.3-1

Employability Skills Framework

Learning Objective:

After reading this Information Sheet, you must be able to identify employability skills using framework



All people need a set of skills and attributes that will prepare them for both employment and further learning. The Employability Skills Framework includes what employers think makes a good employee. Note that this framework is summarized by mahmudhasan.xyz. The skills are not limited to the list.

The personal attributes and key skills are shown in the table below

Personal attributes ... that contribute to overall employability

• Loyalty • Reliability • Common sense • Motivation • Ability to deal with pressure	• Commitment • Honesty and integrity • Enthusiasm • Personal presentation • Positive self esteem	• A sense of humour • Adaptability • A balanced attitude to work and home life
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Skill	Element – (aspects of the skill that employers think is important. Note – the mix and priority of these aspects will vary from job to job)
Communication	• Listening and understanding

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... that contributes to productive and harmonious relations across employees and customers	• Speaking clearly and directly • Writing to the needs of the audience • Negotiating responsively • Reading independently • Empathising • Speaking and writing in languages other than English • Using numeracy • Understanding the needs of internal and external customers • Persuading effectively • Establishing and using networks • Being assertive Sharing information
Team work ... that contributes to productive working relationships and outcomes	• Working across different ages irrespective of gender, race, religion or political persuasion • Working as an individual and as a member of a team • Knowing how to define a role as part of the team • Applying team work to a range of situations e.g. futures planning, crisis problem solving • Identifying the strengths of the team members • Coaching and mentoring skills including giving feedback
Problem solving ... that contributes to productive outcomes	• Developing creative, innovative solutions • Developing practical solutions • Showing independence and initiative in identifying problems and solving them • Solving problems in teams • Applying a range of strategies to problem solving • Using mathematics including budgeting and financial management to solve problems • Applying problem solving strategies across a range of areas • Testing assumptions taking the context of data and circumstances into account. • Resolving customer concerns in relation to complex projects issues
Initiative and enterprise ... that contribute to innovative outcomes	• Adapting to new situations • Developing a strategic, creative, long term vision • Being creative • Identifying opportunities not obvious to others • Translating ideas into action • Generating a range of options • Initiating innovative solutions
Planning and organising ... that contributes to long and short	• Managing time and priorities- setting time lines, co-ordinating tasks for self & with others • Being resourceful • Taking initiative and making decisions • Adapting resource allocations to cope with contingencies

term strategic planning	• Establishing clear project goals and deliverables • Allocating people and other resources to tasks • Planning the use of resources including time management • Participates in continuous improvement and planning processes • Developing a vision and a proactive plan to accompany it • Predicting - weighing up risk, evaluate alternatives and apply evaluation criteria • Collecting, analysing and organising information
Self management ... that contributes to employee satisfaction and growth	• Having a personal vision and goals • Evaluating and monitoring own performance • Having knowledge and confidence in own ideas and visions • Articulating own ideas and visions • Taking responsibility
Learning ... that contributes to ongoing improvement and expansion in employee and company operations and outcomes	• Managing own learning • Contributing to the learning community at the workplace • Using a range of mediums to learn - mentoring, peer support and networking, IT, courses • Applying learning to 'technical' issues (e.g. learning about products) and 'people' issues (e.g. interpersonal and cultural aspects of work) • Having enthusiasm for ongoing learning • Being willing to learn in any setting - on and off the job • Being open to new ideas and techniques • Being prepared to invest time and effort in learning new skills • Acknowledging the need to learn in order to accommodate change
Technology ... that contributes to effective execution of tasks	• Having a range of basic IT skills • Applying IT as a management tool • Using IT to organise data • Being willing to learn new IT skills • Having the OHS knowledge to apply technology • Having the physical capacity to apply technology e.g. manual dexterity

Task Sheet 3.1

Task Sheet 3.1
Title: Fill up the Employability Skill form according to your skill
Performance Objective: Trainee must be able to identify their skills
Supplies/Materials: N/A
Equipment: printer with ink,
Steps/Procedure: • Read out the checklist • Click the link according to your skills.

Employability skills sheet

Job: _____

Skill and elements of skill	Very important	Not so important	Doesn't apply
Communication			
Listening & understanding	☐	☐	☐
Speaking clearly & directly	☐	☐	☐
Writing to the needs of the audience	☐	☐	☐
Negotiating responsively	☐	☐	☐
Reading independently	☐	☐	☐
Empathizing	☐	☐	☐
Speaking & writing in languages other than English	☐	☐	☐
Using numeracy	☐	☐	☐
Understanding the needs of internal & external customers	☐	☐	☐
Persuading effectively	☐	☐	☐
Establishing & using networks	☐	☐	☐
Being assertive	☐	☐	☐
Sharing information	☐	☐	☐
Team work			
Working across different ages, irrespective of gender, race, religion or political persuasion	☐	☐	☐
Working as an individual & as a member of a team	☐	☐	☐
Knowing how to define a role as part of the team	☐	☐	☐
Applying team work to a range of situations e.g. futures planning, crisis problem solving	☐	☐	☐
Identifying the strengths of the team members	☐	☐	☐
Coaching & mentoring skills including giving feedback	☐	☐	☐
Problem solving			
Developing creative, innovative solutions	☐	☐	☐
Developing practical solutions	☐	☐	☐
Showing independence & initiative in identifying problems & solving them	☐	☐	☐
Solving problems in teams	☐	☐	☐
Applying a range of strategies to problem solving	☐	☐	☐
Using mathematics including budgeting & financial management to solve problems	☐	☐	☐
Applying problem solving strategies across a range of areas	☐	☐	☐
Testing assumptions taking the context of data & circumstances into account.	☐	☐	☐
Resolving customer concerns in relation to complex projects issues	☐	☐	☐

Skill and elements of skill	Very important	Not so important	Doesn't apply
Initiative and enterprise			
Adapting to new situations	☐	☐	☐
Developing a strategic, creative, long term vision	☐	☐	☐
Being creative	☐	☐	☐
Identifying opportunities not obvious to others	☐	☐	☐
Translating ideas into action	☐	☐	☐
Generating a range of options	☐	☐	☐
Initiating innovative solutions	☐	☐	☐
Planning and organising			
Managing time & priorities- setting time lines, co-ordinating tasks for self & with others	☐	☐	☐
Being resourceful	☐	☐	☐
Taking initiative & making decisions	☐	☐	☐
Adapting resource allocations to cope with contingencies	☐	☐	☐
Establishing clear project goals & deliverables	☐	☐	☐
Allocating people & other resources to tasks	☐	☐	☐
Planning the use of resources including time management	☐	☐	☐
Participates in continuous improvement & planning processes	☐	☐	☐
Developing a vision & a proactive plan to accompany it	☐	☐	☐
Predicting – weighing up risk, evaluate alternatives and apply evaluation criteria	☐	☐	☐
Collecting, analysing & organising information	☐	☐	☐
Understanding basic business systems & their relationships	☐	☐	☐
Self management			
Having a personal vision & goals	☐	☐	☐
Evaluating & monitoring own performance	☐	☐	☐
Having knowledge & confidence in own ideas & visions	☐	☐	☐
Articulating own ideas & visions	☐	☐	☐
Taking responsibility	☐	☐	☐
Learning			
Managing own learning	☐	☐	☐
Contributing to the learning community at the workplace	☐	☐	☐
Using a range of mediums to learn – mentoring, peer support & networking, IT, courses	☐	☐	☐
Applying learning to 'technical' issues (e.g. learning about products) and 'people' issues (e.g. interpersonal & cultural aspects of work)	☐	☐	☐
Having enthusiasm for ongoing learning	☐	☐	☐
Being willing to learn in any setting - on & off the job	☐	☐	☐
Being open to new ideas & techniques	☐	☐	☐
Being prepared to invest time & effort in learning new skills	☐	☐	☐
Acknowledging the need to learn in order to accommodate change	☐	☐	☐
Technology			
Having a range of basic IT skills	☐	☐	☐
Applying IT as a management tool	☐	☐	☐
Using IT to organise data	☐	☐	☐
Being willing to learn new IT skills	☐	☐	☐
Having the OHS knowledge to apply technology	☐	☐	☐
Having the physical capacity to apply technology e.g. manual dexterity	☐	☐	☐

Information Sheet 6.3-2

Determine Personal Development Needs

Identifying your development needs can be challenging. Often, we find ourselves looking at what training courses are available and deciding which of those would be most helpful. In fact, it is better to try and identify what the development need is and then to work out ways of meeting that need, which may or may not be a training course.



From the previous Element, “Model High Standards of Performance”, you will be more familiar with your personal goals and objectives. You now need to make certain you have the skills and qualifications required to meet those goals. You can do this by assessing yourself against the recognized National Units of Competency and other relevant benchmarks. This information will then feed into a Professional Development Plan.

You must also keep track of the changes occurring in:

- the vocational education industry
- training policy, and
- other operating environments

Like most industries, vocational training is developing and evolving all the time. This can – and most often will – affect the way you work.

Now is also the time to think about future career options. Do you want to develop into a specific area of vocational training, such as management or administration? Do you want to work in a particular industry, like manufacturing or mining, or with groups like the unemployed, migrants or young people? Do you want to be the specialist of your trade area or reach in an advanced level position in your institute? You must have a vision of where you are heading so you can assess the skills and knowledge you will need.

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Assess your skills, determine the impact of change and identify future career options

Before you can participate in professional development activities, you need to determine what your development needs might be. You can do this by assessing your current skills against units of competency and benchmarks, by asking others for feedback, and identifying your future career options. Then, in consultation with the organisation, you can start putting together your Professional Development Plan.

Assess your current skills. Before you go any further, work through the following questions:

- What skills do you have now?
- What skills do you need now?

In a simple *job analysis*, you can break down functional areas of your job into skills. By completing the job analysis, you can then see what skills you currently possess and those you need to develop.

To stay current and abreast of new methodologies in training and assessment, professionals may need to update their qualifications. Typical job functions for a professional trainer and assessor are shown below.

Job Function	Skills
Training and Facilitating	• Creating learning strategies and materials • Planning and delivering competency-based programs including training package qualifications, relevant vocational competencies, professional development programs and <i>just-in-time</i> skills based programs • Customizing programs to fill specific skills gaps, industry and learner needs • Treating all participants equitably taking into account cultural and linguistic needs.
Assessing	• Developing assessment strategies and tools • Delivering competency-based assessment • Applying the assessment principles of validity, reliability, fairness and flexibility • Record keeping • Recognition of prior learning and current competence • Assessment validation • Complying with the Assessment Guidelines in nationally endorsed training package • Complying with the assessment guidelines in accredited programs • Dealing with all assesses equitably, taking into account cultural and linguistic needs.

Building relationships	• Networking and sharing ideas • Mentoring and peer review • Using technology such as Internet to participate in web forums • Communication and team work.
Marketing and promoting	• Promoting benefits of training through measurable outcomes • Facilitating learning organisations • Promoting and sharing of knowledge • Modeling best practice in VET.
Working in accordance with the guidelines in the national training system and the RTO systems for quality and training	• Researching and knowledge management • Analyzing and problem solving • Negotiation and collaboration • Translating recommendations for improvements into actions and current practice • Evaluating and validating assessment systems.

Then you need to research, research and research.

Feedback from colleagues and clients is one of the most valuable resources you have. When identifying your personal learning needs or areas in which you can develop further, the fresh eyes of others can help you see things you otherwise would not. You will need to decide what weight to give some opinions. Some people will have their own agendas and interest in mind, but most will be happy to assist you.

Feedback may include

- formal or informal performance appraisals
- obtaining comments from supervisors and colleagues
- obtaining comments from clients
- using personal reflective behavior strategies
- applying routine organizational methods for monitoring service delivery.

Like most other industry sectors the TVET has been undergoing enormous change in recent years and many more changes have been proposed through reforms in the next couple of years. Some of these are fundamental changes that will eventually see a completely different type of learning institution and a very different role for the TVET teacher/trainer.

In this changing context, TVET teachers must have required knowledge and skills of the trade they teach, and continue to update their technical skills to the changing environment in the world of work. Their expertise must be supported by training in teaching methods in TVET environment that takes into account the special features of the TVET.



Development and trends may include;

- new/revised Training Packages (may include National Competency Standards, National Qualifications and Assessment Guidelines) in technical and vocational area of expertise
- regulatory changes in vocational area of competency
- new developments/directions/trends in vocational education and training
- policy changes in vocational education and training

Participating in Change

By identifying changes in TVET you are able to enhance your own practices, and acquire and demonstrate new capabilities that enable you to participate in change by:

- building productive relationships with industry
- customizing training and assessment services
- delivering quality outcomes to the participants in TVET programs.

Personal Professional development plan refers to plan for each individual staff member, outlining:

- identified skills gap if relevant
- work and personal career objectives
- identified areas requiring development
- learning opportunities/activities
- relevant work activities/projects
- links to organisational training needs



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Relevant personnel you may seek advice on Personal Development Plan may include the personnel responsible for initiating and approving the personal development plan for employees in the organization. In your case, he/she may be your Principal.

Evaluation and Feedback

Different performance appraisal methods are illustrated below

All of these forms of performance appraisal are valuable to you, particularly if you receive them in a constructive, non-defensive spirit.

Method	Description
Self-assessment	Uses records of work activities such as diaries, action plans or other personal records to review performance over a period of time, identifying strengths or weaknesses and the progress of goal achievement.
Statistical	Uses objective information to monitor task achievement, for example client numbers and client ratings. On occasions you may use samples involving a random selection from your population.
Peer or team Assessment	Team members provide performance feedback, such as in a group meeting where goals or objectives are compared with performance or outcomes.
Formal appraisal	Usually conducted on a routine basis by the organisation, using set criteria.

Clarify the feedback by paraphrasing and asking questions (for example, *so, I could improve on my ice breaking activities?* or *What part in particular of my presentation techniques could be improved upon?*). If you are asking for feedback from people you supervise, be sure they know it is okay to speak freely.

Tip: if you are asked to give feedback to someone else, make sure it is an honest, informed opinion without any hidden agenda. Aim to:

- be tactful
- identify specific issues or actions rather than criticizing the person
- provide the feedback in private and maintain confidentiality
- build the others' self-esteem
- only offer further advice if it is asked for.

How can you document personal learning needs and priorities them?

You will use all of the information you have gleaned from modelling high standards of performance, assessing your skills against relevant standards and asking for feedback to document your personal learning needs. Once you know what your needs are, you can then priorities them.

Document and priorities personal learning needs

By now, you should have a clearer idea of the skills you need to develop, both for your current position and for the future. Now, these need to be expressed as goals and prioritized.

Goal setting involves more than simply saying you are going to do something. As a professional, you need to be more specific and focused than that. Expressing your goal as a SMART goal will help you with this.

DEVELOPING SMART GOALS

SMART goals are:

S- Specific.

M- Measurable.

A- Achievable. You shouldn't place unrealistic demands on yourself, and remember to take account of other demands on your time and factors that may affect achievement.

R- Relevant/Realistic. Any goal should be aligned with your individual responsibilities and accountabilities as well as your own aspirations.

T- Time-referenced. Time limits help with the measurement of the goal's progress.



An example of a SMART goal is shown below

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S	Improve people management skills by completing “ <i>Ensure Team Effectiveness</i> ” course.
M	Complete the course, and at the end of the year assess my own skills (have I improved?).
A	The course can be completed over one night a week for ten weeks, which I can fit in.
R	The course is relevant to where I want to go in the future, and the organization needs a base of people with effective people management skills.
T	The course is set for July – mid September. This is a short-term goal.

Express each of your goals as a SMART goal. Think carefully in particular about the achievability and the time reference for each goal; this will help you priorities it. It is likely to be difficult to achieve a number of goals by the end of the year, especially with other demands on your time (work, family).

Ask yourself:

- Is this goal short-term or long-term?
- Do I need the skill right now, or can it wait?
- Do I have the organization’s support for this goal?
- When is the course actually available? Is it available another time?

As a general guide, short-term goals would be given priority over long-term ones. Goals related to your current position would be given priority over those related to future positions. You can devise your own priority rating for goals, such as *high*, *medium*, and *low*, and record this in the *Specific* section of the SMART goal.

How Do I Develop A Professional Development Plan?

You now should have a number of goals and objectives, and have prioritized them. Now you need to develop a plan to achieve them – a *Professional Development Plan*. This is a dynamic map of the direction of your professional life, you will:

- refer to it often
- change it, and
- add new goals.

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DEVELOP A PERSONAL PROFESSIONAL SKILL DEVELOPMENT PLAN



1. Outline your goals

Think about where you see yourself professionally in 3 to 5 years. Your goal may be to earn a promotion, start your own company, switch to a different career or work fewer hours. Be specific about your long-term goals, including all details about the type of job you ultimately want and the activities of your day-to-day life.

2. Assess your current situation

Determine how far you are from reaching your ultimate goal. If you want to become the manager of your own store, for example, think about the steps and skills necessary for achieving your goal. An increase in product knowledge, greater skill in employee management or stronger sales abilities are examples of necessary competencies.

3. Acknowledge your strengths and highly developed skills

Strong computer skills, analytical ability and marketing knowledge are examples of strengths. List all of your highly developed skills, even if you do not utilize them in your current work situation. Review your work history and recall feedback from past supervisors and co-workers to help you develop this list.

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4. Identify your weaknesses

Write down areas in need of improvement. Write them as positive statements, such as, "develop organizational skills" or "gain knowledge of XYZ software application. "Speak to your supervisor, co-workers and others who are familiar with your work habits. Ask them to identify skills that you can further develop to help you reach your professional goals.

5. Create an action plan for developing your skills

Review your list of weaknesses and identify the areas that are critical components of achieving your long-term goals. If your goal is to manage a team, for example, and you find it difficult to deal with conflicts and stress, focus on strengthening this skill. Find an employee management class that teaches techniques in conflict resolution. Determine if you prefer self-directed study, hands-on practice or a traditional classroom environment for developing skills.

7. Check in with yourself regularly to assess your progress

Ask others whose observations you trust for feedback on your skills development progress. Stay focused on your goals by posting reminders on your calendar or on post-it notes. Display inspiring images on your desk or refrigerator, such as a picture of your ideal career life or symbols of the prosperity your new skills will bring.

20 Skills you need to develop your career

1. Communication skills (listening, speaking and writing)
2. Analytical and research skills
3. Flexibility/adaptability
4. Interpersonal abilities
5. Ability to make decisions and solve problems
6. Ability to plan, organize and priorities work
7. Ability to wear multiple hats
8. Leadership/management skills
9. Attention to detail
10. Self-confidence
11. Public speaking
12. Tactfulness
13. Creativity
14. Ethics and integrity
15. Strong work ethic
16. Ability to accept and learn from criticism
17. Sales and marketing
18. Computer and electronics skills
19. Programming
20. Mathematics

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Example of a Personal Professional Skill Development Plan

TVET Teacher Personal Professional Skill Development Planner – 2018

Name: M. A. Anwar

Position: Instructor

Age: 35

Contact number: 01711-

Institution: TTC

Competencies to be developed in 2019

Competency (must be specific and measurable)	Learning strategy and location	Resources required	Timeframe
Competency Based Learning Program/Course Developer	Off the job training Dhaka	Recommendation from the concerned authority to attend the course	September-October 2019
Coordinate training and/or assessment arrangements for apprenticeships	Industry visit	Establish linkage with the industry and maintain regular communication and monitor the progress of the apprentices	November-December 2019

Mentor name: Mominul Islam

Position: Sr. Instructor

Signature

Date

Approved by Principal/ Supervisor:

Signature

Date

Code:
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Professional Development Plan - Details

Competencies to be developed in 2019

Competency (<i>must be specific and measurable</i>)	Performance criteria – <i>how will you know you have achieved this competency? What evidence will you produce</i>	Certified by Industry person
TVTTAS501- Conduct Training Needs Analysis	1.1 Client objectives and expectations and organisational requirements of clients are identified and verified through discussion. 1.2 Resources are identified and verified according to organisational requirements. 2.1 Reliable and appropriate methods for collecting information and data on current, emerging and future training needs of the industry are applied. 2.2 Work to determine skills and competencies required for effective performance is analyzed. 2.3 Information and data to determine current skills/competency profile of staff according to organisational /ethical requirements is gathered. 2.4 Information is analyzed using reliable and valid data analysis methods to determine skills competency match and relevant training needs. 2.5 Findings are supported on organisational training needs with verifiable evidence, where appropriate. 3.1 Clients are provided with clear advice and recommendations including options on meeting training and assessment needs. 3.2 Feedback and comments are obtained on suitability and sufficiency of advice. 3.3 Recommendations are recorded and applied in future planning if required. 3.4 Final report is completed and presented to the client for approval.	Mr. Kamal Hossain, CBT&A Assessor

TVTDES501- Design and Develop Competency Based Learning Program	1.1 Scope, purpose and type of learning program are clarified with key stakeholders. 1.2 The competency standards and/or relevant training specifications are accessed and confirmed on which to base the learning program. 1.3 The learning environment, operational resources and learner characteristics required to develop the learning program are Identified and considered. 2.1. Agreed specific content considering scope and purpose are developed and documented with respect to the learning principles 2.2. Learning content is broken into manageable chunks/segments and sequences and timeframe is documented for each segment or learning session. 2.3. Delivery strategies and required assessment methods and instruments for the learning program are determined and confirmed. 2.4. Completed learning program is documented in line with organizational and national qualifications requirements. 3.1. Drafts of learning programs and contents are reviewed with key stakeholders, where appropriate. 3.2. The draft learning program and content are adjusted to reflect the review outcomes, where appropriate. 3.3. Final approval for the learning program, structure and content are obtained from appropriate personnel.	Mr. Kamal Hossain, CBT&A Assessor
TVTCMQ502- Evaluate Competency Based Training & Assessment	1.1. The purpose, objectives and scope of the evaluation are determined and confirmed with relevant persons. 1.2. Previous relevant evaluations are accessed and reviewed, where appropriate. 1.3. Relevant framework, methods and criteria for conducting the evaluation are identified and interpreted. 2.1. The roles and responsibilities of persons to	Mr. Kamal Hossain, CBT&A Assessor

	be involved in the evaluation process are determined, consulted and confirmed. 2.2. Resources to perform the evaluation are determined. 2.3. Evaluation plan is written and documented and approved by relevant personnel, where required 2.4. All parties involved in the evaluation process are informed. 3.1 Specific organisational documentation/ information relevant to the focus of evaluation is analyzed in accordance with evaluation criteria, and note key points 3.2 Relevant persons are interviewed using interview skills/questioning techniques to clarify points and to obtain further relevant information 3.3 Training and/or assessment processes and operating systems is observed to confirm documentary and interview-based evaluation evidence 3.4 Records and notes of all evaluation proceedings are documented.	
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Self-Check 6.3-1

1. How will you assess your current skills and determine the skills you may need to develop?

2. What are the sources of getting feedback on your performance?

3. What are the developments and trends that can impact on professional practice?

4. Who can approve your personal development plan?

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Answer Key 6.3-1

Answer of question no 1

You can assess your current skills against units of competency and benchmarks, by asking others for feedback, and identifying your future career options. Then, in consultation with the organisation, you can start putting together your Professional Development Plan.

Assess your current skills. Before you go any further, work through the following questions:

- What skills do you have now?
- What skills do you need now?

In a simple *job analysis*, you can break down functional areas of your job into skills. By completing the job analysis, you can then see what skills you currently possess and those you need to develop.

Answer of question no 2

You can get feedback on your performance from the below mentioned sources

- formal or informal performance appraisals
- obtaining comments from supervisors and colleagues
- obtaining comments from clients
- using personal reflective behavior strategies
- applying routine organizational methods for monitoring service delivery.

Answer of question no 3

Like most other industry sectors the TVET has been undergoing enormous change in recent years and many more changes have been proposed through reforms in the next couple of years. Some of these are fundamental changes that will eventually see a completely different type of learning institution and a very different role for the TVET teacher/trainer.

In this changing context, TVET teachers must have required knowledge and skills of the trade they teach, and continue to update their technical skills to the changing environment in the world of work. Their expertise must be supported by training in teaching methods in TVET environment that takes into account the special features of the TVET.

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Development and trends may include;

- new/revised Training Packages (may include National Competency Standards, National Qualifications and Assessment Guidelines) in technical and vocational area of expertise
- regulatory changes in vocational area of competency
- new developments/directions/trends in vocational education and training
- policy changes in vocational education and training

Participating in Change

By identifying changes in TVET you are able to enhance your own practices, and acquire and demonstrate new capabilities that enable you to participate in change by:

- building productive relationships with industry
- customizing training and assessment services
- delivering quality outcomes to the participants in TVET programs.

Answer of question no 4

The Principal of your institution can approve your personal development plan.

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Task Sheet 6.3-2

Task Sheet 6.3-2
Title: Design Teacher Personal Professional Skill Development Planner
Performance Objective: Given the assigned competency/occupation, the trainee should be able to Design Teacher Personal Professional Skill Development Planner
Supplies/Materials: Policy and curriculum document required: - Teachers' Competency Standards - Technical Competency Standards Materials/Tools required - Individual Professional Skill Development Plan Template - Pen
Equipment: PC, printer with ink,
Steps/Procedure: - Identify the units of competency (UoC) that are relevant to your preset position - Identify the UoC that may be relevant in the future - Read specification sheet 2.1 and identify the requirements to develop a personal professional development plan - Identify the competencies you want to develop in the next year keeping in mind the SMART goals. - Identify the learning strategies and resources required and specify a timeframe - Plan evidence to proof your competency

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TVET Teacher Personal Professional Skill Development Planner – 20__

Name:

Position:

Age:

Contact number:

Institution:

Competencies to be developed in 20__

Competency (must be specific and measurable)	Learning strategy and location	Resources required	Timeframe

Mentor name: Position:

Signature Date

Approved by Principal/ Supervisor:

Signature Date

Professional Development Plan - Details

Competencies to be developed in 20 __

Competency <i>(must be specific and measurable)</i>	Performance criteria – <i>how will you know you have achieved this competency? What evidence will you produce</i>	Certified by Industry person
Write your own	Write your own	

Performance Criteria Checklist 3

Sl. No.	Criteria	Yes	No
1	Personal skills and knowledge are assessed against industry competencies and other relevant benchmarks to determine development needs and priorities.	☐	☐
2	Feedback from colleagues and clients are identified and used for finding personal learning needs and areas of professional development.	☐	☐
3	Future career options are identified as appropriate.	☐	☐
4	Personal learning needs are documented and updated in accordance with existing policies and procedures.	☐	☐
5	Development and trends in TVET policy and operating environment are identified.	☐	☐
6	Impact of development and trends on the professional practices and personal development are determined.	☐	☐
7	Advice on personal development plan is sought from relevant personnel.	☐	☐
8	Personal needs are discussed with relevant personnel for inclusion in accordance with the professional development plan.	☐	☐

LEARNING OUTCOME 4: DETERMINE TECHNICAL SKILLS DEVELOPMENT NEEDS

ASSESSMENT CRITERIA:

1. Sources of competency standards documents are accessed for the relevant sector.
2. Self-assessment is planned and conducted to determine own technical competency in the relevant field based on relevant competency standards document.
3. Skills gaps are identified and documented with respect to the self-assessment.
4. Knowledge gaps are identified and documented with respect to the self-assessment.

CONTENTS:

1. Maintain technical competency
2. Identifying Skills Gaps
3. Learning/Training Strategy

CONDITIONS:

Trainees must be provided with the following:

- Handouts or reference materials/books/ CBLMs on the above stated contents
- Ball pens/pencils and other office supplies and materials
- Relevant learning materials
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- presentation

ASSESSMENT METHODS:

- Written test
- Observation with checklist
- Oral questioning

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Learning Experiences 6.4-1

Learning Outcome 4

ESTABLISH EVIDENCE REQUIREMENTS

Learning Activities	Recourses/Special Instructions
Determine technical skills development needs	• Read Information sheet 6.4-1 • Answer Self-check 6.4-1, refer to answer key 6.4-1 to check if you have answered the questions correctly.

Information Sheet 6.4-1

Determine technical skills development needs

Learning Objectives:

After reading this Information Sheet, you must be able to determine your technical skill development needs.

1 Maintain technical competency



Technical Vocational Education and Training (TVET) is a dynamic industry. As part of this industry TVET teachers/trainers also need to maintain and enhance their technical competency to cope up with this change. Technology is changing every day and with that the demand of learning new technology is also increasing day by day, different industries are demanding skilled manpower competent in using updated technologies. There is a need to upgrade the technical skills of TVET Teachers to operate and maintain new equipment and tools, and in turn, be able to train the trainees in the operation and maintenance of these new equipment. To maintain and enhance technical competency in the National Technical Vocational Qualification Framework (NTVQF) a TVET teacher/trainer needs to follow certain procedure and find out relevant competency standard for his field. Technical Skills of TVET teachers/trainers shall be both Institution based and Industry based.

Strong linkage between industry and TVET Institution is needed to deliver industry based skills upgrading programs. Industry Skill Councils in selected sectors will play an important role in establishing linkages between TVET Institutions and Industry in terms of TVET teacher/trainers training delivery.

Industry Skill Councils will assist in identifying those companies/industries that are willing to cooperate with TVET Institutions with regards to Technical Skills Upgrading training. Regional Coordinators shall also identify and select those industrial establishments in their respective regions who are willing to cooperate in the delivery of industry based training programs for TVET teachers/trainers Technical Skills upgrading. Staff of Regional Offices shall also coordinate and supervise implementation of the programs.

TVET teachers/trainers will undergo Technical Skills upgrading training at the premises of selected industrial establishment. Industry Skill Councils will facilitate linkages of training with industry and coordinate implementation of the training program.

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1.1 Identify relevant competency standards for own technical field

To develop own technical skills and competency to the standard level it is important at the beginning to identify the Competency Standard Document for the related trade area. So it is important for a TVET teacher/trainer first to access the relevant competency standard for his own technical field.

Competency Standard Documents can be found in Bangladesh Technical Education Board (BTEB), BTEB website, International Labor Organization (ILO) website and also in Technical Training Center (TTC) and Technical School and College (TSC). One can easily find Competency Standard Document on his/her relevant subject in the library of the institution.

2. Assess own technical skills



After accessing the relevant competency standard document at desired level, now it is required for the TVET teacher/trainer to plan his self assessment in respect to the competency standards. This self assessment will be helpful for the teacher/trainer to identify his/her skills and/or knowledge gaps. Based on the feedback received from the assessment s/he can then plan and ensure technical skills development.

2.1 Plan and conduct Self-Assessment

Self-assessment is a way to assess someone's own skills, knowledge and competencies in respect to some predefined standard to determine the knowledge, skills and competencies gap to plan future training and up skilling requirements.

Under new CBT&A system TVET teachers/trainers should assess his/her knowledge, skills and competencies level with respect to the set competency standards in his trade area. This self-assessment will help them to identify their knowledge and skills level and required competency required for them to teach TVET students the current and latest technologies and techniques to fulfil industry demand.

The four steps of Self-Assessment

1. Identify own skills and knowledge relating to trade/occupation
2. Assess current skills and knowledge against a checklist of relevant competency standards
3. Discuss results of self-assessment with supervisor/principal
4. Identify further skills, knowledge development needs

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Underpinning Skills and knowledge

Underpinning means to support something from below like a foundation. It is commonly used to describe any knowledge or skills that are foundational or the most simply required for a specific job or task.

So underpinning knowledge is such knowledge required to perform a particular Job/task. Underpinning knowledge consists of only **MUST KNOW** knowledge required for performing the specific task/job. Similarly, underpinning skills refers to the essential and must performing skills required for any specific task.

Let's look at an example

Let's say that we were going to conduct some training about gardening. One of the units of competency is “**Use equipment for building and maintaining a garden**”

So, Unit of Competency (UoC) includes some skills and knowledge, such as,

Underpinning Knowledge:	☐ types of spades ☐ types of garden forks ☐ safe handling of spades and garden forks
Underpinning Skills:	☐ choosing the right spade for the job ☐ choosing the right garden fork for the job ☐ handling the equipment safely

2.2 Identifying Skills Gaps

As part of self-assessment it is very important to find out the skills gap according to the Competency Standards. One can easily compare his existence competency and required competency. **Required Underpinning Skills** can be found out with each Unit of Competency (UoC), from where a TVET teacher/trainer can easily find out his skills gap and plan technical skills development. Required Skills is a vital part of Unit of Competency (UoC) from where we can find out the skills necessary for that particular task.

2.3 Identifying Knowledge Gaps

Similar to the identification of skills gap it is also important to find out the knowledge gap to perform certain task. Underpinning knowledge required for such task can be found in each Unit of Competency (UoC). When a TVET teacher/trainer is developing the plan to enhance technical competency s/he can look for **Required Underpinning Knowledge** and proceed accordingly.

3. Develop personal training plan for technical competency

After identifying the skill and knowledge gaps the TVET teachers/trainers need to develop technical competency development planner. This planner will include all the detail about the additional skills or competencies to be acquired. When preparing the technical competency development plan a TVET teacher/trainer needs to consult his/her institutional Principal/Supervisor on some of issues listed below for the plan to be realistic and achievable.

3.1 Learning Outcome

Once the overall training plan has been developed, the next step is to identify a set of learning outcomes that will meet the aim. The learning outcomes must be described in much more precise detail because they will be used to plan the information, skills and activities presented in the training sessions.

Learning outcomes are statements which drawn from the industry competency standers to clearly describe all the skills the trainee should be able to perform as a result of the training. It is important to understand that all the learning outcomes are derived from the elements of different unit of competencies.

Appropriate learning outcomes need to meet two criteria.

1. They must be **observable**. Can you actually see or observe the progress of the trainee?
2. They must be **measurable**. Can you measure the output or progress of the trainee?

Let's look at an example:

If the learning outcome is “**Perform Shielded Metal Arc Welding-Position 5G, 6G**”, here one can easily observe the performance of shielded metal arc welding-position 5G, 6G, so this learning outcome is observable. Similarly the Learning outcome is also measurable in the sense that one can easy measure whether it's meeting the standard or not.

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3.2 Evidence

Evidence is information gathered and matched against a unit of competency/ies to provide proof that a person is competent. Evidence can take many forms and can be gathered from a number of sources. Evidence can be gathered from a wide range of sources may include;

- Products that have been produced or made by assessee
- Processes that had been carried out by the assessee
- underpinning knowledge and skills demonstrate by the assessee
- underlying attitudes exhibited by the assessee

The following table shows some examples of different aspects of competency on which evidence can be collected.

Examples of Evidence

Products	Processes
☐ Work piece is to specification.	☐ Correct procedures are followed
☐ Sale of product is made.	☐ Safe work methods are used.
☐ Customer is satisfied.	☐ Required service is provided.
☐ Budget is achieved.	☐ Correct sequence is followed
☐ Equipment is correctly set-up.	☐ Work as a member of a team.
	☐ Good communications are maintained.

Forms of evidence

Evidence of competency can take many forms. The forms of evidence required will depend on the purpose of the assessment and the performance outcomes.

As a TVET teacher/trainer one must know what forms of evidence are required to prepare and submit to prove competency on relevant unit of competency. The evidence of competency or achievement can be both direct and/or indirect.

Direct Evidence: is evidence that can be observed or witnessed by the Assessor and may include the following;

- Observations by the assessor, of the candidate carrying out the activities.
- Oral questioning of the candidate.
- Demonstration by the candidate of specific skills needed to complete the task.

Indirect Evidence: is evidence of the candidate's work that can be reviewed or examined by the Assessor. This may include;

- Assessment of finished products.
- Written test to determine underpinning knowledge.
- Review of previous work performed.
- Testimonials or reports from employers, colleagues or supervisors.
- Evidence of Training.

3.3 Learning/Training Strategy

After identifying the skills/knowledge gap it is important to find out how and in which way one can overcome those gaps. TVET teacher/trainer should consult his/her supervisor to finalize the learning strategy. One can either get admitted to some training courses or arrange industrial attachment program. Based on the nature of the skills need to acquire and its relevance with the industry one can decide what kind of training strategy s/he should accept. If the TVET teacher/trainer needs to learn new technology currently practicing in the industry, then industrial attachment is more relevant but for the case of skills improvement one can attend training program/courses.



- **Location:** After selecting the suitable learning/training strategy for technical competency development it is vital to decide upon the suitable location for the training program or industrial attachment. One should first look for the technical competency development facilities in the close location. Local industries should get initial preference to start with, because a TVET teacher/trainer first need to learn the technology used in local industries and spread those skills and knowledge among the students to meet the demand of those industries.
- **Duration/Timeframe:** Another important issue about planning technical competency development is to determine the duration or timeframe of the training program. What would be the appropriate time for such training program or industrial attachment. There can be mainly two types of training program based on timeframe.
 1. Short-term Program
 2. Long-term Program

A TVET Teacher/Trainer also need to consider how s/he will manage the regular sessions and continue the training or industrial attachment simultaneously.

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- **Cost:** Depending upon all the issues decided above now it is important to finalize the cost involve in the training program or industrial attachment. At this point the teacher/trainer needs to find out the cost of different training institutes and industries for achieving the technical competency. It is required for the trainer to collect quotations for different institutes and consult the supervisor. Based on the best offer given to them they can later initiate the training or industrial attachment. It is also important to decide who will bear the cost of the technical competency enhancement. It can be either institutional or personal effort to achieve further technical competencies required for professional and personal development.

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Self-Check 6.4-1

Which framework should a TVET Teacher/trainer follow to plan their technical competency development t?

☐ The Philippine TVET Qualification Framework (PTQF)	☐ National Technical and Vocational Qualification Framework (NTVQF)
☐ Australian Quality Training Framework (AQTF)	☐ None of the Above

1. What are the main sources of Competency Standards Document?

2. What are the 2 strategies for technical competency enhancement?

3. Who will authorize the technical competency enhancement plan?

4. What will be the learning strategy to learn new technology or industry demand?

5. How can you classify evidence required for competency?

Answer Key 6.4-1

1. A TVET Teacher/trainer follows National Technical and Vocational Qualification Framework (NTVQF) to plan their technical competency development.
2. Sources of Competency Standards Document are as below
 - Bangladesh Technical Education Board (BTEB),
 - BTEB website,
 - International Labor Organization (ILO) website
 - Technical Training Center (TTC) and
 - Technical School and College (TSC).
3. The major 2 strategies for technical competency enhancement are:
 - Training course/program
 - Industrial Attachment
4. The Principal/ Supervisor of the institution or Designated Authority of BTEB will approve the Technical Competency Development Plan
5. Industrial Attachment is more helpful to understand and learn new technology and industry demand
6. Evidence required for competency can be classified in two types
 - a. Direct Evidence
 - b. Indirect Evidence

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Job 4: Identify relevant competency standards for own technical field

1. Identify and access relevant Competency Standards Documents
2. Assess own technical competency
3. Identify skills gap
4. Plan and setup strategy for Technical Competency Development
5. Get approval from the authority
6. Participate in Technical Competency Development training or Industrial Attachment Program
7. Prove Competency

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Performance Criteria Checklist 4

Sl. No.	Criteria	Yes	No
1	Sources of competency standards documents are accessed for the relevant sector.	☐	☐
2	Self-assessment is planned and conducted to determine own technical competency in the relevant field based on relevant competency standards document.	☐	☐
3	Skills gaps are identified and documented with respect to the self-assessment.	☐	☐
4	Knowledge gaps are identified and documented with respect to the self-assessment.	☐	☐

LEARNING OUTCOME 5: PARTICIPATE IN PROFESSIONAL DEVELOPMENT ACTIVITIES

ASSESSMENT CRITERIA:

- 5.1 Development opportunities required for personal learning style are identified and pursued to support continuous learning and maintain updating of professional practice.
- 5.2 Participation in professional networks is ensured and maintained to support continuous learning.
- 5.3 Immerging technology is used and maintained regular communication in accordance with relevant networks, organization and individuals.

CONTENTS:

1. Development opportunities
2. Industry Attachment
3. Participation in professional networks
4. Importance of Technology in the Workplace

CONDITIONS:

Trainees must be provided with the following:

- Handouts or reference materials/books/ CBLMs on the above stated contents
- Ball pens/pencils and other office supplies and materials
- Relevant learning materials
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- presentation

ASSESSMENT METHODS:

- Written test
- Observation with checklist
- Oral questioning

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Learning Experiences 6.5-1

Learning Outcome 5

PARTICIPATE IN PROFESSIONAL DEVELOPMENT ACTIVITIES.

Learning Activities	Recourses/Special Instructions
Participate in professional development activities.	• Read Information sheet 6.5-1. • Answer Self-check 6.5-1, refer to answer key 6.5-1 to check if you have answered the questions correctly.

Information Sheet 6.5-1

Participate in professional development activities.

Learning Objective:

After reading this Information Sheet, you must be able to participate I professional development activities

DEVELOPMENT OPPORTUNITIES



Development is a process of change in the quality of living (Kendie & Martens, 2008) underpinned by improvement in the well-being of people. Technical and vocational education and training (TVET) has been acknowledged as a veritable strategy of facilitating socio-economic growth

and development in Bangladesh. Now a day there are lots of opportunities to develop ourselves in the sector of TVET.

Just having a diploma or short course certificate is no just enough to have a good position in TVET sector in Bangladesh for the emerging of technology and skill development.

Within the scope of a professional development plan, teachers can undertake a range of professional learning activities including reading professional journals, trying out new practices in the classroom, visiting industries, attending training or joining professional networks.

Development opportunities may include:

- undertaking further higher education/TVET qualification participating in skills gap training
- industry attachment

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- undertaking professional development in specific areas of practice
- internal training/development programs
- relevant conferences, seminars and workshops
- reading relevant journals and literature
- networking with internal/external colleagues
- coaching and/or mentoring

Some ways to professional development

Choosing Further Study and Professional Qualifications

Should you study for a further or professional qualification? And, if so, which one? This is a question that many of us face at some point during our career in education. Read on for more information on what to consider when making your decision, and how to secure buy-in from your employer.

Benefits

The appeal of studying for a professional qualification might include:

- Enhancing your employability, making it easier to move jobs.
- Positioning you for promotion with your present employer.
- Improving your professional skills, enhancing job satisfaction
- A chance to train for a new career
- The opportunity to network with and learn from peers in your own profession
- Personal development and the chance to stretch yourself

You will need to balance these against the time commitment, and possibly financial costs, of undertaking extra study.

Questions to ask yourself

When making the decision whether to go ahead, ask yourself

- What are my objectives in undertaking this study? Is taking a further qualification the best way of meeting those objectives? (There may be easier ways!)
- If you are hoping the qualification will help you into a new career or a promotion, then:

How critical is having this qualification to entering this level of job / career area?

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Could I do this without the qualification? How many people with this qualification succeed?

Do I need to back up the qualification with particular work experience too?

- Is this the right time to study for the qualification? Could I choose to do it later on?
- How feasible is it to study for a qualification given my work, family and other commitments?
- How supportive is my employer likely to be?

Types of Professional Qualification

Investigate what kind of qualification people in your field possess and get advice from colleagues on which are most likely to improve your employability. In some professions, there is a single established qualification route; in others you may have a choice:

Qualifications include:

PhD

Critical for professional careers in research and academic departments but unlikely to impact directly on your employability in other fields. Typically taking 3 years to complete full time or 5 years part-time, a PhD is a major commitment and requires serious research.

MBA

A 'straight' MBA offered by Business School prepares you for strategic and senior management posts in any organisation – public or private. Open to graduates with at least three years work experience.

Masters

Masters courses are also offered in many other disciplines – only those which are vocational in nature are likely to have a direct impact on your career progress.

Functional Qualifications

These qualify you to work in a particular management function such as finance (CIMA), Marketing (CIM), HR (CIPD), Purchasing (CIPS) or Library Management (CILIP). Study usually lasts 2-3 years part time and full membership is gained after a further period of Continuing Professional Development. Some bodies offer both a full Diploma for graduates and an initial Certificate level for non-graduates.

Teaching Qualifications

Many institutions offer their own qualifications and training in teaching for academics and other staff with teaching responsibilities. Many are accredited by the Bangladesh Technical Education Board (BTEB), who can also direct you to qualification run by technical colleges

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and other institutions. Technical Teachers Training College is one of the largest Technical Teacher training institute, located in Tejgoan, Dhaka, Bangladesh.

Other Vocational Qualifications

For other areas of work, you may find there are relevant City and Guild or NVQ qualifications available.

Choosing a Provider and Course

When deciding on a particular course consider

- **Costs:** Fees, travel costs and materials. Who is likely to fund these? Does the institution offer bursaries?
- **Study Method:** Face to face, distance learning or a mix? Which suits your learning style and availability? If distance learning, what support is there (tutor, online resources, peer support groups)?
- **Institution:** As well as location and ranking/reputation, consider whether you would prefer to study at your existing institution or to forge new networks outside it.
- **Student Profile:** Who are the typical participants? How much experience will they have? From which sectors are they drawn?
- **Time:** Along with course length, you will want to consider how much teaching and study time is expected.
- **Assessment:** Consider how work is assessed. By examination, assignments, tests or a mix?
- **Onjob learning:** To what extent is the learning applied e.g. will you be able to do projects and assignments with a direct application to your work?

Securing funding and employer support:

Investigate early on whether your institution delivers your preferred qualification itself – if so, you are more likely to get employer sign in, time off to study and support. If not, then look at your employer's policy on support for further/ professional qualifications (this is usually available on your HR website). There may be criteria for accessing financial support or time off, and it is usual for there to be some form of 'claw back' if you leave your employer within a certain timeframe after qualifying. Even if your employer does not have a policy or funding formally available, you can still make a case for support.

You will need to put together a business case explaining what benefits your preferred qualification will bring you in enhancing your work performance in your current job, and clearly stating the level of financial support, and time off for study and/or revision, you are looking for. Consider win-win solutions, such as working extra hours at peak times. Could you afford to reduce your hours slightly?

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If your employer cannot offer any support, or you are taking the qualification purely to engineer a career change out of your organization, then you may have to consider self-funding. Do investigate whether any funding is available via the study institution or professional body.

Industry Attachment

Fundamentally, internship exposes students to real work environment and helps apply theory to practice (Ayarkwa et al., 2012). Basically, the third year students in the polytechnic begin the process of skills and knowledge acquisition during the course work in the classroom.



This stage presents an induction of the students into theoretical fields of his/her chosen career of study. Much of the training at this stage goes with very little practical work since the student is pre-occupied with classroom work and preparation for written assignments and end-of-semester examinations. The training at this point also involves industrial visits, and report writing. This is complemented by practice assignments, whereby the student is given opportunity to put theory into practice in the

laboratories and workshops on campus (Adjei, 2013).

The characteristics of the student play a significant role in the practical learning process in this regard. This is the way pragmatic knowledge can be acquired (Jarvis, 1995).

The outcome of these activities in the institute is the development of human capital as the student would have gone through some reinforced learning but relatively unchanged and less experienced (Jarvis, 1995). This is the stage where abstract learning is reinforced or stimulated in terms of what pertains in the world of work. The effect of practice is strengthened with reinforcement, such as receiving a pleasurable consequence (Raj, Nelson & Rao, 2006). This is the stage in polytechnic education where practical insight in terms of the subject matter is obtained and reinforced.

Furthermore, activities at the industry lead to the acquisition of industrial work experience, attitude, and competencies resulting in human capital development. The stage is now set for the student to have a real practical experience of what he/she learned in the classroom on campus. The student enters the industry for attachment with only an imagined picture of what his/her chosen field of study actually entails. However, this imagined picture provides the student intern with the necessary preparatory grounds for the real work experience.

Beside the classroom knowledge, the student is given some guidance by the industrial liaison office, in terms of conduct during the attachment. This industrial work experience involves personal observation by the student; instructions and assignments from field or industry-based supervisors; hands-on-learning; periods of question and answer; coaching; mentoring; monitoring and evaluation. This period, therefore, involves a purposive or objective interaction between the student intern and his/her social and physical environment of the work place under the supervision of the industry-based supervisor.

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The experiences of the student, based on the activities of the polytechnic and industry, result in the creation of awareness of self and environment. This is the stage where the student intern after each day or work session contemplates or reflects a great deal. The student considers the situation he/she has gone through and makes an intellectual decision about it. Self-appraisal here will lead the student intern to a deeper self and environmental awareness. Evaluation of the student interns is critical for their educational development. It is also a valuable tool for the student's professional improvement (Ronezkowski, LaFollette & Bellinger, 2004).

Technical evaluation here is different for each student intern because of differences in site objectives and in the type of work or service offered. For grading purposes, the student's academic work, field work, site and visiting supervisors' evaluation, work ethics, accomplishments, successes and final reports are all considered

Moreover, in the process of the industrial work experience, the skill and knowledge acquisition process is periodically or sporadically monitored and evaluated by both the industry-based supervisor and the visiting supervisor from the polytechnic. The results of the evaluation are discussed first between the supervisors (industry-based and visiting) and then the student intern is brought in, where corrective measures are carried out in terms of performance for the purpose of successful and effective practical training (Adjei, 2013).

Knowledge of results and feedback provides objective information regarding the adequacy of one's performance. In the process of practical industrial attachment, feedback usually spells out the success or otherwise of the student's ability to acquire the related skill or experience of the workplace. Feedback, in this regard, is based on assessment of reports by both industry-based and visiting lecturers, and also from the written reports presented by the student intern after the completion of the attachment.

Additionally, knowledge of both self and environment, realities on the ground and continual feedback are meaningful indications that will help the student intern to make an informed decision as to whether he/she has attained a 'fit' or consistency with his/her career choice. This is close to what Schön (1983) and Frampton and Lenon (2009) described as reflection on and in action.

Essentially, student interns who vigorously undertake both activities have learning reinforced, changed and have become more experienced. Thus, having gone through theory and practice, the polytechnic student is now confident, well equipped and practically oriented to enter the world of work and perform as expected with little or no orientation. In other words, after the first and second years' classroom work, the polytechnic student is expected to have changed and become more experienced and prepared in terms of the requisite skills and knowledge required by the world of work as indicated by the human capital theory. It also helps the student to carry out a personal assessment in terms of person-environment fit or consistency with regard to their chosen careers as emphasized by the career management theory.

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Productive skills, employable skills, experiences, competences, productive capacity, self-efficacy, decision-making skills, practical knowledge and skills are the anticipated outcomes of the industrial attachment programme based on experiential learning (Adjei, 2013).

You can also develop your knowledge by attending the events.

Symposium

Symposium is a formal gathering in an academic setting where participants are experts in their fields. These experts present or deliver their opinions or viewpoints on a chosen topic of discussion. It would be correct to label a symposium as a small scale conference as the number of delegates is smaller. There are the usual discussions on the chosen topic after the experts have presented their speeches. The chief characteristic of a symposium is that it covers a single topic or subject and all the lectures given by experts are completed in a single day. A Symposium - prestigious conferences, generally leading venues in their respective fields.

Conference

A Conference refers to a formal meeting where participants exchange their views on various topics. Conference can take place in different fields, and it need not be academic in nature all the time. Thus, we have parent teacher conferences, sport conferences, a trade conference, a conference of journalists, conference of doctors, a conference of research scholars, and so on. A conference is a meeting that has been prearranged and involves consultation and discussion on a number of topics by the delegates. Conference and symposium are similar events where speakers come together and give their opinions on a chosen subject. Symposium can be described as a smaller conference that gets over in a single day with a lesser number of delegates.

Seminar

A Seminar is a form of academic instruction, either at a university or offered by a commercial or professional organization. It has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to actively participate. The Instructor has prepared the concepts and techniques they will present and discuss through a combination of visual materials, interactive tools or equipment, and demonstrations. It includes some take home material for the participants that relates to the lecture. A full laboratory phase is not a requirement.

Workshop

A Workshop includes all the elements of the Seminar, but with the largest portion being emphasized on “hand-on-practice” or laboratory work. The Lab work is designed to reinforce, imprint and bring forward an immediate functioning dimension to the participant’s eye and hands by implementing and practicing the actual concept or technique that was taught through the lecture and demonstration process.

Congress

A Congress - would typically be held once a year per discipline, highlighting the achievements, notable results in that field. These are typically attended by leaders in that field, and feature a series of invited talks.

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PARTICIPATION IN PROFESSIONAL NETWORKS



Networking isn't at the top of everyone's to-do list. It can be time-consuming, downright awkward on occasion, and — depending on your personality — incredibly draining. When your calendar is already overcrowded with work appointments and family commitments, the last thing you want to do is make small talk with strangers at yet another party.

However, there's no denying the power a strong professional network can have over your career success. When it's done well, networking will not only help you land a job faster, but it will give you a competitive edge throughout every stage of your career. Here's why networking is important to your success, and what you can do to improve your networking skills throughout the course of your career development.

What is networking?

Networking isn't merely the exchange of information with others — and it's certainly not about begging for favors. Networking is about establishing and nurturing long-term, mutually beneficial relationships with the people you meet, whether you're waiting to order your morning coffee, participating in an intramural sports league, or attending a work conference. You don't have to join several professional associations and attend every networking event that comes your way in order to be a successful networker. In fact, if you take your eyes off your smartphone when you're out in public, you'll see that networking opportunities are all around you every day.

Why networking is important to your success

Experts agree that the most connected people are often the most successful. When you invest in your relationships — professional and personal — it can pay you back in dividends throughout the course of your career. Networking will help you develop and improve your skill set, stay on top of the latest trends in your industry, keep a pulse on the job market, meet prospective mentors, partners, and clients, and gain access to the necessary resources that will foster your career development.

The importance of networking for career development

Career development, in its simplest terms, is the lifelong evolution of your career. It's influenced by a number of things that include the jobs you hold, the experiences you gain in and out of the office, the success you achieve at each stage of your career, the formal and informal education and training you receive, and the feedback you're provided with along the way.

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Ideally, organizations would place more emphasis on employee development in the workplace. However, the reality is that we live in what Carter Cast, author of the book, “The Right (and Wrong) Stuff: How Brilliant Careers Are Made,” refers to as “the era of do-it-yourself career development.”

Cast explains that in today’s workforce, the burden is on you to take control of your career development. Hence the importance of networking for career development: As you network with people at your company, in your industry, and even outside your field of interest, you’ll uncover opportunities to connect with different types of mentors and advisors, increase your visibility with senior management, further develop your areas of expertise, and improve your soft skills.

The importance of networking in the workplace

You may assume that networking is an activity reserved for your time out of the office and off the clock, but nothing could be further from the truth. While there is much value in connecting with people who work at other companies or in different fields, don’t discount the importance of networking in the workplace. Whether you’re new to the company and want to get the lay of the land or you’re already established and have your sights set on a promotion, networking with your co-workers can be incredibly beneficial to your career progression.

As you develop relationships with those in your department and in other divisions, be on the lookout for potential mentors, upcoming professional development opportunities, or new job opportunities that are not publicly advertised.

The importance of networking in the job search

It goes without saying that networking is incredibly important during a job search. The right employee referral can increase your chances tenfold of landing the job. And, if you’re looking to make a career change, your professional network can support you by helping you find connections in the industry you are trying to break into or helping you find leads for jobs at specific companies.

Take the time to build meaningful relationships with those in your professional circle, so when the time comes to search for work, you can tap into those valuable connections for referrals, insights into job leads, and other valuable information.

How to become an effective networker?

The importance of networking cannot be overstated. But how can you improve your networking skills to ensure you’re networking efficiently and effectively? These networking tips will help.

Figure out what networking style works best for you.

There is no “one size fits all” when it comes to networking. Different people are successful using different networking tactics. The key is to try out a number of different networking strategies to discover what best suits you. For instance, if you’re an introvert, you may prefer to network one-on-one over coffee or to attend more intimate events with fewer attendees. Once you’ve discovered your ideal networking style, consider where you can go to meet the right people who can help you achieve your current career-development goals.

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Network outside the box

You don't have to attend the traditional cocktail party in order to be a successful networker. Look for opportunities to network strategically in every facet of your life.

Think about what you're passionate about and the types of people with whom you're most comfortable.

"Volunteering is an excellent way to develop your network, show your value, learn about different career paths and opportunities, and to give back and do good." It's a win-win.

Make a game plan

While you don't need to know exactly what you expect to get out of each networking opportunity, it's important to head into each activity with a goal. For example, you may attend an event with the goal of connecting with three new people in your industry or bringing back one new insight to share with your co-workers.

Follow up

It's a simple task, yet many professionals neglect this critical step in the networking process. The time you invested in speaking with someone new won't benefit your career development if you fail to follow up afterward. While you don't need to send a long, heartfelt message immediately after meeting someone new, you should send a LinkedIn connection request with a personalized message sooner rather than later. Save the thoughtful message when you have something valuable to share or a specific reason to reach out.

Pay it forward

Look for opportunities to provide value to those in your network before you ask for help. The more you invest in your relationships, the more you'll learn about your new connections and the easier it will be to offer assistance — and get it in return! The value you provide isn't limited to the workplace; this could be anything from a hotel recommendation to an introduction to someone in your personal network.

Final thoughts on the importance of networking

It's never too early — or too late — to invest in your network. The best way to improve your networking skills is to put yourself out there and give it a try.

IMPORTANCE OF TECHNOLOGY IN THE WORKPLACE

Technology is such an integral part of the 21st-century workplace that any business without some level of technical savvy will likely fail. It is that critical. If you're intimidated by hardware, software and all the interconnectedness of the internet, you may look for excuses to stay offline, but don't! Here's why.

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Make Your Business More Efficient

At its most basic level, technology allows you and your employees to be more productive and efficient. Whether you're using a word processing program that allows you to edit with ease or an electronic bookkeeping system that pulls data at the touch of a keystroke, technology makes life easier. You can schedule sales calls and appointments, track employee time, and perform many tedious tasks that once took hours in only minutes.

Ensure Computational Accuracy

When it comes to business, you can't stay in business if you don't have the numbers right. Modern spreadsheets like Excel, with its hundreds of computational formulas, help ensure accuracy. Accounting programs like QuickBooks allow you to accurately keep inventory, make and record sales, manage and pay bills, and handle payroll. Consider the time and cost once required to compile financial information. Now, your books can be regularly maintained in a software program and your financial statements can be generated in moments.

Be Competitive In the Marketplace

Whatever product or service you provide; you need to compete. Your competitors use technology, so you need to as well. The internet allows you to do more than just stay neck and neck with other businesses; it can push you ahead. Use digital marketing to promote your company and online sales tools to sell across the street and across the globe. Embrace Customer Relationship Management (CRM) systems that allow you to track what your customers do and like. Wouldn't it be great if you could target the right customer at the right time in the consumer journey so they turn to you instead of a competitor? You can with technology.

Be Industry Relevant

Regardless of your industry or profession, there is technology honed to make what you do easier. If you work in health care, there are countless technologies that save lives, protect patient privacy rights, and make sure providers get paid through insurance. If you're a farmer, engineering marvels and robotics will help you maintain crops and improve yield. For a composer, there's Pro Tools, a digital audio recording system. A teacher who is looking to impact the next generation of great thinkers won't be able to do it without technology.

Communicate More Effectively

Whether you instant message or use Slack with a co-worker across the hall or Skype with clients across the ocean, technology has made connecting in real time easier than ever. Follow up that voice or FaceTime call with an email to recap and clarify. Connect on LinkedIn to network interoffice and interindustry. Use Facebook, Instagram and Twitter to communicate directly with your customers. Create and promote your brand and get your message directly to the consumer.

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Self-Check No 6.5-1

1. What are the development opportunities that support continuous learning?

2. What are the some ways to professional development?

3. Is there any association for TVET professionals in Bangladesh?

Answer Key 6.5-1

Answer of question no 1

Development opportunities may include:

- undertaking further higher education/TVET qualification participating in skills gap training
- industry attachment
- undertaking professional development in specific areas of practice
- internal training/development programs
- relevant conferences, seminars and workshops
- reading relevant journals and literature
- networking with internal/external colleagues
- coaching and/or mentoring

Answer of question no 2

Some ways to professional development:

- Professional development through mentoring
- Professional development through in-service training and study
- Professional development through industry visit
- Professional development through working with other teachers

Answer of question no 3

There are two associations for polytechnic teachers in Bangladesh. Bangladesh Polytechnic Teachers Association (BPTA), Bangladesh Association of NTVQF Trainers and Assessors (BANTA) and Bangladesh Polytechnic Teachers Council (BPTC). Teachers who are working in govt. polytechnic institutes may join this association for improving their professional networking. There are also associations for teachers who are working in public polytechnic institutions and vocational institutions

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Task Sheet 6.5-1

Title: Identify Development Opportunities and Maintain

Performance Objective: Given the assigned area or competency, the trainee should be able to Identify Development Opportunities and Maintain

Supplies/Materials: N/A

Equipment: Pen / Paper

Procedure:

1. Identify development opportunities to support continuous learning
2. Maintain currency of professional practice
3. Ensure participation in professional networks to maintain continuous learning

Performance Criteria Checklist 6.5-1

Criteria (Did I?)	Yes	No
1. Development opportunities required for personal learning style are identified and pursued to support continuous learning and maintain updating of professional practice.	☐	☐
2. Participation in professional networks is ensured and maintained to support continuous learning.	☐	☐
3. immerging technology is used and maintained regular communication in accordance with relevant networks, organization and individuals.	☐	☐
4. Development opportunities required for personal learning style are identified and pursued to support continuous learning and maintain updating of professional practice.	☐	☐

LEARNING OUTCOME 6: PLAN AND DEVELOP TECHNICAL SKILLS DEVELOPMENT NEEDS

ASSESSMENT CRITERIA:

- 6.1 Learning outcomes required to achieve technical competencies are identified.
- 6.2 Evidence requirements are identified to prove competency.
- 6.3 Learning/ training strategies including location, duration and cost of the training are determined in consultation with relevant personnel.
- 6.4 Relevant approval is gained to undertake training.
- 6.5 Relevant competencies are achieved by participating in technical upskilling program.
- 6.6 Evidence of competency are proved to assessment authority.
- 6.7 Technical competency certification is completed and submitted to appropriate authority.

CONTENTS:

- TVET Teacher/Trainer Technical Competency Development Planner

CONDITIONS:

Trainees must be provided with the following:

- Handouts or reference materials/books/ CBLMs on the above stated contents
- Ball pens/pencils and other office supplies and materials
- Relevant learning materials
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- presentation

ASSESSMENT METHODS:

- Written test
- Observation with checklist
- Oral questioning

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Learning Experience 6.6-1

Learning Outcome 6

PLAN AND DEVELOP TECHNICAL SKILLS DEVELOPMENT NEEDS

LEARNING ACTIVITIES	RESOURCES/SPECIAL INSTRUCTIONS
Plan and develop technical skills development needs	• Read Information sheet 6.6-1 • Perform Task sheet 6.6-1, refer to performance criteria checklist 6 to check if you have answered the questions correctly.

Information Sheet 6.6-1

Plan and Develop Technical Skills Development Needs

Learning Objectives:

After reading this Information Sheet, you must be able to plan and develop your technical development needs.

A planner is helpful for setting up the strategies as well as documentation and record keeping. Below please see the sample technical competency development planner for TVET teacher/trainer.

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TVET Teacher/Trainer Technical Competency Development Planner – 2018

Summary of the planner

Name: Mr. Sakib Khan	Position: Senior Instructor	Age: 37
Trade: Welding	Institute: Barisal TTC	Contact number:
01715555555		
Email: sakib.khan@tvvet.com		
Year competencies will be developed	2019	

Competency	NTVQ Level	Strategy	Name of the Training center/ Industry	Cost to be incurred	Time frame
TRAWE3027A1 Estimate cost of jobs	L3	Course	Mirpur Agriculture Workshop and Training School (MAWTS)	Tk.	April – May 2019
TRAWE4016A1 Perform Shielded Metal Arc Welding (SMAW) – Positions 5G and 6G	L 4	Industry Attachment + Course	Mirpur Agriculture Workshop and Training School (MAWTS) BOC Bangladesh Ltd.	Tk.	June- August 2019

Add more columns if required

Approved by Principal/ Supervisor: Mr. Obaidul Huq, Barisal TTC	
Signature	Date
Approved by Agency Mr. Mokbul Hossain, BMET	
Signature	Designation
Date	

Technical Competency Development Plan

Details of Competencies to be developed

Competency	NTVQL	Elements	Performance criteria
TRAWEL3027A1 Estimate cost of jobs	Level 3	- Determine job specification and volume of work - Identify cost elements and calculate costs - Calculate total cost	- Job specification and volume of work is identified. - Indirect costs are identified and calculated e.g. Overhead costs (management cost, tax, power, phone, Depreciation of Capital items etc.) - Direct costs are identified and calculated e.g. labour, consumable materials, electricity etc. - Total cost of work is calculated.
TRAWEL4016A1 Perform Shielded Metal Arc Welding (SMAW) – Positions 5G and 6G	Level 4	- Follow OSH practises - Identify weld requirements from drawing - Select and prepare materials - Set up Job - Set up welding equipment - Perform Shielded Metal Arc Welding- Position 5G, 6G - Clean and store equipment.	- Safe work practices observed and personal protective equipment (PPE) worn as required for the work performed. - Weld requirements, specifications are identified from work place drawing. - Materials are selected - Materials (pipe) are marked and cut as per dimension of specification, drawing. - Edges are prepared as per job specification to meet industry requirements. - Materials (pipe) are assembled and aligned with required gap. - Weld gauge and or measuring instruments are used as per workplace/industry requirements. - Job is set up using a clamp at required position (5G or 6G) - Welding equipment is set up and adjusted as per job requirements. - Weld is performed as per specification and standard (WPS). - Welds are cleaned in accordance with standard operating procedures. - Weld is checked for quality and any defects are identified and corrective

			action is taken to standard operating procedures. 7.1 Equipment is cleaned and stored according to workplace procedures.
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Add more columns if required

Certification

This is to certify that Mr. Sakib Khan, Instructor, Chittagong TTC achieved competencies on the following units

- ☐ TRAWEL3027A1 Estimate cost of jobs
- ☐ TRAWEL4016A1 Perform Shielded Metal Arc Welding (SMAW) – Positions 5G and 6G
- ☐ TRAWEL4017A1 Perform Shielded Metal Arc Welding (SMAW) – Position 6GR

Name of the industry person: Mr. Kamal Ahmed Designation: Head of Welding Department	Organization: Bangladesh Ltd. Signature with date: 30 th October, 2017
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Gain Approval on Technical Competency Development Plan

After developing the TVET Teacher/Trainer Technical Competency Development Planner a TVET teacher/trainer need to get approval on the plan from the Principal and the higher authority to execute. After getting the approval from the authority the teacher/trainer can now start the up-skilling training course or participate in the industry attachment program as described in the plan.

Participate in Technical competency development training and/or industrial attachment program

Upon the approval of TVET Teacher/Trainer Technical Competency Development Plan a TVET teacher/trainer is now entitled to participate in the technical competency development training or industrial attachment program to ensure his technical competency enhancement as per the approved plan. S/he can either participate in Off-The-Job training or On-The-Job training program as per the plan.

Prove Competency

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After the successful completion of the training or industrial attachment program it is now obligatory for the teacher/trainer to provide proof of his competency. This evidence will be required for him to get the Competency Certificate for the full qualification course or statement of achievement for few Units of Competency (UoC) completed.



Present evidence to the industry specialist

Trainer/teacher must present and demonstrate evidence to the industry specialist to achieve the competency certificate. According to the evidence requirements generally s/he will have to present one direct and two indirect evidences for his proof of competency on selected unit of competency. The industry specialist will later assess and evaluate those evidences to certify him/her competent on that Unit of Competency (UoC). Later these evidences will be documented and kept as proof of competency earned by the teacher/trainer.

Technical Competency Certification

Based on the evidence and the proof of competency the industry or training authority will provide him with the Competency Certificate or Statement of Achievement on relevant occupational area. Upon successful completion of the full qualification the trainer will receive Competency Certificate or Statement of Achievement for partial completion of the whole program. The TVET trainer is now required to submit the Certificate or Statement of Achievement to the Institutional Supervisor or appropriate authority for approval.

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Task Sheet 6.6-1

Title: Plan and develop technical skills development needs

Performance Objective: Given the assigned area or competency, the trainee should be able to plan and develop technical skills development needs using the required template; and following the set procedure

Supplies/Materials: Competency Standards (Occupational)

Equipment: Pen / Paper

Procedure:

1. Follow the steps in making the Plan plan from the Information sheet.
2. Use the suggested format and guidelines as reference; and
3. Present the output to the trainers

Technical Competency Development Planner

TVET Teacher/Trainer Technical Competency Development Planner – 20__

Summary of the planner

Name Position Age	
Trade Institute Contact number	
Email	
Year competencies will be developed	20__

Competency	NTV QL	Strategy *	Name of the Training Center/ Industry	Cost to be incurred	Time frame

Add more columns if required

Approved by Principal/ Supervisor Signature		Date
Approved by Agency Signature		Date
Designation		

Technical Competency Development Plan

Competencies to be developed

Competency	NTVQL	Elements	Performance criteria

Add more columns if required

Certification

This is to certify that Mr/Ms....., <Designation> , <Institute name >, achieved competencies on

the following units.

☐☐☐

Name of the industry person:

Designation:

Organization:

Signature with date:

Performance Criteria Checklist 6

Sl. No.	Criteria (Did I?)	Yes	No
1	Learning outcomes required to achieve technical competencies are identified.	☐	☐
2	Evidence requirements are identified to prove competency.	☐	☐
3	Learning/ training strategies including location, duration and cost of the training are determined in consultation with relevant personnel.	☐	☐
4	Relevant approval is gained to undertake training.	☐	☐
5	Relevant competencies are achieved by participating in technical upskilling program.	☐	☐
6	Evidence of competency are proved to assessment authority.	☐	☐
7	Technical competency certification is completed and submitted to appropriate authority.	☐	☐

LEARNING OUTCOME 7: REFLECT AND EVALUATE PROFESSIONAL AND TECHNICAL COMPETENCIES

ASSESSMENT CRITERIA:

- 7.1. Developments and trends impacting on professional and technical practices are researched and integrated in accordance with work performance.
- 7.2. Feedback from colleagues/clients is used to identify and introduce improvements in accordance work performance.
- 7.3. Innovative and responsive approaches for improving competencies of professional and technical area are identified and used in accordance with continuous support to improve techniques and processes.
- 7.4. Records, reports and recommendations for improvement are managed in accordance with the organization's systems and processes.

CONTENTS:

1. Workplace trends
2. Receiving feedback
3. Innovative learning strategies for modern pedagogy
4. Recording personal development and achievements

CONDITIONS:

Trainees must be provided with the following:

- Handouts or reference materials/books/ CBLMs on the above stated contents
- Ball pens/pencils and other office supplies and materials
- Relevant learning materials
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- presentation

ASSESSMENT METHODS:

- Written test
- Observation with checklist
- Oral questioning

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Learning Experience 6.7-1

Learning Outcome 7

REFLECT AND EVALUATE PROFESSIONAL AND TECHNICAL COMPETENCIES

LEARNING ACTIVITIES	RESOURCES/SPECIAL INSTRUCTIONS
Reflect and evaluate professional and technical competencies	• Read Information sheet 6.7-1 • Perform Task sheet 6.7-1, refer to performance criteria checklist 7 to check if you have answered the questions correctly.

Information Sheet 6.7-1

Reflect and evaluate professional and technical competencies

Learning Objectives:

After reading this Information Sheet, you must be able to identify workplace trends, receiving feedbacks and innovative learning strategies.

To evaluate and see the reflect of your own professional competencies, you may need to go through the following aspects:

WORKPLACE TRENDS

1. Leaders encourage more human interaction.

Companies will continue to promote their workspaces and design them to facilitate interpersonal relationships between employees.

2. The next wave of learning credentials. One of the most disrupted industries is education,

with more third parties offering courses, credentials and certifications than ever before. There is now an abundance of online courses provided by LinkedIn Learning, Coursera, edX, Udemy, Udacity, The Khan Academy and others.

3. Companies focus on upskilling and retraining current workers.
4. Artificial intelligence becomes embedded in the workplace.
5. Financial and mental wellness get prioritized.
6. Employee burnout causes more turnover.
7. Workforce decisions sway consumer behavior.
8. Companies take diversity more seriously.
9. The deregulation of labor laws.
10. The aging workforce.



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RECEIVING FEEDBACK



Imagine your boss calls you into their office so you can hear the results of your performance or 360-degree review. If your first response is to get angry, stop for a minute and think about the advice you're being given.

Can you honestly think of some instances in which you may have displayed this behavior? Fear of criticism is a common but avoidable

reaction. Learning to overcome your inhibitions will enable you to see constructive feedback as an opportunity for growth. Following these steps will help you move from fear of feedback to proactively seeking it on your own.

WHY FEEDBACK IS YOUR BEST FRIEND

Everyone should have goals in mind to guide their professional development. Maybe you feel you want more responsibility, or to aim for a higher position, but aren't sure what steps you should be taking to prove you can take on more. Feedback can be used as a strategy to achieve these goals. Like pieces of a puzzle, the more feedback you receive the clearer the picture will get. Becoming defensive will only make you miss out on opportunities to excel.

Asking for more feedback when all you get is praise takes you from being a good employee to going above and beyond. It demonstrates you're motivated to work hard and are open to criticism. Being receptive to your colleagues' feedback also makes you a desirable person to have on team projects. Consider the possibility that others may sometimes misinterpret your actions. Getting feedback gives you the opportunity to see your actions from an outsider's perspective and alter them accordingly.

For example, imagine your colleague tells you that in the last team meeting you seemed uninterested in everyone else's opinions. Instead of getting mad, if you ask them for more details you may find out that being on your laptop while others were speaking made your co-workers think you weren't paying attention to what they had to say. Even if in reality you were taking notes on everybody's contribution, their perception of the incident may have been different.

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How to Avoid Going into Defensive Mode When Receiving Constructive Feedback

Now that you know why constructive feedback is good for you, imagine you take the initiative to ask for it. Do you feel ready to process the information or can you still feel your eyes start to water and your temperature start to rise? Even if you believe constructive feedback can be good for you, if you still can't shake the emotional or defensive feeling you get when receiving it, the best remedy is to better understand why you're feeling this way.

Your brain has a natural tendency to go into fight or flight mode when it senses you're being threatened. The increased amounts of hormones being released into your bloodstream are the cause of your heightened emotion. Receiving negative feedback can also threaten our natural desire to belong. Hunter-gatherers depended on being a part of groups for protection and survival.

Though it's natural to feel this way, it's also not impossible to overcome. Once you stop seeing constructive feedback as negative you can prevent your brain from eliciting these kinds of reactions. Carol Dweck's studies into the difference between growth and fixed mindsets are a good example. In her research the benefits of having a growth over a fixed mindset are clear. People with a growth mindset don't take their abilities for granted but see them as skills they must work on to develop. In their mind, constructive feedback isn't seen as disapproval, but as advice on how they can further perfect these skills. Not being afraid of constructive criticism also makes them more willing to take on new challenges. The following steps will help you change your perception of constructive feedback.

STEPS TO HELP YOU MANAGE YOUR EMOTIONS:

1. SET PROFESSIONAL GOALS FOR YOURSELF

Before you even receive feedback you should think about what professional goals you would like to set for yourself. If you're not motivated to achieve more professionally, it may be more difficult to receive constructive criticism. People with growth mindsets are motivated by their desire to develop further and use feedback as a guide for achieving their goals. Creating goals will give you a target to orient your efforts towards. These could be long or short-term goals, just make sure they are challenging yet achievable.

2. ASK QUESTIONS

When you feel yourself starting to get emotional switch to detective mode. Investigate further what exactly your manager or colleague is telling you so you can better address the issue. Remember that different perceptions could play a role here and as such you want to get down to the facts rather than opinions.

3. ANALYZE PATTERNS AND TENDENCIES

Now it's time to analyze the feedback you've been given. If your feedback is coming from a 360-degree review you can compare the different responses of your colleagues and peers. If

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it's coming from a one off session, try to recall some of the constructive feedback you received in the past. If you see any patterns or feel you might recognize some of the behaviors they're describing write them down.

4. DEVELOP A STRATEGY

The list you created will now become your battle plan. Think about how these behaviors/issues could become barriers to the goals you came up with in step one. Plan what steps you could take to address these points. For example, say you're applying for a management position and want to impress your boss by leading the next team project. If your colleagues don't feel you're giving them your full attention during team meetings you're not likely to reach this goal. To tackle this issue, in the next meeting you may want to ditch the laptop. If taking notes is really important for you, instead make an effort to look up at the speaker from time to time and add encouraging words to show them you're listening.

5. SHARE YOUR PLAN AND ASK FOR ADVICE AND SUPPORT

It's a good idea to share your strategy with the reviewers. This shows them you're taking steps to remedy the issues they pointed out. They may also have suggestions you may not have considered. Finally, ask your manager or colleague for support in making these changes. If they see that you genuinely want to put their advice into action, they'll be sure to offer you encouragement along the way and be more receptive when you give them feedback in return.

SUMMARY AND TAKE-AWAYS:

Receiving constructive feedback can be emotionally draining when taken as a personal affront. Overcoming this tendency could be the step that takes you from being a good employee to a top performer. Being open to your manager and colleagues' feedback will demonstrate that you're an effective communicator, team player and hard worker who is always eager to improve.

- Set goals for yourself
- Ask the right questions
- Analyze your feedback and identify patterns
- Develop a winning strategy to overcome these obstacles and achieve your goals
- Share your plan with others and get support

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INNOVATIVE LEARNING STRATEGIES FOR MODERN PEDAGOGY

1. Crossover Learning

Learning in informal settings, such as museums and after-school clubs, can link educational content with issues that matter to learners in their lives. These connections work in both directions. Learning in schools and colleges can be enriched by experiences from everyday life; informal learning can be deepened by adding questions and knowledge from the classroom. These connected experiences spark further interest and motivation to learn.

2. Learning Through Argumentation

Students can advance their understanding of science and mathematics by arguing in ways similar to professional scientists and mathematicians. Argumentation helps students attend to contrasting ideas, which can deepen their learning. It makes technical reasoning public, for all to learn. It also allows students to refine ideas with others, so they learn how scientists work together to establish or refute claims.

3. Incidental Learning

Incidental learning is unplanned or unintentional learning. It may occur while carrying out an activity that is seemingly unrelated to what is learned. Early research on this topic dealt with how people learn in their daily routines at their workplaces.

4. Context-Based Learning

Context enables us to learn from experience. By interpreting new information in the context of where and when it occurs and relating it to what we already know, we come to understand its relevance and meaning. In a classroom or lecture theater, the context is typically confined to a fixed space and limited time. Beyond the classroom, learning can come from an enriched context such as visiting a heritage site or museum, or being immersed in a good book.

5. Computational Thinking

Computational thinking is a powerful approach to thinking and problem solving. It involves breaking large problems down into smaller ones (decomposition), recognizing how these relate to problems that have been solved in the past (pattern recognition), setting aside unimportant details (abstraction), identifying and developing the steps that will be necessary to reach a solution (algorithms) and refining these steps (debugging).

6. Learning by Doing Science (with remote labs)

Engaging with authentic scientific tools and practices such as controlling remote laboratory experiments or telescopes can build science inquiry skills, improve conceptual understanding, and increase motivation. Remote access to specialized equipment, first developed for scientists and university students, is now expanding to trainee teachers and school students. A remote lab typically consists of apparatus or equipment, robotic arms to operate it, and cameras that provide views of the experiments as they unfold.

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7. Embodied Learning

Embodied learning involves self-awareness of the body interacting with a real or simulated world to support the learning process. When learning a new sport, physical movement is an obvious part of the learning process. In embodied learning, the aim is that mind and body work together so that physical feedback and actions reinforce the learning process.

8. Adaptive Teaching

All learners are different. However, most educational presentations and materials are the same for all. This creates a learning problem, by putting a burden on the learner to figure out how to engage with the content. It means that some learners will be bored, others will be lost, and very few are likely to discover paths through the content that result in optimal learning. Adaptive teaching offers a solution to this problem. It uses data about a learner's previous and current learning to create a personalized path through educational content.

9. Analytics of Emotions

Automated methods of eye tracking and facial recognition can analyze how students learn, then respond differently to their emotional and cognitive states. Typical cognitive aspects of learning include whether students have answered a question and how they explain their knowledge. Non-cognitive aspects include whether a student is frustrated, confused, or distracted.

10. Stealth Assessment

The automatic data collection that goes on in the background when students work with rich digital environments can be applied to unobtrusive, 'stealth', assessment of their learning processes.

RECORDING PERSONAL DEVELOPMENT AND ACHIEVEMENTS

Recording your personal achievements and movement towards personal development goals may seem unnecessary. You might think that you will not forget, and therefore there is no need to make a record. But having a record of what you have done is important for several reasons.

This pages explains why recording your personal achievements is helpful, particularly in job applications, and suggests how you might go about this vital process.

Keeping Records

The main reason for keeping a record of your achievements is to be able to demonstrate them to a potential employer.

They are, effectively, proof that you can manage the requirements of a new job.

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Many job applications and interview processes nowadays are competence-based. This means that you will probably be asked to give examples of times when you have used and demonstrated the skills required for the job. A record of your personal achievements is vital in doing so.

Reviewing your achievements, and recording them, is also a way to check your progress against your goals. While your personal goals are just that—personal—it can nonetheless be interesting to look back and see if they have changed. If you never record your goals and achievements, you have no way of seeing how you have grown over time.

Reflecting and Reviewing

If you are employed, your employer will probably have an annual employee appraisal process in place. Done well, this type of process enables you to review your achievements over the year, with input from your line manager, and reflect on what you have achieved, what you have learned, and what you would do differently in future.

The challenge is that most employee appraisal processes are not used effectively by either those being appraised or their line managers. They tend to be ‘tick-box’ exercises to be rushed through as fast as possible.

It is therefore worth taking the time to reflect at least once a year (and preferably slightly more often) on your personal development, and progress towards your goals.

In this process, you should:

Review your goals, and make an honest assessment of your progress towards them.

If you have achieved them easily, ask yourself if you aimed too low. If you have not achieved them, is that because you did not really want to do so, or you aimed too high, or your goals have changed?

Try writing down how you feel about your goals now, and if necessary, change them to reflect where you really want to be and do.

Review your achievements over the period

Even if you have not reached your goals, what have you managed to achieve? Be honest about how you feel about what you have done well, and give yourself permission to be pleased and to celebrate.

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Review what you have learned

Think about what you have done over the period, and what you would do the same and/or differently if you had to repeat those tasks. Also consider what you have learned about yourself, for example, your priorities or goals, and your working preferences.

Make a note of your review

You should, at this stage, make a note of the outcome of your reflection and review. This is particularly helpful if you are going through an appraisal process, but will also help you to keep an overall record of your achievements.

Recording Achievements

As well as an annual review, it is a good idea to keep a record of your main achievements: the things of which you are particularly proud, because you feel that you did them very well, or they were especially hard to do, and other people might not have managed.

These will form the basis of any job application, so it is a good idea to take time over this element of your record.

Recording Your Skills and Abilities

When you have a reasonable list of achievements, together with the skills you used, you may want to take this a step further, and start to list your skills and personal qualities, together with evidence (usually your achievements, but also your qualifications).

One way to do this is to list the skills that you have and/or want to develop, and for each one, provide:

Two or three examples, in different settings, of times that you have used this skill. You will find your achievements list very useful in developing this; and

Evidence that you possess that skill. This might include, for example, an appraisal report or 360° feedbacks, or a letter from a colleague, as well as your own achievements.

You will want to update this list on a regular basis: at least yearly, although more often if you are going through a particularly rapid period of development, for example, because you are studying. It is therefore a good idea to keep it electronically, as this makes it easier to add new examples, and move examples to other skills if they now seem more appropriate there.

As you develop your skills and experience, so you may wish to separate your skills into more nuanced areas. For example, instead of simply talking about 'communication skills', you may want to have separate examples for written and oral communication skills, or even different types of writing, or perhaps separate out your presentation skills.

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Self-Check No 6.7-1

Reflect and evaluate professional and technical competencies

Question No 1: Write down some current trends (at least 5)

Question No 2: What are the steps to help you manage your emotions?

Question No 3: Write down at least 5 Innovative Learning Strategies for Modern Pedagogy?

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Question No 4: What is Context based Learning?

Answer Key 6.7-1

Answer of question no 1

1. Leaders encourage more human interaction
2. The next wave of learning credentials
3. Companies focus on upskilling and retraining current workers.
4. Artificial intelligence becomes embedded in the workplace.
5. Financial and mental wellness get prioritized.
6. Employee burnout causes more turnover.
7. Workforce decisions sway consumer behavior.
8. Companies take diversity more seriously.
9. The deregulation of labor laws.
10. The aging workforce.

Answer of question no 2

1. Set professional goals for yourself
2. Ask questions
3. Analyze patterns and tendencies
4. Develop a strategy
5. Share your plan and ask for advice and support

Answer of question no 3

1. Incidental Learning
2. Context-Based Learning
3. Computational Thinking
4. Learning by Doing Science (with remote labs)
5. Embodied Learning
6. Adaptive Teaching
7. Analytics of Emotions
8. Stealth Assessment

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Answer of question no 4

Context enables us to learn from experience. By interpreting new information in the context of where and when it occurs and relating it to what we already know, we come to understand its relevance and meaning. In a classroom or lecture theater, the context is typically confined to a fixed space and limited time. Beyond the classroom, learning can come from an enriched context such as visiting a heritage site or museum, or being immersed in a good book.

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Task Sheet 6.7-1

Title: Identify the current trends in Workplace in global sector.

Performance Objective: Given the assigned area or competency, the trainee should be able to identify the current trends in Workplace in global sector.

Supplies/Materials: N/A

Equipment: Pen / Paper

Procedure:

1. Identify the current trends in Workplace in global sector.

Job 6: Reflect and evaluate professional and technical competencies

Performance Criteria Checklist 6.7-1

Criteria (Did I?)	Yes	No
1. Developments and trends impacting on professional and technical practices are researched and integrated in accordance with work performance.	☐	☐
2. Feedback from colleagues/clients is used to identify and introduce improvements in accordance work performance.	☐	☐
3. Innovative and responsive approaches for improving competencies of professional and technical area are identified and used in accordance with continuous support to improve techniques and processes.	☐	☐
4. Records, reports and recommendations for improvement are managed in accordance with the organization's systems and processes.	☐	☐

Review of Competency

Below is your performance criteria checklist for the module of Developing Competency Based Assessment Tools

Performance Criteria	YES	NO
1.1. Occupation profession and professionalism are defined.		
1.2. Characteristics of a professionals are recognized and adopted.		
2.1. Personal performance is consistent with the organization's goals and objectives.		
2.2. Appropriate professional techniques and strategies are modeled in accordance with existing organizational policies and guidelines.		
2.3. Personal work goals and plans are reflected through individual responsibilities and accountabilities in accordance with organizational and legal requirements.		
2.4. Ethical and inclusive practices are maintained in profession in accordance with existing organizational policies and guidelines.		
3.1. Personal skills and knowledge are assessed against industry competencies and other relevant benchmarks to determine development needs and priorities.		
3.2. Feedback from colleagues and clients are identified and used for finding personal learning needs and areas of professional development.		
3.3. Future career options are identified as appropriate.		
3.4. Personal learning needs are documented and updated in accordance with existing policies and procedures.		
3.5. Development and trends in TVET policy and operating environment are identified.		
3.6. Impact of development and trends on the professional practices and personal development are determined.		
3.7. Advice on personal development plan is sought from relevant personnel.		
3.8. Personal needs are discussed with relevant personnel for inclusion in accordance with the professional development plan.		
4.1. Sources of competency standards documents are accessed for the relevant sector.		
4.2. Self-assessment is planned and conducted to determine own technical competency in the relevant field based on relevant competency standards document.		
4.3. Skills gaps are identified and documented with respect to the self-assessment.		
4.4. Knowledge gaps are identified and documented with respect to the self-assessment.		
5.1. Development opportunities required for personal learning style are identified and pursued to support continuous learning and maintain updating of professional practice.		
5.2. Participation in professional networks is ensured and maintained to support continuous learning.		

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5.3. immerging technology is used and maintained regular communication in accordance with relevant networks, organization and individuals.		
6.1. Learning outcomes required to achieve technical competencies are identified.		
6.2. Evidence requirements are identified to prove competency.		
6.3. Learning/ training strategies including location, duration and cost of the training are determined in consultation with relevant personnel.		
6.4. Relevant approval is gained to undertake training.		
6.5. Relevant competencies are achieved by participating in technical upskilling program.		
6.6. Evidence of competency are proved to assessment authority.		
6.7. Technical competency certification is completed and submitted to appropriate authority.		
7.1. Developments and trends impacting on professional and technical practices are researched and integrated in accordance with work performance.		
7.2. Feedback from colleagues/clients is used to identify and introduce improvements in accordance work performance.		
7.3. Innovative and responsive approaches for improving competencies of professional and technical area are identified and used in accordance with continuous support to improve techniques and processes.		
7.4. Records, reports and recommendations for improvement are managed in accordance with the organization's systems and processes.		
5.1. Development opportunities required for personal learning style are identified and pursued to support continuous learning and maintain updating of professional practice.		
5.2. Participation in professional networks is ensured and maintained to support continuous learning.		
5.3. immerging technology is used and maintained regular communication in accordance with relevant networks, organization and individuals.		
6.1. Learning outcomes required to achieve technical competencies are identified.		
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7.2. Feedback from colleagues/clients is used to identify and introduce improvements in accordance work performance.		

7.3. Innovative and responsive approaches for improving competencies of professional and technical area are identified and used in accordance with continuous support to improve techniques and processes.		
7.4. Records, reports and recommendations for improvement are managed in accordance with the organization's systems and processes.		

I now feel ready to undertake my formal competency assessment

Signature of trainee:

(Name:)

Date:

References:

- 1 Bangladesh Technical Education Board, (2011). Course Accreditation Documents: Dhaka, Bangladesh.
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The Competency Based Learning Materials (CBLMs) for CBT&A Methodology for Trainers & Assessors, Level-4 developed and printed under European Union (EU) Skills 21 – Empowering Citizens for Inclusive and Sustainable Growth Project being implemented by ILO Country Office for Bangladesh.

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