

National Technical and Vocational Qualification Framework

NTVQF

**Competency Based Learning Materials
(CBLMs)**

Organise Competency-Based Training Session

**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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This Competency Based Learning Material (CBLM) is a document that describes the content of a particular program which is developed based on the national competency standards accepted by the industry and provides an overview of the competency-based module and its approach.

This document is to be used as a key reference point by the teachers/trainers as a base on which to deliver in a competency-based training session.

This document is owned by the 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 learning material provides overall course guidelines in relation to teaching and learning and act as the key instrument in supporting standardized formal, non-formal and informal training. It's expected that competency-based learning material will serve the purpose of standardizing the training activities of Industry Skills Councils (ISCs), Bangladesh Technical education Board and other Quality Assurance body recognized 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 Learning Material 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 learning material first time in Bangladesh for 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

AC	Air Cooler
BTEB	Bangladesh Technical Education Board
CAD	Course Accreditation Document
CBT	Competency Based Training
CBT&A	Competency Based Training and Assessment
CBC	Competency based Curriculum
CS	Competency Standard
EU	European Union
ICT	Information and Communication Technology
ILO	International Labor Organization
ISCs	Industry Skills Councils
NTVQ	National Technical and Vocational Qualification
NTVQF	National Technical and Vocational Qualification Framework
OSH	Occupational Safety and Health
PCs	Personal Computers
RPL	Recognition of Prior Learning
SCDC	Standards and Curriculum Development Committee
RTO	Registered Training Organization
SCDC	Standards and Curriculum Development Committee
TVET	Technical Vocational Education and Training
UoCs	Units of Competency

Overview of The Module:

Organize competency-based training session

This module comprises four elements (1 to 4), four (4) learning outcomes derived from the unit of competency

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

1. Identify training requirements of trainees
2. Modify instructional materials
3. Prepare program delivery plan and relevant session plan
4. Arrange learning and teaching resources

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

- 1.1 Curriculum document is reviewed and analyzed.
- 1.2 Trainees' current competencies are identified and compared with competencies to be attained.
- 1.3 Results of comparison is used to determine training requirements where necessary.
- 1.4 Learning outcomes and assessment activities are refined according to trainees' training requirements.
- 1.5 Training requirements are discussed and validated with appropriate people where necessary.

- 2.1 New requirements of learning materials are identified.
- 2.2 Instructional materials are revised focusing on the trainees need.
- 2.3 Instructional materials are revised and incorporated in such a way that text and illustration are clear, legible and appropriate to the trainee's characteristics and requirements.
- 2.4 Instructional materials are revised and incorporated in such a way that Language, style and format of the materials are appropriate to the trainee's characteristics and requirements.
- 3.1 Program delivery plan is developed outlining all the sessions and relevant timeframes required.
- 3.2 Training delivery modes appropriate for the training are outlined.
- 3.3 Sequence of training activities are determined based on elements within competency standards.
- 3.4 Session plan for each session of the learning program are developed and finalized

- 4.1 A checklist for the resources required for the training is developed.
- 4.2 Required resources are checked for availability.
- 4.3 Relevant learning materials is selected and prepared according to the need of the session.
- 4.4 Appropriate training locations/venue are identified and arranged according to training needs.
- 4.5 Training resource and aids requirements are documented and access is arranged in accordance with organization

CONTENTS

This learning package includes the following:

- Identify training requirements of trainees
- Modify instructional materials
- Prepare program delivery plan and relevant session plan
- Arrange learning and teaching resources

PRE-REQUISITE: N/A

How to use this Competency Based Learning Materials

The module, organize competency-based training session contains training materials and activities for you to complete a series of activities. These activities may be complete depart 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 roadmap 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 the fall 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 though 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 on to the next Unit of Competency or Module

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MODULE CONTENT

UNIT OF COMPETENCY: Organize competency-based training session

MODULE TITLE: Organizing competency-based training session

MODULE DESCRIPTOR:

This module discusses the aspects that must be given attention when organising competency-based training sessions. It shows the knowledge and skills requirements for identifying training requirements of trainees, modifying instructional materials, preparing programme delivery & relevant session plan and arranging learning-teaching resources.

NOMINAL DURATION: 20 Hours

LEARNING OUTCOMES:

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

1. Identify training requirements of trainees
2. Modify instructional materials
3. Prepare program delivery plan and relevant session plan
4. Arrange learning and teaching resources

ASSESSMENT CRITERIA:

- 1.1 Curriculum document is reviewed and analyzed.
- 1.2 Trainees' current competencies are identified and compared with competencies to be attained.
- 1.3 Results of comparison is used to determine training requirements where necessary.
- 1.4 Learning outcomes and assessment activities are refined according to trainees' training requirements.
- 1.5 Training requirements are discussed and validated with appropriate people where necessary.
- 2.1 New requirements of learning materials are identified.
- 2.2 Instructional materials are revised focusing on the trainees need.
- 2.3 Instructional materials are revised and incorporated in such a way that text and illustration are clear, legible and appropriate to the trainee's characteristics and requirements.
- 2.4 Instructional materials are revised and incorporated in such a way that Language, style and format of the materials are appropriate to the trainee's characteristics and requirements.
- 3.1 Program delivery plan is developed outlining all the sessions and relevant timeframes required.
- 3.2 Training delivery modes appropriate for the training are outlined.

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- 3.3 Sequence of training activities are determined based on elements within competency standards.
- 3.4 Session plan for each session of the learning program are developed and Finalized
- 4.1 A checklist for the resources required for the training is developed.
- 4.2 Required resources are checked for availability.
- 4.3 Relevant learning materials is selected and prepared according to the need of the session.
- 4.4 Appropriate training locations/venue are identified and arranged according to training needs.
- 4.5 Training resource and aids requirements are documented and access is arranged in accordance with organization

LEARNING OUTCOME 1: IDENTIFY TRAINING REQUIREMENTS OF TRAINEES

ASSESSMENT CRITERIA

- 1.1 Curriculum document is reviewed and analyzed.
- 1.2 Trainees' current competencies are identified and compared with competencies to be attained.
- 1.3 Results of comparison is used to determine training requirements where necessary.
- 1.4 Learning outcomes and assessment activities are refined according to trainees' training requirements.
- 1.5 Training requirements are discussed and validated with appropriate people where necessary.

CONTENTS:

- Training needs
- Training needs assessment (TNA)
- Competency-based curriculum documents
- Learning materials
- Self-assessment Guide
- Competency standard
- Different components of a competency standard

CONDITIONS:

Trainees must be provided with the following:

- Competency standard
- Self-assessment checklist
- CBLM
- Handouts or reference materials/books on the above stated contents
- LCD/Digital projector and screen
- Competent & certified trainer/facilitator
- CBT class room
- Ball pens/pencils and other office supplies and materials
- Communication resources
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Presentation

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ASSESSMENT METHODS:

- Written test
- Demonstration
- Oral Questioning
- Observation with checklist
- Portfolio.

Learning Experience 8.1-1

Learning Outcome 1:

IDENTIFY TRAINING REQUIREMENTS OF TRAINEES

Learning Steps	Resources specific instructions
1. Student will ask the instructor about the materials to be used.	1. Instructor will provide the learning materials in Delivering Competency Based Training
2. Read the Information sheet/s	1. Information sheet- 8.1-1: Arrange training facilities and resources Information sheet-8.1-2: Facilitate training Information sheet-8.1-3: Review and evaluate training session delivery
3. Complete the Self Checks& Check answer sheets	3. Self-Check 8.1-1 Answer Sheet 8.1-11
4. Read the Task sheet	4. Task Sheet 8.1-1, 8.1-2
5. Complete Activities (if applicable)	5. Task Sheet 8.1-1, 8.1-2
6. Perform the Job and Specification Sheet	6. Job Sheet 8.1-1, 8.1-2 Specification Sheet 8.1-1, 8.1-2

Note: If you have multiple Information sheets and job Sheets repeat the above Learning Steps 2 to 6 for each job

Information Sheet 8.1-1

Identify Training Requirements of Trainees

1.1 What is a curriculum?

A curriculum is a documented representation of a set of competencies. Under the National Technical and Vocational Qualification Framework (NTVQF), these competencies are usually written as Units of Competency (UoC) in the competency standards document. These standards are endorsed by the relevant Industry Skills Council (ISC).

It refers to the knowledge, skills, attitudes and values which learners are expected to acquire; which includes the learning specifications and standards or learning aims, goals and objectives they are expected to meet; the units, content and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, field trips and readings used in a course; and the assessments, and other methods used to evaluate student learning.

1.1.1 Why do we need curriculum documents?

A curriculum includes the subject matter and all learning experiences arranged by the institute for whole program of study related to all Units of Competency (UoC) in the competency standards.

As a beginning teacher/trainer you may not have to develop curriculum. You will be provided with a document, sometimes referred to as a syllabus for unit of competency that you are teaching.

1.1.2 A curriculum document within a CBT&A system provides the following information:

- the name and number of the Units of Competency included in the proposal
- nominal delivery hours for each unit
- a general description of the purpose of the unit of competency
- any prerequisite knowledge and skills
- relationship to the industry competency standards (the industry competency standards)
- a summary of the content
- a summary of the assessment process
- a detailed description of the learning outcomes that learners are expected to achieve, including assessment process (these are the things that you can assess)
- a description of how the program/course/unit of competency might be delivered.

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What are competency standards?

Competency standards describe the knowledge, skills and attitudes needed to perform in a particular occupation. Competency includes all aspects of the work including:

- skills to perform all the different tasks of the job
- managing a range of different task and activities required by the job
- responding to problems, the unexpected and non-routine events
- dealing with all aspects of the workplace, the organization and colleagues

Competency standards are a complex combination of skills, knowledge and attitudes and no part of the standards components should be seen in isolation from the combined picture of the full competency described.

Industry Competency Standards

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency which are themselves made up of elements of competency, together with performance criteria, a range of variables, and an evidence guide.



Competency standards' are industry-determined specifications of performance, which describe the skills, knowledge and attitude required to operate effectively in employment.

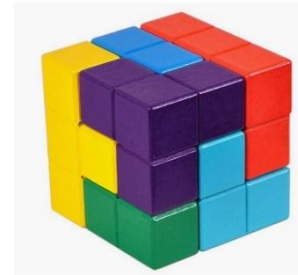
A competency standard includes;

- Skills, knowledge and attitude requirements for the level of work
- Quality indicators
- National qualifications that a person can receive
- Learning strategies that provide guidance about the organization of training.
- Assessment guidelines
- Assessment methods and materials

Different components of a competency standard

Competency Standard includes details of the skills, knowledge, attitude and the performance criteria to indicate competence and specific evidence required to prove competency.

The different components of a Competency standard are briefly discussed below;



Each Competency Standard will describe

Unit code and title

The unit code is an individual code that has been allotted to each unit of study. The code is three or four letters to represent the subject area followed by one digit to represent the level of the unit

The unit title describes a major work function performed in the occupation. It refers to an area of competency required to perform a particular function. It is also a brief statement of the outcome of the unit of competency for example "Maintain workplace safety".

In the given sample, TVTENV502- Address learning needs to foster and promote a healthy, safe and inclusive learning culture describes an area of competency required by a TVET Trainer and Assessor working in the Bangladesh TVET sector.

Nominal hours

The total number of hours involved in course delivery.

The value assigned to a structured program of study that nominally. Represents the anticipated hours of supervised learning and/or training.



Unit descriptor

- The unit descriptor gives additional information and may include the context or the limits of this work function.
- The Unit descriptor broadly communicates the intent of the unit of
- competency and the skill area it addresses.
- It gives a short summary of the scope and level of performance required.

Elements of competency

- Elements of competency or simply elements are all the tasks required to perform the major function described in the unit.
- Elements are always described as actions.
- Elements must have a different name from the unit title.
- There is no particular number of elements required for each unit, though it is usually more than one

Performance criteria

- Performance criteria are the answer to the question “how do we know that the task has been performed to the standard required?”
- Performance criteria specify the standards of performance
- Performance criteria are always expressed as an outcome - or what we would expect to see or know results from the task being performed
- Performance criteria have to be assessable and it must be possible to have evidence that this outcome has occurred.

Range statement

- The range statement also referred to the Range of Variables provides the different settings or contexts or requirements in which the major function will or may be performed.
- Some of these will be compulsory and will use words such as will, should or must.
- Assessment must cover all these conditions.
- Some of these will be optional and will use words such as might, may or could.
- Assessment in this range is negotiable and will depend on factors beyond the control of the worker being assessed.

This section may also include definitions of the terms used.

Evidence guide

The evidence guide provides guidance to the assessment of the unit of competency including;
The knowledge required to perform this work function, any specific skills to be demonstrated or implied and attitude requirements for the unit

The aspects which need to be emphasized in assessment,

Information which is necessary for the assessment process

Accreditation requirements

This provides information for potential training provider and also sets out the quality assurance requirements that have to be met by the training provider to offer the unit

Critical Aspect of Competency:

- Tells the assessor what evidence is essential for successful performance.
- It identifies the essential:
 - Productive evidence – complete workplace/service to specification.
 - Knowledge evidence – things that must be known
 - process evidence – complies with industry practice and procedures
– complies with OSH practice

Example:

- Setup tools and equipment
- Handle tools, materials and equipment's
- Identify and solves faults and problem
- Communicate with others to ensure safe and effective operations

Underpinning 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.

Underpinning Skills

- Skills needed to achieve the elements and performance criteria in the unit of competency.
- Underpinning skills refers to the essential and must performing skills required for any specific task.

Sample of a Unit of competency:

Unit Title	Organise competency-based training session
Unit Code	TVTDEL403A1
Unit Descriptor	This unit covers the knowledge, skills and attitude required to organise competency-based training session. It includes Identifying training requirements of trainees, modifying instructional materials, preparing programme delivery & relevant session plan and arranging learning-teaching resources.
Nominal Hours	20 hours
Elements of Competency	Performance Criteria <i>Bold and Italicized</i> terms are elaborated in the range of variables
1. Identify training requirements of trainees	1.1 <i>Curriculum document</i> is reviewed and analyzed. 1.2 Trainees' current competencies are identified and compared with competencies to be attained. 1.3 Results of comparison is used to determine training requirements where necessary. 1.4 Learning outcomes and assessment activities are refined according to trainees' training requirements. 1.5 Training requirements are discussed and validated with <i>appropriate people</i> where necessary.
2. Modify instructional materials	2.1 New requirements of <i>learning materials</i> are identified. 2.2 <i>Instructional materials</i> are revised focusing on the trainees need. 2.3 Instructional materials are revised and incorporated in such a way that text and illustration are clear, legible and appropriate to the <i>trainee's characteristics</i> and requirements. 2.4 Instructional materials are revised and incorporated in such a way that Language, style and format of the materials are appropriate to the trainee's characteristics and requirements.
3. Prepare program delivery plan and relevant session plan	3.1 <i>Program delivery</i> plan is developed outlining all the sessions and relevant timeframes required. 3.2 Training delivery modes appropriate for the training are outlined.

	3.3 Sequence of training activities are determined based on elements within competency standards. 3.4 Session plan for each session of the learning program are developed and finalized.
4. Arrange learning and teaching resources	4.1 A checklist for the resources required for the training is developed. 4.2 Required resources are checked for availability. 4.3 Relevant learning materials is selected and prepared according to the need of the session. 4.4 Appropriate training locations/venue are identified and arranged according to training needs. 4.5 Training resource and aids requirements are documented and access is arranged in accordance with organization procedures and appropriate staff.
Range of Variables	
Variable	Range (May include but not limited to:)
1. Curriculum document	1.1 Competency standards 1.2 The name and number of the module and/unit of competency 1.3 Nominal delivery hours 1.4 A general description of the purpose of the module and/or unit of competency 1.5 Any prerequisite knowledge and skills 1.6 Content 1.7 Assessment method 1.8 A detailed description of the learning outcomes that learners are expected to achieve, including each of the assessment criteria 1.9 A description of how the module and /or unit of competency might be delivered.
2. Appropriate people	2.1 Trainers, Teachers and Assessors. 2.2 Supervisors/ or trainees' employers. 2.3 Participant Trainee/Learner who is advanced in skill. 2.4 Experts in the Trainees Trade Areas. 2.5 Government Regulatory bodies. 2.6 Consultative Committees. 2.7 Training Providers, employers and human resources departments. 2.8 Assessors/Assessment Centers.
3. Learning materials	3.1 CBLM 3.2 Website information

	3.3 Handouts 3.4 e-book
4. Instructional materials	4.1 Non-print and print-based materials 4.2 Information/operation/job sheet 4.3 Learning guide. 4.4 Self-check / performance check list. 4.5 Model answer.
5. Trainee's characteristics	5.1 Age 5.2 Gender 5.3 Learning style 5.4 Religion 5.5 Culture 5.6 Ethnicity
6. Program delivery	6.1 Content of sessions as specified in the session plans 6.2 Individual/group learning objectives or outcomes for the segment of the learning program to be addressed 6.3 Identify delivery techniques to be used to cater for a range of learning styles 6.4 Learning resources, learning materials and learning activities to be used in sessions 6.5 Number of learners and their specific support requirements other resource requirements 6.6 Osh considerations, including: 6.6.1. safety requirements 6.6.2. emergency procedures 6.6.3. timelines/duration of activities within sessions
7. Session plan	7.1 Introductions 7.2 Outline of objectives/content to be addressed 7.3 Ice breakers to be used 7.4 Delivery methods for each part of the session 7.5 Plan of learning activities to be used within the session 7.6 Timelines/duration for each learning activity 7.7 Formative assessment points/opportunities 7.8 Demonstration and practice session 7.9 Feedback 7.10 Link to the next session 7.11 Learning resources required 7.12 Summary/overview/wrap up.

Evidence Guide

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

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workplace must be provided.

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

1.Critical Aspects	The assessment required evidence that the candidate: 1.1 reviewed and analyzed curriculum document 1.2 identified trainees' current competencies 1.3 validated training requirements. 1.4 developed program delivery plan. 1.5 Identified relevant delivery method, training activities and training delivery modes. 1.6 identified and organized resources required for the training session. 1.7 prepared checklist for the resource required.
2.Underpinning knowledge	2.1 Knowledge on competency-based curriculum documents and learning materials 2.2 Characteristics and needs of individual learners in the group 2.3 Knowledge on program delivery and session delivery plan 2.4 Knowledge on organizing learning materials and resources 2.5 Sound knowledge of learning principles 2.6 Sound knowledge of learner styles 2.7 organizational record-management systems and reporting requirements 2.8 Knowledge on competency-based assessment methods and instruments 2.9 policies and procedures relevant to the learning environment 2.10 Knowledge on Occupational Safety and Health issues for organizing competency-based training.
3.Underpinning Skills	3.1 Analyzing trainees training requirements skills 3.2 Developing session and delivery plan 3.3 Modifying training resources and aid 3.4 Developing formative assessment plan 3.5 Organizing skills 3.5.1 Training organizing delivery skills 3.5.2 Venue selection skills 3.5.3 Training resources organizing skills 3.6 Verbal and non-verbal communication skills 3.7 Literacy skills

	3.7.1 complete and maintain documentation 3.7.2 read and follow learning programs and plans 3.7.3 read and analyse learner information 3.8 Environmental management skills 3.9 Interpreting skills
4.Required Attitude	4.1 Commitment to occupational safety and health 4.2 Environmental concerns 4.3 Tidiness and timeliness 4.4 Respect for rights of peers and seniors in workplace 4.5 Eagerness to learn 4.6 Promptness in carrying out activities 4.7 Sincere and honest to duties and responsibilities 4.8 Communication with peers, sub-ordinates and seniors in workplace
5.Resource Implication	The following resources must be provided: 5.1 Computer hardware, facilities and relevant accessories of the computer 5.2 Consumables materials to perform activities 5.3 Required teaching aids 5.4 Learning Materials
6.Methods of Assessment	Competencies could be assessed by: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio
7.Context of Assessment	7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting 7.2 Assessment shall be observed while tasks are being under taken whether individually or in a group 7.3 Trainee must be assessed by BTEB certified assessor or BTEB approved person.

Accreditation Requirements

Training Providers must be accredited by Bangladesh Technical Education Board (BTEB), the national quality assurance body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification.

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

Need Certified Competent Teachers to Implement Curriculum

There is the ‘problem’ of teachers. The major weakness and, indeed, strength of the process model is that it rests upon the quality of teachers. If they are not up to much then there is no safety net in the form of prescribed curriculum materials. The approach is dependent upon the cultivation of wisdom and meaning-making in the classroom. If the teacher is not up to this, then there will be severe limitations on what can happen educationally.

How does a curriculum document differ from competency standards?

An industry competency standard provides information about the competencies associated with occupations within a particular industry and leads to national qualifications and include assessment guidelines.

A curriculum document serves as an implementation guide for a unit of competency or course or module of study. At this stage though, there are still many industries that do not have industry competency standards developed.

Basically, industry competency standards establish the skills, knowledge and attitude required for a particular industry. A curriculum interprets the industry competency standards so that it can be delivered as a learning program or course in TVET institutions.

1.2 Identify Learner’s Current Competency

Training needs assessment (TNA) acts as the guide to creating a training program. The more thorough and clear a TNA is, the more successful training program is, as it will be addressing all identified shortcomings of the trainees.

It is therefore crucial that an organization conducts a training needs assessment the right way so that a training program can be made addressing the right issues.

Trainees’ current competency can be determined by pre-assessment. The following are suggested methods you can use to pre-assess a trainee’s competencies.

1. Checking with the learner

When you meet the trainee (first time), you can ask the learner to respond or undergo a self-assessment instrument or subject them to an oral interview or written test.

2. Analyze any pre-session information available, like enrolment form or pre- application form and other related documents such as;

- Reports of previous competency assessment undertaken.
- Resume or Curriculum Vitae.

- Enterprise training and assessment records.
- Performance Reports from Supervisor.

1.2.1 Preparing a Self-assessment Guide

Based on the unit of competency and performance criteria self-assessment tools can be prepared and administered to trainees prior to training commencement or at the beginning of the course. The results should be analyzed and the program adjusted accordingly.

A self-assessment guide is a list of competency areas that allows the trainee to self-assess his level of expertise (technical skills).

It is always important that you give your trainee a pre-self-assessment before you proceed in your session so that you can determine their level of competency. Asking trainees to complete a self-assessment guide will help you and trainees know the best starting point for any training.

Example of a Self-assessment Checklist

Self-assessment Sheet (Blank)

Qualification:		NTVQF Level	
Instruction: - Read each of the questions in the left-hand column of the chart. - Place a check in the appropriate box opposite each question to indicate your answer.			
Unit Code & Title:			
Can I?			
Performance Criteria		Yes	No
		☐	☐
		☐	☐
		☐	☐
		☐	☐
		☐	☐
		☐	☐
		☐	☐
		☐	☐
		☐	☐
		☐	☐
		☐	☐

I now feel ready to undertake my formal competency assessment.

Signed:

Date:

1.3 Identify gaps in competencies to determine training requirements

Before offering any form of training, it is important to identify the training needs of your trainees. This is an assessment of the gap between current competencies and the required competencies as defined by the unit of competency.

The gap between the required competencies and the current competencies held is the portion of the skills and knowledge the learner needs to achieve to be able to prove competency.

1.4 Learning outcomes and assessment criteria

You need to ensure that the learners have met each of the learning outcomes specified in the curriculum, by addressing each of them in your session plans and eventually assessing each of them as specified in the curriculum document.

What is the relationship between learning outcomes and elements?

A learning outcome:

- Is a curriculum term
- Describes significant and essential learning that learners have to achieve.
- Identifies what the learner will know and be able to do by the end of a course or program.
- Relates to standards of competency identified by industry
- Is a statement from the learner's point of view

An element of competency

- Is an industry competency standards term
- Is the smallest unit that can be assessed and recognized
- Describes the tasks that make up the job
- Describes what skills are required to perform the work activity

Each element of competency has a number of performance criteria which the learner can be evaluated against to determine whether or not they are competent. Sometimes it is possible to equate an industry competency standards element with a curriculum learning outcome. At other times, a single element of competency might equate to 3 or 4 learning outcomes.

What is the relationship between assessment criteria and performance criteria?

Essentially assessment and performance criteria are the same thing expressed in different words.

'Performance criteria' is a competency based training and assessment (CBT&A) terminology and comes from the industry competency standards.

Assessment criteria specify the performance that must be demonstrated by the learner in order to prove that the learning outcome has been achieved.

1.5 Validating Training Requirements

The learner training requirements can be validated with the following persons/officers.

- Experts in the trainees trade areas.
- Supervisors/ or trainees employers.
- Training providers, employers and human resources departments.
- Trainers, Teachers and Assessors.
- Participant Trainee/Learner who is advanced in skill.
- Government regulatory bodies.
- Consultative Committees.
- BTEB registered Assessors/Assessment Centers.

Notes

Self-Check No: 8.1-1

Identify Trainees Training Requirements

1. How do you identify the current competencies of your trainee?
2. How can you identify the gaps in competencies of a specific target group of trainees?
3. Name at least three different persons/officers who can validate your trainees training requirements.
4. What does a competency standards include?
5. What is the difference between competency standard and curriculum documents

Answer Key No:8.1-1

Identify Trainees Training Requirements

Answer of question no 1

Trainees' current competency can be identified by pre-assessment.

The following are suggested methods you can use to pre-assess a trainee's competencies.

1. Checking with the learner

When you meet the trainee (first time), you can ask the learner to respond or undergo a self-assessment instrument or subject them to an oral interview or written test.

2. Analyze any pre-session information available, like enrolment form or pre- application form and other related documents such as;

- Reports of previous competency assessment undertaken.
- Resume or Curriculum Vitae.
- Enterprise training and assessment records.
- Performance Reports from Supervisor.

Answer of question no 2

Trainee's training requirements or training needs of a specific target group of trainees can be determined by conducting Training needs assessment (TNA). Through this assessment the gap between current competencies and the required competencies as defined by the unit of competency will be identified.

The gap between the required competencies and the current competencies is “**the portion of the skills and knowledge**” the learner needs to achieve to be competent in a particular job.

Answer of question no 3

The learner training requirements can be validated with the following persons/officers.

- Experts in the trainees trade areas.
- Trainers, Teachers and Assessors
- BTEB registered Assessors/Assessment Centers.

Answer of question no 4

A competency standard includes;

- Skills, knowledge and attitude requirements for the level of work
- Quality indicators
- National qualifications that a person can receive
- Learning strategies that provide guidance about the organization of training.
- Assessment guidelines
- Assessment methods and materials

Answer of question no 5

An industry competency standard provides information about the competencies associated with occupations within a particular industry and leads to national qualifications and include assessment guidelines.

A curriculum document serves as an implementation guide for a unit of competency or course or module of study. At this stage though, there are still many industries that do not have industry competency standards developed.

Basically, industry competency standards establish the skills, knowledge and attitude required for a particular industry. A curriculum interprets the industry competency standards so that it can be delivered as a learning program or course in TVET institutions.

Job 8.1-1

Arrange Trainees Training Requirements

- Review and analyze competency standards to identify required competencies
- Identify learners need using available information and documentation
- Prepare a self-assessment guide (Task 1)
- Identify the gap between required competencies and the learners need to determine learners training requirements.
- Validate training requirements with appropriate people

Task 8.1-1 Prepare a self-assessment guide

Task Sheet8.1-1 Prepare a Self-Assessment Guide

Using the Self-Assessment check-list you can identify your current competency/ies and also mention what are the additional competency/ies you want to gain.

Self-Assessment Sheet (Sample)

Qualification:		NTVQF Level	
Instruction: - Read each of the questions in the left-hand column of the chart. - Place a check in the appropriate box opposite each question to indicate your answer.			
Unit: TVTASL402: Organise competency-based training session			
Can I?			
Performance Criteria	Yes	No	
Review and analyze curriculum document.	☐	☐	
Identify and compare trainees' current competencies with competencies to be attained.	☐	☐	
Use results of comparison to determine training requirements where necessary.	☐	☐	
Refine learning outcomes and assessment activities according to trainees' training requirements.	☐	☐	
Discuss and validate training requirements with appropriate people where necessary.	☐	☐	
Identify new requirements of learning materials	☐	☐	
Revise Instructional materials focusing on the trainees need.	☐	☐	
Revise and incorporate instructional materials in such a way that text and illustration are clear, legible and appropriate to the trainee's characteristics and requirements.	☐	☐	
Revise and incorporate instructional materials in such a way that Language, style and format of the materials are appropriate to the trainee's characteristics and requirements.	☐	☐	
	☐	☐	

I now feel ready to undertake my formal competency assessment.

Signed:

Date:

LEARNING OUTCOME 2: MODIFY INSTRUCTIONAL MATERIALS

ASSESSMENT CRITERIA:

- 2.1 New requirements of learning materials are identified.
- 2.2 Instructional materials are revised focusing on the trainees need.
- 2.3 Instructional materials are revised and incorporated in such a way that text and illustration are clear, legible and appropriate to the trainee's characteristics and requirements.
- 2.4 Instructional materials are revised and incorporated in such a way that Language, style and format of the materials are appropriate to the trainee's characteristics and requirements.

CONTENTS:

1. Instructional Materials
2. Characteristics of individual learners in the group
3. Promotion of equality and multiculturalism at training session
4. Learning styles
5. Recognizing different types of learners in the class
6. Catering to different types of learners in the class
7. Communicating with the Learners
8. Inappropriate behavior of the trainee's

CONDITIONS:

Trainees must be provided with the following:

- CBLM
- Handouts or reference materials/books on the above stated contents
- PCs/printers or laptops with internet access
- LCD/Digital projector and screen
- Competent & certified trainer/facilitator
- CBT class room
- Ball pens/pencils and other office supplies and materials
- Communication resources
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Presentation

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ASSESSMENT METHODS:

- Written test
- Demonstration
- Observation
- Oral questioning

Learning Experience 8.2-1

Learning Outcome 2:

MODIFY INSTRUCTIONAL MATERIALS

Learning Steps	Resources specific instructions
1. Student will ask the instructor about the materials to be used.	1. Instructor will provide the learning materials in Delivering Competency Based Training
2. Read the Information sheet/s	Information sheet-8.2-1
3. Complete the Self Checks& Check answer sheets	3. Self-Check 8.2-1 Answer Sheet 8.2-1
4. Read the Job Task sheet	4. Job Sheet 8.2-1
5. Complete Activities (if applicable)	5. Task Sheet 8.2-1
6. Perform the Job	6. Job Sheet 8.2-1 Specification Sheet 8.2-1

Note: If you have multiple Information sheets and job Sheets repeat the above Learning Steps 2 to 6 for each job

Information Sheet 8.2-1

Modify instructional materials

2.1 Identify new requirements of learning materials

The importance of Tailoring Learning Materials in Teaching

“Teaching materials” is a generic term used to describe the resources teachers use to deliver instruction. Teaching materials can support student learning and increase student success. Ideally, the teaching materials will be tailored to the content in which they’re being used, to the students in whose class they are being used, and the teacher. Teaching materials come in many shapes and sizes, but they all have in common the ability to support student learning. Since it supports student learning, it is called learning materials. Learning materials are important because they can significantly increase student achievement by supporting student learning.

The key feature of competency based training is a customized, personalized and self-paced training. The training sessions are difficult to achieve if you as a trainer/facilitator is not aware of the differences among the learners; on how they will be able to learn and work on the activities or projects and be able to achieve a certain level of competence.

Learning styles and preferences take on a variety of forms—and not all people fit neatly into one category as there’s plenty of overlap between styles. That being said, most learners align with the following styles:

2.1.1 Recognize visual learners in your class:

Someone with a preference for visual learning is partial to seeing and observing things, including pictures, diagrams, written directions and more. Students who learn through sight understand information better when it’s presented in a visual way. These are your doodling students, your list makers and your students who take notes.

2.1.2 Recognize auditory learners in your class:

Auditory learners tend to learn better when the subject matter is reinforced by sound. These students would much rather listen to a lecture than read written notes, and they often use their own voices to reinforce new concepts and ideas. These are the students who like to read out loud to themselves, aren’t afraid to speak up in class and are great at verbally explaining things. Additionally, they may be slower at reading and may repeat things a teacher tells them.

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2.1.3 Recognize reading/writing learners in your class:

While there is some overlap with visual learning, these types of learners are drawn to expression through writing, reading articles on the internet, writing in diaries, looking up words in the dictionary and searching the internet for just about everything.

2.1.4 Recognize kinesthetic learners in your class:

Kinesthetic learners learn through experiencing or doing things. They like to get right in the thick of things by acting out events or using their hands to touch and handle in order to understand concepts. These are the students who might struggle to sit still, might be good at sports or like to dance, need to take breaks when studying and might not have great handwriting.

2.2 Revision of Instructional Materials focusing on trainees' need

What is Instructional Materials?

Instructional materials refer to the human and non-human materials and facilities that can be used to ease, encourage, improve and promote teaching and learning activities.

- They are whatever materials used in the process of instruction.
- They are a broad range of resource which can be used to facilitate effective instruction.
- They indicate a systematic way of designing, carrying out and employing the total process of learning and communication and employing human and non-human resources to bring out a more meaningful and effective instruction.
- They are human and non-human material that a teacher uses to pass information to the learner in his/her class.

Review and revision of training materials is an important aspect of the continuous improvement process in the teacher training activities. It aims to:

- Confirm content is in line with the country context.
- Ensure content is organized appropriately / in a logical order that will contribute to the achievement of training objectives
- Keep information up-to-date
- Use input from learners, stakeholders and users based on their experiences and observations to adapt Content to their needs and context.

Students have different approaches to how they process information, referred to as “preferred learning modes.” They have been catered as follows;

2.2.1 Cater to visual learners:

The whiteboard is your best friend when teaching visual learners! Teachers should create opportunities to draw pictures and diagrams on the board, or ask students to doodle examples based on the topic they're learning. Teachers catering to visual learners should regularly make handouts and use presentations. Visual learners may also need more time to process material, as they observe the visual cues before them. So be sure to give students a little time and space to work through the information.

2.2.2 Cater to auditory learners:

Since these students can sometimes find it hard to keep quiet for long periods of time, get your auditory learners involved in the lecture by asking them to repeat back new concepts to you. Ask questions and let them answer. Invoke group discussions so your auditory and verbal processors can properly take in and understand the information they're being presented with. Watching videos and using music or audiotapes are also helpful ways to engage with auditory learners.

2.2.3 Cater to reading/writing learners:

This is probably the easiest learning style to cater to since most of the educational system provides lots of opportunities for writing essays, doing research online and reading books. Allow plenty of time for these students to absorb information through the written word, and give them opportunities to get their words out on paper as well.

2.2.4 Cater to kinesthetic learners:

The best way teachers can help these students learn is by getting them moving. Teachers should instruct students to act out a certain scene from a history lesson they're teaching. Additionally they should encourage these students by incorporating movement into lessons: pacing to help memorize, learning games that involve moving around the classroom or having students write on the whiteboard as part of an activity.

Once these students can physically sense what they're studying, abstract ideas and difficult concepts will be easier to understand.

There are diverse solutions you must use to be able to deliver competency based training. Not all things that are the issues or concerns of the trainer are also issues of the trainees. If the trainees had a limited knowledge of the English language, it is better to deliver the training in a native language, and also during the

2.3 Steps that is followed to review instructional materials

- 1) Have a clear view on strengths and weaknesses of the existing materials based on the experiences of trainees, trainers, stakeholders, etc.
- 2) Get an expert on Inclusive Education to look through the content to check if all content is correct.
- 3) 3) Review the learning objectives that are written in the manual. Are they realistic? Are they in line with the proposed content?
- 4) To revise course outline: are modules/topics organized in the best way to reach the objectives?
- 5) Short training on key aspects/topics which have not been understood to group of trainers / stakeholders.
- 6) Update existing content, remove unsuitable content, and write new and relevant content as required (with trainers / stakeholders)
- 7) Test the new material and evaluate at the end. If possible have a 'test-group' (can be volunteers, staff, experts...) and get their feedback at the end
- 8) Revise materials one more time, taking into account output of test course.

2.3.1 What makes good learning material?

- ✓ User-friendly written learning materials need to contain the right material in a logical and well presented form. They should be at the level of the learners and clear in their language and style. Several criteria have been developed to expression, logical sequence, page layout, pictures, style of writing and availability.
- ✓ Visual materials also need testing. Sociological and educational differences have a large effect on picture understanding. Pictures should be shown to the target audience and a series of simple questions asked such as: What is happening in this picture? What is this? Can you tell me what this diagram is saying? Viewers should be asked to summarize the message; to say which sections they like the best and why; and which sections they found confusing. Again the test viewers should be drawn from the proposed target audience rather than a group of trainers or experts'.

- ✓ The pre-testing of materials is very important to make sure that the goal of the material is achieved. The material should be pre-tested for acceptability of the idea, and comprehension of the individual pictures and whole message. The test should be carried out on several different people depending on the target audience and users.

2.4 Revise instructional material considering learners characteristics

As a TVET teacher/trainer, you will need to have a good understanding of who the learners are, why they are there, and what keeps their interest.

Characteristics of Learners

Learner characteristics can be defined as various measures of learner's psychological, behavioral nature, and attitudes toward everything related to learning. Some characteristics are given below;

- Language, Literacy and Numeracy
- (LL&N) skills
- Cultural and Language background
- Education and General Knowledge
- Gender
- Age
- Physical Ability
- Previous experience with the topic/lesson.
- Experience in Competency based Training
- Previous Learning Experience

Training Requirements based on Characteristics of Learners

Characteristics of Learners	Things to be considered for Organizing the session?
Language, Literacy and Numeracy (LL&N) skills	This influences the language you can use and the activities and tasks that are suitable. You need to assess LL&N skill levels and provide instruction and resources at all appropriate level.
Cultural and Language background	You must be aware of different cultures and language abilities. There might be activities that you choose which are not appropriate because of culture and language.

Education and General Knowledge	Getting an idea of general education levels is important so that you know what level to pitch in the delivery of the session.
Gender	This can affect your whole training session if you have a group of all female, all males or a mixture-, if there are activities that involve demonstration, role play, etc.
Age	Age can affect your training session depending on what is delivered, how and what pace.
Physical Ability	Before you begin your training session you need to be aware of any learner who is less able than others to perform physical tasks.
Previous experience with the topic/lesson.	Different levels of experience can be useful, and you need to plan ahead, so that you know who has what experience, so it can be used to you and your learners advantage.
Experience in Competency based Training	Competency based training is a unique way of learning and can be difficult for some learners, especially in the concept of assessment.
Previous Learning Experience	It is important that you have knowledge of the trainees' general attitude of learning. Some may be very anxious

2.4.1 Gender issues to consider

Strategies to promote gender inclusivity in the class:

- Assume nothing about your students with regard to gender, treat them equally, but make an effort to respect their differences.
- Observe the gender dynamics in your classroom, especially at the beginning of the class. Know the attitude, background and attribute of individual students in the class.

2.4.2 Following 6 ways you can promote gender equality in your classroom

1. Be Reflective and Be Objective.
2. Get Feedback From Colleagues and Students.
3. Use Gender-Neutral Language When Appropriate.
4. Explain the Context.
5. Seat and Group Students Intentionally.

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6. Use Project-Based Learning.

2.4.3 Promote equality & diversity in the classroom

What is Equality and Diversity?

Equality and diversity, or multiculturalism, is the idea of promoting and accepting the differences between people. More specifically, equality is about ensuring individuals are treated fairly and equally, no matter their race, gender, age, disability, religion or sexual orientation. Diversity is about recognizing and respecting these differences to create an all-inclusive atmosphere.



Promoting equality and diversity in education is essential for both teachers and students. The aim is to create a classroom environment where all students can thrive together and understand that individual characteristics make people unique and not ‘different’ in a negative way.

2.4.4 How can equality and multiculturalism be promoted at training session?

Promoting equality and diversity in the classroom need not be a challenge and is something that all learners should be familiar with from an early age. This means:

- Setting clear rules in regards to how people should be treated.
- Challenging any negative attitudes.
- Treating all staff and learners fairly and equally.
- Creating an all-inclusive culture for staff and learners.
- Avoiding stereotypes in examples and resources.
- Using resources with multicultural themes.
- Actively promoting multiculturalism in lessons.
- Planning lessons that reflect the diversity of the classroom.
- Ensuring all learners has equal access to opportunities and participation.
- Making sure that learning materials do not discriminate against anyone and are adapted where necessary, e.g. large print or audio tape format.

- Using a variety of teaching methods.
- Using a variety of assessment methods.
- Ensuring policies and procedures don't discriminate against anyone.

2.4.5 Removing barriers for Person with Disability (PWD)

Understanding Barriers to Accessibility

What is accessibility?

Accessibility is a general term used to describe the degree to which a product, device, service, or environment is available to be used by all intended audiences. There are five identified barriers to accessibility for persons with disabilities. These barriers are;

- Attitudinal,
- Organizational or systemic,
- Architectural or physical,
- Information or communications, and
- Technology.

1. Attitudinal

Attitudinal barriers are behaviors, perceptions, and assumptions that discriminate against persons with disabilities.

As an educator, there are a number of ways you can help remove attitudinal barriers. You could:

- Avoid making assumptions about a student's disability or capabilities
- Encourage students with disabilities to come forward and speak to you about the way they learn
- Respect the privacy of students with disabilities.
- Insist on professional, civil conduct between and among students to respect people's differences and create an inclusive environment.

2. Organizational or systemic

- Organizational or systemic barriers are policies, procedures, or practices that unfairly discriminate and can prevent individuals from participating fully in a situation.
- As an educator, there are a number of ways you can help remove organizational or systemic barriers:
- Identify and clearly express essential course content and provide flexibility so that students can express their understanding of essential course content in multiple ways.
- Encourage students to speak to you about accessibility issues in the classroom or about your course.
- If you are involved in designing or developing new or revised facilities ensure that these are designed inclusively, with the needs of persons with disabilities in mind.

3. Architectural or physical

- Architectural or physical barriers are elements of buildings or outdoor spaces that create barriers to persons with disabilities.
- As an educator, you may not have the ability to make adjustments to the physical environment of your classroom. You may be able to participate in intermediary solutions that can help overcome physical barriers. Some examples could include:
- Reserving seating for students with disabilities in a classroom that may not be fully accessible.
- Making lighting adjustments in the classroom.
- Turning off any noisy machinery.
- Using a microphone in a large classroom.
- Arranging to meet a student in an alternate location.
- Requesting a classroom change.

4. Information or communications

- Information or communications barriers occur when sensory disabilities, such as hearing, seeing, or learning disabilities, have not been considered.
- As an educator, you have a significant amount of autonomy in selecting, creating, and distributing your course materials. Some examples could include:
- Make your lectures notes, slides, and other handouts accessible and electronically available to students.
- Consider allowing students to audio-record lectures, or create your own audio podcasts of your lectures and make them available.
- Provide all students with an organized, well-written, and complete syllabus.

5. Technology

- Technology barriers occur when a device or technological platform is not accessible to its intended audience and cannot be used with an assistive device.
- As an educator, you have a significant amount of autonomy in deciding if and how you use technology in your courses. There are a number of ways you can help remove technology barriers:
- Select digital textbooks where appropriate.
- Create digital course packs in easily convertible electronic formats.
- Use captioned videos or provide transcripts for video and audio files.

Learning Styles

All Students Are Created Equally (and Differently.)

The term “learning styles” speaks to the understanding that every student learns differently. Technically, an individual’s learning style refers to the preferential way in which the student absorbs processes, comprehends and retains information.

This notion of individualized learning styles has gained widespread recognition in education theory and classroom management strategy. Individual learning styles depend on cognitive, emotional and environmental factors, as well as one’s prior experience. In other words: everyone’s different. It is important for educators to understand the differences in their students’ learning styles, so that they can implement best practice strategies into their daily activities, curriculum and assessments.

4 Types of learning styles

1. Visual learners
2. Auditory learners
3. Reading/writing learners
4. Kinesthetic learners

Notes

Self-Check No: 8.2-1

Modify instructional materials

1. What is Instruction Materials?
2. Why learning/teaching material should be tailored?
3. What makes a good learning material?
4. Write 8 characteristics of learners related to learning.

Answer Key No:8.2-1

Modify Instructional Materials

Answer of question no 1

Instructional materials refer to the human and non-human materials and facilities that can be used to ease, encourage, improve and promote teaching and learning activities.

- They are whatever materials used in the process of instruction.
- They are a broad range of resource which can be used to facilitate effective instruction.
- They indicate a systematic way of designing, carrying out and employing the total process of learning and communication and employing human and non-human resources to bring out a more meaningful and effective instruction.
- They are human and non-human material that a teacher uses to pass information to the learner in his/her class.

Answer of question no 2

The learning/teaching materials will be tailored to the content in which they're being used, to the students in whose class they are being used, and the teacher. Teaching materials come in many shapes and sizes, but they all have in common the ability to support student learning.

Answer of question no 3

- ✓ User-friendly written learning materials need to contain the right material in a logical and well presented form. They should be at the level of the learners and clear in their language and style. Several criteria have been developed to expression, logical sequence, page layout, pictures, style of writing and availability.
- ✓ Visual materials also need testing. Sociological and educational differences have a large effect on picture understanding. Pictures should be shown to the target audience and a series of simple questions asked such as: What is happening in this picture? What is this? Can you tell me what this diagram is saying? Viewers should be asked to summarize the message; to say which sections they like the best and why; and which

sections they found confusing. Again the test viewers should be drawn from the proposed target audience rather than a group of trainers or experts’.

- ✓ The pre-testing of materials is very important to make sure that the goal of the material is achieved. The material should be pre-tested for acceptability of the idea, and comprehension of the individual pictures and whole message. The test should be carried out on several different people depending on the target audience and users.

Answer of question no 4

8 characteristics of learners related to learning are given bellow;

- Language, Literacy and Numeracy (LL&N) skills
- Cultural and Language background
- Education and General Knowledge
- Gender
- Age
- Physical Ability
- Previous experience with the topic/lesson.
- Experience in Competency based Training

Job 8.2-1 Modify instructional materials

- Identify new requirements of learning materials
- Revise instructional materials focusing on the trainees need.
- Revise and incorporate text and illustration in instructional materials in such a way that they are clear, legible and appropriate to the trainee's characteristics and requirements.
- Identify characteristics of TVET learners (Activity 2)
- Revise and incorporate style and format of materials in instructional materials in such a way that Language, are appropriate to the trainee's characteristics and requirements.

Task 8.2-1 Identify characteristics of TVET learners

Task 8.2-1 Identify Characteristics of TVET Learners

- a. On a piece of paper, list the characteristics you expect your trainees to have. The issues considered can be trainees with slow learning ability, poor literacy, and poor language ability in Bangla or in English, his/her previous work experience, etc.
- b. Identify the characteristics those need special attention during training in order to help trainees progress

LEARNING OUTCOME 3 PREPARE PROGRAM DELIVERY PLAN AND RELEVANT SESSION PLAN

ASSESSMENT CRITERIA:

- 3.1 Program delivery plan is developed outlining all the sessions and relevant timeframes required.
- 3.2 Training delivery modes appropriate for the training are outlined.
- 3.3 Sequence of training activities are determined based on elements within competency standards.
- 3.4 Session plan for each session of the learning program are developed and Finalized

CONTENTS:

- Program delivery plan
- Considerations in developing the delivery plan
- Training Session Plan
- Steps to Follow in Preparing a Session Plan
- Learner-centered instruction methods
- Delivery Modes
- Sequencing
- Techniques and considerations used in sequencing
- Session review
- Links in learning sessions
- Sample program delivery plan

CONDITIONS:

Trainees must be provided with the following:

- CBLM
- Handouts or reference materials/books on the above stated contents
- PCs/printers or laptops with internet access
- LCD/Digital projector and screen
- Competent & certified trainer/facilitator
- CBT class room
- 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
- Demonstration
- Observation
- Oral questioning

Learning Experience 8.3-1

Learning Outcome 3

PREPARE PROGRAM DELIVERY PLAN AND RELEVANT SESSION PLAN

Learning Steps	Resources specific instructions
1. Student will ask the instructor about the materials to be used.	1. Instructor will provide the learning materials in Delivering Competency Based Training
2. Read the Information sheet/s	Information sheet-8.3-1
3. Complete the Self Checks& Check answer sheets	3. Self-Check 8.3-1 Answer Sheet 8.3-1
4. Read the Task sheet	4. Task Sheet 8.3-1
5. Perform the Job	5. Job Sheet 2,3 Specification Sheet 8.3-1

Information Sheet 8.3-1

Prepare a program delivery plan and relevant session plan

The design of the training program can be undertaken only when a clear training objective has been produced. The training objective clears what goal has to be achieved by the end of training program i.e. what the trainees are expected to be able to do at the end of their training.



Before the training program	During the training program	After the training program
This is where the trainees are currently in their skills and knowledge about X.	During the training program the skills and knowledge about X are delivered and practiced.	This is the point that the trainees need to get to in their skills and knowledge about X, This is the overall outcome of the training program.

A training course or program is the overall framework for the training.

A training program is usually too big to be delivered using only one plan, so it is broken up into a series of shorter training sessions/lesson, which are then planned individually.

The outcome of the training program

The outcome for a training program is a description of the main work tasks and topics of information the trainees need.

Task Analysis

The content of a learning session needs to reflect the learning outcomes and assessment criteria. Trainer needs to examine the learning outcomes carefully and identify the skills and information that the learner needs to demonstrate competence.

In order to do the above, a task analysis is carried out to identify:

- the real work practice (practical skills), and
- key or necessary information required to meet the session learning outcomes.

Task analysis involves taking a complex process and breaking it down into a series of simple steps to complete the task successfully.

Imagine a trainer had to tell someone who had never done it how to make a cup of tea. It might seem like a simple task to him because he has probably done it lots of times, but take a minute to think about all of the steps he needs to be competent at making tea.

He remembers to get a cup out of the cupboard before you put the tea into it? Take another look at the steps you have identified. Can some of them be broken down further? Would someone from another culture be able to follow your instructions?

Some of the points that a trainer needs to consider when carrying out a task analysis are:

- safety (must happen before the related step occurs – e.g. discuss safety aspects of hot water before they pick up the kettle)
- quality (will the task be carried out to a required standard?)
- include the appropriate amount of detail (not too much or too little)
- use simple language
- include hints and tips to make the task easier
- use any graphical aids that increase understanding (diagrams, photos, etc).

A trainer should not forget that he is probably quite familiar with the information he is discussing, whereas it may be quite new to the learners. A trainer needs to make sure that he does not make assumptions about what they already know.

Task Analysis Form

UoC: Type Text and Document in Bangla and English.

Job: Prepare a Curriculum Vitae (CV).

Task: Type Documents in English.

Elements	Knowledge	Skills	Attitude
1. Follow OSH practices	- Safe work practices - Type of OSH hazards and incidents.	- Practice workplace safely. - Use PPE - Working place in a safe location	- Committed to occupational health and safety. - Environmental concerns
2. Install the application	Utilities for typing English.	Install utilities for typing document completely.	Willingness to Practice installing process.
3. Select appropriate tools and keyboard layout	- Appropriate typing tools - Appropriate keyboard layout	Select appropriate keyboard carefully.	Willingness to collect appropriate tools and keyboard.
4. Type document	Different type of Document	Type Document in appropriate method.	Commitment to Practice typing speed.
5. Save the document and closed	- Document save procedure - Document closing step	Save Document in appropriate location.	Commitment to store document.

3.1 Program Delivery Plan

A delivery plan declares details about how a qualification can be obtained via training mode. It covers a series of sessions or individual session depending upon the complexity of the training. Mostly there will be many sessions and session plans for a CBT program. A delivery plan provides you with a step by step guide to follow.

A delivery plan may include:

- Nominal hours
- No. of Session
- Duration of each session
- Individual or group objectives
- Formative assessment opportunities
- Location of training
- Number of learners
- Elements covered
- Performance criteria covered
- Delivery mode/Strategy
- Equipment and resources required
- Any additional requirements to meet special needs of learners

3.1.2 Purpose of a delivery plan

The purpose of a delivery plan is

- to provide a structured approach to the delivery of training
- results in a qualification
- ensures your facilitation is focused
- the intended outcomes are achieved

3.1.3 What should be considered in developing the delivery plan?

- In developing the delivery plan, you apply your knowledge about learners' characteristics. Your delivery plan must be developed with the principles of learning in mind.
- You also need to consider the various learning styles of your learners and any equity or additional support needs they may have. Your approach should provide variety and plenty of interaction.
- If you are developing an overall plan, it is important to remember that the overall program may be broken down into a number of sessions; Each of these sessions will need to contain an outline of what is to be achieved and how it will be achieved.

The following list provides you with a brief overview of the steps involved in developing a plan. We will move through the steps one at a time

1. Clarify the learning outcomes (by interpreting the competency standard document)
2. Sequence the content—identify the content requirements, including the introduction and the conclusion
3. Choose training methods—confirm timelines and resource requirements
4. Develop learning resources (Competency Based Learning Materials)
5. Review the plan—confirm it meets the requirements

Sample program delivery plan

Unit Title : Type text and documents in English and Bangla			Unit code: ITSS1006A1		NTVQ Level : 01	Nominal hours: 20
Qualified Trainer:			Number of Trainees enrolled : 20		Proposed Start Date: 05/07/2019	
Session number	Mins	Element/s covered	Performance criteria covered	Delivery mode/strategy	Equipment and Resources required	
1	30	Follow OSH practises Install the application Select appropriate tools and keyboard layout	1.1, 1.2 2.1 3.1, 3.2	Introduction, Ice Breaking, Presentation, Discussion, Demonstration, Question & Answer	CBLM, White board & marker, Multimedia projector, Computer, Application and Utility Software, Power Source.	
2	30	Follow OSH practises Select appropriate tools and keyboard layout Type document in English Save the document and closed	1.1, 1.2 3.1, 3.2 4.1, 4.2 5.1, 5.2	Introduction, Ice Breaking, Presentation, Discussion, Demonstration, Question & Answer	CBLM, White board & marker, Multimedia projector, Computer, Application and Utility Software, Power Source.	
3	30	Follow OSH practises Select appropriate tools and keyboard layout Type document in bangla Save the document and closed	1.1, 1.2 3.1, 3.2 4.1, 4.2 5.1, 5.2	Introduction, Ice Breaking, Presentation, Discussion, Demonstration, Question & Answer	CBLM, White board & marker, Multimedia projector, Computer, Application and Utility Software, Power Source.	

3.2 Training Delivery Modes– an overview

A delivery mode describes the way training will be delivered to support and enable learning. The type of delivery mode you will choose will impact on the way learners engage with the learning material and the way they experience the learning process. Broadly speaking, there are three delivery modes:

- face-to-face
- Blended learning.
- self-paced

For each delivery mode, there are a number of different delivery methods that can be utilized. A delivery method is the way elements of content are communicated to the learners.

Competency-Based Training should be designed to meet the needs of a wide variety of learners. In other words, it needs to be flexible! Flexible delivery expands the learners' options regarding what, when, where and how they learn. It is a learner-centered approach to education and training.

Face-to-face learning

In this delivery mode, all teaching and learning occurs in a face-to-face context, on campus. Content, communication and collaborations between teachers and students, students and students occurs on campus at set times, days and weeks, and assessment tasks are ‘physically’ handed in. Face-to-face teaching can be an integral part of an on-campus student’s learning experience, however without an online component, student to access basic and additional course and learning information is limited.

Blended learning

A blended course combines face-to-face elements, such as classroom or laboratory sessions, with online learning elements such as narrated presentations, videos and online forums. Blended courses include online content/activities to support face-to-face learning, or divide learning into online components and face-to-face components. It allows the student to have more control over the time, pace and style of their learning.

Self-paced

A student-centered learning approach provides students with the tools and assets they need in order to learn at their own pace and make choices about the sequence and focus of their

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learning. This is slightly different from flexibly-paced learning, which allows students a range of time to undertake tasks, but sets some limits on the pace primarily in order to protect students from falling behind. Self-paced learning is inherently asynchronous.

3.2.1 Other modes of delivery of learning

Problem based learning

Whereas in traditional teaching a lecturer would give students information or the 'answers', in problem based learning you present students with a problem rather than a solution. It develops transferable and employability skills that will be useful in the workplace and improves communication and team working

Work based learning

As the name suggests, this mode of delivery provides students with real-life work experiences to aid their learning and improve their employability. Workplace learning is integrated into the curriculum to allow students to experience theories in practice. This could be done through internships or field trips.

Student-led learning

Student- or peer-led learning is where students themselves facilitate their learning, often by students in the year above guiding students in group activities to discuss materials with their peers and solve problems. This helps them to think through what they have previously been taught and encourages collaborative learning.

Instructor Led Training

Instructor led training is facilitated by a qualified instructor and is held at our facilities or yours. It is an ideal medium for individuals new to technologies and who benefit from hands-on learning. Each of our instructor led training courses is skill-based and covers a range of certification requirements.

Wholly online

Wholly online courses are those that have no face-to-face contact with teachers or student peers. Thus the delivery of all teaching and learning activities – including communication, learning activities, resources and assessment – all occurs online.

On-the-job training

As the name suggests, “on the job” training (OJT) is a method of imparting training to the employees when they are on the job at the workplace. The aim of training is to make the employees familiar with the normal working situation, i.e. during the training period, the employees will get the first-hand experience of using machinery, equipment, tools, materials, etc. It also helps the employees to learn how to face the challenges that occur during the performance of the job.

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Off-the-job training

“Off the job” training is a method of training, which is undertaken at a site, away from the actual workplace for a particular period. The reason behind imparting training at a place other than the job location is to provide a stress-free environment to the employees where they can concentrate only on learning. Study material is supplied to the trainees, for complete theoretical knowledge.

3.2.2 Learner-centered instruction methods

When we use learner-centered instruction methods, we plan **with** the student instead of **for** the student. This essentially means being mindful of their needs and placing them at the center of the teaching process. Learner-centered instruction methods can take many practical forms in the classroom.

Method	Description
Presentations	Presentations are learner presented assignments. Learners can do these in groups or individually.
Demonstration	Demonstrations are a fun way to get learners engaged. Show learners how to carry out a task or skill, step by step. Should be followed by practice sessions to allow learner to try out skill and receive feedback
Practical sessions	These should follow demonstration. Allow for safe environment. Trainer should question to check for understanding and provide informative feedback
Discussion	Present an issue and have the learners talk about it. If they need additional information, have them go find it.
Brainstorming	Brainstorming puts the thinker to work. Present a situation. Ask learners to creatively think.
Small Group	What can a group of learner accomplish? Draw out the best characteristics of the group. Assign roles.

Panel/Expert	Panels are a way to include many voices on subjects. Learners can write and ask the questions in a Question-and-Answer (Q & A) session.
(Q & A)	Q&A session allows learners and facilitators to learn more from each other.
Role-play	Role-playing allows the learner to try out the experience. It can be instructor created or learner created.
Workplace project	A project simulates what a learner could do at the workplace. It could also be a service project where learners create positive change.
Debate	During a debate learners challenge, each other. The debate can take a break at intervals for additional research.
Competition	Learners can engage in competitions locally or internationally. This allows the learner to engage with others around the world.

You need to provide an opportunity for learners to try out new skills or information in the body of the session. The opportunity to seek and give feedback is important so the learners can assess their own performance.

It is also important that the learner is active during this stage. You need to engage, excite and enliven learners throughout this content.

3.2.3 Training Methods

- **Lectures** are ideal for introducing a topic. Keep lectures to 30 minutes or less, and summarize the important points at the beginning and end. You may want to use a guest speaker if the topic is highly specialized.
- **Demonstrations** work best when you need to show the steps in a process or task. Learners can try the task out for themselves, or you can demonstrate it in front of the group.
- **Discussions** and debates are useful after a lecture, because they allow trainees to ask questions about the concepts that they have just learned. Consider handing out a list of questions or topics to prompt a discussion.
- **Online learning** is helpful when trainees need to gain practical experience of IT skills, if they need to access video or audio material, or if quizzes and self-test activities will be useful.
- **Role Play** involves trainees acting out a new skill in a simulated environment, and learning from feedback from other participants.

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- **Small group teaching** helps learners clarify their understanding of the new information. They can explain it to one another in their own words, and answer questions.
- **Case studies** can help learners put new information into context. As they process the information and relate it to a situation that's relevant to them, they create mental connections that will help them recall the information later.
- Once you've decided which training methods to use, note them in your template.

3.3 Sequencing

Sequencing is also an important consideration when planning a session.

Earlier you learned that one of the key learning principles relates to the need for sequencing



SEQUENCING

of information.

Training should always be planned from the “simple to the complex”, which allows the learner to learn in a series of building blocks.

For example, when you teach strategic planning you should establish why you plan before you move on to examine different methods of planning.

Other key principles to consider in organizing the content of a session are that information should be sequenced:

- from the known to the unknown
- from general to specific
- from concrete to abstract
- from small task to large task
- from individual to group
- from older to newer.

3.3.1 Some of the techniques and considerations used in sequencing

- **Job Performance Order:** The learning sequence is the same as the job sequence.
- **From Simple to Complex:** Objectives may be sequenced in terms of increasing complexity.
- **Critical Sequence:** Objects are ordered in terms of their relative importance.
- **Known to Unknown:** Familiar topics are considered before unfamiliar ones.
- **Dependent Relationship:** Mastery of one objective requires prior mastery of another.
- **Supportive relationship:** Transfer of learning takes place from one objective to another, usually because common elements are included in each objective.

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- **Cause to Effect:** Objectives are sequenced from cause to effect.

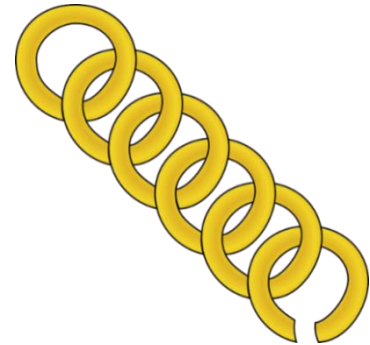
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3.3.2 Why do I need to provide links in learning sessions?

Links are an important part of every-day life. When you learn something new, you will normally relate it to something you already know.

For example, if you were to buy a new television, it is quite possible that the control switches would be in a different place. Despite this, you would link in to your existing knowledge of televisions and know what control switches to look for and some likely places for them to be situated.

- Providing links between learning sessions meets two of the key learning principles identified earlier: that learners remember best the first and last points of a learning session, and that learners need to tie new information into existing knowledge.
- Normally, the session that you are delivering will overlap or at least have some relevance to the previous and next session. Where this is the case, you should, in your introduction, summarize the key points from the previous session and tie them in to the information to be covered in the current session. In your review, you should refer to how this session will relate to the next.
- If you are introducing completely new material, you should try to relate the information to something that the learners will already know, either through life experience or by use of an appropriate comparison.



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3.4 Planning a session

A training session plan is a road map of your session.

Imagine that you've just led a training session. Unfortunately, it didn't go as well as you'd hoped.

First, you forgot to cover some important points in your presentation. Then, you ran out of time to answer questions, because you had to change your session "on the fly" to cover the points you'd missed.

Session Structure-planning

Once you have gathered the information, and have an understanding of the session that is to be developed, you can begin planning. You need to;

- Establish the session outcomes
- Decide how you will evaluate the effectiveness of your session.
- Choose the method of delivery
- Determine the sequence of events, including timing
- Select the resources to be used.
- Write the session plan.

This process is time consuming initially. Templates are provided as guide. As you become more experienced you can adjust the template to suit your needs

3.4.1 What Is a Training Session Plan?

A training session plan – also called a learning plan – is an organized description of the activities and resources you'll use to guide a group toward a specific learning objective.

A session plan is a written guide used by the trainer to help ensure training is conducted in a logical and sequential manner.

It details the subject matter that you'll teach, how long each section should take, the methods of instruction for each topic covered, and the measures you'll use to check that people have learned what you needed them to learn.

3.4.2 Why Use a Training Session Plan?

The reasons for using a session plan are as follows;

- It takes time to plan a good training session. However, you and your trainees will benefit from this preparation.
- As you plan, you visualize each step of the class. This helps you ensure that you've thought about everything that you need to say, and that you present information in a logical order. You'll also be able to prepare for points that trainees might find difficult to understand.

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- After your session, you can use your plan to work out what went well – and what didn't – so that you can adapt it for future lessons.
- Last, a training session plan will be invaluable for a substitute instructor, if you can't make it to class.
- A session plan provides documentation of the session structure. It helps you keep track of where the session is going and where it has been.
- It gives you as the trainer an idea of where they are and where they are going.
- It gives you as the trainer and the learners a clear idea of what they are doing.
- It records the training session that the learners have taken.
- Gives the trainers a firm base to review their performance.

3.4.3 Steps to Follow in Preparing a Session Plan:

- Step 1. Define the purpose of the training and the target trainees.
- Step 2. Determine the participants' needs.
- Step 3. Define Training goals and objectives.
- Step 4. Outline the training content.
- Step 5. Develop instructional activities.
- Step 6. Prepare the written session plan.
- Step 7. Prepare course participants evaluation Form.
- Step 8. Determine follow-up activities of the event.

To conduct effective training sessions they have to be planned.

A session plan should take into account a number of factors including:

- The information that the trainer wants to present to the participants.
- The learning outcomes to be achieved in the session.
- The practice activities and tasks that will help trainees develop the competency.
- The training environment and equipment required for skill development.
- The delivery approach and techniques.
- Assessment methods as prescribed in the Assessment Guideline

3.4.4 Session outcomes/Learning outcomes

Each training session will have one or a number of training outcomes, so that at the end of the session, the learners have achieved one portion of the training.

Session outcomes are vital to the success of training. They provide the framework for a session, and establish a basis for revision and review.

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A session outcome has a specified format made up of three components;

- Performance (task) – what the trainees must be able to do.
- Standards (performance criteria) – to what standard.
- Conditions (range statement) – under what condition will the trainees be expected to perform.

Identify the learning outcomes

Once the overall training aim has been determined, 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 clearly describe all the skills the trainee should be able to do as a result of the training.

Appropriate learning outcomes need to meet three 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?
3. They must be written with verbs that are clear and cannot be subject to ambiguity or misinterpretation.

Learning outcomes should begin with action verbs and must be clear.

An action verb gives a concise description of the type of activity that the trainee must be able to do at the end of the training program-

Examples of some action verbs are modify, prepare, operate, cut, assess, specify, identify, arrange etc.

The following verbs and phrases are not suitable because they are not observable not measurable not precise: Understand, realize, be aware of, show interest in, and know.

What needs to be in the session review?

A session conclusion or review needs to focus the learner on what they have learnt by asking them to tell you what they have learned, rather than you telling them.

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A review should:

- ideally only take about 10 minutes
- recap significant concepts by asking students to recall significant concepts
- identify and consolidate main points
- reinforce key skills
- provide feedback on learners' performance
- reinforce the application of learning to different learning environments
- link to remind learners of the past and future sessions.

Having identified that sessions need to have an introduction, a body and a review, the next step in planning a learning session is to determine the activities and tasks required to fulfill the learning outcomes.

Many trainers, when faced with the task of writing instructional materials, find ourselves struggling to combine knowledge of competencies, content, learning outcomes, instructional techniques and learning activities into a completed document.

If you have ever found yourself in this situation you may find Robert Gagné's model useful in providing a structured approach to developing your materials. This provides nine steps that can assist you in your task:

Robert Gagné's Nine Steps of Instruction

Gain Attention	Capture the learners' attention at the start of each topic or learning activity by using such things as: · A thought provoking question · Storytelling · Interesting facts · Case studies
Inform Learners of objectives	Providing the learner with specific, measurable objectives or learning outcome that guide them in the learning process and assist the learner to organize their thoughts around what they are about to learn. A good objective or learning outcome is not a description of the course contents rather they inform learners of what they will be able to do under what conditions and to what standards. Well framed objectives use specific verbs like: list, identify, state, describe, define, solve, compare and contrast, operate

Stimulate Recall of Prior Knowledge	This allows the learners to build on their previous knowledge or skills. It is easier for learners to encode and store information in long term memory when they can make linkages to their previous experiences and knowledge.
Present the material	Chunk the information and organize it to appeal to the different learning styles. Where possible use a variety of media.
Provide guidance for learning	This is not the presentation of content. It is assistance to facilitate the long term storage of the new knowledge. Approaches include use of examples, case studies, graphical representations and analogies
Elicit performance	Practise is essential if students are to become. It provides an opportunity for the learner do something with the newly acquired behavior, skills, or knowledge. Repetition increases retention.
Provide feedback	As learners practice it is important to provide timely feedback on their performance. This feedback needs to be specific, not, "you are doing a good job" Tell them "why" they are doing a good job or provide specific guidance on how they can improve.
Assess performance	On completion of learning activities learners should be given the opportunity for assessment
Enhance retention and transfer	Learners should be encouraged to plan the application of the learning and to consider how to maintain competence into the future. They may also be encouraged to review the learning process they have just completed.

Institute Name
Occupation/Program
Sample Training Session Plan

Unit of Competency:	Type text and documents in English and Bangla.	Code : ITSS1006A1	NTVQF Level-1	Session No: 02
Task:	Type documents in English and store the document			
Learning Outcome/S: At the end of the session, learners will be able to type documents in English and store the document according to Industry Standard within 10 minutes.				
Relevant Performance Criteria: 3.1 Appropriate tools are selected for typing. 3.2 Appropriate keyboard layout is selected. 4.1 Document content is typed in English. 5.1 Document is saved. 5.2 Document is closed. 5.3 Tools and equipment are stored in designated areas				
Date:		Trainer:		
Session Duration: 30 Min				
Learning Segment and Approximate Time Required	Key Points & Activities	Training Method	Materials, Equipment's & Resources	
Introduction 4 Min.	# Get Attention # Link to Previous Session: 1. Why it is important for work place? 2. Anybody can tell the name of some application software? 3. Anybody can tell the name of some utility software? # Today's Outcome: Type documents in English and store the document. # Structure of The Session -Pre-discussion, Demonstration, Review, Feedback # Safety Issue	Discussion Ice Breaking	CBLM White board & marker Multimedia projector Computer Application and Utility Software	

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	-Follow OSH -Safe use of Computer # Stimulate Learners -Social Status, remuneration, Career opportunity		
Discussion and Demonstration 22 Min.	# Discussion ➤ Safety issue ➤ PPE ➤ Key points of Task ➤ Save & close # Demonstration: (Do it normal, do it slow, do it together, off you go) #During demonstration, make sure task is performed as per specification. #Trainee Practice: Observe the performance of the trainees and facilitate if required.	Discussion Demonstration Practical Session.	CBLM, White board & marker Multimedia projector. Computer, Application and Utility Software
Review and Feedback 2 Min.	# Review: Summary of the session: Key Points # Feedback to the learners: Q & A, Comments	Small Group Discussion. Practical Session.	CBLM Computer
Link to Next Lesson 2 Min.	# Future learning outcomes for next session: In the next session, learner will be able to type documents in Bangla and store the document in appropriate place according to Industry Standard within 10 minutes.	Discussion / Presentation	CBLM Computer

Notes

Self-Check No. 3 Prepare a program delivery plans and relevant session plan

1. Why do you need a session plan?
2. Name 5 learner-centered instruction methods. Identify the difference between presentation and panel/Expert.
3. What are the eight (8) steps in designing an effective session plan?
4. Why do you need to provide links in learning sessions?

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Answer Key. 8.3-1

Prepare a program delivery plan and relevant session plan

Answer of question no1

The reasons for using a session plan are as follows;

- It takes time to plan a good training session. However, you and your trainees will benefit from this preparation.
- As you plan, you visualize each step of the class. This helps you ensure that you've thought about everything that you need to say, and that your present information in a logical order. You'll also be able to prepare for points that trainees might find difficult to understand.
- After your session, you can use your plan to work out what went well – and what didn't – so that you can adapt it for future lessons.
- Last, a training session plan will be invaluable for a substitute instructor, if you can't make it to class.
- A session plan provides documentation of the session structure. It helps you keep track of where the session is going and where it has been.
- It gives you as the trainer an idea of where they are and where they are going.
- It gives you as the trainer and the learners a clear idea of what they are doing.
- It records the training session that the learners have taken.
- Gives the trainers a firm base to review their performance.

Answer of question no 2

5 learner-centered instruction methods are:

- Presentations
- Demonstration
- Practical sessions
- Discussion
- Small Group

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Difference between presentation and panel/Expert

Presentations	Panel/Expert
Presentations are learner presented assignments. Learners can do these in groups or individually.	Panels are a way to include many voices on subjects. Learners can write and ask the questions in a Question-and-Answer (Q & A) session.
By the learner	By the Expert Trainer or Presenter
Learning while preparing presentation	Learning by asking the questions in a (Q & A) session.
Self-learning at the time of individual presentation	Learning through facilitator/trainer

Answer of question no 3

Steps to Follow in Preparing a Session Plan:

- Step 1. Define the purpose of the training and the target trainees.
- Step 2. Determine the participants' needs.
- Step 3. Define Training goals and objectives.
- Step 4. Outline the training content.
- Step 5. Develop instructional activities.
- Step 6. Prepare the written session plan.
- Step 7. Prepare course participants evaluation Form.
- Step 8. Determine follow-up activities of the event.

Answer of question no 4

Links are an important part of every-day life. When you learn something new, you will normally relate it to something you already know.

Providing links between learning sessions meets two of the key learning principles identified earlier: that learners remember best the first and last points of a learning session, and that learners need to tie new information into existing knowledge.

Normally, the session that you are delivering will overlap or at least have some relevance to the previous and next session. In your review, you should refer to how this session will relate to the next.

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If you are introducing completely new material, you should try to relate the information to something that the learners will already know, either through life experience or by use of an appropriate comparison.

Prepare a program delivery plan and relevant session plan

Task 8.3-1 Develop a Program Delivery Plan

Task 8.3-2 Prepare a Session Plan

Task sheet 8.3-1

Develop a program delivery plan

- Read the Program delivery plan Template (See specification sheet 3.1)
- Write unit title, unit code, NTVQ level and nominal hours to deliver the unit (See competency standards document)
- Break the unit of competency into sessions and allocate delivery time for each session
- Mention the elements and performance criteria covers in each session
- Identify and mention delivery mode/strategy
- Identify and mention equipment and resources required to deliver each session

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Specification Sheet: 8.3-1 develop a program delivery plan

Program delivery plan Template

Unit Title-		Unit code:		NTVQ Level:	Nominal hours:
Qualified Trainer:		Number of Students enrolled:		Proposed Start Date: dd/yy/yyyy	
Session number	Hours	Element/s covered	Performance criteria covered	Delivery mode/strategy	Equipment & Resources required
1	30				
2	30				
3	30				

Task sheet 8.3-2 Prepare a Session Plan

- Read the session plan template and understand the requirements (See specification sheet 8.3-2)
- Write unit of competency title, unit code, NTVQ and level
- Mention the elements and performance criteria will cover in each session
- Mention session duration, trainer name and date
- Identify and mention learning segment and required time.
- Mention key points and activities
- Identify raw materials and equipment required for students and mention in the specific box.
- Identify materials, equipment& resources/aides required for trainer and mention in the specific box.

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Specification Sheet: 8.3-2 Prepare session plan

Blank Session Plan

Unit of Competency:		Code :	NTVQF Level	Session No:
Learning Outcome/S:				
Relevant Performance Criteria:				
Date:	Trainer:			
Session Duration:				
Learning Segment And Approximate Time Required	Key Points & Activities	Training Method	Materials, Equipment's & Resources	
Introduction				
Discussion And Demonstration				
Trainee Practice (Off you go)				
Review and Feedback				
Link to Next Lesson				

LEARNING OUTCOME 4: ARRANGE LEARNING AND TEACHING RESOURCES

ASSESSMENT CRITERIA:

- 4.1 A checklist for the resources required for the training is developed.
- 4.2 Required resources are checked for availability.
- 4.3 Relevant learning materials is selected and prepared according to the need of the session.
- 4.4 Appropriate training locations/venue are identified and arranged according to training needs.
- 4.5 Training resource and aids requirements are documented and access is arranged in accordance with organization

CONTENTS:

- Resource Planning
- Considerations during the resource planning
- Criteria to use existing learning resources
- Checklist for selecting resources
- Customizing and developing resources
- Things to consider while selecting training venue
- Briefing all relevant people involved in the training program

CONDITIONS:

Trainees must be provided with the following:

- CBLM
- Handouts or reference materials/books on the above stated contents
- PCs/printers or laptops with internet access
- LCD/Digital projector and screen
- Competent & certified trainer/facilitator
- CBT class room
- 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
- Demonstration
- Observation
- Oral questioning

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Learning Experience 8.4-1

Learning Outcome 4:

ARRANGE LEARNING AND TEACHING RESOURCES

Learning Steps	Resources specific instructions
1. Student will ask the instructor about the materials to be used.	1. Instructor will provide the learning materials in Delivering Competency Based Training
2. Read the Information sheet/s	Information sheet-8.4-1
3. Complete the Self Checks& Check answer sheets	3. Self-Check 8.4-1 Answer Sheet 8.3-1
4. Read Task sheet and Specification Sheet	4. Job Sheet 8.4-1 Specification Sheet 8.2-1,
5. Complete Activities (if applicable)	5. Task Sheet 8.4-1
6. Perform the Job	6. Job Sheet 8.4-1 Specification Sheet 8.4-1

Note: If you have multiple Information sheets and job Sheets repeat the above Learning Steps 2 to 6 for each job

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Information Sheet 8.4-1

Arrange Learning and Teaching Resources

4.1 What is a checklist?

Checklists, Control Lists or Verification Lists are formats designed to perform repetitive activities, to verify a list of requirements or to collect data in an orderly and systematic manner.

They are used to make systematic checks of activities or products ensuring that the worker or inspector does not forget anything important.

The main uses of checklists are:

- Verification of the activities development in which it is important not to forget any step, or where the tasks have to be done with an established order.
- Doing inspections and record the points which have been inspected.
- Check the correct implementation of standards or procedures.

In short, these lists are usually used to perform routine checks and inspections, and to ensure that the worker doesn't forget anything during his daily tasks.

The advantage of using checklists is that it enables you to systematize the repetitive activities and controls that we have to do, and later it can be used as a register of the tasks that we have done each day.

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4.1.1 Checklist for selecting resources

Here is a checklist that may assist you when selecting a resource.



Firstly, analyze the curriculum document to ensure that you are clear on:

- Appropriate assessment procedures
- Existing recommended resources.

Then consider the following points when choosing resource materials:

- What is the subject area?
- What is the title of the resource (for reference purposes)?
- Who are the intended audience?
- Is the material relevant for the session learning outcomes?
- Is the information current and accurate?
- Is language simple, conversational and inclusive?
- Has gender sensitivity been maintained in the development of resources?
- Do any portrayals of characters show diversity?
- Do any portrayals of characters show disrespect towards local culture, religion and customs?
- Is it likely to engage and excite the learners?
- Is the pace appropriate?
- Is it organized logically?
- Have you considered copyright?

4.2 Check required resources for availability

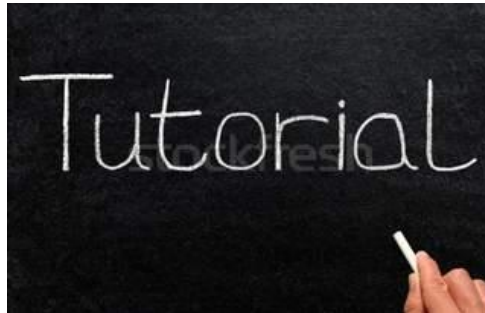
You have identified the resources you will use to enhance your presentation. Make any alterations to your response based on the work covered.

Consumable resources

Often consumable items are overlooked. How many times have you gone to use a whiteboard and either no pen or a dried-up old pen is there? Consumable materials include:

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- marking pens
- overhead transparencies
- CDs and DVDs
- paper for the printer
- butcher's paper or flip charts
- whiteboard markers
- chalks (yes, there are still some blackboards out there)



If you are using a computer or other equipment, you need to ensure that the associated consumables are available - these can easily be overlooked.

Customizing and developing resources

What if I find a good resource but I want to change it a bit?

There are a lot of learning resources available in almost every subject area imaginable. You can use the library network to access print-based materials, videos, audio tapes, self-paced packages. You can also go on-line and link up to a vast array of on-line resources.

The resources you find will either be appropriate as they are or they may need to be customized. Customizing means taking existing material and tailoring it to meet the needs of your learners. You need to check whether they can be customized and adhere to copyright considerations.

Funding

Resources are costly. The level of resources required should be fully estimated so that the required funding can be identified and supported. Funding may be necessary for learning materials, additional staff, excursions, industry visits, guest speakers, etc.

Copyright

What Is Copyright?

Copyright is the legal and exclusive right to copy, or permit to be copied, some specific work of art.

If you own the copyright on something, someone else cannot make a copy of it without your permission.

- Copyright usually originates with the creator of a work, but can be sold, traded, or inherited by others.

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Copyright considerations and the right to use and modify existing resources are really important. Imagine you had developed a resource and you discover that not only has it been copied, but it has been widely distributed after being altered to include information that you don't agree with. You may feel angry and upset, not only because you developed it, but because your professionalism and ethical standards in terms of learning have also been compromised.

If you find a resource that you really like, obtain permission to use it where possible or to reference it.

Training Resources Checklist

Module Title

Date (from – to)..... Venue.....

SL	Done	Particular	Quantity	Remarks
1	☐	Attendance Sheet		
2	☐	Activity Sheets		
3	☐	Training Room Reservation Information		
4	☐	Plastic Tab for Markers Pen		
5	☐	Fat Felt Tip Pen		
6	☐	Tape Dispenser		
7	☐	Paper Clips		
8	☐	Wall Clock		
9	☐	Menu Confirmation and Prints		
10	☐	Photocopy of the Bills		
11	☐	Table Preparation (Round Table 4 Seated and Six Seated)		
12	☐	Water Arrangement for Participants and RPs		
13	☐	Adequate Power Strips (Extension Cable)		

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14	☐	Flip Chart Board		
15	☐	One Head Table		
16	☐	Executive Table		
17	☐	White Board		
18	☐	Internet Connection		
19	☐	Wireless Microphone (Per RP One)		
20	☐	Air Freshener		
21	☐	Punch Machine		
22	☐	Stapler		
23	☐	Stapler Pin		
24	☐	Stick Tack		
25	☐	Scissors		
26	☐	Car Requisition		
27	☐	Content Photocopy		
28	☐	Permanent Marker		
29	☐	Whiteboard Marker		
30	☐	Gel Pen		
31	☐	OHP Sheet Writer pen		
32	☐	Folder		
33	☐	Ruler		
34	☐	Adhesive Tape		
35	☐	Camera		
36	☐	Printer		
37	☐	Multimedia Projector		

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☐

Computer

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4.3 Prepare selected learning resources according to the need of the session

We need to be careful when thinking about using a learning resource.

Why?

Because, it has not been developed with our particular needs in mind, nor with the particular needs of our learners.

So, it is important to develop for ourselves a **set of criteria** that we can use to “test” the usefulness and relevance of existing resources. The following are some examples of these:

- Is the language appropriate for the group?
- Is this information relevant to the program objective and the learner group?
- Will this be new information for the group?
- Is the style of presentation appropriate for the group?
- Could this be effective as a self-directed learning activity?
- Would this suit the learning styles of the majority of participants?
- Does it suit people of varying levels of literacy and numeracy skills?
- Will this information require complex explanation or can it be summarized for a handout reference?
- Could this concept be summarized easily for an overhead transparency?
- Are there copyright issues?

Among the Some important factors that need to be addressed in this regard which are briefly discussed below?

Language

It may contain a lot of jargon or long words with which the learners will struggle. Sometimes it is important for learners to be aware of industry-specific jargon, but it should be explained clearly and carefully.

The best place to start is by reading the material yourself. This may sound like an obvious suggestion. You would be surprised by the hand out notes of a number teacher who have obtained these from elsewhere without reading the existing learning materials first.

Relevance

Sometimes it is tempting to prepare for a session by preparing lots of handouts. This will not, in itself, ensure that the learner understands the material covered in the session.

The resources used must be relevant in terms of:

- Units of competency and their elements
- Session learning outcomes.

Importantly, the learner must see them as relevant, with application to their learning.

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Learner characteristics

Learners need to feel that they can identify with and understand the learning resources chosen.

You need to check that resources

- Are safe and accessible
- reflect diversity,
- does not demonstrate disrespect towards gender, religion, culture or local customs in any form and
- that learners can relate to the situations portrayed.

4.4 Things to consider while selecting training venue

The Right Fit

It means to be the right size or shape for someone or something. The venue has to be harmonious with the type of event you are running and the impression you want to create. For example if you want people to be energized, motivated and inspired choose a venue that is bright, spacious, and funky.

Location

Location is one of the most important factors things when choosing training venues. You should always consider;

- how the location is easy to get to for your trainees and / or delegates?
- where are people coming from and what mode of transport will they use?
- are your location close enough to public transport links, train stations?
- ensure that everyone can get there without too much difficulty.
- if the majority of delegates are driving, it is vital to assess whether there is plenty of car parking.

Cost

A good venue will make things straightforward and offer a fixed price including everything you are likely to need, particularly all day tea and coffee, in room audiovisual and lunch.

The Facilities

Always look at the facilities in a venue before you book. Many venues claim to have ‘dedicated meeting facilities’ but not all do. Look out for the following:

- Does it have a meeting room?
- Does it have a suitable sound system?
- Is there disabled access?
- Does the venue use high quality, heavy duty cables and offer free, unlimited Wi-Fi access (if required)?
- Are there suitable light fittings, power points and unobstructed views in the room?

All of these should be a part and parcel of any venue that claims to have dedicated training facilities.

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Clear your objectives

Be clear on what your objectives are at the start. Good venues will ask you what you need to achieve from your event so they can offer the right room, or combination of rooms, the right equipment and services, particularly catering and audio-visual support you need on the day.

Make a Site Visit

Site visits are important because they give you a chance to see the venue and decide whether it will fit your requirements. Things can look very different in real life to the pages of a brochure or website.

Fit for Purpose

Always check out the room you will be using. Make sure it is the right size for the proposed number of learners and can accommodate your room set up style i.e. Classroom, Meeting room etc. Consider whether you may need a break out area for group work?

Venues staff

Finally the things you need to be worrying about;

- Are the venues staff nice people who you feel you can build a good relationship with?
- Are they happy to work around your needs?
- Do they give you the impression they will handle your event efficiently?
- Running training events can be stressful in themselves and
- Is whether the tea and coffee will arrive on time?

4.5 Plan and document training resource & aids requirements

Resource Planning

There are some people who think of resources as only the people resources. On the other extreme, there are some people who think of resources as only equipment, maybe hardware, software, or some type of tool. So resource planning is so important.

Let's look at what resource planning really is. It's really a process that you go through to identify the resources required to deliver your specific training program. The planning covers location, access to everything, any other personnel who might have been involved. And time required.

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4.5.1 Resources to be considered during the planning include;

- Location of the training which maybe on the job, or in an institution workshop/laboratory.
- If the session is going to involve a visit somewhere, extra materials, guest speaker or demonstration equipment.
- The cost involves conducting the training including if the learners need to purchase anything during the training.
- Technical support from appropriate people. You might have to plan for any extra people who might be required during the training. For example a specialist trainer, a supervisor, technical expert or assessment specialist.
- Equipment required for training needs to be planned, for example training aids and devices.
- Some resources may require approval from other people or special access in certain circumstances, especially if there are safeties regulations involve.

4.5.3 Arrange safe and accessible environment

One of the most important resources you can plan for is the training environment itself and its safety and accessibility. Depending on what is being delivered, the training environment may vary a lot, from a classroom to an –on-site location, outdoors, indoors or in several locations.

You should always ensure that all learners have access to a safe environment and are trained properly. Always keep in mind safety regulations in a training environment.

4.5.4 Arrange human resources required for training

Briefing all relevant people involved in the training program

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Very few training programs are single handedly run by one person. There are usually several people involved in the foreground and background of every training program. Here is a list of some of the people who might be involved in helping you with planning, delivering and following up your training program; and some ways in which they might help you carry out the wide range of tasks that need attending to before, during and after the training program.

- Administrative staffs
- Accounts staffs
- Office staffs
- Technicians and computer experts
- Maintenance staffs
- Consultants (internal or external)
- Assessors
- Subject experts and guest speakers (internal or external)
- Authorities
- Other trainers
- Trainees' coordinators

A document is to be prepared for organizing a competency-based training session. In the document, requirements are clearly described covering location, access to everything, any other personnel who might have been involved.

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Notes

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Self-Check 8.4-1

Arrange Learning and Teaching Resources

1. What are resources you need to consider during planning?
2. What criteria may you use to test the usefulness and relevance of existing resources?
3. What are the things you need to consider while selecting a training venue?

Answer key 8.4-1

Arrange Learning and Teaching Resources

Answer of question no 1

Resources to be considered during the planning include;

- Location of the training which maybe on the job, or in an institution workshop/laboratory.
- If the session is going to involve a visit somewhere, extra materials, guest speaker or demonstration equipment.
- The cost involves conducting the training including if the learners need to purchase anything during the training.
- Technical support from appropriate people. You might have to plan for any extra people who might be required during the training. For example a specialist trainer, a supervisor, technical expert or assessment specialist.
- Equipment required for training needs to be planned, for example training aids and devices.
- Some resources may require approval from other people or special access in certain circumstances, especially if there are safety regulations involve.

Answer of question no 2

We can use a set of criteria to test the usefulness and relevance of existing resources. The following are some examples of these:

- Is the language appropriate for the group?
- Is this information relevant to the program objective and the learner group?
- Will this be new information for the group?
- Is the style of presentation appropriate for the group?
- Could this be effective as a self-directed learning activity?
- Would this suit the learning styles of the majority of participants?
- Does it suit people of varying levels of literacy and numeracy skills?

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- Will this information require complex explanation or can it be summarized for a handout reference?
- Could this concept be summarized easily for an overhead transparency?
- Are there copyright issues?

Answer of question no 3

Things to consider while selecting training venue

- Location
- Cost of the venue
- The Facilities available
- Meet Objectives
- Make a Site Visit
- Fit for Purpose
- Good Relationship with the venue staff

Job 8.4-1: Arrange Learning and Teaching Resources

- Identify resources required for training
- Develop a checklist
- Identify appropriate training locations/venue
- Secure venue according to training needs
- Document training resources requirements
- Arrange access in accordance with organization procedures and appropriate staff.

Task 8.4-1 Develop a checklist for training resources

Task 8.4-2 Develop a training activity matrix

Task 8.4-1 Develop a checklist for training resources

- Identify resources required for training as per activity mentioned in the session plan
- Develop a checklist using Training Resources Checklist Template (See specification sheet 4.1)

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Specification Sheet: 8.4-1 Develop a Checklist for Training Resources

Training Resources Checklist

Module Title

Date (from – to)..... Venue.....

SL	Done	Particular	Quantity	Remarks
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Add more column if necessary

Activity 4.2 Develop a Training Activity Matrix

- Secure a copy of the session plan that you previously prepared and a blank Training Activity Matrix.
- Prepare a training activity Matrix to help you organize the training resources based on the Learning Activities and resources you enumerated in your Session Plan. (See specification sheet 4.2)
- Show your work to your facilitator for feedback.

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Specification Sheet: 8.4-2 Develop a Training Activity Matrix

Training Activity Matrix

Module title: -----

Training activity	Staff	Facilities/Tools/Equipment	Venue	Date and time

Review of Competency

Below is your self-assessment rating for module Arrange competency based training

Assessment performance Criteria	Yes	No
1.1 Curriculum document is reviewed and analyzed.	☐	☐
1.2 Trainees' current competencies are identified and compared with competencies to be attained.	☐	☐
1.3 Results of comparison is used to determine training requirements where necessary.	☐	☐
1.4 Learning outcomes and assessment activities are refined according to trainees' training requirements.	☐	☐
1.5 Training requirements are discussed and validated with appropriate people where necessary	☐	☐
2.1 New requirements of learning materials are identified.	☐	☐
2.2 Instructional materials are revised focusing on the trainees need.	☐	☐
2.3 Instructional materials are revised and incorporated in such a way that text and illustration are clear, legible and appropriate to the trainee's characteristics and requirements.	☐	☐

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2.4 Instructional materials are revised and incorporated in such a way that Language, style and format of the materials are appropriate to the trainee's characteristics and requirements.	☐	☐
3.1 Program delivery plan is developed outlining all the sessions and relevant timeframes required.	☐	☐
3.2 Training delivery modes appropriate for the training are outlined.	☐	☐
3.3 Sequence of training activities are determined based on elements within competency standards.	☐	☐
3.4 Session plan for each session of the learning program are developed and finalized	☐	☐
4.1 A checklist for the resources required for the training is developed.	☐	☐
4.2 Required resources are checked for availability.	☐	☐
4.3 Relevant learning materials is selected and prepared according to the need of the session.	☐	☐
4.4 Appropriate training locations/venue are identified and arranged according to training needs.	☐	☐
4.5 Training resource and aids requirements are documented and access is arranged in accordance with organization procedures and appropriate staff.	☐	☐

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