

National Technical and Vocational Qualification Framework

NTVQF

Competency Based Learning Materials (CBLMs)

Delivering Competency-Based Training

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.

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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 of CBT&A Methodology for Trainers & Assessors, Level-4 and Level-5 and CBT&A Managers and Implementers.

Chairman

Bangladesh Technical Education Board

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Acronyms

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
RTO	Registered Training Organization
SCDC	Standards and Curriculum Development Committee
TVET	Technical Vocational Education and Training
UoCs	Units of Competency

Overview of The Module:

Delivering Competency-Based Training

This module comprises three elements (1 to 3), and three (3) learning outcomes derived from the unit of competency TVTDEL402A1: Deliver Competency-Based Training.

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

1. Arrange training facilities and aids
2. Facilitate training session
3. Review and evaluate training session delivery

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

- 1.1 Suitable training facilities and aids are collected considering the learner's requirements.
- 1.2 Training facilities and aids are used and ensured to cover all the senses and learning styles of the trainers.
- 1.3 Learning principles and reasonable adjustments are maintained.
- 2.1 CBT&A system is explained to the trainees.
- 2.2 Appropriate training methods are used based on the level and characteristics of the learners.
- 2.3 Training session is conducted according to session plan.
- 2.4 Trainees are assisted to achieve session outcomes providing enough time to participate in learning activities.
- 2.5 Inappropriate behavior of the trainee's learners is managed to ensure effective training learning.
- 2.6 Tasks and learning activities are monitored based on training plan.
- 2.7 Feedback is provided to improve learner's competence.
- 2.8 Trainee's records are maintained and stored according to institutional policy.
- 3.1 Appropriate evaluation tools are used to collect information about your own performance.
- 3.2 Own performance is reviewed in collaboration with relevant people against stated/ predetermined criteria.
- 3.3 Recommendations are gathered and documented based on the outcomes of the review processes
- 3.4 Results of the training session evaluation are interpreted appropriately.
Adjustments on training session are made based on the results of evaluation.

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CONTENTS

This learning package includes the following:

1. Arrange training facilities and aids
2. Facilitate training session
3. Review and evaluate training session delivery

PRE-REQUISITE: N/A

How to use this Competency Based Learning Materials

The module, Deliver competency-based training 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 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: Deliver Competency Based Training

MODULE TITLE: Delivering Competency Based Training

Module Descriptor:

This module discusses the aspects that must be given attention when delivering competency based training. It shows the requirements for arranging training facilities and aids, facilitating training session and reviewing and evaluating training session delivery

NOMINAL DURATION: 40 Hours

LEARNING OUTCOMES:

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

01. Arrange training facilities and aids
02. Facilitate training session
03. Review and evaluate training session delivery

ASSESSMENT CRITERIA:

- 1.1 Suitable training facilities and aids are collected considering the learner's requirements.
- 1.2 Training facilities and aids are used and ensured to cover all the senses and learning styles of the trainers.
- 1.3 Learning principles and reasonable adjustments are maintained.
- 2.1 CBT&A system is explained to the trainees.
- 2.2 Appropriate training methods are used based on the level and characteristics of the learners.
- 2.3 Training session is conducted according to session plan.
- 2.4 Trainees are assisted to achieve session outcomes providing enough time to participate in learning activities.
- 2.5 Inappropriate behavior of the trainee's learners is managed to ensure effective training learning.
- 2.6 Tasks and learning activities are monitored based on training plan.
- 2.7 Feedback is provided to improve learner's competence.
- 2.8 Trainee's records are maintained and stored according to institutional policy

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- 3.1 Appropriate evaluation tools are used to collect information about your own performance.
- 3.2 Own performance is reviewed in collaboration with relevant people against stated/ predetermined criteria.
- 3.3 Recommendations are gathered and documented based on the outcomes of the review processes
- 3.4 Results of the training session evaluation are interpreted appropriately.
- 3.5 Adjustments on training session are made based on the results of evaluation.

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LEARNING OUTCOME 1: ARRANGE TRAINING FACILITIES AND AIDS

ASSESSMENT CRITERIA

- 1.1 Suitable training facilities and aids are collected considering the learner's requirements.
- 1.2 Training facilities and aids are used and ensured to cover all the senses and learning styles of the trainers
- 1.3 Learning principles and reasonable adjustments are maintained.

CONTENTS:

- Training facilities
- learning principles
- learning aids
- Arranging teaching and learning resources
- Sections of a CBT classroom layout

CONDITIONS:

Trainees must be provided with the following:

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

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Presentation

ASSESSMENT METHODS:

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

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Learning Experience 9.1-1

In order to achieve the objectives stated in this Competency Based Learning Materials (CBLM), you must perform the learning steps below. Beside each step are the resource or special instructions you will use to accomplish the corresponding activity.

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-1: Arrange training facilities and resources Information sheet-2: Facilitate training Information sheet-3: Review and evaluate training session delivery
3. Complete the Self Checks & Check answer sheets	3. Self Check 1 Self Check 2 Self Check 3 Answer Sheet 1 Answer Sheet 2 Answer Sheet 3
4. Read the Job Task sheet and Specification Sheet	4. Job Sheet 2,3 Specification Sheet 1,1.1,1.2,2,2.1,3.1
5. Complete Activities (if applicable)	5. Task Sheet 1.1,1.2,2.1,2.2,3.1
6. Perform the Job	6. Job Sheet 2,3 Specification Sheet 1.1,1.2,2.1,2.2,3.1

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 9.1-1

Arrange Training Facilities and Aids

In the Setup stage training Institute Managers and their teams should review their stated facility and resource needs with those available at time of award to the contractor. In some cases the training facilitator's teams may need to identify alternative resources or request re-budgeting to allow for contracting or procurement needed to complete the program.

To deliver training in a Registered Training Organisation (RTO) you will have to collect suitable training facilities and aids considering the learner's requirements.

1.1 Find learner's requirements

Your choice of training facilities and resources will depend on your particular circumstances. As you find the needs of the trainees, bear in mind these questions:

Who are the learners?

What experiences do they bring to the learning situation?

What skills and information do they need to know?

Where will the training take place?

What resources are available to me?

Is the training one-to-one, or in a group?

Because there are so many variables and you will need a flexible attitude to cope up with. Be prepared to change and experiment if the situation requires it.

Practice this skill of adapting as you work through the learning activities in this module. Use what is relevant, copy ideas and at all times feel free to change any activity so it is more relevant to your situation.

You may collect many of the resources which you will need to deliver a training programme.

1.1.1 Training facilities

A Competency Based Training Program must have an infrastructure facility that is accepted to industry standards and practices. The Competency Standard provides in detail what the infrastructure facilities and materials would be.

1.1.2 Factors to be considered when preparing a CBT Shop Layout.

- Areas are designed to facilitate smooth work flow of trainees and trainers.
- The support materials and other aids for learning are readily available and accessible.
- Security, safety and well being of the trainee are prioritized.
- Security and safety in the storage of materials, supplies, tools and equipment.

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- Ventilation and illumination of each area should be considered.
- Caution signs are placed.

1.1.3 Sections to be considered for a competency-based training room

A room lay-out should have the following sections

- Practical Work Area
- Learning Resource Area
- Institutional Assessment Area.
- Computer Laboratory
- Trainers Resource Area
- Quality Control Area
- Contextual Learning Area
- Support Service Area

Practical Work Area

This is the area where the learner is supposed to acquire skills and knowledge components of the competencies prescribed by the standard. The content and design of the area are therefore dependent upon the competencies which are the focus of learning.

1. Learning Resource Area

- This is the area for the storage and release of learning materials to trainees.
- This is the area proximate to the heart- the practical work area
- This area provides the learner with knowledge requirements in the various modules corresponding to the competencies. It is a place where projects can be planned and self-paced learning is based.
- This area has an array of learning materials in print or soft copies of multi-media environment.

2. Contextual Learning Area

This facility ensures that the underpinning knowledge, the science and mathematics and communication principles as applied to the technology are provided to the learner.

3. Quality Control Area

This is a place for quality control of training. It is where the trainees collectively ensure correctness, orderliness and maintenance of training delivery inputs and materials for collective approval by the group of trainers before storage in the learning resource area.

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4. Trainers Resource Area

This houses the learning materials in the process of being designed and developed. The Skills Standards and curriculum materials are stored in this area.

This is also the place where the trainers individually produce course wares or training materials.

1.1.4 Prepare a list of collected training facilities and aids and Compare

your list to this extensive list

- Blackboards and whiteboards
- Diagrams
- Posters
- Photographs
- Power point slides
- Instructional videos
- Video clips
- Handouts and prints
- Overhead projector
- Overhead projector transparencies
- Computers and the Internet
- Multimedia projector
- Notice boards
- Competency Based Learning Material(CBLM)
- Text books (print and digital)
- Reference books
- Workbooks and manuals
- Magazines & periodicals
- Competency Based Assessment resources / Teacher guides
- CBT Shop

Your training facilities and aids must cover all the sense and learning styles of the trainees.

1.2 Learning styles

All Students Are Created Equally (and Differently).

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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.

1.2.1 Understand the basis of learning styles

Your learning styles have more influence than you may realize. Your preferred styles guide the way you learn.

Research shows us that each learning style uses different parts of the brain. By involving more of the brain during learning, we remember more of what we learn.

One of the most accepted understandings of learning styles is that student learning styles fall into three “categories:” Visual Learners, Auditory Learners and Kinesthetic Learners. Visual, Auditory, and Kinesthetic learning styles (V A K) .

A summary of each of the VAK learning styles is provided below.

Visual Learning

The Visual learning style is learning by seeing. You learn visually whenever you gain information from sight.

Auditory Learning

Auditory style is learning by hearing. Learners with strong auditory ability are able to hear and comprehend without missing much.

Kinesthetic/Tactile learning

kinesthetic style is learning by doing. You learn in this manner whenever you capture new information through physical activity.

The VARK model is also referred to as the VAK model, eliminating Reading/Writing as a category of preferential learning.

VARK is an acronym that refers to the four types of learning styles: Visual, Auditory, Reading/Writing Preference, and Kinesthetic. The VARK model acknowledges that students have different approaches to how they process information, referred to as “preferred learning modes.”

Use training facilities and aids

We should look carefully at the characteristics of a range of learning resources and how to arrange and use them.

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1.2.2.1 Blackboards and whiteboards

The most common and versatile learning resource is a whiteboard or blackboard.



Blackboard



Whiteboard

These boards:

- Are readily available.
- Need no power (except for electronic whiteboards).
- Are simple to use.
- Allow you to use color.

Whiteboards may be used as a projection screen for slides, overhead transparencies, allowing other information to be overlaid on the projected image.

Tips on Using Blackboards & Whiteboards

Here are a few quick tips for facilitator/ teachers on using your blackboard or whiteboard in class.

- Face the Class
- Clean the Board
- Choose your writing Style
- Organize Your Board

The board is an excellent tool but you have to use it correctly.

Make sure whatever you put on the board is clearly placed and organized.

1.2.2.2 Effectiveness of using diagrams

Diagrams are graphical representation of information.

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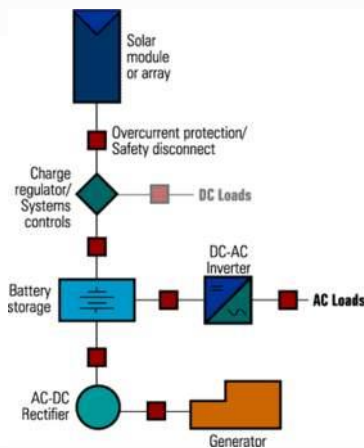


Diagram of Solar Control System

It is a graphic designed to communicate information. It visualizes the concept. If you show a picture, the picture itself say more than you narrate. This can appear in a variety of ways.

Diagrams include maps, graphs, tables, bar charts, sketches, technical drawings and flow charts, just mention but a few.

1.2.2.3 Posters and charts

Charts and posters can display illustrative material in quite powerful ways.

Posters

In general a poster is any piece of printed paper designed to be attached to a wall or vertical surface.

Posters are designed to be both eye-catching and informative.

It may be defined as a form of written visual communication generally used in academic events to present results of investigations or experiences that contribute or question a topic of interest to the community that embraces it.

Posters are used for a variety of purposes, and as such fall into types or classifications that make it easier to create a poster because each type has its own particular features.

Poster advertising skill training

Types of posters

- Advertising
- Informative
- Subject
- Affirmation
- Propaganda



Chart

In general, a chart is a **graphical** representation of data. Charts allow users to see what the results of data to better understand and predict current and future data.

Types of charts

There are a wide variety of charts available to display data. The list below contains those that are most popular and supported by many programs.

- Bar chart
- Column chart
- Flow chart
- Graph chart
- Line chart
- Pie chart
- Point chart



Drawing a Column chart on a blackboard

Photographs and power point slides

A photograph is an image created by light falling on a photosensitive surface.

It expresses to feel something, some sort of an emotion when one looks at images. That could be curiosity, anger, sadness, happiness, etc. The most important element of a photo is its ability to evoke emotion.

A photo or image without emotion is dead.

A photo with emotion: evokes excitement, fear, resentment, joy, sadness, or anxiety.

Good photography can inform, delight, shock and provoke.

What is PowerPoint?

A quality PowerPoint presentation can be the difference between a winning talk and one that falls flat to your audience. Whether you're using PowerPoint for a student presentation, a corporate speech or simply a marketing tool, you want to ensure you get the right message across and engage your audience.

Take advantage of this powerful medium and use it in your learning sessions.

PowerPoint slides in particular are very flexible: you can use them with individuals or large groups.

PowerPoint presentations consist of a number of individual electronic pages or slides.

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Benefits of PowerPoint slides

The possible uses of PowerPoint are countless.

A slide show can be a valuable tool for teaching; sharing and learning.

PowerPoint presentations are useful no matter what the topic and help communicate ideas to an audience.

Some tips to remember when preparing slides are

Don't overload your slides with too much text or data

Use clear simple visuals-don't confuse your learners

Too much text makes the slide unreadable

Font size must be large enough to be easily read. Size 28 to 34 with bold font is recommended.

Use contrast: light on dark or dark on light

Graphics should make a key concept clearer

Tips on showing slides

- Preparation is essential.
- Arrive early.
- Position the projector safely and so everyone can see.
- Make absolutely sure the presentation is working correctly and trial the use of a remote control if you are using one.
- Stand to one side
- Encourage participation during the presentation and provide some follow up activity.

1.2.2.4 Applications of instructional videos and video clips

Because videos are easy to create, they are frequently used for instruction, for example as tutorials on YouTube or lectures on Khan Academy. But is video always the right choice for instruction? What does it take to develop effective instructional videos?

Video clips:

Video clips are short clips of video, usually part of a longer recording. The term is also more loosely used to mean any short video less than the length of a traditional television program.



Video Clips

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Why Use Video in the Classroom?

Teachers, who use instructional video report that their students retain more information, understand concepts more rapidly and show more interest about what they are learning. With video as one component in a thoughtful lesson plan, students often make new connections between curriculum topics, and discover links between these topics and the world outside the classroom.

Video is excellent in the following areas:

- Transferring knowledge.
- Learning skills.
- Problem solving.
- Changing attitudes.

Key advantages of video lectures

- Explore the advantages of video presentations in teaching and training. This will help you make video lectures even more effective.
- **Easy to access anytime**
- Learn whenever you want
- Learning at an individual pace
- Many ways to use
- Easy to deliver
- More effective learning
- Opportunity for self-study
- Chance for self-testing

Viewing video programs

The prepared material could present general information, expose the trainees to an expert to show how something is done correctly or combine with work booklets to provide an individualized stand-alone training resource. Always preview the video or forward to related segment before using it in training. Use this checklist to assess if it is suitable:

- Course title
- Subject area
- Title of program
- Intended audience
- Is the material relevant to the training objectives?
- Is the information accurate?
- Is the language (e.g. level of vocabulary, use of jargon) appropriate for the group?
- Can the learners easily identify with the characters and setting?
- Is it likely to arouse and maintain interest?

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- Is the pacing appropriate?
- Is it logically organized (e.g. overview, summary)?

Always prepare the individual learner or group by introducing the video. Explain how it fits into the session. Mention specific things to look for and note them on the board. Define any difficult new vocabulary. It's also important to provide some follow up activity.

1.2.2.5 Handouts and prints

A handout is a paper based resource used to support teaching and learning. Ideally it should aid learning and may increase attention and motivation and help students to follow the development of an idea or argument. The first task therefore is to clarify the aim in using any handout. Well prepared handouts are useful in most learning situations.

Why use a handout?

A useful question to ask is "Why am I using a handout at this point of the session?"

There are several reasons for using a handout. It can:

- provide definitions for the more jargon (Special words or expressions used by a profession or group that are difficult for others to understand) ridden subjects;
- provide background information or detailed information, e.g. statistics, which are not readily available elsewhere;
- provide a case study for problem solving or discussion;
- give a step by step instruction for teaching a skill or running a laboratory exercise;
- outline the session with a series of bullet points per topic area;

Distribution and Timing

- Advance
- During the session
- At the end of the session

Advantages of Print-based materials

Print-based materials have many advantages over any other medium for storing and transmitting ideas and information. These include:



Handouts Distribution

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Print is almost completely independent of the need for a power source other than lighting.

- Print is highly portable. Print materials fit into pockets, backpacks, briefcases and glove boxes. This promotes independent learning.
- Print always matches the pace of the reader. It does not race ahead of the slow reader or lag behind the speed reader. It always waits for you to think things over.
- Most people learn to read at an early age and they can use anything in print provided that it's in a language they know.
- Printed materials can be personalized for effective one-to-one training

1.2.2.7 The overhead projector

An overhead projector is a very basic but reliable tool used to display images onto a screen or wall. Overhead projectors were used during World War II as a tool to train groups of servicemen. In the 1950s and '60s, it crossed over into the classroom as an educational tool, and then into the business world as a training tool. It is better medium than chalkboard.



Overhead Projector

Advantages of Overhead projector

- Face to face contact with audience
- Eye contact possible
- Projector located in front of room and near speaker for easy access
- Effective in a fully-lighted room
- Presentation can use again and again
- Highlighting important points with transparency pen
- You can face the audience at all times and thus maintain eye contact to gauge their response and adjust your presentation accordingly.

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Preparing transparencies

Using transparencies with an overhead projector offers a powerful presentation tool. Many people rely on professional copy services to transfer a presentation from standard paper to transparencies. You can save money, however, by printing your own transparencies using your personal computer and printer.



Dynamite Tips on Presenting with the Overhead Projector

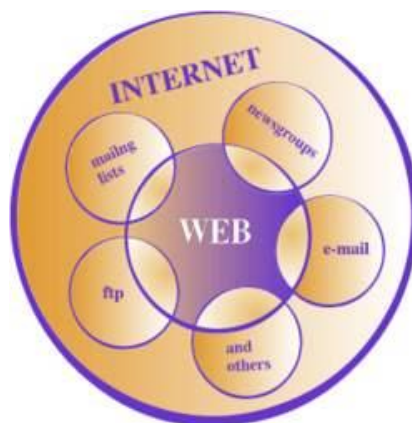
Use these tips when you might need to present with an overhead projector.

- Stand on the "right" side.
- Position the screen to one side.
Protect the eyes of the audience from blinding white light.
- Test your text for size and legibility.
- Stand and talk to the audience.
- Use a cartoon
Use a computer graphics program
- Be prepared.

1.2.2.8 Computers and the Internet

The computer was born not for entertainment or email but out of a need to solve a serious number-crunching crisis. Now computers are being increasingly used in training.

The Internet has introduced improvements in technology, communication and online entertainment, but it is also incredibly useful for education purposes as well. Teachers use the Internet to supplement their lessons, and a number of prestigious universities have opened up free online lectures and courses to everyone.



Benefits of using internet

- It is an amazing and fascinating learning resource.

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- It is a vast database of research material, with information on just about anything you could imagine.
- It allows learners to communicate with each other via e-mail.
- It can support a learner community via newsgroups.
- It can provide for real-time communication via on-line chat.
- It provides timely and accurate information through news-wire and other services.

Disadvantages of internet

- There is a lot of information that is untrue, inaccurate or at best very difficult to verify. Some learners find it hard to distinguish the quality of the source material.
- Learners have ready access to inappropriate material of every kind imaginable.
- It can be a real time-waster.

Why Is It Important To Use Technology in the Classroom?

Students interact with technology while off the campus, so integrating this technology into classrooms will simply make it very easy for them to learn. Teachers have to learn how to use latest new educational technology so that they also simplify the way they do their job.



Technology provides educators effective ways to teach and reach different types of students. Technology can also bond the relationship between teachers and their students. Because teachers will have to interact and guide students on how to use this technology, and it will also bring teachers closer to students, since these students can use technology.

It is also important to incorporate modern technology in classrooms as a way of preparing students for the outside tech demanding jobs and tasks. Now every job will require some skills of technology, so it is very important to bring this technology in the classroom and to also incorporate it into the all educational curriculum. On the other hand technology is much cheaper than what we think.

- Easy access to educational materials
- New Technology Motivates Students
- Increases Students Participation
- Improves Students writing skills

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- Subjects are made easier to learn
- Encourages personalized learning plans

Advantages of Computer based learning over traditional methods

Traditional Methods

Traditional methods focus on an environment where the instructor makes use of memorization as well as recitation methods. The conventional techniques are known to be a constructivist approach, which tends to develop 3 essential qualities in students—decision making, problem-solving as well as critical thinking. It is a classroom-based method where student confronts their teacher physically.

Computer based learning / eLearning

This is the new age method of imparting education. According to academicians of the modern era, such technology aided educational facility augments the standard of imparting knowledge to a great extent. Academic skills of students are supposed to get enriched immensely with these multimedia oriented teaching methods.

- Engaging Students with Customized Content
- Synchronization with Updated and Info graphic Content
- Enhanced Lesson Plans with Quick Delivery
- High-End Effectiveness
- Reduction in Cost
- Paperless Learning

Limitations

However, there are some limitations such as:

- Designing instructional material is very complex
- It requires intensive labor
- It is expensive
- There is a lack of high quality software to assist in the process
- A limited range of skills can be taught by computers—they don't train effectively in the affective, motor and interpersonal skills;
- Small companies can rarely afford to develop their own software and the prepared products often don't meet individual needs;
- Interaction with a computer is a solitary activity.

1.3 Teaching and learning principles

“Learning results from what the student does and thinks and only from what the student does and thinks.

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The teacher can advance learning only by influencing what the student does to learn''. – **Herbert Simon**

1.3.1 The most popular top 13 teaching and learning principles

1. Students' beliefs or perceptions about intelligence and ability affect their learning.
2. What students already know affects their learning.
3. Learning is based on context, so generalizing learning to new contexts is not spontaneous but instead needs to be facilitated.
4. Acquiring long-term knowledge and skill is largely dependent on practice.
5. Clear, explanatory and timely feedback to students is important for learning.
6. Student creativity can be promoted.
7. Students tend to enjoy learning and perform better when they are motivated to achieve.
8. Teachers' expectations about their students affect students' opportunities to learn, their motivation and their learning outcomes.
9. Learning is situated within multiple social contexts.
10. Interpersonal relationships and communication are critical to both the teaching-learning process and the social-emotional development of students.
11. Emotional well-being influences educational performance, learning and development.
12. Formative and summative assessments are both important and useful but require different approaches and interpretations.
13. Students' skills, knowledge and attitude are best measured with competency Based Assessment processes.

1.3.2 Reasonable Adjustments

It is important to make reasonable adjustments for delivering competency based training without causing hardship on the Registered Training Organisation (RTO). Reasonable adjustments are those that would not cause unjustifiable hardship on RTO. For example, if the costs of making adjustments to the premises are such that they would cause hardship to the RTO, it would not be expected that such adjustments are made. Examples of reasonable adjustments, an RTO might make include providing:

- Accessible class rooms
- Note-taking support
- Course material in alternate formats—electronic, large print, Braille
- Use of laptop for assessments
- Extra time or extensions for assessments
- Alternate assessment tasks
- Ergonomic chair/desk
- Use of assistive technology
- An interpreter

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1.3.3 Making reasonable adjustments

If a person does choose to disclose to you, you then have a responsibility to consult with them and make reasonable adjustments to your usual processes, environment and practices.

Consider who will have the responsibility of negotiating these adjustments within your institution. It is important that all staff is aware of their responsibilities.

If anything is considered to be an appropriate adjustment for the student, it should be explicitly stated in the Summary of Reasonable Adjustments (SORA).

Notes

[illegible]

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Self-Check 9.1-1

Arrange Training Facilities and Aids

1. List the facilities you need to ensure in your CBT shop.

2. What factors should be considered when preparing a CBT shop layout

3. List the name of ten training resources use in CBT class room.

Answer Key 9.1-1

Prepare Training Facilities and Resources

Answer of question no 1

List of facilities that should be provided in a CBT shop

- Practical Work Area
- Learning Resource Area
- Institutional Assessment Area.
- Computer Laboratory
- Trainers Resource Area
- Quality Control Area
- Contextual Learning Area
- Support Service Area

Answer of question no 2

Factors to be considered when preparing a CBT Shop Layout

- Areas are designed to facilitate smooth work flow of trainees and trainers.
- The support materials and other aids for learning are readily available and accessible.
- Security, safety and well being of the trainee are prioritized.
- Security and safety in the storage of materials, supplies, tools and equipment.
- Ventilation and illumination of each area should be considered.
- Caution signs are placed.

Answer of question no 3

List of ten training resources used in CBT class room

- Blackboards and whiteboards
- Diagrams
- Charts
- Power point slides
- Instructional videos
- Video clips
- Handouts and prints
- Computers and the Internet
- Multimedia projector
- Competency Based Learning Material(CBLM)

Task Sheet 9.1-1

Prepare a CBT Classroom Layout

1. Read Information Sheet 1 and be clear about the requirements of a CBT shop.
2. Design your training areas that must be suitable for learning the units of competencies of your trade/qualification (with emphasis on the unit of competency that you selected).
3. Use the blank CBT Shop Lay-out template (Specification Sheet 1) and incorporate all the nine (9) areas in your lay-out necessary to train your students
4. Evaluate your design based on the factors mentioned in Information Sheet 1

Specification Sheet 9.1-1

Prepare a CBT Classroom Layout

Trainee Name
Qualification:
Unit of Competency:

Task Sheet 9.1-2:

Develop a checklist of materials, equipment and resources required for training

- Read Specification Sheet 1.2 and be clear about the requirements
- Complete the Template. Develop a checklist of tools, equipment, consumables and learning materials to ensure completeness of resources required for the training activities.

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Specification Sheet 9.1-2:

Develop a checklist of materials, equipment and resources required for training

Training Activity Matrix Template

Module title: _____

Training activity	Facilities/Tools/Equipment	Venue	Learning Materials	Consumables	Date & Time

LEARNING OUTCOME 2: FACILITATE TRAINING SESSION

ASSESSMENT CRITERIA:

- 2.1 CBT&A system is explained to the trainees.
- 2.2 Appropriate training methods are used based on the level and characteristics of the learners.
- 2.3 Training session is conducted according to session plan.
- 2.4 Trainees are assisted to achieve session outcomes providing enough time to participate in learning activities.
- 2.5 Inappropriate behavior of the trainee's learners is managed to ensure effective training learning.
- 2.6 Tasks and learning activities are monitored based on training plan.
- 2.7 Feedback is provided to improve learner's competence.
- 2.8 Trainee's records are maintained and stored according to institutional policy.

CONTENTS:

- CBT&A
- Managing competency based training versus traditional programs
- Communicating with the Learners
- The role of the TVET trainer
- components of effective demonstrations
- Identifying learner's needs
- Learning styles
- Inappropriate behavior of the trainee's
- Principles of competency based training system
- Characteristics of effective feedback

CONDITIONS:

Trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PCs/printers or laptops with internet access
- LCD/Digital projector and screen
- Microphone
- Bond paper
- 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

Information Sheet 9.2-1

Facilitate Training Session

2.1 Competency Based Training & Assessment (CBT&A)

It is widely recognised that skill needs in the labour market need to be more clearly and precisely defined so that delivery and assessment arrangements can give greater emphasis to practical skills.

An important foundation for the introduction of CBT&A is close dialogue with industry to develop clear description of skills and knowledge required to perform different tasks in the workplace.

CBT&A is one of the main features of Bangladesh National Skills Development Policy-2011.

2.1.1 Competency

Competency is the capability to apply or use the set of related knowledge, skills, and attitude required to successfully perform a task in a defined work setting.

Competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and attitude required for success in the workplace as well as potential measurement criteria for assessing competency attainment.

In the CBT model, what a person does as the result of training becomes the focus rather than the process of training. CBT measures the individual's performance to specific standards rather than the individual's achievements relative to others in the group of trainees.

2.1.2 Competency Based Training Program

Competency based training (CBT) places emphasis on what a person can do in the workplace as a result of completing a training program.

CBT programs are often comprised of modules broken into segments called learning outcomes. These modules are based on standards set by industry, and assessment is designed to ensure each trainee has achieved all module outcomes.

Progress within a CBT program is not based on time. When students complete the requirements in a module, they can move to the next module, therefore they may be able to complete a program of study quickly.

Some CBT programs will only be available within fixed timeframes and some have on the job and outside the job components.

2.1.3 Reasons why competency-based training surpasses more conventional methods.

1. Competency-based training targets skill gaps.
2. Competency-based training is performance-based.
3. Competency-based training requires that learners take responsibility for their own learning.

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4. Competency-based training builds the training capacity of the organization.
5. Competency-based training is customized to meet the specific requirements of the trainees.

2.1.4 Competency Based Training versus Traditional Programs

Traditional training programs	CBT training programs
1. Instructors focus on managing instruction.	1. Instructors focus on managing learning
2. Most students enter at about the same time.	2. Students enter at various times throughout the year.
3. All students cover the same material	3. Different students may be training for different occupations within the same program
4. Students all proceed from one topic to the next at the same time.	4. Students all proceed from one topic to the next at the same time.
5. The instructor controls the learning pace.	5. Each student progresses at his or her own pace
6. All students are usually tested at once	6. Each student is tested when ready to demonstrate mastery.
7. The Instructor is involved in teaching only one topic at a time	7. The instructor must be able to answer questions on many different tasks each day.
8. Retesting is discouraged or not allowed at all.	8. Retesting is encouraged for mastery.
9. Very little continuous feedback is given.	9. Immediate feedback is given to each student at critical points in the learning process
10. Materials, tools, and supplies for only one topic are needed at a time.	10. The instructor must see that all materials needed for many tasks are readily available.
11. The number of students enrolled is maximum capacity at the beginning of the year or term and declines to half or less toward the end.	11. As vacancies are filled, student enrollment remains at maximum capacity the year long.
12. Most instruction is delivered by or dependent upon the instructor	12. The instructor must manage the

	use of a wide variety of instructional media and materials each day.
13.The program is usually closed down or shortened during the summer months	13. The program usually operates year round.
14.The instructor controls the sequence in which topics will be covered.	14. If possible, students determine the sequence of tasks.
15.The evening program is usually separate and distinct from the day program.	15. Day and evening programs both have access to all learning guides and resources.

2.1.5 Principles of Competency Based Training System

- The training is based on curriculum developed from the competency standards
- Learning is modular in its structure.
- Training delivery is individualized and self-paced.
- Training is based on work that must be performed.
- Training materials are directly related to the competency standards and the curriculum modules.
- Assessment is based in the collection of evidence of the performance of work to the industry required standard.
- Training is based both on and off the job components.
- It allows for recognition of prior learning (RPL).
- Training allows for multiple entry and exit.
- Multiple entry and exit refers to the structure of the training program.
- Training allows for multiple entry and exit for learners leading to the receipt of certification for individual competencies.

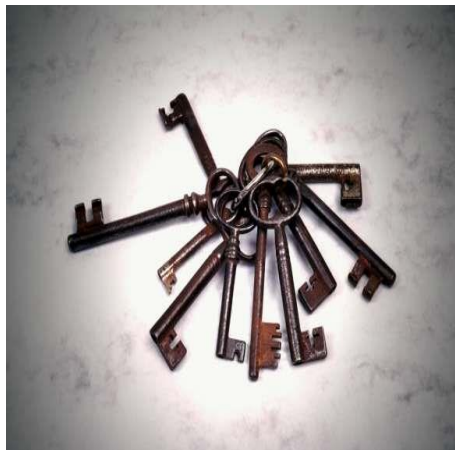
2.1.6 The role of a competent TVET trainer

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The new role of the trainer is highly demanding, because professional requirements are not reduced by the new systematic ones.

Still, the trainer has to be professionally well grounded, in order to:

- plan, organize and execute education and training processes
- optimally implement training subjects and competence goals in a pedagogical way



A TVET trainer should have

A convincing personality

The most important thing is a trainer's convincing personality.

A wish list for a trainer's characteristics is long, but at the top of it is:

- a positive initial outlook towards human beings
- faith in the possible development of each individual

Additionally, a trainer should have

- sensitivity, open-mindedness and flexibility
- the ability to cooperate, communicate and manage conflict situations
- self assurance and ability to work in a structured way
- a creative approach to problems

Pedagogical competencies

Besides these professional and personal qualifications, a trainer needs to have methodical and pedagogical competencies.

Teachers for young people should have knowledge about the following areas:



- presentation

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- conflict management
- coaching and mentoring
- project management

In addition, the trainer should be familiar with the learning techniques he is teaching.

A little theory

The trainer must know the connections between work processes and learning processes.

He has to differentiate between:

- What to learn? (work process)
- How to learn?

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Questioning Skills and Techniques

Questioning skills are essential to good teaching. Teachers often use questions to ensure that students are attentive and engaged, and to assess students' understanding. It is therefore essential that group facilitators develop effective questioning techniques. There are some question types that a facilitator can use, and each of these has a different purpose and generates a different result.

Open Questions

Open questions elicit longer answers. They usually begin with what, why, how. An open question asks the respondent for his or her knowledge, opinion or feelings. "Tell me" and "describe" can also be used in the same way as

Closed Questions

A closed question usually receives a single word or very short, factual answer. For example, "Are you thirsty?" The answer is "Yes" or "No"; "Where do you live?" The answer is generally the name of your town or your address.

Probing Questions

Asking probing questions is another strategy for finding out more detail. Sometimes it's as simple as asking your respondent for an example, to help you understand a statement that they have made. At other times, you need additional information for clarification, "When do you need this report by, and do you want to see a draft before I give you my final version?"

Leading Questions

Leading questions try to lead the respondent to your way of thinking. They can do this in several ways:

- With an assumption – "How late do you think that the project will deliver?" This assumes that the project will certainly not be completed on time.
- By adding a personal appeal to agree at the end – "Lori's very efficient, don't you think?" or "Option Two is better, isn't it?"

Giving people a choice between two options – both of which you would be happy with, rather than the choice of one option or not doing anything at all. Strictly speaking, the choice of "neither" is still available when you ask "Which would you prefer... A or B?" but most people will be caught up in deciding between your two preferences.

Note that leading questions tend to be closed.

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Funnel Questions

This technique involves starting with general questions, and then drilling down to a more specific point in each. Usually, this will involve asking for more and more detail at each level.

It's often used by detectives taking a statement from a witness:

Types of questions to avoid

- 'Too hard' or 'too easy' questions
- Too many questions at once
- Questions only of the brightest or most likeable or quickest to respond
- Questions in a threatening way
- The same kinds of questions all the time
- A difficult question too early
- Leading questions
- Questions with unfamiliar terms
- Irrelevant questions
- Unethical questions

An effective TVET teacher/trainer will

Prepare the session and he must

- be able to perform the job task
- understand how learners learn
- sequence information logically
- inform the learner what is expected from them
- develop learning materials that encourage learners to participate

Deliver the session and he must

- draw upon the learner's life experience
- use a variety of delivery methods that acknowledge different learning styles
- encourage open discussion
- make learning fun
- provide appropriate constructive feedback
- provide opportunities for practice
- identify linkages for further learning

Review the session and he must

- check for understanding & skills development
- seek feedback
- provide timely assessment
- ensure learning outcomes have been achieved
- check sessions have met learner's need/s

This list is not complete - there are many characteristics that an effective teacher/trainer will exhibit. You now have a snapshot of many significant features that effective teachers and trainers will have.

2.1.6 Lists of Common things that Teachers should avoid to Teach



Whether you are just a startup or an experienced teacher, you should not follow certain things while imparting education to your students. We would say, such things are not only against the ethics of a teacher but affects students' career as well. Although there is a big list of things that teachers should avoid, we have come up with a list of 9 common things that most of the teachers should avoid:

1. Avoid giving lectures following boring methods.
2. Never ask students to memorize the topic without understanding it.
3. Avoid teaching theories without giving practical examples.
4. Never promise your students to answer all of their questions
5. Never stop learning
6. Avoid discouraging students instead encourage them to use their potential to the fullest
7. Never say to a student that he or she disappointed you at work
8. Avoid comparing siblings
9. Never blame parents in front of students

2.1.7 In a CBT system, the following outlines the role for students

- Students may select modules/UoC they want to learn and when they want to learn, learn it within reason

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- Students learn at their own rate within program guidelines. They may speed up, slow down, stop or even repeat a task
- Students may request to receive credit for what they already know. This is done either through pre-testing or through a review of a task list completed at another training site.
- Students decide when they are ready to perform each task or demonstrate mastery of learning to a job-like level of proficiency before receiving credit for the task. Students compete against preset job standards and not other students and are graded on achievement of the standards or criteria of each task.
- Students know "up front", before instruction begins what they are expected to know and do to complete the program.
- Students can evaluate their own progress to see how well they are doing.
- Students move freely in the classroom, shop, laboratory and or the training center
- Students know they will be assessed mainly on performance, while paper and pencil tests will be used mainly to check their knowledge of the task.
- Students learn according to their motivation, needs and abilities – not according to preset teacher timelines and expediency

2.2.1 Learners' Characteristics

Learners' characteristics are many such as personal, academic, social/emotional and/or cognitive in nature.

Personal characteristics can be as demographic information about the learner such as age, gender, cultural background, maturation, language, social economic status and specific needs of a learner group such as particular skills and disabilities for and/or impairments to learning.

Academic characteristics include the education type, education level, and knowledge. The learner has social/emotional characteristics

Cognitive characteristics of learner can be described such as memory, mental pressure, solve problems, intellectual skills, remembers, organise and store information in the brain.

Definition of learning

“The term learning covers every modification in behavior to meet environmental requirements”
-by Gardener Murphy.

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“Learning is the acquisition of new behavior or the strengthening or weakening of old behavior as the result of experience.”-by Henry P. Smith

Learning means a permanent change in the behavior of the learner through experience, instructions, and study. It is very difficult to measure learning but the result of learning can be measured. Learners’ characteristics can be described as measuring the characteristics of learners such as behavioral nature, attitude and psychological towards everything related to learning.

Some components of learners’ characteristics are gender, attitude, motivation, learner style and cultural background.

2.2.2 Characteristics of good learners

✓ Good learners are curious

A learner is never satisfied. They are always hungry for information, love for discovery and try to find out the solution to problems. Learner collects the information about best study material and latest information.

✓ Carefully understanding

A good learner possesses the attribute of careful understanding. Most of the knowledge can be gained with the hard work and efforts. A learner should try to understand the subject matter carefully. An effective learner always tries to interpret the stimulus, combine and differentiate them and give them some meaning.

2.2.3 Categories of learners’ characteristics

- Social and personal quality
- Mental & intellectual growth and development
- Willingness to learn
- Interests and attitude of learner
- Easily adjustment to change
- Internal motivation
- Social-cultural background
- Learning power
- Nervousness
- Application of mind & creativity

2.2.4 Use variety because of learners’ different preferences

Using variety in your classroom is a must!

When you deliver a training session, you will soon notice that learners have different preferences for receiving information. The three primary learning styles are visual, auditory, and kinesthetic. Although we can learn in all three ways, most people have a preference for

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one of these styles over the others. To be effective with a variety of learners, training must incorporate strategies that appeal to all three learning styles.

You need to provide variety in delivering sessions to:

- accommodate different learning styles (i.e. visual, auditory, reading/writing and kinesthetic or tactile)
- cover the different learning domains (the three Hs)
- stimulate and motivate the learners
- draw on the experiences of the learner
- keep an interesting flow (pace) happening
- Engage, Excite, Enliven.

Learning is like many other experiences. If you keep the experiences the same, they can become predictable, while this may fit well with the needs of some learners it may not work for others.

Imagine having the same thing for lunch every day. Some people may love this, but others wouldn't.

Some people would prefer home cooked meals, where as some like to eat out often. Many may prefer a combination of both depending on their mood.



You might know some people who always go to the same location for their holidays; every year, with the same people. This really suits some people. Others prefer to roam around and experience something different each year. We are all different, so try to accommodate these differences when planning training.

2.2.5 Training delivery methods

When selecting any delivery method, remember:

- The activity must relate to the session learning outcomes

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- The number of people involved in the activity will affect the outcome and the percentage of people who contribute

2.2.6 Demonstration

Demonstration method of teaching is a traditional classroom strategy used in technical and training colleges and in teacher training institutes.

1. **Introduction:** In this step objectives of the lesson are stated. The teacher may be called demonstrator. He demonstrates the activity before the student that is to be developed.
2. **Development.** Students try to initiate the demonstrated activity. If there is any query the teacher tries to satisfy them by further demonstration and illustrations.
3. **Integration.** At this step, the teacher integrates all the activities and then these activities are rehearsed revised and evaluated.

Principles

This teaching strategy is based on the following principles

1. Learning by doing maxim is followed
2. Skills can be developed by limitation
3. The perception helps in imitation

Application

This strategy is applied mainly in technical and training institutes. In teacher training programs it is used to develop skills in the trainee teacher.

The demonstration of the skill to learners follows the process of an old rhyme:

- do it normal (as per industry standards)
- do it slow (with explanation)
- do it together, (involve the learners) and
- off you go!

2.2.6 The components of effective demonstrations

- State the importance of the skill
- Obtain interest of students
- All necessary materials ready
- Knowledgeable of subject
- Stress the key points
- Performed skillfully

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2.2.7 Presentation

Presentation is the practice of showing and explaining the content of a topic to an audience or learner.

Effective presentations are a mixture of a variety of elements.

Key elements of effective presentations:

1. Understanding your audience.
2. Preparing your content.
3. Delivering confidently.
4. Controlling the environment.

Balancing all four elements is no easy task. And, when combined with the natural anxiety often felt before giving presentations, it's no wonder that many people struggle with this skill. In fact, fear of public speaking is extremely common.

2.2.8 Communication strategies in presentation

- Planning content careful
- Using 'you' to convey empathy
- Seeking and giving feedback
- Encouraging, clarifying and paraphrasing information
- Summarizing
- Use of appropriate language (plain and simple language)

Planning content careful

Here are some principles that you may apply:

- Identify a few key points
- Don't include every detail.
- Use an outline
- Start and end strongly
- Use examples
- research learner characteristics
- avoid making unfounded assumptions



- make intelligent use of delivery/communication method
- ensure a safe and secure environment
- Use a variety of media integrating: -

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- Verbal (words written or spoken)
- non-verbal (body language, eye contact, posture, appearance, listening)
- Graphics (illustrations, icons, symbols, charts)

Using 'you' to convey empathy

Be empathetic

Empathy and/or emotional awareness are also essential for a clear transfer of information. You can easily recognize when your own emotions are causing issues with your communication. Being empathetic gives you the ability to discern when the emotions of others are likely to cause a problem.

Empathy is one part emotional awareness, and at least two parts body language translation. You can often discern the emotional state of a person by simply looking at how they hold themselves. A happy person will walk with their head up and shoulders back. They will make eye contact and will smile, or respond easily to an offered smile. A sad person, on the other hand, will often walk with their shoulders hunched and head bowed. They will not often respond to an offered smile, and if they do it will not reach their eyes.

Learning to read these intricate emotional cues can make you a more effective communicator.

Seeking and giving feedback

Ask for Feedback

Communications is a two-way street. You don't merely give orders and expect them to be followed. That's not communications, it's a command. Sometimes a command might be in order, but not when you're working with a skilled group who you want to do their job autonomously. For them, you want to communicate, and that means listening to what they have to say.

Feedback is great for any number of reasons. It helps to clarify what you're saying. Sometimes you think you're being clear, but you might know the subject well and skip over things that are critical to another's understanding. Feedback will fill in those gaps. Feedback is a win-win.

Encouraging, clarifying and paraphrasing information

Respond actively

- attend to learner
- be relaxed, indicating you have time to listen
- encourage learner to reply
- clarify and paraphrase

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2.2.9 Tips for a great presentation

A touch of humor is a must.

We all are guilty of delivering presentations in a monotonous boring tone. Try to speak naturally. Making pauses and raising and lowering the tone of your voice during the talk definitely help listeners digest the information you are delivering. A little humor is an effective way of keeping the audience tuned into your presentation and keeping them entertained. You don't have to be a stand-up comedian but sharing a couple of light moments can create a strong bond with the listeners.

Make sure your humor is appropriate to the situation, though. No one should be cracking jokes at a funeral, after all, and not everyone will appreciate that dirty joke you picked up at the bar the other night. Using common sense and discretion where humor is concerned is often the safest bet.

Be smile

Nothing sets a nervous team member at ease better than a friendly smile. A smile is your best tool and your best weapon rolled into one. A genuine smile can often entice an otherwise quiet or reserved person to be more open and willing to communicate.



Your smile also makes an effective communications weapon. Where a genuine smile can encourage feelings of warmth and safety, a dangerous smile can create apprehension or even fear. This can be a boon if you find yourself facing a particularly unpleasant client or coworker. This sort of smile usually will not reach your eyes, but leaves no doubt as to who is in charge in the current situation.

Practice more and more.

Preparation, practice, and rehearsal will surely make your presentation a successful one. If you are planning to give a presentation to a bigger audience, it is wise to rehearse in front of your peers and colleagues so that they can point out any flaws and give feedback to refine the presentation and take it to next level. Be sure to time your presentation as you practice, in case you need to add or cut slides. The more presentations you give, the more you will find your own style and build on it. Be natural, authentic, and innovative to deliver a great talk.

Think of an effective presentation you have given or participated in.

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Relaxed and confident presentation

This is important when delivering so that the message is clearly communicated. Being relaxed communicates the impression that you are comfortable with the session and you have good background knowledge of the subject. You will also appear well prepared. Some level of anxiety is natural. In fact, anxiety helps you to perform at your best.

Some hints to help with anxiety are:

- take time for a few deep breaths
- exercise before the session
- relaxation techniques
- realizing and accepting that nerves are OK
- Confidence and competency in this skill.



Practising public speaking for your session will help you gain

Your voice

Your voice communicates all sorts of messages - not only from the words you use (yes, use plain and simple language), but also from non-verbal cues or parts of language which add meaning to the spoken word.

There are a number of cues that can support or detract from your presentation:

Rate: Try to speak at a conversational rate - not too fast or too slow.

Volume: You must be able to be heard clearly. You can alter volume for effect.

Pitch: Be careful, pitch can convey unintentional emotion.



Your voice needs to encourage learners to listen, to talk and ask questions.

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Body language

People judge you with their eyes before anything else when they meet you, so your body language is important in making a first impression and being remembered. Be cautious about generalizations in this area. Be yourself and practice.

Practicing strong, impressive body language can change your career whether you're interviewing for jobs, asking for a raise, or anything else.

The effective use of body language plays a key role in communication.

Hints for body language



An acronym sometimes used is **SOLER**:

- S** Sit, stand or situate squarely (straight).
- O** Open body posture (e.g. try not to cross your arms).
- L** Lean slightly forward to indicate that you are interested.
- E** Eye contact should be natural.
- R** Relax to indicate that you are comfortable and ready to receive feedback.

By following these hints you will demonstrate a non-threatening manner which will relax learners and invite participation.

Once again if you are interested in your presentation style, video yourself or ask people close to you for feedback.

Listen actively

One of the most common areas to need improvement is listening.

We all have a tendency to forget that communication is a two-way process. Quite a lot of the time, we are not really listening to others in conversation, but thinking about what we plan to say next.

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What is listening? Listening is not the same as hearing. Learning to listening means not only paying attention to the words being spoken but also how they are being spoken and the non-verbal messages sent with them. It means giving your full attention to the person speaking, and genuinely concentrating on what they are saying—and what they are not saying.

Good listeners use the techniques of clarification and reflection to confirm what the other person has said and avoid any confusion. These techniques also demonstrate very clearly that you are listening, just like active listening.

Active listening involves:

- attending to learners
- encouraging feedback
- clarifying and paraphrasing information to check messages
- summarizing information

2.2.10 Delivering the Presentation

How you say things may often appear to be more important than what you say. Have you listened to charismatic speakers who gain and maintain the attention of the audience? Have you also encountered speakers who quickly put an audience to sleep? Experienced presenters learn to communicate effectively by using voice, gestures, and visual aids while trying to establishing a comfortable environment for the audience.

Delivery refers to both how the presenter delivers the presentation and what platform the presentation is delivered on. Presentation skills are necessary for anyone who plans on making a living from presentations or whose business depends on giving effective presentations.

A great presentation is only as good as the delivery – both by the presenter and by the presentation technology they use.

2.2.11 Preparing learners for learning

As a teacher/trainer you need to seize the opportunity that this provides and make use of the 'energy' and diversity. Draw upon the resources of the learners as you try to meet the expectations of the learners while also achieving the session learning outcomes.

It is important to prepare learners so that their potential for learning is maximized. You should relieve their fears and capitalize on their energy and enthusiasm, giving them a flexible framework within which to work.

This framework should be established after discussion with colleagues and supervisors and negotiation with the learners.

Learners are almost always enthusiastic about starting the learning experience, but they need to be prepared so that they will get the most out of the experience that is possible.

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You may apply techniques of GLOSS model for preparing the learners in the first session. The model GLOSS derives from the 1st letter of the components of the session to be delivered. The components are;

- Get attention and put at ease
- Link to previous learning/life experiences
- Outcomes of session need to be explained and discussed with learners
- Structure of session
- Stimulate motivation and arouse interest

The table below summarizes examples of techniques for GLOSS model.

Component	Key Learning Principle	Possible delivery strategy
Get attention and put at ease	Involvement Senses	• Stand up or log on, indicating your presence • Introduce yourself and welcome learners • Icebreaker activity or anecdote
Link to previous learning/life experiences	Linking Involvement	• Focus question for learners to report on: "What is your experience with this field and what would you like to achieve during this session/module?" • Charts or overheads of learners background and expectations if information is available • The link between the session and the program should be explained • Visuals demonstrating relationships
Outcomes of session need to be explained and discussed	Sequence Reward Linking	• Session goals and learning outcomes should be documented and learners given hard copy - student assessment guidelines. • Assessment methods should be documented, explained and discussed

Structure of session	Sequence Linking Feedback Reward	• Print-based material outlining content, sequence, resources, activities and assessment should be given to learners • Teacher/trainer should present information on how the sessions are to be structured and the rationale for that structure • Discussion with learners as to structure and negotiation of any special requirements or issues or concerns, if appropriate • Confirmation of understanding
Stimulate motivation and arouse interest	Senses Involvement Reward	• Ask why learners are there • Match session content to possible workplace applications • Analogies/comparisons • Brainstorming • Learners rights and responsibilities • Group activity - identify some potential barriers to learning • Handout + information about available services(library, canteen, common room , student guidance and counseling services) • Visit library • Learning/communication activities on learning to learn(optional)

Icebreakers

Any tool or device for breaking ice into smaller pieces is called icebreaker. When a group is exhibiting “ice”, i.e. if there is little or no talking, reluctance to make physical contact, and poor eye contact, additionally, group members stand alone, displaying a lack of initiative and absence of trust, there needs an icebreaker.

An icebreaker is an activity, exercise, or experience designed to break the ‘ice’ that typically limits or inhibits interactions of a group of people who may or may not know each other. To qualify as an icebreaker, an activity, exercise, or experience should have most of the following criteria:

- An icebreaker should be fun.
- An icebreaker should be non-threatening.
- An icebreaker should be highly interactive.
- An icebreaker should be simple & easy to understand.
- An icebreaker should be success-oriented.



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An effective icebreaker is an activity, exercise, or experience that successfully prepares a group for what is ahead. For an effective icebreaker, you need:

- A comfortable location and a relaxed atmosphere.
- An excellent leader or facilitator familiar with the icebreaker.
- Clear, concise, relatively easy-to-follow directions.

The facilitator or leader plays an important role in the success of an icebreaker game or activity. Explanations must be given clearly and group progress directed. The same icebreaker activity facilitated in different ways with different groups can (and will) lead to a wide variety of different experiences and outcomes.

Some reasons for using an icebreaker are:

- Icebreakers help participants know each other.
- Icebreakers warm participants up and get discussions flowing comfortably.
- Icebreakers help participants who know each other and work in different areas or departments bear the ice that can occur when individuals do not want to share information.
- Icebreakers help participants who know each other but have different job titles and levels within an organization's chain of command break down the barriers that might inhibit honest, comfortable communication.
- Icebreakers help participants who are strangers make introductions and start communicating and sharing thoughts in a comfortable, simple way.
- Icebreakers help participants who do not know each other but share a mission, an interest, or an idea and have a lot in common warm up prior to a more serious discussion of the topic.
- Icebreakers help participants who are diverse – various ages and ethnic groups; profit and nonprofit organizations; job titles within their organizations; and other unknown areas of commonality and shared interests – start talking and laugh, thereby increasing the initial level of warmth within the room.

Communicating with the Learners

What?	How?	Why?
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Standardize notifications for timetable and topic changes	Clearly state how changes will be notified and use it consistently.	To minimize chances of last minute changes being missed, and to maximize chances of students with non-medical helpers to adjust arrangements for participation.
Respect confidentiality of students	Respect confidentiality of students	Good peer and social interactions are keys to student engagement and will be adversely affected by highlighting differences.
Offer one-to-one support	Indicate extent of tutor availability for one-to-one support and signpost other support available.	To manage expectations and enable learners to seek the type of support service most appropriate to their needs.
Set maximum response time	Indicate expected time length and maximum time length of responses to emails, including examples of instances where these may not apply (e.g. illness, holidays).	To minimize anxiety felt by students who lack confidence in communicating with academic staff.
Encourage feedback	Consider how learners can feed back on module and programme design and delivery.	Fosters an inclusive learning experience.
Familiarize yourself with Student Support Documents for learners needs and modified assessment provision	If not provided, check with module leader or with Faculty offices. Encourage introductory meeting with enabler and learner for information on student's needs.	Ensures that recognized needs are catered for. To minimize misconceptions by all concerned.

Learning Domains

Learning is not an event. It is a process. It is the continual growth and change in the brain's architecture that results from the many ways we take in information, process it, connect it, catalogue it, and use it (and sometimes get rid of it).

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Learning can generally be categorized into three domains: cognitive, affective, and psychomotor. Within each domain are multiple levels of learning that progress from more basic, surface-level learning to more complex, deeper-level learning. The level of learning we strive to impact will vary across learning experiences depending on

- 1) the nature of the experience
- 2) the developmental levels of the participating students
- 3) the duration and intensity of the experience.

The cognitive domain

The cognitive domain deals with how we acquire, process, and use knowledge. It is the "thinking" domain. The table below outlines the six levels in this domain.

Cognitive Domain Levels					
----- Increasing Complexity-----→					
Remember	Understand	Apply	Analyze	Evaluate	Create

The affective domain

The affective domain deals with our attitudes, values, and emotions. It is the "valuing" domain. The table below outlines the five levels in this domain.

Affective Domain Levels				
----- Increasing Complexity-----→				
Receiving	Responding	Valuing	Organization	Characterization

The psychomotor domain

The psychomotor domain deals with manual or physical skills. It is the "doing" domain. The table below outlines the five levels in this domain.

Psychomotor Domain Levels				
----- Increasing Complexity-----→				
Imitation	Manipulation	Precision	Articulation	Naturalization

2.3 Training program & Training session

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.

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.

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

2.3.1 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.

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2.4 Session outcomes

A session outcome should answer the following question

What should the learner be able to do at the end of the session?

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

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.

2.4.1 Learning Activities to Engage Students

Meaning of Activity

- The state of being active.
- A thing that a person or group is doing or has done.
- An educational task that involves direct experience and participation of students.

Meaning of Activity Based Learning

- An activity or activities used in an educational process to make students learn.
- Learning through and from activities.
- Activity based learning means that the teacher incorporates activities of some type in teaching to make students learn.
- Using an activity or activities as a base for learning

2.4.2 What is Learning Activities?

Learning activities are simply tasks which are integrated into a session to promote learning.

A range of activities promoted to achieve learning, such as:

- Dissemination activities
- Discussion activities
- Discovery activities
- Demonstration activities

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2.4.3 Examples of learning activities

Learning Activities	Documenting	• writing • Drawings • Graphics
	Reading	• Text based sources
	Observing	• Practical demonstrations • Mentoring • On-the-job observation
	Reflecting	• Critical thing • Problem centered activities
	Doing	• Skill practice • Braining storming • Case study • Small group activities • Interactive multimedia

Comparison of Traditional and CBT learning activities

Traditional learning activities	CBT learning activities
Teacher-centered/focused	Learner-centered/focused
Learning outcomes are prescribed to a fixed rubric or scoring system	Learning outcomes are flexible and open
Aim to explain knowledge and/or skills by transferring information	Aim to develop knowledge and skills through experience
Fixed structure, high degree of facilitation	Flexible structure, minimal facilitation

2.4.4 Learner Participation in Learning Activities

A number of students verbalized that when participation is required, they prepare more, and this preparation actually increases their learning.

The students further articulated five ways that participation enhances learning. To summarize, participation:

- increases engagement;
- helps students retain and remember information;
- confirms what they have already learned;
- provides clarification of prior learning; and

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- deepens their understanding especially through hands-on and application-based learning opportunities.

If learners don't engage or participate, the chances of learning taking place is greatly reduced. It is important to state that learner participation does not necessarily mean an actual physical activity. Learner participation can be reading a self-study material or reflecting on words or a working on a problem.

2.4.5 Provide enough time for practising to achieve session outcome

Remember, bright students will learn in almost any conditions. The mark of a good trainer is how they help those learners who struggle in the learning environment.

Practice

Practice is a repeated performance for the purpose of acquiring a skill. Practice opportunities are essential in the learning process as they allow learners to try out new skills in the teaching and learning environment and in the workplace. Frequent opportunities to practice information and apply new skills, reinforces learning.

Why is practice so important?

A "practice" in the broad sense of the term is simply an activity that you repeat regularly. Sometimes we repeat activities consciously, e.g. "I practice swimming five times a week." But you also might practice some activities unconsciously: is eating a conscious practice for you? Walking? Cooking?

You are practicing all the time, whether you know it or not. That's why practice is so important. Even when you're not actively doing an activity, your brain is still absorbing and learning. Just think about those times you took a few days off from something and suddenly got better. You're always learning, even in your downtime. So you might as well make the most of your time and practice effectively.

The rationale, benefits and process of practice of competency needs to be discussed with the learner. As with all learning, the learner needs to be actively involved so they take ownership of their learning.

Rationale

The learner should be informed that being competent means being able to complete the task or demonstrate knowledge to a required standard. In order to achieve competency practice is required.

Benefits

Benefits of practice are many and varied and should be discussed with the learner so that it is seen as relevant with application to the workplace.

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Some of the benefits of practice opportunities:

- they give the learner a chance to try out new skills
- they provide a stepped logical approach which learners can follow
- they provide a controlled and safe environment where the learner can try out their new skills and knowledge and overcome some of their fears
- learners receive feedback on their performance which relates to the task.

How do I provide practice opportunities?

It is important to provide practice opportunities so that the effectiveness of the learning of the skills or task is maximized. You should:

- prepare guidelines for the practice session
(The practice to be undertaken, the standards expected to be achieved, and the way, if any, that the practice will be assessed against the competencies)
- plan the resources needed in terms of time, equipment and the teaching and learning environment
- prepare learners for the session, ensuring that they understand the relevance of practice to their learning and its application in the future workplace
- ensure that the practice environment is safe and non-threatening.

Learners need a mixture of both theory and practice for their learning to be confirmed. Exactly what the mixture is will depend upon the type of learner, the session outcome and the need to vary the learning activities.

Some examples of how opportunities for practice can be provided include:

- an individual skills presentation to the group
- group presentation - learners form a team to present/practice skills
- a skills practice (simulation) to allow practice in a controlled environment
- practice in the workplace under the direct supervision of a mentor.

Type of practice opportunity	Explanation
Individual skills presentation	Learner demonstrates how to do an activity by analyzing task • Listing steps in skill • Demonstrating practical skills to perform
Group skills presentation	• Two or three learners work together and develop a way of teaching/training people a skill. Each person shares responsibility in demonstrating the skill

Skills practice (simulation)	• A simulation skills practice carried out in a controlled environment
Skills practice (workplace)	• A practice session carried out in the actual workplace

2.5 Managing Inappropriate Behavior

One of the difficult aspects of teaching is managing students with problem behaviors. Although you can find information about how to manage behavior on many websites and television programs, it is important to realize that behavior management is more than using a few simple tips. Behavior management is about changing behavior. This process involves making adaptations for the person with challenging behavior and making changes in the environment where the problem behavior occurs. Changing behavior is not just about changing the behavior of the student, but also about changing the behavior of the adults and other students in the environment. It is important to identify and define the behaviors that need to be changed as well as the new, more appropriate behaviors that need to be learned.

Something that you will not always anticipate is inappropriate behavior from learners. Inappropriate behavior can include:

- shouting with anger(bullying)
- disruptive behavior;
- dominant or overbearing behavior;
- insensitive verbal or physical behavior towards other learners or yourself (e.g. cultural, racial, disability or gender-based insensitivities);
- non-compliance with safety instructions;
- verbal or physical abuse; and
- violent or inappropriate language.

An effective facilitator must ensure learning can take place in their training session.



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2.5.1 Teach Appropriate Behavior

Teachers can use eight systematic steps to promote behavior changes in their learners.

- Step 1: Identify the problem behavior.
- Step 2: Measure the problem behavior.
- Step 3: Develop a hypothesis as to the purpose of the behavior.
- Step 4: Choose an appropriate replacement behavior.
- Step 5: Identify the current stage of learning.
- Step 6: Determine the level of support.
- Step 7: Track the new behavior.
- Step 8: Fade assistance.

2.5.2 Reasons for establish guidelines for learner behavior

As a teacher/trainer you need to manage the learning/training environment. In managing the environment you need to make it safe and secure and as comfortable as possible. It should allow each individual to reach their full potential.

It is important to establish guidelines for learner behavior for a number of reasons:

- to ensure that the learners know what is expected of them (so that you, the teacher/trainer knows the parameters in which to operate so that an environment of trust is fostered)
- to maximize the potential for learners to achieve the learning outcome
- to empower learners and acknowledge that they have the right to a learning environment free of harassment and discrimination
- to ensure that equality of opportunities exists for all learners.

Both you and the learners need to feel secure in knowing that careful consideration has been taken to safeguard the integrity of learning.

How can I establish and maintain a positive learning environment?

A number of strategies can be put in place to maintain a positive learning environment.

Appropriate behavior fosters a positive classroom environment. Engaging students on the first day of training institute in creating of a set of rules helps ensure their investment.

Some points to create a positive learning environment in your training session.

- Always build classroom rules and procedures collaboratively and in the positive.
- Continually let your students know you believe in them.
- Speaking of mindsets. Do you believe in your own ability to learn and grow?
- Use your language to show students that they are learning for their own benefit, not yours.
- Be honest in your feedback.
- When dealing with a student conflict or behavioral issue, be objective rather than accusatory.

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2.5.3 Establishing guidelines

One of the most important strategies you can put in place for maintaining a positive learning environment is establishing guidelines for acceptable and unacceptable behavior.

The types of expectations you may have might include things like:

- respect for individual differences
- no harassment or discrimination
- punctuality
- courteous behavior
- communications styles - listen to each other, don't speak
- positive attitudes towards learning - hand work in, discuss, don't be disruptive.

Unacceptable behavior

The Institute defines behavior as being unacceptable if:

- It is unwanted by the recipient.
- It has the purpose or effect of violating the recipient's dignity and/or hostile, degrading, humiliating or offensive environment, and
- Having regard to all the circumstances, including the recipient's perception, it was reasonable for the behavior to have that effect.

Some examples of unacceptable behavior are:

- Aggressive or abusive behavior, such as shouting or personal insults
- Spreading malicious rumors or gossip, or insulting someone
- Unwanted physical contact
- Discrimination or harassment when related to a protected characteristic under the Equality Act 2010
- Offensive comments/jokes or body language
- Publishing, circulating or displaying pornographic, offensive material or pictures
- Isolation, deliberate exclusion and/or non co-operation at work
- Persistent and unreasonable criticism
- Coercion, such as pressure to subscribe to a particular political or religious belief

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However, with more serious behavior such as threats or harassment you should:

- act calmly and quickly
- ask the learner to stop the behavior and explain why
- if the behavior doesn't stop, send the other learners on a break and see your supervisor, or a senior staff member

You probably have Institute specific procedures and policies which you will have already found. If not ask for them.

- Guidelines should be explained to the learners.
- Explain in the first lesson.
- Specific features - safety requirements, eating near electrical equipment etc, would also need to be integrated into the guidelines.



The guidelines may vary from learner to learner or group of learners, but overall, there will be an underlying code of appropriate learner behavior.

Guidelines variations may occur due to

- the nature of the subject (industry standards might impact)
- assessment strategy
- teacher/ trainer communications style
- personality
- management style
- size of group
- location of learning and
- the expectations of the learners.

Negotiate a learner and teacher/trainer agreement

You need to clearly indicate what is and isn't negotiable!

Things that is negotiable:

- language
- time for breaks and
- consultations, etc

There are areas that are not negotiable:

- smoking in the learning environment
- appropriate behavior.

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2.5.4 Ground Rules

What are ground rules?

Ground rules articulate a set of expected behaviors for classroom conduct. They can be set by the instructor or created by the students themselves (some people believe that students adhere more to ground rules they have played a role in creating).



How can we use them?

- Ground rules should be established at the beginning of a course
- The instructor should explain the purpose they (the rules) serve
- Some instructors ask students to sign a contract based on the ground rules
- Others simply discuss and agree to the ground rules informally.
- It is important for instructors to remind students of these ground rules periodically, particularly if problems occur.
- Instructors should also be sure to hold students accountable to these rules.

2.5.5 A sample set of ground rules

- be punctual
- attend when required
- Turn your cell phone off.
- Listen actively and attentively.
- Always have your book/readings in front of you.
- Do not interrupt one another.
- consider the needs of others
- Challenge one another, but do so respectfully.
- participate in the learning process
- Take responsibility for the quality of the discussion.
- Ask for clarification if you are confused.
- Consider anything that is said in class strictly confidential.
- use appropriate language
- do assigned work

Acknowledge learners' varied and challenging backgrounds and their needs

Acknowledging and accommodating the diverse backgrounds of your learners is important, especially when their experience and expectations may differ from yours.

When discussing linkages it may be beneficial to discuss life as well as work applications especially when some of your learners may not presently be in the workforce.

It is also important to realize that sometimes inappropriate behavior (e.g. lateness or disruptive behavior) is a symptom of other problems the learner may be experiencing.

2.5.6 Reward appropriate learning behaviors

When learners do something correct or well, give them positive feedback. This applies when they are punctual, participating, asking questions and achieving competencies.

Rewards may be:

- Praise
- showcasing work
- positive comments on assigned work
- acknowledgement in front of peers
- smiling.

2.6 Managing and Monitoring Training Activities

In a competency based training, managing and monitoring of the learner's activities is important because this will prepare the trainee in his readiness for his assessment.

Definition of Terms:

Manage - to handle or direct with a degree of skill.

Monitor-to watch, keep track of or check.

Activity - an educational procedure designed to stimulate learning by firsthand experience.

Prepare trainees for assessment

The trainer has roles to play in preparing trainees for assessment. This not only consists of instruction and ensuring that the trainee is aware of the sort and extent of evidence of competency required, It goes further, too, than the feedback on performance during training.

It includes helping the learner realize his or her level of capability so that the final assessment decision is both anticipated by the learner and approached in the full knowledge that the summative assessment will be confirmation of competency and not a potential failure situation.

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The experienced trainer will perform this role easily. The inexperienced trainer will need to work on his or her learning in this important area.

How do I determine learner readiness for assessment?

Readiness is different from ability or intellectual capacity. Readiness is a student's entry point relative to a particular concept or skill at a given time.

Determining whether a learner is ready for assessment is both a formal and informal process. Informally, the teacher/trainer can monitor the learner's readiness by observing what they actually do either during classroom activities or in a simulation exercise and relate it to what they are expected to do. This can be achieved by observing the learner as they practice tasks:

- ask the learners, "How are they ready for this task, today?"
- asking for feedback from the learners themselves on how confident they feel about their skill level

Formally, the teacher/trainer needs to review the learning outcomes and assessment criteria, to determine whether the learner has achieved the required standard to be assessed. However, a good teacher/trainer will continuously monitor the learner's progress and provide feedback to the learner.

- This way, gaps in competence can be identified and addressed as early as possible in the training process.

2.6.1 Most commonly used tools in managing activity

Competency Progress Chart

For every unit of competency or learning module, prepare a summary of tasks that the student has to master. These are the series of tasks that the student has to master such that he can be assessed to have mastered the unit of competency. If the tasks have to be mastered in sequence, the listing can be in the required sequence.

Trainee Planning Form

This form is filled up by the student so that he is aware of the different tasks that he has to master. A sample planning form is shown below you may design your own form this may take the form of a training contract.

Trainee Time Record

In some training centers students are required to fill up a time card to simulate a workplace environment.

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Trainee Achievement Progress Record

To drive the point that the trainee is responsible for his own learning, the trainee is given the responsibility to monitor his own progress. He is responsible of filling up his own progress record.

Trainee Workbook

In each learning module it is advisable that each trainee be provided with workbook where he can record answers to questions asked, description of activities/tasks performed and other accomplishments. Make the student responsible in maintaining his own workbook.

Directional signs

Directional signs will help new students identify specific location in the work area. Make sure that the areas are properly labeled.

2.7 Feedback

Feedback is an essential part of education and training programmes. It helps learners to maximize their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance.



Feedback should be an ongoing process for both the teacher/trainer and the learner. Effective learning involves the sharing of information with each other. Encouraging feedback from a learner is as important as giving it to learners.

Feedback is important in developing a positive relationship between the learner and the teacher/trainer.

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2.7.1 Characteristics of effective feedback

To be effective, feedback needs to be clear, purposeful, meaningful, and compatible with students' prior knowledge and to provide logical connections.

1. be specific.

It is not sufficient to say that the performer did well, or did poorly. For feedback to be effective, it must be specific and concrete, with pinpointed behavior. The performer must be able to use that feedback to change his or her behavior in the future.

2. under the performer's control

Make sure that the performance is actually something under the performers' control. While this sounds simple, it is often overlooked.

3. Immediacy

The closer the feedback is to the performance, the more effective it will be. It could also be after a observation period, within an hour or so. In large organizations however, this is usually not an option. Daily feedback, weekly feedback, and monthly feedback have all been used with success to address the immediacy concerns, but the further away in time feedback is from performance, the less effective it will be.

4. Individualized Feedback

Feedback always works best when it's individualized. Sometimes it's necessary to give feedback to a group of people instead of individually.

5. Self-monitoring

When feedback is given immediately, it allows the performer to adjust their behavior real time. There is no quicker way to do this then through self-monitoring.

6. Delivered by the trainer/teacher

If feedback is not delivered through self-monitoring, it should be delivered by the trainer/teacher. There are several reasons for this. If the trainer/teacher delivers the feedback, they will be much more likely to know how their trainees/students are doing.

7. Focus on improvement

Traditional feedback often has a negative connotation because it has been paired "poor performance." The behavior analytic perspective is to make feedback positive, and to focus on active, pinpointed behaviors or results

8. Easy to use and graphed

Feedback is not effective if it's complicated and if the person whose behavior we are trying to change doesn't know how to correct their performance. Make sure when you are delivering feedback that it's easy to use and understand. A simple and very effective method to help with this is to graph your feedback.

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2.7.2 Use the 'feedback sandwich' approach

If you need to give a negative comment, give a positive piece of feedback first, then the negative and finish off with a positive comment.



By using feedback effectively and encouraging others to use it appropriately, the learning environment will be a safe and comfortable environment for the learners.

2.7.3 Giving feedback

The role of feedback is to provide constructive information to help another person become aware of their strengths and work on their limitations.

When giving feedback it is necessary to give it in such a way that it will not be threatening to the other person and increase their defensiveness.

Constructive feedback and reinforcement should appear as a natural component of your sessions. It is good in fostering a safe and secure learning environment, advising learners of their progress in terms of competencies and enhancing the group dynamics.



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2.7.4 Example of giving compliment Sandwich Feedback:

Assume Sofia led a brainstorming meeting for an important project. Habitually, Sofia does not circulate the agendas prior to the meetings she leads. After one such meeting, Sofia's manager uses the sandwich feedback technique to persuade her to be more organized:



Praise: “Sofia, we had a very productive meeting. We had the right participants and collected all the necessary inputs from other departments. Thanks for your coordination.”

Criticism: “Did you notice that the discussions were unsystematic? When you do not distribute an agenda prior to the meeting, the participants do not come prepared. During the meeting, they have to go back to their desks to collect information. Additionally, we tend to spend a lot of time digressing from the meeting objectives. How can you avoid this?” A discussion ensues.

Praise: “You are doing so well with gathering all the inputs. I am pleased about your diligence in circulating minutes of your meetings and following-up on action items. “

2.7.5 Tips for giving effective feedback

- Concentrate on the behavior, not the person.
- Balance the content
- Be specific.
- Be realistic
- Own the feedback.
- Be timely.
- Offer continuing support.

2.7.6 Receiving feedback on the learning session

Receiving feedback on the learning session provides an opportunity to:

- increase your awareness of your teaching/training
- determine the consequences of your behavior
- change or modify your behavior if you wish.

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How should you receive feedback when it is given to you in the learning environment?

Even when you ask for it, receiving feedback can be difficult. It is important to remember when feedback is provided to thank the person for offering it. If it is coming from a learner, it may have been very difficult for them to make.

If it is a positive comment about your teaching/ training, accept it gracefully, thanking the learner for their comment

2.7.6 A few points to remember about receiving feedback effectively:

- Listen to the feedback given.
- Be aware of your responses.
- Be open.
- Understand the message.
- Thank the giver and respect their honesty and their point of view.
- Value the comments.
- Reflect on the feedback and make a decision about any follow-up action.
- If it is an important issue, act immediately or at least set up a plan to deal with it
- Be an appropriate role model for your learners.

Seeking feedback on the learner's performance

This should be managed through:

- assessment tasks which give you an indication of the learner's achievements
- reviews carried out by you or a other teacher/trainer periodically or self checks by the learner.

2.8 Maintain Trainees' Records

The other resources that the trainer will manage in a competency-based training is the pre-assessment records, in this the trainer must:

1. Record the pre-assessment outcome.
2. Maintain records of the pre-assessment procedure, evidence collected and the outcome, and
3. Maintain the confidentiality of the pre-assessment outcome.

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Sample Trainee Achievement Progress Record

Name: ----- Course: -----

Date entered: ----- Date Exited: -----

	LEARNING OUTCOME			
Name of Trainee				
Trainee 1				
Trainee 2				
Trainee 3				
Trainee 4				

Notes

[illegible]

Self-Check 9.2-1

Facilitate Training Session

1. How do you define competency based training program?
2. Outline five differences between traditional training and competency based training program
3. What are the roles a competent TVET trainer should perform?
4. What are the things that a TVET trainer should avoid?
5. How can you establish and maintain a positive learning environment?
6. How do you provide enough practice opportunities to the learners?
7. Write some tips of effective feedback
8. What do you understand by ``feedback sandwich’’?
9. How do you determine learners understanding?
10. How do you determine that learners are ready for assessment?

Answer Key 9.2-1

Facilitate Training Session

Answer of question no 1

Competency based training (CBT) places emphasis on what a person can do in the workplace as a result of completing a program of training.

CBT programs are often comprised of modules broken into segments called learning outcomes. These modules are based on standards set by industry, and assessment is designed to ensure each student has achieved all module outcomes.

Progress within a CBT program is not based on time. When students complete the requirements in a module, they can move to the next module, therefore they may be able to complete a program of study quickly.

Some CBT programs will only be available within fixed timeframes and some have on the job and outside the job components.

Answer of question no 2

Traditional training programs	CBT training programs
1. Instructors focus on managing instruction.	1. Instructors focus on managing learning
2. Most students enter at about the same time.	2. Students enter at various times throughout the year.
3. All students cover the same material	3. Different students may be training for different occupations within the same program
4. Students all proceed from one topic to the next at the same time.	4. Students all proceed from one topic to the next at the same time.
5. The instructor controls the learning pace.	5. Each student progresses at his or her own pace

Answer of question no 3

An effective TVET teacher/trainer will

Prepare the session and he must

- be able to perform the job task
- understand how learners learn
- sequence information logically

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- inform the learner what is expected from them
- develop learning materials that encourage learners to participate

Deliver the session and he must

- draw upon the learner's life experience
- use a variety of delivery methods that acknowledge different learning styles
- encourage open discussion
- make learning fun
- provide appropriate constructive feedback
- provide opportunities for practice
- identify linkages for further learning

Review the session and he must

- check for understanding & skills development
- seek feedback
- provide timely assessment
- ensure learning outcomes have been achieved
- check sessions have met learner's need/s

This list is not complete - there are many characteristics that an effective teacher/trainer will exhibit. You now have a snapshot of many significant features that effective teachers and trainers will have.

Answer of question no 4

Types of questions to avoid

- 'Too hard' or 'too easy' questions
- Too many questions at once
- Questions only of the brightest or most likeable or quickest to respond
- Questions in a threatening way
- The same kinds of questions all the time
- A difficult question too early
- Leading questions
- Questions with unfamiliar terms
- Irrelevant questions
- Unethical questions

Answer of question no 5

A number of strategies can be put in place to maintain a positive learning environment.

Appropriate behavior fosters a positive classroom environment. Engaging students on the first day of training institute in creating of a set of rules helps ensure their investment.

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Some points to create a positive learning environment in your training session.

- Always build classroom rules and procedures collaboratively and in the positive.
- Continually let your students know you believe in them.
- Speaking of mindsets. Do you believe in your own ability to learn and grow?
- Use your language to show students that they are learning for their own benefit, not yours.
- Be honest in your feedback.
- When dealing with a student conflict or behavioral issue, be objective rather than accusatory.

Answer of question no 6

It is important to provide practice opportunities so that the effectiveness of the learning of the skills or task is maximized. You should:

- prepare guidelines for the practice session
(The practice to be undertaken, the standards expected to be achieved, and the way, if any, that the practice will be assessed against the competencies)
- plan the resources needed in terms of time, equipment and the teaching and learning environment
- prepare learners for the session, ensuring that they understand the relevance of practice to their learning and its application in the future workplace
- ensure that the practice environment is safe and non-threatening.

Learners need a mixture of both theory and practice for their learning to be confirmed. Exactly what the mixture is will depend upon the type of learner, the session outcome and the need to vary the learning activities.

Some examples of how opportunities for practice can be provided include:

- an individual skills presentation to the group
- group presentation - learners form a team to present/practice skills
- a skills practice (simulation) to allow practice in a controlled environment
- practice in the workplace under the direct supervision of a mentor.

Answer of question no 7

Tips for giving effective feedback

- Concentrate on the behavior, not the person.
- Balance the content
- Be specific.
- Be realistic
- Own the feedback.
- Be timely.
- Offer continuing support.

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Answer of question no 8

“Feedback sandwich” approach is one of the most important characteristics of effective feedback. If you need to give a negative comment, give a positive piece of feedback first, then the negative and finish off with a positive comment.

Answer of question no 9

By asking questions I will determine learners understanding.

Answer of question no 10

Determining whether a learner is ready for assessment is both a formal and informal process. Informally, the teacher/trainer can monitor the learner's readiness by observing what they actually do either during classroom activities or in a simulation exercise and relate it to what they are expected to do. This can be achieved by observing the learner as they practice tasks:

- ask the learners, "How are they ready for this task, today?"
- asking for feedback from the learners themselves on how confident they feel about their skill level

Formally, the teacher/trainer needs to review the learning outcomes and assessment criteria, to determine whether the learner has achieved the required standard to be assessed. However, a good teacher/trainer will continuously monitor the learner's progress and provide feedback to the learner.

This way, gaps in competence can be identified and addressed as early as possible in the training process.

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Job 9.2-2 Facilitate Training Session

- Explain CBT system to the learners
- Use appropriate training methods based on the level and characteristics of the learners
- Conduct learning session according to session plan
- Assist learners to achieve session outcomes
- Provide enough opportunities to practice
- Manage and monitor training activities
- Provide feedback to improve learners' competence
- Maintain and store learners record

Task 9.2-1 Conduct a training session

Task 9.2-2 Manage Inappropriate Behaviour

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Task 9.2-1: Conduct a training session (Role Play /Demonstration Teaching)

- Choose two or three members of your group who will act as learners.
 - Secure a copy of your Session Plan, Self-Assessment Guide, CBLM, Assessment Tools, and other materials that will support your Teaching/Training session.
 - Implement your training session plan with your group members as learners. Other members/participants at the workshop will act as Observers.
 - Follow the training procedures mentioned below. These are only suggested. You may devise your own procedure.
1. Review previous session
 2. Introduce today's session.
 3. Facilitate training session based on your session plan. Make sure to give opportunities for practice and constructive feedback.
 4. Assess the performance of your trainee/learner and provide feedback.
 5. Review today's session

Task 9.2-2: Manage Inappropriate Behavior

- See Specification Sheet 2.2
- Use the Inappropriate Behavior – Causes and Strategies template to list the dysfunctional and disruptive behaviors you have observed in groups. Identify the possible causes and appropriate strategies that you could use to manage the behavior.

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Specification Sheet 2.2 Manage Inappropriate Behavior

Inappropriate Behavior -Cause and Strategy

Inappropriate Behavior	Possible Causes	Strategies

LEARNING OUTCOME 3 REVIEW AND EVALUATE TRAINING SESSION DELIVER

ASSESSMENT CRITERIA:

- 3.1 Appropriate evaluation tools are used to collect information about your own performance.
- 3.2 Own performance is reviewed in collaboration with relevant people against stated/ predetermined criteria.
- 3.3 Recommendations are gathered and documented based on the outcomes of the review processes
- 3.4 Results of the training session evaluation are interpreted appropriately.
- 3.5 Adjustments on training session are made based on the results of evaluation.

CONTENTS:

- evaluation process
- evaluation tools
- reasons for reviewing
- Self evaluation or reflection
- Peer evaluation
- Adjustments on training session
- Improving future learning and training

CONDITIONS:

Trainees must be provided with the following:

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

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- presentation

ASSESSMENT METHODS:

- Written test

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- Demonstration
- Observation
- Oral questioning

Information Sheet 9.3-1

Review and Evaluate Training Session Delivery

Evaluation

Evaluation is the systematic collection and assessment of information related to the outcomes, operations or processes of a policy structure, organization or relationship. It is necessary to ensure the accountability, effectiveness and sustainability of a project, making it a necessary part of project management for any successful organization. After you determine your general approach and establish an evaluation framework, you will need to choose your evaluation tools.

3.1.2 Evaluation tools

Qualitative Evaluation Tools

The three main tools of qualitative inquiry are **interviews, observations and documents**. Focus groups and visual documentation also support qualitative evaluation.

Quantitative Evaluation Tools

Quantitative research renders statistical and numerical data. This data is collected through surveys, experiments or numerical analysis of other sources. Sampling, bias and counterfactuals are all important in quantitative evaluation. Qualitative data from interviews and focus groups can be analyzed quantitatively through qualitative coding, which enables them to be statically represented

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3.1.3 Advantages and Disadvantages of Different Evaluation Tools

Evaluation Tool	Advantages	Disadvantages
Questionnaire	• Questions asked are consistent across all respondent • Relatively cheap to implement • You can use them again next time • They are ideal for a large group	• They are impersonal • Questions can be skewed or inappropriate • Don't cater for poor literacy • Responses can lack clarity • Low response rate • Can be time consuming • Hard to follow-up
Interview	• Personal contact with respondent • You can follow-up answers that are unclear You get valuable qualitative data • Cheap to set up	• Very time consuming • Interviewees may not be open and honest • Interviewers may bias results (by hearing only what they want to hear)
Observation	• You can obtain valuable info quickly • The process is independent of the teacher/trainer • Observer can pick-up emotions, dynamics, etc	• Can be intrusive • Having a stranger in the room can distract learners • Observers can be biased
Reflection	• Provide your viewpoint • Private • Cheap and easy to implement • Good for self development	• Only one point of view • Can be overly negative
Group discussion	• Responses are usually open and honest • Lots of data gathered quickly • Allows respondents to feel valued • Can prompt deeper levels of discussion	• Can be difficult to manage • People with a dominant personality can take over proceedings • Can turn into a complaint session

3.1.4 Self-evaluation or reflection

Self-evaluation is one of the most productive exercises that you can use to improve your teaching/training performance. It is also one of the easiest to implement. You need to reflect on your teaching on a regular basis. You will be looking for tangible elements (such as learner performance and feedback) and intangible elements (like your 'gut reaction' to the session - did you feel good about it).



3.1.5 Sample self-evaluation:

A sample of self-evaluation is given below. You may devise one that suits your needs more accurately.

During the session did I	Yes	No	Comments
Encourage the learners to speak and contribute?			
Assist the learner articulate to express their ideas.			
Consider all contributions to be worthwhile?			
Remain aware of non-verbal communication?			
Praise effort.			
Provide opportunities for practice?			

3.2.1 A definition of reviewing

Reviewing is any process that helps you to make use of personal experience for your learning and development. These reviewing processes can include:

- reflecting on experience
- analyzing experience
- making sense of experience
- communicating experience
- reframing experience
- learning from experience

All training should be dynamic in that it is continually evolving to meet the changing needs of the learners. Part of the drive for continuous improvement will come from looking ahead and calculating what requirements are likely to be in the future.

It is important that after you deliver a training session that you review your delivery and look how the trainees developed their skills and knowledge and your training skills.

3.2.2 Why review?

10 reasons for reviewing

1. Adding value to the experience

the value gained from experiences depends very much on how experiences are reviewed. Reviewing is an opportunity to add value and meaning to experiences however 'small' or 'large', 'negative' or 'positive' they may be.

2. Getting unstuck

without reviewing, groups and individuals can get stuck at a particular stage of development. Reviewing provides a range of strategies for moving beyond this stage and for getting the cycles of learning and development turning again.

3. Achieving objectives

reviewing can help to clarify, achieve, measure and celebrate objectives.

4. Opening new perspectives

People may be in the habit of reviewing experiences from their 'normal' perspective. By also 'seeing' an experience from the perspectives of others and by 're-viewing' an experience through a variety of 'windows' (reviewing techniques), people can escape from tunnel (or normal) vision and learn from the bigger picture.

5. Developing observation and awareness

the more involving an experience, the harder it is to observe what is happening. Reviewing can encourage observation, perception and general awareness both during and after experiences.

6. Caring

By reviewing activities we show that we care about what people experience, that we value what they have to say, and that we are interested in the progress of each individual's learning and development. When people feel cared for, valued, and respected as individuals they will be better learners!

7. Encouraging self-expression

it is not always easy to talk about experiences. An imaginative and sensitive approach to reviewing can help people to find the medium, situation, symbol or question through which they can most readily express themselves. This is where the expressive and creative arts can be particularly helpful.

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8. Using success

focusing on success may be a strange experience if it is usually problems that are the focus of attention in reviews. Reviewing can help people to enjoy success, to understand how it happened and to get accustomed to the idea that they can be successful.

9. Providing support

Reviewing can be a valuable safety net. The reassurance that support will be available in the event of failure encourages people to take risks (of the kind that will be supported). Whether people experience failure or success, the causes can be analyzed so that they learn how to avoid failure (or win from failure) and how to achieve success.

10. Empowering people

reviewing enhances people's ability to learn from individual or group experiences. Improved learning ability, together with increased confidence, allows people to become more independent and more capable of self-development.

3.3 Gather and document feedback/recommendations

In order to review your training you will need to gather feedback. It is useful to gather this feedback at the end of the session, so that you can think about whether you need to make changes to your next session.

Feedbacks can be obtained from participants, other people like other trainers or supervisors.

You need sometimes to report feedback in order for management to make decisions. The following table list is commonly used methods- their advantages and disadvantages.

3.3.1 Document Review

This is done to gather information relating to training of learners to acquire the desired level of competency; to identify the success rates in national and institutional assessment, and to summarize the written comments of training participants.

3.4 Analyze the results of the training session evaluation

Simply conducting evaluation is not enough. Following the evaluation you must analyze the results and determine what you will change next time you deliver the session. In that way evaluation becomes effective in bringing about improvements to both teaching and learning.

3.4.1 Learn and develop from session evaluation

Evaluation of teaching and learning

- Frequent assessment and feedback, effective teachers regularly assess what they do in the classroom and whether their students are really learning.
- Effective teachers try to anticipate the topics and concepts that will be difficult for their students

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- Develop teaching strategies that will present these topics in ways their students will understand best.

Determining what students know

Learning science is a cumulative process; each new piece of information is added to what students already know (or believe) about the topic at hand.

If students have a solid foundation, the new pieces fit together more easily. However, if the students' preparation is spotty or incomplete, they may find it harder to grasp the new material.

Are students learning what you are teaching?

- Ask questions during class.
- Give the students time to respond.
- Try to get a sense of whether students are keeping up by asking questions for which answers require students to apply a given concept or skill to a new context.
- Ask students for their questions. Rather than ask, "Do you have any questions?" ask instead "What questions do you have?"

Assessing your course

It is common practice to wait until the end of the term to ask students how successful the course has been. An alternative approach is to request informal constructive criticism throughout the term, when classroom presentations organization, pacing, and workload can be adjusted. Instructors can gather information about the effectiveness of their teaching strategies, the usefulness of instructional materials, and other features of the course that can be changed during the course/ semester.

How well are you teaching?

The TVET sector is constantly changing; the learning outcomes change from year to year. There is always room for improvement and interpreting the evaluations made by your learners, your peers and even yourself is the only way that you can truly learn and grow as a professional teacher/trainer.

To use the evaluation as a tool for your future development, you must first have confidence in the instrument of evaluation and value evaluation. That is, you must believe that the evaluation is a true reflection on your strengths and weaknesses.

3.5 Adjusting/Improving future learning and training

Earlier you read that evaluation is generally concerned with both the content and the process.

- The evaluation of content - what information was delivered relates to the relevance of the session outcomes and session goals.

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- The evaluation of process - how information was delivered corresponds with an evaluation of your performance.

Powerful methods for evaluating your teaching include formal end-of-term student evaluations, peer review, and videotaping.

Watching Yourself on Videotape

- What are the specific things I did well?
- What are the specific things I could have done better?
- What kept the students engaged?
- When did students get lost or lose interest?
- If I could do this session over again, what three things would I change?
- How would I go about making those changes?

Evaluating your own teaching

Videotaping is one way to view and listen to the class as your students do; you can also observe your trainees' reactions and responses to your training. You can also check the accuracy of your perceptions of how well you teach and identify those techniques that work and those that need improvement.

Peer evaluation of your teaching

Peer review of one's research results is standard practice in all fields of science, but only recently has this become a mechanism for advancing one's teaching knowledge and skills.

Peer feedback

Peer feedback is a reliable and valid approach for encouraging trainees' collaborative learning and increasing their engagement with their learning. To maximize the potential of this training, trainee could be trained in class by their trainer and outside the classroom through mobile technology tools or apps.

Why is peer feedback important for trainer?

Trainee benefit from peer feedback in that they are able to teach other about the tasks and provide feedback that they would consider relevant. Peer feedback also gives trainees an opportunity to have their voices heard, and to listen to each other.

Why is feedback important in the training session?

Giving trainees feedback in the training session during the learning process has been proven to increase learning and improve trainee's outcomes. When given correctly, feedback guides the trainees in their learning process and gives them the direction they need to reach the target or goal of the lesson.

Students' evaluation of your teaching

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The most common way to evaluate a course and a faculty member's teaching is to use a student rating form at the end of the term. These forms often are used by faculty committees and administrators to make personnel decisions about merit increases, promotion, and tenure for faculty.

Don't be offended by negative comments

While it might seem nice to get a lot of favorable comments, the comments that really help your teaching/training performance are the ones that point out areas for improvement. Some of these may be couched in an offensive or overly negative way. Your job in interpreting the information is to see the opportunities that these comments provide.

For example, if an evaluation that you read says the trainer had a lousy questioning style', then don't get defensive, get better. Work on ways to improve your questioning style.

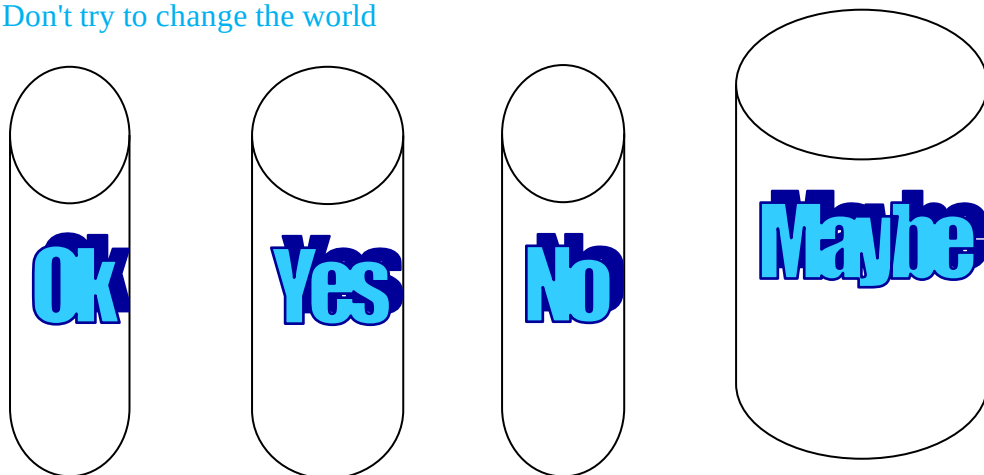
Look for the good as well as the bad

If you are used to receiving favorable evaluations, then you may be devastated to see a few negative comments. At times like this, it is important that you remember to read all of the comments, including the ones that say what a great job you're doing.

Look for common themes

You are likely to get a range of information back from an evaluation process. Sometimes the amount can seem a bit much and you may not know where to start. Start by identifying areas on agreement among the evaluative comments. Work on these. If several people comment on the same things, then it is likely to be something that you need to work on straight away.

Don't try to change the world



It's great to be enthusiastic and to respond to comments provided to you. But, make sure that some of the improvements that you plan to make don't mean that you stop doing some of the things that you are doing really well now.

Identify a few areas of change and a few new techniques that you will try each time you embark on a learning program. Change will be much more effective if it is introduced slowly and monitored carefully

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Action Plans

One strategy that needs to be more widely used in a TVET institution is the development and monitoring of action plans. The emphasis is on action learning, which is a technique for solving work-based problems by establishing an action learning group with a facilitator to help with the action learning process.



The group meets and develops an action learning plan, then meets regularly and at the end of a set period reports to nominated work contacts. It follows a Plan - Act - Reflect - Understand cycle.

Notes

Self-Check 9.3-1

Review and Evaluate Training Session Delivery

1. Why do you need to review your training delivery?

2. Mention the advantages and disadvantages of following evaluation tools

Evaluation Tool	Advantages	Disadvantages
Questionnaire		
Interview		
Observation		

3. What do you understand by self-evaluation?

Answer Key 9.3-1

Review and Evaluate Training Session Delivery

Answer of question no 1

To:

- Improve: existing processes and systems, procedures, the way we do things.
- Check standards are up to date.
- Determine whether new systems need to be adopted.
- Ensure quality and confidence in current procedures.
- Check procedures and approaches are still relevant.
- Check procedures and approaches are being followed.
- Obtain outside ideas on the system.
- Benchmark the system against other

Answer of question no 2

Evaluation Tool	Advantages	Disadvantages
Questionnaire	• Questions asked are consistent across all respondent • Relatively cheap to implement • You can use them again next time • They are ideal for a large group	• They are impersonal • Questions can be skewed or inappropriate • Don't cater for poor literacy • Responses can lack clarity • Can be time consuming • Hard to follow-up responses
Interview	• Personal contact with respondent • You can follow-up answers that are unclear • You get valuable qualitative data	• Very time consuming • Interviewees may not be open and honest • Interviewers may bias results (by hearing only what they want to hear)
Observation	• The process is independent of the teacher/trainer • Observer can pick-up emotions, dynamics, etc	• Having a stranger in the room can distract learners • Observers can be biased

Answer of question no 3

Self-evaluation is one of the most productive exercises that you can use to improve your teaching/training performance. It is also one of the easiest to implement. You need to reflect on your teaching on a regular basis. You will be looking for tangible elements (such as learner performance and feedback) and intangible elements (like your 'gut reaction' to the session - did you feel good about it).

Job 9.3-1 Reviews and Evaluate Training Session Delivery

- Use appropriate evaluation tools to collect information about your own performance (Reference Information sheet 5)
- Review and assess your own performance
- Gather and document recommendations
- Apply recommendations in future learning

Task 9.3-1 Evaluate you own performance

- Read the specification sheet 3.1
- Complete the table. Write your comments about your session in the comments box.
- Write about the best part of your training
- Write the actions you will take in the next training
- Write that you want to learn to improve your delivery

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Specification Sheet 9.3-1 Evaluate you own performance

Materials/Tools required

- Self-evaluation template
- Pen

Personal evaluation template

Trainer's Name:.....

Date:

The purpose of this form is to guide you to self-evaluate your training session.

Responses	Comments
1. How did you make your session introduction informative?	
2. How did you make your session plan clear and useful?	
3. How could you improve your session planning in the future?	
4. What improvements do you need to make to your activities to make them more effective?	
5. How did you cater for a variety of learning styles?	
6. How did you make your instructional and demonstrational skills effective?	
7. What did you do to motivate your learners?	
8. What was the best feature of your presentation?	
9. How did you ensure your support materials were appropriate?	
10. How did you structure the practice opportunity?	
11. What did you do to ensure the environment was safe and supportive for your learners?	
12. Explain why you think that the feedback you gave to your learners was effective	
13. How did you know that your learners achieved the stated learning outcomes?	
14. How did you know your learner was ready for assessment?	
15. How did you conclude your session?	

The best part of my training was...

Next time, I will...

I'd like to learn more about...

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Peer Feedback on Training and Assessment Activity

Name of trainee assessor: Name of peer assessor: SHADANANDA ROY		Comments/feedback
Session plan	Learning outcome statements ☐ were written using active verb ☐ Can be measured ☐ Were realistic for the time allocated Performance criteria ☐ Performance measured against given standard ☐ Structure ☐ Learner activities/practise planned ☐ Training aids listed ☐ OSH issues covered where relevant	
Training Delivery	☐ OSH issues discussed with trainees as appropriate and managed ☐ Appropriate learning methods were used ☐ Learning aids assisted learning ☐ Practise activities were effectively conducted ☐ Review of key topics done ☐ Appropriate time management demonstrated during the session ☐ Theory and practise were integrated	
Assessment Plan	☐ All PCs assessed ☐ Choice of assessment tools valid ☐ Adequate assessment is planned	
Feedback to trainee	☐ Helpful feedback on performance was provided to trainee	
Evidence guide	☐ The assessment methods chosen by the trainee teacher were suitable for collecting the evidence required to confirm competence ☐ 2 appropriate evidence guides (assessment tools/instruments) are provided ☐ Questions appropriate to PC were asked ☐ Observation checklist matched PC	

Review of Competency

Below is your self-assessment rating for module “Deliver Competency Based Training”

Assessment performance Criteria	Yes	No
1.1 Suitable training facilities and aids are collected considering the learner’s requirements.	☐	☐
1.2 Training facilities and aids are used and ensured to cover all the senses and learning styles of the trainers.	☐	☐
1.3 Learning principles and reasonable adjustments are maintained.	☐	☐
2.1 CBT&A system is explained to the trainees.	☐	☐
2.2 Appropriate training methods are used based on the level and characteristics of the learners.	☐	☐
2.3 Training session is conducted according to session plan.	☐	☐
2.4 Trainees are assisted to achieve session outcomes providing enough time to participate in learning activities.	☐	☐
2.5 Inappropriate behavior of the trainee’s learners is managed to ensure effective training learning.	☐	☐
2.6 Tasks and learning activities are monitored based on training plan.	☐	☐
2.7 Feedback is provided to improve learner’s competence.	☐	☐
2.8 Trainee’s records are maintained and stored according to institutional policy.	☐	☐
3.3 Appropriate evaluation tools are used to collect information about your own performance.	☐	☐
3.4 Own performance is reviewed in collaboration with relevant people against stated/ predetermined criteria.	☐	☐
3.5 Recommendations are gathered and documented based on the outcomes of the review processes	☐	☐
3.6 Results of the training session evaluation are interpreted appropriately.	☐	☐
3.7 Adjustments on training session are made based on the results of evaluation.	☐	☐

I now feel ready to undertake my formal competency assessment. Signed:

Name of Trainee:.....

Signature:.....

Date:

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