



## COMPETENCY STANDARD

### Competency Based Training & Assessment (CBT&A) Methodology Level-4

Code: TAMCS01L4V1

এনএসডিএ এর কার্যনির্বাহী কমিটির  
২২/০২/২০ তারিখে অনুষ্ঠিত ৫৯ সভায় অনুমোদিত

**National Skills Development Authority**  
**Prime Minister's Office, Bangladesh**

**Engr. B. M. Shariful Islam**  
Deputy Director (Skills Standard)  
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## Introduction

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The National Skills Development Authority (NSDA) aims to enhance an individual's employability by certifying competiveness with skills. NSDA works to expand the skilling capacity of identified public and private training providers qualitatively and quantitatively. It also aims to establish and operationalize a responsive skill ecosystem and delivery mechanism through a combination of well-defined set of mechanisms and necessary technical supports.

Key priority economic growth sectors identified by the government have been targeted by NSDA to improve current job skills along with existing workforce to ensure required skills to industry standards. Training providers are encouraged and supported to work with industry to address identified skills and knowledge to enable industry growth and increased employment through the provision of market responsive inclusive skills training program. "**Competency based Training and Assessment (CBT&A) Methodology**" is selected as one of the priority methodology required for the trainers to conduct skills training at the registered Skills Training Provider (STP) with NSDA. This standard is developed to adopt a demand driven approach to training with effective inputs from CBT experts and certified professionals in Bangladesh.

Generally, a competency standard informs curriculum, learning materials, assessment and certification of students enrolled for skills training at STPs. Participants, who successfully pass the assessment will receive a qualification in the National Technical and Vocational Qualification Framework (NTVQF) and will be listed on the NSDA's **trainer** pool.

This competency standard is developed to improve skills and knowledge in accordance with the job roles, duties and tasks of the **trainers** and ensure that the required skills and knowledge are aligned to industry requirements. A series of stakeholder consultations, workshops were held to develop this document.

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



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## Overview

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

The purpose of a competency standards is to:

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

This competency standard is developed by a working group comprised of representative from NSDA, Key Institutions, CBT experts and certified professionals.

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

With competency standards, training and assessment may be conducted at the workplace or at training institute or assessment center or any combination of these.

Competency standards consist of a number of units of competency. A unit of competency describes a distinct work activity that would normally be undertaken by one person in accordance with industry standards.

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

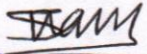
- unit title
- nominal duration
- unit code
- unit descriptor
- elements and performance criteria
- variables and range statement
- curricular content guide
- assessment evidence guide

Together, all the parts of a unit of competency:

- describe a work activity
- guide the assessor to determine whether the candidate is competent or not yet competent

The ensuing sections of this document comprise of a description of the relevant occupation, trade or job with all the key components of a unit of competency, including:

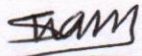
- a chart with an overview of all Units of Competency for the relevant occupation, trade or job including the Unit Codes and the Unit of Competency titles and corresponding Elements.
- the Competency Standard that includes the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide and Assessment Evidence Guide.

  
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## List of Abbreviations

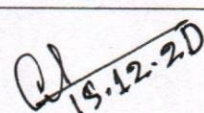
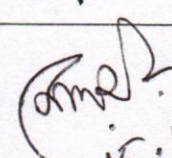

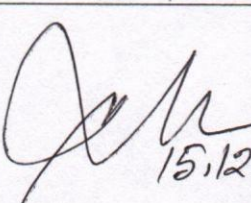
- CS – Competency Standard  
CBT&A – Competency based Training and Assessment  
CAD – Course Accreditation documents  
ILO – International Labor Organization  
ISC – Industry Skills Council  
ICT – Information and Communication Technology  
NTVQF – National Technical and Vocational Qualifications Framework  
NSDA - National Skills Development Authority  
NEP – National Education Policy  
OSH – Occupational Safety and Health  
OSH – Occupational Safety and Health  
QAMs – Quality Assurance Manuals  
RPL – Recognition of Prior Learning  
RTO – Registered Training Organization  
STP – Skills Training Provider  
SOPs – Standard Operating Procedures  
SCVC – Standards and Curriculum Validation Committee  
TVET – Technical Vocational Education and Training  
UoC – Unit of Competency  
PPE – Personal Protective Equipment  
ICT – Information and Communication Technology  
SOPs – Standard Operating Procedures

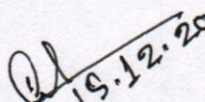
  
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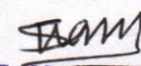
## Approval of Competency Standard

Members of the Approval Committee:

Member	Signature
<b>Dulal Krishna Saha</b> Executive Chairman (Secretary) National Skills Development Authority (NSDA)	 15.12.20
<b>Mohammad Rezaul Karim</b> Member (Skills Standard & Certification) Additional Secretary National Skills Development Authority (NSDA)	 15.12.20
<b>Md. Nurul Amin</b> Member (Admin & Finance) Joint Secretary National Skills Development Authority (NSDA)	 15.12.20
<b>Alif Rudaba</b> Member (Planning & Research) and Member (Coordination & Evaluation) Joint Secretary National Skills Development Authority (NSDA)	 15.12.2020

  
15.12.20

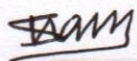
**Dulal Krishna Saha**  
Executive Chairman (Secretary)  
National Skills Development Authority (NSDA)  
Date:

  
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## Course Structure for Competency Based Training and Assessment Methodology

Sl. No	Unit Code	Units of Competency (UoC)	Unit Type	Nominal Hours
1	SUTAM001L4V1	Work effectively within TVET sector	Sector Specific	32
2	SUTAM002L4V1	Apply Occupational Safety and Health (OSH) in CBT&A environment	Sector Specific	16
3	SUTAM003L4V1	Apply ICT to facilitate training and assessment	Sector Specific	24
4	SUTAM004L4V1	Practice inclusivity in CBT&A environment	Sector Specific	32
5	SUTAM005L4V1	Maintain training equipment and facilities	Sector Specific	20
6	SUTAM006L4V1	Maintain and enhance professional & technical competencies	Sector Specific	28
7	OUTAM001L4V1	Design and modify competency based learning materials	Occupation Specific	44
8	OUTAM002L4V1	Organize competency based training sessions	Occupation Specific	48
9	OUTAM003L4V1	Deliver competency based training	Occupation Specific	52
10	OUTAM004L4V1	Design and develop competency based assessment	Occupation Specific	36
11	OUTAM005L4V1	Organize and conduct competency based assessment	Occupation Specific	28
			<b>Total</b>	<b>360</b>

  
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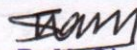


## Competency based Training and Assessment Methodology

<b>Unit Title</b>	<b>Work effectively within TVET sector</b>
<b>Unit Code</b>	<b>SUTAM001L4V1</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required to work effectively within TVET sector. It specifically includes interpreting TVET scenario specially skills sector of Bangladesh and relevant policy documents, interpreting quality assurance system, working within training organizations, and assisting trainer to develop competency as per needs and interests.
<b>Nominal Hours</b>	<b>32 hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and underlined</u></b> terms are elaborated in the range of variables
1. Interpret TVET scenario of Bangladesh and relevant policy documents	1.1 <b><u>TVET terminologies</u></b> are listed and defined. 1.2 <b><u>Relevant policies</u></b> are accessed and interpreted. 1.3 TVET system is interpreted. 1.4 Courses and curriculum documents of CBT&A are identified and accessed. 1.5 Career opportunities of skilled human resources.
2. Interpret quality assurance system	2.1. <b><u>Quality issues of TVET</u></b> are identified and illustrated. 2.2. Quality Assurance Manuals (QAMs) are identified and accessed. 2.3. Course Accreditation documents (CAD) are identified and accessed. 2.4. NTVQF Implementation manual is identified and accessed.
3. Work within training organizations	3.1 TVET <b><u>providers and development organizations</u></b> are listed. 3.2 <b><u>Work</u></b> is undertaken according to competency standards 3.3 Employee / staff relations systems are followed 3.4 Work is planned and undertaken in collaborative way with colleagues. 3.5 Ethical and legal responsibilities are maintained according to the organizational policies and procedures 3.6 Feedback from clients and colleagues are obtained, evaluated and acted
4. Assist trainees to develop competency as per needs and interests	4.1 Information are provided to the trainees about their competencies relate to job profiles, educational and training pathway. 4.2 Training requirements and employment opportunities are explained. 4.3 Trainees confidentiality is maintained according to organizational policies and procedures.

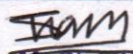


<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (May include but not limited to:)</b>
1. TVET terminologies	1.1 Technical Vocational Education & Training (TVET) 1.2 National Technical Vocational Qualification Framework (NTVQF) 1.3 Vocational Education & Training (VET) 1.4 Skill 1.5 Knowledge 1.6 Attitude 1.7 Task element 1.8 Task 1.9 Job 1.10 Competency 1.11 Recognition of Prior Learning (RPL) 1.12 Glossary of terms in CBT system 1.13 Competency based Training (CBT) 1.14 Performance based Education 1.15 Generic, Sector Specific and Occupation Specific Competency 1.16 Skills Training Provider (STP) 1.17 Registered Training Organization (RTO)
2. TVET policies	2.1 TVET chapter of National Education Policy (NEP) 2.2 National Skills Development Policy (NSDP) 2.3 Equity Policy 2.4 Apprenticeship act 2.5 Modified TVET legislations (Act of BTEB, NSDA) 2.6 National Technical and Vocational Qualifications Framework (NTVQF) & Level descriptor 2.7 RPL system
3. Quality issues of TVET	3.1 Appropriate skills standard with associated materials 3.2 Adequate Training facilities 3.3 Certified trainers and assessors 3.4 Registered Skills training providers (STP) 3.5 Training delivery 3.6 Training assessment and certification
4. TVET providers and development organizations	4.1 National Skills Development Authority (NSDA) 4.2 Bangladesh Technical Education Board (BTEB) 4.3 Relevant ministries and departments within the government including: 4.3.1 Ministry of Education (MOE) 4.3.2 Ministry of Expatriates' Welfare and Overseas Employment (MOEWOE) 4.3.3 Ministry of labor and Employment (MOLE) 4.3.4 Directorate of Technical Education (DTE) 4.3.5 Bureau of Manpower Employment and Training (BMET) 4.4 Relevant Departments and/or Units 4.4.1 Technical Teacher Training College (TTTC) 4.4.2 Vocational Teacher Training Institute (VTTI)

  
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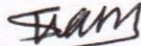


	<ul style="list-style-type: none"> <li>4.4.3 Dhaka Technical Teachers Training Institute (DTTTI)</li> <li>4.4.4 Technical School and College (TSC)</li> <li>4.4.5 Technical Training Centre (TTC)</li> <li>4.4.6 Polytechnic Institute</li> <li>4.4.7 Textile Vocational Institutes</li> <li>4.4.8 Other Government VET providers</li> </ul>
5. Clients	<ul style="list-style-type: none"> <li>4.5 NGOs &amp; Private training institutes</li> <li>4.1. Industry</li> <li>4.2. Institute</li> <li>4.3. Employers</li> <li>4.4. Guardians</li> <li>4.5. Trainees</li> </ul>
<p><b>Evidence Guide</b></p> <p>The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.</p> <p>To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:</p>	
1. Critical Aspects	<p><b>The assessment required evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1 interpreted main features of National Skills Development Policy</li> <li>1.2 interpreted National Quality Assurance system</li> <li>1.3 explained training requirements and employment opportunities</li> <li>1.4 Interpreted roles and responsibilities of NSDA</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1. Major features National Skills Development Policy <ul style="list-style-type: none"> <li>2.1.1. National Technical and Vocational Qualifications Framework (NTVQF)</li> <li>2.1.2. CBT&amp;A</li> <li>2.1.3. RPL</li> <li>2.1.4. Demand driven, Flexible and responsive TVET system</li> <li>2.1.5. Effective and flexible institution management system</li> <li>2.1.6. Enhance social status of TVET</li> <li>2.1.7. Competent and certified instructor</li> <li>2.1.8. Strengthening linkage between industry and institutions</li> </ul> </li> <li>2.2. Interpreted roles and responsibilities of NSDA</li> </ul>
3. Underpinning Skills	<ul style="list-style-type: none"> <li>3.1 Language and literacy skills to read and interpret TVET related documents</li> <li>3.2 Presenting interpersonal skills to communicate with clients and stakeholders</li> <li>3.3 Teamwork skills to cultivate collaborative and participative work relationships</li> <li>3.4 ICT skills to access Information</li> <li>3.5 Presenting skills</li> </ul>
4. Required Attitude	<ul style="list-style-type: none"> <li>4.1 Eagerness to access information and learning process</li> <li>4.2 Eagerness to transfer knowledge and skills</li> <li>4.3 Respect for rights of peers and seniors in workplace</li> </ul>

  
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	<p>4.4 Sincere and honest to duties and responsibilities</p> <p>4.5 Communicate with peers, sub-ordinates and seniors in workplace</p>
5. Resource Implication	<p>The following resources must be provided:</p> <p>5.1 Learning Materials</p> <p>5.2 Internet facilities and training environment</p> <p>5.3 Consumable materials</p> <p>5.4 Teaching aids</p>
6. Methods of Assessment	<p>Competencies could be assessed by:</p> <p>6.1 Written test</p> <p>6.2 Demonstration</p> <p>6.3 Oral questioning</p>
7. Context of Assessment	<p>7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting</p> <p>7.2 Assessment shall be observed while tasks are being under taken whether individually or in a group</p> <p>7.3 Trainee must be assessed by NSDA certified assessor or NSDA approved person.</p>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the national quality assurance body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification.</p> <p>Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

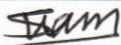
  
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<b>Unit Title</b>	<b>Apply Occupational Safety and Health (OSH) in CBT&amp;A environment</b>
<b>Unit Code</b>	SUTAM002L4V1
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required to apply OSH practices in CBT&A environment. It specifically includes identifying OSH standard, controlling and reporting OSH issues, conducting work safely, following emergency response procedures, and maintaining and improving health and safety in the work place.
<b>Nominal Hours</b>	<b>16 hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and underlined</u></b> terms are elaborated in the range of variables
1. Identify OSH standard	1.1 The purpose and approaches of OHS in work environment is defined. 1.2 <b><u>OSH standard</u></b> in the workplace is identified.
2. Control and report OSH issues	2.1 <b><u>Appropriate Personnel</u></b> responsible for OSH in the workplace is identified 2.2 <b><u>Workplace</u></b> is routinely checked for OSH hazards prior to commencing and during training. 2.3 Issues or problems are solved/ reported to the appropriate person. 2.4 <b><u>Hazards</u></b> and unacceptable performance are identified and corrective actions are taken within the level of responsibility. 2.5 Hazards and incidents are reported to appropriate personnel according to procedures.
3. Conduct work safely	3.1 <b><u>OSH practices</u></b> are applied in the training environment. 3.2 Appropriate <b><u>personal protective equipment (PPE)</u></b> are selected and worn. 3.3 <b><u>Safety Signs and symbols</u></b> are identified and followed.
4. Follow emergency response procedures	4.1 Emergency situations are identified. 4.2 Emergency procedures are followed as appropriate to the nature of the emergency and according to workplace procedures. 4.3 Emergency situations are reported to concern person.



	4.4 Workplace procedures are followed for dealing with accidents, fires and emergencies within the scope of responsibilities.
5. Maintain and improve health and safety in the work place	<p>5.1 <b>Risks</b> are identified and appropriate control measures are implemented in the work area.</p> <p>5.2 Recommendations arising from risk assessments are implemented within level of responsibility.</p> <p>5.3 Opportunities for improving OSH performance are identified and raised with relevant personnel.</p> <p>5.4 <b>Green Practices</b> area are followed.</p> <p>5.5 Safety records are <b>documented</b> according to company policies.</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (May include but not limited to:)
1. OSH standard	<p>1.1 Posture and movement</p> <p>1.2 Lighting</p> <p>1.3 Appropriate desk</p> <p>1.4 Ventilation</p> <p>1.5 Correct lifting method</p> <p>1.6 Training/ working space</p>
2. <b>Appropriate personnel</b>	<p>2.1 Occupational health and safety officer</p> <p>2.2 First aid officer</p> <p>2.3 Manager/ Supervisor</p> <p>2.4 Head of the Institute</p>
3. <b>Workplace</b>	<p>3.1 <b>Training institute</b></p> <p>3.2 <b>Industry</b></p> <p>3.3 <b>Assessment center</b></p>
4. Hazards	<p>4.1 Physical hazard</p> <p>4.2 Chemical hazard</p> <p>4.3 Electrical hazard</p> <p>4.4 Agronomical hazard</p> <p>4.5 Psychological hazard</p> <p>4.6 Biological hazard</p>
5. OSH practices	<p>5.1 Job-related Standard Operating Procedures (SOPs)</p> <p>5.2 Consultation and participation in emergency response</p> <p>5.3 Response to specific hazards, incident investigation, risk assessment &amp; reporting</p>
6. Safety signs and symbols	<p>6.1 Caution</p> <p>6.2 Danger</p> <p>6.3 Emergency</p> <p>6.4 Fire</p>

  
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	6.5 General safety instruction 6.6 Prohibition
7. Risk	7.1 Low 7.2 Medium 7.3 High
8. Green practice	8.1 Establish green and clean campus 8.2 Use solar energy 8.3 Reduce the use of consumable materials 8.4 Use organic materials 8.5 Recycling materials 8.6 Manage waste materials
9. <b>Document</b>	9.1 Report 9.2 Log 9.3 Schedule
<p><b>Evidence Guide</b></p> <p>The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.</p> <p>To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:</p>	
1. Critical Aspects	<p><b>The assessment required evidence that the candidate:</b></p> <p>1.1 checked workplace hazards and risks 1.2 reported OSH hazards and incidents. 1.3 identified and followed Safety Signs and symbols 1.4 identified Emergency situations 1.5 implemented control measures in the work area. 1.6 documented safety record.</p>
2. Underpinning knowledge	<p>2.1 Explain workplace Standard Operating Procedures (SOPs) 2.2 Define workplace hazard 2.3 Classify Hazards 2.4 Describe control procedure of Hazards 2.5 Illustrate use of PPEs 2.6 Illustrate safety signs and symbols 2.7 Describe standard 2.8 Green skills 2.9 Identify emergency situations 2.10 Workplace procedures for dealing with accidents, fires and emergencies 2.11 Types of risk</p>
3. Underpinning Skills	<p>3.1 Using appropriate PPE. 3.2 Responding to take safety precautions for different hazardous situations.</p>

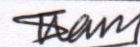


	<p>3.3 Operating and using tools, equipment, machineries and accessories properly as per sop</p> <p>3.4 Communicating and reporting with peers and supervisors.</p>
4. Required Attitude	<p>4.1 Commitment to occupational safety and health</p> <p>4.2 Eagerness to access information and learning process</p> <p>4.3 Eagerness to transfer knowledge and skills</p> <p>4.4 Respect for rights of peers and seniors in workplace</p> <p>4.5 Sincere and honest to duties and responsibilities</p> <p>4.6 Communicate with peers, sub-ordinates and seniors in workplace</p>
5. Resource Implication	<p>The following resources must be provided:</p> <p>5.1 Computer hardware, facilities and relevant accessories of the computer</p> <p>5.2 Consumables materials to perform activities</p> <p>5.3 Required teaching aids</p> <p>5.4 Learning Materials</p>
6. Methods of assessment	<p>Competencies could be assessed by:</p> <p>6.1 Written test</p> <p>6.2 Demonstration</p> <p>6.3 Oral questioning</p>
7. Context of Assessment	<p>7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting</p> <p>7.2 Assessment shall be observed while tasks are being under taken whether individually or in a group</p> <p>7.3 Trainee must be assessed by NSDA certified assessor or NSDA approved person.</p>

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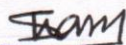
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<b>Unit Title</b>	<b>Apply ICT to facilitate training and assessment</b>
<b>Unit Code</b>	<b>SUTAM003L4V1</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required to apply ICT to facilitate training and assessment. It specifically includes setting up work environment, using word processing Software, presentation application, spreadsheet application, and internet to access Information.
<b>Nominal Hours</b>	<b>24 hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and underlined</u></b> terms are elaborated in the range of variables
1. Setup work environment	<p>1.1 Personal Computer and <b><u>other required devices</u></b> are checked and <b><u>ergonomic requirements</u></b> are ensured.</p> <p>1.2 <b><u>Required software</u></b> are identified and accessed.</p> <p>1.3 Printing facility and Internet connectivity are ensured.</p> <p>1.4 Custom directory/folder is created and renamed according to job requirements.</p>
2. Use word processing Software	<p>2.1 <b><u>Required Word document</u></b> is created using word processing software.</p> <p>2.2 <b><u>Contents</u></b> are inserted into the document according to requirements.</p> <p>2.3 <b><u>Layout and formatting techniques</u></b> are applied according to specification.</p> <p>2.4 <b><u>Page setup</u></b> is used and print preview option is utilized.</p> <p>2.5 Document is saved in specific directory as per instruction.</p> <p>2.6 Document is printed as per requirement.</p>
3. Use presentation application	<p>3.1 Presentation slides are created using presentation software</p> <p>3.2 Design theme is applied to the presentation</p> <p>3.3 New slides are inserted and contents added as per job requirement.</p> <p>3.4 Contents are modified and formatted.</p> <p>3.5 Animation and slide transitions are applied to enhance the presentation.</p> <p>3.6 Presentation is saved in specific directory as per instruction.</p> <p>3.7 Presentation handouts are printed as per requirement.</p>
4. Use spreadsheet software	<p>4.1 Spreadsheet is created using Spreadsheet software.</p> <p>4.2 Worksheet layout is set and formatting is applied according to job requirements.</p> <p>4.3 Data is inserted as per instruction</p> <p>4.4 <b><u>Function, formula</u></b> and <b><u>conditional formatting</u></b> are used to process data.</p> <p>4.5 Chart is created to enhance data presentation.</p>

  
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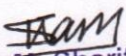
	3.8 Workbook is saved in specific directory as per instruction. 4.6 <b>Print setup</b> is used and worksheet is printed according to requirement.
5. Use internet to access information	5.1 Internet access is ensured. 5.2 Required websites are visited to access specific resources. 5.3 Documents are scanned as required 5.4 E-mail facility is used to send and receive mail. 5.5 Accounts are signed out. 5.6 Applications are closed as per workplace procedure.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (May include but not limited to:)</b>
1. Other required devices	1.1 Printer 1.2 Scanner 1.3 Multimedia projector 1.4 Disk drive 1.5 External storage 1.6 Digital camera 1.7 Smart Phone
2. Ergonomic requirements	2.1 Chair height, seat and back adjustment 2.2 Keyboard and mouse position 2.3 Lighting 2.4 Posture 2.5 Screen position 2.6 Workstation height and layout
3. Required software	3.1 Operating System 3.2 Anti-virus Software 3.3 Office application 3.4 Browser 3.5 Pdf reader
4. Required Word documents	4.1 Resume /Curriculum vitae. 4.2 Envelopes 4.3 Letters 4.4 Memos 4.5 Minutes 4.6 Short reports
5. Contents	5.1 Cover page 5.2 Text 5.3 Table 5.4 Picture 5.5 Clip art 5.6 Shapes 5.7 Chart 5.8 Header-Footer 5.9 WordArt 5.10 Symbols
6. Layout and formatting techniques	6.1. Page setup 6.2. Font 6.3. Paragraph



	6.4. Formatting styles
7. Page setup	7.1 Page orientation 7.2 Page Margin 7.3 Paper size 7.4 Page border
8. Function	8.1 SUM 8.2 AVERAGE 8.3 MAX 8.4 MIN 8.5 RANK
9. Formula	9.1 If formula 9.2 Count if formula 9.3 VLOOKUP formula
10. Conditional formatting	10.1 Highlight cell rules 10.2 Top bottom rules 10.3 Data bars 10.4 Colour scale
11. Print setup	11.1 Basic print settings 11.2 Multiple copies 11.3 Odd or even pages 11.4 Print preview 11.5 Printer selection 11.6 Specified pages 11.7 Whole document
<p><b>Evidence Guide</b></p> <p>The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.</p> <p>To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:</p>	
1. Critical Aspects	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1. created and renamed custom directory/folder 1.2. used page setup for word processing 1.3. saved document in specific directory 1.4. modified and formatted the contents for presentation 1.5. applied worksheet layout is set and formatting 1.6. used function, formula and conditional formatting in spreadsheet 1.7. used e-mail facility to share/submit resources/documents 1.8. signed out all personal accounts.</p>
2. Underpinning knowledge	2.1. Computer software. 2.2. Computer hardware 2.3. Operation of personal computer 2.4. Folders and files manipulation 2.5. Internet and e-mail address
3. Underpinning Skills	3.1 Using computer safely 3.2 Configuring desktop appearance settings

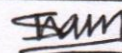


	<p>3.3 Running application software</p> <p>3.4 Saving documents.</p> <p>3.5 Creating e-mail address</p> <p>3.6 Accessing Internet and downloading required information.</p>
4. Required Attitude	<p>4.1 Committed to workplace safety</p> <p>4.2 Eagerness to access information and learning process</p> <p>4.3 Eagerness to transfer knowledge and skills</p> <p>4.4 Respect for rights of peers and seniors in workplace</p> <p>4.5 Sincere and honest to duties and responsibilities</p> <p>4.6 Communicate with peers, sub-ordinates and seniors in workplace</p>
5. Resource Implication	<p>The following resources must be provided:</p> <p>5.1 Computer hardware, facilities and relevant accessories of the computer</p> <p>5.2 Consumables materials to perform activities</p> <p>5.3 Required teaching aids</p> <p>5.4 Learning Materials</p>
6. Methods of Assessment	<p>Competencies could be assessed by:</p> <p>6.1 Written test</p> <p>6.2 Demonstration</p> <p>6.3 Oral questioning</p>
7. Context of Assessment	<p>7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting</p> <p>7.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group</p> <p>7.3 Trainee must be assessed by NSDA certified Assessor or NSDA approved person.</p>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the national quality assurance body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification.</p> <p>Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

  
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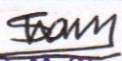
<b>Unit Title</b>	<b>Practice inclusivity in CBT&amp;A environment</b>
<b>Unit Code</b>	<b>SUTAM004L4V1</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required to practice inclusivity in CBT&A environment. It specifically includes interpreting inclusivity, developing and implementing work strategies to support inclusivity, promoting & responding to diversity and promoting culture of inclusive learning.
<b>Nominal Hours</b>	<b>32 hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and underlined</u></b> terms are elaborated in the range of variables
1. Interpret inclusivity	<p>1.1 Inclusivity is described.</p> <p>1.2 <b><u>Individual differences</u></b> and <b><u>clients with particular needs</u></b> are acknowledged and integrated with existing work practices and learning culture.</p> <p>1.3 <b><u>Principles of inclusivity</u></b> are incorporated integrated into all work practices.</p> <p>1.4 Implication of inclusivity in CBT&amp;A environment is illustrated</p>
2. Develop and implement work strategies to support inclusivity	<p>2.1 Access to inclusivity &amp; equity policies are applied in training and/or assessment organization.</p> <p>2.2 Guidelines and support materials on accessibility, equity, disability and inclusivity are identified and used.</p> <p>2.3 <b><u>Support persons</u></b> and services are identified and included in the work and learning process where appropriate and agreed to.</p> <p>2.4 <b><u>Physical environment support needs</u></b> are acknowledged and incorporated into work practices as required.</p> <p>2.5 <b><u>OSH issues</u></b> associated with inclusivity are identified and addressed in accordance with existing guidelines and procedures.</p> <p>2.6 Multiple pathways to achieve own and others future learning goals are discussed in accordance with the work and/or learning environment.</p>
3. Promote & respond to diversity	<p>3.1 The <b><u>ground rules</u></b> for participation and behavior with colleagues and clients are established in accordance with a cooperative and agreed process.</p> <p>3.2 Individuals are encouraged to express themselves and to contribute to work and learning environment in accordance with a cooperative and agreed process.</p> <p>3.3 Individuals are provided with opportunities to indicate <b><u>specific needs</u></b> to support their participation in learning and work in accordance with a cooperative and agreed process.</p> <p>3.4 <b><u>Verbal and body language</u></b> are sensitized to different cultures.</p>



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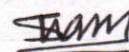


	3.5	Backgrounds and differences in physical and intellectual abilities are sensitized.
4. Promote culture of inclusive learning	4.1	Support and advice is provided to the persons with special needs, Persons with Disabilities (PWDs) /disadvantaged colleagues and clients to encourage new and ongoing participation in accordance with learning opportunities.
	4.2	Learning and competency achievement of persons with special needs, PWDs /disadvantaged are recognized and rewarded in accordance with the work and/or learning environment.
	4.3	Opportunities to develop <b>generic skills</b> of persons with special needs, PWDs /disadvantaged persons are identified in accordance with the work and/or learning environment.
	4.4	Multiple pathways to achieve own and others future learning goals are discussed in accordance with the work and/or learning environment.
	4.5	Work practices are monitored in accordance with organizational procedures.
	4.6	Strategies and policies are regularly reviewed to support inclusivity in accordance with continuous improvement of work processes.
<b>Range of Variables</b>		
<b>Variable</b>	<b>Range</b> (May include but not limited to:)	
1. Individual differences	1.1	Learning difficulties
	1.2	Literacy and numeracy needs
	1.3	Cultural background, images and perceptions
	1.4	Socio-economic background
	1.5	Age, gender, sexuality
	1.6	Religious practices
	1.7	Intellectual impairment or disability
	1.8	Medical conditions such as arthritis, epilepsy, diabetes and asthma
	1.9	Physical impairment or disability involving hearing vision, voice or mobility
	1.10	Psychological or psychiatric impairment
2. Clients with particular needs	2.1.	Women where under-represented
	2.2.	Rural and remote trainees
	2.3.	People with disabilities, either permanent or temporary
	2.4.	Youth at risk
	2.5.	Survivors of torture and trauma
3. Principles of inclusivity	3.1	Supporting equal opportunity for participation
	3.2	Fostering and advocating independence
	3.3	Ensuring cooperative approaches to learning
	3.4	Using client-centered approaches to learning
	3.5	Supporting, encouraging and valuing individual contributions
	3.6	Motivating trainers
	3.7	Creating opportunities for participation and success
	3.8	Making reasonable adjustments to procedures, activities and assessment for equity

  
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	3.9 Acknowledging current strengths and skills as a basis for further learning
4. Support persons	4.1 Family members 4.2 Government officials in special support services 4.3 Peers 4.4 Interpreters 4.5 Community representatives 4.6 Technical support person 4.7 Administrative personnel 4.8 Student counsellors
5. Physical environment support needs	5.1 Modifications to layout of premises, reasonable accommodations. 5.2 Modifications of equipment and learning materials 5.3 Use adaptive technologies 5.4 Changes to work schedules 5.5 Modifications to job design
6. OSH issues	6.1. Issues relating to the trainer at the training session 6.2. Issues relating to the OSH impact on others
7. Ground rules	7.1 Guidelines of behavior and acceptance 7.2 Common understandings between trainees about group 7.3 Interaction, respect and acceptance 7.4 Expectations of working relationships 7.5 Safety of trainees and others 7.6 Comfort of trainees and others 7.7 Agreed consequences for breaching ground rules
8. Specific needs	8.1 Physical environment adjustments 8.2 Adjustments to learning and assessment activities 8.3 OHS issues to be addressed 8.4 Language requirements 8.5 Literacy and numeracy issues 8.6 More time/additional support to trainees 8.7 Need for a broad general education
9. Verbal and body language	9.1 Sign languages 9.2 Facial expressions 9.3 Body movement 9.4 Posture 9.5 Gesture 9.6 Eye contact 9.7 Touch 9.8 Space 9.9 Voice modulations
10. generic skills	10.1 Employability Skills including: 10.1.1 communication 10.1.2 teamwork 10.1.3 problem solving 10.1.4 initiative and enterprise 10.1.5 planning and organizing



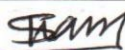
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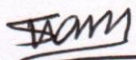


	10.1.6 self-management 10.1.7 learning 10.1.8 technology 10.2 innovation 10.3 language, literacy, numeracy and communication skills
<b>Evidence Guide</b> The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:	
1. Critical Aspects	<b>The assessment required evidence that the candidate:</b> 1.1 defined inclusivity. 1.2 acknowledged and integrated Individual differences and clients with particular needs 1.3 sensitized Verbal and body language 1.4 promoted & responded to diversity 1.5 promoted culture of inclusive learning 1.6 monitored work practices
2. Underpinning knowledge	2.1 Inclusive work practices 2.2 Diversity of clients, client needs, client backgrounds and differing expectations for TVET services 2.3 Sources of information to support inclusive practices 2.4 OSH relating to the work role/work context 2.5 Specific needs of individuals
3. Underpinning Skills	3.1 Reflecting inclusive language 3.2 Addressing cross cultural communication, indirect communication, participation of others. 3.3 Reflecting good practice in active listening, appropriate eye contact, friendly tone, appropriate volume, clarity of diction 3.4 Encouraging expression by all individuals 3.5 Involving a variety of mediums 3.6 Being sensitive to and valuing culture 3.7 Acting without bias/discrimination 3.8 Responding to individuals with particular needs 3.9 Recognizing the importance of religion
4. Required Attitude	4.1 Involving consultation and liaison with clients, other colleagues, counsellors, experts and specialists 4.2 Eagerness to access information and learning process 4.3 Eagerness to transfer knowledge and skills 4.4 Respect for rights of peers and seniors in workplace 4.5 Sincere and honest to duties and responsibilities 4.6 Communicate with peers, sub-ordinates and seniors in workplace
5. Resource Implication	The following resources must be provided: 5.1 Computer hardware, facilities and relevant accessories of the computer 5.2 Consumables materials to perform activities

  
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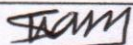


	5.3 Required teaching aids 5.4 Learning Materials
6. Methods of Assessment	Competencies could be assessed by: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning
7. Context of Assessment	7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting 7.2 Assessment shall be observed while tasks are being under taken whether individually or in a group 7.3 Trainee must be assessed by NSDA certified assessor or NSDA approved person.
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the national quality assurance body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification.</p> <p>Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

  
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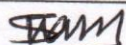


<b>Unit Title</b>	<b>Maintain training equipment and facilities</b>
<b>Unit Code</b>	SUTAM005L4V1
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required to maintain training equipment and facilities. It specifically includes performing housekeeping activities, using teaching aids and maintaining training equipment and tools.
<b>Nominal Hours</b>	<b>20 hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the range of variables
1. Perform housekeeping activities	1.1 Regular inspections are carried out in the work area according to workplace procedures and standards. 1.2 <b><u>Facilities</u></b> are maintained in accordance with Occupational Safety and Health (OSH) standards. 1.3 <b><u>Equipment and tools</u></b> are secured in safe places in accordance with procedures. 1.4 Failed or unsafe teaching aids are removed or replaced in accordance with organizational policies & procedures. 1.5 Housekeeping documents are kept according to organizational procedure.
2. Use teaching aids	2.1 <b><u>Teaching aids</u></b> are selected and collected. 2.2 Teaching aids are used as per training need and session plan 2.3 Teaching aids are cleaned and stored as per organizational procedure.
3. Maintain training equipment and Tools	3.1 Maintenance activities, <b><u>resources and schedule</u></b> are identified and prepared according to job requirements. 3.2 Performance of regular <b><u>maintenance activities</u></b> and routine servicing/ repair are ensured according to scheduled plan. 3.3 Maintenance procedures are followed in accordance with the manufacturers manual and organization policies. 3.4 Complex faults or repair requirements are reported for specialist assistance in accordance with organizational procedures. 3.5 Maintenance activities are documented and reported according to organizational policies & procedures.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (May include but not limited to:)</b>
1. Facilities	1.1. Electrical system 1.2. Ventilation system 1.3. Water system 1.4. Workshops 1.5. Fixtures 1.6. Infrastructure 1.7. Laboratory 1.8. Workstations
2. Equipment and tools	2.1 Occupation related machineries 2.2 Occupation related equipment

  
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	2.3 Occupation related tools 2.4 Personal protective equipment
3. Teaching aids	3.1 Laptop/Desktop with Internet connectivity 3.2 OHP/ Multimedia Projector with screen 3.3 White board 3.4 CBLM 3.5 Flipchart 3.6 Digital Camera 3.7 Video camera
4. Resources and schedule	4.1 Human 4.2 Financial 4.3 Manufacturer's manual 4.4 Maintenance guide 4.5 Supplies and materials 4.6 Tools and equipment 4.7 Outsourcing services 4.8 Delivery plan and session plan
5. Maintenance activities	5.1 Inspections of facilities and equipment 5.2 Cleaning and lubricating of tools and equipment 5.3 Tagging of defective tools and equipment 5.4 Disinfecting tools and equipment
<p><b>Evidence Guide</b></p> <p>The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.</p> <p>To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:</p>	
1. Critical Aspects	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1. maintained facilities 1.2. secured equipment and tools 1.3. kept housekeeping documents 1.4. used teaching aids 1.5. ensured regular maintenance activities 1.6. documented and reported maintenance activities</p>
2. Underpinning knowledge	<p>2.1. Organizational work systems and practices 2.2. internal policies and procedures to meet OHS requirements 2.3. Inventory procedures and practices 2.4. Work area inspection procedures and practices 2.5. Facilities maintenance procedures and practices 2.6. Waste and dangerous materials disposal procedures and practices 2.7. Instructional materials/equipment safe keeping 2.8. Types of maintenance 2.9. Maintenance procedures and methodologies 2.10. Procedures for the recording and reporting</p>
3. Underpinning Skills	<p>3.1 Inspecting work area, tools &amp; equipment 3.2 Monitoring work procedure and practices</p>

  
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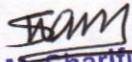


	<ul style="list-style-type: none"> <li>3.3 Handling of teaching aids, tools and equipment</li> <li>3.4 Prioritizing maintenance works</li> <li>3.5 Housekeeping work area, equipment and tools,</li> <li>3.6 Keeping housekeeping documents</li> <li>3.7 Disposing waste materials</li> </ul>
4. Required Attitude	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational safety and health</li> <li>4.2 Environmental concerns</li> <li>4.3 Tidiness and timeliness</li> <li>4.4 Respect for rights of peers and seniors in workplace</li> <li>4.5 Eagerness to learn</li> <li>4.6 Promptness in carrying out activities</li> <li>4.7 Sincere and honest to duties and responsibilities</li> <li>4.8 Communication with peers, sub-ordinates and seniors in workplace</li> </ul>
5. Resource Implication	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1 Computer and relevant accessories of the computer</li> <li>5.2 Internet facilities.</li> <li>5.3 Consumables materials to perform activities</li> <li>5.4 Required teaching aids</li> <li>5.5 Learning Materials</li> </ul>
6. Methods of Assessment	<p>Competencies could be assessed by:</p> <ul style="list-style-type: none"> <li>6.1 Written test</li> <li>6.2 Demonstration</li> <li>6.3 Oral questioning</li> </ul>
7. Context of Assessment	<ul style="list-style-type: none"> <li>7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting</li> <li>7.2 Assessment shall be observed while tasks are being under taken whether individually or in a group</li> <li>7.3 Trainee must be assessed by NSDA certified assessor or NSDA approved person.</li> </ul>

#### **Accreditation Requirements**

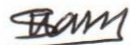
Training Providers must be accredited by National Skills Developments Authority (NSDA), the national quality assurance body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification.

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<b>Unit Title</b>	<b>Maintain and enhance professional &amp; technical competencies</b>
<b>Unit Code</b>	SUTAM006L4V1
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required to maintain and enhance professional & technical competencies. It specifically includes practicing professionalism, determining professional and technical skills development needs, participating in professional development activities, and reflecting and evaluating professional and technical competencies.
<b>Nominal Hours</b>	<b>28 hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and underlined</u></b> terms are elaborated in the range of variables
1. Practice professionalism	<p>1.1. Occupation profession and professionalism are defined.</p> <p>1.2. <b><u>Characteristics of a professionals</u></b> are recognized and adopted.</p> <p>1.3. Personal performance is consistent with the organization's goals and objectives.</p> <p>1.4. Appropriate <b><u>professional techniques and strategies</u></b> are modeled in accordance with existing organizational policies and guidelines</p> <p>1.5. Personal work goals and plans are reflected through individual responsibilities and accountabilities in accordance with <b><u>organizational and legal requirements.</u></b></p>
2. Determine professional and technical skills development needs	<p>3.1 Personal knowledge and skills gaps are assessed against industry competencies and other relevant benchmarks to determine development needs and priorities.</p> <p>3.2 <b><u>Feedback</u></b> from colleagues and clients are identified and used for finding personal learning needs and areas of professional and technical skills development.</p> <p>3.3 Future career options are identified as appropriate.</p> <p>3.4 Personal learning needs are documented and updated in accordance with existing policies and procedures.</p> <p>3.5 <b><u>Development and trends</u></b> in TVET policy and operating environment are identified.</p> <p>3.6 Advice on <b><u>personal development plan</u></b> is sought from <b><u>relevant personnel.</u></b></p>
3. Participate in professional development activities.	<p>3.1 Participation in <b><u>professional networks</u></b> is ensured and maintained to support continuous learning.</p> <p>3.2 Relevant competencies are achieved by participating in technical upskilling program.</p> <p>3.3 immersing technology is used and maintained regular communication in accordance with relevant networks, organization and individuals.</p>

  
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4. Reflect and evaluate professional and technical competencies	<p>4.1 Developments and trends impacting on professional and technical practices are researched and integrated in accordance with work performance.</p> <p>4.2 Feedback from colleagues/clients is used to identify and introduce improvements in accordance work performance.</p> <p>4.3 Innovative and responsive approaches for improving competencies of professional and technical area are identified and used in accordance with continuous support to improve techniques and processes.</p> <p>4.4 Records, reports and recommendations for improvement are managed in accordance with the organization's systems and processes.</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (May include but not limited to:)</b>
1. Characteristics of a professionals	<p>1.1 Appearance</p> <p>1.2 Demeanor</p> <p>1.3 Reliability</p> <p>1.4 Competence</p> <p>1.5 Ethics</p> <p>1.6 Maintaining Poise</p> <p>1.7 Etiquette</p> <p>1.8 Morality</p> <p>1.9 Correspondence</p> <p>1.10 Organizational Skills</p> <p>1.11 Accountability</p>
2. Professional techniques and strategies	<p>2.1 Techniques for initiating action and directing decision making</p> <p>2.2 Strategies for presenting a confident and assured manner in challenging situations</p> <p>2.3 Maintaining ethical practice</p> <p>2.4 Motivation strategies</p> <p>2.5 Time management</p> <p>2.6 Strategies for acknowledging and respecting the attitudes and beliefs of others</p> <p>2.7 Techniques for promoting active participation</p>
3. Organizational and legal requirements	<p>3.1. Trainees complaints, grievances and appeals</p> <p>3.2. Risk identification and management, including OSH</p> <p>3.3. Quality and continuous improvement processes and Standards, including validation systems</p> <p>3.4. Financial management, including refund policies and systems</p> <p>3.5. To protect fees paid in advance (if appropriate)</p> <p>3.6. Access and equity</p> <p>3.7. Trainees selection, enrolment and induction/orientation</p> <p>3.8. Induction and ongoing development and</p>



	3.9. Monitoring 3.10. Collaborative/partnership arrangements 3.11. Confidentiality and privacy requirements 3.12. Ethical standards 3.13. Citizen charter
4. Feedback	4.1 Formal/informal performance appraisals 4.2 Obtaining comments from supervisors and colleagues 4.3 Obtaining comments from trainees and/or clients 4.4 Personal reflections on performance
5. Developments and trends	5.1 New/revise competency standards in technical and vocational area of expertise 5.2 Legislative/regulatory changes in TVET 5.3 New developments/directions/trends in TVET 5.4 Policy changes in TVET
6. Personal development plan	6.1 Work and personal career objectives 6.2 Identified areas requiring development 6.3 Learning opportunities/activities 6.4 Relevant work activities/projects 6.5 Links to organizational training needs
7. Relevant personnel	7.1 Head of the institute 7.2 Centre manager 7.3 Responsible professionals 7.4 Higher recruiting authority
8. Professional networks	8.1. Informal networks with: <ul style="list-style-type: none"> <li>8.1.1. other trainers/facilitators, assessors</li> <li>8.1.2. people working in industry/vocational area</li> <li>8.1.3. contacts in vocational education and training</li> </ul> 8.2. Formal networks such as: 8.3. Local/interstate assessor/trainer networks 8.4. Regional, specialist associations 8.5. professional/occupation associations.

### Evidence Guide

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

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

1. Critical Aspects	<b>The assessment required evidence that the candidate:</b> <ul style="list-style-type: none"> <li>1.1 defined occupation profession and professionalism</li> <li>1.2 recognized characteristics of a professionals</li> <li>1.3 maintained consistent personal performance with the organization's goals and objectives</li> <li>1.4 assessed personal knowledge and skills gaps</li> <li>1.5 identified and used feedback from colleagues and clients</li> </ul>
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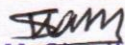


	<p>1.6 determined Impact of development and trends on the professional practices and personal development</p> <p>1.7 ensured participation in professional networks</p>
2. Underpinning knowledge	<p>2.1 Characteristics of a professionals</p> <p>2.2 Professional techniques and strategies</p> <p>2.3 Organizational and legal requirements</p> <p>2.4 Personal development plan</p> <p>2.5 Development opportunities for personal learning style</p> <p>2.6 Currency of professional practice</p> <p>2.7 Professional networks</p> <p>2.8 Technical upskilling opportunities.</p>
3. Underpinning Skills	<p>3.1 Maintaining ethical and inclusive practices</p> <p>3.2 Assessing personal skills and knowledge</p> <p>3.3 Identifying and used feedback from colleagues and clients</p> <p>3.4 Determining Impact of development and trends on the professional practices and personal development</p> <p>3.5 Identifying and documented knowledge and skills gaps</p> <p>3.6 Ensuring participation in professional networks</p>
4. Required Attitude	<p>4.1 Eagerness to access information and learning process</p> <p>4.2 Eagerness to transfer knowledge and skills</p> <p>4.3 Respect for rights of peers and seniors in workplace</p> <p>4.4 Sincere and honest to duties and responsibilities</p> <p>4.5 Communicate with peers, sub-ordinates and seniors in workplace</p>
5. Resource Implication	<p>The following resources must be provided:</p> <p>5.1 Learning Materials</p> <p>5.2 Internet facilities and training environment</p> <p>5.3 Consumable materials</p> <p>5.4 Teaching aids</p>
6. Methods of Assessment	<p>Competencies could be assessed by:</p> <p>6.1 Written test</p> <p>6.2 Demonstration</p> <p>6.3 Oral questioning</p>
7. Context of Assessment	<p>7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting</p> <p>7.2 Assessment shall be observed while tasks are being under taken whether individually or in a group</p> <p>7.3 Trainee must be assessed by NSDA certified assessor or NSDA approved person.</p>

#### Accreditation Requirements

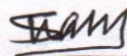
Training Providers must be accredited by National Skills Development Authority (NSDA), the national quality assurance body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification.

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

  
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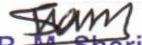


<b>Unit Title</b>	<b>Design and Modify Competency Based Learning Materials</b>
<b>Unit Code</b>	<b>OUTAM001L4V1</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required to design and modify competency based learning materials. It specifically includes analyzing existing learning materials and relevant resources, adapting existing resources, developing new resources, reviewing learning materials, and evaluating and finalizing competency based learning materials
<b>Nominal Hours</b>	<b>44 hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and underlined</u></b> terms are elaborated in the range of variables
1. Analyze existing learning materials and relevant resources	1.1 Existing learning materials and resources are collected and accessed. 1.2 Learning outcomes and assessment criteria of the existing learning materials are reviewed based on competency standard according to learning program requirements and specific needs of individual trainees. 1.3 Existing learning materials and resources are evaluated and assessed as per reviewed outcome for relevance and quality.
2. Adapt existing resources	2.1 Existing learning materials and resources are contextualized and modified to suit the trainers need. 2.2 Draft learning materials and resources are reviewed with key stakeholders. 2.3 Draft learning materials and resources are adjusted to reflect the review outcomes.
3. Develop new resources	3.1 Format for designing Learning materials are collected and interpreted. 3.2 Relevant learning materials and resources are developed based on competency standard and set format. 3.3 Draft learning materials and resources are finalized and documented.
4. Review learning materials	4.1 Content of the developed materials is checked against content specifications. 4.2 Text, format and visual design are checked for clarity and focus. 4.3 Relevant personnel are identified and support is sought for the review and validation. 4.4 An external review is conducted using appropriate <b><u>methods</u></b> . 4.5 Feedback of external review is incorporated. 4.6 Final draft is reviewed against the brief prior to delivery.

  
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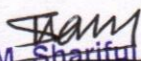


5. Evaluate and finalize Competency Based Learning Materials	5.1 Design and developed learning materials are reviewed and evaluated 5.2 Identified improvements are documented for future intervention.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (May include but not limited to:)</b>
1. Methods	3.1 Evaluation by experts 3.2 Piloting 3.3 Focus groups discussion 3.4 Questionnaires 3.5 Checklists 3.6 Workshops 3.7 Interview
<p><b>Evidence Guide</b></p> <p>The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.</p> <p>To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:</p>	
1. Critical Aspects	<p><b>The assessment required evidence that the candidate:</b></p> <p>1.1 reviewed and analyzed the competency standard 1.2 evaluated existing learning materials and resources 1.3 adapted existing resources 1.4 finalized new learning materials and resources 1.5 collected and interpreted format for designing learning materials 1.6 checked content of the developed materials against content specifications 1.7 conducted external review using appropriate methods and incorporated feedback 1.8 reviewed and evaluated design and developed learning materials</p>
2. Underpinning knowledge	<p>2.1 Components of competency standard 2.2 Learning outcomes and assessment criteria 2.3 Technique of reviewing learning materials 2.4 Process of evaluation and assessment of existing learning materials and resources 2.5 Relevant policy, legal requirements, codes of practice and national standards 2.6 Interpret required competency about relevant occupation and level.</p>
3. Underpinning Skills	<p>3.1 Identifying the sources of existing learning materials and resources 3.2 Applying evaluation techniques 3.3 Applying ICT</p>

  
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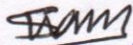


	<p>3.4 interpreting content specifications</p> <p>3.5 Applying review methods</p>
4. Required Attitude	<p>4.1 Eagerness to access information and learning process</p> <p>4.2 Eagerness to transfer knowledge and skills</p> <p>4.3 Respect for rights of peers and seniors in workplace</p> <p>4.4 Sincere and honest to duties and responsibilities</p> <p>4.5 Communicate with peers, sub-ordinates and seniors in workplace</p>
5. Resource Implication	<p>The following resources must be provided:</p> <p>5.1 Learning Materials</p> <p>5.2 Internet facilities and training environment</p> <p>5.3 Consumable materials</p> <p>5.4 Teaching aids</p>
6. Methods of Assessment	<p>Competencies could be assessed by:</p> <p>6.1 Written test</p> <p>6.2 Demonstration</p> <p>6.3 Oral questioning</p>
7. Context of Assessment	<p>7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting</p> <p>7.2 Assessment shall be observed while tasks are being under taken whether individually or in a group</p> <p>7.3 Trainee must be assessed by NSDA certified assessor or NSDA approved person.</p>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the national quality assurance body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification.</p> <p>Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

  
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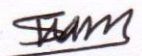


<b>Unit Title</b>	<b>Organize competency based training session</b>
<b>Unit Code</b>	<b>OUTAM002L4V1</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required to organize competency based training session. It specifically includes setting training requirements, modifying instructional materials, preparing program delivery and relevant session plan, and arranging learning and teaching resources.
<b>Nominal Hours</b>	<b>40 hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and underlined</u></b> terms are elaborated in the range of variables
1. Set training requirements	1.1 <b><u>Curriculum document</u></b> is accessed and reviewed. 1.2 Trainees' current competencies are identified and compared with competencies to be attained. 1.3 Results of comparison is used to determine training requirements where necessary. 1.4 Learning outcomes and assessment activities are refined according to trainees' training requirements. 1.5 Training requirements are discussed and validated with <b><u>appropriate people</u></b> where necessary.
2. Modify instructional materials	2.1 New requirements of <b><u>learning materials</u></b> are identified. 2.2 <b><u>Instructional materials</u></b> are revised focusing on the trainees need. 2.3 Instructional materials are revised and incorporated according to the <b><u>trainee's characteristics</u></b> and requirements.
3. Prepare program delivery plan and relevant session plan	3.1 <b><u>Program delivery</u></b> plan is developed as per standard. 3.2 Training delivery modes appropriate for the training are outlined. 3.3 Sequence of training activities are determined based on elements within competency standards. 3.4 <b><u>Session plan</u></b> for each session of the learning program are developed and finalized.
4. Arrange learning and teaching resources	4.1 Checklist for the resources required for the training is developed. 4.2 Required resources are checked for availability. 4.3 Relevant learning materials is selected and prepared according to the need of the session. 4.4 Appropriate training locations/venue are identified and arranged according to training needs. 4.5 Training resources and aids requirements are documented and access is arranged in accordance with organization procedures.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (May include but not limited to:)</b>

  
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1. Curriculum document	1.1 Competency standards 1.2 The name and number of the module and/unit of competency 1.3 Nominal delivery hours 1.4 A general description of the purpose of the module and/or unit of competency 1.5 Any prerequisite knowledge and skills 1.6 Content 1.7 Assessment method 1.8 A detailed description of the learning outcomes that trainers are expected to achieve, including each of the assessment criteria 1.9 A description of how the module and /or unit of competency might be delivered.
2. Appropriate people	2.1 Trainers, Teachers and Assessors. 2.2 Supervisors/ or trainees' employers. 2.3 Participant Trainee/Trainer who is advanced in skill. 2.4 Experts in the Trainees Trade Areas. 2.5 Government Regulatory bodies. 2.6 Consultative Committees. 2.7 Training Providers, employers and human resources departments. 2.8 Assessors/Assessment Centers.
3. Learning materials	3.1 CBLM 3.2 Website information 3.3 Handouts 3.4 e-book
4. Instructional materials	4.1 Non-print and print-based materials 4.2 Information sheet 4.3 Operation manual 4.4 Job sheet 4.5 Learning guide. 4.6 Self-check / performance check list.
5. Trainee's characteristics	5.1 Age 5.2 Gender 5.3 Learning style 5.4 Religion 5.5 Culture 5.6 Ethnicity 5.7 Language 5.8 Physical and mental abilities
6. Program delivery	6.1 Content of sessions as specified in the session plans 6.2 Individual/group learning objectives or outcomes for the segment of the learning program to be addressed 6.3 Identify delivery techniques to be used to cater for a range of learning styles

  
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	<p>6.4 Learning resources, learning materials and learning activities to be used in sessions</p> <p>6.5 Number of trainers and their specific support requirements other resource requirements</p> <p>6.6 Osh considerations, including:</p> <p>    3.6.1 safety requirements</p> <p>    3.6.2 emergency procedures</p> <p>    3.6.3 timelines/duration of activities within sessions</p>
7. Session plan	<p>7.1 Introductions</p> <p>7.2 Outline of objectives/content to be addressed</p> <p>7.3 Ice breakers to be used</p> <p>7.4 Delivery methods for each part of the session</p> <p>7.5 Plan of learning activities to be used within the session</p> <p>7.6 Timelines/duration for each learning activity</p> <p>7.7 Formative assessment points/opportunities</p> <p>7.8 Demonstration and practice session</p> <p>7.9 Feedback</p> <p>7.10 Link to the next session</p> <p>7.11 Learning resources required</p> <p>7.12 Summary/overview/wrap up.</p>
<p><b>Evidence Guide</b></p> <p>The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.</p> <p>To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:</p>	
1. Critical Aspects	<p><b>The assessment required evidence that the candidate:</b></p> <p>1.1 accessed and reviewed curriculum document</p> <p>1.2 identified trainees' current competencies</p> <p>1.3 validated training requirements.</p> <p>1.4 developed program delivery plan.</p> <p>1.5 Identified relevant delivery method, training activities and training delivery modes.</p> <p>1.6 identified and organized resources required for the training session.</p> <p>1.7 prepared checklist for the resource required.</p>
2. Underpinning knowledge	<p>2.1 Dimension of competency</p> <p>2.2 Competency-based training</p> <p>2.3 Competency-based assessment</p> <p>2.4 Competency standard</p> <p>2.5 Curriculum</p> <p>2.6 Course content</p> <p>2.7 Instructional materials</p> <p>2.8 Characteristics and needs of individual trainers in a group</p>

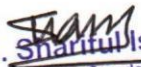


	<p>2.9 Program delivery and session delivery plan</p> <p>2.10 Learning materials and resources</p>
3. Underpinning Skills	<p>3.1 Interpreting skills for analyzing trainees training requirements skills</p> <p>3.2 Organizing skills</p> <p>3.2.1 Training organizing delivery skills</p> <p>3.2.2 Venue selection skills</p> <p>3.2.3 Training resources organizing skills</p> <p>3.3 Literacy skills</p> <p>3.3.1 complete and maintain documentation</p> <p>3.3.2 read and follow learning programs and plans</p> <p>3.3.3 read and analyze trainer information</p>
4. Required Attitude	<p>4.1 Eagerness to access information and learning process</p> <p>4.2 Eagerness to transfer knowledge and skills</p> <p>4.3 Respect for rights of peers and seniors in workplace</p> <p>4.4 Sincere and honest to duties and responsibilities</p> <p>4.5 Communicate with peers, sub-ordinates and seniors in workplace</p>
5. Resource Implication	<p>The following resources must be provided:</p> <p>5.1 Learning Materials</p> <p>5.2 Internet facilities and training environment</p> <p>5.3 Consumable materials</p> <p>5.4 Teaching aids</p>
6. Methods of Assessment	<p>Competencies could be assessed by:</p> <p>6.1 Written test</p> <p>6.2 Demonstration</p> <p>6.3 Oral questioning</p>
7. Context of Assessment	<p>7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting</p> <p>7.2 Assessment shall be observed while tasks are being under taken whether individually or in a group</p> <p>7.3 Trainee must be assessed by NSDA certified assessor or NSDA approved person.</p>

### Accreditation Requirements


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<b>Unit Title</b>	<b>Deliver competency based training</b>
<b>Unit Code</b>	OUTAM003L4V1
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required to deliver competency based training. It specifically includes arranging training facilities and aids, facilitating training session, and reviewing and evaluating training session delivery.
<b>Nominal Hours</b>	<b>52 hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and underlined</u></b> terms are elaborated in the range of variables
1. Arrange training facilities and aids	1.1 <b><u>Training facilities and aids</u></b> are collected according to competency standard and trainees' requirements. 1.2 Training facilities and aids are ensured to cover all the senses and learning styles of the trainers. 1.3 <b><u>Learning principles</u></b> are maintained 1.4 Reasonable adjustments are made as required.
2. Conduct training	2.1 CBT&A approach is explained to the trainees. 2.2 Training is conducted using appropriate training delivery methods according to <b><u>session plan</u></b> . 2.3 <b><u>Inappropriate behavior</u></b> of the trainees is managed to ensure effective training learning. 2.4 Tasks and learning activities are monitored based on training plan. 2.5 Feedback is provided to improve trainees' competence. 2.6 Trainees are assisted to achieve session outcomes providing enough time to participate in learning activities 2.7 Trainee's records are maintained and stored according to institutional policy.
3. Review and evaluate training delivery	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 as per standard. 3.5 Adjustments on training session are made based on the results of evaluation.
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (May include but not limited to:)</b>
1. <b><i>Facilities and aids</i></b>	1.1 Computer/Laptop 1.2 Multimedia projector 1.3 Pointer 1.4 White board 1.5 Marker 1.6 Flip chart 1.7 CBLM

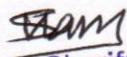
  
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	1.8 Audio-visual equipment
<b>2. Learning principles</b>	2.1 Trainers have a range of life experience, so connecting learning to experience is meaningful 2.2 Trainers have a need to be self-directing 2.3 Training needs to be trainer-centered to engage trainers 2.4 The learning process needs to support increasing trainer independence 2.5 Emphasis on experimental and participative learning use of modelling 2.6 The learning process should reflect individual circumstances
<b>3. Session plans</b>	3.1 Introductions 3.2 Learning outcomes 3.3 Ice breaking 3.4 Delivery methods 3.5 Plan of learning activities 3.6 Timelines/duration for each learning activity 3.7 Demonstration and practice session. 3.8 Formative assessment 3.9 Learning resources 3.10 Feedback 3.11 Summarization/overview/wrap up 3.12 Link to next session
<b>4. Inappropriate behavior</b>	4.1 Inappropriate language 4.2 Insensitive verbal or physical behavior towards other trainers or the trainer/facilitator, including cultural, racial, disability or gender-based insensitivities 4.3 Dominant or overbearing behavior 4.4 Disruptive behavior 4.5 Non-compliance with safety instructions.
<b>Evidence Guide</b> The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:	
1. Critical Aspects	<b>The assessment required evidence that the candidate:</b> 1.1 used and ensured training facilities and aids. 1.2 conducted training session according to session plan. 1.3 managed inappropriate behavior of the trainee's 1.4 provided feedback to improve trainees' competence 1.5 maintained and stored trainee's records. 1.6 interpreted results of the training session 1.7 made adjustments on training session.
2. Underpinning knowledge	2.1 Dimension of competency

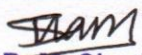


	<ul style="list-style-type: none"> <li>2.2 Competency-based training</li> <li>2.3 Competency-based assessment</li> <li>2.4 Competency standard</li> <li>2.5 Curriculum</li> <li>2.6 Course content</li> <li>2.7 Needs of individual trainees in a group</li> <li>2.8 Pre-assessment</li> <li>2.9 Learning principles</li> <li>2.10 Delivery methods and techniques</li> <li>2.11 Evaluation process of training session</li> <li>2.12 Feedback process</li> </ul>
3. Underpinning Skills	<ul style="list-style-type: none"> <li>3.1. Identifying training facilities and aids</li> <li>3.2. Preparing session plan.</li> <li>3.3. Using evaluation tools</li> <li>3.4. Summarizing session</li> </ul>
4. Required Attitude	<ul style="list-style-type: none"> <li>4.1 Eagerness to access information and learning process</li> <li>4.2 Eagerness to transfer knowledge and skills</li> <li>4.3 Respect for rights of peers and seniors in workplace</li> <li>4.4 Sincere and honest to duties and responsibilities</li> <li>4.5 Communicate with peers, sub-ordinates and seniors in workplace</li> </ul>
5. Resource Implication	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1 Learning Materials</li> <li>5.2 Internet facilities and training environment</li> <li>5.3 Consumable materials</li> <li>5.4 Teaching aids</li> </ul>
6. Methods of Assessment	<p>Competencies could be assessed by:</p> <ul style="list-style-type: none"> <li>6.1 Written test</li> <li>6.2 Demonstration</li> <li>6.3 Oral questioning</li> </ul>
7. Context of Assessment	<ul style="list-style-type: none"> <li>7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting</li> <li>7.2 Assessment shall be observed while tasks are being under taken whether individually or in a group</li> <li>7.3 Trainee must be assessed by NSDA certified assessor or NSDA approved person.</li> </ul>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the national quality assurance body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification.</p> <p>Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

  
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<b>Unit Title</b>	<b>Design and develop competency based assessment</b>
<b>Unit Code</b>	<b>OUTAM004L4V1</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required to design and develop competency based assessment. It specifically includes planning and organizing assessment processes, documenting the assessment plan, preparing assessment tools, and validating assessment tools.
<b>Nominal Hours</b>	<b>36 hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and underlined</u></b> terms are elaborated in the range of variables
1. Plan and organize assessment processes	<p>1.1 Purpose and context of assessment are identified as per requirements.</p> <p>1.2 The relevant competency standard for assessment are interpreted.</p> <p>1.3 Different types of <b><u>assessment methods</u></b> are interpreted.</p> <p>1.4 Required evidences are identified and interpreted.</p> <p>1.5 Timelines and time periods are determined for evidence collection.</p> <p>1.6 Required materials and physical resources are identified.</p> <p>1.7 Assessment arrangements information are confirmed with relevant personnel.</p>
2. Document the assessment plan	<p>2.1 Types of evidence needed to demonstrate competence, according to the <b><u>rules of evidence</u></b> are documented.</p> <p>2.2 Assessment methods are documented which will support the collection of defined evidence.</p> <p>2.3 Evidence requirements for units of competency are mapped and documented.</p> <p>2.4 Documented assessment evidence plan is confirmed with relevant personnel.</p>
3. Prepare assessment tools	<p>3.1 Units of competency are considered and incorporated during the tools development.</p> <p>3.2 <b><u>Assessment tools</u></b> are prepared in accordance with relevant assessment guidelines.</p> <p>3.3 Clear and concise written instructions and materials are prepared for assessment.</p> <p>3.4 Assessment tools are checked and finalized considering the <b><u>principles of assessment</u></b>.</p> <p>3.5 Safety and security of the tools are ensured by the developers maintaining moral and ethical point of views.</p>
4. Validate assessment tools	4.1 Draft assessment tools are checked against <b><u>evaluation criteria</u></b> and amended.

  
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	<p>4.2 Assessment tools are pilot tested with a sample group of assessors and industry practitioners.</p> <p>4.3 Information gathered through pilot test are analyzed to establish any changes that may be required.</p> <p>4.4 Assessment tools are validated and finalized incorporating suggested changes.</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (May include but not limited to:)</b>
1. Context of assessment	<p>1.1. Physical environment</p> <p>1.2. Social environment</p> <p>1.3. Relationship between units of competency and candidate's workplace</p> <p>1.4. Time period over which assessment takes place</p>
2. Assessment methods	<p>2.1 Written test</p> <p>2.2 Demonstration</p> <p>2.3 Observation</p> <p>2.4 Oral questioning</p> <p>2.5 Portfolio</p> <p>2.6 Review of product</p> <p>2.7 Third party report</p>
3. Principle of assessment.	<p>3.1 Validity</p> <p>3.2 Reliability</p> <p>3.3 Flexibility</p> <p>3.4 Fairness</p>
4. Assessment tools	<p>3.1 Written question</p> <p>3.2 List of questions and response sheet</p> <p>3.3 Demonstration checklist</p> <p>3.4 Job sheet</p> <p>3.5 Specification sheet</p> <p>3.6 Third party report</p> <p>3.7 On-the-job observation checklist</p> <p>3.8 Portfolio evaluation checklist</p> <p>3.9 Log book</p>
5. Rules of evidence	<p>4.1 Valid</p> <p>4.2 Reliable</p> <p>4.3 Sufficient</p> <p>4.4 Authentic</p> <p>4.5 Current</p> <p>4.6 Consistent</p> <p>4.7 Recent</p>
6. Evaluation criteria	<p>6.1. Effectiveness and relevance to the competency standards</p> <p>6.2. Whether the assessment tool:</p> <p>6.2.1 meets the principles of assessment</p> <p>6.2.2 meets the rules of evidence</p> <p>6.2.3 consistent with assessment methods</p> <p>6.2.4 appropriate to the target group/assessment context</p> <p>6.2.5 provides guidance on reasonable adjustments</p>



	6.2.6 enables the candidate to demonstrate current competency
<b>Evidence Guide</b>	
<p>The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.</p> <p>To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:</p>	
1. Critical Aspects	<p><b>The assessment required evidence that the candidate:</b></p> <p>1.1 identified and confirmed context of assessment  1.2 conformed evidence requirement  1.3 identified and clarified trainee's assessment needs  1.4 mapped and documented evidence requirements for units of competency.  1.5 prepared evidence plan matrix  1.6 identified assessment methods  1.7 selected evidence to be used for the assessment  1.8 checked assessment tools against evaluation criteria and amended</p>
2. Underpinning knowledge	<p>2.1 Interpret competency standards, including components of competency and dimensions of competency  2.2 Quality assurance system  2.3 Assessment pathway  2.4 Types of evidence and rules of evidence.  2.5 Principles of assessment  2.6 Characteristics and needs of individual trainers in the group  2.7 Purposes and contexts of assessment and the implications of these for the person being assessed.  2.8 Types of assessment tools</p>
3. Underpinning Skills	<p>3.1. Planning for formative assessment  3.2. Planning for summative assessment.  3.3. Organizing assessment workplace settings.  3.4. Operating Word-processing and relevant software.</p>
4. Required Attitude	<p>4.1 Committed to maintain legal and ethical responsibilities  4.2 Respect for rights of peers and seniors in workplace  4.3 Eagerness to access information and learning process  4.4 Sincere and honest to duties and responsibilities  4.5 Communicate with peers, sub-ordinates and seniors in workplace</p>
5. Resource Implication	<p>The following resources must be provided:</p> <p>5.1 Assessment Package (relevant competency Standard, forms, agreement sheets, instruction sheets etc.)  5.2 Computer hardware, facilities and relevant accessories of the computer  5.3 Consumables materials to perform activities</p>
6. Methods of Assessment	<p>Competencies could be assessed by:</p> <p>6.1 Written test</p>

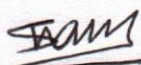


	6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio
7. Context of Assessment	7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting 7.2 Assessment shall be observed while tasks are being under taken whether individually or in a group 7.3 Trainee must be assessed by NSDA certified assessor or NSDA approved person.

**Accreditation Requirements**

Training Providers must be accredited by National Skills Development Authority (NSDA), the national quality assurance body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification.

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


  
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<b>Unit Title</b>	<b>Organize and conduct competency based assessment</b>
<b>Unit Code</b>	<b>OUTAM005L4V1</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required to organize and conduct competency based assessment. It specifically includes preparing the assessment venue and candidate, conducting assessment, gathering evidence, making the assessment decision with feedback, and recording and reporting assessment decision. candidates.
<b>Nominal Hours</b>	<b>28 hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and underlined</u></b> terms are elaborated in the range of variables
1. Prepare the assessment venue	<p>1.1 Requirements for conducting assessment in <b><u>assessment venue</u></b> are identified and arranged in accordance with relevant evidence guide.</p> <p>1.2 Required tools, equipment, machines and materials are made available specified in the evidence guide and assessment tools.</p> <p>1.3 <b><u>Resources</u></b> are checked and arranged within safe and accessible assessment environment.</p> <p>1.4 Cost of assessment and assessment process are checked to ensure compliance with organization procedures.</p> <p>1.5 Appropriate personnel are informed for the assessment activity in line with institution policy and procedure.</p> <p>1.6 Assessment plan is interpreted and organizational/ legal/ethical requirements are confirmed for conducting assessment with designated personnel.</p>
2. Prepare the candidate	<p>2.1 Details of the assessment plan and the assessment process are explained.</p> <p>2.2 <b><u>Reasonable adjustment</u></b>, re-assessment and appeals are discussed and clarified with the trainee, including opportunities for assessment.</p> <p>2.3 <b><u>Context and purpose of assessment</u></b> are explained to candidates in line with the requirements of the relevant assessment guidelines.</p> <p>2.4 Legal and ethical responsibilities associated with the assessment are explained to the candidate in line with the requirements of the relevant assessment guidelines.</p> <p>2.5 Information is conveyed using verbal and non-verbal language which promote a supportive assessment environment.</p> <p>2.6 The competency to be assessed and evidence to be collected are clearly explained to the candidate.</p>
3. Conduct assessment	3.1 Assessment tools are collected and used in accordance with the level and number of trainees.

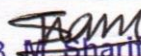


	<p>3.2 Reasonable adjustments are ensured as and when required.</p> <p>3.3 Conduct assessment and gather evidence using the assessment tools specified in the assessment plan.</p> <p>3.4 Current competencies and prior learning are determined and credited/recognized according to the standard.</p> <p>3.5 Characteristics and profile of trainees are documented.</p>
4. Gather evidence	<p>4.1 <b><u>Principles of assessment</u></b> and the <b><u>rules of evidence</u></b> are applied in gathering assessment evidence.</p> <p>4.2 Agreed <b><u>assessment methods</u></b> and instruments are used to determine competency.</p> <p>4.3 Reasonable adjustment is incorporated in the evidence gathering procedures in line with the assessment guidelines.</p> <p>4.4 Evidence is gathered using specified assessment method in the relevant evidence guide.</p> <p>4.5 Gathered <b><u>evidence</u></b> are documented in accordance with relevant assessment tools and assessment guide.</p>
5. Make the assessment decision with feedback	<p>5.1 Collected evidence is examined and assessment decision is made in line with agreed assessment plan.</p> <p>5.2 The evidence is evaluated in terms of the rules of evidence and dimensions of competency.</p> <p>5.3 Assessment decision is made based on evidence.</p> <p>5.4 Clear and constructive feedback is provided to the trainee regarding the assessment decision.</p> <p>5.5 Ways of overcoming any gaps in competency are explored with the candidate.</p> <p>5.6 The candidate is advised of available reassessment in line with organizational policy and procedures.</p>
6. Record and report assessment decision	<p>6.1 Assessment results are recorded in accordance with approved <b><u>record keeping</u></b> guidelines of the organization.</p> <p>6.2 Records of the assessment procedure, evidence collected and confidentiality of assessment outcomes is maintained as per the approved policy guideline of the organisation.</p> <p>6.3 Issuing of certificates is organized in line with approved policy guidelines of the organisation.</p> <p>6.4 Any assessment decision disputed by the candidate is recorded and reported to appropriate personnel in line with organizational policy and procedures.</p> <p>6.5 Assessment decision is reported to appropriate personnel in line with organizational policy and procedures.</p>
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range (May include but not limited to:)</b>
1. Assessment venue	1.1. Workplace

  
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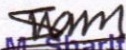


	<ul style="list-style-type: none"> <li>1.2. Skills Training Provider (STP)</li> <li>1.3. Assessment center</li> </ul>
2. Resources	<ul style="list-style-type: none"> <li>2.1 Competency standards</li> <li>2.2 Assessment tools</li> <li>2.3 Tools, equipment and machine</li> <li>2.4 Personal protective equipment (PPE)</li> <li>2.5 Venue</li> <li>2.6 Adaptive technologies</li> </ul>
3. Reasonable adjustments	<ul style="list-style-type: none"> <li>3.1 Language, literacy and numeracy requirements</li> <li>3.2 Adaptive technology or special equipment</li> <li>3.3 Flexible assessment sessions</li> <li>3.4 Adjustments to the physical environment</li> <li>3.5 Assessment methods and tools</li> <li>3.6 Age and gender</li> <li>3.7 Cultural beliefs, traditional practices and religious observances</li> </ul>
4. Context and purpose of assessment	<ul style="list-style-type: none"> <li>4.1 Certify that an individual has achieved competency</li> <li>4.2 Recruit and select trainees for a job</li> <li>4.3 Monitor individual performance at work</li> <li>4.4 Determine training needs</li> <li>4.5 Conduct skills assessment</li> <li>4.6 Recognize prior learning</li> <li>4.7 Classify a person according to industry</li> <li>4.8 Provide feedback on progress during training</li> </ul>
5. Principles of assessment	<ul style="list-style-type: none"> <li>5.1 Fair</li> <li>5.2 Valid</li> <li>5.3 Reliable</li> <li>5.4 Flexible</li> </ul>
6. Rules of evidence	<ul style="list-style-type: none"> <li>6.1. Valid</li> <li>6.2. Reliable</li> <li>6.3. Sufficient</li> <li>6.4. Authentic</li> <li>6.5. Current</li> <li>6.6. Consistent</li> <li>6.7. Recent</li> </ul>
7. Assessment methods	<ul style="list-style-type: none"> <li>7.1. Written test</li> <li>7.2. Demonstration</li> <li>7.3. Oral questioning</li> <li>7.4. Portfolio</li> <li>7.5. Third party report</li> </ul>
8. Evidence	<ul style="list-style-type: none"> <li>8.1 Direct evidence</li> <li>8.2 Indirect evidence</li> </ul>
9. Record keeping	<ul style="list-style-type: none"> <li>9.1 Forms designed for the specific assessment result</li> <li>9.2 Checklist for recording</li> <li>9.3 Observation / process</li> </ul>

  
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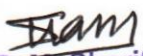


	9.4 Combination of the above
<p><b>Evidence Guide</b></p> <p>The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.</p> <p>To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:</p>	
1. Critical Aspects	<p><b>The assessment required evidence that the candidate:</b></p> <ol style="list-style-type: none"> <li>1.1 oriented the trainee</li> <li>1.2 conducted assessment in accordance with competency requirements and assessment guidelines</li> <li>1.3 evaluated gathered evidences and making decision</li> <li>1.4 provided feedback to the trainee including advise on ways of meeting training needs/gaps identified through the assessment</li> <li>1.5 recorded assessment results in accordance with the approved assessment guidelines and record keeping procedures</li> <li>1.6 reported assessment results to authority</li> </ol>
2. Underpinning knowledge	<ol style="list-style-type: none"> <li>2.1 Assessment venue</li> <li>2.2 Assessment resources</li> <li>2.3 Reasonable adjustment</li> <li>2.4 Context and purpose of assessment</li> <li>2.5 Evidence gathering process, method and tools</li> <li>2.6 Rules of evidence</li> <li>2.7 Dimensions of competency</li> <li>2.8 Principles of assessment</li> <li>2.9 Process of conducting assessment</li> <li>2.10 Process of feedback.</li> <li>2.11 Recording and reporting process</li> </ol>
3. Underpinning Skills	<ol style="list-style-type: none"> <li>3.1 Preparing venue.</li> <li>3.2 Checking resources.</li> <li>3.3 Applying legal and ethical responsibilities associated with the assessment.</li> <li>3.4 Communicating required message to the trainee</li> <li>3.5 Building rapport with assesses and assessment center personnel.</li> </ol>
4. Required Attitude	<ol style="list-style-type: none"> <li>4.1 Committed to maintain legal and ethical responsibilities</li> <li>4.2 Respect for rights of peers and seniors in workplace</li> <li>4.3 Eagerness to access information and learning process</li> <li>4.4 Sincere and honest to duties and responsibilities</li> <li>4.5 Communicate with peers, sub-ordinates and seniors in workplace</li> </ol>
5. Resource Implication	<p>The following resources must be provided:</p> <ol style="list-style-type: none"> <li>5.1 Assessment Package (relevant competency Standard, forms, agreement sheets, instruction sheets etc.)</li> </ol>

  
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	<p>5.2 Computer hardware, facilities and relevant accessories of the computer</p> <p>5.3 Consumables materials to perform activities</p>
6. Methods of Assessment	<p>Competencies could be assessed by:</p> <p>6.1 Written test</p> <p>6.2 Demonstration</p> <p>6.3 Oral questioning</p> <p>6.4 Portfolio</p>
7. Context of Assessment	<p>7.1. Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting</p> <p>7.2. Assessment shall be observed while tasks are being under taken whether individually or in a group</p> <p>7.3. Trainee must be assessed by NSDA certified assessor or NSDA approved person.</p>
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## Validation of Competency Standard by Standard and Curriculum Validation Committee (SCVC)

The Competency Standards for National Skills Certificate in **Competency Based Assessment Methodology, Level-4**. Qualification is validated by SCVC during 16-20 February 2020.

members of the SCVC:

Competency Based Assessment Methodology, Level-4		
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This Competency Standard for **Competency Based Training and Assessment (CBT&A) Methodology, Level-4** is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing training consistent with the requirements of industry in order for individuals who graduated through the established standard via competency-based assessment to be suitably qualified for a relevant job.

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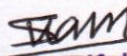
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এনএসডিএ এর কার্যনির্বাহী কমিটির  
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