TRAINER'S MANUAL

GUIDANCE AND EXAMPLES FOR TRAINERS IN TECHNICAL AND VOCATIONAL TRAINING

DEVELOPED AND COMPILED BY

Priyantha Jayathilake

Director, Work Force Development, YouLead

P N K Dias

External Consultant, YouLead

FIRST PUBLISHED

April 2022

ACKNOWLEDGEMENTS

The development of the Trainer's Manual Guide for CBT implementation was produced as a result of collaborative efforts by a number of dedicated individuals who contributed their time and expertise through a consultative process.

SPECIAL THANKS TO

Ms. Chandrani Premarathne, Director (NVQ) of the TVEC, Mr. S.U.K. Rubasinghe, Director (Accreditation) of the TVEC, and Mr. T.P.K. Perera, Deputy Director of the NAITA for reviewing and updating the content as well as technical inputs in relation to the trainer guidelines.

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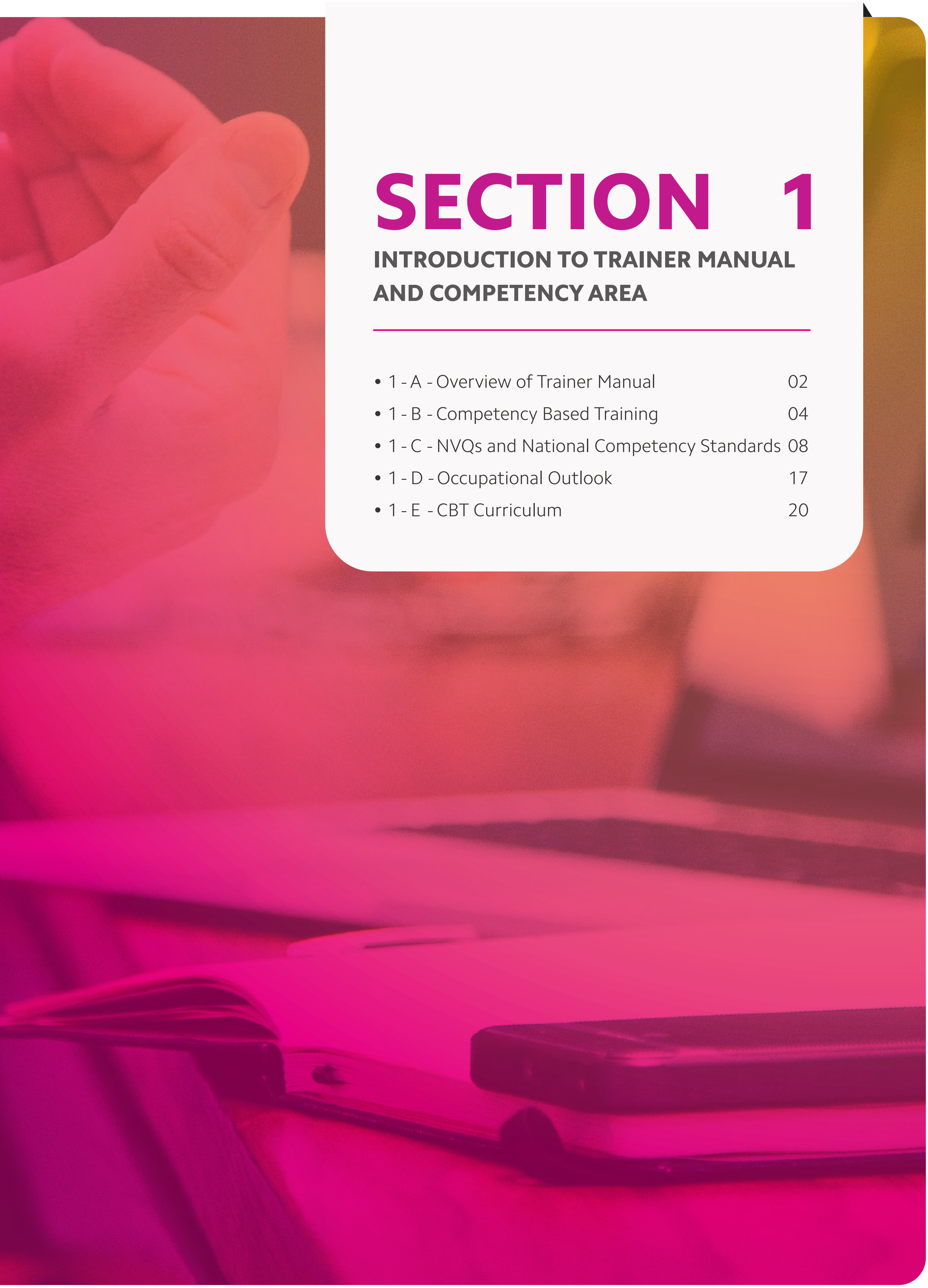


SECTION 1

INTRODUCTION TO TRAINER MANUAL AND COMPETENCY AREA

INTRODUCTION TO TRAINER MANUAL AND COMPETENCY AREA

Introduction:

This section provides a general introduction to the Trainer's Manual and competency based training. Further, it provides the trainer's competency profile which explains what tasks have to be performed by a trainer throughout the teaching/learning process.

Objectives:

At the end of this section, the trainer will be able to

- Explain, what is the trainer's manual and how the manual is use
- Describe what is competency based training
- List components of the competency standard
- Define the scope of the relevant occupation
- Describe components of the CBT curriculum

Sub Section No: 1-A
Overview of the Trainer Manual
Who is this manual for?

This Training Manual has been developed to assist trainers of TVET Institutes to implement quality training in their Institutes and to meet the required elements of the National Competency Based (CB) Training framework.

This Training Manual will also provide knowledge in CB assessments and the preparation of Teaching and Learning Resources and Materials.

Purpose of the manual

The purpose of this Guide is to

- Assist in the delivering of quality training sessions
- Reflect on current teaching practices
- Simplify the teaching process
- Engage learners actively in the learning process
- Engage and assist learners in CB assessments
- Improve the capacity of Institutes

This manual includes

- Occupational outlook of the particular occupation
- Competency profile of the trainer
- Clarification on Competency Based Training
- Explanation of the process of training delivery and assessment
- Samples of the required templates for planning, delivery and assessment
- Tools for the evaluation of training success

How to use this manual?

The manual has a number of templates and examples for the relevant topic. Training plans and other resources can be developed for each and every module by using the given templates and by referring to the given examples.

Sub Section No: 1-B
Competency Based Training

Overview of Training

Unemployed, Under Employed, Unskilled + Resources → TVET Organisations → Employed, Skilled Workers

Training!

"Training is a way of helping people to do things that they could not do before they were trained"

- Roger James (1995)

"Training is the formal procedures which a company utilizes to facilitate learning so that the resultant behaviour contributes to the attainment of the company's goals and objectives."

- William McGehee (1979)

"Training is learning that is provided to improve performance on the present job."

- Leonard Nadler (1984)

Training is the purposefully structured process which leads to the individual achievement of a performance, which is:

- *Mutually desired by the individual and the organization;*
- *Dependent upon the acquisition of knowledge, skills or attitudes;*
- *Not dependent on environmental or motivational incentive factors.*

TVET and CBT

What is Technical and Vocational Education and Training (TVET)?

According to the definition by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the International Labour Organization (ILO), TVET refers to "aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life" (UNESCO and ILO, 2001). In addition to the technical knowledge and aptitude, increasing emphasis is on "softer" skills – communication, negotiation and teamwork.

What is Competency Based Training (CBT)?

(Description, features and principles)

Competency based training is an approach to learning where emphasis is placed on what a learner can do in the workplace, relevant to the occupation, as a result of their training.

Learners who have successfully achieved competency will have the skills, knowledge and attitude they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Features of Competency Based Training

- Use modules to build competencies as building blocks
- Starts from
  - Simple to Complex
  - Known to Unknown
  - General to Specific
- Task analysis involved in the preparation of modules with assessment
- Perform all tasks in a module
- Complete all modules required to perform the competencies of a particular occupation
- Based on performance standards that have been set by the industry
- Design assessment related materials to ensure that each learner has achieved all the outcomes (skills, knowledge and attitudes) required by each unit of competency
- Allow for the flexible entry and exit for learners
- Conduct training both on and off the job, using a variety of delivery modes and methods

CBT Vs Traditional Training

Content	Time	Performance	Mode
Fixed	Fixed	Vary	Traditional
Fixed	Fixed	Fixed	Impossible
Fixed	Vary	Fixed	CBT

Fig-1

There are some basic principles and quotes upon which the competency based training approach is based:

Principle 1

"Any student in a training program can master any task at a high level of mastery if provided with high quality instructions and sufficient time"

(Assuming that they wanted to and had the necessary prerequisites)

Principle 2

What is the most important element in the training process?

"The most important element in the teaching – learning process is the kind and quality of instructions experienced by the learners"

Sub section No: 1-C
NVQs and competency Standards
NVQ frame work

What is Vocational Education and Training?

Vocational education and training (VET) means 'education and training for work'. VET exists to develop and recognise the competencies (skills, knowledge and attitudes) of learners. There are two types of vocations. Namely Technical and Non-Technical vocations.

Why NVQs?

Following problems were identified in Non- NVQ courses to introduce NVQ

- Poor linkages with industry, commerce and other external stakeholders.
- Less responsiveness to industry competency needs.
- No flexible access for potential trainees.
- Less proactive education and training strategies.
- Non-Collaboration and rationalisation among the training agencies.
- Poor quality, relevance, performance, effectiveness, efficiency and transparency.
- An education and training culture of responsiveness and excellence.
- Absence of levels of qualification
- Little recognition of learning away from the classroom or formal education.
- Bias in assessment – tested knowledge not skills.
- Non-availability of a unified qualification framework which is recognized nationally and understood internationally.

NVQ Process beginning from Industry Requirements

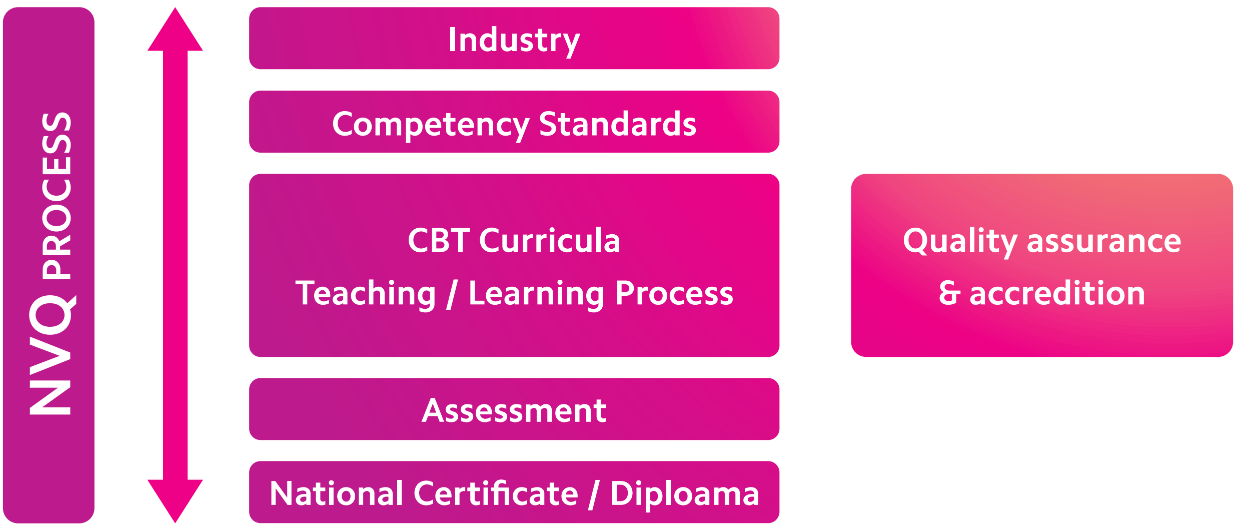


Fig-2

NVQ frame work in Sri Lanka

Leading body and awarding bodies….

- TVEC is the regulatory body.
- Training agencies - DTET - NAITA - VTA - NYSC - and other TVEC registered public and private Organizations

NVQ Levels and very basic identification of levels

NVQ L1-L4 - Certificate Level | NVQ L5-L6 - Diploma Level | L7 - Degree Level

Fig-3

National Competency Standards

The National Competency Standards specify the competencies that a person has to acquire in order to get qualified and obtain vocational qualifications in a particular industry, sector or in an occupation.

The competency standard describes realistic workplace outcomes. The competency standard that is developed is the result of a consultation process that includes industry practitioners and any other key stakeholders.

Competency Standards define the competencies required for effective performance in a particular industry or occupation.

The purpose of competency standards

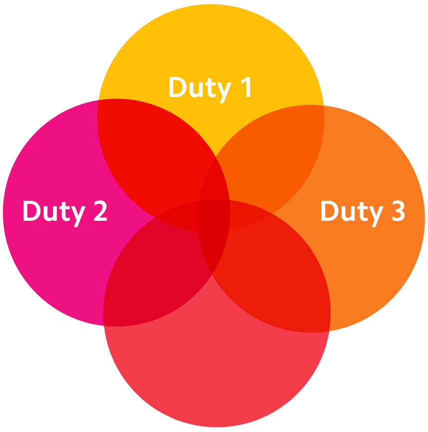
- Define the work performance requirement expected by the industry
- Set benchmarks for learning and assessment
- Define benchmarks for regulatory requirements
- Set requirements for entry into an occupation or profession

Basic structure of the competency standard

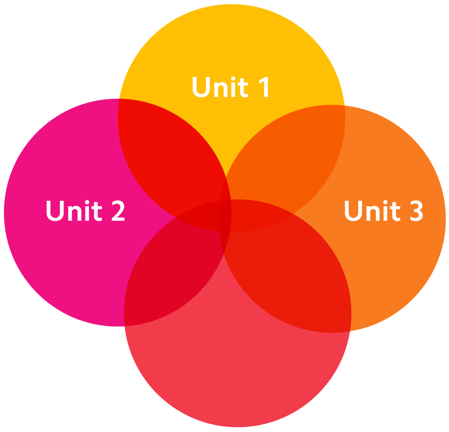
Competency standards are written in the form of an unit, each with their elements of competency and performance criteria and a range of variables, and assessment guides are provided for each unit of competency.

The occupation

Collection of related duties



Unit or Duty



For your Attention!

A unit of competency is the specification of knowledge and skills, and the application of that knowledge and those skills, to the standard of performance expected in the workplace. A unit of competency is the smallest unit that can be assessed and recognized.

The unit of competency is formed by a group of elements of competency; it has a clear meaning in the work process and therefore, it has value for the work.

What is a Unit of Competency?

Unit of competency

☐ Refers to a broad area of competency which can logically stand alone
☐ It's the smallest component of a standard which can be recognized nationally
Example – Produce cakes

Fig-4

Unit format

Unit title

Reflects a broad application of the job function

The title of a general area of competency expressed as an outcome or function.

Unit Descriptor

Assists in clarifying the unit title. Provides further information about the unit in terms of context and parameters.

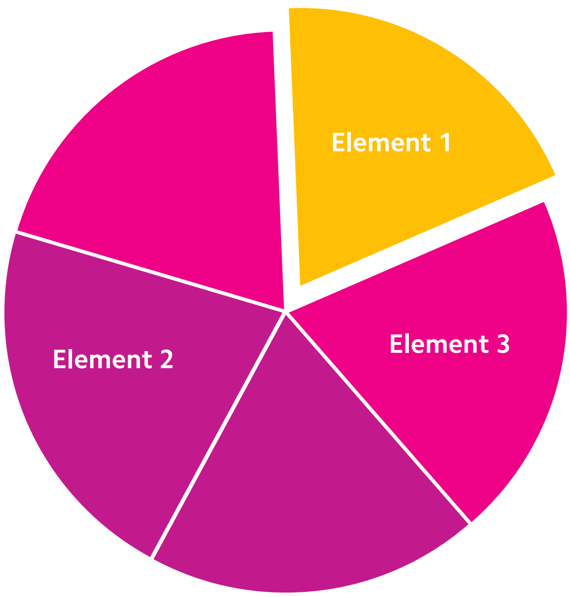
It expands on the information provided in the title of the unit

Unit code : Provided by the TVEC

Unit Level : Indicates the complexity, frequency and importance of the tasks involved it

Elements

Sub job outcomes



Elements of Competence

- Describe the outcomes which contribute to a unit.
- Should begin with a verb, contain an object and conditional or contextual statement.
- Element should be demonstrable and assessable

Performance criteria

Performance needed to demonstrate the achievement of the element as per the specified standards.

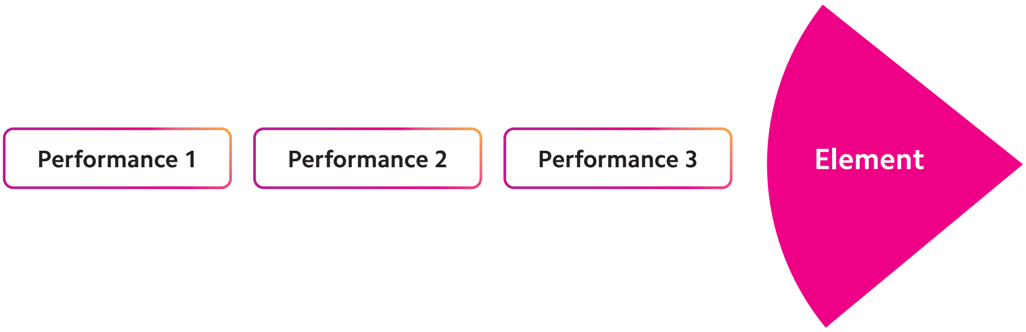


Fig-5

Performance Criteria

- Indicates the required outcomes of the element.
- Should begin with the outcome and follow with the standards of that outcome.

Range Statement

Range statement describes context and limits for work performance.

- It can be used to define the boundaries of the unit of competency

  Eg. Unit: Manage finance within a budget

- **Range statement :** – Budgets can be
  - – Cash budgets
  - – Project budgets
  - – Department budgets
  - – Purchasing budgets
  - – Wedges budgets
  - – Sales budgets

Range statement specifies the range of contexts and conditions to which the performance criteria apply, and should include:

- A list of tools, equipment and materials.
- Where the work will be carried out.
- Any regulations covering the work.
- Any specifications relevant to the work.
- Any national or international standards to which the work shall be carried out.
- Where appropriate, an elaboration of the items identified in the performance criteria in order to clarify the range of activity.
- Any other specific information related to the unit

Assessment Guide

The Assessment Guide assists in the assessment of candidates.

- This informs the assessment process for the unit
- It provides advice to the trainers and assessors on the appropriate assessment context, the resources required and the conditions under which assessment is to take place

  The Assessment Guide gives details about:

- The forms of assessment (that is, how assessment shall be undertaken for the unit).
- The context of assessment - where assessment can be carried out.
- Whether the unit could be assessed in conjunction with any other units.
- Assessment conditions, listing the tools, equipment, machinery and material to which candidates shall have access to, the documents which may be referred to and any special instructions about the generic skills and knowledge which shall be demonstrated by the candidates.
- Any relevant timeframes.
- Any other resources required for assessment.

Underpinning knowledge, Underpinning skills

A list of underpinning knowledge and skills for the unit, which acts as a guide for training and assessment.

These are the knowledge and skills required to achieve all the outcomes described in the unit.

Example: This example is given to identify each component of a unit of competency.

ACTIVITY | 01

Familiarize with Competency Standard of your relevant trade and select an UNIT from it, fill each component of following format instead of given examples

Unit of Competency	Eg. Produce cakes
Unit Descriptor	Eg. This unit covers the competencies required to make cakes, to ensure safe working in the use of materials, tools and equipment, and to ensure hygienic conditions.

Elements and Performance Criteria:

(Terms in the Performance Criteria that are written in bold and italic are elaborated under the range statement)

Elements/Major Tasks	Performance Criteria
Eg. 1. Select and prepare ingredients required to make cakes	Eg. 1.1 Ingredients selected & weighed according to the recipe. 1.2 Ingredients cleaned & foreign matters removed to ensure quality
2.	
3.	
4.	
5.	

Range/Context:	Eg. Competencies in this unit may be performed in a bakery or in a place where the facilities required to make the necessary preparations and to bake cakes are available. Types of cakes under this unit may include: Butter cake, sponge cake, egg-less cake, rich cake, fruit cake, coconut cake, banana cake, date cake, cookies, biscuits, scones and muffins. Cake decorating is limited to basic forms of icing and other surface applications.
Elaboration of the terms in the performance criteria	Eg. Ingredients 1.1 may include Foreign matters in PC 1.2 may include:
Critical Aspects:	(Brief statements that outline key/essential skills required for the job function included in the above performance criteria) Eg. • Select required ingredients with quantities. • Prepare the mixture exactly to the requirements of the recipe and in terms of the desired quality of the cake. • Take measures to ensure the required hygienic, health and safety procedures.
Tools, equipment and materials that are included within this unit.	Eg. • Mixing machine • Work tables • Cake mixing pan • Bakery utensils Materials • Wheat flour • Corn flour • Salt • Margarine • Sugar • Milk • Egg
Documents and standards that are included within this unit.	Eg. • Recipe • Standard organizational procedure • User manuals
Assessment Guide	Eg. • Forms of assessment Holistic/Continuous assessment is suitable for this unit. • Assessment context Eg. • This unit may be assessed on the job, off the job or as a combination of both. • The competencies covered by this unit would be demonstrated by an individual working alone.

Underpinning knowledge	Eg. • Awareness of the work procedures of a bakery • General knowledge of the bakery functions • Hygiene and food sanitation as applicable to the bakery trade • Knowledge of different types of cakes • Preservatives used in a bakery • Temperature control for baking • Cake recipes
Underpinning skills	Eg. • Weighing and measuring of the ingredients • Prepare mixtures for different types of cakes • Slicing/cutting of fruits to suit the type of cake • Baking at different temperatures • Safe use of all materials and equipment • Maintain hygienic conditions

For your Attention!

You should carefully refer each component in the unit and shouldd understand what it includes, and how it would be transformed to your training program.

Important!

The combination of units for an industry, sector or occupation must cover the following five dimensions of competency:

- *Task skills*
- *Task management skills*
- *Problem solving / contingency management skills*
- *Job / role / work environment handling skills*
- *Transfer skills - Apply competencies to different situations/environments*

Sub Section No:1-D
Occupational Outlook (of the relevant occupation)
(Occupational outlook, advantages of the job description and career path)

An occupation is a group of jobs that are reasonably similar with regard to the tasks performed and the knowledge, skills and abilities required to perform them successfully.

Examples include primary teacher, computer programmer, civil engineer, accountant, nurse, sales person, airline pilot, secretary and security guard.

Job description

Job description should clearly explain the

- Title of the occupation (who)
- Observable performance of occupation (what)
- Methods and techniques used (How)
- Purpose of occupation and main duties (why)

Example:

A Commis chef (Pastry and Bakery) is a person whose occupation is to bake and sell bread, pastries, and cakes.

You can add Main Duties or Responsibilities

- Carry out mise en place for pastry and bakery products
- Process breads and buns
- Process cakes
- Process choux pastry
- Process sugar/Short crust pastry
- Process Danish and puff pastry items

- Process hot and cold desserts
- Check and finalize mise en' place for pastry and bakery products
- Follow work plan for pastry and bakery products preparation
- Clean, maintain and rearrange the pastry and bakery kitchen

Occupational Outlook

Once the specific occupation has been identified, it needs to be fully described. A well written job description shows a clear picture of the occupation as it exists in the world of work and is of benefit to:

- Anyone developing a competency based program
- Prospective and actual students
- New instructors
- Parents and the public
- Advisory committee members
- Employers

A typical job description is quite brief - usually several paragraphs - and describes the major activities performed by the worker in the occupation.

Additional information in the description might be:

- General working conditions
- Equipment or instruments the workers operate
- Special abilities, aptitudes, or traits needed to work successfully in the occupation
- Level of training needed
- Opportunities for advancements, etc.

Career Path

What is a career path, and why is it an important part of the student's career development and professional plans and goals for the future?

A career path is composed of a sequence of jobs that make up an individual's career plan.

A career path specifically includes the job opportunities that help an individual progress towards his or her goals and objectives.

Career paths traditionally imply vertical growth or advancement to higher level positions, but they can also entail lateral (sideways) movement within or across industries.

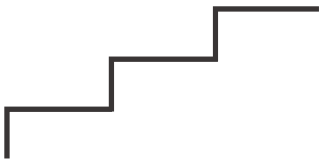
And each path can be slightly different for each person, depending on how long they need to take to reach the goals, or if the person changes the goals along the way.

ACTIVITY | 02

Write an Occupational outlook for your relevant trade area

ACTIVITY | 03

Identify the career path for the relevant occupation



Sub section No: 1-E
CBT Curriculum
(Interpretation and use of the curriculum)

A curriculum is a 'plan for training' designed to provide learning experiences
The policy for developing the competence based training curricular is based on the National Competency Standards

Fig-6

Competency Standards		CBT Curriculum
Performace Standards	Transformed	Learning Outcomes
Industrial		Instructional

Curriculum Outline
(Components and Format)

ACTIVITY | 04

Refer a Module of your relevant subject area

Module Title	Eg. Preparation of cakes
Module Code	D15S002M05
Module Type	Core module
Prerequisites	None
Duration	160 hours (theory - 24 and practical - 136)
Learning Outcomes	After the completion of this module, the trainee will be able to; Identify, prepare and present different types of cakes.
Learning Content	Theory: Knowledge on: • Different types of cakes • Functions of different ingredients • Maintaining storing conditions for cakes • Guideline on making various types of icing flowers • Control of temperature for baking and storing cakes

Practical (Tasks to be performed)

Competency/ Task No.	Competency/ Task	Standards	Teaching - Learning activities	Assessment Activity
A1	Prepare fruits for rich cakes	All tasks should be performed according to the recipes and given instructions Pieces of ingredients should be of the correct size Pieces should be free of water and foreign material	• Illustrated talk • Demonstration/ Video • Guided practice and independent practice • Field visit • Product presentations	Formative and Summative assessment
A2	Prepare dates for date cakes	Dates should be cleaned and destoned as per the recipe		
A3	Stew fruits for cakes	Fruits should be stewed with sugar syrup Fruits should have a soft texture		

Aim and Outcomes

Aim:

To assist Trainers in ensuring a clear alignment between learning outcomes with teaching and learning methods, and the assessment in the modules.

Intended Learning Outcomes (ILO)

An intended learning outcome is a statement of what a learner will specifically know, understand and be able to do as a result of participating in the activities planned in the curriculum.

Sample Format for Intended Outcome Statements

- Behaviour (what)
- Condition (how)
- Criteria (how well)
- At the end of the program, participants will be able to……

Categories of Learning Behaviours

Intended learning outcomes are aimed at changing behaviour (how the learner will be different). There are three basic categories of observable behaviour:

1) Knowledge and intellectual (cognitive/thinking)
2) Physical action and motor skills (psychomotor)
3) Feelings and attitudes (affective).

Use of the curriculum

Select content

- Identify the scope of the content of the curriculum,
- Plan the sequence in which the content will be presented, and
- Outline the content, including knowledge, attitudes, and skills, learners will be able to acquire through the teaching - learning process

Planning Sequence

- Move from the known to the unknown.
- Move from the simple to the complex.
- Move from the general to the specific.
- Use an existing logical organization.

Outline the Content

Identify the knowledge requirements of each outcome

- Identify the necessary knowledge to accomplish the intended outcome.
- Break knowledge into facts, concepts, and principles to be remembered or understood to accomplish the intended outcome.

Identify the performance or skill requirements of each outcome

- The question is,

  "What should someone do in order to accomplish the intended outcome?"

  The answer - "identified skill requirements".

Identify important attitudes for the outcome

- Identify the necessary expected values and behaviour to accomplish the intended outcome

Organize the knowledge, attitudes, skills, aspirations, and behaviour (KASAB) elements into a logical sequence.

Next!

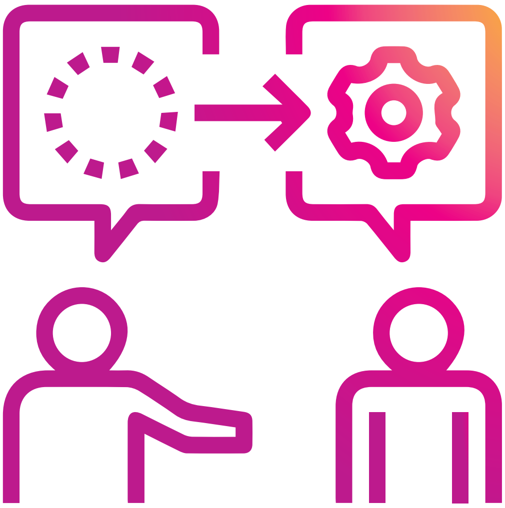
Design Experiential Learning Methods:

- *Variety of Activities*
- *"Variety is the spice of life"*

SECTION 2

GUIDELINES FOR TRAINERS ON TRAINING PROGRAM CONTENT AND TRAINING DELIVERY

GUIDELINES FOR TRAINERS ON TRAINING PROGRAM CONTENT AND TRAINING DELIVERY



Introduction:

This section provides guidelines for trainers to enhance their planning skills, preparation skills and the use of the outcomes of the above skills when delivering training.

Objectives:

At the end of this section, the trainer will be able to:

1. Prepare and apply the following outcomes
    - Course Plan/Year plan
    - Weekly Training Plan
    - Scheme of Training
    - Training Delivery Plan (Lesson Plan)
    - Performance Guide
    - Product Rating Instrument
    - Attitude Rating Instrument
    - Resource Plan
2. Use of teaching aids and training methods
    - Two dimensional Instructional Aids
    - Three dimensional Instructional Aids
    - Simple Training Methods
3. Develop teaching and learning activities
4. Provide guidance to learners on task skills, task management, contingency management and the application of tasks in real situations.
5. Conduct training delivery as per the plans.
6. Conduct continuous assessment.

Sub Section No: 2-A
Use modules in the curriculum to plan and design the training programme

Each phase of a training programme is a module and each module is designed to separate out the pieces of the curricula that can be taught in one or more lessons.

Significant features that should be considered when designing a session for a module

- Allocate adequate time for students to absorb the expected learning outcomes.
- Grant explicit explanation and direction on the focused content.
- Make sure that there is a reasonable student workload that can be managed.
- Illustrate to students, ways to learn (the Felder and Soloman theory) the topics in depth so that they can understand the material for themselves.
- Allocate time for students to practice skills and apply knowledge.
- Ensure that you are using an appropriate assessment method that provides opportunities for students to demonstrate what they have learned and how well they have developed skills.
- Maintain a proper balance between the teacher's strategy of teaching and students learning styles.

Six steps of developing a learning session for a module or modules

Step 1 - The purpose of a learning session

The purpose of the learning session / program	Why is a learning session/program required? What do you hope to achieve?

The specific learning objectives of the learning session/program	What are the specific learning objectives of the learning program that reflect the competency standards? What skills, knowledge or attributes do you want the learners to demonstrate as a result of taking part in the learning program?

When developing a module session, you might consider the following questions:

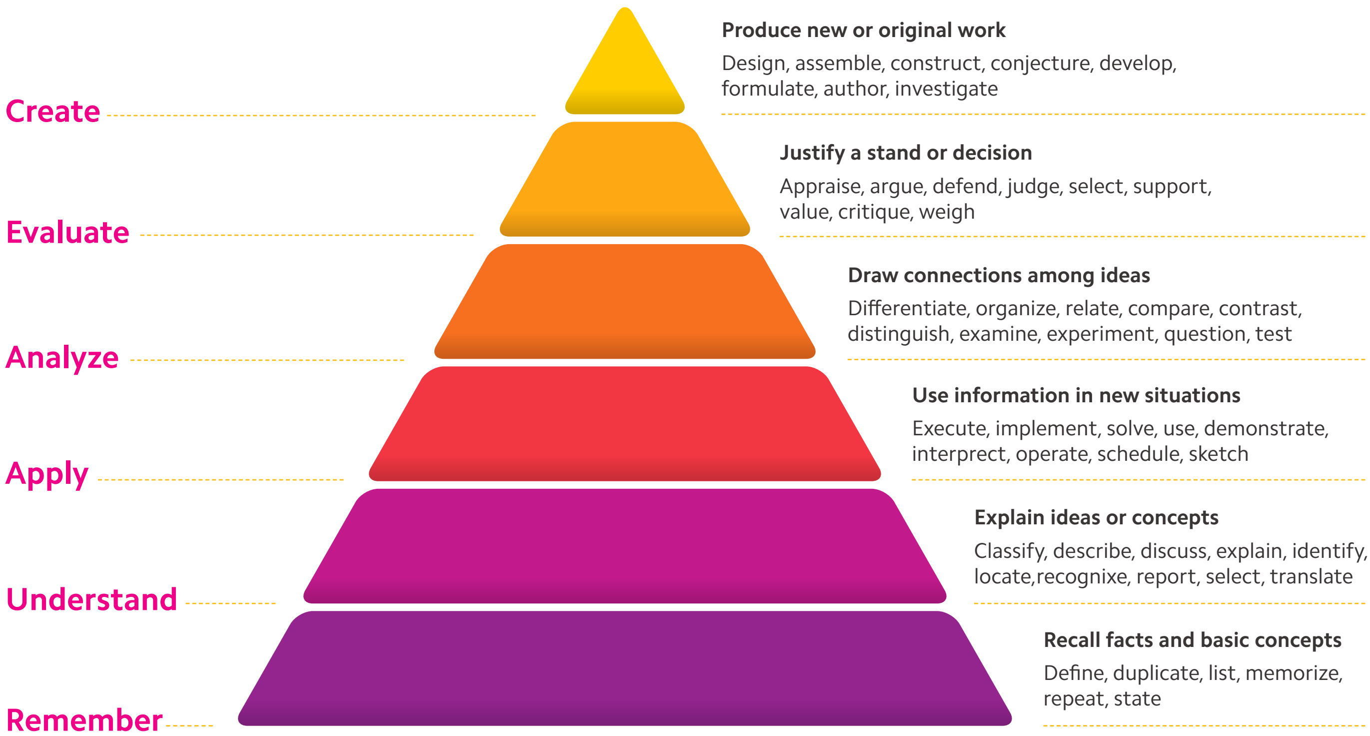
- What are the learning outcomes of the module?
- What do you already know about your learner's capability to explore the material?
- Why is the content significant for learning the specific trade?

Step 2 - Identify Learning Outcomes

A learning outcome is a statement of what the learner is expected to know, explore, elaborate, explain or demonstrate at the end of a period of learning.

Bloom's Taxonomy developed in 1956 still remains one of the best aids to writing good learning outcomes.

Bloom's Taxonomy



When writing learning outcomes, you should use verbs to focus on how students will elaborate their learning. You need to focus on how you will ask your students to elaborate on their understanding.

Action Verbs in LOs

Facts	Analysis	Knowledge	Application	Attitude
Define	Solve	Discuss	Compute	Show sensitivity
List	Categorise	Identify	Operate	Accept responsibility
Recall	Distinguish	Express	Apply	Be willing to assist
Name	Appraise	Describe	Demonstrate	Respect opinions
Repeat	Differentiate	Translate	Perform	Demonstrate Commitment
Recognise	Classify	Convert	Use	
Record	Compare	Explain	Illustrate	
State	Critique	Restate	Interpret	
Label	Contrast	Estimate	Practice	

Fig-7

Step 3 - Identify learning and teaching strategies and review the content of the module

The Target Group Learners

When you are developing learning and teaching strategies, you need to bridge the gap between the existing competence and the required competencies that the learning session/program aims to achieve from the target group learners.

After developing the outcomes and content material, you can focus on the appropriate ways for students to make sense of the material and demonstrate their ability to learn and perform. When developing strategies, you might consider the following questions:

- Who are your learners?
- What are you attempting to teach? (Knowledge, skills, attitudes)
- How are you going to deliver the modules? (Lectures, tutorials, seminars, practical application, workshops, online classes, etc.)
- What type of learning activities will meet the learning outcomes? (Case studies, problem solving, role play, group discussions, brainstorming sessions, etc.)
- What resources are available for you? (Handouts, worksheets, visuals, etc.)

Step 4 - Developing an Assessment Process

Assessments should be related to the learning outcomes of the module and include an emphasis on quality learning outcomes and competencies.

There are usually two different types of assessment used in a competency - based system

1. Formative Assessment

   This type of assessment requires constant feedback from the teacher and allows for improvements where the student needs further practice.
2. Summative Assessment

   Summative assessment is usually done as a final demonstration of the skills and knowledge achieved.

Questions to be considered when developing module assessments:

- What types of knowledge are you assessing? (Identified in outcomes)
- What skills are you testing?
- What methods do you apply for both formative and summative assessment?
- What percentage of the total assessment is weighted in formative vs. summative assessment?
- Have you considered a wide range of possible assessment methods?

Step 5 - Identify and Develop Material and means of Support for the Student

Things to be considered are as follows:

- Scheduling of teachers
- Scheduling of classes
- Teaching activities and strategies
- Timing for courses and assessment
- Resources such as training rooms, labs, libraries and most importantly, equipment

Questions to be considered when developing materials and support processes:

- What are the capacities and abilities of your students?
- What experience and qualifications do your students need to have?
- What ideas do you have for supporting needy students?

Subject matter content

- Do you have learning program content?
- Do you provide samples of learning program content for your learning program?
- What is the most logical flow of information for the learner?
- How will the learner be engaged in the learning process in the program?
- How will the material for this learning session/program be presented to the learner and expand upon these?
- Are learners going to receive course notes?

Examples could include the following Learning Activities:

1. Group based activities
2. Role play
3. Written activities
4. Case studies
5. Simulation
6. Lectures, Presentations
7. Demonstrations
8. Practices
9. Individual assignments
10. Individual group projects
11. Workplace practice
12. Research
13. Brainstorming
14. Pair work
15. Discussions
16. Conferences, etc.

Learning Materials:

- Handouts
- Worksheets
- Workbooks
- Power Point presentations
- Role play, scenarios and instruction sheets
- Projects or assignment specifications
- Materials sourced from the workplace-for example, documentation, policies, operating procedures, specifications
- Materials available on websites, CD-ROMs.
- Video clips
- Audio tapes
- Flash cards, etc.

Step 6 - Develop a process for the Continuous Evaluation of the Module Content and Methodology

Module design and development is an ongoing process and requires a TVET institution to continuously review the content and teaching approach, as well as the need for each module in a program.

Step 7 - Equipment

Another consideration for module based and competency based training is the availability of machinery and materials that are used for training.

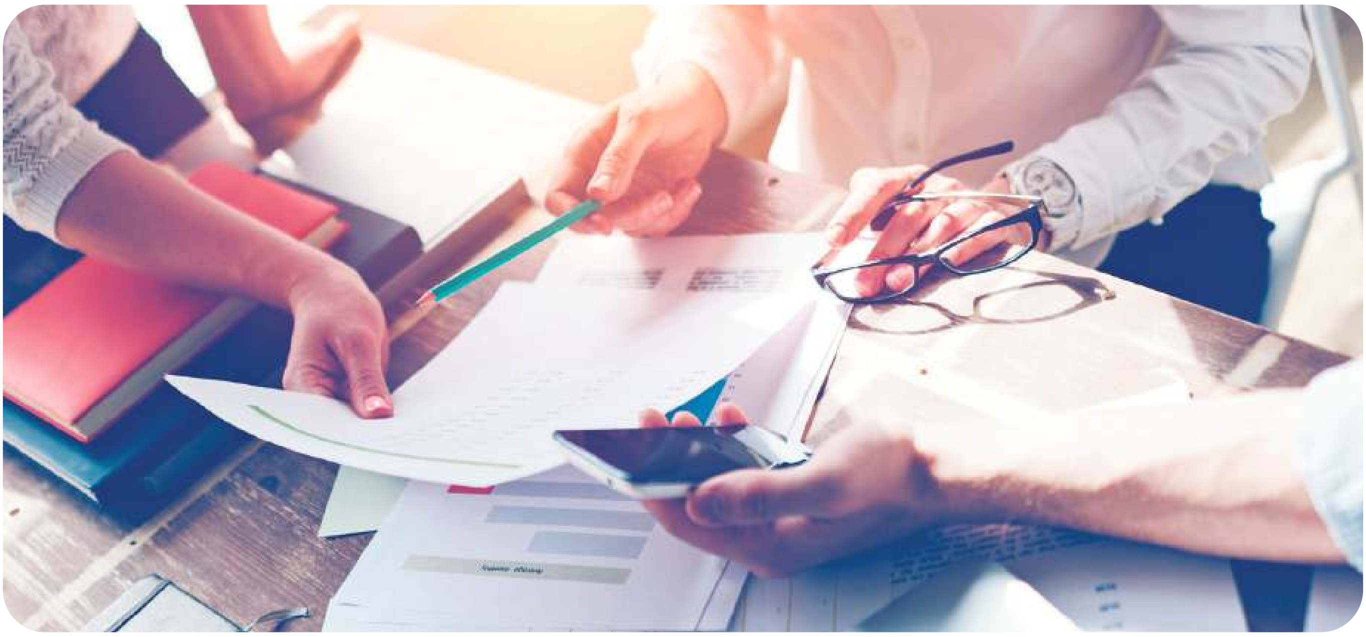
You may select to:

- Cooperate with the company or employer to use their equipment for training, accomplishing such through a Public-Private Partnership or a work attachment such as an On-The-Job training (OJT) or apprenticeship;
- Share the purchase or use of equipment with another TVET institution;
- Organize training where the theory units occur at a TVET institution and the practical training is provided by another entity, such as a university, a private trade school or an industry training facility;
- Coordinate purchasing with one or more TVET institution in order to allow for the economies of scale and the lower cost of equipment

Now you are in the position to develop a Modular outline that is a teaching learning pack which transforms industry based competencies included in the competency standard.

Sub Section No: 2-B

Preparation and use of course/year and weekly training and assessment plans – Template and Examples



Preparation and application of course/year training plan

Description:

The main objectives of the development of the course/year plan for a training programme/course is to provide a direct message about the flow of training organized throughout the year and to impart knowledge and skills, and inculcate appropriate attitudes in a sequential order in order to create an easy learning environment for the learners.

Application:

The course/year plan provides timelines for the preparation and achievement of major activities in order to create a quality learning environment.

Components of the plan:

The course/year plan consists of the following components:

1. Training center details
2. Program details
3. Validity period
4. Timeline (monthly basis)
5. Module references (Title/Code)
6. Special activities references (Title/Code)

Format of the plan

The following format indicates one sample of a course/year plan. The design of the format may vary from institute to institute. However, the main components must be included in the course/year plan format.

Template 2

Training Institute/Center : Duration : 02 Years

Training Programme: : Period Valid : xx

Module/Activities Reference	January				February				March					April				May			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Module 01																					
Module 02																					
Module 03																					
Module 04																					
Module 05																					
Module 06																					
Final Assessments																					
Holidays																					
Shramadana																					
Sports Activities																					

Module/Activities Reference	June		July						August				September					October			
	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
Module 07																					
Module 08																					
Module 09																					
Module 10																					
Module 11																					
Module 12																					
Final Assessments																					
Holidays																					
Shramadana																					
Sports Activities																					

Guidelines to Develop the course/year Plan:

The following steps will help the trainer to develop a course/year plan. The mandatory requirement to prepare the course/year plan. The trainer must complete all lesson plans relevant to each module.

- Identify the modules to be delivered during the year which are relevant to the particular training program.
- Determine the time required to deliver each module, and the sequence of module to be delivered for the ease of the teaching - learning process.
- Identify the final assessment/s to be conducted for each module or all modules and the time requirement.
- Identify recreational and special activities which develop the trainees behaviour, attitudes and health.
- Identify special holidays.
- Prepare the table format as per the above given format or another format in order to represent the components of the course/year plan.
- Write down modules as sequenced in the "module/activities reference" column.
- Write down special activities in the "module/activities reference" column.
- Mark the time requirement for the delivery of each module and carry out other activities in the timeline area under each month as indicated in the above sample format.
- The total time duration marked in the above format for the delivery of the modules and the conduct of assessments must tally with the total time designed for the particular program based on the CBT Curriculum.

ACTIVITY | 05

Prepare a course/year Plan for your relevant Training program

Preparation and application of weekly training plan

Description:

The main objectives of the development of the weekly training plan for a training program/course are to provide the direct message about the flow of training organized throughout the particular week, to impart knowledge and skills, and inculcate appropriate attitudes for the learners.

Application:

The weekly training plan provides timelines for the preparation and achievement of teaching-learning activities and assessment activities in order to create a quality learning environment.

Components of the plan:

The weekly training plan consists of the following components:

1. Training center details
2. Program details
3. Module details
4. Details of the competency/titles to be taught in each session
5. Details of the assessments to be conducted
6. Detail of the validity period
7. Time allocation for each session (daily basis)
8. Module references (Title/Code)

Format of the plan:

The following format indicates one sample of a weekly training plan. The design of the format may vary from institute to institute, but the main components must be included in the weekly training plan format.

Training Institute/Center	:	xxxxxxxx	Training Programme	:	xxxxxxxxxxxxx
No of working days	:	05 days	Week No	:	xx
Week-end	:	xxst November xxxx	Week Start	:	xxst November xxxx
Module Title	:	Preparation of cake			

Time Allocation	MONDAY 1	TUESDAY 2	WEDNESDAY 3	THURSDAY 4	FRIDAY 5
08:00-09:30	Module : 15 Task :A-01 (Theory session)	Module:15 Task :A-03 (Theory session)	Module:15 Task :B-01 (Theory session)	Module:15 Task :B-05 (Theory session)	Module:15 Task :B-06/07 (Theory session)
09:30-11:00	Module:15 Task :A-01 (Theory session)	Module:15 Task :A-03 (Theory session)	Module:15 Task :B-01 (Theory session)	Module:15 Task :B-04 (Practice session)	Module:15 Task :B-06/07 (Practice session)
11:00-11:15	INTERVAL				
11:15-12:45	Module:15 Task :A-02 (Theory session)	Module:15 Task :A-03 (Practice session)	Module:15 Task :B-03 (Theory session)	Module:15 Task :B-05 (Practice session)	Module:15 Task :A/B (Practice session)
12:45-13:30	LUNCH TIME				
13:30-15:00	Module:15 Task :A-02 (Practice session)	Module:15 Task :A-02 (Practice session)	Module:15 Task :B-04 (Theory session)	Module:15 Task :B-05 (Practice session)	Module:15 Task :A (Assessment session)
15:00-15:15	INTERVAL				
15:15-16:15	Module:15 Task :A-02 (Assessment session)	Module:15 Task :A-01 (Assessment session)	Module:15 Task :A-03 (Assessment session)	Module:15 Task :B-04 & B-05 (Assessment session)	Module:15 Task :B (Assessment session)

Guidelines to develop the weekly training plan:

The following steps will help to develop the weekly training plan. The mandatory requirement to prepare the weekly training plan. The trainer must complete all lesson plans relevant to each module.

1. Identify the modules to be delivered during each week in respect to the course/year plan of the relevant training program.
2. Identify the task/competencies to be delivered during the time allocated for each module.
3. Define the time required to deliver the theory and practice of each task/competency based on the lesson plan.
4. Identify task assessment activities to be conducted and the time required for assessment activities.
5. Define the session time durations allocated for the day as per the standard practice of the training institute.

6. Identify holidays.
7. Prepare the table format as per the above given format or another format which consists of all components of the weekly training plan.
8. Write down session durations in the "Time Allocation" column.
9. Write down details of the module reference code, task/competency code, the type of session (theory, practice, assessment) activity in the relevant session cells of the time table.
10. The total time duration marked in the above format/s for a module must tally with the total time designed for the particular module.

The format given above also indicates the sample outcome of the weekly training plan.

ACTIVITY | 06

Prepare a weekly-plan for your relevant training program

Sub Section No: 2-C
Preparation and Application of the Scheme of Training
(Scheme of work)

Description:

The main objectives of the development of the scheme of training are to provide a clear cross section about the training delivery and assessment throughout the period of training. This training plan provides the following cross section about the training program:

- Delivery time of the particular task/component of a module or modules.
- Consumables required for implementing teaching and learning activities relevant to each task.
- Instructional aids/Instruments/Tools/Machinery required for implementing teaching and learning activities relevant to each task.
- Special services/facilities required for the delivery of a particular task.
- Methods of assessment techniques to be used for assessing knowledge, skills, and attitudes gained by learners.

Application:

The scheme of training is developed for getting the summary of the training delivery and the resources required for implementing the training program. This document helps as use for designing and developing a clear breakdown of the learning program that provides a basis for designing individual session plans for the delivery of the program.

Components of the Scheme of Training:

The Scheme of Training consists of the following components:

1. Training institute/center details
2. The competencies or other benchmarks to be achieved
3. Program details (Occupation/Title, Module, Duration)
4. Preparation and revision dates
5. Session details (Month, Week, Session number)
6. Details of Task/Title and activities to be covered during each session
7. Workplace tasks or applications
8. Resources required for the training delivery
9. Special services or facilities required for delivery
10. Method of assessment of each task/title

Sequence Delivery

- What should they learn first?
- What skills need to be developed and practised before moving to the next stage of developing their competencies?
- What is the logical flow of learning to be followed?

Assessment Methods and Tools

The program plan needs to include how the learners competence is going to be assessed.

What methods will be used in the learning program to assess learners?

Some methods you may wish to include in your plan are:

Assessment method	Example
Questioning	• Written questions • Standard M.C.T.I. questions, Short answer questions, Matching test items, True and False test items, Structured questions, etc. • Oral questions
Structured activities	• Demonstrations • Simulation exercises • Role play • Case studies

Format of the Scheme of Training:

The following format indicates one sample of a Scheme of Training. The design of the format can vary from institute to institute, but the main components must be included in the format.

(Note: Example is taken from the Baker's module for your easy understanding, and you may use the relevant module)

Training Institute/Center	:	xxxxxx
Training Programme	:	Eg. Baker
Target Learners	:	Intermediate level students studying for the baker's occupation
Programme Duration	:	1st Year
Date Prepared	:	01/05/2020
Date Revised	:	15/06/2021
Module	:	Eg. Preparation of cakes
Objective of the learning session/Module:		
Eg. At the end of the session, learners should be able to Identify, prepare and present different types of cookies		
Overview of the content (sample)		
1.	Preparation of ingredients for cakes	
1.1	Prepare fruits for rich cakes	
1.2	Prepare dates for date cakes	
1.3	Stew banana for cakes	
1.4	Parch ingredients for cakes	
1.5	Soak ingredients for cakes	
1.6	Grate ingredients for cakes	
1.7	Chop ingredients for cakes	
1.8	Blend ingredients for cakes	
2.	Preparation of batters and cake mixtures	
2.1	Prepare batter	
2.2	Flavour batter	
2.3	Prepare mixture for sponge	
2.4	Prepare mixture for rich cakes	
2.5	Prepare mixture for coconut cakes	
2.6	Prepare custard paste	
2.7	Prepare chocolate garnish	
2.8	Prepare sugar syrup	
(Structure of content sample)		

Learning environment	:	Classroom / Bakery environment / Simulated bakery area				
Timeframe	:	30 hours				
Month	**Week No**	**Session No**	**Task/Title Expected to Cover**	**Resources/existing and required**	**Special services/ facilities**	**Assessment Methods**
NOV	45	01-02	Task 01 Prepare fruits for rich cakes	Tools and instruments required for the task Weighing and measuring equipment, knife, a gas cooker, work table, various containers, a wooden spatula, grater, blender, a chopping board, spatula • Recipes, handouts, various kinds of food samples, visuals, transparencies, flip charts, flash cards, video films or discs relevant for this module, chalk / magi boards, flip chart holders, pin boards, overhead projector, screen, video films / disc drives, magnetic holders, pin board pins, dusters, multimedia projector/screen/computer Performance guide, product rating instrument, attitude rating instrument		Multiple Choice test paper for assessing knowledge Practical to assess skills and attitudes

NOV	45	03-05	Task: 02 Prepare dates for date cakes	Tools and instruments required for the task Weighing and measuring equipment, knife, a gas cooker, work table, various containers, a wooden spatula, grater, blender, a chopping board, spatula Recipes, handouts, various kinds of food samples, visuals, transparencies, flip charts, flash cards, video films or discs relevant for this module, chalk / magi boards, flip chart holders, pin boards, overhead projector, screen, video films / disc drive, magnetic holders, pin board pins, duster, multimedia projector/screen/computer Performance guide, Product rating instrument, Attitude rating instrument		Multiple Choice test to assess knowledge Practical observations to assess skills and attitudes

Guidelines to develop a Scheme of Training:

The following steps will help the trainer to develop a Scheme of Training. The mandatory requirement to prepare the scheme of training. The trainer must complete all lesson plans relevant to each module. The weekly training plan and annual training plan.

1. Identify the month, week and the number of sessions required in order to deliver and assess each task in each module as per the course/year plan, weekly plan and lesson plans and enter the relevant month, week number and session number in the relevant columns ("month", "week no.", "session no.") of the format.

2. Identify the instructional and occupational resources required to deliver each task/ topic from the lesson plan and indicate these details in the "Resources" column of the format.
3. Identify the special services or facilities required for the delivery of the training and the assessing of the trainees.
4. Identify the methods of assessment of knowledge, skills and the attitude of the learners in respect of each task of a particular module. Write down these details in the "Assessment method" column in the format.
5. Document the scheme of training.
6. Implement the training program.

The format given above also indicates the sample outcome of the scheme of training.

ACTIVITY | 07

Prepare a "scheme of training" for your relevant training program

Sub Section No: 2-D
Lesson Plan

The Preparation and application of the Training Delivery Plan (Lesson Plan)

Description:

The main objective of the Lesson Plan development for a task/topic is to provide a clear picture about the way of delivering a particular task/topic to impart knowledge and skills, including appropriate attitudes through teaching and learning activities in a session.

Application:

The Lesson Plan provides timelines and guidelines for implementing teaching and learning activities in the teaching and learning environment in order to impart knowledge, skills and attitudes relevant to the particular task/topic.

Components of the Lesson Plan:

The Lesson Plan consists of the following components:

1. Training institute details
2. Program- details (Program title, etc.)
3. Module references (Title/Code)
4. Task/Topic details (Title/Code)
5. Date of preparation/Revision
6. Objectives of the task/topic
7. Details of the teaching and learning activities
8. Time allocation for the trainers and learners of each activity
9. Training methods proposed for each activity
10. Total time allocation for each activity
11. Total time for the whole lesson

Guidelines to develop the Lesson Plan

The following steps will be help to develop the Lesson Plan. You have to use the lesson plan format given below. This format may change from training institute to institute. However, any lesson plan must contain all the components of the lesson plan given above.

1. Identify the module and the task/topic to be delivered.
2. Write down the details of the module and task in the lesson plan format given below.
3. Write down the objective/s of the particular lesson as per the given objective and the writing format given in the sample lesson plan.
4. Identify the knowledge and skills to be imparted to learners in relation to the task/topic. You can use the "mind mapping" technique for this activity.
5. Develop teaching and learning activities for the "introduction" part of the lesson. This part should consist of the learners motivation activity, the introduction of the title of the task/topic, objective/s, and the importance of the task/topic to the particular occupation, based on applications in the real working environment and an overview of the lesson. Then write down these activities in the "Teaching and Learning Activities" column of a lesson plan as per the sample lesson plan given below.
6. Develop teaching and learning activities for the main body of the lesson and write down in the "teaching and learning activities" column. As a rule of thumb, it is better to develop more learning activities than teaching activities, which help the learners to understand the lesson clearly by the creation of an active learning environment. Include theory components, supportive skills, demonstration of the way of performing the particular task or skills in the context of a topic, and practicals in the main body of the lesson. Sequence all developed activities and write them down in the relevant column as indicated in the sample below. Develop activities to assess the knowledge, skills and attitudes of learners gained from the particular lesson. Write down these assessment activities in the "teaching and learning activities" column as per the sample lesson plan

7. When you develop assessment activities, you should develop the following assessment tools according to the standard practice of the development of the assessment tools. These tools must be included in the lesson plan as instructional resources in the "instructional resources" column of the lesson plan as per the sample of the assessment activities.
   - Question papers, oral questions relevant to the task/topic to assess the knowledge gained by the learners to be developed using standard M.C.T.I. questions, Short answer questions, Matching test items, True and False test items, Structured questions, etc.
   - Standard "Performance Guide"/Checklist to be developed to assess the performance of the learner during the performing of a particular task or skill in a topic.
   - Standard "Product Rating Instrument" to be developed to assess the outcomes/products after performing the tasks/skills.
   - Standard "Attitude Rating Instrument" is to be developed to assess the attitudes of a learner during the performing of the task/skills related to the topic.
8. Define the training/teaching method supposed to be used in the delivery of each teaching and essential learning activity. The selection of the appropriate teaching/training method is to be done very carefully in order to create an active learning environment complying to the principles of the teaching and learning process and the strategies of adult learning principles (Andragogy) if the learners are adults. The selected method/s should be indicated against each activity in the "Teaching Method" column of the lesson plan as per the sample lesson plan given below.
9. Define the time required for the trainer to present the learner's activities and explain the trainer's activities considering the training method selected for the delivery of a particular activity. The time required for learners to perform the learner's activities should be defined. These defined time allocations should be written down in the "Time allocation for trainers" and "Time allocation for learners" columns against each teaching and learning activity.
10. Indicate the total time for each activity in the "total time of activity" column. The total time for activities should tally with the sum of time allocated for the trainer and the time allocation for the learner to perform the particular task, excluding the time allocation for demonstration activities, and practice activities. The time allocations for these two activities are the same, because the trainer and learner are engaged in the teaching and learning process at the same time. Hence, you should indicate the total time of the activity in the last column of the format as per the sample lesson plan.
11. Determine the instructional resources and occupational resources required to perform each activity mentioned in your lesson plan with types and quantities such as visuals, supportive learning documents, instructional aids, tools, equipment, instruments, machinery and consumables. These details related to resources should be included in the "Instructional resources/visuals" column against each activity as per the sample lesson plan.
12. When selecting appropriate training methods and teaching aids, it is necessary to know about the standard use of these methods and aids.
13. Calculate the total time required for the lesson delivery by summing up the total time allocation given in the last column of the lesson plan. The total time must be indicated in the allocation given in order to indicate the total time at the top of the lesson plan.

14. The trainer must deliver the lessons according to the lesson plans.

15. Develop such for each task/learning outcome/topic.

Three sections of a Lesson Plan - 'Introduction, Main Body, and Assessment

Training institute, program details and module reference						
No.	Teaching & Learning Activities	Time for Trainer Activity	Time for Learner Activity	Teaching Method/s	Instructional Resources/ Visuals	Total Time of Activity
Introductory section						
Main body						
Assessment and debriefing						

Format of the Lesson Plan:

The following format indicates one sample of a Lesson Plan. The design of the format can vary from institute to institute. But the main components must be included in the lesson plan format.

Template 5-Lesson Plan

(Note: Example taken from the Baker module for your easy understanding- you may use the relevant module)

ACTIVITY | 08

Prepare a Lesson Plan for a selected topic or Task in your relevant trade

Training Institute/Center		:	xxxxxx			
Training Programme		:	Baker			
Module Title		:	Preparation of cakes			: 09
Task / Topic		:	Prepare fruits for rich cakes			: 02
Date of Pretparation/ Revision		:	24th January xxxxx			
Objective of the Task/ Topic		:	At the end of this lesson learners should be able to Prepare fruits for rich cakes to correct sizes and free of water and foreign materials			
No	**Teaching & Learning Activities**	**Time for Trainer Activity**	**Time for Learner Activity**	**Teaching Method/s**	**Instructional Resources/ Visuals**	**Total Time of Activity**
Introductory Section						
01	Assign motivation activity using assignment	03 min.	10 min.	Small Group work (Group size:5x3)	Flip chart, Permanent Marker pens (Blue-03, Black-03, Red-02) Flip chart easel, Pin board,	13 min
02	Explain the title of the Task/ Topic	03 min.	---	Illustrated Talk	Power point Multi-media projector, White screen, Computer	03 min.
03	Explain the Objective/s	04 min	----	Illustrated Talk and Oral questioning	Power point Multi-media projector, White screen, Computer	04 min.
04	Discuss the importance of the task/topic	05 min	10 min	Discussion method	White Board, White board markers (Blue-02, Black-01, Red-01) Duster	15 min
05	Explain the overview of the lesson	05 min	----	Illustrated talk	Flip chart -01, Flipchart easel/ Pin board, Pins	05 min
Main Body						
06	Explain types of ingredients and their characteristics	20 min	10 min	Illustrated talk and discussion method	Power point Multi-media projector, White screen, Computer	30 min
07	Explain selection of ingredient for the task Assign activity to select ingredients	15 min 05min	30 min 25min	Small group work (During the institutional training) Group Size(5x3)	Assignment Flip charts, Permanent Marker pens (Blue-03, Black-03, Red-02) Flip chart easle, Pin board,	45min 30min

08	Explain the varieties of fruits that can be used for cake preparation & the tools to be used	30min	15min	Illustrated talk and discussion method	Power Point slide, Multi-media projector, White screen, Computer	45min
09	Demonstrate how to prepare fruits for cake preparation	20min	10min	Demonstration	Real objectives, tools	30min
10	Assign activities to identify and prepare fruits for cake preparation	10min	45min	Game and debriefing	All equipment needed to mix colour	55min
11	Explain guidelines on preparing ingredients into fine pieces for making cakes	20min.	---	Illustrated talk	Power Point, Multi-media projector, White screen, Computer	20min
12	Explain guidelines on soaking and poaching ingredients for making cakes	20min	---	Illustrated talk	Power Point, Multi-media projector, White screen, Computer	20min
13	Explain hygienic conditions of food	15min	15min	Illustrated talk	Real objectives, tools	15min
14	Explain safety precautions to be followed	15min	15min	Illustrated talk	Real objectives, tools	15min
15	Allow learners to practice under guidance	20min	20min	Guided practice	Real objectives, tools	20min
Assessment and Debriefing						
16	Conduct the knowledge assessment test	05min	30min	Assessment	Knowledge test	35min
17	Conduct the skills and attitudes assessment test	10min	120min	Assessment - Observation	Performance guide, Product Rating Instrument, Attitude rating instrument	130 min
18	Debriefing of the lesson- (Facts, Feelings, Future) or (Summarizing, Feedback, Developmental Guidance)	20min	20min	Discussion, Brainstorming	Whiteboard, Whiteboard marker pens (Blue-02), Duster	40min

Template 5- Lesson Plan

Sub Section No: 2-E
Preparation and application of the Performance Guide (PG)

Description:

The main objective of the development and use of a Performance Guide is to provide guidance to the trainer to demonstrate a task/skill in a sequence when delivering a lesson and conducting formative and summative assessments. This section provides guidance to learners to practice the particular task/skill, by referring to this document during the guided practice. This is a valuable assessment tool that must be used by the trainer to assess the performance of a trainee when performing the task/skill assessment by assessing the procedure of performing a particular task/skill.

Application:

The Performance Guide can be used as an instructional tool, guiding tool and assessment tool. This also helps the trainer to practice the task as a preparation before conducting the relevant lesson.

Components of the Performance Guide

The Performance Guide consists of the following components:

1. Course name
2. Module references (Title/Code)
3. Task details (Title/Code)
4. Guidance to use the performance guide
5. Steps of the particular task
6. Facilities provided for assessment

Guidelines to develop the Performance Guide:

The following steps will help to develop the Performance Guide:

1. Identify the modules and tasks to be delivered
2. Select the tasks to be delivered
3. Write the steps to be performed to complete the particular task/skill
4. Verify the accuracy of the steps from an expert of the occupation or through a demonstration if you are competent on the particular task/skills
5. Write down these steps in the performance guide format
6. Complete the performance guide as per the given format

Format of the Performance Guide : The following format indicates one sample of a Performance Guide developed for the occupation of a Baker. The design of the format can vary from institute to institute but the main components must be included in the performance guide format.

Template 6 - Performance Guide

(Note: Example taken for a task of a module of the occupation of Commis (Pastry and Bakery) for your easy understanding, but you may use the relevant module)

Training Institute/Center	:	xxxxxxx			
Training Programme	:	Commis (Pastry and Bakery)			
Module Title	:	Preparation of Bread	**Module No**	:	05
Task/ Skill	:	Bake bread			

Instructions for Use

1. Use the following performance guide when carrying out this task.
2. If the learner carried out the task successfully, all the steps given here (other than those "Not applicable") mark "Yes."
3. If any step is "Not applicable," place the mark ‘⍰’ against it.
4. If any step is marked as "No", the leaner has failed. Ask him/her to practice further before the next assessment.

Step No	Steps	Yes	No	Not Applicable
	Did the learner			
a.	Obtain the prepared bread dough?			
b.	Heat the oven to the required temperature?			
c.	Place prepared (in the mould) bread?			
d.	Place the flour and yeast mixture into the mixing machine?			
e.	Set the oven for the required time and bake until light brown?			
f.	After baked, remove the bread from the oven and take it out quickly from the tray and place it upside down?			
g.	Switch off the oven If the oven was not to be used again?			
h.	Clean the trays when they cooled down?			

ACTIVITY | 09

Prepare a Performance Guide for a selected Task in your relevant trade

Sub Section No: 2-F
Preparation and application of the Product Rating Instrument (PRI)

Description:

The main objective of the development of the Product Rating Instrument for a training program/course is to provide guidance for the assessment of the final outcomes of a task/skills.

Application:

The Product Rating Instrument is an assessment tool, which can be used as guidelines to assess the outcomes of the final outcome/product that originated after performing the particular task/skill.

Components of the Product Rating Instrument:

The product-rating instrument consists of the following components:

1. Course name
2. Module references (Title/Code)
3. Task details (Title/Code)
4. Instructions to use the "Product Rating Instrument"
5. Assessment criteria to assess each assessment point of the final outcome with different rating scales
6. Criteria for competence

Guidelines to develop the Product Rating Instrument

The following steps will help the trainer to develop a Product Rating Instrument.

1. Identify the task to be assessed.
2. Define the outcome of the task after performing.
3. Define the major criteria that can be used for assessing the quality of the final product through observation. Make the criteria list reasonable in length.

4. State each criteria as clearly as possible. Use the following guidelines for each criteria:
   - Write each criteria clearly and simply, using common industry terms. One or two words is normally sufficient.
   - Criteria should not be trivial. Use the same criteria, the industry uses.
   - All of the important criteria must be included.
   - Criteria should be listed in a logical sequence.
5. Define the marking criteria for each major criterion.
6. Select the most appropriate scale for each major criterion.
7. State the minimum acceptable level of performance required
   a. For each criterion
   b. For total marks

   Minimum Acceptable Level of Performance: All criteria must receive a rating of 2 or above, and theminimum total score is (4 times the number of criteria.)
8. Develop the "Product Rating Instrument" as per the sample given below.

Format of the Product Rating Instrument:

The following format indicates the sample of a "Product Rating Instrument". The design of the format can vary from institute to institute, but the main components must be included in the "Product Rating Instrument" format.

Template 7 - Product Rating Instrument

(Note: Example is taken from the task of a module of the occupation of the Baker for your easy understanding, but you may use the relevant module)

Training Institute/Center	:	xxxxxx
Course Title	:	Commis (Pastry and Bakery)
Module Title	:	Preparation of Bread
Module No	:	05
Task/ Skill Title	:	Bake bread

Instruction to Use the instrument

- The scales given below must be used to assess the outcome of the task performed by the learner. These scales consist of two types and are as follows
  a. Critical scale
  b. General scales
- Learner has to obtain full marks from the critical scale otherwise the learner will be considered as an unsuccessful learner.
- Learner has to obtain the minimum pass mark as indicated by (*-Mark) to pass from the general scales. Those who fail to obtain the minimum marks will be considered as unsuccessful learners.

- The total marks scored by the learner must be greater than 75% out of the total of full marks given in this tool; Otherwise, the learner will be considered unsuccessful.

1. Conditions of the test :

- Should the test be done in the Bakery?
- Which oven is used to bake bread?
- Electric oven or
- Firewood oven

2. Product Criteria :

A. Smell of the bread B. Nature of the bread C. Colour of the bread

D. Weight of the bread E. Appearance of the bread

3. Rating scales :

1. Criterion A : Smell of the bread

0	5
Bad Smell	Good Smell

2. Criterion B : Nature of the bread (Hardness)

1	2	3	4	5
Hard		Medium Soft		Soft

3. Criterion C : Colour of the bread

0	2	3	4	5
Dark Brown		Brown		Light Brown

4. Criterion D : Weight of the bread (400g)

0	2	3	4	5
Less than 360g		360g-380g		380g-420 g
Greater than 440g		420g-440g		

5. Criterion E : Appearance of the bread

0	2	3	4	5
Cracks in every surface		Crack in one surface		No cracks
Damages in every surface		Damage in one surface		No damage
Irregular shape		Not regular shape		Regular shape to the standard

4. Directions :

Rate the performance using the criteria listed above. For each criterion, place a check mark along each scale where you think the performance is best described.

5. Minimum acceptable level of performance

- Criterion A must receive full marks and Criteria B, C, D and E must receive a rating of 3 or above
- Minimum total score is 75%

ACTIVITY | 10

Prepare a Product Rating Instrument for a selected Task in your relevant trade

Sub Section No: 2-G
Preparation and application of Attitude Evaluation tools

Description:

The main objective of the development of Attitude Evaluation tools for a training program/course is to provide guidance for the assessment of the attitudes of a learner when performing the particular task/skill or behaviour during the training period. Attitude is classified as Observable and Not Observable (Feelings, Beliefs, Values, Willingness to change, etc.) and again Observable attitudes are divided into two personal skills (Appearance, Work habits, Personal hygiene, Attendance, Completing assignments, Adhering to the regulations, etc.) and Interpersonal skills (Manners, Politeness, Participation, Disagreeing, Supporting, Openness, Cooperativeness, Honesty, etc.)

Application:

The Attitude Evaluation tools are an assessment tool, which can be used as guidelines to assess the attitudes of the learner when performing a given task in different attitudinal views. There are three types of Attitude Evaluation tools: the Checklist, Rating Scale and Critical Incident technique format.

Components of the Attitude Evaluation Checklist:

The Attitude Evaluation tool checklist consists of the following components:

1. Course name
2. Module references (Title/Code)
3. Task details (Title/Code)
4. Instructions to use the "Attitude Evaluation tools"
5. Assessment criteria to assess different views of the attitudes with different rating scales

Guidelines to develop the Attitude Evaluation Checklist:

The following steps will be helpful to develop the Attitude Rating Instrument.

1. Identify the task to be assessed.
2. Define the behaviours to be assessed during the performing of the task.
3. Define the duration to be assessed and the attitudes through observation.

Format of the Attitude Rating Instrument

The following format indicates one sample of a "Product Rating Instrument". The design of the format can vary from institute to institute, but the main components must be included in the "Product Rating Instrument" format.

Template 8 - Attitude Rating Instrument

(Note: Example is taken from the Baker Module for your easy understanding- but you may use the relevant module)

Training Institute/Center	: xxxxxx			
Course Name	: Baker			
Module Title	: Prepare Bread	Module No	: 05	
Task/ Skill Title	: Prepare Bread			
Instruction to Use the instrument				
• The checklist given below must be used to assess the attitude of the task performed by the learner. • Record the date and time when a behaviour occurs according to the behaviour statement				

Observed behaviour	Week one		Week Two	
	Date	Time	Date	Time
Joined in the class discussion				
Did the assignment on time				
Showed leadership				
Helped others in the class				
Volunteered to do something				

Components of the Attitude rating scale:

The attitude rating scale consists of the following components:

1. Course name
2. Module references (Title/Code)
3. Task details (Title/Code)
4. Instructions to use the "Attitude Rating scale"
5. Assessment criteria to assess different views of the attitudes with different rating scales

Guidelines to develop the Attitude Rating Instrument:

The following steps will help to develop the Attitude Rating Instrument.

1. Identify the task to be assessed.
2. Define the attitudes to be assessed during the performing of the task and/or during the course period.
3. Define the major criteria that can be used to assess the attitudes through observation.
4. Define the marking criteria for each major criterion.
5. Select the most appropriate scale for each major criterion.
6. Develop the "Attitude Rating Instrument" as per the sample given below.

Format of the Attitude Rating Instrument

The following format indicates the one sample of a "Product Rating Instrument". The design of the format can vary from institute to institute, but the main components must be included in the "Product Rating Instrument" format.

Template 8 - Attitude Rating Instrument

(Note: Example is taken from the Beautician module for your easy understanding- but you may use the relevant module)

Training Institute/Center	: xxxxxx			
Course Name	: Baker			
Module Title	: Preparation of bread	Module No	: 05	
Task/ Skill Title	: Bake bread			

Instruction to Use the instrument

- The scales given below must be used to assess the attitudes of the task performed by the learner. These scales are of two types:

  a.Critical scale

  b. General scales
- Learner has to obtain full marks from the critical scale otherwise the learner will be considered as an unsuccessful learner.
- Circle the appropriate number to rate your learner

1.0 Behavior/Activity

a. General conduct

	0 Rare	5	10 Not always	15	20 Always
a. Punctual	....		....		....
b. Cooperative	....		....		....
c. Polite	....		....		....
d. Follows rules and regulations	....		....		....

b. Quality of work

	0 Rare	5	10 Not always	15	20 Always
a. Neatness	....		....		....
b. Accuracy	....		....		....
c. Self work practice	....		....		....
d. Follows instructions	....		....		....
e. Efficient use of materials	....		....		....

c. Participation

	0 Rare	5	10 Not always	15	20 Always
a. Helpful to others	....		....		....
b. Show leadership	....		....		....
c. Works well with others	....		....		....

b. Quality of work

	0	5	10	15	20
	Rare		Not always		Always
a. Communicate positively	....		....		....
b. Solve problems	....		....		....
c. Accept suggestions	....		....		....
d. Uses time efficiently	....		....		....
e. Clean up work space	....		....		....

ACTIVITY | 11

Prepare Attitude Evaluation tools to evaluate the learners attitudes

Sub Section No: 2-H
General guidelines for training delivery

Use of Teaching Aids Description:

This sub unit provides guidelines for trainers to use different teaching aids when delivering training. It can be applied to deliver technical and vocational training in order to create an active learning environment by addressing the different learning styles of learners.

Introduction to Teaching Aids

Imparting knowledge and skills not only needs intellectual skills, occupational skills and subject knowledge but should also ensure that the content matters including with regard to concepts, facts, processes, procedures, principles and structures are understandable to the learners in a simple and easy manner, yet in a short span of time. Teaching Aids are therefore used to enhance learning skills in a systematic manner and to retain what is learned in the mind of the learners for a longer time duration.

It can be anything that a trainer or a teacher uses to assist in teaching. It can be a device, object, equipment, machine, illustration, simulator, audio visual or other item that improves the teaching or learning process.

Teaching aids can be categorized as two dimensional teaching aids and three dimensional teaching aids. Some examples of Teaching Aids are: Printed Material, Overhead Projector, Blackboard/White Board and Chalk, Pin Board with Posters/Programmed Instructions Book and Computer, Computer software or applications like Power Point slides, Video Spot Film, Live Demos, Digital Images, Movies, Specimens and Records, Objects for Demonstration, etc.

Two Dimensional Teaching Aids

Teaching aids which create two dimensional sights in teaching-learning processes fall into this category. Some examples are printed materials such as photographs/digital images, banners, posters, wall charts, prepared flip charts, transparencies and different types of overhead projectors, Power Point slides, other slides with slide projectors, multimedia projectors, screens, two dimensional videos, video players and monitors, pin boards, flash cards, black boards with marker pens/white boards with chalk, all kinds of books, computer software, audio and video outputs, etc.

Three Dimensional Teaching Aids

Teaching aids that create three dimensional sights and help learners to feel part of the teaching-learning process fall into this category. Some examples are real objects, models, mock-ups, exhibits, dioramas, specimens, etc.

Guidelines for the Preparing/Selection and Use of Teaching Aids

When preparing teaching aids

1. The objective of selecting or preparing and the use of the teaching aid
2. Ensure the appropriateness and relevance of the teaching aid to the type of knowledge supposed to be delivered and the training method used to deliver the activities
3. Ensure that the content of the instructional aids supports the lesson objectives
4. Ensure that the content is useful and meaningful and consistent with the sound principles of learning and the use of appropriate terminology
5. Ensure that teaching aids provide proper stimuli and reinforcement
6. Ensure the containing of quality and standard photos, graphics and texts as required
7. Ensure the possibility and easy use of the teaching aids to impart the particular message relevant to the contents of the lesson or lessons
8. Ensure that the teaching aid captures the learners attention and interest in order to engage learners in the learning process
9. Ensure that each teaching aid communicates only a single message
10. Teaching aids content and aids are sequenced properly
11. Ensure the completeness and technical accuracy of the aids before use

Note: If teaching aids need to be developed, follow the standards relevant to the development of each teaching aid When using the Teaching Aids

Teaching aids should be used carefully. The following guidelines help to use them correctly.

1. Gather all teaching aids and supportive resources relevant to the lesson/session plan.
2. Organize all teaching aids in a sequence of delivering the lesson/session.
3. Use teaching aids sparingly.
4. Organize three dimensional teaching aids in a way that makes one have easy access to these items.
5. Use Teaching Aids as per the standard practices set for each aid.
6. Make them visible to the entire audience.
7. Talk to the audience, not to the aid: Look at the audience at least 80% of the time. Avoid turning your back to the audience.
8. Explain the content of the aid when you first show it.
9. Don't use teaching aids in a manner that distracts from the learning process.
10. Avoid laser pointers.
11. Select clip art carefully from well known sources.
12. Limit the amount of material on any one aid.
13. When you finish with the aid, remove it, cover it, or turn it off.
14. Handle teaching aids carefully in order to avoid damages or malfunction.
15. Store teaching aids carefully, after usage.
16. Be prepared to give your presentation without your visual aids: Have a backup plan in case something goes wrong. Take a hard copy of your slides.

Create a good Power Point presentation

(An Example for two dimensional teaching aid (Power Point slides)

No matter how great your delivery, or how professional and beautiful your supporting visuals, if your presentation is not based on solid content, you cannot succeed

Select the slide size

- Power Point uses slides with a horizontal or "Landscape" orientation.
- Aspect ratio: widescreen more attractive
- Your slides should have plenty of "white space" or "negative space."
- The less clutter you have on your slide, the more powerful your visual message will become.

Flow of script

- Attractive topic slide
- Motivation slide
- Objectives
- Sub topics if you need
- Content
- Conclusion/Assessment

10 second rule

- Slides should not contain complete sentences
- Maximum five lines of text per slide
- Mix upper and lower case letters
- 10 Second Rule – If it takes longer than 10 seconds to read the slide, there is too much content

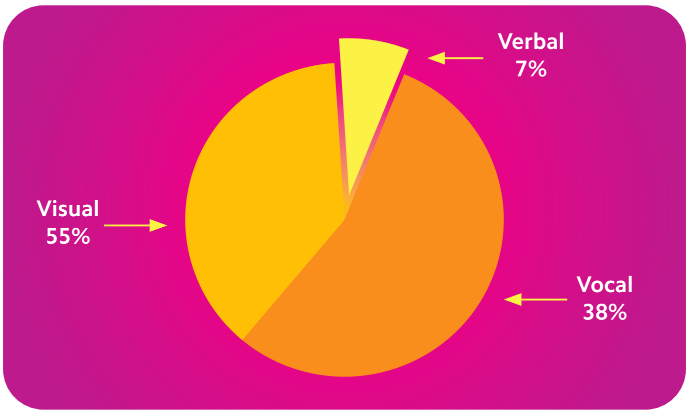
Remember

- **The best slides may have no text at all**
- **Many people often say something like this: "Sorry I missed your presentation. I hear it was great. Can you just send me your Power Point slides?"**

  But if they are good slides, they will be of little use without you.
- **Listeners will get bored very quickly if they are asked to endure slide after slide of animation.**

Use appropriate charts

Communication



Deliver your presentation

- First impressions are powerful. Believe it. The first 2-3 minutes of the presentation are the most important.
- Audience attention is greatest at the opening and then again when you say something like "In conclusion" this is just the human condition, especially so for the busy (often tired) knowledge worker of today.
- Avoid reading what is exactly on the slide.
- When having a break, don't leave the slide up, as it is distracting. Use a blank or black slide.
- The podium is a barrier between you and the audience, but the goal of our presentation is to connect with the audience.
- And while you are maintaining great eye contact, don't forget to smile as well.
- Keeps the lights on.
- The audience should be looking at you more than the screen.

At all times: Courteous, gracious, and professional

- The true professional can always remain cool and in control
- It is your reputation, so always remain gracious even with the most challenging of audiences

Preparing and Using Handouts (with an example)

Learning Guides/Student Direction sheets

Objectives:

- Select the most appropriate handouts according to your planned learning outcomes
- Prepare effective handouts

Handouts can be an effective teaching and learning material if they are professionally developed.

They are most effective when they are organized according to the planned learning outcomes or module objectives.

The student can then see clearly where the information fits in the overall picture.

Types of handouts can vary, depending on its purpose. Whatever its type, a well designed handout:

a. Gives objectives of the content being discussed

b. Clarifies the topic being discussed

c. Saves trainer time consuming detail on a chalkboard or whiteboard to illustrate what is being discussed

d. Makes errors in note taking less likely, thereby giving students a reliable reference for learning

e. Provides material beyond the lecture

f. Provides more up-to-date material than is contained in course readings

g. Frees up time for other learning activities

Starts with objectives

- Think about objectives of your content and they can be included as an introduction part of your handout
- In the introduction part, give an overview of your lesson/topic/task apart from the objectives
- If you can include some spaces on the pages under each heading, the students can take organized notes as they listen to the lecture and participate in other learning activities.

This:

- Encourages student involvement in the class, by their following along and taking notes
- Teaches students how to take effective notes by grouping the subject matter

Illustrations:

It is very useful and very essential to include illustrations in your handouts.

Illustrations may include but are not limited to:

- Photos (designs, artwork)
- Posters
- Sketches
- Sample boards (showing the correct one and the erroneous one, a series of exercises)

- Diagrams
- Charts (production plans, OHS)
- Graphs (Learning curves, DPR)
- Flowcharts or
- Maps

A sketch already drawn by someone whose expertise in the relevant area is effective and accurate rather than something drawn quickly in the class by the instructor and which is copied by the student.

Many topics and procedures are very difficult to explain only with words. A clear, well labeled graphic can replace a great deal of text or talk.

Conclusion

For the latter part of the handout, include a summary of your content. If you explained a certain skill in your handout, the performance guide can be added as a self assessment tool or if your content is knowledge based, knowledge assessment can be added.

While you design your handouts, use the following checklist to ensure that they are effective.

I have:

- Checked the learning outcomes to establish what is needed
- Checked that the information is not readily available elsewhere
- Applied for permission to reproduce copyrighted material
- Organized the information in a logical order for learning
- Clearly stated the topic and purpose of each handout
- Included instructions for any test questions or procedures
- Included all necessary steps in procedures and instructions

Included safety precautions for all dangerous or difficult procedural steps

Style — I have:

- Used simple, clear language throughout
- Subdivided long handouts with headings to help guide the student
- Left plenty of white space so that the type is not overwhelming to read
- Left plenty of white space where students are to write on the handout
- Included an overview before each set of procedure
- Written procedural steps in the order they will be performed in
- Placed safety precautions immediately before the action(s) they refer to
- Divided, long, complex procedures into groupings of between five and nine steps

Graphics — I have:

- Chosen graphics that illustrate the topic clearly and add to the text
- Labelled all important parts of each graphic
- Labelled the axis and used keys to clarify all charts and graphs
- Used graphics to explain difficult or complicated procedural steps
- Placed graphics close to the written material that they illustrate

Overall:

- This handout adds significant value for the student beyond the existing material and is in a concise, useable format.

Reminder! I have kept a master copy so that future handouts will photocopy clearly

ACTIVITY | 12

Prepare a student instruction sheet and a detailed handout for a selected topic or task in your relevant trade

Sub Section No: 2-I
Use of Training Methods (General guidelines)

Description:

This sub unit provides guidelines for trainers to use different training methods which can be applied to deliver technical and vocational training to create an active learning environment.

Application of Simple Training Methods

Different approaches are used to impart knowledge, skills and inculcate attitudes required to perform a particular task or an activity known as training methods. The training methods create an ease of learning environment for learners and engages learners in the learning process by attracting the attention of learners towards the objectives of the lessons. Some of the simple training methods are illustrated talk, lectures, oral questionings, discussions, demonstrations, small group work, practices, development guidance, role play, assignments, games, projects, brainstorming, mind mapping and case studies, etc.

The application of training methods is to be done very carefully, because improper selection and the application of training methods create distractions in the learning process. When selecting teaching methods to deliver teaching or learning activities, we must be able to create an "Active Learning Environment" in the teaching-learning process and also comply with the "Principles of the Teaching–Learning Process".

The introduction of the training methods given below will help you to understand about some simple training methods and possible/suggestive application situations.

Illustrated Talk

Illustrated Talk (IT) is an instructional method used in presenting knowledge using verbal and visual illustration. The knowledge presented may be facts, theories, principles or concepts. IT differs from a lecture which is a presentation of knowledge without using visual illustration.

An illustrated talk is a simple way to share information with the audience using the relevant visual aids. The topic should be educational in nature. Visual aids must be used to help explain what is being said. Visual aids can include posters, Power Point slides, transparencies, animation, videos, models, or actual items. The "Illustrated talk" method can be easily used to deliver knowledge components by the teacher and to express the findings or outcomes of activities assigned by the teacher to learners.

Oral Questioning

The oral questioning method is also a simple method but you need to prepare oral questions before conducting the training session.

The primary purpose of oral questioning is to stimulate the learners to think.

Oral questioning has three other important purposes: First, it arouses interest in the subject matter. Second, it focuses attention upon a particular area of the subject matter. Third, it drills students on the subject matter they must recall precisely, such as the correct terminology, the function of parts, and safety precautions.

There are two main types of oral questions. That is "Closed questions" and "Open questions".

The closed questions have short answers but open questions drive learners to give detailed answers.

The closed questions are best to check for the retention of knowledge. The open questions are better to use to check the use of the knowledge gained from the training session for the application, analyzing, synthesizing and comparing of the given situations. This method can be used to create an active learning environment and also share ideas among the learners. Preparation of oral questions must be done as per the standards and guidelines relevant to this method.

Formulating questions

Be clear about:

- Why and what do I ask for?
- Do trainees have enough experience and previous knowledge to react and answer?
- Does the further development of the lesson depend on one specific answer?
- Prepare questions in advance
- Use simple language and vocabulary
- Formulate questions at the level of understanding of the learners
- Ask only one question at a time
- Start with closed questions and then go to open questions
- First ask questions from the audience
- Ask questions from every direction of the class
- Pose questions where different answers are possible
- Encourage further explanation
- Allow time to think and answer
- Respond properly to correct answers
- Respond properly to partially correct answers
- Respond properly to incorrect answers
- Respond properly when there is no answer?

Listen--listen--listen.

Discussion method

A relatively modern pedagogical technique involves a free exchange of ideas between the learner and the teacher. The method encourages the in-depth analysis of complex concepts, the thoughtful interchange of ideas, polite social intercourse, respect for the ideas of others, recognition that concepts are open to a variety of interpretations, with a few clear cut "right" or "wrong" positions. In the discussion method, the teacher must usually present the topic for discussion, moderate learner exchanges, remain open to all ideas presented and help the group arrive at a conclusion, without imposing that conclusion or otherwise dampening learner enthusiasm for open discussion. This method also needs pre-preparation appropriate to the topic.

Demonstration

In teaching through demonstration, learners are set up to potentially conceptualize class material more effectively as shown in a study, which specifically focuses on technical demonstrations presented by teachers. Demonstrations often occur when learners have a hard time connecting theories to actual practice or when learners are unable to understand the application of the theories. The use of the demonstration method is highly applicable in technical education.

Technical education mainly focuses on the development of skills required to perform an occupation. The demonstration method is a valuable method to deliver procedures and also processes. When you use the demonstration method to deliver a particular skill, it is better to prepare a performance guide (PG).

This PG helps in different ways for the learner and also for the teacher. Demonstration must be done carefully according to the standard practices. This method can also be used as an assessment tool together with the PG because the teacher can observe the ability of the learners during their performance.

Practices

The practicing method is very much essential in technical and vocational education because this education mainly focuses on skill based components. The learners have to be very much familiar and have the ability to perform all the tasks/skills relevant to the field of learning. This method provides learners to learn a particular task/skill by performing and also addressing the "learning by doing" concept.

This method is usually used after a demonstration activity. Learners will practice the given skill after the teacher demonstrates a particular task/procedure.

The practice can be divided into two types that include the guided practice and individual practice. The teacher must guide learners to perform the particular procedure/task until the skill can be performed safely. The performance guide is a best tool a learner can use during the guided practice because it provides step by step guidelines. Individual practice should be performed until the learner achieves the desired competency levels.

Role play

Role playing, a derivative of a socio-drama, is a method for exploring the issues involved in complex social situations. It may be used for the training of professionals or in a classroom for the understanding of literature, history, and even science. This is the best tool that a teacher can use to develop learners attitudes towards the activities in relation to the field of training such as dealing with customers and industry workers, and improving or changing habits or behaviours, etc. Role playing is about experiencing new people, places, thoughts, and ways of thinking that you may not normally encounter.

Role play must be designed very carefully as per the standard practices, especially defining the objectives of the role play, defining the roles in the role play, the preparing of guidelines or storylines for role play, etc. There are different types of role play, but they can be categorized as structured and unstructured role play.

Brainstorming

Brainstorming is a training method, which is used to arouse learners to come out with their ideas for a given topic or problem.

This is a very good method you can use to create an active learning environment. This method can be done for a whole group or small groups, depending on the capacity of the group to conduct brainstorming sessions individually within the group. The Teacher or the Learners have to nominate a leader and a recorder for the group.

The ideas expressed by the learners are noted down on flash cards or flip charts. If we write ideas on flash cards, it is easy to group similar ideas together and make conclusions.

Brainstorming has one rule: "Nobody can make any comment or argument against anybodies' ideas". Before you conduct the brainstorming session, you should prepare a clear open question for this activity and make the participants aware of the topic.

Small group work

This activity helps to develop team skills and interpersonal skills within the group. This also creates an opportunity to share ideas related to the activity assigned to the group. The designing of group activities should be done very carefully.

When you design the group activity, you must clearly identify the objectives of the activity you are supposed to assign to the group. The objectives must help to achieve the learning outcomes/objectives of the lesson. This activity can also be supported by assignments. The normal group size may be five to eight members per group. This training method creates an active learning environment.

Assignments

Assignments helps assign different types of learning activities to learners. The assignment consist of the details of the module and task/topic, the objectives of the assignment, the nature of the assignment, the description of the activity with clear self guidance for learners to perform the activity in the assignment, time allocation and the criteria to be used to assess the assignment. There are different types of assignments. The main categories of assignments are "Homework/take home assignments" and "Library Assignments".

The development of the assignment needs to follow the standard practices and guidelines.

Guidelines for the Application of Teaching Methods

The following guidelines help you to select and apply teaching methods in the teaching–learning process:

1. Identify the knowledge components, skill components and attitude related components to be imparted to learners to perform the particular tasks/activities of a topic competently.
2. Identify the types of knowledge to be imparted to complete the knowledge components of the task/topic.
3. Identify the activities that can be applied to impart different types of knowledge, skills and attitudes.
4. Define the most appropriate teaching method to deliver the identified activities to comply with the principles of the teaching-learning process and the adult learning principles.
5. Develop the teaching-learning activities while complying with the rules and guidelines relevant to each teaching method selected for the delivery of each teaching-learning activity.
6. It is better to conduct debriefings at the end of each major activity.

Sub Section No: 2-J
Develop Teaching Activities and Learner Activities

Description:

This sub section provides guidelines for trainers to develop teaching and learning activities to conduct training programs according to the principles of the teaching and learning process and adult learning strategies, in order to create an active learning environment.

Introduction to Teaching-Learning Activities

The activities performed by the teacher/trainer for imparting knowledge, skills and attitudes to learners in the teaching–learning process known as teaching activities. The activities to be executed by learners to gain knowledge, skills and attitudes in the teaching-learning process known as learner activities.

The teaching learning process involves a teacher sharing knowledge (either formally or informally) with learners who assimilate the knowledge in order to learn and use it. Make learning fun for every kind of learner in your classroom and create an active learning environment in the classroom. An active learning process requires learners to be directly involved in the learning process, thus they are more likely to commit to memory information associated with the lesson.

If any training session consists of more learner based activities than teaching activities, it creates an active learning environment in the teaching-learning process. Hence, it is a responsibility of a teacher/trainer to introduce learner based activities to his/her training session and also add a few teaching activities to guide and involve learners in the learning process.

Introducing of different kinds of learning activities using different teaching methods help learners with different learning modalities to learn effectively and also address multiple intelligence levels of learners. Creating activities for different learning styles can be incorporated into any lesson. Meeting the needs of all types of learners is crucial.

However, the styles or intelligence levels are only a preferred mode, one in which a learner is more comfortable learning. A teacher offers his or her learners the best results when the instruction in class is multi-modal. In that way, not only do learners have the opportunity to learn in their favoured style, but they are exposed to other styles.

Detailed Approach to the Development of Teaching-Learning Activities

1. Select the task/topic to be delivered

The selection of the task or topic is to be done by considering the year plan, weekly plan and the scheme of training. The National Competency Standards/Curriculum outlines will provide the guidelines to select the task/topic. The Occupational/Competency profile in the above documents helps to identify the task to be delivered under each element of competency given in a particular unit of the NCS. The topics which are to be delivered under each unit can be extracted from the "Related knowledge" component given in the NCS. Likewise, the curriculum outline provides the task/topic to be delivered under each module.

2. Develop the instructional objective/s or learning outcomes of the lesson/task/topic

The next step after the selection of the task/topic is to define the instructional objective/s or learning outcomes of the lesson. The instructional objectives/learning outcomes must be defined very much carefully because the whole lesson delivery and assessment of the learner performance depends on these objectives/learning outcomes.

Hence, write precise and delineated goals for what you want your learners to be able to accomplish after the lesson is completed. In other words, an objective is a description of a performance you want learners to be able to exhibit before you consider them competent. An objective describes an intended result of instruction, rather than the process of instruction itself. Instructional objectives are specific, measurable, short term, and observable learners behaviours.

The following are not observable or measurable objectives

Not observable or measurable	Observable or measurable
• Really understand the relativity theory • Be familiar with the law • Understand the process of osmosis • Change the spark plugs on an engine • Learn about corrosion	• Explain the relativity theory • Describe the 19 sections of theFactories Ordinance Law • Explain the process of osmosis • Change the spark plug on an engine following the manufacturer's instructions • Explain reasons for metal corrosion

Types of objectives

- Cognitive: understandings, awareness, and insights (e.g., "List and explain..."). This includes information recall, conceptual understanding, and problem solving.
- Psychomotor: special skills (e.g., " adjust tappet clearance as per the manufacturer's specifications and instructions.."; "take a replicable blood pressure reading by appropriately using a sphygmomanometer").
- Affective: attitudes, appreciations, relationships

Guidelines to develop the objective

A. Create a stem:

The first step of the development of an objective is to create the stem. The writing of a stem has a standard art of writing. The following set of examples indicates the way of starting the writing of the objective.

The art is

- At the end of this lesson/session/unit, the learner should be able to .....
- By completing the activities, the learners will be able to...

B. Select the verb/s:

Select the most appropriate action verb/s in respect of the final outcome you expect from your learners and match with the type of objective. The verb/s must be able to be observed during the learner's performance.

C. Once you have a stem and a verb, determine the actual product, process, or outcome

When determining the actual product, process, or outcome, you have to consider the following

- Learner should achieve the product, process or outcome, under what conditions or situation.
- What are the standards/quality guidelines to be followed by the learner during the performance and the standard/quality of the final outcome?
- Standard timeline allowed to perform the activity in the real situation/industry

The following examples show the developed objectives:

a) At the end of this session, learners should be able to assemble the power supply unit for a given computer motherboard with the casing, according to the guidelines and standards given by the manufacturer of the motherboard within 15 minutes.

b) At the end of this lesson, learners will be able to

- List down the major components/parts of the given machine
- Describe the functions of three major components/parts given to the learner
- Assemble the components/parts as per the guidelines and standards of the manufacturer of the machine within 60 minutes.

ACTIVITY | 13

Develop instructional objectives for a selected topic or task in your relevant trade

3. Determine the knowledge, skills and attitude components to be delivered

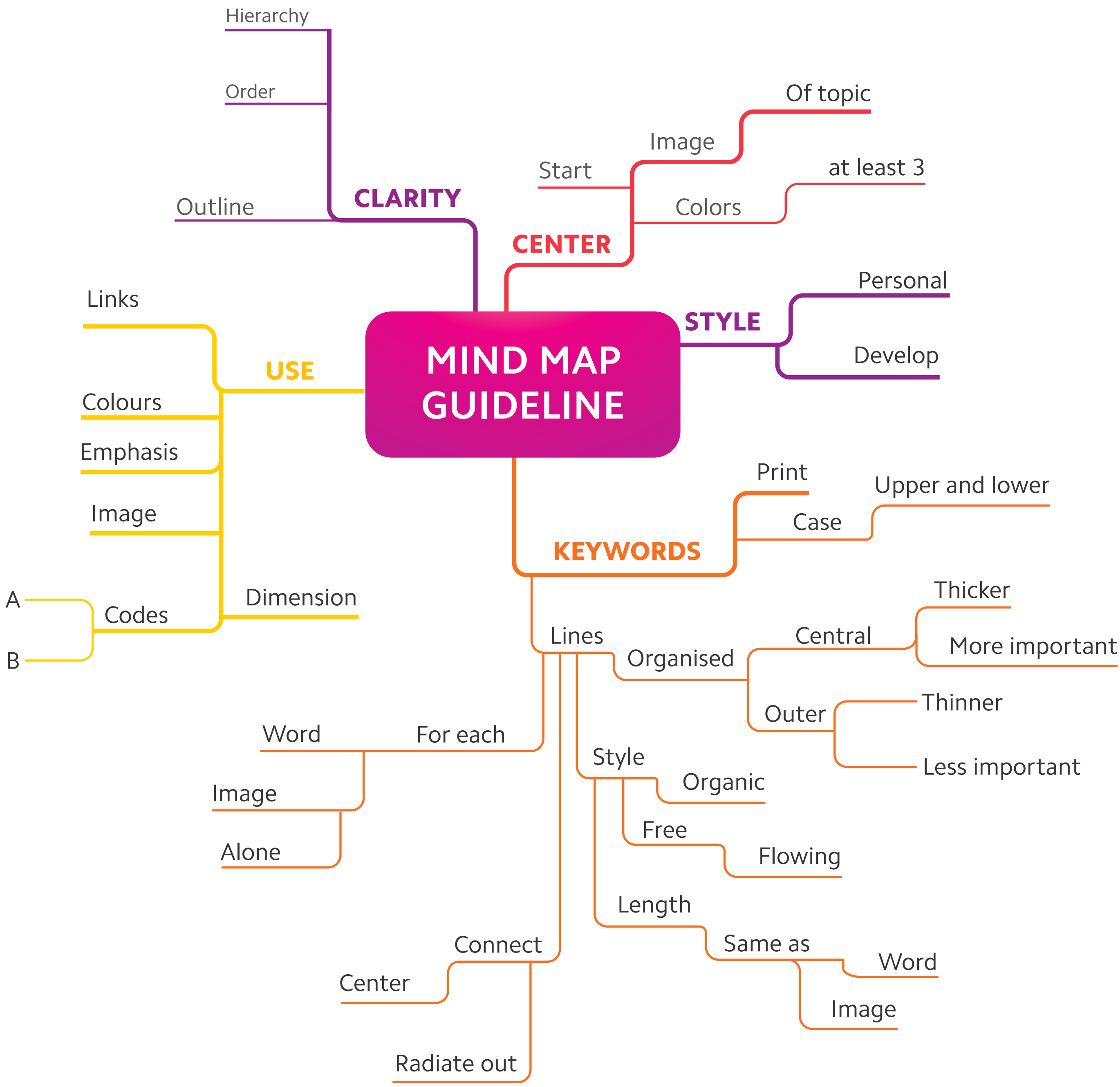
After the development of the objective/s or learning outcomes, you should determine the knowledge, skills and attitude components that the learner should gain during the lesson to achieve the expected objectives or learning outcomes. This should be done carefully and logically. The best tool to recognize these components is the "mind mapping tool". The following guidelines provide the introduction of the above tool and the method of use.

Introduction and Use of the Mind Mapping Tool

A mind map is a diagram used to visually organize information. A mind map is often created around a single concept, drawn as an image in the center of a blank landscape page, to which associated representations of ideas such as images, words and parts of words are added.

Major ideas are connected directly to the central concept, and other ideas branch out from those. "Individual brainstorming" is the use of brainstorming in solitary. The mind map is a visual note taking technique in which people diagram their thoughts. The diagram below shows the art of using the mind mapping tool and guidelines of using.

You should write down the topic at the centre of the blank paper and brainstorm the knowledge components to be imparted for achieving the objectives, and skill components to be imparted to learners in order to perform the task to achieve the objective. Finally, attitudes are to be developed within the learner to improve the quality of the performance.



4. Sequence the imparting of knowledge, skills and attitudes

After the preparation of the mind mapping tool, you should organize the information in a sequence. When sequencing the knowledge components and skill components, consider the best way of delivering the lesson according to the principles of the teaching–learning process. Then number each knowledge and skill component on the mind map according to the flow you decided to deliver the lesson in.

5. Identify the activities for the introduction component

The introduction component of a lesson/session is very much important to learners as per the principles of teaching–learning. It is a rule of thumb that the learner must be motivated and made aware about the lesson. This component is known as the "lesson/session introduction". The introduction component of the lesson must contain the following:

- Motivation activity for the learners
- Introduction about the lesson/session title
- Learners aware about the objective/s or the learning outcomes of the lesson/session
- Learners aware about the importance of the lesson for the occupation/final expectations of them, after the training program
- Learners who are aware about the "Overview" of the lesson/session

6. Identify KSA components to be performed by the Teacher and the Learner

After the preparation of the introduction component of the lesson/session, you should decide the way of delivering the identified knowledge, skills and attitude components identified through the mind mapping tool. This is the main body of the lesson/session.

You have to group the knowledge and skill components to be delivered by the teacher and the knowledge and skill components to be performed by the learner to achieve the objectives/learning outcomes complying with the adult learning strategies and also creating an active learning environment.

7. Develop the learning activities

Then you should determine the most suitable training method to be applied for the knowledge and skill components to be performed by the learner.

Some of the suitable training methods such as small group activities, the discussion method, brainstorming technique, demonstrations, field trips, practicing, and projects are examples of the most appropriate training methods that can be easily applied for learning activities.

After deciding on the training method for each knowledge or skill component selected for the learners to perform, you should design the way of performing the learner activity.

When designing the activity/exercise, you should decide the content of the activity, teaching aids relevant to the training method selected for the activity, and required resources and guidelines for the implementing of each activity.

8. Develop the teaching activities

Then, you should determine the most suitable training method to be applied for the delivering of the knowledge and skill components by the teacher. Some of the suitable training methods such as illustrated talk, the discussion method, the brainstorming technique, demonstration and oral questioning are examples for the most appropriate training methods that can be easily applied for teaching activities.

After deciding the training method for each knowledge or skill component, you should design the way of presenting the content of the activity. When designing the activity/exercise, you should decide the content of the activity, the teaching aids relevant to the training method selected for the activity, and the required resources and guidelines to implement each activity.

ACTIVITY | 14

Determine the knowledge and skill components for a delivery session using the mind mapping tool in your relevant trade

Students Assignments/work sheets

Simulations

Simulation is a form of evidence gathering that involves the candidate completing or dealing with a task, activity with a task, activity or a problem in an off-the-job situation that replicates the workplace context.

In developing simulations, the emphasis is not so much on reproducing the external circumstances but on creating situations in which the candidate can demonstrate:

- Technical skills
- Underpinning knowledge
- Generic skills such as decision making and problem solving

Workplace practices such as effective communication and compliance with occupational health and safety procedures.

Examples of simulation include:

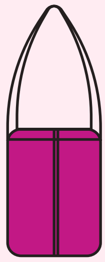
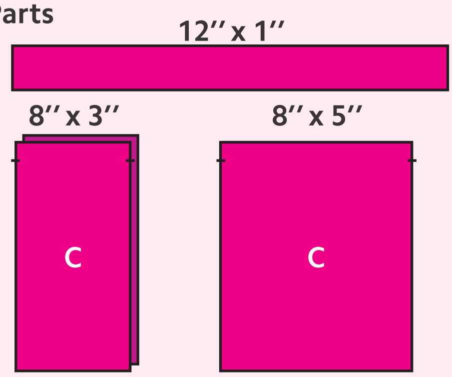
- Demonstrating problem solving and troubleshooting with a computer system that has been specially configured to generate faults, in order to assess information technology skills.
- Demonstrating practical techniques and customer service at a workplace function for assessing hospitality candidates.
- Demonstrating giving artificial respiration in an assessment for giving first aid.
- Demonstrating survival at sea strategies, as part of an assessment of competencies within the maritime sector.
- Demonstrating the application of a disaster plan in a simulated disaster area.
- Demonstrating rescue strategies from a fire as part of fire brigade training.

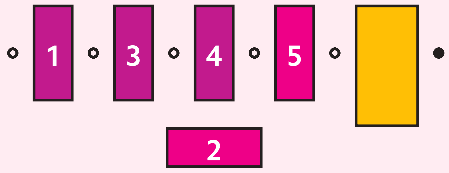
Teaching learning materials that support a simulation:

The materials required to support a simulation may include:

- A scenario describing the situation
- Role cards
- Instructions for the Trainer or assessor, including
  - The steps involved in preparing the activity
  - The procedure for conducting the activity
  - The materials required for the activity
  - A strategy for debriefing the candidate
  - Instructions for the candidate
  - An observation checklist to use in assessing the candidate's performance during the simulation.

Format used for the learner activity sheet for simulations (Example)

Objective	Trainees will to gain knowledge, attitudes and skills, understand the real situation on a production floor, and about making simple operations in a sequence.
Occupation	Dress maker
Unit no	9
Unit title	Use sewing machine
Elements covered	All- OHS, arrange pcs , check machine, sew, team work, quality
Simulation: Scenario describing situation	You are working in a dress making factory. Your colleagues are working with you in different occupations. You are asked to make 20 bags of 2 sizes to keep bobbins, trimmers and bobbin cases to be produced just like in a production workshop.  **100 bag**
Procedure conducting activity:	Prepare all material required. Explain the work, quality, completion targets (how much and when) and evaluating process and how to plan their work. Arrange the workshop with the help of trainees Distribute (issue bundle) pieces Start time, follow the checklist of production Stop at the given time and check a piece of work
Material required for the activity:	Equipment: 5 lock stitch machines, table, 6 thread cones, stools/chairs, pieces of clothes cut to ½ size of a garment as below. Accessories required for sewing. **Parts** 

Instructions for the trainer	• Instructions for the Trainer or assessor, • The steps involved in preparing the activity Cut 20 pieces of part A and C and 10 of B, for 2 sizes and make 2 bundles of 10. Prepare a bundle ticket. Arrange 4 machines, one machine after the other. One on the side of the 3rd machine  Place table at the end of the machines. Provide a bin for each machine. Explain everyone's part in the work. Ask them to repeat the role. Make corrective action until you are satisfied.
Instructions for the candidate:	a) Understand the operation, safety procedure and set the machine before starting. b) Be aware of the hazards that could happen, if the instructions are not followed. c) Follow the numbers and work as a team
Role cards	No of Trainees : 7. • 5 operators, • 1 quality checker and • 1 supervisor.
Step /activity:	Operator 1 : pick up a bundle of 20 pieces, attach 2 parts of A to the foot size and top stitch Operator 2: fold C and make a belt. Operator 3: parts A and B, make hems of 1cm for 8x3 and 8x5 on one side using cut marks of 1cm. Operator 4: attach A and B sides. Operator 5: fold edge, attach belt on sides and secure Checker – check the quality and pass or send for repair Supervisor- Assist in adjusting the machines, overall motivation and manage the floor to get the job done.
As an assessment tool	

Observation checklist to use in assessing the simulation exercise

Trainee Name		Y	N
1	Follow OHS procedures		
2	Carry out task successfully		
3	Follow numbers and bundle sequence		
4	Complete to acceptable quality		
5	Help others when required		

ACTIVITY | 15

Develop activity sheet for a simulation as per the above example in your relevant trade

Sub Section No: 2-K

Provide guidance to learners on task management, task contingency management and the application of tasks in real situations

Description:

This sub unit provides guidelines for trainers to develop teaching and learning activities for conducting training programs according to the principles of the teaching and learning process and adult learning strategies in order to create an active learning environment.

Task Management

Task management is the process of managing a task through its life cycle. It involves planning, testing, tracking and reporting. Task management can help individuals achieve goals, or groups of individuals to collaborate and share knowledge for the accomplishment of collective goals. Tasks are also differentiated by complexity, from low to high.

Effective task management requires managing all aspects of a task, including its status, priority, time, human and financial resources, assignments, recurrence, and notifications and so on.

Now consider an activity which consists of several tasks. You have to perform all the tasks to complete/ achieve the set goal. The first thing that you have to do is to plan the way of performing the activity.

During the planning, you should think of the effective way of performing the task. When planning the event, you have to consider the status of the activity and each task to be performed, the sequence and priority of each task, the time required to perform each task and the time allocated to complete the task, the limits of the availability of human and financial resources, the standards and conditions to be followed, and the tools, machinery and consumables required, etc.

After the planning on doing the activity, we have to implement the activity as planned. At the same time, you should monitor the status of performing each task against the plan and take necessary actions to maintain the quality and the progress of the performance, until achieving the set goal of the activity. The best teaching method we can use for training learners on task management is the "Project method".

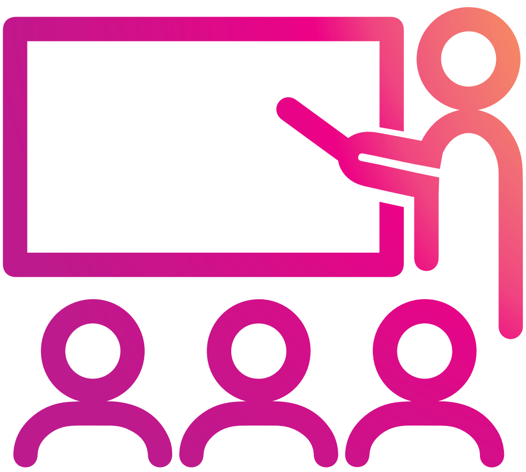
Contingency Management of Tasks

Contingency approach is usually being called the Situational Approach. It depends on the situation and condition of the organization, the working environment and the workers. The capacity for flexibility in varying responses and attitudes to meet the needs of different situations can be considered as the philosophy behind contingency management.

There may be some situations where you may have to perform a given task or an activity under unexpected circumstances or conditions where a deviation from the standard practice is necessary.

This situation, you have to plan, organize and perform in different ways in order to accomplish the particular task. Sometimes you may have to adopt few special tasks and abilities to solve the situational problem and achieve the set goal. For example, you have to repair a broken down vehicle at the roadside, away from the workshop, as the customer needs to repair the vehicle as soon as possible and there is no possibility of bringing the vehicle to the workshop. In this situation, you have to discuss with the customer with appropriate questions to diagnose the type of fault. Then, you have to plan, organize tools, human resources and other resources required in order to rectify the fault, and other optional plans to meet other possible situations.

Sub Unit No: 2-L
Guidelines to Conduct an Effective Training Session



Description:

This sub unit provides guidelines for trainers to conduct teaching and learning activities for conducting training programs according to the principles of the teaching and learning process and adult learning strategies, thereby creating an active learning environment.

Specific Techniques for Conducting an Effective Training

All the planning has been done. All the preparation is taken care of. You know your training needs, you have set goals, the management is behind you, you have promoted your training schedule, and prepared the materials, space, and the learners.

The time has finally come: Training day is here. The following twelve specific tips and techniques will help you to conduct an effective training session that accomplishes your goals in an enjoyable and engaging way for everyone involved.

1. Tell learners what you are going to cover. Introduce your session with objectives or learning outcomes, their importance and a brief overview of the main points of the content.
2. Tell them the information. In the main portion of the session, explain key points, go over policies and principles, demonstrate procedures, and relate any other information that the learners need to know.
3. Tell them what you told them. Conclude with a summary of your opening overview. Use repetition to help learners grasp and retain information.
4. Always explain what learners are going to see before you use the teaching aids. This practice creates a better learning environment by guiding learners to know what to look for and what to remember. Explaining the purpose of the teaching aid ensures an effective reception for its information.
5. Use as much hands-on training as possible. The most effective training uses all the senses to affect learning. Demonstrate and apply teaching points to create greater understanding and knowledge of the title/task or subject.
6. Test/assess frequently. Tests are most effective when the learners know that they will be quizzed, because they will pay close attention to the material. Testing is an objective way to determine whether the training has achieved its goals.
7. Involve trainees. For example, provide opportunities through learning activities for learners to share their experiences on the training topic. Many learners are experienced personnel who have valuable information to contribute. All learners will get more out of the sessions by hearing about their co-workers experiences with the subject — and not just the teacher's/trainer's lecture points. Hearing different voices also keeps sessions varied and interesting. Structure interaction time into all your sessions.
8. Repeat questions before answering them. This practice ensures that all learners know what the question is so that they can make sense of the answer.
9. Analyze the session as you go. Always be on the lookout for what works best. When you discover a new technique or method that clicks with the group, note it on your training materials/lesson plan so that it can be incorporated into the lesson plan/training outline in order to be used in future sessions.
10. Keep your session on track. Start on time and finish on time. Do not hold up the class, waiting for late arrivers. Run the class according to the schedule and do not get too far off course. Opening up discussion among learners may lead to some pertinent tangents, but do not let side issues take over. Ask if there is enough interest to pursue a separate session on that topic, but get this class back to the lesson plan.

11. Put yourself in their shoes — or seats. Give frequent breaks, especially for half-day or all-day sessions.
12. Solicit feedback on the training session. Critiques work best when they are written and anonymous, unless a learner volunteers to discuss his or her thoughts in person. Learner input is vital for making the next session — and the overall training program — more effective.

These 12 steps are the basic foundation for a solid training session that runs efficiently and conveys the necessary information for meeting the session's goals. They also incorporate ways to begin improving training on the fly. In other words, you cannot go wrong by following these steps in every training session you run.

Make Training Memorable

Here are some softer training techniques that are not necessarily essential to conveying information, but that can make receiving data or instructions a much more enjoyable experience, which will keep trainees involved and help them retain more information.

- **Make learning fun.** Why? Learners will not be enthusiastic if training sessions are dry and dull. Few learners respond to or remember complicated concepts or theories; they want to learn practical information about what they can do to get better results today. If they do not find the message entertaining, they will not retain it. Since variety is the spice of life, use several different training methods to engage trainees in a variety of ways. Also, work to alternate the pace of each session to keep the trainees interest level high.
- **Use humour.** Humour helps keep enthusiasm at peak levels. Teachers/Trainers can make a point more effectively by using humour than by drowning learners in statistics or theories. Avoid telling jokes, however, because humour is so subjective that someone in your audience may be offended and lose track of the training for the rest of the session. Personal, self-deprecating humour is the safest way to go.
- **Use attractive packaging.** Use materials that are well packaged and communicate value. Professional packaging is a powerful tool for setting a good first impression.
- **Encourage learners.** Make the session lively by engaging learners in the learning process. In fact, try to spend close to 80 per cent of the training time on group participation. Encourage everyone in the training session to speak freely and candidly, because learning occurs most readily when feelings are involved.
- **Build self-esteem.** Learners understandably want to know what is in it for them. They know that most training programs are designed to make money for the training institutes, but rarely does training lift the employees spirits or help them to become better in their own lives. Create a win-win environment by using the training program to build the participants sense of self worth and self esteem.

The above training techniques help to conduct a training program complying with adult learning strategies.

Training Day Checklist

Here is a handy last minute checklist to make sure that everything is ready for your training session:

- **Dress appropriately.** Use your audience analysis to figure out what to wear. In general, match your manner of dress to that of your trainees — or go slightly more professional.

- **Arrive early.** Give yourself time to check last minute arrangements and get yourself mentally geared up for the session.
- **Check seating arrangements.** Make sure that the set-up is ideal for the training style you want to use and have some extra chairs for any last minute learners.
- **Check physical barriers such as room temperature and noise levels.** Take necessary arrangements to minimize noise and make the learners comfortable, appropriate for the number of learners who will be in the room and the size of the space you will all be occupying.
- **Check audio-visual hardware.** Conduct one last run through in order to make sure that everything is still running smoothly.
- **Check electrical outlets.** Make sure that all your connections are safe. Do not trail cords across walkways or overload surge protector strips.
- **Check light switches.** Know which switches work and which lights do so that you can achieve the ideal lighting for audio-visual materials and note taking.
- **Check arrangements.** Make sure that you have everything you need—including the training space for the entire time you need it.
- **Lay out classroom/workshop/laboratory supplies.** If you will be demonstrating tools or equipment, make sure that you have everything you need.
- **Lay out course materials.** Decide whether to put handouts on a table for learners to pick up on the way in or to keep them in every seat.

To be an Effective Trainer

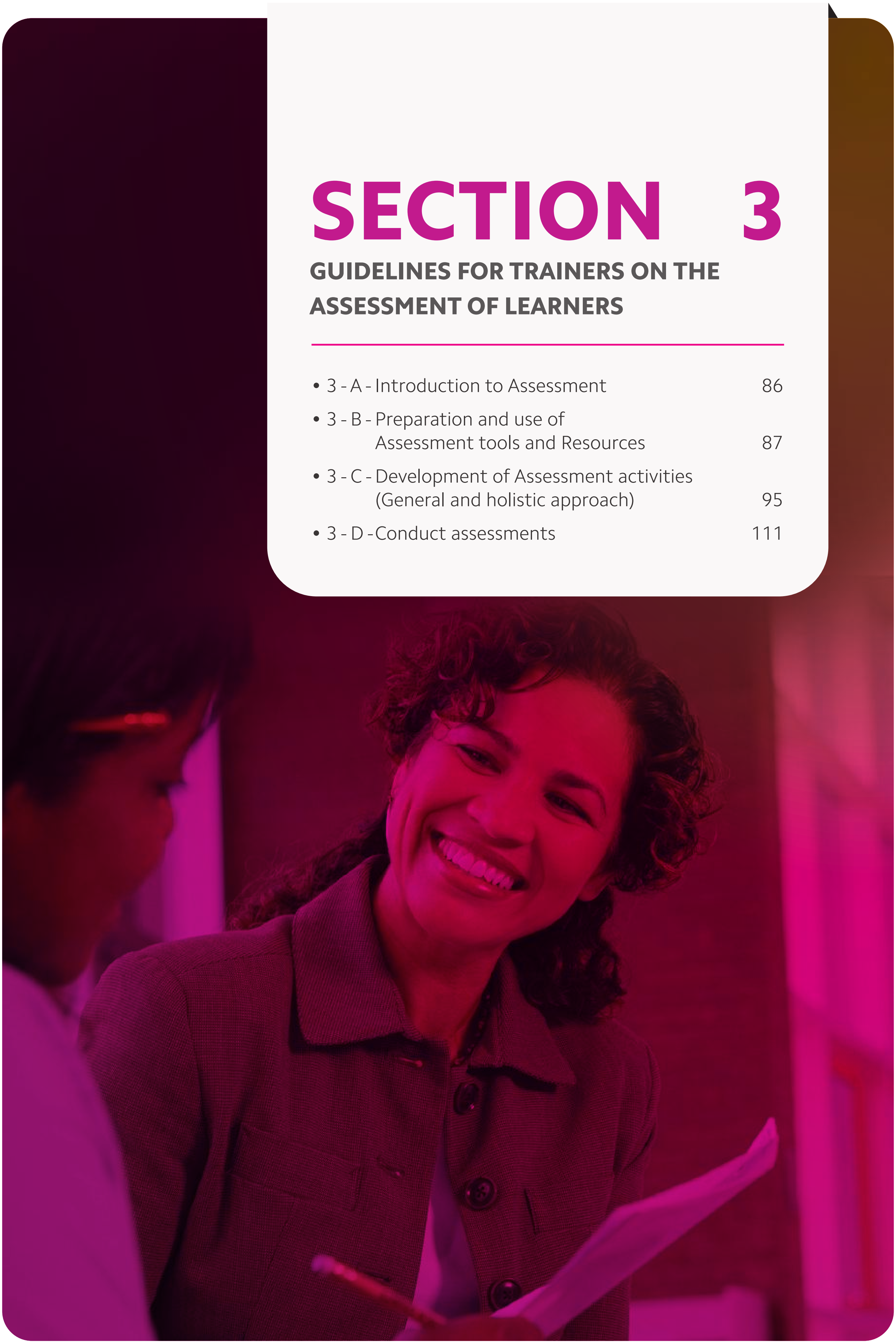
The following qualities are obviously necessary to be an effective trainer/teacher. All the best trainers/ teachers are:

- **Good communicators.** They speak well, express their thoughts clearly, and have an engaging presentation style.
- **Knowledgeable.** They know their topic well. They understand all the concepts and know all the details. They can answer questions thoroughly and at a level that learners understand. If they ever cannot answer a question, they know exactly where to go to in order to get that answer and they promise to do so as soon as possible.
- **Experienced.** They know what they are talking about. They have been in the field doing what they teach in training.
- **Good with people.** Their personality styles may vary, but they enjoy working with people. They can engage groups of people and work with them to meet training goals.
- **Interested in learning.** They recognize the value of learning in their own lives and want to help others learn. They find satisfaction in sharing with others the skills and knowledge they have acquired through hard work and persistence.
- **Patient.** They understand that learners learn in different ways and at different paces. There are three kinds of learners known as fast learners, medium learners and slow learners, categorized according to the pace of learning. They take the time to make sure that each learner understands what is going on and leaves training sessions with the skills and knowledge he or she came to acquire.

- **Open minded.** They respect other learners points of view and know that there are often many ways to achieve the same objectives. They do not assume that they know everything, but instead are willing to listen to and learn from learners.
- **Creative.** They bring ingenuity and their own natural curiosity to the task of training. They create an environment in their training sessions that encourages learning and inspires learners to reach beyond what they already know in order to explore new ideas and methods.
- **Well prepared.** They know their material, their objectives, and their plan of presentation. They have checked to see that any equipment they expect to use in training is in place and operational. They have made sure that all supplies and supporting materials are available in the right quantities.
- **Flexible.** They are able to adjust their training plan to accommodate their audience and still meet all training objectives.
- **Well organized.** Good trainers can handle several tasks at once. They know how to manage their time and their work.

SECTION 3

GUIDELINES FOR TRAINERS ON THE ASSESSMENT OF LEARNERS



GUIDELINES FOR TRAINERS ON ASSESSMENT OF LEARNERS

Introduction

This unit provides a general introduction to competency based assessment, and these guidelines for trainers enhances the required skills in the competency based assessment process included under each sub unit.

Objectives

At the end of this unit, the trainer will be able to

- Understand what competency based assessment and overview is.
- Prepare and use assessment tools.
- Develop assessment activities in a general and holistic manner.
- Plan and conduct assessments.

Sub Section No: 3-A
Assessment - general introduction

What is Competency based assessment (CBA)?

CB Assessment is the process of collecting evidence and making judgments about the achievements of trainees against the specified performance standards.

Judgment!

- *Competency-based assessment will determine whether the trainee is*
- *Competent*

  or
- *Not yet competent*

Criterion Referenced Assessment:

In competency based training, assessment is the criterion referenced — that is, for assessing an individual against predetermined criteria, usually expressed in a unit of competency in the NCS.

Competency based assessment:

Competency based assessment is based on criterion referenced assessment.

In a competency based system, evidence is any information that supports the candidate's claim for competency. When matched against standards in units of competency, the evidence provides proof of competency. Evidence can include products that have been made, processes undertaken and procedures completed.

Sub Section No: 3-B
Preparation and use of Assessment tools and resources

Assessment tools are the:

- Tools used for gathering evidence based on the decided assessment methods.
- Procedures and guidelines to be followed when conducting the assessment.

Evidence requirement and assessment tools

Evidence requirements based on competency standards

NCS	Evidence requirements	Assessment (evidence gathering) methods	Assessment (evidence gathering) tools	Evidence produced
NCS provides information	This is the information which is matched against the NCS	These are the methods used to gather evidence.	These are instruments used and instructions followed for gathering evidence.	This is the information on which the assessment judgment is made
EXAMPLE	**EXAMPLE**	**EXAMPLE**	**EXAMPLE**	**EXAMPLE**
Produce cakes	The learners knowledge on the ingredients for the preparation of the cake The ability to measure ingredients as per the recipe.	Real work observation Demonstrations Questions and answers	Observation/ Demo checklist List of oral/ written questions Instructions for candidates and assessors	Observation on the Demonstration of the mix batter Answers given on oral/written questions

Evidence matches with competency standards

Assessment guidelines/criteria in the NCS

Assessment guidelines in the NCS provide critical information about conducting assessments — they are part of the endorsed component of each unit and must be followed.

Assessment guidelines/criteria

- Identify a unit of competency from a competency standard
- Read the assessment guidelines component of the Unit
- What information and direction do the assessment guidelines provide for the development of assessment tools?

Example from NCS:

Assessment Criteria

Required assessment context

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project based assessment techniques, workplace conditions, materials, activities, responsibilities and procedures are met.

Assessment Guide:

Forms of assessment

Assessment shall be based on evidence collected through workplace performance or a combination of evidence collected through training and workplace performance.

Assessment context

This unit may be assessed on the job, off the job or a combination of on and off the job. The unit may be assessed individually.

Assessment conditions

The candidate will have access to:

- *All tools, equipment, material and documentation required.*

The candidate will be permitted to refer the following documents:

- *Material, paint and polish safety data sheets*
- *Health and safety regulations*
- *Product data sheet (pds)*
- *Company specification sheets*
- *Manufacturer's instructional brochures and manuals*

The candidate will be required to:

- *Orally or by other methods of communication, answer questions asked by the assessor.*
- *Identify superiors and clients who can be approached for the collection of competency related evidence where appropriate.*
- *Present evidence of credit for any off job training related to this unit.*

Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria and that he/she possesses the required underpinning knowledge.

Special notes

During assessment, the candidate will;

- Demonstrate safe work practices at all times.
- Communicate information about processes, events or tasks being undertaken in order to ensure a safe and efficient working environment.
- Perform all tasks in accordance with the standard operating procedures.
- Perform all tasks to the specifications.
- Take responsibility for the accuracy of his/her own work.
- Use accepted methods for calculation.

Tasks involved will be completed within reasonable timeframes relating to typical workplace activities.

Resources required for assessment

These include material, tools and equipment listed within this unit.

Assessment methods

Evidence that should be collected over a period of time include dealings with an appropriate range of situations.

A number of learning outcomes may be assessed through any one of the assessment methods.

- Observation of progressive practical skill based tests;
- Short answer test/multiple choice/written assignment;
- Oral test;
- Written examination

Decide on the required evidence by referring to the Elements and Performance Criteria:

An element describes, in terms of outcome, the significant functions and tasks that make up the competency. They are the building blocks of the unit that together make up the broader function or job that is described by the unit of competency.

The performance criteria specify the standard of performance required in the tasks, roles and skills in the element. They can also specify the knowledge that competent performers apply in the workplace.

The elements and performance criteria in combination will give you a clearer idea of the performance, and hence the evidence, required.

Preparation of the Evidence Matrix

If competency based, it should be ensured that the assessment decision is based upon a collection of evidence and not one event such as a practical test or a written examination. A combination of methods should be used to gather evidence to reach an assessment decision and it facilitates a sound judgement.

Guidelines to develop the evidence matrix

- Select the unit of competency for which you are going to prepare the evidence matrix. Then fill the format given below.
- A description of each evidence is given below.

Template 9 - Evidence Matrix

(Example from the occupation of a Baker)

Unit No :	D15S002U05
Occupation :	Baker
Unit Title :	Produce cakes and cookies
Code No :	BEUCOL01

Element of Competence and Performance Criteria		WT = Written Test	PT = Practical Test	OW = Observation at work	OQ = Oral Question	Tr. R/Lb Trainees record	TR = Trainer's report	S R = Supervisors/ team leaders	C = Certificates	T = Testimonies	VD = Videos	P = Photographs	PP = Products produced	S = Simulation	CS = Case studies	FB = Feedback from fellow	RP = Role play
		1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6
Select and prepare ingredients	1.1		√	√	√			√									
	1.2		√	√	√			√									
	1.3		√	√	√			√									
Prepare mixture	2.1	√	√	√	√						√	√	√			√	
	2.2	√	√	√	√						√	√	√			√	
	2.3	√	√	√	√						√	√	√			√	
	2.4	√	√	√	√						√	√	√			√	
	2.5	√	√	√	√						√	√	√			√	
Bake basic cakes	3.1	√	√	√	√						√	√	√			√	
	3.2	√	√	√	√						√	√	√			√	
	3.3	√	√	√	√						√	√	√			√	
	3.4	√	√	√	√						√	√	√			√	
	3.5	√	√	√	√						√	√	√			√	
	3.6	√	√	√	√						√	√	√			√	
	3.7	√	√	√	√						√	√	√			√	

****Reference purpose only*

How do you know you have the right evidence?

Rules of evidence:

The selected assessment methods need to comply with the rules of evidence. Rules of evidence are closely related to the principles of assessment and provide guidance on the collection of evidence in order to ensure that it is valid, sufficient, authentic and current.

Validity

All assessment methods chosen and tools developed must ensure that the collected evidence meets the requirements of the unit of competency.

Sufficiency

Is there enough evidence?

When choosing assessment methods and developing assessment tools, you must ensure that the tools can collect enough evidence to make a decision about the candidate's competency.

Currency

Is the evidence recent?

When developing assessment tools, you should determine whether the evidence gathering opportunities will demonstrate that the candidate can apply the competency in the current practice.

Authenticity

All assessment tools must be able to demonstrate that the evidence gathered is the candidate's own work.

Types of Evidence of Competence

The following evidence collection methods may be used as specified in the "Evidence Matrix'' in the Assessment Resources.

Written Test:

Short answer type questions will be used to assess the knowledge and understanding pertaining to the competencies. Questions and model answers are provided for each element of competence; but the trainers/assessors shall not restrict themselves only to these questions. The short answers are available for each unit in order to maintain the consistency of assessments.

Practical Test:

Practical tests will be used to assess the skill competencies in the workplace situations. The practical tests are available with the appropriate checklists for assessments. The practical test too covers the units of competences as a whole or part thereof. However, the trainers/assessors shall not restrict themselves to these practical tests only.

Direct Observations:

Direct observations will be used to assess the skill competencies in the workplace situations. The guideline for direct observations is available in the appropriate checklists for assessments. The direct observations cover the units of competence as a whole or part thereof. However, the trainers/assessors shall not restrict themselves to direct observation only in the case of the specified checklists.

Oral Questioning:

Oral questioning will be used to assess the knowledge and understanding pertaining to the competencies. Questions and model answers are provided for each element of competence; but the trainers/assessors shall not restrict themselves only to these questions. The questions and short answers are made available for each unit in order to maintain the consistency of assessments.

Trainees Progress Record Book/Log Book:

The trainees progress Record Book/Log Book will provide evidence of the achievement of competencies pertaining to each unit in the training center and/or in the workplace. The Assessment Resources provide guidelines for examination at which the relevant references are made to such task exercises already completed by the candidate during the training.

Trainer Report:

The assessor may request the candidate to provide a report from the training provider, or the candidate on his/her own may produce a report from the trainer in support of the competencies achieved during the training.

Supervisor's Reports:

The assessor may request the candidate to provide a report from the workplace supervisor or the candidate on his/her own may produce a report from the workplace supervisor in support of the competencies achieved during the training and/or workplace experience.

Certificates:

The candidate may provide certificates related to the training undergone in the specific units of competence as evidence in support of the assessment.

Testimonials:

The candidate may produce video recordings of his/her performance with adequate authenticity acceptable to the assessor, as evidence in support of the assessment.

Video:

The candidate may produce photographs of his/her performance with adequate authenticity as acceptable to the assessor, as evidence in support of the assessment.

Photographs:

The candidate may produce photographs of his/her performance with adequate authenticity as acceptable to the assessor as evidence in support of the assessment.

Products Produced:

The candidate may produce products produced by him/her with adequate authenticity acceptable to the assessor as evidence in support of the assessment.

Simulation:

The assessor may create an artificial environment to simulate the real workplace situation in order to assess the required competencies.

Case studies:

The assessor may use case studies of similar situations to assess the competencies such as problem solving for particular situations where such situations do not often occur in the workplace.

Examples for Assessment methods: (Convert graphically)

Method	Example
Direct observation	Real work and/or real time activities at the workplace Work activities in the simulated workplace environment
Questioning	Self assessment Verbal questioning Written questions Interview Questionnaire Verbal or written examinations
Review of products	Work samples or products Products as a result of a project
Structured activities	Projects, Presentation, Role play, Case study, Problem solving
Portfolio	Documents such as work samples Products with supporting documentation Historical evidence Log book Collecting of work samples compiled by candidate

Sub Section No: 3-C
Development of assessment activities

Assessment Tool	Examples of uses and application
Observation checklist	Real work, role play, simulation, third party observation checklist
Verbal questions	Interview, case study, real work performance, simulation
Prepared responses	For each set of verbal and written questions used in interviews, case study, real work, simulation, self assessment
Scenario, script	Case study, role play
Instructions	For each tool, for the: Candidate, Assessor, Third Party
Debriefing guidelines	Role play, simulations
Recording tool	For each method of assessment For each method for a third party
Written questions	Tests, exams, case studies, true/false questions, multiple choice, essay, self assessment items, completion questions, short answer questions
Project brief	Project, assignment, product, process design
Review the checklist for the product	Project, practical demonstration, portfolio
Portfolio guidelines	RPL/RCC portfolio, project portfolio

Observation at the Workplace

Observation is a key form of evidence gathering. When the picture of competence is developed within a workplace context, it is easy to find opportunities for observing the work performance. However, there are situations in which it might not be or it may be inappropriate to use observation such as with regard to work activities that occur irregularly, take place over an extended period of time or are difficult to observe (this may include work activities such as dealing with an emergency situation, planning a process or managing a team task). Work activities that involve issues of privacy and confidentiality, such as counseling, providing feedback to team members on work performance or dealing with confidential or private client information, can be given as examples.

Situations where the presence of an observer may compromise workplace safety will require alternative forms of evidence such as structured activities, or third party feedback or demonstrations.

Observations should aim to collect evidence of all aspects of competency, including underpinning knowledge and skills, dimensions of competency, safety and quality. It is also important to get evidence of everyday performance, not just performances carried out as a part of the assessment process.

When planning and conducting an observation, the assessor should:

- Use observation as an opportunity to observe practical skills as well as attitudes, underpinning knowledge, skills and dimensions of competency.
- Include a range of work activities.
- Consider work cycles and situations so that the observation does not interrupt normal routines but still produces reliable evidence.
- Supplement observation with questioning or an interview, to draw out the way in which the underpinning knowledge, skills and the dimensions of competency are being applied in practice.
- Consider other forms of supporting evidence which show how the candidate has prepared or planned for the task or the activity.
- Consider other people in the work environment who can give feedback on performance, such as customers, supervisors and peers.
- Consider opportunities for conducting observations over time, for example to complete an observation of a whole process or to observe how consistently the candidate performs the same tasks or activities.
- Share the assessment criteria with the candidate and others involved.
- Remember that the candidate might feel nervous while being observed.
- Use a checklist to focus on the key aspects of the work activity and to record that the candidate has performed all the required tasks.

Observation checklists

Checklists are extremely useful tools for structuring observations. They can act as a prompt for the assessor and as a guide for the candidate.

The observation checklist is supported by a list of performance questions which are derived from the evidence guides in the units of competency. These questions focus on the dimensions of competency, such as;

Contingency management skills (what you do if you start to feel tired).

Job/role environment skills (what are the procedures and policies for housekeeping) and Task management skills (what are your functions when you assist with the setting up and dismantling of mobile cranes).

Template 10: Observation checklist: Sample Template

Unit no	U04			
Occupation	Baker			
Unit(s)/Elements of competency covered :	Preparation of Batters and Cake Mixtures			
Task/procedure to be observed at the work place :	Prepare batter			
Instructions :	1.Use the following performance guide when carrying out this task. 2. If you have carried out the task successfully, all the steps given here (other than those "Inapplicable") should be marked "Yes." 3. If any step is "Inapplicable," place the mark against it.			
During the assessment did the candidate perform the following skills:		**Yes**	**No**	**N/A**
Did you request ingredients according to the recipe given?				
Did you receive ingredients according to the order?				
Did you request tools and equipment?				
Did you receive tools and equipment as per the order?				
Did you adjust the speed of the mixer?				
Did you allow the butter to melt?				
Did you sift flour and baking powder together?				
Did you mix sugar and butter?				
When butter and sugar were mixed well, did you add an egg yolk, one at a time?				
Did you add sifted flour to the mixture?				
Did you turn and mix the mixture well till it became creamy?				
The candidate's performance was:	Not Satisfactory		Satisfactory	
Feedback to the candidate				
Candidate's signature:	Assessor's name: Assessor's signature:			

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Prepare an observation checklist as per the above example in your trade

Structured Activities:

There are many in which it is not possible to get real work/real time evidence. In these cases, you may have to structure evidence gathering activities that can be undertaken in off-the-job settings. Such activities include:

- Demonstrations
- Simulations/Role plays
- Case studies
- Projects

Demonstration:

For logistical reasons such as safety, expense or time, it is not always possible for assessors to observe a process during real work time. Therefore, it may be necessary for the candidate to demonstrate the process at another time or location.

Demonstrations can be used in a wide range of situations, such as the following:

- Showing how to use specific functions of a computer package
- Showing safe lifting procedures for different types of loads
- Showing how to use a chainsaw in a range of situations
- Giving a verbal presentation to a group

In planning and implementing a demonstration, you should maintain the following:

- Check that the demonstration complies with the information in the relevant unit/s of competency, including the elements and performance criteria, range statement and evidence guide.
- Equipment used is safe and reflects that the type of equipment that is currently used in the industry.
- Conduct the demonstration at a site which reflects conditions in the workplace.
- Set realistic expectations, for example, time limits and quality specifications.

- Use materials and applications that are relevant to the workplace and the unit of competency.
- Use a checklist to help focus on key aspects of the work activity or skill and record that the candidates have performed all the required tasks.
- Set various activities that assess a range of applications.
- Ask the candidate questions to check the underpinning knowledge, as well as contingency management, task management and job/role environment skills.
- Ensure that the equipment works prior to conducting the demonstration.
- Ensure that all required materials are available to the candidate.

The materials required to support a demonstration activity are as follows:

- Instructions for the candidate and the assessor
- An observation checklist
- A set of questions based on the underpinning knowledge and dimensions of competency

Simulations :

Simulation is a form of evidence gathering that involves the candidate in completing or dealing with a taskoractivity with a task, or an activity or problem in an off-the-job situation that replicates the workplace context. Simulations vary from recreating realistic workplace situations such as in the use of flight simulators, through the creation of role plays based on workplace scenarios to the reconstruction of a business situation on a spreadsheet.

In developing simulations, the emphasis is not so much on reproducing the external circumstances but on creating situations in which the candidate can demonstrate:

- Technical skills
- The underpinning knowledge
- Generic skills such as decision making and problem solving

Workplace practices such as effective communication and compliance with occupational health and safety procedures.

Examples of simulation include:

- Demonstrating problem solving and troubleshooting with a computer system that has been specially configured to generate faults, and to assess information technology skills.
- Demonstrating practical techniques and customer service at a workplace function for assessing hospitality candidates.
- Demonstrating giving artificial respiration in an assessment for giving first aid.
- Demonstrating survival at sea strategies, as part of an assessment of competencies within the maritime sector.
- Demonstrating the application of a disaster plan in a simulated disaster area.
- Demonstrating rescue strategies from a fire as part of the fire brigade training.

Materials that support a simulation:

The materials required to support a simulation may include:

- A scenario describing the situation
- Role cards
- Instructions for the assessor, including
- The steps involved in preparing the activity
- The procedure for conducting the activity
- The materials required for the activity
- A strategy for debriefing the candidate
- Instructions for the candidate
- An observation checklist to use in assessing the candidate's performance during the simulation.

Developing a Simulation:

When appropriately designed and implemented, simulation is an effective form of evidence gathering, and it is particularly suited to situations in which the candidate is being assessed against units of competency that focus on aspects of work that;

Are difficult or costly to create in workplace situations. E.g. The shutdown or the servicing of the plant and machinery that must remain in production.

Pose a risk to personal and public safety, E.g. A health and safety emergency situation.

Are of a personal or confidential nature and as such may not be able to be directly identified in the workplace, E.g. Dealing with the personal health and welfare of clients.

Are performed in a wide variety of circumstances that may not be able to be reproduced in the workplace, E.g. Tasks that are conducted in widely varying environments such as sailing a vessel in different weather conditions.

Occur on a seasonal basis or at intervals which make direct observation in the workplace difficult to organize, E.g. performing a seasonal work function.

Template 11: Practical Test, Simulation and Role plays Checklist

Unit no	U04			
Occupation	Baker			
Elements/Unit(s) of competency covered:	1 Prepare batter 2. Mould batter 3. Bake batter 4. Pack and dispatch cake			
Practical/simulation/role play scenario:	A bakery or a simulated environment that includes a range of work situations such as maintaining hygienic conditions of the tools, equipment, utensils, self and work station, and involvement in other related activities normally expected in a bakery			
Instructions :				
During the simulation, did the candidate:		**Yes**	**No**	**N/A**
• Ensure the hygienic condition of the bakery				
• Ensure the cleanliness of the tools, equipment, utensils				
• Maintain the procedure of packing and dispatching the cake				
The candidate's performance was:		**Not satisfactory**	**Satisfactory**	**N/A**
Feedback to the candidate:				
Candidate's signature:				
Assessor's signature:				

Case Study Method

A case study is a scenario with follow-up questions. Tools that can be developed to assist a case study method for candidates include the following:

- Case Study Scenario
- Questions or Activities
- Criteria for Assessment
- Possible Responses

Case Study Scenario

In devising a case study, it is important to do the following:

- Identify a relevant form, for example, written scenario, a diagram or chart including sufficient detail
- If the case study is written, make sure that the language is appropriate for the level being assessed
- Ensure that it is easy to read
- Base it as much as possible on real work situations; use your own experiences
- Identify the evidence required and base the case study and questions or activities around this.

Questioning:

Questioning is an evidence gathering technique that is widely used in competency based assessment. Questions may be asked orally or in a written format. Answers to the questions provide evidence of the underpinning knowledge, the application of the skills and the capacity of the candidate to transfer knowledge and skills to different contexts.

Questioning may be used to determine:

- Why the candidate does particular activities or tasks at work.
- The candidate's responsibilities at work.
- The candidate's understanding of legislative and safety requirements that impact on the activities or tasks at work.
- The candidate's understanding of workplace procedures.
- Whether the candidate is able to transfer the skills to other contexts and situations.
- What the candidate would do if something different or unusual happened or if something went wrong.

Oral questioning:

Oral questioning involves the assessor asking the candidate a number of questions about real, simulated or hypothetical situations. The questions may be preset. Alternatively, assessors may develop their own set of questions to suit the context of the assessment and the requirements of the relevant units of competency being assessed.

Oral questioning complements real time/real work observations and structured knowledge and its application across a wide range of contexts.

Require a specific response such as the name of an item. A yes/no answer, a date or a title.

For example:

- Where written questioning might not be appropriate due to literacy and language problems (in particular, to confirm the candidate's understanding of the question and to probe for further information if the candidate's response is not sufficient)

- When there is a need to enhance the validity and reliability (by standardizing)
- When you want to get immediate information about the candidate's knowledge and understanding to assist in determining what other evidence may need to be collected.

Question types:

There are two basic types of questions that an assessor can ask.

Open ended question,

Closed questions

- What colour is used to signify a positive in electrical wiring?
- What are the four types used in this workplace?
- Who would you ask first if you needed further information?
- What type of bolt would you use to attach?
- Is part A the correct part for this job?

Closed questions are used to find out if the candidate has specific factual information that is required in the units of competency. They are used in situations where only one answer is correct. When used on their own, closed questions have limited application as they do not easily provide information on all of the dimensions of competency or the application of underpinning knowledge. Closed questions are to obtain sufficient information for the assessor to determine the candidate's competence.

Open ended questions:

Open ended questions are used when a more detailed response from the candidate is required. They often involve problem solving, interpretation and the application of knowledge and skills to new situations. Open ended questions are useful for the following:

- Expand on what has been observed in similar but different situations or in using other equipment or procedures.
- Probe the candidate's underpinning knowledge and understanding - that is the what, where, why and how of what the candidate is doing.
- Explore contingency situations such as emergencies, breakdowns and unusual situations that are not likely to occur during the period of observation.
- Check on the critical safety knowledge and understanding needed for the activity.
- Check on how the candidate would respond in situations that occur rarely such as an emergency, breakdown or unusual weather conditions.
- Probe knowledge and understanding of the relevant regulations and procedures.
- Some examples of these types of questions are provided below.

Extension Questions:

- What would you do if……..? (A similar but different situation)
- What if you were using…instead of…..? (Alternative equipment/procedures, etc)

Contingency Questions:

- What would you do in the event of….? (Accident or emergency)
- What would you do if..? (Equipment broke down or something malfunctioned)
- What would you do if…(Complaint was made or conflict occurred)
- How do you avoid…? (Preventative safety measure)

Safety Questions:

- What precautions must you take when…?
- What safety equipment and clothing should you use when…?
- Why shouldn't you….? (Procedure or activity that is not permitted)
- What would you do if…? (Dangerous situation)
- How do you avoid…? (Preventative safety measure)

Questions on Infrequent Activities:

What would you do if….(Rarely occurring but critical situation)

If…..happened, what action would you take?

- Questions on regulations and procedures
- What are the specified procedures or steps to…?
- What checks are required by the manufacturer to…?
- What is the regulation that covers…? (Situation or activity)
- What are organizational regulations that apply when… happens?

Although questioning is a valuable tool for collecting evidence, assessors need to be aware that the correct questioning techniques need to be used to avoid asking leading questions, mistakenly answering questions or giving clues to the required response. Assessors also need to be aware that some candidates may not be able to visualize or conceptualize hypothetical situations and that questioning may favour those with good communication skills. To ensure that oral questioning is effective, the questions need to be well planned and structured. The following tips will provide assessors with guidelines for structuring and asking questions.

Hints for Effective Questioning:

- Keep questions short and focused on one key concept.
- Ensure that questions are formal and structured.
- Test the questions to check that they are not ambiguous.

- Use open ended questions such as 'what if..?' and 'why…?' rather than closed questions.
- Keep questions clear and straightforward and ask one at a time.
- Link the questions to work experience.
- Use words that the candidate will understand.
- Look at the candidate when asking questions.
- Ensure that the candidate understands the questions.
- Ask the candidate to clarify an answer if the assessor does not understand the response.
- Confirm the response by saying the answer back in the candidate's own words.
- Document responses on a checklist or recording sheet.
- Time questions so that the candidate is not interrupted while carrying out a task that requires full concentration.
- Encourage a conversational approach when appropriate, to put the candidate at ease and also to make the questioning flow with the task.
- Use questions or statements as prompts for keeping focus on the purpose of the questions and the kind of evidence being collected.
- Keep questions flexible and adjust the language to a suitable level.
- Listen carefully to the answers for opportunities to find unexpected evidence.
- Follow up responses with further questions, if useful to draw out more evidence or to make links between knowledge areas.
- Make up a list of acceptable responses in order to ensure the reliability of assessments.

Template 13 – Questions and expected responses.

Competency package/Standard :	Baker			
Competency Unit :	Produce cakes			
Unit No :	D15S00703			
Q.No:	**Questions**	**Satisfactory Response**		
		Yes	**No**	**Not Acceptable**
01.	Explain the hygienic conditions and food sanitation that must be considered when producing cakes			
02.	State the factors that need to be considered when selecting ingredients			
03.	Explain characteristics of different ingredients			
04.	Describe procedure for preparing batter			
05.	How do you maintain bakery equipment			
06.	Explain the ways of storing ingredients and finished products			
07.	Describe safety precautions to be followed when producing cakes			

Q.No:	Answers
01.	
02.	Quality, Expiry date, Desscribe the procedure for preparing the batter
03.	
04.	procedure for preparing batter • Prepare ingredients according to the recipe • Arrange tools and equipment as per the order • Adjust the speed of the mixer • Sift flour and baking powder • Let butter melt • Mix sugar and butter well • Add the egg yolk one at a time and mix well • Add sifted flour to the mixture • Turn and mix the mixture well till it becomes creamy
05.	Tools and equipment hygiene should be maintained according to national and international standards
06.	Store Ingredients according to the expiry date Store the finished product safely and consider pests
07.	Ensure the working condition of the main switch and trip switches Do not wet the bakery floor Use electrical equipment safely and check working conditions Use equipment such as the knife and cutters carefully

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Prepare questions and expected answers as per the above example in your trade area

Develop Model Question papers

First you plan your written test paper for assessing learners:

- Whether it is to match test questions with desired learning outcomes?
- How many questions are needed from each area to cover the learning outcomes?
- What type of questions are more appropriate?
- What appropriate time duration is needed for the learner to complete all answers?
- Whether you need some tools when you correct answers?
- Model answer sheet and marking scheme
- There is only one possible correct answer - Objective type questions
- Decide on the most appropriate test questions for assessing learning
  - Short answer,
  - Long answer,
  - Multiple choice,
  - Matching
  - True-false test questions
  - Use graphics in tests

Learning content from LO	Type of test item	Number of questions

Short answer questions :

Use short answer questions when

- Testing recall
- To reduce the chances of guessing answers
- Check computational or mathematical skills
- Check the knowledge on sequences for procedures or processes

Types of short answer questions

Direct questions

Student is required to write a list, a sentence, a phrase, or even a paragraph in response to a direct question.

Example: Why is cultural awareness important to people working in the hospitality industry?

....
....
....
....

Completion (fill-in-the-blank) questions:

Student is required to insert the correct word, phrase, number, or symbol into an incomplete sentence.

Example: There are three classes of fit. They are CLEARANCE, TRANSITION and ....

Direction

Student is required to do something such as name or list objects, characteristics or actions.

Example: List two characteristics of a good short answer question.

1. ....
2. ....

Identification

Student is required to supply answers for a given list of words, phrases, numbers, or symbols.

Example: In the blanks found below, to the right, write the metric symbols for the measures

listed on the left.

1. litre
2. metre
3. decagram

Multiple choice questions

In a multiple choice question, the student is presented with several alternatives from which to choose the most correct response to a given question or statement.

Example: The purpose of a countersink is to:

a. Provide a smooth level seating for a bolt head

b. Allow for the adjustment of the screw

c. Accommodate the head of the fastener

d. Accommodate the head of a flat head screw

Basic multiple choice questions are the most commonly used test items. They are easy to score and can be scored more objectively than short or long answer questions.

When to use them

Use multiple choice questions when you wish to:

- Measure many learning outcomes during a single test session
- Present a list of similar choices for the student to differentiate between
- Reduce the guess factor in simple alternative choice decisions.

Limitations

These types of questions have several limitations:

- They test whether students recognize information rather than what they can provide.
- They rarely measure problem solving skills accurately.
- They cannot test organization and the presentation of ideas.
- They are difficult to construct so that the choices are believable.

Structure of multiple choice questions

Special terms are used for describing the structure of multiple choice questions:

Stem: first part of the question — an incomplete statement or a direct question

Alternatives: 3 to 6 options for the student to choose from in completing the statement or answering the question (including one answer and 2 to 5 distracters)

Answer: correct response

Distracters: incorrect responses (they distract the student from the answer!); they should be believable alternatives to the answer, and therefore not obviously wrong

Guidelines for writing multiple choice test items

To write good stems

1. The stem presents a clearly stated problem ....
2. Words are kept to a minimum ....
3. Simple language of the subject is used..
4. Stems are stated positively wherever possible ....
5. Stem is grammatically consistent with the alternatives ....

To write good alternatives

1. Repetition in all the alternatives is avoided ....
2. Similar wording in the stem and the alternative is avoided ....
3. "All of the above" and "None of the above" are avoided ....
4. Alternatives are listed logically
(E.g., In order of numerical size, rather than at random) ....
5. Alternatives are all about the same length ....
6. Normal language of the job is used...
7. Absolute words such as "never" and "always" are avoided ....

To include answers

1. Answer is the only correct one, or clearly the best ....
2. Answer is not obvious because of another question ....
3. Position of the answer in the alternatives list varies unpredictably ....

To write good distracters

1. All distracters are believable ....
2. Distracters are similar in form

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Prepare MCTIs as per the above guidelines in your trade area

Sub Section No: 3-D
Conduct assessments

Steps in the assessment process

Development of the assessment plan and follow the assessment plan

▼

Give guidance to the candidate on required evidence

▼

Gather evidence until they are sufficient to the decision

▼

Make the judgment on the assessment based on the collected evidence

▼

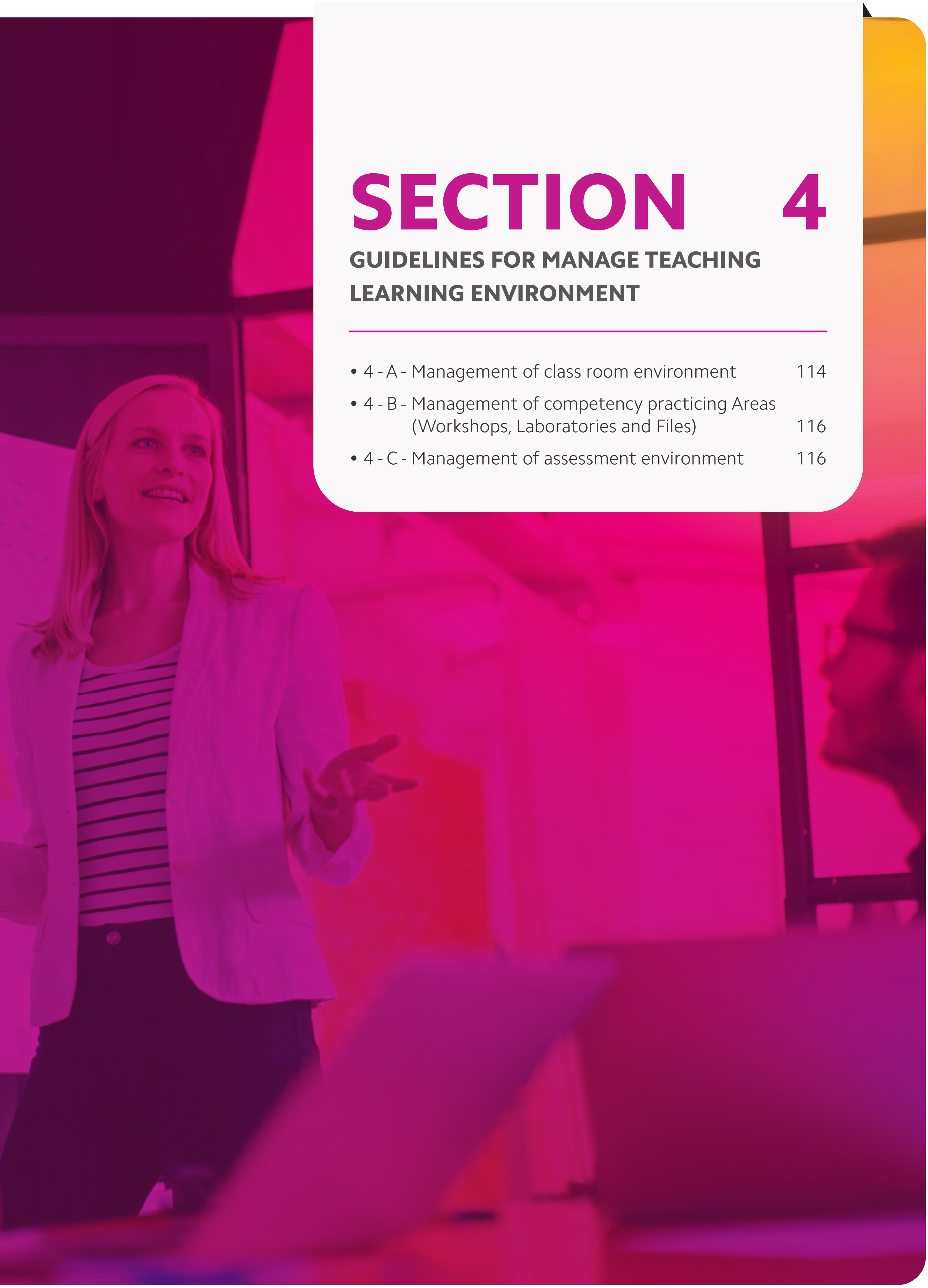
Give feedback to the candidate on the assessment of the judgment

▼

Complete relevant records and report them

▼

Review the assessment process followed



SECTION 4

GUIDELINES FOR MANAGE TEACHING LEARNING ENVIRONMENT

GUIDELINES FOR MANAGE TEACHING LEARNING ENVIRONMENT

Introduction

This unit provides general instructions to establish an effective training environment for a competency based training while ensuring the optimum usage of learning resources, material and enhancing group participation.

Objectives:

At the end of this unit, the trainer will be able to

- Describe what will be involved in an effective learning environment
- Interpret the scheme of training to understand the learning environment
- Manage the classroom environment

Sub Section No: 4 – A
Training Environment

If you are going to facilitate a training session, you will first need to establish an environment helpful to group learning, and this will involve:

- Interpreting the scheme of training and delivery plan to determine the training environment;
- Ensuring the availability of all teaching learning material and required resources;
- Studying and taking action per individual learner needs;
- Clarifying the objectives, expectations and requirements of the learning; and
- Establishing a learning delivery based relationship with the learners

When you interpret the scheme of training, you will find and consider the following:

- The learning objectives for each section of the learning program
- The specific content to be covered in each session (as specified in the lesson plans)
- The number of learners
- Learners specific learning needs and support requirements
- The time duration and duration of the activities within each session
- The delivery methods and learning resources/materials/activities to be used in each session
- Specific technology, tools and equipment required, and
- OHS considerations (such as incident/hazard reporting and emergency procedures).

Management of the Class Room Environment

Establishing an environment conducive to learning is a critical aspect of starting a training session. You can ensure that trainees walk into a relaxed atmosphere and an environment that is welcoming and ready. The room says that you took the time to get ready for them. You have time to greet them and welcome them to a great training session.

What is the trainer's role?

Role of the trainer in a flexible training environment

- Face to face delivery
- On and off the job facilitation
- Individual coaching/mentoring
- Online facilitation
- Facilitation of self learning material
- Formative and summative assessing

Confirming the availability of all resources

Before the session commences - The resources to be used in the session may include:

– Learning resources required by the trainer and the learners;

– Learning materials and activities required by the trainer and the learners;

– The specific facilities, technology and equipment to be used in the sessions;

– and

– Any additional learner support requirements

Room Arrangements

A pleasant physical environment makes the task of teaching and learning more enjoyable. Following are important considerations:

- Furnishings arranged to optimize instructional opportunities by facilitating movement
- Minimize crowding
- Provide an appropriate visual focus
- Facilitate the retrieval of materials

The training room may have significant impact on the training session. Arrange the room to support the learning objectives and the amount of participation, the trainer will desire.

- Size: Arrange for a room to accommodate the number of participants. Remember that a room that is too large can be as bad as one that may be too small.
- Training requirements: If the training session involves many small group activities, determine if there is enough space in the room.

- Accessible: Ensure that the room is accessible to all, including those who have limited mobility or special needs.
- Obstructions: Select a room that is free of structures such as posts or pillars that may obstruct the participants views.
- Seating: Select a location that provides comfortable, moveable chairs. Seating arrangements should further enhance the learning environment the trainer wishes to establish such as the U-shape, the Semi circle, and Grouping setup arrangements. Determine what is most important for the learner.
- Furniture: In addition to decisions about the seating arrangements and the kind of tables you prefer, you will want a table in front of the room for your supplies and equipment.
- Lighting: Lighting should be adequate. Dimly lit will not promote energy in a training session. Is the lighting bright enough? Is it natural lighting? If the room has windows, which direction are they facing? Can windows be darkened, if necessary?

Sub Section No: 4-B
Management of competency practicing Areas (Workshops, Laboratories)

For practicing skills, some sort of practice station is essential. An area is needed where the student can layout tools and material and fully perform the skill called for.

The ideal arrangement is to combine the presentation of how to perform the skill with the practice of that skill at the same location. This way, as the instruction sheet, slides, or other resources show the student how to perform each step, it can be performed right then.

Sub Section No: 4–C
Management of the assessment environment

You may not need separate areas for testing in all programs, but in many program areas, it is essential. Written tests should be taken in quiet, comfortable, well lit areas that can be monitored periodically. Performance tests may be given in the same areas used for practice or in separate areas.

SECTION 5

SUCCESS OF TRAINING

SUCCESS OF TRAINING

Introduction:

This unit provides a general introduction for reviewing and evaluating the effectiveness of training conducted and it further explains how to develop monitoring and evaluating tools which need to evaluate session plans and the progress of delivery.

Objectives:

At the end of this unit, the trainer will be able to

- Develop a delivery plan evaluation tool
- Develop a training delivery evaluation tool
- Evaluate the success of the training

Sub Section No: 5-A
Success of training

"If you are serious about effective training, you must decide, before the training is offered, how you will measure the success of training"

As trainers are providing feedback to learners on their performance, the trainer also needs to get the trainees feedback on the quality of the trainer's performance. This is a very essential part of the teaching process. It helps to ensure whether learning goals and outcomes were achieved or not.

Training success can be measured at different levels. It can be identified at the minimum of four levels.

Reaction

The easiest way to measure training success is to simply ask the learners how they feel about the training. Simple forms and questionnaires can be used for this task.

Gaining knowledge and skills

How will the trainer know whether trainees have met the learning objectives? Prior to the training, the trainer should set realistic targets for the minimum level of knowledge and skills, and trainers should keep score during the training course. Learning outcomes will help for this purpose.

Performance

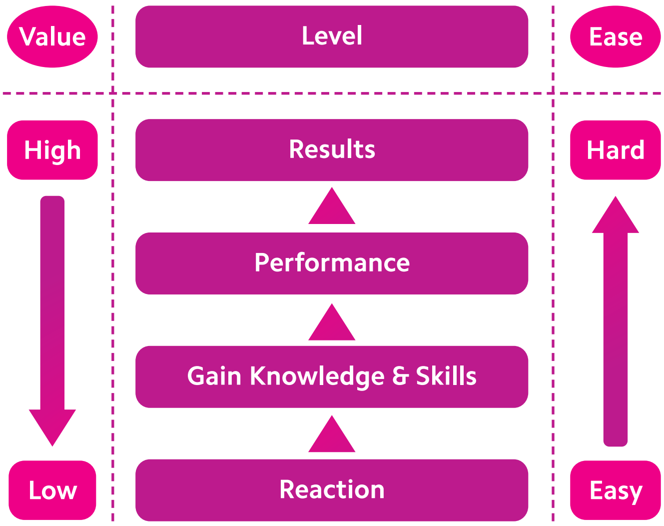
Collecting ''Performance'' data can typically only be done after the training on the job. The important concept here is that actually doing a skill after the training is much more important than just demonstrating the ability to do the skill during the training.

Results

How will the trainer know whether the purpose of the training has been fulfilled?

The actual results of the training are much more important than any other criteria, even if they are the most difficult to measure. If the trainees do well in the training, and rate the training highly but do not use the skills to produce results — then the training has not been successful.

Level of training success



Ref: Donald Kirkpatrick's Model

Sub Section No: 5-B
Develop delivery plan evaluation tool

After completing a number of training sessions, trainers can evaluate the effectiveness of the training. It can be started from a scheme of training or a delivery plan.

It may have been adjusted because of experiences received in training sessions. There may be special needs of learners, difficulties faced by learners, contingency situations and specific circumstances.

Answer for the following questions!

Template 15: Delivery plan evaluation checklist

Check Item	Evaluation scale
	1.Strongly agree 2.Agree 3.Disagree 4.Strongly disagree
1. Were the learning outcomes achieved?	
2. Were the teaching learning materials appropriate? Adequate?	
3. Were the training facilities appropriate?	
4. Were the delivery methods appropriate?	
5. Was the sequence of the delivery plan appropriate?	
6. Was enough time allocated for delivery plan segments?	
7. Was the OHS information appropriate?	
8. Was the equipment at an acceptable level?	
9. Were the learning content selected to achieve the learning outcomes	

Sub Section No: 5-C
Develop a training delivery evaluation tool

Tools that can be used by trainers

- Evaluation forms
- Questionnaires and feedback forms
- Informal discussions
- On-the-job observation - In case of on-the-job observation, the trainer can get feedback from trainees, supervisors and managers also.

The trainer can collect two types of data from the learners

- Qualitative data
- Quantitative data

Qualitative based example

1. Were the handouts given in the training session appropriate? If ‘no’ please give reasons
   ……
   ……
   ……
   ……

Quantitative based example

2. Mark the response below that of your choice on the appropriateness of the handouts given in training sessions
   - Excellent
   - Average
   - Fair
   - Poor

The qualitative data are open ended, broad and subjective responses.

From quantitative data, you can assign a percentage value to each response.

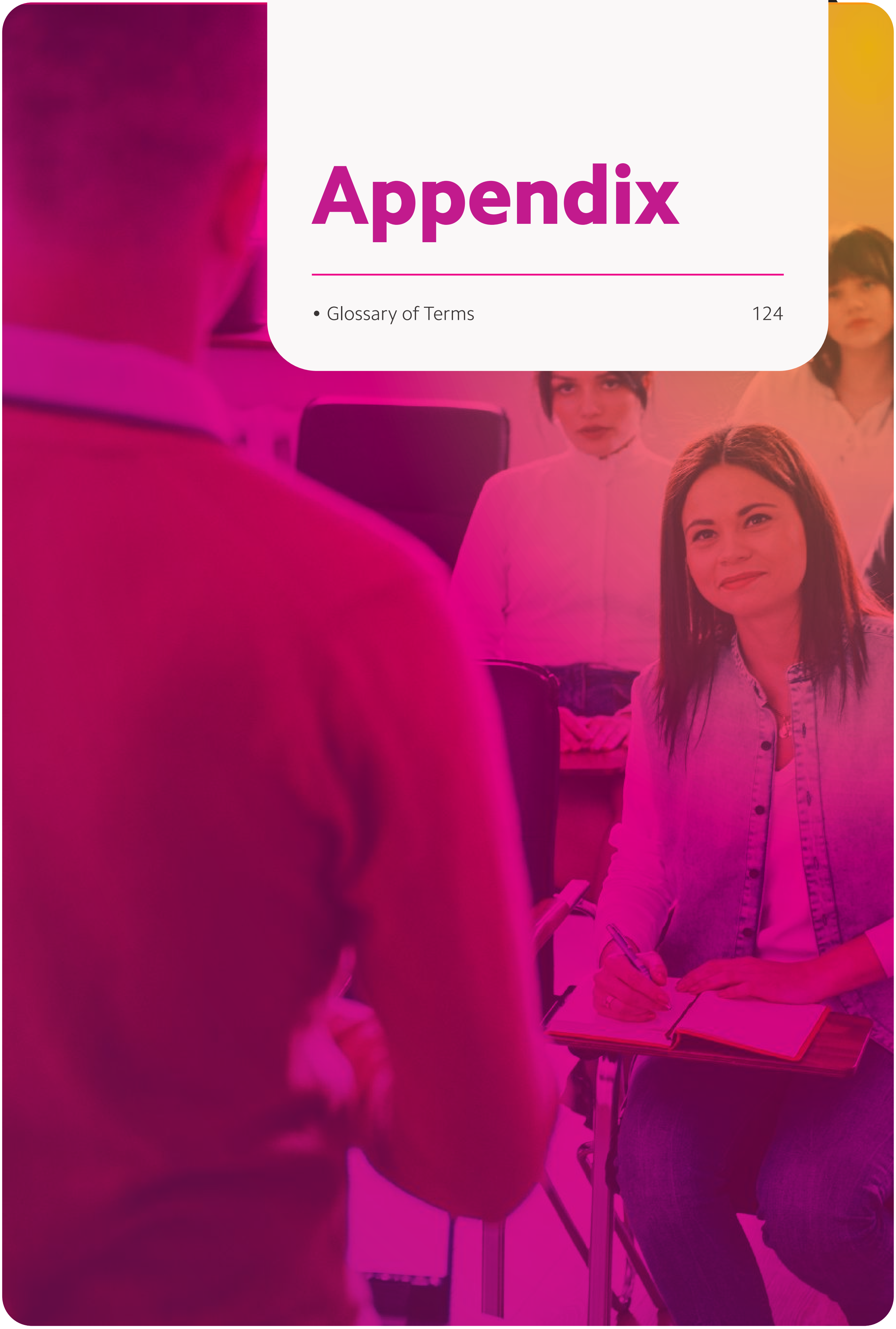
Prepare one’s own feedback form for a training session that has been conducted. The trainer may use the following scales for evaluation forms

1. Strongly agree, agree, disagree, strongly disagree
2. Very good, above average, average, below average, very poor
3. Excellent, good, average, fair, poor

Template 16: Training delivery evaluation checklist

Check Item	Evaluation scale
	1.Strongly agree 2.Agree 3.Disagree 4.Strongly disagree
Did I follow the lesson plan?	
Did I tell learners what I am going to cover?	
Did I tell them what I told them? Conclude with a summary of my opening overview	
Did I use as much hands-on training as possible?	
Did I test/assess learners frequently?	
Did I involve trainees in the learning program?	
Did I use an appropriate tone and level of voice?	
Did I make clear presentations?	
Did I use motivational activity at the start of each session?	
Did I use appropriate terminology (including the language used within the relevant industry)?	
Did I repeat questions before answering them?	
Did I lookout for what works best?	
Did I start on time and finish on time?	
Did I give frequent breaks, especially for half-day or all-day sessions?	
Did I solicit feedback on the training session?	
Did I make the training memorable?	
Did I check the daily requirement every day?	
Did I determine the success criteria for reaction, performance and results?	

Appendix



APPENDIX

Occupation/Trade Area

Required equipment and material for training for 15 students group

Equipment List

Item no.	Equipment Name	Description/Specification	Quantity

Glossary of terms:

Assessment

Assessment means the process of collecting evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace as expressed in the relevant NCS.

Assessment materials

Assessment materials are any resources that assist in any part of the assessment process. They may include information for the candidate or assessor, assessment tools or resources for the quality assurance arrangements of the assessment system.

Competency

The specification of knowledge and skills and the application of that knowledge and skills to the standards of performance required in the workplace.

Competency standards

Competency standards define the competencies required for effective performance in the workplace. Standards are expressed in outcome terms and have a standard format comprising the unit title, the unit descriptor, elements, and performance criteria.

Cognitive skills

The basic mental abilities used to think, study, and learn and include mental processes.

Competency based training

A flexible learner centred approach to training based on the national competency standards.

Curriculum

Specification of how knowledge, skills and attitudes from the competency standards can be transferred through structured education and training.

Dimensions of competency

The four dimensions of competency are:

- Task skills
- Task management skills
- Contingency management skills
- Job/role environment skills

Element

An element is the basic building block of the unit of competency

National Competency Standards

The nationally identified knowledge, skills and attitudes required for effective workplace performance.

Performance criteria

Evaluative statements which specify what is to be assessed and the required level of performance. The performance criteria specify the activities, skills, knowledge and understanding that provide evidence of competent performance for each element.

Simulation

Simulation is a form of evidence gathering that involves the candidate in completing or dealing with a task, activity or problem in an off–the–job situation that replicates the workplace context. Simulations vary from recreating realistic workplace situations such as in the use of flight simulators, through the creation of role plays based on workplace scenarios to the reconstruction of a business situation on a spreadsheet.

Unit of competency

Unit of competency means the specification of the knowledge and skills and the application of that knowledge and those skills to the standard of performance expected in the workplace.

YOULEAD

Tel: 0112 314 206
E-mail: info@youlead.lk
Web: www.youlead.lk
10th Floor, Aitken Spence Tower II, 315,
Vauxhall Street, Colombo 2, Sri Lanka.