

TRAINING REGULATIONS



TRAINERS METHODOLOGY (TM) LEVEL I (Trainer/Assessor)

**TECHNICAL EDUCATION AND SKILLS DEVELOPMENT
AUTHORITY**

*Technical Education and Skills Development Act of 1994
(Republic Act No. 7796)*

Section 22, “Establishment and Administration of the National Trade Skills Standards” of the RA 7796 known as the TESDA Act mandates TESDA to establish national occupational skill standards. The Authority shall develop and implement a certification and accreditation program in which private industry group and trade associations are accredited to conduct approved trade tests, and the local government units to promote such trade testing activities in their respective areas in accordance with the guidelines to be set by the Authority.

The Training Regulations (TR) serve as basis for the:

1. Competency assessment and certification;
2. Registration and delivery of training programs; and
3. Development of curriculum and assessment instruments.

Each TR has four sections:

- Section 1 Definition of Qualification - refers to the group of competencies that describes the different functions of the qualification.
- Section 2 Competency Standards - gives the specifications of competencies required for effective work performance.
- Section 3 Training Standards - contains information and requirements in designing training program for certain Qualification. It includes curriculum design, training delivery; trainee entry requirements; tools equipment and materials; training facilities; trainer's qualification and institutional assessment.
- Section 4 National Assessment and Certification Arrangement - describes the policies governing assessment and certification procedure.

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TRAINING REGULATIONS FOR

TRAINERS METHODOLOGY LEVEL I

SECTION 1 TRAINERS METHODOLOGY (TM) LEVEL I

The **TRAINERS METHODOLOGY LEVEL I** consists of competencies a TVET trainer performing functions of trainer and assessor must achieve. A TVET trainer is a person who enables a learner or a group of learners to develop competencies to performing a particular trade or technical work.

The Units of Competency comprising this qualification include the following:

Code No.	BASIC COMPETENCIES
500311109	Lead workplace Communication
500232101	Apply math and science principles in technical training
500232102	Apply environmental principles and advocate conservation
500232103	Utilize IT applications in technical training
500311110	Lead small teams
500232104	Apply work ethics, values and quality principles
500232105	Work effectively in vocational education and training
500232106	Foster and promote a learning culture
500232107	Ensure healthy and safe learning environment
500232108	Maintain and enhance professional practice
500232109	Develop and promote appreciation for cost-benefits of technical training
500232110	Develop and promote global understanding of labor markets

Code No.	CORE COMPETENCIES
TVT232301	Plan training sessions
TVT232302	Facilitate learning sessions
TVT232303	Supervise Work-based learning
TVT232304	Conduct competency assessment
TVT232305	Maintain training facilities
TVT232306	Utilize electronic media in facilitating training

A person who has achieved this Qualification is competent to be:

- TVET Trainer/Technical Trainer
- Training Facilitator/Coordinator
- Competency Assessor

SECTION 2 COMPETENCY STANDARDS

This section gives the details of the contents of the core units of competency required for TRAINERS METHODOLOGY (TM) LEVEL I. These units of competency are categorized into basic and core competencies.

BASIC COMPETENCIES

UNIT OF COMPETENCY : **LEAD WORKPLACE COMMUNICATION**

UNIT CODE : **500311109**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to lead in the dissemination and discussion of ideas, information and issues in the workplace.

Context of this unit : This unit is adopted from the basic competencies for National Certificate Level III. In the context of the Trainers Methodology (TM), the term “*workplace*” in this unit would be understood to mean “*training/learning environment*.”

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Communicate information about workplace processes	1.1 Appropriate communication method is selected 1.2 Multiple operations involving several topics areas are communicated accordingly 1.3 Questions are used to gain extra information 1.4 Correct sources of information are identified 1.5 Information is selected and organized correctly 1.6 Verbal and written reporting is undertaken when required 1.7 Communication skills are maintained in all situations
2. Lead workplace discussions	2.1 Response to workplace issues are sought 2.2 Response to workplace issues are provided immediately 2.3 Constructive contributions are made to workplace discussions on such issues as production, quality and safety 2.4 Goals/objectives and action plan undertaken in the workplace are communicated
3. Identify and communicate issues arising in the workplace	3.1 Issues and problems are identified as they arise 3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication 3.3 Dialogue is initiated with appropriate personnel 3.4 Communication problems and issues are raised as they arise

RANGE OF VARIABLES

VARIABLE	RANGE
1. Methods of communication	1.1 Non-verbal gestures 1.2 Verbal 1.3 Face to face 1.4 Two-way radio 1.5 Speaking to groups 1.6 Using telephone 1.7 Written 1.8 Internet

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Dealt with a range of communication/information at one time 1.2 Made constructive contributions in workplace issues 1.3 Sought workplace issues effectively 1.4 Responded to workplace issues promptly 1.5 Presented information clearly and effectively written form 1.6 Used appropriate sources of information 1.7 Asked appropriate questions 1.8 Provided accurate information
2. Underpinning knowledge	2.1 Organization requirements for written and electronic communication methods 2.2 Effective verbal communication methods
3. Underpinning Skills	3.1 Organize information 3.2 Understand and convey intended meaning 3.3 Participate in variety of workplace discussions 3.4 Comply with organization requirements for the use of written and electronic communication methods
4. Resource Implications	The following resources MUST be provided: 4.1 Variety of Information 4.2 Communication tools 4.3 Simulated workplace
5. Method of Assessment	Competency may be assessed through: 5.1 Direct Observation 5.2 Interview
6. Context for Assessment	Competency may be assessed in the workplace or in simulated workplace environment

UNIT TITLE : **APPLY MATH AND SCIENCE PRINCIPLES IN TECHNICAL TRAINING**

UNIT CODE : **500232101**

UNIT DESCRIPTOR : This unit covers the outcomes required to integrate math and science concepts in the content and delivery of technical training programs and to motivate trainees in learning and applying such concepts in the workplace.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Identify math and science manifestations in the course content and the workplace	1.1 Course content and learning outcomes are reviewed and studied for math and science content 1.2 Situations in the workplace and in everyday life are related to the course or program are identified for inclusion or mention in the training 1.3 Training aids , lesson plans or session notes are prepared, adopted or customized incorporating or highlighting applications of math and science principles
2. Relate math and science concepts to common and workplace situations	2.1 Practical applications of math and science related to the desired learning outcomes are incorporated, explained and stressed during the training 2.2 Trainees are aided and encouraged to identify and apply math and science concepts in their work and everyday life 2.3 Class examples/cases, exercises, and assignments are given for trainees to explore and reflect on the applications/manifestations of math and science along the course content
3. Assess trainees' internalization of math and science concepts	3.1 Trainees' retention of basic math and science concepts are reviewed to identify areas needing further intervention 3.2 Trainees' appreciation of math and science principles along the trade area or subject matter is determined using applicable assessment methodology 3.3 Simple mathematical and scientific models/representations are discussed to aid in the understanding and application of principles and theories using language, style and format that are readily understood 3.4 Poorly-understood areas of math and science relevant to the course are given extra attention and explained in user-friendly terms in accordance with trainees' interests and learning styles
4. Introduce further enhancements	4.1 Personal knowledge, experiences and observations of self and others in the area Of math and science applications are cited and incorporated in the lessons and lecture-discussions 4.2 Results of application of math and science concepts are evaluated and documented for replication and enhancement 4.3 Logical, systematic and scientific thinking and methods are introduced and developed for trainees to assimilate and apply in their own work and study 4.4 Contextual and experiential learning methods are utilized to aid in appreciation of math and science concepts

RANGE OF VARIABLES

VARIABLE	RANGE
1. Training aids	May include – 1.1 Curriculum/modules 1.2 Learning materials/activities 1.2.1 Self-paced materials 1.2.2 Job sheets 1.2.3 Related theory 1.3 Audio-visual aids 1.3.1 Charts 1.3.2 Graphs 1.3.2 Diagrams 1.4 Interactive video 1.5 Computer-based training materials
2. Assessment methodology	May include – 2.1 Projects 2.2 Case problems 2.3 Written tests 2.4 Oral questioning 2.5 Interviews
3. Models/representations	May include – 3.1 Simple quantitative models 3.1.1 mathematical formulas using elementary algebra 3.1.2 constants and variables 3.1.3 functions and relations 3.2 Basic laws and principles 3.2.1 Ohm's law 3.2.2 Newton's laws of motion 3.2.3 Boyle's law 3.3 Graphs and diagrams 3.3.1 Charts and flowcharts 3.3.2 Characteristic curves 3.3.3 Refrigeration cycle 3.3.4 Schematic/block diagrams 3.3.5 Free-body diagrams
4. Learning styles	May include – 4.1 Kolb-model styles 4.1.1 Converger 4.1.2 Diverger 4.1.3 Assimilator 4.1.4 Accommodator 4.2 Honey-Mumford model styles 4.2.1 Activist 4.2.2 Reflector 4.2.3 Theorist 4.2.4 Pragmatist 4.3 Fleming-model styles 4.3.1 Visual learners 4.3.2 Auditory learners 4.3.3 Reading/writing-preference learners 4.3.4 Kinesthetic/tactile learners
5. Contextual and experiential learning methods	May include – 5.1 Case studies and problems 5.2 Project-based instruction 5.3 Field trips 5.4 Company visits 5.5 Interviews 5.6 Institutional attachments/immersion 5.7 Community service

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate –</p> <p>1.1 Demonstrated understanding of basic math and science concepts relevant to the competency or qualification</p> <p>1.2 Demonstrated ability to apply math and science principles to the competency or tasks being performed</p> <p>1.3 Demonstrated ability to integrate and contextualize math and science concepts in the design and delivery of technical training</p>
<p>2. Underpinning knowledge and attitudes</p>	<p>2.1 Basic arithmetic – the four fundamental operations</p> <p>2.2 Elementary algebra</p> <p>2.3 Basic science</p> <p>2.3.1 General science</p> <p>2.3.2 Natural sciences</p> <p>2.3.3 Physical and biological sciences</p> <p>2.3.4 Social sciences</p> <p>2.4 Basic training methodology</p> <p>2.5 Positive work values (patience, perseverance, empathy, professionalism, concern for safety and quality)</p>
<p>3. Underpinning skills</p>	<p>3.1 Communication skills</p> <p>3.2 Training development and management skills</p> <p>3.3 Observing safety and health requirements in the classroom, laboratory and workshop</p> <p>3.4 Instructional skills</p>
<p>4. Resource implications</p>	<p>The following resources must be provided –</p> <p>4.1 Access to math and science lab or similar workshop</p> <p>4.2 Access to real or simulated work area</p> <p>4.3 Case problems in math and science applications</p>
<p>5. Method of Assessment</p>	<p>Competency may be assessed through –</p> <p>5.1 Observation or demonstration with oral questioning</p> <p>5.2 Written exam</p> <p>5.3 Case problems</p> <p>5.4 Interview</p> <p>5.5 Portfolio</p> <p>5.6 Third-party report</p>
<p>6. Context of assessment</p>	<p>Competency may be assessed on the job or in a simulated work environment</p>

UNIT OF COMPETENCY : APPLY ENVIRONMENTAL PRINCIPLES AND ADVOCATE CONSERVATION

UNIT CODE : 500232102

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to apply/adopt environmental principles and advocate conservation in diverse technical-vocational training environments, including observing and contributing to positive environment work practices. This covers the following: environmental work practices, contributing to improvements of environmental practices, and reporting potential environmental threats.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables
1. Follow environmental workplace practices	1.1 Workplace practices and work instructions relating to potential environmental impacts are recognized and followed, and clarification is sought where necessary. 1.2 Relevant legislation, codes and national standards that impact on workplace environmental practices are recognized and followed. 1.3 Changes to work practices and procedures are responded to positively and promptly in accordance with organizational requirements. 1.4 Individual roles/responsibilities are determined and performed based on the program/ activities identified
2. Contribute to improve environmental work practices	2.1 Suggestions are made to designated personnel for improvements to workplace practices where possible. 2.2 Information is gathered and improvements are suggested to support the development of improved workplace approaches to environmental practices . 2.3 Environmental issues and their relationship to workplace practices are discussed in the workplace with colleagues and designated personnel. 2.4 Contributions to the review of environmental practices and policies are made within limits of responsibility
3. Recognize and report potential environmental threats	3.1 Signs or symptoms of the potential environmental threat are recognized. 3.2 Information about or observations of a potential environmental threat are reported to supervisors and/or appropriate authorities. 3.3 Location and extent of the potential environmental threat is accurately recorded . 3.4 Reports on the potential environmental threat are completed according to organizational guidelines.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Workplace practices and work instructions	<p>May include but are not limited to procedures or work instructions for:</p> <ul style="list-style-type: none"> 1.1 Environmental I hazard identification and risk analysis 1.2 Avoiding or minimizing environmental risks, 1.3 Improving environmental performance, 1.4 Waste minimization and segregation, 1.5 Environmental monitoring, 1.6 Signs and labels (e.g., chemical labels), 1.7 Emergency procedures, 1.8 Hazard and incident recording and reporting procedures 1.9 Environmental data recording and reporting procedures where applicable. 1.10 Verbal instructions from persons with responsibility related to environmental work practices.
2. Legislation, codes and national standards	<p>May include:</p> <ul style="list-style-type: none"> 2.1 Philippine Clean-Air Act of 1999 (RA 8749) 2.2 Philippine Clean-Water Act of 2004 (RA 9275) 2.3 Ecological Solid Waste Management Act of 2000 (RA 9003) 2.4 Montreal Protocol 2.5 Kyoto Protocol 2.6 Environmental Awareness and Education Act of 2008 (RA 9512) 2.7 Philippine Climate-Change Act of 2009 (RA 9729) 2.8 Codes of Practice relating to environment-critical jobs
3. Suggestions	<p>May include but are not limited to the ideas to:</p> <ul style="list-style-type: none"> 3.1 Minimize hazards and risks, 3.2 Reduce and dispose of waste, 3.3 Efficient use energy 3.4 Conserve water 3.5 Reduce air and noise pollution 3.6 Make more efficient use of resources and improve environmental performance, 3.7 Reduce soil disturbance and improve habitat resources.
4. Designated personnel	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> 4.1 Administrators/ Managers, 4.2 Supervisors 4.3 People who are responsible for work area or who may be assigned to act as a mentor/trainer to a person
5. Workplace approaches to environmental practices.	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> 5.1 Preventing and minimizing the production of pollution (e.g., discharges to air, land and water, hazardous waste, 5.2 Reducing 'burning off', 5.3 Composting , 5.4 Recycling materials, 5.5 Conservation practices), and 5.6 Improving workplace maintenance practices (e.g., using a broom instead of a hose, using environment-friendly cleaning agents)

VARIABLE	RANGE
6. Environmental issues	May include: 6.1 Sustainability, 6.2 Reduction and disposal of waste, 6.3 Water quality, 6.4 Energy efficiency, 6.5 Biodiversity and habitat protection, 6.6 Conservation of natural resources, 6.7 Air quality, 6.8 Land contamination, 6.9 Noise, 6.10 Soil and salinity management 6.11 Fire management.
7. Environmental practices and policies	May include: 7.1 Waste minimization and management, 7.2 Sustainability , 7.3 Local, regional, state and national strategies on weed and pest management, 7.4 Protection of land and habitat and conservation of resources, 7.5 Energy use, 7.6 Greenhouse gas emissions, 7.7 Use of chemicals and plant and equipment.
8. Signs or symptoms	May include but are not limited to: 8.1 Observation of the presence of weeds, 8.2 Pest animals or chemicals; 8.3 Damage caused to plants, animals or the environment, 8.4 Changes in plant (e.g., dieback of trees) and animal health, 8.5 Erosion of soils, 8.6 Soils in water suspension, 8.7 Presence of salt.
9. Potential environmental threat	May include but are not limited to: 9.1 This includes spills , leaks, pollution ,planned and unplanned emissions, soil compaction, disturbance and erosion, 9.2 Accidents and disposal of waste, and damage or disruption to ecosystems resulting from work practices. 9.3 Also includes plants, animals or diseases that are classified as an environmental threat or problem in an area, 9.4 Unauthorized changes in land use 9.5 Fire risks and threats, and inappropriate human interaction on the environment. 9.6 This may include damage to habitat resources, disruption of animal behavior and territorial use, illegal vegetation clearance, seed collection, firewood gathering, nest disturbance and egg collecting.
10. Reported	Includes how the reports are made: 10.1 Verbally (face-to-face or through communication equipment) 10.2 In writing (memo, notes, faxes, email or electronic messages).
11. Recorded	11.1 Environmental data, 11.2 Maintenance and inspection reports, 11.3 Incident or accident reports, 11.4 Complaints from the public.

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated knowledge of workplace practices and work instructions. 1.2 Described relevant legislations, codes and national standard environmental practices according to the different environmental issues/concerns. 1.3 Followed environmental workplace practices 1.4 Contributed to improve environmental work practices 1.5 Recognized and reported on a potential environmental threat 1.6 Maintained environmental records
<p>2. Underpinning Knowledge</p>	<ul style="list-style-type: none"> 2.1 Relevant legislation from all levels of government on environmental issues 2.2 Relevant environmental policies and workplace/industry practices and procedures 2.3 Good practice approaches relevant to work area particularly in regard to minimizing environment hazards and risks, and improving environmental performance 2.4 Environmental issues, especially in regard to water catchments, air, noise, ecosystems, habitat, efficient use of resources, sustainability and waste minimization 2.5 Potential environmental threats and problems relevant to a given region and occupation 2.6 General work place practices and their potential impact on the environment.
<p>3. Underpinning Skills</p>	<ul style="list-style-type: none"> 3.1 Performing research and analysis 3.2 Reading / interpreting data and information 3.3 Problem solving 3.4 Communicate with supervisors and workplace colleagues 3.5 Recognize basic environmental hazards and threats 3.6 Follow workplace directions and instructions 3.7 Keep simple records.
<p>4. Resource Implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Workplace/Assessment location 4.2 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection 4.3 Case studies/scenarios relating to environmental protection
<p>5. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Written/ Oral Examination 5.2 Interview/Third Party Reports 5.3 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad) 5.4 Simulations
<p>6. Context for Assessment</p>	<p>Competency may be assessed in actual workplace or at the designated TESDA center.</p>

UNIT OF COMPETENCY : UTILIZE IT APPLICATIONS IN TECHNICAL TRAINING

UNIT CODE : 500232103

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude required to utilize IT applications in training. Specifically it covers setting-up of work environment, utilization of word processing, spreadsheet, presentation applications and utilization of internet and www to communicate and collect information.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables
1. Set-up work environment	1.1 Work folder is configured in accordance with enterprise IT utilization guidelines. 1.2 Desktop and shortcuts settings are configured in-line with personal preference. 1.3 Connectivity to printer are checked and tested in accordance with equipment user guide.
2. Utilize word processing application	2.1 Document layout and formatting are applied in line with document formatting requirements. 2.2 Application features are utilized to enhance productivity in line with application guide/ help instructions 2.3 Printing of documents is performed in line with enterprise IT utilization guidelines
3. Utilize presenter application	3.1 Presentation layout, formatting and theme utilization are applied in line with target audience requirements 3.2 Animation and slide transitions are applied to enhance viewing and interactivity experience in-line with best practices in utilizing presentation package . 3.3 Printing of presentation materials are performed in line with user requirements and enterprise IT utilization guidelines 3.4 Packaging and exporting of presentation is performed in line with application help instructions/wizard. 3.5 Presentation of information is performed in line with best practices in utilizing presentation package.
4. Utilize spread sheet application	4.1 Workbook and worksheet settings and formatting are applied in line with printing requirements. 4.2 Formula and conditional formatting are utilized to enhance productivity in line with the application help instructions. 4.3 Charts are utilized to enhance data presentation in line with the application help instructions. 4.4 Printing of worksheet is performed in line with document layout requirements and enterprise IT utilization guidelines.
5. Utilize internet and www to communicate and collect information	5.1 Chat and email facility is utilized to exchange information and resources in line with chat help instructions. 5.2 Browser is configured to enhance productivity in line with the application help instruction 5.3 www is utilized to research and acquire resources in line with enterprise IT utilization guidelines.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Work folder is configured	May include but not limited to: 1.1 Folder creation 1.2 Folder copy and transfer 1.3 Folder sharing
2. Desktop and shortcuts settings are configured	May include but not limited to: 2.1 Desktop background and screen saver settings 2.2 Screen resolution settings 2.3 Shortcut and link creation
3. Document layout and formatting	May include: 3.1 Page settings 3.2 Font Settings 3.3 Formatting styles 3.4 Table utilization
4. Application features	May include, but not limited to: 4.1 Footer and header setting 4.2 Mail merge 4.3 Review and editing tools 4.4 Reference features 4.5 Form creation features
5. Best practices in utilizing presentation package	May include but not limited to: 5.1 Number of text lines, font size and fore and back colors. 5.2 Optimal utilization of animation and transition effects to enhance learning experience not to distract audience. 5.3 Awareness in unconscious actions during presentation
6. Printing of presentation materials	May include but not limited to: 6.1 Slide 6.2 Notes
7. Workbook and worksheet settings	May include but not limited to: 7.1 Page setup 7.2 Header setup 7.3 Worksheet organization
8. Formula	May include but not limited to: 8.1 Summation 8.2 Division 8.3 Multiplication 8.4 Division 8.5 Average 8.6 Rounding off 8.7 If 8.8 Concatenate
9. Browser configuration	May include but not limited to: 9.1 Cookie settings 9.2 Plug-in setup 9.3 Accessibility adjustments

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Set-up work environment 1.2 Utilized word processing application 1.3 Utilized presenter application 1.4 Utilized spreadsheet application 1.5 Utilized internet and www to communicate and collect information
<p>2. Underpinning Knowledge</p>	<ul style="list-style-type: none"> 2.1 I.T. Principles (i.e. internet technology, www) 2.2 Best practices in using presenter application 2.3 Basic mathematical operation 2.4 Logic reasoning 2.5 Productivity application features 2.6 File management 2.7 Academic documents (i.e. record sheet, accomplishment charts, session plan)
<p>3. Underpinning Skills</p>	<ul style="list-style-type: none"> 3.1 Encoding and computing skills 3.2 Presentation skills 3.3 Logic reasoning skills
<p>4. Resource Implications</p>	<p>The following MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Computer with network and internet access 4.2 Printer and printing consumables 4.3 Specification of sample document, worksheet, presentation materials
<p>5. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Demonstration / Observation and with oral questioning 5.2 Portfolio
<p>6. Context for Assessment</p>	<p>Assessment should be conducted in the workplace /simulated area / TESDA Assessment Center</p>

UNIT OF COMPETENCY : LEAD SMALL TEAMS

UNIT CODE : 500311110

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes to lead small teams including setting and maintaining team and individual performance standards.

Context of this unit : *This unit is adopted from the basic competencies for National Certificate Level III. In the context of the Trainers Methodology (TM), the small teams here would refer to groups of trainees, audience or participants in a training situation, or a group of fellow trainers.*

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Provide team leadership	1.1 Work requirements are identified and presented to team members 1.2 Reasons for instructions and requirements are communicated to team members 1.3 Team members' queries and concerns are recognized, discussed and dealt with
2. Assign responsibilities	2.1 Duties, and responsibilities are allocated having regard to the skills, knowledge and aptitude required to properly undertake the assigned task and according to company policy 2.2 Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible
3. Set performance expectations for team members	3.1 Performance expectations are established based on client needs and according to assignment requirements 3.2 Performance expectations are based on individual team members duties and area of responsibility 3.3 Performance expectations are discussed and disseminated to individual team members
4. Supervised team performance	4.1 Monitoring of performance takes place against defined performance criteria and/or assignment instructions and corrective action taken if required 4.2 Team members are provided with feedback , positive support and advice on strategies to overcome any deficiencies 4.3 Performance issues which cannot be rectified or addressed within the team are referenced to appropriate personnel according to employer policy 4.4 Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on client/customer needs and satisfaction 4.5 Team operations are monitored to ensure that employer/client needs and requirements are met 4.6 Follow-up communication is provided on all issues affecting the team 4.7 All relevant documentation is completed in accordance with company procedures

RANGE OF VARIABLES

VARIABLE	RANGE
1. Work requirements	1.1 Client Profile 1.2 Assignment instructions
2. Team member's queries and concerns	2.1 Roster details 2.2 Shift details
3. Monitoring of performance	3.1 Formal process 3.2 Informal process
4. Feedback	4.1 Formal process 4.2 Informal process
5. Performance issues	5.1 Work output 5.2 Work quality 5.3 Team participation 5.4 Compliance with workplace protocols 5.5 Safety 5.6 Customer service

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Maintained or improved individuals and/or team performance given a variety of possible scenario 1.2 Assessed and monitored team and individual performance against set criteria 1.3 Represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf 1.4 Allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed 1.5 Set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members
<p>2. Underpinning Knowledge</p>	<ul style="list-style-type: none"> 2.1 Company policies and procedures 2.2 Relevant legal requirements 2.3 How performance expectations are set 2.4 Methods of Monitoring Performance 2.5 Client expectations 2.6 Team member's duties and responsibilities
<p>3. Underpinning Skills</p>	<ul style="list-style-type: none"> 3.1 Communication skills required for leading teams 3.2 Informal performance counseling skills 3.3 Team building skills 3.4 Negotiating skills
<p>4. Resource Implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Access to relevant workplace or appropriately simulated environment where assessment can take place 4.2 Materials relevant to the proposed activity or task
<p>5. Method of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Direct observations of work activities of the individual member in relation to the work activities of the group 5.2 Observation of simulation and/or role play involving the participation of individual member to the attainment of organizational goal 5.3 Case studies and scenarios as a basis for discussion of issues and strategies in teamwork
<p>6. Context for Assessment</p>	<p>Assessment should be conducted in the workplace/ simulated area/ TESDA Assessment Center</p>

UNIT OF COMPETENCY : APPLY WORK ETHICS, VALUES AND QUALITY PRINCIPLES

UNIT CODE : 500232104

UNIT DESCRIPTOR : This unit covers the outcomes required in demonstrating and living out desirable work ethics, values and principles in the workplace and training environment.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Observe workplace policies and guidelines	1.1 Attendance and punctuality are observed in line with enterprise policies and guidelines. 1.2 Work functions are performed in line with work position/delegation and according to enterprise goals and objectives. 1.3 Communication, request, and complaints are channelled through authority in line with enterprise policies and procedures. 1.4 Academic freedom is exercised in line with enterprise goals and objectives 1.5 Quality work instructions are delivered in accordance with work deadlines and training calendars.
2. Value self-worth and profession	2.1 Best practices in teaching are demonstrated at all times. 2.2 Personal and professional upgrading is exercised in line with personal goals and enterprise guidelines and policies. 2.3 Confidentiality of records and other documents are maintained in line with enterprise policies and guidelines. 2.4 Professional courtesy is exercised at all times 2.5 Professional role and image as technical trainer are maintained in the classroom/training environment and related situations.
3. Observe proper conduct in dealing with learners and parents	3.1 Promotion of learners is performed based on non-prejudice decision and actual accomplishments and performance of learners. 3.2 Learners were given equal opportunities to learn and utilize school facilities in line with the enterprise objective and goals. 3.3 Parent consultations are performed in line with enterprise policies and guidelines

RANGE OF VARIABLES

VARIABLE	RANGE
1. Work functions	May include but not limited to: 1.1 Teaching 1.2 Guiding 1.3 Managing events and school activities
2. Academic freedom	May include but not limited to: 2.1 Selection of teaching methods 2.2 Implementation of remedial classes 2.3 Changing methods of collecting evidence of learning
3. Best practices in teaching	May include: 3.1 Teaching with teaching aids 3.2 Employing learner-centered activities
4. Non-prejudice decision	May include, but not limited to: 4.1 Decision made from favour 4.2 Decision came from political reason

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Observed workplace policies and guidelines 1.2 Valued self-worth and profession 1.3 Observed proper conduct in dealing with learners and parents.
2. Underpinning Knowledge	2.1 Code of ethics and right conduct 2.2 Personnel management 2.3 Filipino customs and traits
3. Underpinning Skills	3.1 Interpersonal skills 3.2 Communication skills
4. Resource Implications	The following MUST be provided: 4.1 Case study
5. Methods of Assessment	Competency may be assessed through: 5.1 Written test/ Interview 5.2 Portfolio
6. Context for Assessment	Assessment should be conducted in the workplace /simulated area / TESDA Assessment Center

UNIT OF COMPETENCY : WORK EFFECTIVELY IN VOCATIONAL EDUCATION AND TRAINING

UNIT CODE : 500232105

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude required to work effectively in the policy and operating environment of the vocational education and training sector.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Work within the vocational education and training policy framework	1.1 Relevant <i>national vocational education and training policies and frameworks</i> are accessed, analyzed, applied and guided in accordance with work practices and responsibilities. 1.2 Key <i>vocational education and training organizations and stakeholders</i> are identified, accessed and informed in accordance with updated work practices. 1.3 <i>Legislation and guidelines</i> are accessed, used, complied and ensured in accordance work practices and policy requirements. 1.4 <i>Sources of information and advice</i> on vocational education and training policy and operating context are accessed on a regular basis and changes are noted as appropriate. 1.5 <i>Opportunities</i> are taken up to contribute to vocational education and training in accordance with organizational policy developments. 1.6 <i>Vocational education and training terminology</i> is used to communicate effectively in accordance with sector.
2. Work within the training organization's quality framework	2.1 <i>Relevant organizational documentation</i> is accessed, used, supported and ensured in accordance work roles and responsibilities. 2.2 Work is conducted in accordance with the <i>training organization's quality assurance strategies, processes, policies and procedures</i> 2.3 <i>Ethical and legal responsibilities</i> are adhered to in accordance with work practices. 2.4 Work is undertaken in accordance with the prevailing industrial and employee relations systems and practices. 2.5 Feedback and advice on work quality is actively sought from colleagues and clients in accordance with the prevailing industrial and employee relations systems and practices.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
3. Manage work and work relationships	<p>3.1 Work is planned, prioritized and organized to achieve agreed and expected outcomes.</p> <p>3.2 Workloads are assessed and guidance/support is sought from relevant personnel where work issues arise and in accordance with existing organizational policies and guidelines.</p> <p>3.3 Relevant technological skills are used to enhance work outcomes and in accordance with prevailing industrial systems and practices.</p> <p>3.4 Work is undertaken in a collaborative manner with colleagues through sharing of information and ideas and working together on work outcomes in accordance with the prevailing industrial and employee relations systems and practices.</p> <p>3.5 Feedback on managing work and professional relationships is obtained from clients and colleagues and is evaluated and acted upon.</p>
4. Demonstrate a client-focused approach to work	<p>4.1 Clients and their needs and expectations form the basis for developing effective work practices and outcomes in accordance with operational limits.</p> <p>4.2 Effective communication strategies are developed, utilized, established and maintained in accordance with client relationships.</p> <p>4.3 Processes for evaluating and improving client satisfaction are developed and built in accordance with work practices.</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. National vocational education and training policies and frameworks	May include: <ul style="list-style-type: none"> 1.1 Philippine TVET Trainers Qualification Framework (PTTQF) 1.2 Training Packages 1.3 User Choice 1.4 traineeship and apprenticeship arrangements
2. Vocational education and training organizations and stakeholders	May include: <ul style="list-style-type: none"> 2.1 Department of Labor and Employment (DOLE) 2.2 Technical Education and Skills Development Authority (TESDA) 2.3 Industry Skills Councils (ISCs) 2.4 training organizations
3. Legislation and guidelines	May include: <ul style="list-style-type: none"> 3.1 guidelines on program/project funding 3.2 User Choice 3.3 apprenticeships/traineeships 3.4 implementation of Training Packages 3.5 registration 3.6 course accreditation 3.7 access and equity 3.8 anti-discrimination including equal opportunity, racial vilification and disability discrimination 3.9 industrial relations 3.10 code of practice 3.11 occupational health and safety (OHS)
4. Sources of information and advice	May include: <ul style="list-style-type: none"> 4.1 web-based information from vocational education and training organizations and stakeholders such as the National Training Information Service (NTIS) 4.2 printed policies, newsletters, bulletins, publications of vocational education and training organizations and stakeholders 4.3 products including revised Training Packages, support materials and professional development materials implementation guidelines 4.4 research journals 4.5 conference papers

VARIABLE	RANGE
5. Opportunities	May include: <ul style="list-style-type: none"> 5.1 attendance at workshops and consultations conducted by relevant vocational education and training organizations and stakeholders 5.2 individual or organizational written submissions and feedback to relevant vocational education and training organizations and stakeholders 5.3 participation in forums, networks, conferences 5.4 participation in training organization meetings 5.5 participation in validation meetings 5.6 research/consultancy 5.7 contribution to online consultations
6. Vocational education and training terminology	May include but not limited to: <ul style="list-style-type: none"> 6.1 Acronyms 6.2 language of the profession 6.3 language styles commonly used in vocational education and training environments
7. Relevant organizational documentation	May include: <ul style="list-style-type: none"> 7.1 strategic plans 7.2 business plans 7.3 policies and procedures 7.4 position descriptions 7.5 responsibility statements
8. Training organization's quality assurance strategies, processes, policies and procedures	May relate to: <ul style="list-style-type: none"> 8.1 quality arrangements for clients covering: <ul style="list-style-type: none"> 8.1.1 enrolment and induction/orientation 8.1.2 complaints, grievances and appeals 8.1.3 assessment, including skills recognition, pre-assessment and appeals 8.1.4 identification of training support requirements, for example, language, literacy and/or numeracy needs 8.1.5 fees 8.1.6 privacy 8.1.7 access and equity 8.1.8 welfare and guidance 8.1.9 issuance of qualifications 8.1.10 mutual recognition of qualifications, Statements of Attainment, credit and articulation arrangements 8.2 internal quality policies and procedures covering: <ul style="list-style-type: none"> 8.2.1 risk management 8.2.2 continuous improvement 8.2.3 OHS 8.2.4 equal employment opportunity (EEO) 8.2.5 discrimination and workplace harassment 8.2.6 staff disciplinary procedures

VARIABLE	RANGE
	<ul style="list-style-type: none"> 8.2.7 financial management 8.2.8 records management 8.2.9 management processes for learning resources and learning materials 8.2.10 recruitment and induction of personnel 8.2.11 staff qualifications 8.3 learning and professional/staff development opportunities 8.4 training organization staff development programs 8.5 participation in networks 8.6 individual learning initiatives 8.7 membership of professional associations/networks 8.8 relevant university courses
9. Ethical and legal responsibilities	<p>May include:</p> <ul style="list-style-type: none"> 9.1 compliance with relevant legislation including: <ul style="list-style-type: none"> 9.1.1 OHS legislation 9.1.2 EEO legislation 9.1.3 anti-discrimination legislation 9.1.4 legislation relating to overseas learners 9.2 compliance with industrial awards, enterprise agreements and employment contracts 9.3 meeting environmental standards 9.4 duty of care 9.5 recognizing and being sensitive to individual differences and diversity 9.6 provision of accurate information, advice and services 9.7 providing support to learners appropriate to their needs 9.8 maintaining client privacy and confidentiality 9.9 code of practice
10. Work issues	<p>May include:</p> <ul style="list-style-type: none"> 10.1 time pressures 10.2 work overload 10.3 competing demands 10.4 unexpected contingencies 10.5 technology problems 10.6 relations with other personnel 10.7 client issues/relations
11. Relevant technological skills	<p>May include checking that the idea:</p> <ul style="list-style-type: none"> 11.1 using computer word processing software to produce documents, reports and learning materials 11.2 using computer presentation applications 11.3 using computer data processing software to produce statistical information 11.4 using computers/communication systems to support online learning

VARIABLE	RANGE
	11.5 conducting web searches 11.6 participating in Internet/video conferencing 11.7 using chat rooms 11.8 managing email 11.9 operating computer projection equipment 11.10 operating overhead projectors 11.11 operating other business equipment, e.g. fax machines, photocopiers and telephone systems
12. Clients and colleagues	May include: 12.1 individual learners, apprentices and trainees, employees 12.2 enterprises/industry 12.3 other parts of the training organization 12.4 government departments/agencies, or other organizations
13. Clients and their needs and expectations	May include: 13.1 a focus on individual learner objectives such as: 13.1.1 new skills 13.1.2 specific competencies 13.1.3 target qualifications 13.1.4 new career 13.1.5 career advancement 13.1.6 improved language 13.1.7 literacy and numeracy skills 13.2 preference for particular learning styles 13.3 individualized learning support systems 13.4 individualized organizational training 13.5 client centered approaches 13.6 information and advice on courses, learning programs and qualifications
14. Operational limits	May include: 14.1 level of responsibility, autonomy, classification level 14.2 staffing resource limitations 14.3 physical environment limitations 14.4 cost 14.5 time 14.6 scheduling difficulties 14.7 OHS
15. Effective communication strategies	May include: 15.1 establishing clarity of purpose 15.2 ongoing liaison 15.3 effective reporting arrangements 15.4 continuous feedback mechanisms

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate :</p> <ul style="list-style-type: none"> 1.1 Worked within the vocational education and training policy framework 1.2 Worked within the training organization’s quality framework 1.3 Managed work and work relationships 1.4 Demonstrated a client-focused approach to work
<p>2. Underpinning knowledge and attitude</p>	<ul style="list-style-type: none"> 2.1 Training Packages, including the purpose and structure of: <ul style="list-style-type: none"> 2.1.1 units of competency 2.1.2 Assessment Guidelines 2.1.3 qualifications 2.1.4 Employability Skills 2.1.5 support materials 2.2 Philippine TVET Trainers Qualification Framework (PTTQF) 2.3 sources of information on vocational education and training, for example: <ul style="list-style-type: none"> 2.3.1 NTIS web site for accessing details on units, courses/qualifications, training organizations, and Training Packages and support materials 2.4 sources of information on legal and organizational requirements, for example: 2.5 organizational manuals, documents, publications 2.6 organizational data systems 2.7 publications, newsletters of relevant authorities 2.8 competency-based training and assessment, for example: 2.9 competency standards define performance outcomes, applied knowledge and skills needed for work 2.10 competency standards form the basis for teaching and learning and training delivery in recognized TVET 2.11 learning is outcomes focused not inputs driven 2.12 competency standards establish requirements for assessment 2.13 assessment is criterion referenced/not norm referenced 2.14 assessment is reported as competent/not yet competent 2.15 competency standards are industry defined 2.16 competency standards have a national focus <ul style="list-style-type: none"> 2.16.1 the training organization’s systems, policies and procedures 2.16.2 relevant vocational education and training terminology appropriate to the work role

	<ul style="list-style-type: none"> 2.16.3 the diversity of clients, client needs, client expectations for vocational education and training services 2.16.4 relevant legal and policy requirements, codes of practice, national standards and legislations, for example: 2.17 specific industry/workplace legal/compliance and licensing requirements 2.18 duty of care under common law 2.19 anti-discrimination including equal opportunity, racial vilification and disability discrimination 2.20 workplace relations, industrial awards and enterprise agreements 2.21 privacy/security of information 2.22 copyright/plagiarism 2.23 relevant OHS knowledge relating to the work role/work context, and OHS considerations when working in vocational education and training, including: 2.24 internal policies and procedures to meet OHS requirements 2.25 hazards commonly found in the work environment 2.26 sources of OHS information and expertise
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 literacy skills to: <ul style="list-style-type: none"> 3.1.1 read and understand vocational education and training policy and other documents, vocational education and training terminology and language styles 3.1.2 interpret legal requirements of vocational education and training policies, procedures and guidelines 3.1.3 write documents for a range of vocational education and training audiences and purposes 3.2 language skills to: <ul style="list-style-type: none"> 3.2.1 communicate with personnel across all levels of the organization and with clients 3.2.2 understand and use vocabulary and terminology specific to the vocational education and training environment 3.2.3 listen and summarize key points, make evaluative judgments and articulate verbally or in writing to a client or colleague 3.2.4 facilitate discussions to encourage problem solving, sharing of strategies, and exploring different solutions to problems 3.2.5 work effectively as a team member

	<p>3.3 recognizing and being sensitive to individual difference and diversity, for example:</p> <ul style="list-style-type: none"> 3.3.1 being sensitive to and valuing culture 3.3.2 acting without bias/discrimination 3.3.3 responding to individuals with particular needs 3.3.4 recognizing the importance of religion <p>3.4 planning skills to:</p> <ul style="list-style-type: none"> 3.4.1 identify and access relevant sources of national vocational education and training policies, frameworks, legislation and guidelines 3.4.2 participate in opportunities to contribute to vocational education and training organizational policy developments 3.4.3 manage work and work relationships <p>3.5 research skills to access information</p> <p>3.6 technology skills to:</p> <ul style="list-style-type: none"> 3.6.1 use computer hardware and relevant software 3.6.2 use office/business equipment
4. Resource implications	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 access to business, organizational, legislative and vocational education and training documentation 4.2 access to clients 4.3 access to colleagues 4.4 access to a TVET operating environment
5. Method of assessment	<p>Competency may be assessed through :</p> <ul style="list-style-type: none"> 5.1 Demonstration with questioning 5.2 Interview 5.3 Written Test 5.4 Third Party Report
6. Context for assessment	<ul style="list-style-type: none"> 6.1 Competency may be assessed in workplace or in a simulated workplace setting 6.2 Assessment shall be observed while task are being undertaken whether individually or as a team under limited supervision

UNIT OF COMPETENCY : FOSTER AND PROMOTE AN INCLUSIVE LEARNING CULTURE

UNIT CODE : 500232106

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude required foster and promote an environment which supports inclusive work practices and learning culture.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables
1. Practice inclusivity	1.1 Individual differences and clients with particular needs are acknowledged, respected and valued in accordance with existing work practices and learning culture. 1.2 Personal perceptions and attitudes about difference are examined and revised to improve communication and professionalism in accordance with existing work practices and learning culture. 1.3 Principles underpinning inclusivity are integrated into all work practices. 1.4 The training organization's access and equity policy is used in accordance to work practices. 1.5 Individuals' rights and confidentiality are respected at all times.
2. Promote and respond to diversity	2.1 The ground rules for participation and behavior with colleagues and clients are established in accordance with a cooperative and agreed process/es. 2.2 Individuals are encouraged to express themselves and to contribute to the work and learning environment in accordance with cooperative and agreed process/es. 2.3 Individuals are provided with opportunities to indicate specific needs to support their participation in learning and work in accordance with a cooperative and agreed process/es. 2.4 Relevant research, guidelines and resources are accessed to support inclusivity in accordance with existing guidelines and procedures. 2.5 Verbal and body language is sensitive to different cultures and backgrounds and differences in physical and intellectual abilities and as appropriate.
3. Develop and implement work strategies to support inclusivity	3.1 Documented resources to support and guide inclusive practices are identified and used to inform work strategies in accordance with existing guidelines and procedures. 3.2 Support persons are identified and included in the work and learning process where appropriate and agreed to. 3.3 Relevant professional support services are identified and accessed, as appropriate.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables
	<p>3.4 Any <i>physical environment support needs</i> are acknowledge and incorporated into work practices, where practicable and approved by appropriate personnel.</p> <p>3.5 <i>OHS issues</i> associated with inclusivity are identified and addressed in accordance with existing guidelines and procedures.</p> <p>3.6 Inclusiveness is modeled in accordance with work performance.</p>
4. Promote a culture of learning	<p>4.1 Support and advice is provided to colleagues and clients to encourage new and ongoing participation in accordance with learning opportunities.</p> <p>4.2 The benefits of learning are explored with colleagues and clients in accordance with a culture of learning.</p> <p>4.3 Learning and competency achievement is recognized and rewarded in accordance with the work and/or learning environment.</p> <p>4.4 Opportunities to develop own and others <i>generic skills</i> are identified in accordance with the work and/or learning environment.</p> <p>4.5 Multiple pathways to achieve own and others future learning goals are discussed in accordance with the work and/or learning environment.</p>
5. Monitor and improve work practices	<p>5.1 Effective work practices to enhance inclusivity and a learning culture are identified in accordance with the work and/or learning environment</p> <p>5.2 Conscious actions are taken to modify and improve in accordance with work practices.</p> <p>5.3 Strategies and policies to support inclusivity are regularly reviewed in accordance with continuous improvement of work processes.</p> <p>5.4 Proposed changes to relevant strategies and policies are documented and reported in accordance with organizational structure.</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Individual differences	May include: <ul style="list-style-type: none"> 1.1 learning difficulties 1.2 literacy and numeracy needs 1.3 language other than English (LOTE) 1.4 cultural background, images and perceptions 1.5 socio-economic background 1.6 age, gender, sexuality 1.7 religious practices 1.8 intellectual impairment or disability 1.9 medical conditions such as arthritis, epilepsy, diabetes and asthma 1.10 physical impairment or disability involving hearing vision, voice or mobility 1.11 psychological or psychiatric impairment
2. Clients with particular needs	May include: <ul style="list-style-type: none"> 2.1 women where under-represented 2.2 rural and remote learners 2.3 people with disabilities, either permanent or temporary 2.4 people from non-English speaking backgrounds 2.5 youth at risk
3. Principles	May include: <ul style="list-style-type: none"> 3.1 supporting equal opportunity for participation 3.2 fostering and advocating independence 3.3 ensuring cooperative approaches to learning 3.4 using client-centered approaches to learning 3.5 supporting, encouraging and valuing individual contributions 3.6 motivating learners 3.7 creating opportunities for participation and success 3.8 making reasonable adjustments to procedures, activities and assessment for equity 3.9 acknowledging current strengths and skills as a basis for further learning
4. Ground rules	May include: <ul style="list-style-type: none"> 4.1 guidelines of behavior and acceptance 4.2 common understandings between learners about group interaction, respect and acceptance 4.3 expectations of working relationships 4.4 safety of learners and others 4.5 comfort of learners and others 4.6 agreed consequences for breaching ground rules
5. Specific needs	May include: <ul style="list-style-type: none"> 5.1 physical environment adjustments 5.2 adjustments to learning and assessment activities 5.3 OHS issues to be addressed 5.4 language requirements 5.5 literacy and numeracy issues 5.6 more time/additional support to learners 5.7 need for a broad general education

VARIABLE	RANGE
6. Verbal and body language	May refer to: 6.1 language that recognizes and values individual differences 6.2 language that supports inclusivity 6.3 language that is non-discriminatory 6.4 language that does not devalue, denote or derogate 6.5 language that does not suggest fear, mistrust or lack of understanding 6.6 language that does not label or suggest assumptions about capabilities
7. Documented resources	May include: 7.1 journals 7.2 information technology resources such as the web, hardware and software 7.3 texts and references
8. Support persons	May include: 8.1 family members 8.2 government officers in specialist support services 8.3 case workers and personal careers 8.4 advocates for a person or group 8.5 peer support 8.6 interpreters 8.7 community representatives 8.8 note takers 8.9 library personnel 8.10 technical support 8.11 human resources personnel 8.12 administrative personnel 8.13 career counselors 8.14 student services officers 8.15 equity liaison officers
9. Physical environment support needs	May include: 9.1 modifications to layout of premises 9.2 equipment modifications 9.3 use of adaptive technologies 9.4 changes to work schedules 9.5 modifications to job design
10. OHS issues	May include: 10.1 issues relating to the learner 10.2 issues relating to the OHS impact on others
11. Generic skills	May include: 11.1 Employability Skills including: 11.1.1 communication 11.1.2 teamwork 11.1.3 problem solving 11.1.4 initiative and enterprise 11.1.5 planning and organizing 11.1.6 self-management 11.1.7 learning 11.1.8 technology 11.2 innovation 11.3 language, literacy, numeracy and communication skills

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate :</p> <ul style="list-style-type: none"> 1.1 Practiced inclusivity 1.2 Promoted and respond to diversity 1.3 Developed and implement work strategies to support inclusivity 1.4 Promoted a culture of learning 1.5 Monitored and improve work practices
<p>2. Underpinning knowledge and attitude</p>	<ul style="list-style-type: none"> 2.1 the principles underpinning inclusivity and how to integrate them into work practices 2.2 the diversity of clients, client needs, client backgrounds and differing expectations for vocational education and training services 2.3 ethical and inclusive behaviors expected of professional relationships with clients and colleagues 2.4 sources of information to support inclusive practices 2.5 availability and types of supports for clients with specific needs 2.6 relevant policies, legal requirements, codes of practice on: <ul style="list-style-type: none"> 2.6.1 disability, discrimination, inclusiveness, human rights, equal opportunity, racial discrimination 2.6.2 duty of care responsibilities 2.6.3 access and equity policies 2.7 organizational work systems, practices 2.8 OHS relating to the work role/work context, and OHS considerations when fostering and promoting an inclusive learning culture including: <ul style="list-style-type: none"> 2.8.1 internal policies and procedures to meet OHS requirements 2.8.2 hazards commonly found in the work environment 2.9 duty of care of the training and trainer for the learner and others who may be affected by actions of others within or attending the training
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 language and communication skills that: <ul style="list-style-type: none"> 3.1.1 reflect inclusive language 3.1.2 address cross cultural communication, indirect communication, participation of others (family/ community/elders), appropriate time and communication protocols 3.1.3 involve consultation and liaison with clients, other colleagues, counselors, experts and specialists on learning concerns/issues

	<ul style="list-style-type: none"> 3.1.4 reflect good practice in active listening, appropriate eye contact, friendly tone, appropriate volume, clarity of diction and plain English 3.1.5 encourage expression by all individuals 3.1.6 involve a variety of mediums 3.2 recognizing and being sensitive to individual difference and diversity, for example: <ul style="list-style-type: none"> 3.2.1 being sensitive to and valuing culture 3.2.2 acting without bias/discrimination 3.2.3 responding to individuals with particular needs 3.2.4 recognizing the importance of religion 3.3 research skills to identify and increase knowledge of individual differences and how these impact on individuals 3.4 problem solving skills to: <ul style="list-style-type: none"> 3.4.1 identify specific needs 3.4.2 respond appropriately to cultural diversity
4. Resource Implication	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 access to relevant policies, legislation, guidelines and resources to support inclusivity 4.2 access to clients/colleagues 4.3 access to workplace environment
5. Method of assessment	<p>Competency may be assessed through :</p> <ul style="list-style-type: none"> 5.1 Demonstration with questioning 5.2 Interview 5.3 Written Test 5.4 Third Party Report
6. Context for assessment	<ul style="list-style-type: none"> 6.1 Competency may be assessed in workplace or in a simulated workplace setting 6.2 Assessment shall be observed while task are being undertaken whether individually or in-group

UNIT OF COMPETENCY : **ENSURE A HEALTHY AND SAFE LEARNING ENVIRONMENT**

UNIT CODE : **500232107**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude required to ensure the health, safety and welfare of learners and candidates.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables
1. Identify Occupational Health and Safety (OHS) responsibilities	1.1 The purpose and <i>approaches of OHS</i> in the learning environment are defined in accordance with OHS standards. 1.2 Documentation outlining the <i>OHS legal responsibilities</i> of the <i>various parties</i> in the learning environment is accessed, read and interpreted in accordance with OHS standards 1.3 <i>Organizational OHS documentation</i> is identified and accessed in accordance with standard operating procedures.
2. Identify hazards in the learning environment	2.1 <i>Sources of information</i> are researched and accessed to identify hazards common within the industry in which the learning will take place. 2.2 Learning environment is inspected prior to use in consultation with various parties in order to identify hazards. 2.3 Any specific OHS needs of learners and/or candidates are in accordance with OHS standards. 2.4 Any potential hazards created by learners and/or candidates with specific needs are identified in accordance with OHS standards. 2.5 Personal limitations and responsibilities in identifying hazards are recognized and specialist advisers are consulted in accordance with OHS standards.
3. Assess risks in the learning environment	3.1 Likelihood of injury as a result of exposure to identified hazard/s is assessed in accordance with OHS standards. 3.2 Severity of any potential injury, illness or negative/adverse outcome arising from the identified hazard is assessed for risk in accordance with OHS standards. 3.3 Hazards are prioritized for action in consultation with various parties in accordance with OHS standards. 3.4 Personal limitations in assessing risks are recognized and specialist advisers are consulted in accordance with OHS standards.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables
4. Develop and implement actions to ensure the health safety and welfare of learners and/or candidates	4.1 Risk controls are developed based on the <i>hierarchy of control</i> in accordance with OHS standards. 4.2 Risk control action plan is identified and accessed or formulated in consultation with various parties. 4.3 Actions within the control and responsibility of the trainer/facilitator are implemented in accordance with OHS standards. 4.4 Outstanding risk control actions are referred to the various parties for implementation. 4.5 <i>Supervisory arrangements</i> appropriate to learners and/or candidates levels of knowledge/skill/ experience are monitored to ensure their health and safety.
5. Provide appropriate Occupational Health and Safety (OHS) requirements to learners and/or candidates	5.1 Learners and/or candidates are provided with <i>appropriate information</i> related to OHS 5.2 Learners and/or candidates are assessed for knowledge of OHS requirements. 5.3 Learners and/or candidates are supplied with personal protective equipment in accordance with OHS standards
6. Monitor Occupational Health and Safety (OHS) arrangements in the learning environment	6.1 Achievement against the risk control action plan is monitored and any issues addressed as appropriate 6.2 The effectiveness and reliability of existing risk controls are confirmed with relevant parties. 6.3 Effective hazard and incident reporting and investigation processes are confirmed on a continuing basis.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Approaches of OHS	May include: <ul style="list-style-type: none"> 1.1 the establishment and maintenance of a healthy and safe learning environment through: <ul style="list-style-type: none"> 1.1.1 a consultative approach 1.1.2 a systems approach 1.2 shared responsibilities for OHS 1.3 trainer/facilitator familiarization with OHS requirements of the specific learning environment
2. OHS legal responsibilities	May include: <ul style="list-style-type: none"> 2.1 requirements under legislation relating to OHS and common law duty of care 2.2 legislative requirements for consultation 2.3 requirements under hazard-specific and other OHS regulations 2.4 legislative requirements for reporting and record keeping related to OHS
3. Various parties	May include: <ul style="list-style-type: none"> 3.1 managers/supervisors 3.2 designated person for OHS 3.3 employee OHS representatives 3.4 other people with prior OHS knowledge, for example: <ul style="list-style-type: none"> 3.4.1 trainers/facilitators and assessors 3.4.2 program coordinators 3.5 training and/or assessment organization
4. Organizational OHS documentation	The training organization and/or workplace in which the training services take place, and may include: <ul style="list-style-type: none"> 4.1 policies and procedures 4.2 incident reports 4.3 emergency procedures 4.4 induction information 4.5 risk assessment 4.6 safety reports
5. Sources of information	May include: <ul style="list-style-type: none"> 5.1 OHS regulatory authorities 5.2 industry bodies 5.3 subject and technical specialists including OHS professionals 5.4 hazard and injury reports from similar learning environments

VARIABLE	RANGE
6. Hierarchy of control	<p>The preferred priority for risk control, emphasizing hazard elimination and, where this is not possible, risk minimization by such means as:</p> <ul style="list-style-type: none"> 6.1 substitution with a lesser hazard 6.2 isolation of the hazard from people at risk 6.3 engineering controls 6.4 administrative means (eg, safe work practices, procedures and training) 6.5 use of personal protective equipment
7. Supervisory arrangements	<p>May include:</p> <ul style="list-style-type: none"> 7.1 Level of knowledge 7.2 Level of experience 7.3 rights, responsibilities and obligations of the various parties 7.4 the code of conduct in the learning environment 7.5 types of potential hazardous events/emergencies and required responses 7.6 hazards and their control in the learning environment, including the use and maintenance of personal protective equipment
8. Appropriate information	<p>May include:</p> <ul style="list-style-type: none"> 8.1 safe access and egress 8.2 work procedures 8.3 first aid provisions 8.4 arrangements in the learning environment for the management of OHS, including: <ul style="list-style-type: none"> 8.4.1 reporting procedures for hazards, incidents, injuries and faulty equipment 8.4.2 processes to use when injury does occur 8.4.3 policies and procedures, including staff handbooks

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate :</p> <ul style="list-style-type: none"> 1.1 Identified OHS responsibilities 1.2 Identified hazards in the learning environment 1.3 Assessed risks in the learning environment 1.4 Developed and implement actions to ensure the health safety and welfare of learners and/or candidates 1.5 Provided appropriate OHS requirements to learners and/or candidates 1.6 Monitored OHS arrangements in the learning environment
<p>2. Underpinning knowledge and attitude</p>	<ul style="list-style-type: none"> 2.1 relevant policies, legal requirements, codes of practice and national, for example: <ul style="list-style-type: none"> 2.1.1 legislative requirements for information and consultation relevant to safety 2.1.2 legislative requirements for record keeping related to OHS 2.1.3 legislative requirements for safe workplaces 2.2 OHS roles and responsibilities of employers, the training/trainers/facilitators, learners and/or candidates, managers and supervisors 2.3 duty of care obligations for training and/or trainers/facilitators 2.4 hazards and risks in the specific industry where learning will take place 2.5 common risk control strategies applicable to the industry where learning and/or will take place 2.6 basics of a systematic approach to OHS 2.7 sources of information on OHS requirements relevant to the specific industry where learning will take place 2.8 organizational OHS documentation including policies, procedures and risk control strategies 2.9 hierarchy of control as it applies to risks encountered in the learning environment 2.10 knowledge of the learning environment sufficient to be able to identify hazards and conduct simple risk assessment
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 literacy skills to: <ul style="list-style-type: none"> 3.1.1 access a range of sources of OHS information 3.1.2 read and understand OHS documentation 3.1.3 interpret OHS legal requirements 3.1.4 write hazard and incident reports 3.1.5 contribute to the development of a risk control action plan (if required)

	<p>3.2 language skills to:</p> <p>3.2.1 communicate and consult with a range of people from different levels and backgrounds</p> <p>3.2.2 listen and summarize key points, make evaluative judgments and articulate verbally</p> <p>3.3 technology skills to:</p> <p>3.3.1 use computer hardware and relevant software</p> <p>3.3.2 use office/business equipment</p> <p>3.4 research skills to access relevant OHS information</p> <p>3.5 negotiation skills</p>
4. Resource Implication	<p>The following resources MUST be provided:</p> <p>4.1 access to resources and equipment to establish and maintain the safety, health and welfare of the learner and/or candidate</p> <p>4.2 access to legislative and training organization documentation on OHS</p>
5. Method of assessment	<p>Competency may be assessed through :</p> <p>5.1 Demonstration with questioning</p> <p>5.2 Case Study/Situation</p> <p>5.3 Interview</p> <p>5.4 Portfolio Assessment</p>
6. Context for assessment	<p>6.1 Competency may be assessed in workplace or in a simulated workplace setting</p> <p>6.2 Assessment shall be observed while task are being undertaken whether individually or in-group</p>

UNIT OF COMPETENCY : **MAINTAIN AND ENHANCE PROFESSIONAL PRACTICE**

UNIT CODE : **500232108**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude required for individuals to manage their personal professional performance and to take responsibility for their professional development in relation to the provision of training and services.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	
1. Model high standards of performance	1.1 1.2 1.3 1.4	Personal performance is consistent with the organization's goals and objectives . Appropriate professional techniques and strategies are modeled in accordance with existing organizational policies and guidelines. Personal work goals and plans reflect individual responsibilities and accountabilities in accordance with organizational/legal requirements . Ethical and inclusive practices are applied in professional practice and in accordance with existing organizational policies and guidelines.
2. Determine personal development needs	2.1 2.2 2.3 2.4 2.5 2.6	Personal knowledge and skills are assessed against units of competency and other relevant benchmarks in accordance with the development needs and priorities. Changes in vocational education, training policy and operating environments are identified in accordance with the impact on professional practice and personal development needs. Feedback from colleagues and clients is identified and used in accordance with personal learning needs/areas of professional development. Future career options are identified as appropriate. Personal learning needs are documented and updated in accordance with existing policies and procedures. Personal development needs are discussed with relevant personnel for inclusion in accordance with the professional development plan .
3. Participate in professional development activities	3.1 3.2 3.3 3.4	Development opportunities suitable to personal learning style/s are selected and used in accordance with continuous support of learning and maintenance of current professional practice/s . Professional networks are participated in accordance with continuous support of learning and maintenance of current professional practice/s. Own performance and professional competency is continuously improved through engagement in accordance with professional development activities. Technology is used to maintain regular communication in accordance with relevant networks, organizations and individuals.
4. Reflect on and evaluate professional practice	4.1 4.2 4.3 4.4	Developments and trends impacting on professional practice are researched and integrated in accordance with work performance. Feedback from colleagues/clients is used to identify and introduce improvements in accordance work performance. Innovative and responsive approaches for improving professional practice are identified and used in accordance with continuous support to improve techniques and processes . Records, reports and recommendations for improvement are managed in accordance with the organization's systems and processes.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Organization's goals and objectives	May include: <ul style="list-style-type: none"> 1.1 business plan 1.2 strategic plan 1.3 operational plan/s 1.4 organization's code of conduct 1.5 flexibility and client responsiveness 1.6 client satisfaction 1.7 financial performance 1.8 people management 1.9 marketing and client service 1.10 quality and quality assurance
2. Professional techniques and strategies	May include: <ul style="list-style-type: none"> 2.1 techniques for initiating action and directing decision making 2.2 strategies for presenting a confident and assured manner in challenging situations 2.3 maintaining ethical practice in the face of opposition 2.4 modeling behavioral and personal presentation standards 2.5 motivation strategies 2.6 time management 2.7 strategies for acknowledging and respecting the attitudes and beliefs of others 2.8 techniques for promoting active participation
3. Organizational/legal requirements	May include: <ul style="list-style-type: none"> 3.1 customer complaints, grievances and appeals 3.2 risk identification and management, including OHS 3.3 quality and continuous improvement processes and standards, including validation systems 3.4 financial management, including refund policies and systems to protect fees paid in advance (if appropriate) 3.5 recognition of qualifications issued by other training organizations 3.6 access and equity 3.7 client selection, enrolment and induction/orientation 3.8 staff recruitment, induction and ongoing development and monitoring 3.9 availability of policies and procedures to all personnel and learners/clients 3.10 collaborative/partnership arrangements 3.11 confidentiality and privacy requirements 3.12 ethical standards 3.13 defined resource parameters

VARIABLE	RANGE
	3.14 administrative and records management system, for example: 3.14.1 reporting/recording requirements and arrangements 3.14.2 maintenance, retention, archiving, retrieval, storage and security of information 3.14.3 document version control
4. Ethical and inclusive practices	May include: 4.1 demonstrating probity in all areas of responsibility 4.2 modeling organizational/professional codes of conduct 4.3 reinforcing ethical conduct in interactions with and between other people 4.4 showing respect for individual diversity, culture and religion 4.5 recognizing and utilizing difference to develop both the individual and the organization 4.6 demonstrating sensitivity to the circumstances and background of others 4.7 fostering a culture of inclusiveness 4.8 new/revised policy directions in vocational education and training
5. Feedback	May include: 5.1 formal/informal performance appraisals 5.2 obtaining comments from supervisors and colleagues 5.3 obtaining comments from clients 5.4 personal reflective behavior strategies 5.5 routine organizational methods for monitoring service delivery
6. Professional development plan	May include: 6.1 the organization's professional development plan for each individual staff member, outlining: 6.2 work and personal career objectives 6.3 identified areas requiring development 6.4 learning opportunities/activities 6.5 relevant work activities/projects 6.6 links to organizational training needs profile
7. Development opportunities	May include: 7.1 undertaking further higher education 7.2 undertaking professional development in specific areas of practice 7.3 internal training/development programs 7.4 relevant conferences, seminars and workshops 7.5 reading relevant journals and literature 7.6 networking with internal/external colleagues 7.7 coaching and/or mentoring

VARIABLE	RANGE
8. Current professional practice/s	May include: 8.1 vocational competency and/or technical expertise in subject matter 8.2 professional practice as a trainer/facilitator,
9. Professional networks	May include: 9.1 informal networks with: 9.1.1 other trainers/facilitators 9.1.2 people working in industry/vocational area 9.1.3 contacts in vocational education and training 9.2 formal networks such as: 9.2.1 local/ trainer networks 9.2.2 interest and support groups 9.2.3 regional, specialist and peak associations 9.2.4 professional/occupation associations 9.2.5 communities of practice
10. Technology	May include: 10.1 computer-based communication, e.g. email, Internet, Extranet and Intranet 10.2 facsimile machines 10.3 telephone 10.4 video conferencing
11. Developments and trends	May include: 11.1 new/revised Training Packages in vocational area of expertise 11.2 legislative/regulatory changes in vocational area of competency 11.3 new developments/directions/trends in vocational education and training 11.4 policy changes in vocational education and training
12. Continuous support to improve techniques and processes	May include: 12.1 limited and systemic evaluation 12.2 records review and maintenance 12.3 self-assessment 12.4 strategic business/operational planning 12.5 ongoing education and training 12.6 team meetings and networking

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate :</p> <ul style="list-style-type: none"> 1.1 Modeled high standards of performance 1.2 Determined personal development needs 1.3 Participated in professional development activities 1.4 Reflected on and evaluate professional practice
<p>2. Underpinning knowledge and attitude</p>	<ul style="list-style-type: none"> 2.1 organizational goals/objectives 2.2 organizational processes, procedures and opportunities relating to professional development 2.3 a range of continuous improvement techniques and processes and their application 2.4 social and education trends and changes impacting on the vocational education and training environment, for example: <ul style="list-style-type: none"> 2.4.1 policy changes 2.4.2 technological changes 2.4.3 cultural changes 2.4.4 economical changes 2.5 networks relevant to professional practice 2.6 standards/principles, ethical/inclusive principles and practices 2.7 types and availability of training development activities and opportunities 2.8 relevant policies, legislation, codes of practice and national standards for example: <ul style="list-style-type: none"> 2.8.1 Training Packages, competency standards, other relevant benchmarks 2.8.2 licensing requirements 2.8.3 industry/workplace requirements 2.8.4 duty of care under common law 2.8.5 recording information and confidentiality requirements 2.8.6 anti-discrimination including equal opportunity, racial vilification and disability discrimination 2.8.7 workplace relations 2.8.8 industrial awards/enterprise agreements 2.8.9 National Reporting System 2.9 relevant OHS knowledge relating to the work role/work context, and OHS when managing own professional practice and performance
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 reflection skills to: <ul style="list-style-type: none"> 3.1.1 systematically evaluate personal work practices to improve performance or understanding 3.1.2 reduce or prevent stress 3.2 leadership skills to present a professional image

	<ul style="list-style-type: none"> 3.3 self-evaluation skills to: <ul style="list-style-type: none"> 3.3.1 identify gaps in skills or knowledge 3.3.2 obtain competencies to meet current and future organizational objectives 3.4 research skills to: <ul style="list-style-type: none"> 3.4.1 keep up with trends in vocational education and training to obtain current information 3.4.2 identify relevant industry affiliations 3.4.3 keep up with trends/changes/developments in the vocational area of competency 3.5 communication skills to: <ul style="list-style-type: none"> 3.5.1 obtain feedback from colleagues and clients 3.5.2 participate in professional networks 3.5.3 consult with colleagues and clients 3.6 interpersonal skills to: <ul style="list-style-type: none"> 3.6.1 participate in industry events and activities 3.6.2 build professional relationships 3.7 networking skills to build an industry network 3.8 literacy skills to: <ul style="list-style-type: none"> 3.8.1 document personal learning needs 3.8.2 read and interpret vocational education and training information such as legal/ organizational policy documents 3.8.3 complete and maintain records related to professional development 3.9 time management skills to: <ul style="list-style-type: none"> 3.9.1 organize professional development activities 3.9.2 analyze and identify career options 3.9.3 create a balance between work, study, personal and recreation activities
4. Resource Implication	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 relevant organizational/legal documentation 4.2 access to relevant benchmarks 4.3 access to networks, technology, communication
5. Method of assessment	<p>Competency must be assessed through :</p> <ul style="list-style-type: none"> 5.1 Demonstration with questioning 5.2 Interview 5.3 Written Test 5.4 Third Party Report
6. Context for assessment	<ul style="list-style-type: none"> 6.1 Competency may be assessed in workplace or in a simulated workplace setting 6.2 Assessment shall be observed while task are being undertaken whether individually or in-group

UNIT TITLE : **DEVELOP AND PROMOTE APPRECIATION FOR COSTS AND BENEFITS OF TECHNICAL TRAINING**

UNIT CODE : **500232109**

DESCRIPTOR : This unit covers the outcomes required in estimating and evaluating costs and benefits of training, determining its cost-effectiveness and returns, and identifying, recommending and advocating cost-efficient training practices

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables
1. Study training cost components	1.1 Features and benefits of training programs are identified and analyzed based on financial and customer requirements 1.2 Cost components are analyzed to determine those which deliver the desired training features and benefits 1.3 Wastages or excesses are determined for possible reduction or elimination
2. Evaluate training costs and benefits	2.1 Variances in training performance and results are studied to determine good and bad practices 2.2 Planned performance is compared with actual performance to identify future enhancements in conduct of training 2.3 Cost reduction and control measures that do not impact greatly on training results are recommended 2.4 Usage of training resources is analyzed for optimization or reduction
3. Monitor conduct and results of training	3.1 Simple formative and summative evaluations of training are done to evaluate achievement of learning outcomes 3.2 Quality training programs are monitored and noted/documented for best practices and results replication 3.3 Benefits and returns on training investments are studied using relevant data 3.4 Cost-effective training programs are identified and recommended for documentation, replication and further enhancement.
4. Promote awareness of costs and benefits of training	4.1 Benefits of training as investment rather than cost center are explained and stressed to trainees, fellow trainers and administrators where applicable 4.2 Economy in use of training supplies and materials and care in use of training equipment and facilities are stressed continually 4.3 Model/best practices in optimum and judicious use of training resources are documented, practiced and demonstrated

RANGE OF VARIABLES

VARIABLE	RANGE
1. Benefits and returns on training investment	May include: <ul style="list-style-type: none"> 1.1 Long-term impact such as -- <ul style="list-style-type: none"> 1.1.1 Increased profitability of firm 1.1.2 Industrial peace 1.2 Immediate results such as -- <ul style="list-style-type: none"> 1.2.1 Positive customer feedback 1.2.2 Less product recalls/rejects 1.2.3 Consistent/increasing school enrolment 1.2.4 Higher absorption rate of graduates 1.2.5 Lower drop-out rates 1.2.6 Lower worker attrition rate
2. Relevant training data	May include: <ul style="list-style-type: none"> 2.1 Data from graduate tracer studies 2.2 Enrolment data 2.3 Trainee drop-out 2.4 Trainee learning evaluation 2.5 Employment/absorption rate 2.6 Reaction-level evaluation 2.7 Trainee skills certification rate 2.8 Per-capita training costs 2.9 Skill utilization rate

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate –</p> <ul style="list-style-type: none"> 1.1 Demonstrated ability to identify, estimate and evaluate training cost components 1.2 Demonstrated ability to assess training programs according to their cost-effectiveness and return on investment 1.3 Demonstrated ability to explain training costs and benefits and advocate cost-effective training
<p>2. Underpinning knowledge and attitude</p>	<ul style="list-style-type: none"> 2.1 Basic arithmetic – four fundamental operations 2.2 Basic cost accounting and bookkeeping 2.3 Basic training methodology including training costs and benefits 2.4 Training system evaluation concepts 2.5 Positive work traits and values (attention to detail, persistence, cost-consciousness, safety- and time-consciousness, quality-consciousness)
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Communication skills 3.2 Computer literacy 3.3 Computational and accounting skills 3.4 Observing safety and health precautions 3.5 Instructional and facilitation skills
<p>4. Resource implications</p>	<p>The following resources MUST be provided –</p> <ul style="list-style-type: none"> 4.1 Access to training and enrolment data, e. g., collection, expenses, trainee performance data 4.2 Access to an ongoing training program 4.3 Case problems in cost-effective training
<p>5. Methods of assessment</p>	<p>Competency may be assessed through –</p> <ul style="list-style-type: none"> 5.1 Case problems 5.2 Written exam 5.3 Interview 5.4 Submission and presentation of written report or case study 5.5 Portfolio 5.6 Third-party report
<p>6. Context of assessment</p>	<p>Competency may be assessed on the job or in a simulated work environment</p>

UNIT TITLE : **DEVELOP AND PROMOTE UNDERSTANDING OF GLOBAL LABOR MARKETS**

UNIT CODE : **500232110**

DESCRIPTOR : This unit describes the outcomes required in understanding, analyzing and disseminating information on global labor-market trends and concerns as they affect the TVET, labor and employer sectors.

ELEMENT	PERFORMANCE CRITERIA
1. Identify current and future trends/concerns	1.1 Relevant and reliable sources of labor-market information (LMI) are identified and accessed based on needs 1.2 Global and local relevance of labor-market (LM) trends are studied and analyzed for their implications in the labor and training market 1.3 Relevant events, including positions and interests of trainees, clients and training providers are studied and considered in the design and delivery of training
2. Assess new developments	2.1 Emerging issues of potential significance to the local and global labor markets are identified and studied 2.2 Research findings are assessed for significance to the technical and vocational education and training (TVET) sector 2.3 Opportunities and risks of new developments are identified and assessed 2.4 Views of trainees, training providers and other stakeholders are identified and assessed for their potential benefit or impact 2.5 Where necessary responses and strategies for LM threats and opportunities are developed in consultation with other TVET partners 2.6 New and emerging concepts, technologies, products and processes are noted and evaluated based on their implications for the TVET and labor market
3. Utilize labor market information to best effect	3.1 Awareness of LM situation and related concerns are promoted through talks, lectures and other training opportunities 3.2 Relevant information on LM and new technologies are incorporated in the curriculum and during the training 3.3 Mention/Presentations of LMI and trends are made during meetings, fora and training situations using language and delivery styles adapted to the audience 3.4 Where necessary, responses and strategies to global labor-market developments are developed and recommended using analytical tools and current LMI

RANGE OF VARIABLES

VARIABLE	RANGE
1. LMI sources	May include -- <ul style="list-style-type: none"> 1.1 Professional literature and journals 1.2 Industry associations 1.3 Resource persons 1.4 Internet sites, e. g., JobsDB 1.5 Industry/trade meetings/conferences 1.6 Trade fairs 1.7 Network of contacts or key informants 1.8 Statistical reports 1.9 Government agencies, e. g., NSCB/NSO, DOLE (BLE, POEA, BLES)
2. Responses and strategies	May include -- <ul style="list-style-type: none"> 2.1 Retraining 2.2 Search for new markets and partners 2.3 Skills updating/upgrading 2.4 Refresher courses 2.5 Updating of competency standards 2.6 Competency assessment and certification 2.7 Adoption of new training methods and technologies 2.8 Redesign of training programs/courses
3. Analytical tools	May include – <ul style="list-style-type: none"> 3.1 SWOT analysis 3.2 Force-field analysis 3.3 Problem/Objectives tree 3.4 Fishbone/cause-and-effect diagram

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate –</p> <ul style="list-style-type: none"> 1.1 Demonstrated ability to understand and analyze global labor markets 1.2 Demonstrated ability to identify and take advantage of opportunities in the global LM 1.3 Demonstrated ability to respond to potential threats to TVET arising from LM trends 1.4 Demonstrated ability to adapt technical training to global LM trends
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> 2.1 Labor-market paradigm <ul style="list-style-type: none"> 2.1.1 Supply side – TVET providers and schools, communities 2.1.2 Demand side – employers (government and private sector) 2.1.3 Labor requirements variations and seasonality in the LM 2.2 TVET sector knowledge – work regime, systems, technologies and unique aspects relevant to sector or geographic area 2.3 Profile of TVET sector stakeholders, opinion leaders and major players 2.4 Legislations and regulations that impact on the TVET sector 2.5 Events and trends that have shaped the global labor market over time 2.6 Trends in customer expectations and buying patterns 2.7 Positive work values (proactiveness, practicality, results and service orientation, quality-consciousness)
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Researching LMI 3.2 Analyzing the relevance, accuracy and shortcomings of information 3.3 Discerning trends, issues and implications 3.4 Assessing threats and opportunities 3.5 Communication and presentation skills
<p>4. Resource implications</p>	<p>The following resources MUST be provided –</p> <ul style="list-style-type: none"> 4.1 TVET situationers and/or LMI research reports 4.2 Case problems
<p>5. Method of assessment</p>	<p>Competency may be assessed through –</p> <ul style="list-style-type: none"> 5.1 Interview and oral questioning based on case problems 5.2 Demonstration with oral questioning of an oral presentation made by the candidate 5.3 Third-party report 5.4 Portfolio (includes reports, recommendations, research and information relating to the global LM written by candidate)
<p>6. Context of assessment</p>	<p>Assessment must be conducted in the workplace or a simulated work environment</p>

CORE COMPETENCIES

UNIT OF COMPETENCY : PLAN TRAINING SESSION

UNIT CODE : TVT232301

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes in planning a training session. It includes identifying learner's requirements, preparing session plan, preparing instructional materials and organizing learning and teaching and assessment resources.

ELEMENT	PERFORMANCE CRITERIA
	<i>Italicized</i> terms are elaborated in the Range of Variables
1. Identify learner's training requirements	1.1 Curriculum document is reviewed and analyzed. 1.2 Current competencies of target group are determined. 1.3 Competencies required to be attained are compared with current competencies of target group. 1.4 Results of comparison are used to determine training requirements. 1.5 Training requirements are validated with appropriate people .
2. Prepare session plans	2.1 Instructional blueprint and learning-engagement plan are prepared 2.2 Training delivery modes are identified. 2.3 Training methods that pertains to the required competencies are addressed. 2.4 Sequence of training activities is determined. 2.5 Resources to support learning are identified. 2.6 Session plan is finalized according to required format.
3. Prepare instructional materials	3.1 Instructional materials that are focused on a key concept or idea related to the work activity under consideration are prepared. 3.2 The text and illustrations that are clear, legible and appropriate to the trainees are prepared. 3.3 Language, style and format of the materials are appropriate to the trainee's characteristics and needs
4. Prepare assessment instruments (Institutional)	4.1 Relevant modules of instruction are identified, read and interpreted to identify the required evidence . 4.2 Evidence requirements are determined which show full coverage of the training module to be assessed and a consistent performance of the relevant learning activities. 4.3 Suitable assessment methods are identified and selected which are appropriate with the learning outcome of a module of instruction. 4.4 Assessment instruments are prepared in accordance with the content and learning outcome specified under the assessment criteria of a module of instruction. 4.5 Assessment instruments are checked for validity, fairness, safety and cost effectiveness.
5. Organize learning and teaching resources	5.1 Resources required for training are checked for availability. 5.2 Appropriate training locations are identified and arranged according to the training needs. 5.3 Resource requirements are documented and access is arranged in accordance with the organization, procedures and appropriate staff.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Target group	1.1 Students 1.2 Workers 1.3 community members 1.4 trainers
2. Appropriate people	2.1 LGU 2.2 NGO 2.3 Enterprise 2.4 Industry Organizations 2.5 People's Organizations 2.6 Trade union 2.7 Employer 2.8 Government agency
3. Training delivery modes	May include but are not limited to the following: 3.1 Dual training 3.2 On- the-job / off- the- job training 3.3 Distance delivery 3.4 Self-paced individualized delivery 3.5 Community training
4. Training methods	May include but are not limited to the following: 4.1 Oral presentations 4.2 Simulation activities 4.3 Group work 4.4 Demonstration 4.5 Laboratory work 4.6 Assignments 4.7 Computer-based learning 4.8 Group discussion 4.9 Lecture
5. Resources	5.1 Staff 5.2 Facilities 5.3 Plant equipment 5.4 Tools, supplies and materials 5.5 Audio-visual materials (multi-media) 5.6 Learning aids (instructional materials)
6. Session plan	Session plan format may include: 6.1 Session objectives 6.2 Subject content 6.3 Resources and materials 6.4 Delivery modes and assessment methods
7. Instructional materials	Includes but is not limited to: 7.1 Non-print and Print-based materials 7.2 Information / Operation / Job sheet 7.3 Learning guide 7.4 Self check / Performance checklist 7.5 Model answer
8. Trainee's characteristics	Includes but is not limited to: 8.1 Age 8.2 Gender 8.3 Learning style 8.4 Religion 8.5 Culture 8.6 Ethnicity
9. Evidence	9.1 direct 9.2 indirect
10. Training locations	10.1 Training center 10.2 School 10.3 Workplace 10.4 Community

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidences that the trainee:</p> <ul style="list-style-type: none"> 1.1 Identified and analysed relevant curriculum document. 1.2 Identified current competencies of target group. 1.3 Identified learners' training requirements. 1.4 Prepared plan for a series of training sessions. 1.5 Identified relevant delivery method, training activities and training delivery modes. 1.6 Identified and organized resources required for the series of training sessions. 1.7 Organized access to appropriate training location.
<p>2. Underpinning knowledge and attitude</p>	<ul style="list-style-type: none"> 2.1 Competency standards and related curriculum 2.2 Identification and correct usage of equipment, processes and procedures relevant to the competencies being delivered 2.3 Training delivery modes 2.4 Training methods 2.5 Target groups – identify and needs 2.6 Recognition of current competencies 2.7 Occupational health and safety relevant to the competencies being delivered. 2.8 Community development modes and training approaches.
<p>3. Underpinning Skills</p>	<ul style="list-style-type: none"> 3.1 Technical writing skills required to document session plans and prepare basic instructional materials 3.2 Strategies for determining current competencies of learners 3.3 Planning and organizational skills 3.4 Skills in operating personal computer
<p>4. Resource Implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Relevant curriculum documents 4.2 Workplace or simulated environment /Context
<p>5. Methods of Assessment</p>	<p>Competencies must be assessed by:</p> <ul style="list-style-type: none"> 5.1 Observation/demonstration with oral questioning 5.2 Written examination 5.3 Portfolio 5.4 Third party report
<p>6. Context of Assessment</p>	<p>Assessment should be conducted in the workplace / simulated area / TESDA Assessment Center</p>

UNIT OF COMPETENCY : FACILITATE LEARNING SESSION

UNIT CODE : TVT232302

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes in delivering Competency-Based Training Session. It covers the following: preparing training session, conducting pre-assessment, facilitating training session, conducting competency assessment and reviewing delivery of training session.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables
1. Prepare Training Facilities/Resources	1.1 Appropriate training facilities/resources are prepared based on the session requirement. 1.2 Learning stations are prepared & set-up according to learning activities. 1.3 Tools and equipment are prepared and set-up according to learning activities.
2. Conduct Pre-assessment	2.1 Pre-assessment instruments are prepared in accordance with the number of applicants. 2.2 Context and procedures of pre-training assessment are well explained according to guidelines. 2.3 Evidence is gathered using the assessment tools specified in the evidence plan. 2.4 Evidences are evaluated and feedbacks are discussed based on the results of the pre-training assessment. 2.5 Current competencies and prior learning are determined and credited. 2.6 Characteristics and profile of learners are evaluated.
3. Facilitate Training Session	3.1 Learners are properly oriented on the CBT delivery system. 3.2 Appropriate training methods are used based on the level and characteristics of the learners. 3.3 Learners are assisted to achieve session outcomes. 3.4 Work and learning activities are monitored based on training plan. 3.5 Feedback is provided to improve learners' competence.
4. Conduct Competency Assessment	4.1 Learners are oriented on the evidence requirements relevant to the evidence plan. 4.2 Competency assessment tools, materials and equipment are provided to learners. 4.3 Evidences are gathered and documented using relevant assessment tools. 4.4 Assessment results are recorded in accordance with the approved rating system. 4.5 Appropriate feedback mechanism is used to inform learner of his/her progress.
5. Review Delivery of Training Session	5.1 Appropriate training session evaluation instruments are used. 5.2 Interpretation is made on the results of evaluation on delivery of training session. 5.3 Adjustments on delivery of training session are made based on the results of evaluation.

RANGE OF VARIABLES

VARIABLES	RANGE
1. Training Facilities / Resources	May include but not limited to the following: 1.1 Learning Guide 1.2 Instructional Materials 1.2.1 CDs 1.2.2 LEs 1.2.3 CBLM 1.3 Service manuals 1.4 References 1.5 Journals 1.6 Furniture and fixtures 1.7 Tools and equipment 1.8 Workstations
2. Evidence	2.1 Direct 2.2 Indirect
3. Profile of learners	May include but not limited to: 3.1 Learner's styles 3.2 Learner's objectives 3.3 Learner's resources 3.4 Ethnicities 3.5 Language
4. Feedback	May include but not limited to: 4.1 Learners strong and weak points 4.2 Rating/grades 4.3 Learner's Progress specification 4.4 Procedures 4.5 Learner's Deficiency 4.6 Recommendation for improvement
5. Training Methods	May include but not limited to the following: 5.1 Oral presentations 5.2 Simulation activities 5.3 Group work 5.4 Demonstration 5.5 Laboratory work 5.6 Assignments 5.7 Computer-based learning 5.8 Group discussion 5.9 Lecture
6. Feedback Mechanism	May include but not limited to: 6.1 Verbal communication 6.2 Written communication 6.2.1 Attendance records 6.2.2 Assessment records 6.2.3 Individual learners progress reports/chart surveys 6.3 Electronic media communication
7. Training Session Evaluation Instruments	May include but not limited to : 7.1 Supervisor survey 7.2 Exit survey 7.3 Trainer's competence survey 7.4 Instructional materials survey 7.5 Student's evaluation of instruction 7.6 Systems audit

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> 1.1 Prepared training facilities/resources. 1.2 Conducted pre-assessment to learners. 1.3 Facilitated training session. 1.4 Conducted competency assessment. 1.5 Reviewed delivery of training session.
<p>2. Underpinning Knowledge</p>	<ul style="list-style-type: none"> 2.1 Principles of adult learning. 2.2 Principles in assessing and procedures in conducting and reviewing training sessions. 2.3 Preparation of training resources. 2.4 Procedures in conducting pre-assessment. 2.5 Procedures in conducting competency assessment.
<p>3. Underpinning Skills</p>	<ul style="list-style-type: none"> 3.1 Skills in facilitating group and individual learning. 3.2 Skills in designing task to facilitate learning. 3.3 Skills in conducting pre-assessment of learners. 3.4 Skills in conducting competency assessment. 3.5 Skills in reviewing delivery of training sessions.
<p>4. Resource Implications</p>	<p>The following resources MUST be provide:</p> <ul style="list-style-type: none"> 4.1 Access to learners and learning environment. 4.2 Access to appropriate tools, equipment and materials relevant to the training activities.
<p>5. Methods of Assessment</p>	<p>Competency maybe assessed through:</p> <ul style="list-style-type: none"> 5.1 Demonstration / Observation with oral questioning. 5.2 Portfolio
<p>6. Context of Assessment</p>	<p>Assessment should be conducted in the workplace / simulated area / TESDA Assessment Center</p>

UNIT OF COMPETENCY : SUPERVISE WORK-BASED LEARNING

UNIT CODE : TVT232303

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude required particularly establishing training requirements for trainees, monitoring work-based training, and reviewing and evaluating work-based learning effectiveness to supervise work-based learning process.

Element	Performance Criteria <i>Italicized terms are elaborated in the Range of Variables</i>
1. Establish training requirements for trainees	1.1 Relevant policies and guidelines are accessed and interpreted to guide the development of work-based arrangements 1.2 Goals for learning for the trainees are identified and discussed with relevant personnel 1.3 Training plan is prepared in accordance with agreed outcomes 1.4 Training schedule is developed, discussed and agreed with relevant personnel 1.5 Support mechanisms are identified and arranged according to the needs of the trainees 1.6 Availability of materials is confirmed with relevant personnel within the budget requirements 1.7 The objectives for undertaking work-based training and the processes involved are explained to the trainees
2. Monitor work-based training	2.1 Visits to work-based training venue are conducted in accordance with requirements to ensure training arrangements are met 2.2 Trainees progress is monitored and recorded against the training plan and contingencies are addressed 2.3 Work performance s are observed and alternative approaches are suggested 2.4 OHS requirements are monitored to ensure health, safety and welfare of the trainees 2.5 Feedback is provided to trainees about work performance
3. Review and evaluate work-based learning effectiveness	3.1 Work performance and learning achievement are analyzed in accordance with requirements 3.2 Trainees are encouraged to provide feedback on their learning experience 3.3 The effectiveness of the work-based learning is evaluated against the extent of attainment of the objectives 3.4 Improvements and changes to work-based learning are recommended based on the review process

RANGE OF VARIABLES

Variable	Range
1. Policies and guidelines	Include but not limited to: <ul style="list-style-type: none"> 1.1 Relevant acts or legislations governing apprenticeships/learnerships 1.2 Laws on gender advocacy and development (GAD) and persons with disabilities (PWD) 1.3 Requirements stated in the training contract
2. Training plan	Training Plan to include: <ul style="list-style-type: none"> 2.1 Competencies to be obtained 2.2 Timeframe for achieving competencies 2.3 Training to be undertaken 2.4 Delivery modes 2.5 Details for structured training 2.6 Assessment details and arrangements 2.7 Parties responsible for training delivery and assessment 2.8 Title of qualification to be awarded
3. Relevant personnel	<ul style="list-style-type: none"> 3.1 Workplace supervisor 3.2 Training manager 3.3 Trainer/facilitator/assessor 3.4 Training or assessment personnel 3.5 Workers whose own jobs may be affected by the proposed changes
4. Support mechanisms	Mechanisms may include: <ul style="list-style-type: none"> 4.1 Contact numbers for help or guidance 4.2 On-line or e-mail tutoring 4.3 Work-based mentoring 4.4 Learning partners 4.5 Contact numbers of other trainees 4.6 Equipment/tools/material needs
5. Objectives	Objectives may include: <ul style="list-style-type: none"> 5.1 Introduction of new technology 5.2 New products/service 5.3 New position or job roles 5.4 Addressing identified skills gap 5.5 Quality improvements 5.6 Competency achievement 5.7 OHS requirements
6. Feedback	<ul style="list-style-type: none"> 6.1 Performance reviews 6.2 Formal or informal group or individual discussions

EVIDENCE GUIDE

1. Critical aspects of competency	Competency requires evidence that the candidate: 1.1 established training requirements for trainees 1.2 monitored work-based learning 1.3 reviewed and evaluated work-based learning effectiveness
2. Underpinning knowledge	2.1 Principles of learning 2.2 Learner styles (auditory, visual, left/right brain, theoretical, etc) 2.3 Area/subject matter of the delivery 2.3.1 relevant competency standards 2.3.2 specific unit/topic/subject 2.3.3 specific areas of knowledge as defined in the learning program 2.4 Introduction to learning theories 2.4.1 cognitive learning theory 2.4.2 andragogy 2.4.3 pedagogy 2.4.4 information processing 2.4.5 behavioral learning theory 2.5 Trainee group profile including characteristics and needs of individual in the group 2.6 Content and requirements of the training program/plan 2.7 Delivery methods and techniques 2.8 Techniques for handling inappropriate behaviors 2.9 Behaviors which indicate learning difficulties 2.10 Resources, equipment and support services available for trainees with special needs 2.11 Policy, legal requirements, codes of practice, competency standards and other relevant legislations 2.12 OHS requirements
3. Underpinning skills	3.1 Facilitation skills to facilitate discussion and group interaction 3.2 Handle difficult trainees and situations 3.3 Manage group activities 3.4 Manage conflict 3.5 Observe and interpret behavior that puts others at risk 3.6 Different training delivery methods/ techniques, such as: 3.6.1 demonstration 3.6.2 instruction 3.6.3 presentation/lectures 3.6.4 guided facilitation of individual and group activities 3.6.5 facilitating group discussions 3.6.6 brainstorming activities 3.6.7 providing and guiding practice opportunities 3.6.8 tutoring 3.6.9 project-based 3.6.10 coaching/mentoring 3.7 Oral communication and interpersonal skills 3.8 Negotiation and conflict resolution skills 3.9 Observation skills 3.10 Literacy skills to prepare presentations, questions, learning activities, handouts, etc. 3.11 Using audio/video equipment and computer
4. Resource implications	The following resources must be provided: 4.1 training venue for learning activities 4.2 learning resources relevant to the activity 4.3 time for organizing, monitoring, reviewing work-based learning
5. Method of assessment	Competency may be assessed through: 5.1 interview 5.2 written exam 5.3 third party report 5.4 portfolio
6. Context for assessment	Competency may be assessed individually in the actual workplace or through accredited institution

UNIT OF COMPETENCY : CONDUCT COMPETENCY ASSESSMENT

UNIT CODE : TVT232304

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes in conducting assessment. It details the requirements for organizing assessment activities, preparing the candidate, gathering and evaluating evidence, making assessment decision, recording and providing feedback on assessment outcome.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables
1. Organize assessment activities	1.1 Assessment activities in the workplace, training center or assessment center are identified and organized in accordance with the relevant Evidence Guide. 1.2 Resources required for assessment, as specified in the Evidence Guide and the assessment tools, are obtained, checked, and arranged within a safe and accessible assessment environment. 1.3 Cost of assessment and assessment process are checked to ensure compliance with organizational policy and procedures.. 1.4 Appropriate personnel are informed of the assessment activity in line with organizational policy and procedures.
2. Prepare the candidate	2.1 The context and purpose of assessment are explained to candidates in line with the requirements of the relevant Assessment Guidelines. 2.2 The needs of the candidates are determined to establish any allowable adjustments in the assessment procedure 2.3 Information is conveyed using verbal and non-verbal language which promotes a supportive assessment environment. 2.4 Legal and ethical responsibilities associated with the assessment are explained to the candidates in line with the relevant Assessment Guidelines. 2.5 The competency standards to be assessed and the evidence to be collected are clearly explained to the candidate. 2.6 The assessment procedure is explained to the candidate in line with the relevant Assessment Guidelines.
3. Gather evidence	3.1 Evidence is gathered, using assessment methods specified in the relevant Evidence Guide 3.2 Evidence is gathered and documented in accordance with the assessment procedures specified in the relevant Assessment Guidelines 3.3 Reasonable adjustments are incorporated in the evidence gathering procedures, where appropriate, in line with the procedures detailed in the Assessment Guidelines. 3.4 Evidence is gathered and documented using the relevant assessment tools.

ELEMENT	PERFORMANCE CRITERIA <i>Bold, Italicized</i> terms are elaborated in the Range of Variables	
4. Make the assessment decision	4.1 4.2 4.3	The evidence is evaluated in terms of the rules of evidence The evidence is evaluated according to the dimensions of competency The assessment decision is made based on evaluation of the evidence and the requirements of the relevant unit(s) of competency
5. Record assessment results	5.1 5.2 5.3	Assessment results are recorded accurately in accordance with approved record keeping guidelines of the organization Records of the assessment procedure, evidence collected and confidentiality of assessment outcomes is maintained according to the approved policy guidelines of the organization Issuing of certificates is organized in line with approved policy guidelines of the organization
6. Provide feedback to candidates	6.1 6.2 6.3 6.4	Clear and constructive feedback on the assessment decision is given to the candidate in line with the relevant Assessment Guidelines. Ways of overcoming any gaps in competency are explored with the candidate. The candidate is advised of available reassessment in line with organizational policy and procedures. Any assessment decision disputed by the candidate is recorded and reported promptly to appropriate personnel in line with organizational policy and procedures.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Context and purpose of Assessment	Assessment is carried out in order to: 1.1 Certify that an individual has achieved competency 1.2 Recruit and select trainees for a job 1.3 Monitor individual performance at work 1.4 Determine training needs 1.5 Conduct skills audit 1.6 Recognize prior learning 1.7 Classify a person against industry or enterprise standards 1.8 Provide feedback on progress during training
2. Evidence	Evidence may include both: 2.1 Direct evidence 2.2 Indirect evidence
3. Record keeping	Record keeping may include: 3.1 Forms designed for the specific assessment result 3.2 Checklist for recording 3.3 Observations/process 3.4 Combination of the above

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Oriented the trainee 1.2 Conducted assessment in accordance with competency requirements and Assessment Guidelines 1.3 Evaluated gathered evidences and making sound decision 1.4 Assessment results are recorded in accordance with the approved assessment guidelines and record keeping procedures 1.5 Recorded and reported assessment outcomes 1.6 Provided feedback to the trainee including advise on ways of meeting training needs/gaps identified through the assessment
<p>2. Underpinning Knowledge and Attitude</p>	<ul style="list-style-type: none"> 2.1 Competency standards and Assessment Guidelines Curriculum 2.2 Occupational health and safety regulations and procedures relevant to the specified context 2.3 Evidence gathering process, method and tools 2.4 Rules of evidence and dimensions of competency
<p>3. Underpinning Skills</p>	<ul style="list-style-type: none"> 3.1 Communication skills required to convey message to the trainee 3.2 Skills in gathering evidence, recording assessment results and reporting on the conduct of assessments 3.3 Skills in the application of various assessment methods 3.4 Skills in developing evidence guide & assessment tool 3.5 Skills in evaluating evidences and making assessment decision
<p>4. Resource Implication</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Access to relevant competencies, sources of information on assessment methods, assessment tools and assessment procedures. 4.2 Relevant workplace, community and school training center and equipment 4.3 Standard Operating Procedures from community/enterprise/industry
<p>5. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Demonstration/ Observation with oral questioning 5.2 Portfolio
<p>6. Context of Assessment</p>	<p>Assessment should be conducted in the workplace / simulated area / TESDA Assessment Center</p>

UNIT OF COMPETENCY : MAINTAIN TRAINING FACILITIES

UNIT CODE : TVT232305

UNIT DESCRIPTOR : This unit covers the skills and attitude in maintaining training facilities, includes implementing housekeeping activities and maintaining training systems, equipment, tools, materials and documents.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Plan maintenance activities	1.1 Training facilities and equipment are identified. 1.2 Requisition for instructional equipment, tools, supplies and materials are prepared according to established procedures. 1.3 Training equipment, tools, materials/supply inventory is prepared 1.4 Equipment, tools, supplies and materials option are thoroughly researched and ergonomic requirements are considered. 1.5 Equipment, tools, supplies and materials are identified and justified. 1.6 Equipment and systems impact on learners are accurately documented according to procedures 1.7 Maintenance activities are established according to policies
2. Prepare schedule of maintenance	2.1 Areas /equipment to be maintained are identified 2.2 Maintenance activities, resources and schedule are identified and prepared according to job requirements. 2.3 Technical support services are identified as necessary
3. Implement housekeeping activities	3.1 Regular inspections are carried out in the work area according to workplace procedures and standards. 3.2 Facilities are maintained in accordance with Occupational Health and Safety. 3.3 Disposal of waste and dangerous chemicals are checked in accordance with Occupational Health and Safety, regulations and organizational policies and other regulations 3.4 Instructional materials and /equipment are secured in safe places in accordance with procedures.
4. Maintain training equipment and tools	4.1 Execute regular maintenance activities and routine servicing/repair according to scheduled plan. 4.2 Maintenance procedures are followed in accordance with the manufacturers manual and organization policies . 4.3 Respond to failed or unsafe equipment in accordance with organizational policies & procedures. 4.4 Equipment and tools are secured according to safety standards 4.5 Complex faults or repair requirements outside area of responsibility or competence are reported for specialist assistance in accordance with organizational procedures. 4.6 Maintenance activities are documented and reported according to procedures
5. Document maintenance inspections	5.1 Regular inspections are carried out in the work area according to workplace procedures and standards 5.2 Maintenance and repair activities are documented and reported according to organizational policies 5.3 Documents are kept according to procedure

RANGE OF VARIABLES

VARIABLES	RANGE
1. Facilities	Includes but not limited to: 1.1 Electrical system 1.2 Ventilation system 1.3 Water system 1.4 Workshops 1.5 Fixtures 1.6 Infrastructure 1.7 Laboratory 1.8 Workstations
2. Equipment	Includes but not limited to: 2.1 large items of equipment 2.2 small items of equipment 2.3 simple equipment 2.4 complex equipment 2.5 equipment with significant health and safety implications
3. Maintenance activities	Includes but not limited to: 3.1 Inspections of facilities and equipment 3.2 Cleaning and lubricating of tools and equipment 3.3 Tagging of defective tools and equipment 3.4 Disinfecting tools and equipment 3.5 Repairs
4. Resources and schedule	4.1 Manpower 4.2 Financial 4.3 Manufacturer's manual 4.4 Maintenance guide 4.5 Supplies and materials 4.6 Tools and equipment 4.7 Outsourcing services
5. Organization policies	Includes but not limited to: 5.1 Warranty Agreement 5.2 Waste Management Scheme 5.3 Documentation 5.4 5S Procedures 5.5 Inventory of tools and equipment
6. Documents	Includes but not limited to: 6.1 maintenance plans 6.2 scheduling documents 6.3 budgets 6.4 requisitions 6.5 inventory reports 6.6 reports 6.7 submissions

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Planned and scheduled maintenance activities. 1.2 Determined areas and facilities are cleaned and maintained in accordance with OHS and 5S procedure. 1.3 Identified regular maintenance activities routine servicing/repair are scheduled. 1.4 Selected procedures are followed in accordance with the manufacturers manual and organizational policies 1.5 Identified repair activities are performed, documented / reported according to organizational policies 1.6 Checked the disposal of waste and dangerous chemicals
<p>2. Underpinning Knowledge</p>	<ul style="list-style-type: none"> 2.1 Safety Practices <ul style="list-style-type: none"> 2.1.1 Planning and scheduling 2.1.2 Problem identification 2.1.3 Waste Management 2.1.4 Knowledge in 5's 2.2 Materials and Tools: Uses and specifications <ul style="list-style-type: none"> 2.2.1 Types/classification and proper dosage of chemicals 2.2.2 material, consumable and labor costs 2.2.3 types of tools and equipment and procedures for their safe use, operation and maintenance 2.2.4 Manufacturers specification 2.3 Processes <ul style="list-style-type: none"> 2.3.1 Communication protocol 2.3.2 Preventive maintenance 2.3.3 Corrective maintenance 2.3.4 material, consumable and labor costs 2.3.5 maintenance procedures and methodologies 2.3.6 enterprise work schedules 2.3.7 procedures for the recording, reporting and maintenance of workplace records and information 2.4 Legislation <ul style="list-style-type: none"> 2.4.1 Knowledge about OH & S Organization policies 2.4.2 environmental protection requirements 2.4.3 RA 9003-Solid waste management
<p>3. Underpinning Skills</p>	<ul style="list-style-type: none"> 3.1 planning and Scheduling of Activity 3.2 Inspections activity 3.3 use and maintain relevant tools, machinery and equipment 3.4 identify problems and equipment faults and demonstrate appropriate response procedures 3.5 prioritize maintenance works 3.6 interpret of inspection data 3.7 calculate of maintenance works resource quantities and project costs 3.8 Housekeeping 3.9 Troubleshooting technique 3.10 Preparation of Reports
<p>4. Resource Implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Access to learning environment 4.2 Access to appropriate tools and equipment and materials 4.3 Access to other resources
<p>5. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Demonstration / Observation and with oral questioning 5.2 Portfolio
<p>6. Context for Assessment</p>	<p>Assessment should be conducted in the workplace / simulated area / TESDA Assessment Center</p>

UNIT OF COMPETENCY : UTILIZE ELECTRONIC MEDIA IN FACILITATING TRAINING

UNIT CODE : TVT232306

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude required in advance training environment using electronic media in facilitating training, including operation and maintenance of the equipment.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables
1. Inspect electronic media equipment	1.1 <i>Electronic media equipment</i> are inspected according to specified checklist. 1.2 Abnormalities or fault are identified and problem areas are anticipated. 1.3 Health and Safety hazards are identified.
2. Operate electronic media equipment to deliver a lesson	2.1 Equipment are set-up in accordance with health and safety standards 2.2 Electronic media equipment are operated in accordance to User's Manual 2.3 Equipment are used for optimum performance based on its capacity 2.4 Teacher and learner centered learning principles are implemented in line with the execution of session plan.
3. Maintain electronic media equipment	3.1 Preventive maintenance procedure, <i>diagnostic tools</i> and system check are applied periodically. 3.2 Checklist are maintained as per Standard Operating Procedures 3.3 AV/multimedia equipment are stored to safe rack/cabinet

RANGE OF VARIABLES

VARIABLES	RANGE
1. Electronic media equipment	May include but not limited to 1.1 Audio Mixers 1.2 Computer Application Software 1.3 Microphones 1.4 DVDs/CDs 1.5 Audio Amplifiers 1.6 Speakers System 1.7 P.A Systems 1.8 Camera (Digital/Film Based) 1.9 Video Camera 1.10 AV Tapes 1.11 Video Monitor 1.12 LCD Projector 1.13 Electronic Whiteboard 1.14 Personal Computer
2. Diagnostic Tools	2.1 Anti-virus software 2.2 Multi tester

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Inspected A/V equipment 1.2 Operated A/V and multimedia equipment to deliver a lesson 1.3 Maintained A/V equipment
2. Underpinning Knowledge	<ul style="list-style-type: none"> 2.1 SAFETY PRACTICES <ul style="list-style-type: none"> 2.1.1 electrical / radiation and shock hazards 2.2 MATERIALS AND TOOLS:USES AND SPECIFICATIONS <ul style="list-style-type: none"> 2.2.1 A/V equipment uses and specifications 2.2.2 Electronic media equipment uses and specifications 2.2.3 Uses and care for electronic media equipment 2.2.4 Diagnostic tools uses and specifications 2.3 TRADE THEORY <ul style="list-style-type: none"> 2.3.1 A/V equipment nomenclature 2.3.2 Multimedia equipment nomenclature 2.3.3 A/V multimedia equipment handling procedures 2.3.4 Quality of sound, 2.3.5 Quality of A/V 2.3.6 Psychological perceptions 2.3.7 Preventive maintenance 2.3.8 Tips and tricks in presenting 2.4 LEGISLATION <ul style="list-style-type: none"> 2.4.1 Licensing agreement
3. Underpinning Skills	<ul style="list-style-type: none"> 3.1 Basic Computer Operation 3.2 Communication Skills 3.3 Planning/Organizational Skills 3.4 Presentation Skills 3.5 Adopt relevant industry and community practices and experiences 3.6 Maintain appropriate documents and records
4. Resource Implications	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 A/V and multimedia equipment 4.2 User's manual 4.3 OHS practice 4.4 Workstation 4.5 Workplace guidelines
5. Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Demonstration / Observation with Oral questioning 5.2 Portfolio
6. Context of Assessment	<p>Assessment should be conducted in the workplace / simulated area / TESDA Assessment Center</p>

SECTION 3 TRAINING STANDARDS

These guidelines are set to provide the Technical and Vocational Education and Training (TVET) providers with information and other important requirements to consider when designing and delivering training programs for TRAINERS METHODOLOGY (TM) LEVEL I

3.1 CURRICULUM DESIGN

Course Title: **Course on Training Methodologies and Assessment**
(Trainers Methodology Level I)

Suggested Nominal Training Duration: 128 hrs. (Basic Competencies)
136 hrs. (Core Competencies)

Course Description:

This qualification is designed to enhance the knowledge, skills, positive attitude and work values of the learner in accordance with the prevailing standards in the Technical and Vocational Education and Training (TVET) sector. This encompasses competencies required of a Technical–Vocational Trainer to perform the tasks in the areas of instructional delivery/ facilitation, competency assessment, and maintenance of training resources / facilities.

To obtain this, all units of competency prescribed for this qualification must be achieved.

BASIC COMPETENCIES – 128 hours

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Lead workplace Communication	1.1 Communicate information about workplace processes 1.2 Lead workplace discussions 1.3 Identify and communicate issues arising in the workplace	<ul style="list-style-type: none"> • Group discussion • Role-playing • Brainstorming 	<ul style="list-style-type: none"> • Observation • Interview
2. Apply math and science principles in technical training	2.1 Identify math and science manifestations in the course content and the workplace 2.2 Relate math and science concepts to common and workplace situations 2.3 Assess trainees' internalization of math and science concepts 2.4 Introduce further enhancements	<ul style="list-style-type: none"> • Lecture-discussion • Projects/case studies 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Case problems

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
3. Apply environmental principles and advocate conservation	3.1 Follow environmental workplace practices 3.2 Contribute to improve environmental work practices 3.3 Recognize and report potential environmental threats	<ul style="list-style-type: none"> • Lecture-discussion • Field visits 	<ul style="list-style-type: none"> • Direct observation • Interview
4. Utilize IT applications in technical training	4.1 Set-up work environment 4.2 Utilize word processing application 4.3 Utilize presenter application 4.4 Utilize spread sheet application 4.5 Utilize internet and www to communicate and collect information	<ul style="list-style-type: none"> • Lecture-discussion • Practical lab • Demonstration 	<ul style="list-style-type: none"> • Demonstration/ direct observation with oral questioning • Portfolio evaluation
5. Lead small teams	5.1 Provide team leadership 5.2 Assign responsibilities 5.3 Set performance expectations for team members 5.4 Supervised team performance	<ul style="list-style-type: none"> • Lecture • Demonstration • Self-paced (modular) 	<ul style="list-style-type: none"> • Demonstration • Case studies
6. Apply work ethics, values and quality principles	6.1 Observe workplace policies and guidelines 6.2 Value self-worth and profession 6.3 Observe proper conduct in dealing with learners and parents	<ul style="list-style-type: none"> • Lecture-discussion • Role-playing/ simulation • Case studies 	
7. Work effectively in vocational education and training	7.1 Work within the vocational education and training policy framework 7.2 Work within the training organization's quality framework 7.3 Manage work and work relationships 7.4 Demonstrate a client-focused approach to work	<ul style="list-style-type: none"> • Lecture-discussion • Case studies 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Interview • Written test • Third-party report
8. Foster and promote an inclusive learning culture	8.1 Practice inclusivity 8.2 Promote and respond to diversity 8.3 Develop and implement work strategies to support inclusivity 8.4 Promote a culture of learning 8.5 Monitor and improve work practices	<ul style="list-style-type: none"> • Lecture-discussion • Role-playing/ simulation • Field visits 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Interview • Written test • Third-party report

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
9. Ensure healthy and safe learning environment	9.1 Identify Occupational Health and Safety (OHS) responsibilities 9.2 Identify hazards in the learning environment 9.3 Assess risks in the learning environment 9.4 Develop and implement actions to ensure the health safety and welfare of learners and/or candidates 9.5 Provide appropriate Occupational Health and Safety (OHS) requirements to learners and/or candidates 9.6 Monitor Occupational Health and Safety (OHS) arrangements in the learning environment	<ul style="list-style-type: none"> • Lecture-discussion • Field visits • Case studies 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Case problems • Interview
10. Maintain and enhance professional practice	10.1 Model high standards of performance 10.2 Determine personal development needs 10.3 Participate in professional development activities 10.4 Reflect on and evaluate professional practice	<ul style="list-style-type: none"> • Lecture-discussion • Role-playing • Case studies • Reporting/presentation 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Interview • Written test • Written report
11. Develop and promote appreciation for costs and benefits of technical training	11.1 Study training cost components 11.2 Evaluate training costs and benefits 11.3 Monitor conduct and results of training 11.4 Promote awareness of costs and benefits of training	<ul style="list-style-type: none"> • Lecture-discussion • Case studies 	<ul style="list-style-type: none"> • Case problems • Written exam • Interview • Written report
12. Develop and promote understanding of global labor markets.	12.1 Identify current and future trends/concerns 12.2 Assess new developments 12.3 Utilize labor market information to best effect	<ul style="list-style-type: none"> • Lecture-discussion • Case studies 	<ul style="list-style-type: none"> • Case problems • Written exam • Interview • Oral presentation

CORE COMPETENCIES – 136 hours

Note: The training provider may offer the whole Course on Training Methodologies and Assessment covering Core Competency Nos. 1 to 6. Alternately, Units of competency Nos. 1, 2, 3, 4, and 6 may be bundled into a modular course on Delivering/Conducting Training. Unit of competency No. 5 may be offered as a modular course on Conducting Assessment.

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Plan training session	1.1 Identifying learner's training requirements 1.2 Prepare session plan 1.3 Prepare instructional materials 1.4 Prepare assessment instruments (Institutional) 1.5 Organize learning and teaching resources	<i>Based on CBC methodology</i> <ul style="list-style-type: none"> • Lecture • Video presentation • Group discussion • Computer aided instruction • Computer based learning (e-learning) • Writeshop • Hands-on 	<i>Based on CBC assessment method</i> <ul style="list-style-type: none"> • Interview / Oral questioning • Written output • Written/oral examination • Demonstration
2. Facilitate learning session	2.1 Prepare training facilities /resources 2.2 Conduct pre-assessment 2.3 Facilitate training session 2.4 Conduct competency assessment 2.5 Review delivery of training session	<ul style="list-style-type: none"> • Group discussion • Simulation • Lecture • Self –pace instruction 	<ul style="list-style-type: none"> • Written test • Demonstration/ oral questioning
3. Utilize electronic media in facilitating training	3.1 Present a lesson through direct video footage/capture 3.2 Present lesson via film viewing method 3.3 Utilize computer and multimedia technology to present a lesson	<ul style="list-style-type: none"> • Focused group discussion • Guided learning and exploration • Peer teaching • Role playing • Computer Aided Instruction 	<ul style="list-style-type: none"> • Demonstration • Oral Questioning • Written examination

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
4. Supervise work-based learning	4.1 Establish training requirement for trainees 4.2 Monitor work-based training 4.3 Review and evaluate work-based training effectiveness	<ul style="list-style-type: none"> • Hands-on • Discussions • Practical performance • Case study • Discussion • Group activities • Open forum • Discussion • Action planning 	<ul style="list-style-type: none"> • Interview • Demonstration with oral questioning • Written test Oral Questioning
5. Conduct competency assessment	5.1 Organize assessment activities 5.2 Prepare the candidate 5.3 Gather evidence 5.4 Make the assessment decision 5.5 Record assessment results 5.6 Provide feedback to candidates	<ul style="list-style-type: none"> • Lecture • Video presentation • Group discussion 	<ul style="list-style-type: none"> • Written examination • Oral Interview • Demonstration • Direct observation
6. Maintain training facilities	6.1 Plan and schedule maintenance activities 6.2 Implement housekeeping activities 6.3 Maintain training equipment and tools 6.4 Document maintenance inspection	<ul style="list-style-type: none"> • Group discussion • Simulation • Lecture • Self –pace instruction 	<ul style="list-style-type: none"> • Written test • Demonstration / questioning

3.2 TRAINING DELIVERY

The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of competency-based TVET.

- The training is based on curriculum developed from the competency standards;
- Learning is modular in its structure;
- Training delivery is individualized and self-paced;
- Training is based on work that must be performed;
- Training materials are directly related to the competency standards and the curriculum modules;
- Assessment is based in the collection of evidence of the performance of work to the industry required standard;
- Training is based both on and off-the-job components;
- Allows for recognition of prior learning (RPL) or current competencies;
- Training allows for multiple entry and exit; and
- Approved training programs are Nationally Accredited

The competency-based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted when designing training programs:

- The dualized mode of training delivery is preferred and recommended. Thus programs would contain both in-school and in-industry training or fieldwork components. Details can be referred to the Dual Training System (DTS) Implementing Rules and Regulations.
- Modular/self-paced learning is a competency-based training modality wherein the trainee is allowed to progress at his own pace. The trainer just facilitates the training delivery.
- Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners.
- Supervised industry training or on-the-job training is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies prescribed in the training regulations.
- Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video or computer technologies.

3.3 TRAINEE ENTRY REQUIREMENTS

Candidate/trainee must satisfy the following requirements -- :

- Graduate of baccalaureate degree or equivalent in training/experience along the field of Technical -Vocational Education and Training
- Certified at the same or higher NC Level in the qualification that will be handled (for technical trainers)
- Able to communicate orally and in writing
- Physically fit and mentally healthy
- Proficient in quantitative and qualitative analysis
- Proficient in verbal reasoning.

3.4 LIST OF TOOLS, EQUIPMENT AND MATERIALS

TRAINERS METHODOLOGY LEVEL I

Recommended list of tools and materials per trainee for TM Level I

TOOLS		EQUIPMENT		MATERIALS	
QTY	DESCRIPTION	QTY	DESCRIPTION	QTY	DESCRIPTION
	Hand tools (for the target trade areas)		Computer and peripherals		Paper and pencil
			LCD projector		Audio video materials
			Electronic /Multimedia equipment		Hand outs
			Training facilities/ equipment (Depending on trade area)		Reference books
			Workplace or simulated environment		Manuals
					Different types of forms
					Materials and consumables for maintenance activities

3.5 TRAINING FACILITIES

TRAINERS METHODOLOGY LEVEL I

The competency-based training environment for the training of trainers must include component areas for the following - practical work area, learning resource center, training resource and production area, assessment area, quality control and support area.

At the minimum, there should be provisions for a lecture and workshop area, learning resource area, multimedia/computer/audio-visual laboratory and workshop/production area.

3.6 TRAINERS' QUALIFICATIONS – Course on Training Methodologies and Assessment

- Must be a holder of Trainers Methodology Level III or higher/equivalent qualification or training/experience*
- With at least five (5) years experience as trainer/teacher
- With good moral character
- Must be computer literate
- Must be physically and mentally fit
- Must be a holder of professional teacher license issued by PRC or equivalent**
- Must have 1 year industry experience***

* equivalent qualification will be accepted only during the transition period toward the Trainers Methodology Levels III and IV when there are few or no holders yet of TM III and TM IV; this period will be further defined by TESDA

** this applies only to schools prescribing this requirement

*** optional; only when required by the hiring institution

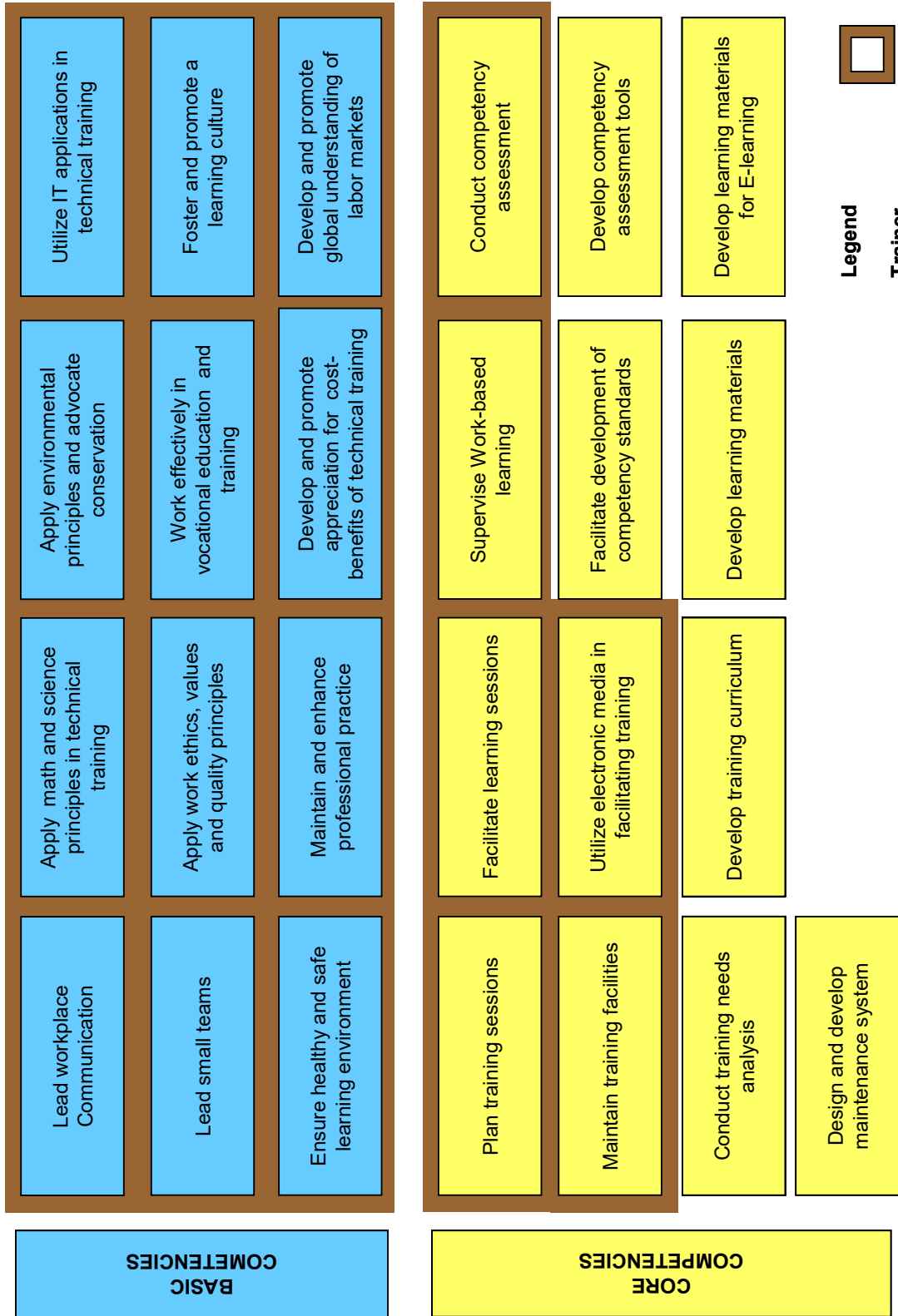
3.7 INSTITUTIONAL ASSESSMENT

Institutional Assessment is to be undertaken by trainees to determine the achievement of units of competency. A certificate of achievement is issued for each unit of competency.

SECTION 4 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

- 4.1 To attain the National Qualification of TM I, the candidate must demonstrate competence in all the units of competency listed in Section 1. Successful candidates shall be awarded a National TM Certificate signed by the TESDA Director General.
- 4.2 The Qualification may be acquired through accumulation of TM Certificates of Competency (COC) in the following cluster of units of competency and individual unit of competency –
 - 4.2.1 Deliver training session
 - 4.2.1.1 Plan training session
 - 4.2.1.2 Facilitate training session
 - 4.2.1.3 Utilize electronic media in facilitating training
 - 4.2.1.4 Maintain training facilities
 - 4.2.1.5 Supervise work-based learning
 - 4.2.2 Conduct competency assessment
- 4.3 Upon accumulation and submission of the above two (2) TM-COCs acquired, an individual shall be issued the National TM I Certificate.
- 4.4 Assessment shall focus on the core units of competency. The basic competencies shall be integrated or assessed concurrently with the core units.
- 4.5 The candidate applying for assessment and certification under TM I must be
 - 4.5.1 BS graduate or equivalent
 - 4.5.2 Certified in the National Certificate level that will be handled/facilitated

**Competency Map
Trainer Qualification**



Legend
**Trainer
Qualification I**

DEFINITION OF TERMS

1. **Trainer** a person who enables a learner or group of learners to develop or acquire competencies toward performing a particular trade or technical work
2. **Assessor** an accredited individual authorized to evaluate or assess competencies of a candidate or person applying for certification
3. **Qualification** a cluster of units of competency that meets job roles and is significant in the workplace. It is also a certification awarded to a person on successful completion of a course and/or in recognition of having demonstrated competencies relevant to an industry
4. **Competency assessment** the process of collecting evidence and making judgments on whether competency has been achieved
5. **Competency standard** a description of competency formed by the knowledge, abilities, skills, comprehension and attitudes required for acceptable performance of a productive function and established as a reference or requirement for a qualification. Competency standards are made up of units of competency, which are themselves made up of elements of competency, together with performance criteria, a range of variables, and an evidence guide
6. **Unit of competency** a component of a competency standard. A unit of competency is a statement of a key function or role in a particular job or occupation

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THE TECHNICAL WORKING GROUP

- 1) **Mr. FELIPE T. TORRES**
Consultant
Gokongwei Brothers Foundation Learning and Development Center
- 2) **Mr. ARTHUR LUIS P. FLORENTIN, FPM**
People Management Association of the Philippines (PMAP)
Philippine Society for Training and Development (PSTD)
- 3) **Ms. MARJORIE G. MENDENILLA**
Executive Director
TEVSAPHIL
- 4) **Mr. FREDELITO N. SUAREZ**
Associate Director, Academic Services
MMLDC Foundation, Inc.
- 5) **Mr. RODOLFO C. MENGUITA**
Training Director/HRD Manager
D. M. Consunji, Inc.
- 6) **Mr. VLADIMIR H. SANTOS**
MFI Foundation, Inc.
- 7) **Ms. MILAGROS O. HERNANDEZ**
Philippine Society for Training and Development

Members of the TESDA Board

The TESDA Board Standards-Setting and Systems Development Committee

The Management and Staff of the TESDA Secretariat

Qualifications and Standards Office (QSO)

Competency Assessment and Certification Office (CACO)

