

TRAINING REGULATIONS



TRAINERS METHODOLOGY (TM) LEVEL II (Training Designer/Developer)

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Road, South Superhighway, Taguig City, Metro Manila

*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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TVET SECTOR

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TRAINING REGULATIONS FOR TRAINERS METHODOLOGY LEVEL II

SECTION 1 TRAINERS METHODOLOGY (TM) II

The **TRAINERS METHODOLOGY LEVEL II** consists of competencies a TVET trainer or technical trainer performing functions as training designer/developer 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 costs and benefits of technical training
500232110	Develop and promote understanding of global labor markets
Code No.	CORE COMPETENCIES
TVT232307	Conduct training needs analysis
TVT232308	Develop training curriculum
TVT232309	Develop learning materials
TVT232310	Develop competency assessment tools
TVT232311	Design and develop maintenance system
TVT232312	Develop learning materials for E-Learning
Code No.	ELECTIVE COMPETENCY
TVT232313	Facilitate development of competency standards

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

- Curriculum designer
- Instructional designer
- Training designer/developer

SECTION 2 COMPETENCY STANDARDS

This section gives the details of the contents of the core units of competency required in TRAINERS METHODOLOGY (TM) II

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 <i>communication method</i> 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 OF COMPETENCY : 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 area 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> <ul style="list-style-type: none"> 1.1 Demonstrated understanding of basic math and science concepts relevant to the competency or qualification 1.2 Demonstrated ability to apply math and science principles to the competency or tasks being performed 1.3 Demonstrated ability to integrate and contextualize math and science concepts in the design and delivery of technical training
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> 2.1 Basic arithmetic – the four fundamental operations 2.2 Elementary algebra 2.3 Basic science <ul style="list-style-type: none"> 2.3.1 General science 2.3.2 Natural sciences 2.3.3 Physical and biological sciences 2.3.4 Social sciences 2.4 Basic training methodology 2.5 Positive work values (patience, perseverance, empathy, professionalism, concern for safety and quality)
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Communication skills 3.2 Training development and management skills 3.3 Observing safety and health requirements in the classroom, laboratory and workshop 3.4 Instructional skills
<p>4. Resource implications</p>	<p>The following resources MUST be provided –</p> <ul style="list-style-type: none"> 4.1 Access to math and science lab or similar workshop 4.2 Access to real or simulated work area 4.3 Case problems in math and science applications
<p>5. Methods of assessment</p>	<p>Competency may be assessed through –</p> <ul style="list-style-type: none"> 5.1 Observation or demonstration with oral questioning 5.2 Written exam 5.3 Case problems 5.4 Interview 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 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 terms</i> 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	May include but are not limited to procedures or work instructions for: <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	May include: <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	May include but are not limited to the ideas to: <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	May include but are not limited to: <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.	May include but are not limited to: <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 or hazards	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.

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.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Set-up work environment	1.1 <i>Work folder is configured</i> in accordance with enterprise IT utilization guidelines. 1.2 <i>Desktop and shortcuts settings are configured</i> 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 <i>Document layout and formatting</i> are applied in line with document formatting requirements. 2.2 <i>Application features</i> 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 <i>best practices in utilizing presentation package.</i> 3.3 <i>Printing of presentation materials</i> 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 <i>Workbook and worksheet settings</i> and formatting are applied in line with printing requirements. 4.2 <i>Formula</i> 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 <i>Browser is configured</i> to enhance productivity in line with the application help instruction www is utilized to research and acquire resources in line with enterprise IT utilization guidelines.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Work folder configuration	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 resources 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.

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 concerns	2.1 Roster 2.2 Shift details
3. Monitor 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>Competency may be assessed in the actual workplace or in a simulated work environment</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 resources 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	<p>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.</p> <p>1.2 Key <i>vocational education and training organizations and stakeholders</i> are identified, accessed and informed in accordance with updated work practices.</p> <p>1.3 <i>Legislation and guidelines</i> are accessed, used, complied and ensured in accordance work practices and policy requirements.</p> <p>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</p> <p>1.5 <i>Opportunities</i> are taken up to contribute to vocational education and training in accordance with organizational policy developments.</p> <p>1.6 <i>Vocational education and training terminology</i> is used to communicate effectively in accordance with sector.</p>
2. Work within the training organization's quality framework	<p>2.1 <i>Relevant organizational documentation</i> is accessed, used, supported and ensured in accordance work roles and responsibilities.</p> <p>2.2 Work is conducted in accordance with the <i>training organization's quality assurance strategies, processes, policies and procedures</i>.</p> <p>2.3 <i>Ethical and legal responsibilities</i> are adhered to in accordance with work practices.</p> <p>2.4 Work is undertaken in accordance with the prevailing industrial and employee relations systems and practices.</p> <p>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.</p>

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 <i>work issues</i> arise and in accordance with existing organizational policies and guidelines.</p> <p>3.3 <i>Relevant technological skills</i> 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 <i>clients and colleagues</i> and is evaluated and acted upon.</p>
4. Demonstrate a client-focused approach to work	<p>4.1 <i>Clients and their needs and expectations</i> form the basis for developing effective work practices and outcomes in accordance with <i>operational limits</i>.</p> <p>4.2 <i>Effective communication strategies</i> 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 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: 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: 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: 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

VARIABLE	RANGE
	<ul style="list-style-type: none"> 8.2.6 staff disciplinary procedures 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

VARIABLE	RANGE
	11.4 using computers/communication systems to support online learning 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: <ul style="list-style-type: none"> 2.4.1 organizational manuals, documents, publications 2.4.2 organizational data systems 2.4.3 publications, newsletters of relevant authorities 2.5 competency-based training and assessment, for example: <ul style="list-style-type: none"> 2.5.1 competency standards define performance outcomes, applied knowledge and skills needed for work 2.5.2 competency standards form the basis for teaching and learning and training delivery in recognized TVET 2.5.3 learning is outcomes focused not inputs driven 2.5.4 competency standards establish requirements for assessment 2.5.5 assessment is criterion referenced/not norm referenced 2.5.6 assessment is reported as competent/not yet competent 2.5.7 competency standards are industry defined 2.5.8 competency standards have a national focus 2.6 the training organization’s systems, policies and procedures 2.7 relevant vocational education and training terminology appropriate to the work role 2.8 the diversity of clients, client needs, client expectations for vocational education and training services

	<p>2.9 relevant legal and policy requirements, codes of practice, national standards and legislations, for example:</p> <p>2.9.1 specific industry/workplace legal/compliance and licensing requirements</p> <p>2.9.2 duty of care under common law</p> <p>2.9.3 anti-discrimination including equal opportunity, racial vilification and disability discrimination</p> <p>2.9.4 workplace relations, industrial awards and enterprise agreements</p> <p>2.9.5 privacy/security of information</p> <p>2.9.6 copyright/plagiarism</p> <p>2.10 relevant OHS knowledge relating to the work role/work context, and OHS considerations when working in vocational education and training, including:</p> <p>2.10.1 internal policies and procedures to meet OHS requirements</p> <p>2.10.2 hazards commonly found in the work environment</p> <p>2.10.3 sources of OHS information and expertise</p>
<p>3. Underpinning skills</p>	<p>3.1 literacy skills to:</p> <p>3.1.1 read and understand vocational education and training policy and other documents, vocational education and training terminology and language styles</p> <p>3.1.2 interpret legal requirements of vocational education and training policies, procedures and guidelines</p> <p>3.1.3 write documents for a range of vocational education and training audiences and purposes</p> <p>3.2 language skills to:</p> <p>3.2.1 communicate with personnel across all levels of the organization and with clients</p> <p>3.2.2 understand and use vocabulary and terminology specific to the vocational education and training environment</p> <p>3.2.3 listen and summarize key points, make evaluative judgments and articulate verbally or in writing to a client or colleague</p> <p>3.2.4 facilitate discussions to encourage problem solving, sharing of strategies, and exploring different solutions to problems</p> <p>3.2.5 work effectively as a team member</p> <p>3.3 recognizing and being sensitive to individual difference and diversity, for example:</p> <p>3.3.1 being sensitive to and valuing culture</p> <p>3.3.2 acting without bias/discrimination</p> <p>3.3.3 responding to individuals with particular needs</p> <p>3.3.4 recognizing the importance of religion</p>

	<p>3.4 planning skills to:</p> <p>3.4.1 identify and access relevant sources of national vocational education and training policies, frameworks, legislation and guidelines</p> <p>3.4.2 participate in opportunities to contribute to vocational education and training organizational policy developments</p> <p>3.4.3 manage work and work relationships</p> <p>3.5 research skills to access information</p> <p>3.6 technology skills to:</p> <p>3.6.1 use computer hardware and relevant software</p> <p>3.6.2 use office/business equipment</p>
4. Resource implications	<p>The following resources MUST be provided:</p> <p>4.1 access to business, organizational, legislative and vocational education and training documentation</p> <p>4.2 access to clients</p> <p>4.3 access to colleagues</p> <p>4.4 access to a TVET operating environment</p>
5. Method of assessment	<p>Competency must be assessed through :</p> <p>5.1 Demonstration with questioning</p> <p>5.2 Interview</p> <p>5.3 Written Test</p> <p>5.4 Third Party Report</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 as a team under limited supervision</p>

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 terms</i> 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 a 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.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
	<p>3.3 Relevant professional support services are identified and accessed, as appropriate.</p> <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</p> <p>5.2 Conscious actions are taken to modify and improve in accordance with work practices learning environment.</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: 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: 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: 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: 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: 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	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

	<p>3.1.4 reflect good practice in active listening, appropriate eye contact, friendly tone, appropriate volume, clarity of diction and plain English</p> <p>3.1.5</p> <p>3.1.6 encourage expression by all individuals</p> <p>3.1.7 involve a variety of mediums</p> <p>3.2 recognizing and being sensitive to individual difference and diversity, for example:</p> <p>3.2.1 being sensitive to and valuing culture</p> <p>3.2.2 acting without bias/discrimination</p> <p>3.2.3 responding to individuals with particular needs</p> <p>3.2.4 recognizing the importance of religion</p> <p>3.3 research skills to identify and increase knowledge of individual differences and how these impact on individuals</p> <p>3.4 problem solving skills to:</p> <p>3.4.1 identify specific needs</p> <p>3.4.2 respond appropriately to cultural diversity</p>
4. Resource Implication	<p>The following resources MUST be provided:</p> <p>4.1 access to relevant policies, legislation, guidelines and resources to support inclusivity</p> <p>4.2 access to clients/colleagues</p> <p>4.3 access to workplace environment</p>
5. Method of assessment	<p>Competency must be assessed through :</p> <p>5.1 Demonstration with questioning</p> <p>5.2 Interview</p> <p>5.3 Written Test</p> <p>5.4 Third Party Report</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 : 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 terms</i> are elaborated in the Range of Variables
1. Identify Occupational Health and Safety (OHS) responsibilities	1.1 The purpose and approaches of OHS in the learning environment are defined in accordance with OHS standards. 1.2 Documentation outlining the OHS legal responsibilities of the various parties in the learning environment is accessed, read and interpreted in accordance with OHS standards 1.3 Organizational OHS documentation is identified and accessed in accordance with standard operating procedures.
2. Identify hazards in the learning environment	2.1 Sources of information 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.
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 hierarchy of control 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 Supervisory arrangements 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 appropriate information 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 must 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 terms</i> are elaborated in the Range of Variables
1. Model high standards of performance	1.1 Personal performance is consistent with the organization's goals and objectives . 1.2 Appropriate professional techniques and strategies are modeled in accordance with existing organizational policies and guidelines. 1.3 Personal work goals and plans reflect individual responsibilities and accountabilities in accordance with organizational/legal requirements . 1.4 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 Personal knowledge and skills are assessed against units of competency and other relevant benchmarks in accordance with the development needs and priorities. 2.2 Changes in vocational education, training policy and operating environments are identified in accordance with the impact on professional practice and personal development needs. 2.3 Feedback from colleagues and clients is identified and used in accordance with personal learning needs/areas of professional development. 2.4 Future career options are identified as appropriate. 2.5 Personal learning needs are documented and updated in accordance with existing policies and procedures. 2.6 Personal development needs are discussed with relevant personnel for inclusion in accordance with the professional development plan .

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
3. Participate in professional development activities	<p>3.1 <i>Development opportunities</i> suitable to personal learning style/s are selected and used in accordance with continuous support of learning and maintenance of <i>current professional practice/s</i>.</p> <p>3.2 <i>Professional networks</i> are participated in accordance with continuous support of learning and maintenance of current professional practice/s.</p> <p>3.3 Own performance and professional competency is continuously improved through engagement in accordance with professional development activities.</p> <p>3.4 <i>Technology</i> is used to maintain regular communication in accordance with relevant networks, organizations and individuals.</p>
4. Reflect on and evaluate professional practice	<p>4.1 <i>Developments and trends</i> impacting on professional practice are researched and integrated in accordance with work performance.</p> <p>4.2 Feedback from colleagues/clients is used to identify and introduce improvements in accordance work performance.</p> <p>4.3 Innovative and responsive approaches for improving professional practice are identified and used in accordance with <i>continuous support to improve techniques and processes</i>.</p> <p>4.4 Records, reports and recommendations for improvement are managed in accordance with the organization's systems and processes.</p>

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

VARIABLE	RANGE
	3.13 defined resource parameters 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, ethnical/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

	<p>3.3 self-evaluation skills to:</p> <p>3.3.1 identify gaps in skills or knowledge</p> <p>3.3.2 obtain competencies to meet current and future organizational objectives</p> <p>3.4 research skills to:</p> <p>3.4.1 keep up with trends in vocational education and training to obtain current information</p> <p>3.4.2 identify relevant industry affiliations</p> <p>3.4.3 keep up with trends/changes/developments in the vocational area of competency</p> <p>3.5 communication skills to:</p> <p>3.5.1 obtain feedback from colleagues and clients</p> <p>3.5.2 participate in professional networks</p> <p>3.5.3 consult with colleagues and clients</p> <p>3.6 interpersonal skills to:</p> <p>3.6.1 participate in industry events and activities</p> <p>3.6.2 build professional relationships</p> <p>3.7 networking skills to build an industry network</p> <p>3.8 literacy skills to:</p> <p>3.8.1 document personal learning needs</p> <p>3.8.2 read and interpret vocational education and training information such as legal/ organizational policy documents</p> <p>3.8.3 complete and maintain records related to professional development</p> <p>3.9 time management skills to:</p> <p>3.9.1 organize professional development activities</p> <p>3.9.2 analyze and identify career options</p> <p>3.9.3 create a balance between work, study, personal and recreation activities</p>
4. Resource Implication	<p>The following resources MUST be provided:</p> <p>4.1 relevant organizational/legal documentation</p> <p>4.2 access to relevant benchmarks</p> <p>4.3 access to networks, technology, communication</p>
5. Method of assessment	<p>Competency must be assessed through :</p> <p>5.1 Demonstration with questioning</p> <p>5.2 Interview</p> <p>5.3 Written Test</p> <p>5.4 Third Party Report</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 : DEVELOP AND PROMOTE APPRECIATION FOR COSTS AND BENEFITS OF TECHNICAL TRAINING

UNIT CODE : 500232109

UNIT 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 terms</i> 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

1. Critical aspects of competency	<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
2. Underpinning knowledge and attitude	<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)
3. Underpinning skills	<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
4. Resource implications	<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
5. Methods of assessment	<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
6. Context of assessment	<p>Competency may be assessed on the job or in a simulated work environment</p>

UNIT OF COMPETENCY : DEVELOP AND PROMOTE UNDERSTANDING OF GLOBAL LABOR MARKETS

UNIT CODE : 500232110

UNIT 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 <i>Italicized terms</i> are elaborated in the Range of Variables
1. Identify current and future trends/concerns	1.1 Relevant and reliable <i>sources of labor-market information</i> (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 <i>responses and strategies</i> 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 <i>analytical tools</i> and current LMI

RANGE OF VARIABLES

VARIABLE	RANGE
1. LMI sources	May include -- 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 -- 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 – 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 : CONDUCT TRAINING NEEDS ANALYSIS

UNIT CODE : TVT232307

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude required to undertake a training needs analysis to identify the training needs of individuals or organization.

ELEMENT	PERFORMANCE CRITERIA
	<i>Italicized terms are elaborated in the Range of Variables</i>
1. Develop instruments for TNA	1.1 Discussions are held with clients to identify objectives, expectations and other requirements 1.2 Issues to be addressed are identified and analyzed to determine impact on client objectives and requirements 1.3 TNA respondents/target group is established based on the objectives and requirements 1.4 Appropriate method for collecting information and data on current, emerging and future training needs is selected and research plan is developed and finalized with concerned person/s 1.5 TNA instruments are formulated following the prescribed format
2. Administer TNA instrument	2.1 Orientations regarding the study is conducted and TNA instruments are disseminated to identified respondents 2.2 Filled up TNA instruments are gathered in accordance with procedures appropriate to the method selected
3. Analyze TNA results	3.1 Information is analyzed using reliable and valid data analysis methods to determine skills gaps that can be addressed through training or other intervention 3.2 Conclusions on training needs are prepared and supported by evidence and consistent with research objectives 3.3 Clients are provided with options for meeting identified training needs 3.4 Report is prepared and clients are provided with advice and recommendations on training needs

RANGE OF VARIABLES

VARIABLE	RANGE
1. Clients	Client include but not limited to: <ul style="list-style-type: none"> 1.1 Internal or external client 1.2 Enterprise 1.3 Industry sector 1.4 Professional association 1.5 Community organization 1.6 Government organization
2. Objectives	Objectives include but not limited to: <ul style="list-style-type: none"> 2.1 Focus on individual trainee objectives, such as new skills, specific competencies, target qualifications, career advancement 2.2 Focus on productivity improvement 2.3 Focus on administrative and records management system 2.4 Focus on satisfying legislative or government regulatory requirements 2.5 Involve specific learning support systems 2.6 Reflect individualized organizational training and skill requirements 2.7 Be affected by national policy and funding parameters
3. Methods for collecting information	<ul style="list-style-type: none"> 3.1 Surveys, interviews, discussions, focus groups 3.2 Critical incident technique 3.3 Observation of personnel at work 3.4 Accessing relevant legislation, policies and practices 3.5 Analyzing industry/enterprise skills audit reports 3.6 Analyzing human resource management records/performance management records 3.7 Reviewing industry publications or reports 3.8 Concept mapping 3.9 Job and task analysis 3.10 Analyzing assessment or training records 3.11 Job descriptions analysis 3.12 Analyzing organizational policy 3.13 Drive (motivation) pattern identity analysis
4. Concerned person/s	<ul style="list-style-type: none"> 4.1 Clients 4.2 Employees 4.3 Government agencies 4.4 Managers/supervisors 4.5 Training and assessment coordinators 4.6 Industry group/association 4.7 Employer/employee representatives 4.8 External consultants

VARIABLE	RANGE
5. Data analysis methods	5.1 Qualitative/quantitative analysis 5.2 Feedback on results 5.3 Review of previous research 5.4 Peers review 5.5 Data sampling 5.6 Statistical analysis
6. Options	6.1 Developing in-house capacity to meet identified needs 6.2 Identifying training and/or assessment organizations 6.3 Identifying specific units of competency, qualifications/courses 6.4 Consultancy services 6.5 Timelines 6.6 Urgency
7. Advice and recommendations	7.1 Short- and/or long-term recommendations 7.2 Specified outcomes and strategies 7.3 Resource requirements 7.4 Provision of training and/or assessment services 7.5 Design and review of training programs 7.6 Contextualization of competency standards to meet client goals 7.7 Administrative and management systems 7.8 Performance management systems 7.9 Training and professional development principles 7.10 Reporting and accountability requirements and processes

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified objectives, expectations and other requirements for conducting the study 1.2 Identified appropriate study method and developed instruments for TNA 1.3 Gathered data and analyzed information using valid analysis method 1.4 Prepared report with recommendations
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Competency standards and training packages/courses available 2.2 Industry and enterprise knowledge <ul style="list-style-type: none"> 2.2.1 relevant assessment and training strategies 2.2.2 clients organization's culture and expectations 2.2.3 underpinning knowledge and skills to be required in the industry 2.2.4 changes likely to impact on the industry/sector and training implications of the changes 2.3 Range of evaluation and research methodologies (literature research, job/ task analysis, interview techniques, etc) 2.4 Principles of intellectual property <ul style="list-style-type: none"> 2.4.1 ways to give credit when using other's ideas or work 2.4.2 training and development strategies 2.5 Data retrieval and interpretation system (training needs analysis, functional analysis) 2.6 Policy, legislations, codes of practice and competency standards 2.7 Statistical analysis
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Research skills 3.2 Literacy skills 3.3 Integrative skills 3.4 Observation skills 3.5 Communication skills 3.6 Interpersonal skills 3.7 Numerical skills 3.8 Negotiation and facilitation skills 3.9 Problem-solving skills 3.10 Applying approaches to analyze issues/ concerns 3.11 Using audio/video equipment and computer
4. Resource implications	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 facilities and equipment relevant to the activity 4.2 resources and materials relevant to the activity 4.3 time to accomplish the activity
5. Method of assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 interview 5.2 written exam 5.3 third party report 5.4 portfolio 5.5 work sample
6. Context for assessment	<p>Competency may be assessed individually in the actual workplace or through accredited institution</p>

UNIT OF COMPETENCY : DEVELOP TRAINING CURRICULUM

UNIT CODE : TVT232308

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude required to develop, modify/customize training curriculum. It includes establishing training requirements, identifying the learner, developing, modifying, customizing and finalizing training curriculum.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables
1. Establish training need requirements	1.1 Stakeholders are identified and consulted to establish training aims and requirements 1.2 Training requirements are identified using appropriate methods and sources. 1.3 Training Regulations or other relevant specifications on which to base the learning program are identified, accessed and confirmed 1.4 Potential employment markets and career opportunities for training participants are recorded and documented
2. Identify the learner profile	2.1 Potential learners are identified 2.2 Profiles of learners on entry to the course are developed 2.3 Language and literacy requirements of the learner are determined according to profiles
3. Develop course design	3.1 Competency standard is analyzed 3.2 Units of competency and modules are clearly identified 3.3 The relationship between units of competence/modules and outcomes is documented 3.4 Course entry and exit points are linked to occupational and educational opportunities 3.5 Prerequisites for the course and for specific units/modules within the course are identified and documented 3.6 The delivery strategies and assessment methods are determined 3.7 Trainers qualification to implement the course is specified
4. Develop training curriculum modules	4.1 Competency standards/other relevant specifications are analyzed and interpreted to determine specific learning objectives/outcomes/goals 4.2 Competencies to be acquired by the learner are clearly specified 4.3 Modules of instructions are developed/ modified according to needs and procedures. 4.4 Learning outcomes and assessment criteria are established according to procedures 4.5 Resources required to support the training curriculum are identified. 4.6 Training curriculum is designed based on the requirements of the competency standards
5. Finalize training curriculum	5.1 Training curriculum is validated with other persons 5.2 Finalized curriculum document is submitted to appropriate personnel

RANGE OF VARIABLES

VARIABLE	RANGE
1. Stakeholders	Includes but not limited to: 1.1 professional associations 1.2 employer associations 1.3 potential learners 1.4 trainers/teachers 1.5 regulatory authorities 1.6 partner organizations 1.7 enterprise(s)/organization(s) 1.8 industry training advisory bodies 1.9 industry sector 1.10 government bodies 1.11 community sector.
2. Training aims	Includes but not limited to: 2.1 developing vocational competency/vocational skills 2.2 developing generic skills 2.3 developing general education 2.4 achieving organizational change 2.5 supporting organizational skill development 2.6 for professional development purposes 2.7 developing teams 2.8 meeting new legislation, licensing or registration requirements 2.9 meeting regulatory and occupational health and safety (OHS) requirements 2.10 meeting funding body requirements
3. Training requirements	Includes but not limited to: 3.1 trainees' entry requirements 3.1.1 pre requisite competencies 3.1.2 access to the workplace 3.2 individual learning styles 3.3 training methodology 3.4 training materials and supplies 3.4.1 training references (books, manuals, multimedia training aids, etc.) 3.5 training facility, tools, and equipment 3.6 trainers' qualifications 3.7 assessment methods
4. Potential learners	Includes but not limited to: 4.1 existing industry/enterprise employees 4.2 school leavers/OSY 4.3 new entrants to the workforce 4.4 apprentices/trainees 4.5 individuals learning new skills/knowledge 4.6 individuals seeking to upgrade skills/knowledge 4.7 individuals changing careers 4.8 unemployed 4.9 learners who have a disability 4.10 individuals/groups meeting licensing or other regulatory requirements
5. Units of competency	Includes but not limited to: 5.1 Basic competency 5.2 Common competency 5.3 Core competency 5.4 Elective competency
6. Delivery strategies	Includes but not limited to: 6.1 the focus of delivery : 6.1.1 groups of varying sizes 6.1.2 groups from single context/from multiple contexts 6.1.3 groups of similar educational/competency levels/groups with divergent educational/competency backgrounds 6.1.4 on individuals

VARIABLE	RANGE
	<p>Includes but not limited to:</p> <ul style="list-style-type: none"> 6.2 the focus of delivery : <ul style="list-style-type: none"> 6.2.1 groups of varying sizes 6.2.2 groups from single context/from multiple contexts 6.2.3 groups of similar educational/competency levels/groups with divergent educational/competency backgrounds 6.2.4 on individuals 6.3 the context of delivery: <ul style="list-style-type: none"> 6.3.1 in the workplace - work in situation 6.3.2 in a simulated work environments 6.3.3 in the training room/classroom 6.3.4 in specialist environments - e.g. laboratory/ computer room 6.3.5 in a community setting 6.4 the mode of delivery: <ul style="list-style-type: none"> 6.4.1 face-to-face 6.4.2 technology-based electronic/computer-based/online/audiovisual 6.4.3 experiential 6.4.4 distance resource-based 6.4.5 blended 6.5 delivery methods: <ul style="list-style-type: none"> 6.5.1 lock step/learner-paced/mixed 6.5.2 interactive/participative/collaborative 6.5.3 learner-centered 6.5.4 demonstration instruction 6.5.5 presentations 6.5.6 guided facilitation 6.5.7 guided activities/applications/experiences 6.5.8 tutoring 6.5.9 project-based 6.5.10 individual facilitation techniques - coaching/ mentoring 6.5.11 blended delivery methods
7. Assessment methods	<p>Includes but not limited to:</p> <ul style="list-style-type: none"> 7.1 direct observation of real work/real time activities or 7.2 work activities in a simulated work environment 7.3 structured activities (e.g. simulation exercises, projects, demonstration, activity sheets) 7.4 questioning (e.g. computer, oral, written questions) 7.5 portfolios (collections of evidence compiled by the candidate) 7.6 third party feedback
8. Resources	<p>Includes but not limited to:</p> <ul style="list-style-type: none"> 8.1 Training regulation/competency standards 8.2 Job specifications 8.3 DCAUM sheet 8.4 training equipment tools and supplies 8.5 instructional materials
9. Other persons	<p>Includes but not limited to:</p> <ul style="list-style-type: none"> 9.1 Colleagues 9.2 trainers/facilitators 9.3 industry contacts 9.4 vendors 9.5 HR personnel 9.6 marketing personnel 9.7 end users 9.8 subject or technical specialists, including OHS 9.9 language, literacy and numeracy specialists
10. Appropriate personnel	<p>Includes but not limited to:</p> <ul style="list-style-type: none"> 10.1 program manager 10.2 head of department 10.3 senior teacher 10.4 apprenticeship/traineeship supervisor 10.5 training coordinator/manager 10.6 HR manager

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 training regulations appropriate for the course to be developed 1.2 Developed learners profiles and identified potential learners 1.3 Developed course design 1.4 Analyzed and interpreted competency standards and developed curriculum modules/ learning outcomes 1.5 Validated training curriculum with other persons 1.6 Finalized training curriculum and submitted to appropriate personnel
<p>2. Underpinning Knowledge</p>	<ul style="list-style-type: none"> 2.1 Knowledge of Training regulations <ul style="list-style-type: none"> 2.1.1 Competency standards 2.1.2 Training standards 2.2 Knowledge of learning principles: <ul style="list-style-type: none"> 2.2.1 training needs to be learner-centered 2.2.2 adults have a need to be self-directing and decide for themselves what they want to learn 2.2.3 adults have a range of life experience, so connecting learning to experience is meaningful 2.2.4 adults have a need to know why they are learning something 2.3 Knowledge of adult learning theory: <ul style="list-style-type: none"> 2.3.1 behavioral learning theory 2.3.2 cognitive learning theory 2.3.3 information processing theory 2.3.4 andragogy 2.4 Learners profile, learner target group characteristics 2.5 Learning styles that best suit the learner profile/target group: <ul style="list-style-type: none"> 2.5.1 theorist 2.5.2 pragmatist 2.5.3 activist 2.5.4 reflector 2.5.5 kinaesthetic 2.5.6 auditory 2.5.7 visual 2.6 Knowledge of competency –based curriculum development procedures 2.7 Design options for training program design/structure 2.8 Types of different relevant learning resources, learning materials and pre-developed learning activities 2.9 How to develop and document new learning activities and related learning materials 2.10 Different delivery modes and delivery methods for : 2.11 Different assessment methods 2.12 Relevant policies, legal requirements, codes of practice and national standards 2.13 Relevant OHS and other job roles 2.14 Evaluation and feedback methods

3. Underpinning Skills	3.1 Communication skills 3.1.1 negotiation skills 3.1.2 ability to elicit information 3.1.3 questioning skills 3.1.4 listening skills 3.1.5 collaboration skill 3.2 Analysis skills 3.2.1 interpret information about learners' needs from enrolment forms and other documentation 3.2.2 interpret requirements of competency standards and workplaces, including language, literacy and numeracy 3.2.3 develop the learning program content 3.3 Organizational skills 3.4 Time management skills 3.5 Designing training program structure 3.6 Reviewing training program 3.7 Preparation of Reports
4. Resource Implications	The following resources MUST be provided 4.1 Access to stakeholders 4.2 Access to research and training environment 4.3 Access to training regulations/competency standards and other relevant specifications 4.4 Access to appropriate tools and equipment and materials and other resources
5. Methods of Assessment	Competency may be assessed through: 5.1 Demonstration / Observation and with oral questioning 5.2 Portfolio
6. Context for Assessment	Assessment should be conducted in the workplace / simulated area / TESDA Assessment Center

UNIT OF COMPETENCY : DEVELOP LEARNING MATERIALS

UNIT CODE : TVT232309

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude required to develop training materials including print, mock-up/simulator and models. This include research and interpret the learning material requirements, design the learning material and plan the content, develop the learning material content, review learning material prior to implementation, evaluate the design and development process of instructional materials.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> items are elaborated in the Range of Variables
1. Analyze the learning materials requirements	1.1 The brief, focus and type of learning materials is clarified with the client 1.2 The likely target audience/s, their learning needs and the learning environment for the resource are researched 1.3 Characteristics of the learners/end users of the learning resource are identified 1.4 Existing information which may be relevant is gathered, collated and analyzed 1.5 Ethical and legal considerations are identified and acted upon 1.6 A development work plan is written and documented 1.7 Broad time frames, possible costs and logistics of the learning materials are considered
2. Design the learning materials	2.1 A range of design options is generated using a variety of principles and techniques 2.2 Design concepts are established, taking into consideration process, material, quantity, cost and outcome requirement 2.3 Time is taken to reflect on the designs, identifying the implications of each 2.4 The diversity of learners/end users and their learning styles are researched and embedded into the design specifications 2.5 An outline or prototype for the learning resource is developed and confirmed with the client 2.6 Relevant personnel are identified to support the development phase, if needed
3. Develop the content of the learning materials	3.1 Content and content specification is developed in accordance with the agreed design 3.2 The learning materials content is broken into manageable chunks/segments of learning and sequenced according to learning principles and techniques 3.3 Existing learning materials are accessed and modified /customized to suit the learning purposes and audience 3.4 New, relevant and engaging learning activities and related learning materials are developed and documented, based on application of learning principles

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> items are elaborated in the Range of Variables
	3.5 Text is clear, concise, grammatically correct and appropriate for the intended audience/s 3.6 The resource is formatted using an appropriate style guide 3.7 Visuals are relevant, instructive and appropriate for the intended audience/s 3.8 Mechanisms for reviewing work in progress are established 3.9 Modifications are made to the design and/or content, to address changes in project parameters 3.10 Prototype systems and components are developed in accordance with the agreed design 3.11 Mock-up /simulator's plan and specification is developed and confirmed with the client 3.12 Relevant personnel are identified to support the development phase, if needed 3.13 Manual for prototype, model/simulator is developed
4. Review/test learning materials	4.1 Content of the developed materials is checked against content specifications 4.2 Text, format and visual design are checked for clarity and focus 4.3 Relevant personnel are identified and support is sought for the review and validation 4.4 An external review is conducted using appropriate methods, and feedback is incorporated 4.5 Final draft is reviewed against the brief and other relevant criteria prior to delivery to the client
5. Evaluate the design and development process	5.1 The design and development process is reviewed against appropriate evaluation criteria 5.2 Time is taken to reflect and identify areas for improvement 5.3 Identified improvements are documented for future projects

RANGE OF VARIABLES

VARIABLE	RANGE
1. Brief, focus and type of learning materials	Includes but not limited to: 1.1 Client proposal 1.2 Identified gap in training 1.3 A tender 1.4 An organizational needs
2. Likely target audience/s and learning environment	Includes but not limited to: 2.1 Who the learning material is for 2.2 What the learning materials is designed to do 2.3 How the learning materials will be used 2.4 Where the learning materials will be used 2.5 Possible mediums to be used 2.6 Disinfecting tools and equipment
3. Research	May include: 3.1 Interview 3.2 Focus groups 3.3 Informal discussion 3.4 Literature reviews 3.5 Internet research 3.6 Evaluation of existing products 3.7 Questionnaires 3.8 Workshops
4. Characteristics of the learners/end users	Includes but not limited to: 4.1 Level of prior experience/ knowledge of content area 4.2 Skill/competency profile 4.3 Range and response to previous learning experiences 4.4 Level of education 4.5 Socio-economic background, age, gender 4.6 Current work 4.7 Work culture 4.8 Cultural and ethnic background 4.9 Disability or learning support needs 4.10 Prepared learning style 4.11 Motivation for learning
5. Existing information	May include: 5.1 Industry/users needs 5.2 Industry best practice and culture 5.3 Existing learning materials 5.4 Relevant training regulation/competency standards 5.5 Relevant courses, curriculum, modules 5.6 Workplace procedures, documentation, and requirements 5.7 Industry coverage 5.8 Roles and responsibilities of groups and individuals 5.9 Information from industry experts and advisers

VARIABLE	RANGE
6. Ethical and legal considerations	May include: 6.1 Contract preparation 6.2 Meeting contact requirements 6.3 Intellectual property 6.4 Regulatory requirements including occupational health and safety (OHS) 6.5 Organizational requirements 6.6 Equity issues and needs 6.7 Potential legal consequences of false, misleading or incorrect information
7. Development work plan	May include: 7.1 Timelines and milestones to be achieved 7.2 Scheduled meetings and focus group 7.3 Consultative process 7.4 Handover requirements 7.5 Equipment, learning resources, and learning materials needed 7.6 Industry information/practices 7.7 Budget 7.8 Identification of risk/risk management strategies 7.9 Organization/industrial policies 7.10 Access to experts/advisers
8. Design options	8.1 use and extent of practical activity-based content and passive content (reading, interpreting and absorbing information) 8.2 use and extent of text-based information and graphical information 8.3 level of depth of text-based information and sophistication of language 8.4 options for presenting text-based information e.g. straight text, question and answer, case studies 8.5 Visual design 8.6 Sequencing material 8.7 Sources for further information/further reading 8.8 Style guides 8.9 Visual look
9. Learning style	May include: 9.1 Theoretical 9.2 Pragmatic 9.3 Active 9.4 Reflective 9.5 Kinaesthetic 9.6 Auditory 9.7 visual
10. Outline or prototype	May include: 10.1 Framework 10.2 Format specifications 10.3 Mock-up 10.4 Model/simulator

VARIABLE	RANGE
11. Relevant personnel	11.1 Subject matter/technical experts 11.2 Industry experts 11.3 Colleagues 11.4 Learners or users 11.5 Industry stakeholders 11.6 Specialist consultants, e.g. language, literacy and numeracy specialists
12. Learning materials	May include : 12.1 Print Learning package 12.1.1 learner/user guides 12.1.2 trainer/facilitator guides 12.1.3 training guides 12.1.4 example training programs 12.1.5 specific case studies 12.1.6 professional development materials 12.1.7 assessment materials 12.2 Other published, commercially available support materials for Training Packages/courses 12.3 organizational learning resources 12.4 references and texts 12.5 manuals 12.6 record/log books
13. Mechanism	May include: 13.1 Verbal or written communication with relevant personnel 13.2 Verbal or written communication with content experts 13.3 Project updates 13.4 Internal/external reviews of drafts
14. Methods, and feedback	May include: 14.1 evaluation by experts 14.2 pilot 14.3 focus groups 14.4 Questionnaires 14.5 Checklists 14.6 Workshops 14.7 telephone interview
15. Evaluation criteria	May include: 15.1 meeting the brief 15.2 satisfaction of the client 15.3 timeliness 15.4 cost 15.5 design issues/modifications required 15.6 blockages and responses 15.7 team effectiveness/cohesion 15.8 level of expertise required/available

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 Analyzed leaning materials requirements 1.2 Designed and planned learning materials contents 1.3 Developed learning materials contents and prototype 1.4 Reviewed and finalized learning materials 1.5 Evaluated design and development process
<p>2 Underpinning Knowledge</p>	<ul style="list-style-type: none"> 2.1 Sound knowledge of the vocational education and training system: <ul style="list-style-type: none"> 2.1.1 relevant terminology 2.1.2 training and assessment processes 2.1.3 Training regulation and competency standards 2.1.4 Philippine TVET Qualification Framework (PTQF) requirements 2.2 Instructional design : <ul style="list-style-type: none"> 2.2.1 planning, analysis, development, synthesis, evaluation 2.2.2 presenting material in a logical order and sequence 2.2.3 opportunities for collaborative learning between learners 2.2.4 navigation tools 2.2.5 presenting material in order of increasing difficulty 2.2.6 opportunities for review of material and repetition 2.2.7 the need for learner activity and interactivity 2.2.8 inclusion of a variety of approaches and techniques for presenting information and activities and for encouraging participation by learning 2.2.9 structure of the information 2.2.10 ensure learning is embedded in a realistic and relevant context 2.2.11 techniques to engage the learner in learning 2.3 Visual design principles/techniques: <ul style="list-style-type: none"> 2.3.1 format 2.3.2 composition 2.3.3 balance 2.3.4 typography 2.3.5 images/graphics charts/diagrams 2.4 Research and evaluation techniques: <ul style="list-style-type: none"> 2.4.1 interviews 2.4.2 focus groups 2.4.3 workshops 2.4.4 questionnaires 2.4.5 literature reviews 2.4.6 web research 2.4.7 pilot processes

	<p>2.5 General knowledge of the main branches of learning theory:</p> <p>2.5.1 behavioural learning theory</p> <p>2.5.2 information processing theory</p> <p>2.5.3 cognitive learning theory</p> <p>2.5.4 andragogy</p> <p>2.5.5 vocational education and training pedagogy</p> <p>2.6 Learning principles:</p> <p>2.6.1 adults are autonomous and self-directed</p> <p>2.6.2 adults have life experience to draw on</p> <p>2.6.3 adults are goal-oriented</p> <p>2.6.4 adults need relevance</p> <p>2.6.5 adults are practical</p> <p>2.6.6 adults need to be shown respect</p> <p>2.7 Cultural awareness</p> <p>2.8 A range of learning approaches and styles of learning resources</p> <p>2.9 Different learning styles,:</p> <p>2.9.1 activist</p> <p>2.9.2 reflector</p> <p>2.9.3 theorist</p> <p>2.9.4 pragmatist</p> <p>2.9.5 kinaesthetic</p> <p>2.9.6 auditory</p> <p>2.9.7 visual</p> <p>2.10 Relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:</p> <p>2.10.1 Copyright and privacy laws relating to electronic technology</p> <p>2.10.2 security of information</p> <p>2.10.3 plagiarism</p> <p>2.10.4 competency standards</p> <p>2.10.5 licensing</p> <p>2.10.6 industry/workplace requirements</p> <p>2.10.7 duty of care under common law</p> <p>2.10.8 anti-discrimination including equal opportunity, racial vilification and disability discrimination</p> <p>2.10.9 workplace relations</p> <p>2.10.10 industrial awards/enterprise agreements</p> <p>2.11 Relevant OHS knowledge relating to the work role, and OHS procedures which need to be included in the content of the learning resource</p> <p>2.12 OHS obligations of the training and/or assessment organization, the trainer/facilitator and learner</p>
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3. Underpinning Skills	<p>3.1 Review and analysis skills to:</p> <p>3.1.1 identify areas for improvement</p> <p>3.1.2 recognize personal limitations</p> <p>3.2 Communication and interpersonal skills to:</p> <p>3.2.1 collaborate with a range of people</p> <p>3.2.2 seek feedback from others</p> <p>3.2.3 be open to feedback and suggestions</p> <p>3.2.4 maintain a network</p> <p>3.2.5 listen</p> <p>3.2.6 negotiate</p> <p>3.3 Computer/technical skills, for example:</p> <p>3.3.1 using a range of software programs</p> <p>3.3.2 using a range of office equipment</p> <p>3.4 Literacy/writing skills, including:</p> <p>3.4.1 writing from the learner's perspective</p> <p>3.4.2 writing for different audiences</p> <p>3.4.3 using plain English and correct grammar</p> <p>3.4.4 pitching writing to the appropriate level</p> <p>3.4.5 using an appropriate style</p> <p>3.4.6 having an eye for detail</p> <p>3.5 Time management skills, including keeping to appropriate timelines</p> <p>3.6 Analytical skills to:</p> <p>3.6.1 identify critical learning points</p> <p>3.6.2 structure and weight the contents appropriately</p> <p>3.6.3 determine appropriateness of feedback</p> <p>3.7 Ability to develop a range of learning activities</p> <p>3.8 Research skills to:</p> <p>3.8.1 find content and relevant information</p> <p>3.8.2 interview relevant people</p> <p>3.8.3 solve problems</p> <p>3.8.4 ask questions</p>
4. Resource Implications	<p>The following resources MUST be provided:</p> <p>4.1 Access to learning environment</p> <p>4.2 Access to appropriate tools and equipment and materials</p> <p>4.3 Research for content of learning materials</p> <p>4.4 Access to experts for review and consultation</p>
5. Methods of Assessment	<p>Competency may be assessed through:</p> <p>5.1 Demonstration / Observation and with oral questioning</p> <p>5.2 Portfolio</p>
6. Context for Assessment	<p>Assessment should be conducted in the workplace/ simulated area / TESDA Assessment Center</p>

UNIT OF COMPETENCY : DEVELOP COMPETENCY ASSESSMENT TOOLS

UNIT CODE : TVT232310

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes in developing assessment tools. It details the requirements for determining evidence requirements, selecting appropriate assessment methods, preparing assessment tools, and validating assessment tools in accordance with the relevant Assessment Guidelines.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables
1. Establish evidence requirements	1.1 Competency standards are identified which describe the work activities to be assessed. 1.2 Relevant unit(s) of competency are read and interpreted to identify the required evidence . 1.3 Evidence requirements are identified which show full coverage and consistent performance of the relevant work activities.
2. Establish suitable assessment methods	2.1 Suitable assessment methods are identified that are consistent with the evidence requirements and the advice provided in the Evidence Guide and relevant Assessment Guidelines. 2.2 Assessment methods are selected which are appropriate for the competency being assessed, and in line with the purpose and assessment context .
3. Prepare assessment tools	3.1 Assessment tools are prepared in accordance with the advice provided in the relevant Assessment Guidelines. 3.2 Clear and concise written instructions and materials are prepared for the assessor and the candidate which accurately describe the assessment activity. 3.3 Assessment tools are checked for validity, fairness, safety and cost effectiveness.
4. Validate assessment tools	4.1 Draft assessment tools are checked against evaluation criteria and amended, when necessary 4.2 Assessment tools are pilot tested with a small sample of assessors and industry practitioners. 4.3 Information gathered through the validation are analyzed to establish any changes that maybe required. 4.4 Assessment tools are finalized incorporating suggested changes as appropriate.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Required evidence	Includes but not limited to: <ul style="list-style-type: none"> 1.1 Direct evidence <ul style="list-style-type: none"> 1.1.1 Actual demonstration 1.1.2 Actual product 1.2 Indirect evidence <ul style="list-style-type: none"> 1.2.1 Video presentation 1.2.2 Photographs
2. Assessment Methods	Includes but not limited to: <ul style="list-style-type: none"> 2.1 Written Test 2.2 Interview 2.3 Portfolio 2.4 Observation/Demonstration
3. Purpose and Context of assessment	Assessment is carried out in order to: <ul style="list-style-type: none"> 3.1 Certify that an individual has achieved competency 3.2 Recruit and select trainees for a job 3.3 Monitor individual performance at work 3.4 Determine training needs 3.5 Conduct skills audit 3.6 Recognize prior learning 3.7 Classify a person against industry or enterprise standards 3.8 Provide feedback on progress during training
4. Evaluation criteria	May include: <ul style="list-style-type: none"> 4.1 effectiveness and relevance to the competency standards 4.2 whether the assessment tool meets the principles of assessment 4.3 whether the assessment tool meets the rules of evidence 4.4 whether the assessment tool is appropriate to selected assessment methods 4.5 whether the assessment tool is appropriate to the target group/assessment context 4.6 whether the assessment tool provides guidance on reasonable adjustments 4.7 whether the assessment tool enables the candidate to demonstrate current competency 4.8 level of engagement and direct participation of candidates 4.9 appropriateness of language and literacy used for intended audience

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 required evidence. 1.2 Identified assessment methods. 1.3 Developed assessment tools. 1.4 Updated evidence requirements, assessment method and tools. 1.5 Promulgated and deployed assessment tools according to approved guidelines.
<p>2. Underpinning Knowledge</p>	<ul style="list-style-type: none"> 2.1 how to interpret competency standards, including components of competency and dimensions of competency 2.2 Knowledge on the types of evidence and rules of evidence. 2.3 Knowledge on the competency to be assessed. 2.4 Knowledge on the range of assessment purposes and contexts and the implications of these for the person being assessed. 2.5 Knowledge of different types of assessment methods, their suitability for gathering various types of evidence. 2.6 Principle of reasonable adjustment 2.7 Knowledge on the different types of assessment tools 2.8 Knowledge on any legal or ethical responsibilities associated with the assessment system and assessment procedures such as licensing requirements, equal employment opportunity, disability discrimination and occupational health and safety. 2.9 Knowledge of validation process.
<p>3. Underpinning Skills</p>	<ul style="list-style-type: none"> 3.1 Communication skills 3.2 Technical writing 3.3 Ability to design assessment tools/method 3.4 Ability to conduct validation
<p>4. Resource Implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Access to assessment tools to be customized to suit needs of a particular audience or context.
<p>5. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Practical exercise involving design of assessment tools. 5.2 Interview
<p>6. Context of Assessment</p>	<ul style="list-style-type: none"> 6.1 On-the-Job 6.2 Simulated workplace

UNIT OF COMPETENCY : DESIGN AND DEVELOP MAINTENANCE SYSTEMS

UNIT CODE : TVT232311

UNIT DESCRIPTOR : This unit covers the skills and attitudes required to design and develop maintenance system applicable to diverse training facilities. it include verifying maintenance requirements, researching and planning for facility and equipment maintenance, establishing of maintenance systems, developing maintenance procedure, researches and plan facility and equipment maintenance, and establish systems for audit and review of the systems and equipment.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables
1. Verify maintenance requirements	1.1 Applicable <i>Occupational Health and Safety (OHS), legislative and organizational requirements</i> relevant to organizing maintenance programs are identified and complied with 1.2 <i>Facility and Equipment</i> specifications, service requirements and workplace procedures are checked for recommended <i>maintenance</i> intervals and processes 1.3 Special requirements for maintenance are separated from routine /day-to- day maintenance schedules 1.4 Comparisons with previous maintenance, intended equipment use, training requirements and standard operating procedures are made 1.5 An outline <i>plan</i> for maintenance and a related work <i>schedule</i> are specified and developed 1.6 <i>Communication</i> with others is established and maintained in accordance with OHS requirements
2. Research and plan for facility and equipment maintenance	2.1 Work requirements are identified and clarified /confirmed with appropriate parties or by site inspection 2.2 <i>Relevant codes and standards,</i> are identified and monitored throughout the work procedure 2.3 <i>Resources and service providers</i> Identified, obtained and inspected in compliance with work plan and job specifications 2.4 Relevant plans, drawings and text are selected and interpreted in accordance with the work plan 2.5 Plan maintenance in detail including sequencing, prioritizing and considerations made where appropriate for the maintenance of safety, security and capacity in accordance with system/site/organization requirements and reference information 2.6 Resolve coordination requirements, including requests for isolations where appropriate, with others involved, affected or required by the work 2.7 Potential hazards are identified and prevention and/or control measures are selected 2.8 Equipment and facility maintenance history, condition monitoring information, recent modifications and existing status are addressed in defining work scope 2.9 Costing of work is prepared and impact on budget assessed.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables
3. Establish maintenance systems	3.1 Compliance documentation relevant to facilities and equipment maintenance management systems are accessed, interpreted 3.2 Maintenance strategy for facility and equipment are developed according to organization requirements 3.3 Establish systems to ensure that the condition and performance of equipment and facilities are regularly reported and discussed within the organization 3.4 Areas /items prone to defects, demonstrating frailty, or scheduled for regular maintenance, are identified ,and information used to develop a long-term maintenance plan 3.5 Individuals in the organization responsible for performing regular or scheduled maintenance duties is informed of the details of the plan 3.6 Data to be included in the reports on repair work are identified 3.7 Schedules and staff rosters are checked to verify time when the maintenance process may be scheduled including optimum training for shut- down 3.8 Detailed work plans are developed to accord with training schedules, availability of expertise and scheduling of resource availability
4. Complete maintenance procedures	4.1 Maintenance work schedule is completed following the work plan 4.2 Systems and procedures are established, to satisfy identified maintenance requirements 4.3 Appropriate readings, measurements and recordings are made and compared to equipment, product and other relevant specifications 4.4 Areas requiring further testing are identified and complied with and appropriate procedures for testing recommended to appropriate personnel 4.5 Adjustments to the work schedule and plan are made based on experience and documentation completed 4.6 Maintenance records and reports are completed and forwarded to appropriate personnel
5. Establish procedures for review of maintenance systems	5.1 Procedures to evaluate and confirm system/equipment are established in compliance with organizational requirements 5.2 procedures to confirm the currency of and compliance with facility and equipment maintenance and safety standards are established 5.3 System of recording and reporting facility and equipment information is established 5.4 Procedures is established incorporating feedback of the review system 5.5 Establish procedures for response to instances of non-compliance or other discrepancies/deficiencies revealed by a review

RANGE OF VARIABLES

VARIABLE	RANGE
1. Occupational Health and Safety (OHS)	Includes but not limited to: <ul style="list-style-type: none"> 1.1 the use of personal protective equipment and clothing 1.2 safety equipment 1.3 first aid equipment 1.4 fire fighting equipment 1.5 hazard and risk control 1.6 elimination of hazardous materials and substances 1.7 manual handling including shifting, lifting and carrying
2. Legislative	Includes but not limited to: <ul style="list-style-type: none"> 2.1 OHS 2.2 the environment 2.3 relevant industry codes of practice 2.4 outsourcing agreement
3. organizational requirements	<ul style="list-style-type: none"> 3.1 organizational policies 3.2 role and responsibilities 3.3 quality assurance 3.4 recording and reporting 3.5 equipment use and storage 3.6 recycling and re-use guidelines 3.7 ethical standards 3.8 access and equity 3.9 waste disposal guidelines
4. Facilities	Includes but not limited to: <ul style="list-style-type: none"> 4.1 Electrical system 4.2 Ventilation system 4.3 Water system 4.4 Workshops 4.5 Fixtures 4.6 Infrastructure 4.7 Laboratory 4.8 Workstations
5. Equipment	Includes but not limited to: <ul style="list-style-type: none"> 5.1 large items of equipment 5.2 small items of equipment 5.3 simple equipment 5.4 complex equipment 5.5 equipment with significant health and safety implications

VARIABLE	RANGE
6. Maintenance	Includes but not limited to: 6.1 major cleaning procedures of work areas 6.2 facility inspection and repairs 6.2.1 lighting 6.2.2 ventilation 6.2.3 plumbing 6.3 repair of equipment and tools
7. Plan	Includes but not limited to: 7.1 Sequence, use of consumables and labor requirements 7.2 Budgetary requirements 7.3 Outsourcing scheme
8. Schedule	May include: 8.1 work schedules for personnel, 8.2 scheduling of processing work 8.2.1 days 8.2.2 times 8.2.3 frequency 8.3 scheduling of equipment and facility down time
9. Communication	9.1 verbal and written 9.2 constructive feedback, 9.3 active listening, questioning to clarify and confirm understanding, 9.4 reporting
10. Relevant codes and standards	Includes but not limited to: 10.1 Occupational Health and Safety (OH&S) standards 10.2 codes of practice 10.3 fire codes 10.4 electrical codes 10.5 manufacturers' specifications 10.6 environmental requirements 10.7 institutional procedures
11. Resources	Includes but not limited to: 11.1 all service providers 11.2 staffing 11.3 materials 11.4 equipment 11.5 tools 11.6 finances

VARIABLE	RANGE
12. Service providers	Includes but not limited to: 12.1 internal staff 12.2 external specialists 12.3 maintenance contractors 12.4 consultant firms
13. Documentation	Includes but not limited to: 13.1 job cards 13.2 check sheets 13.3 safety rule procedures 13.4 drawings 13.5 Quality Assurance documentation 13.6 maintenance procedures and outage reports
14. Systems	Includes but not limited to: 14.1 a plan allocating of personnel 14.2 reporting and recording 14.3 routine and non-routine maintenance of the components of a facility, including 14.3.1 electrical 14.3.2 ventilation 14.3.3 plumbing 14.3.4 equipment 14.3.5 fixtures and fittings 14.3.6 grounds
15. Data	Includes but not limited to: 15.1 date 15.2 time 15.3 nature of faults/repair 15.4 repairs carried out
16. Reports	Includes but not limited to: 16.1 equipment type, and size, 16.2 inspection, quality outcomes, 16.3 hazards, incidents or malfunctions 16.4 manual reporting 16.5 computer-based system or another appropriate organizational communication system

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Verified maintenance requirements with appropriate personnel of the organization 1.2 Researched and planned maintenance activities for facilities and equipment 1.3 Interpreted documentation relevant to facilities and equipment maintenance management 1.4 Established maintenance systems according to organization needs 1.5 Established maintenance procedures including recoding and reporting 1.6 Established procedures for review of maintenance system
2. Underpinning Knowledge	<ul style="list-style-type: none"> 2.1 applicable legislative, regulatory or certification requirements and codes of practice relevant to 2.2 organizing enterprise maintenance programs 2.3 organizational and site standards, requirements, policies and procedures for organizing maintenance programs 2.4 principles of cultural diversity and access and equity 2.5 environmental protection requirements 2.6 established communication channels and protocols 2.7 problem identification and resolution 2.8 types of tools and equipment and procedures for their safe use, operation and maintenance 2.9 material, consumable and labor costs 2.10 maintenance procedures and methodologies 2.11 enterprise work schedules 2.12 procedures for the recording, reporting and maintenance of workplace records and information 2.13 appropriate mathematical procedures for estimation and measurement
3. Underpinning Skills	<ul style="list-style-type: none"> 3.1 comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for organizing enterprise maintenance programs 3.2 use and maintain relevant tools, machinery and equipment 3.3 identify problems and equipment faults and demonstrate appropriate response procedures 3.4 use appropriate communication and interpersonal techniques with colleagues and others 3.5 accurately record and maintain information relating to organizing enterprise maintenance programs 3.6 efficiently and safely organize enterprise maintenance programs 3.7 use and maintain relevant tools, machinery and equipment 3.8 identify problems and equipment faults and demonstrate appropriate response procedures
4. Resource Implications	<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 research and other resources
5. Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Demonstration / Observation and with oral questioning 5.2 Portfolio
6. Context for Assessment	<p>Assessment should be conducted in the workplace / simulated area / TESDA Assessment Center</p>

UNIT OF COMPETENCY : DEVELOP LEARNING MATERIALS FOR E-LEARNING

UNIT CODE : TVT232312

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude required to develop E-learning resources to support e-based learning mode. Specifically it covers planning, development and testing of digitally formatted learning materials.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables
1. Plan for the development of digitally formatted learning resources	1.1 Learning resources specifications are established in line with target user requirements and intended delivery mode 1.2 Instructional design are prepared in accordance with the content and established specifications 1.3 Work plan are prepared in line with the expected output and target deadline. 1.4 Mock-up are prepared in line with instructional design
2. Develop digitally formatted resources	2.1 Media elements are prepared in line with instructional design and learning resource specifications. 2.2 Authoring of learning resources is performed in line with the intended delivery mode and established learning resource I specification. 2.3 Technical and/or content issues that may result to deviations of actual resources from instructional design are discussed with concerned personnel in line with establishment policy. 2.4 Utilization guide are developed in line with learning resources features and design.
3. Test digitally formatted learning resources	3.1 Test criteria and instruments are developed in line with learning material specification. 3.2 Test sites and reviewers are identified in line with established target users 3.3 Testing of learning resources are undertaken in line with work plan 3.4 Feedback and suggestions are addressed in line with approved work plan and development cycle.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Learning resources specification	May include but not limited to: 1.1 Quality of media elements 1.2 File size 1.3 Packaging requirements
2. Delivery mode	May include but not limited to: 2.1 Online learning 2.2 Offline (CD-based) learning
3. Instructional design	May include: 3.1 Storyboard 3.2 Script
4. Work plan	May include, but not limited to: 4.1 Schedule of deliverable 4.2 Schedule of activities
5. Media elements	May include but not limited to: 5.1 Text 5.2 Picture and illustration 5.3 Movie 5.4 Animation

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 for the development of electronic learning resources 1.2 Developed digital format learning resources 1.3 Conducted testing of digital format learning resources
<p>2. Underpinning Knowledge</p>	<ul style="list-style-type: none"> 2.1 I.T. Principles (i.e. internet technology, www) 2.2 Principles of learning using internet technology 2.3 Project management 2.4 Instructional designing for eLearning 2.5 Learners behaviour and characteristics in e-learning environment 2.6 Principles of research
<p>3. Underpinning Skills</p>	<ul style="list-style-type: none"> 3.1 Instructional designing 3.2 Photo editing 3.3 Illustrating digital image and objects 3.4 Video editing 3.5 Audio editing 3.6 Authoring 3.7 Facilitation skills
<p>4. Resource Implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Computer for multimedia editing 4.2 Internet access 4.3 e-Learning Tools (i.e. photo editing software, video editing software) 4.4 Access to experts for review and consultation
<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>

ELECTIVE COMPETENCY

UNIT TITLE : **FACILITATE DEVELOPMENT OF COMPETENCY STANDARDS**

UNIT CODE : **TVT232313**

UNIT DESCRIPTOR : This unit covers the outcomes required to facilitate the development of competency standards for particular work functions, work processes, work roles and work-related vocational outcomes.

ELEMENT	PERFORMANCE CRITERIA
1. Prepare workshop materials and venue	<p>1.1 Venue, food, supplies and materials are coordinated in accordance with standard office procedures.</p> <p>1.2 Documents/Records are prepared in accordance with standard format.</p> <p>1.3 Handouts and presentation materials are prepared based on need/backgrounds of expert-panel members.</p> <p>1.4 Expert panel is identified and organized following established procedures.</p>
2. Draft competency standards	<p>2.1 Experts are oriented on the process and methods of developing competency standards based on established procedures.</p> <p>2.2 Where applicable, functional analysis is performed in accordance with accepted procedures.</p> <p>2.3 In case of lack of or unavailability of experts, review of literature and adaptation of existing/comparable competency standards are carried out in consultation with industry partners.</p> <p>2.4 The identified unit/s of competency is/are developed in accordance with competency standards requirements and process.</p> <p>2.5 Competency standards are drafted in accordance with expert/working committee recommendations.</p> <p>2.6 Draft competency standards are packaged/ presented in accordance with approved format.</p>
3. Finalize competency standards	<p>3.1 Respondents in the validation are identified/ targeted to ensure participation of broad range of stakeholders.</p> <p>3.2 Draft competency standards are validated with a representative group of industry experts/stakeholders.</p> <p>3.3 Validation results are documented and analyzed using criteria and a judgment is made to modify, amend or maintain draft.</p> <p>3.4 Validated competency standards are checked to ensure the revised/finalized standards meets relevant requirements.</p> <p>3.5 Competency standards are finalized in accordance with validation recommendations.</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Venue, supplies and materials	May include but not be limited to: <ul style="list-style-type: none"> 1.1 Function room <ul style="list-style-type: none"> 1.1.1 Sound system 1.1.2 Projector 1.1.3 Computers/ Laptop 1.1.4 Tables and chairs 1.2 Supplies and materials <ul style="list-style-type: none"> 1.2.1 Bond paper 1.2.2 Pen/pencil 1.2.3 Board marker 1.2.4 White board 1.2.5 Brown envelope
2. Documents/records	<ul style="list-style-type: none"> 2.1 Attendance sheet 2.2 Experts' nomination form 2.3 Appointment of experts
3. Handouts	May include but not be limited to: <ul style="list-style-type: none"> 3.1 Paper-based handouts 3.2 Slide presentations 3.3 Sample unit/s of competency
4. Established procedures for expert panels	<ul style="list-style-type: none"> 4.1 Request nominations from industry associations/partners expert-panel members 4.2 Nominees fill out nomination forms 4.3 Convene expert panel into series of writeshop-meetings to draft the competency standards 4.4 Validate and finalize the competency standards with expert panel
5. Criteria	<ul style="list-style-type: none"> 5.1 Relevance of the feedback 5.2 Appropriateness of the feedback 5.3 Whether feedback adds value or meaning 5.4 Whether feedback adds new content 5.5 Whether feedback adds to quality of draft
6. Requirements	May include: <ul style="list-style-type: none"> 6.1 Guidelines of relevant body 6.2 Industry needs 6.3 Client requirements

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate --</p> <ul style="list-style-type: none"> 1.1 Prepared workshop materials and venue 1.2 Facilitated competency standards writeshop and validation 1.3 Finalized competency standards
2. Underpinning knowledge and attitude	<ul style="list-style-type: none"> 2.1 Guidelines for developing competency standards 2.2 The technical and vocational education and training (TVET) environment 2.3 Policies, legislation, codes of practice and national standards relevant to TVET
3. Underpinning Skills	<ul style="list-style-type: none"> 3.1 Presentation skills 3.2 Communication skills 3.3 Facilitation skills 3.4 Analysis skills 3.5 Thinking skills
4. Resource Implications	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Access to panel of experts 4.2 Venue 4.3 Supplies and materials 4.4 Handouts
5. Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Interview 5.2 Demonstration with oral questioning 5.3 Written exam/case problems
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 training programs for TRAINERS METHODOLOGY (TM) LEVEL II.

3.1 CURRICULUM DESIGN

Courses on Training Design and Development – Trainers Methodology (TM) Level II

Description:

This course is designed to enhance the knowledge, skills, positive attitude and work values in accordance with the prevailing standards in the Technical -Vocational Education and Training (TVET) sector. This encompasses competencies required of a Level II Technical – Vocational Trainer to develop training program designs, curricula, learning materials for both traditional and E-learning programs, assessment tools, maintenance systems, and to analyze training needs of particular clients or institutions.

To obtain this, all units of competency prescribed for this qualification must be achieved. The elective unit – Facilitate development of competency standards may or may not be bundled in the full course.

TVET providers offering the TM Level II may choose to offer modular courses for each of the core competencies.

CORE COMPETENCIES

Course Title: CONDUCTING TRAINING NEEDS ANALYSIS

Suggested Nominal Duration: 40 Hours

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Conduct training needs analysis	1.1 Develop instruments for TNA 1.2 Administer TNA instrument 1.3 Analyze TNA results	<ul style="list-style-type: none"> • Lecture/ discussion • Self-paced instructions • Practical exercises 	<ul style="list-style-type: none"> • Written oral questioning • Written test • Third party report • Portfolio • Work sample

Course Title: DEVELOPING TRAINING CURRICULUM

Suggested Nominal Duration: 40 Hours

2. Develop training curriculum	2.1 Establish training need requirements 2.2 Develop competency–based curriculum 2.3 Finalize training curriculum	<ul style="list-style-type: none"> • Group discussion • Simulation • Lecture • Self –pace instruction • Blended delivery methods 	<ul style="list-style-type: none"> • Written test • Demonstration /questioning • Portfolio
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Course Title: DEVELOPING LEARNING MATERIALS

Suggested Nominal Duration: 120 Hours

3. Develop learning materials	3.1 Analyze the learning materials requirements 3.2 Design the learning materials 3.3 Develop the content of the learning materials 3.4 Review and validate the learning materials 3.5 Evaluate the design and development process	<ul style="list-style-type: none"> • Lecture/ discussion • Demonstration/a pplication • Oral presentation 	<ul style="list-style-type: none"> • Oral questioning • Written examination • Demonstration (Projects)
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Course Title: DEVELOPING COMPETENCY ASSESSMENT TOOLS

Suggested Nominal Duration: 40 Hours

4. Develop competency assessment tools	4.1 Establish Evidence Requirements 4.2 Establish suitable Assessment Methods 4.3 Prepare Assessment Tools 4.4 Validate Assessment Tools	<ul style="list-style-type: none"> • Lecture/ discussion • Self-paced instructions • Practical exercises 	<ul style="list-style-type: none"> • Lecture/ discussion • Self-paced instructions • Practical exercises
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Course Title: DEVELOPING LEARNING MATERIALS FOR E-LEARNING
Suggested Nominal Duration: 120 Hours

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
5. Develop learning materials for E-learning	5.1 Plan for the development of digitally formatted learning resources 5.2 Develop digitally formatted resources 5.3 Test digitally formatted learning resources	<ul style="list-style-type: none"> • Group discussion • Simulation • Lecture • Self –pace instruction 	<ul style="list-style-type: none"> • Demonstration • Oral Questioning • Written examination • Evaluation of work sample

Course Title: DESIGN AND DEVELOP MAINTENANCE SYSTEM
Suggested Nominal Duration: 40 Hours

6. Design and develop maintenance system	6.1 Verify maintenance requirements 6.2 Research and plan for facility and equipment maintenance 6.3 Establish maintenance systems 6.4 Complete maintenance procedures 6.5 Establish procedures for review of maintenance systems	<ul style="list-style-type: none"> • Focused group discussion • Brain storming • Peer teaching • Role playing 	<ul style="list-style-type: none"> • Written test • Demonstration /questioning • Portfolio
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ELECTIVE COMPETENCY

Note : This unit of competency which the training provider ay or may not offer.

Suggested Nominal Duration: 40 Hours

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Facilitate development of competency standards:	1.1 Prepare workshop materials and venue 1.2 Facilitate competency standards development 1.3 Finalize competency standards	<ul style="list-style-type: none"> • Lecture/ discussion • Self-paced instructions • Practical exercises 	<ul style="list-style-type: none"> • Interview • Oral questioning • Demonstration

BASIC COMPETENCIES

Suggested Nominal Duration: 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
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 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 Observe proper conduct in dealing with learners and parents	<ul style="list-style-type: none"> • Lecture-discussion • Role-playing/simulation • Case studies 	<ul style="list-style-type: none"> • Demonstration • Demonstration with oral questioning • Interview • Written test • Third-party report

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
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 Perform 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
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 and evaluate training cost components and benefits 11.2 Monitor conduct and results of training 11.3 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

3.2 TRAINEE ENTRY REQUIREMENTS

Candidate/trainee must reach/possess any of the following qualification:

- BS Graduate or equivalent
- Certified at the same or higher NC Level in the qualification that will be handled (for technical trainers)
- Trainers Methodology Certificate (TMC) I in Trainers Methodology Level I (Trainer/Assessor)

3.3 LIST OF TOOLS, EQUIPMENT AND MATERIALS

TRAINERS METHODOLOGY LEVEL II

Recommended list of tools and materials per trainee for TM II

TOOLS		EQUIPMENT		MATERIALS	
QTY	DESCRIPTION	QTY	DESCRIPTION	QTY	DESCRIPTION
			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

3.4 TRAINING FACILITIES

TRAINERS METHODOLOGY LEVEL II

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.

3.5 TRAINER'S QUALIFICATIONS – Course on Training Design and Development

- 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 or training/experience 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

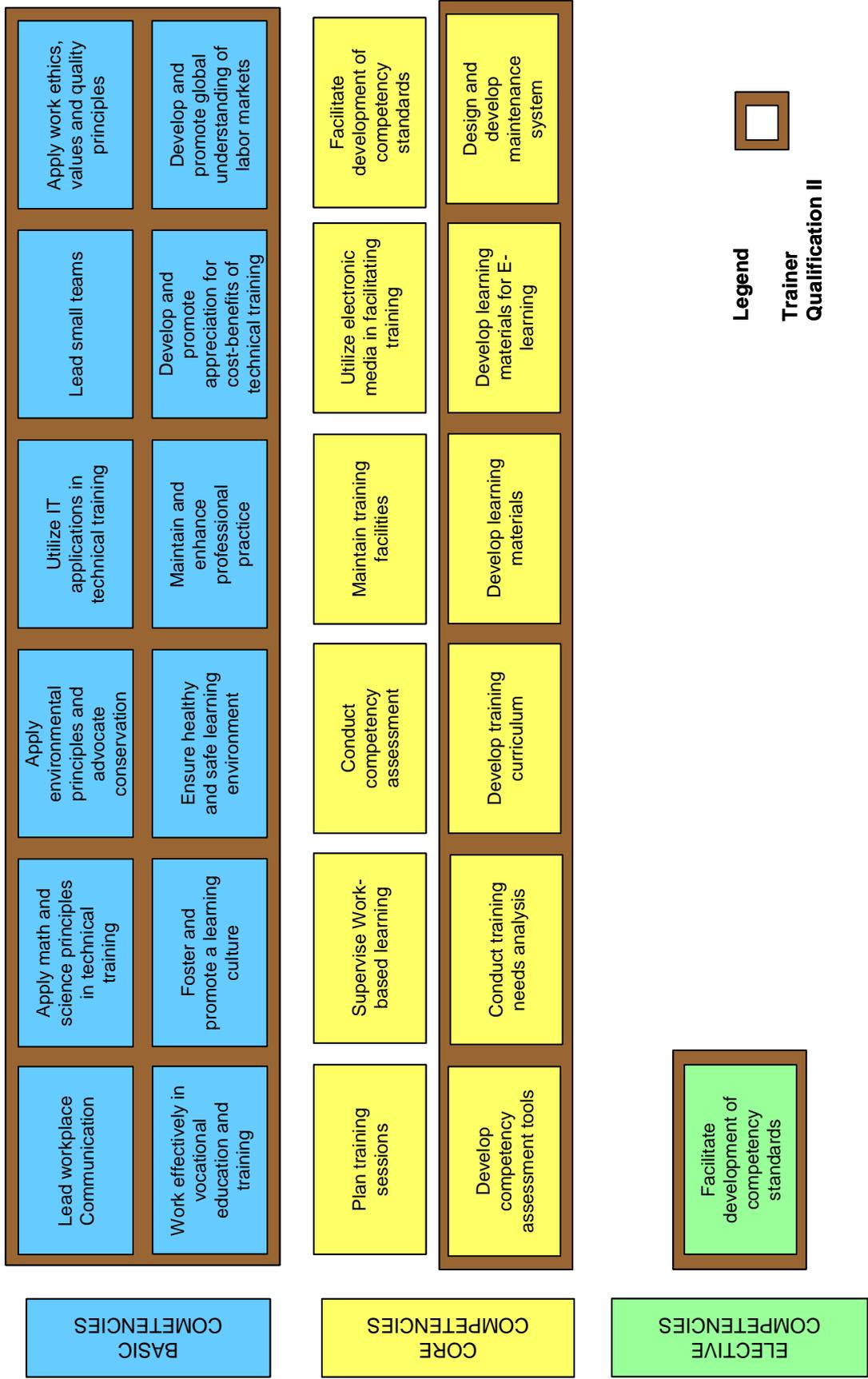
3.6 INSTITUTIONAL ASSESSMENT

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 II, 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 units of competency –
 - 4.2.1 Conduct training-needs analysis
 - 4.2.2 Develop training curriculum
 - 4.2.3 Develop learning materials
 - 4.2.4 Develop E-learning materials
 - 4.2.5 Develop assessment tools
 - 4.2.6 Design and develop maintenance system for training facilities
 - 4.2.7 *Facilitate development of competency standards – Elective unit*
- 4.3 Upon accumulation and submission of the above six (6) TM-COCs acquired, an individual shall be issued the National TM II 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 II must be
 - 4.5.1 BS graduate or equivalent
 - 4.5.2 Holder of TM I qualification
 - 4.5.3 Certified of National Certificate level that will be handled/facilitated

Competency Map Trainer Qualification



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) 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
- 3) Curriculum – refers to the specifications for a course or subject (module) which describe the relevant learning experiences a trainee or student undergoes, generally including objectives, content, intended learning outcomes, training methodology, recommended assessment tasks, etc.
- 4) 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
- 5) 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
- 6) Instructional design – this covers the planning, delivery and assessment of instruction; the instructional design process includes analyzing a training or performance problem, defining the intended outcomes, determining how to present the content to learners to achieve those outcomes, developing the training course according to the designs, implementing the course, and evaluating its effectiveness. Trainers use instructional design to prepare all types of instruction—courses presented in the classroom, through workbooks, and online.

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