



Competency Based Learning Materials (CBLM)

**Competency Based Training and Assessment (CBT&A)
Methodology**

Level-5

**Module: Coordinating Training and Assessment
Arrangements**

Code: CBLM-OU-TAM-05-L5-EN-V1



**National Skills Development Authority
Prime Minister's Office
Government of the People's Republic of Bangladesh**

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This Competency Based Learning Materials (CBLM) on “Coordinating training and assessment arrangements” under the CBT&A Methodology for Trainers &Assessors, Level-5 qualification is developed based on the national competency standard approved by National Skills Development Authority (NSDA)

This document is to be used as a key reference point by the competency-based learning materials developers, teachers/trainers/assessors as a base on which to build instructional activities.

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This Competency Based Learning Materials is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing training consistent with the requirements of industry in order to meet the qualification of individuals who graduated through the established standard via competency-based assessment for a relevant job.

This document has been developed by NSDA in association with industry representatives, academia, related specialist, trainer and related employee.

Public and private institutions may use the information contained in this CBLM for activities benefitting Bangladesh.

List of Abbreviations

CS	- Competency Standard
ISC	- Industry Skills Council
NSDA	- National Skills Development Authority
NSQF	- National Skills Qualifications Framework
BNQF	- Bangladesh National Qualifications Framework
OSH	- Occupational Safety and Health
PPE	- Personal Protective Equipment
SCVC	- Standards and Curriculum Validation Committee
STP	- Skills Training Provider
SOP	- Standard Operating Procedure
TNA	- Training Need Analysis
FGD	- Focus Group Discussion
KIIs	- Key Informant Interviews
UoC	- Unit of Competency
EC	- Executive Committee
CBT&A	- Competency based Training & Assessment
CBC	- Competency based Curriculum
CAD	- Course Accreditation Document
CBLM	- Competency Based Learning Materials

How to use this Competency Based Learning Materials (CBLMs)

The module, “Coordinating training and assessment arrangements” contains training materials and activities for you to complete. These activities may be completed as part of structured classroom activities or you may be required to work at your own pace. These activities will ask you to complete associated learning and practice activities in order to gain knowledge and skills you need to achieve the learning outcomes.

1. Review the **Learning Activity** page to understand the sequence of learning activities you will undergo. This page will serve as your road map towards the achievement of competence.
2. Read the **Information Sheets**. This will give you an understanding of the jobs or tasks you are going to learn how to do. Once you have finished reading the **Information Sheets** complete the questions in the **Self-Check**.
3. **Self-Checks** are found after each **Information Sheet**. **Self-Checks** are designed to help you know how you are progressing. If you are unable to answer the questions in the **Self-Check** you will need to re-read the relevant **Information Sheet**. Once you have completed all the questions check your answers by reading the relevant **Answer Keys** found at the end of this module.
4. Next move on to the **Job Sheets**. **Job Sheets** provide detailed information about *how to do the job* you are being trained in. Some **Job Sheets** will also have a series of **Activity Sheets**. These sheets have been designed to introduce you to the job step by step. This is where you will apply the new knowledge you gained by reading the Information Sheets. This is your opportunity to practice the job. You may need to practice the job or activity several times before you become competent.
5. Specification **sheets**, specifying the details of the job to be performed will be provided where appropriate.
6. A review of competency is provided on the last page to help remind if all the required assessment criteria have been met. This record is for your own information and guidance and is not an official record of competency

When working through this Module always be aware of your safety and the safety of others in the training room. Should you require assistance or clarification please consult your trainer or facilitator.

When you have satisfactorily completed all the Jobs and/or Activities outlined in this module, an assessment event will be scheduled to assess if you have achieved competency in the specified learning outcomes. You will then be ready to move onto the next Unit of Competency or Modul

Approved by

27th Authority Meeting of NSDA

Held on 24.07.2023

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Module Content

Unit of Competency: Coordinate Training and Assessment Arrangements

Module Title: Coordinating Training and Assessment Arrangement

Module Description: This module discusses the aspects that must be given attention when coordinating training and assessment arrangements.

It shows the knowledge and skills requirements for establishing training and assessment requirements, planning training and assessment arrangements, organizing training and assessment arrangements, monitoring training and assessment for STP and RPL, organizing and monitoring training and assessment for apprenticeship, assessing and maintaining training evidence reviewing training and assessment arrangements.

Nominal Duration: 25 Hours

Learning Outcomes:

Upon completion of this module the trainees must be able to:

1. Establish training and assessment requirements
2. Plan training and assessment arrangements
3. Organize training and assessment arrangements
4. Monitor training and assessment for STP and RPL
5. Organize and monitor training and assessment for apprenticeship
6. Assess and maintain training evidence
7. Review training and assessment arrangements

Assessment Criteria:

- 1.1 Training and assessment types are identified.
- 1.2 Guidelines for relevant training are accessed and interpreted.
- 1.3 Training requirements and outcomes are established.
- 2.1 Training Plan is prepared according to agreed outcomes.
- 2.2 Training Plan is finalized, signed and processed according to standard training and assessment guidelines.
- 2.3 Information is provided and relevant occupational safety and health (OSH) issues are discussed with appropriate person and mitigated.
- 3.1 Training and assessment requirements and responsibilities of key parties are discussed, negotiated and agreed.
- 3.2 Support services and probable funding sources are identified with relevant stakeholders and confirmed the training contract.
- 3.3 Areas to be trained are identified by referring programmed structure.

- 3.4 Workplace is selected according to identified areas if required.
- 3.5 Relevant documentary work is performed following organizational procedures.
- 4.1. Monitoring Plan are prepared as per organizational guidelines.
- 4.2. Monitoring tools prepared/selected according to the accreditation authority/organizational guidelines.
- 4.3. Progress of the training, feedback and other relevant details are recorded in consultation with concern persons.
- 4.4. Recorded training details are provided to relevant parties by following organizational procedure.
- 5.1 Legislation, policies and guidelines for apprenticeship training are accessed and interpreted.
- 5.2 Networks and relationship between industry and institute are developed to identify apprenticeship opportunities.
- 5.3 Reporting and recording systems and requirements are identified and confirmed with relevant personnel.
- 5.4 Workplace visits are conducted according to legal/ organizational requirements to ensure work/training arrangements are being met.
- 5.5 Progress of the apprentice/trainee is monitored and recorded against the training Plan
- 5.6 Identified apprentice/trainee support needs are monitored and addressed, where required.
- 5.7 Risks/issues/irregularities are monitored and addressed as required.
- 5.8 Linkages between 'on the job' and/ or assessment and 'off-the job' delivery are created.
- 6.1 Effectiveness of the training and assessment evaluated against objectives of selected areas.
- 6.2 Organizational training and assessment and trainee performance evidence including reporting and recording requirements are completed and submitted as per standards.
- 6.3 Performance evidence and relevant documents are recorded and stored as per standards.
- 7.1 Effectiveness of the planning and monitoring processes is reviewed.
- 7.2 Effectiveness of meeting legal requirements is reviewed.
- 7.3 Continuous improvement processes are identified and reported to relevant personnel, where appropriate.

Learning Outcome 1: Establish training and assessment requirements

Assessment Criteria:

1. Training and assessment types are identified.
2. Guidelines for relevant training are accessed and interpreted.
3. Training requirements and outcomes are established.

Content:

1. Training and Assessment Type
2. Training Guideline
3. Training Requirements

Resources Required/ Conditions:

Trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- Ball pens/pencils and other office supplies and materials
- Communication resources
- Workplace or simulated environment

Methodologies

- Lecture/discussion
- Demonstration/application
- Presentation

Learning Environment

- Blended

Assessment Methods

- Written test
- Demonstration
- Observation with checklist
- Oral questioning
- Portfolio

Learning Experience 1: Establish training and assessment requirements

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about establish training and assessment requirements”	<ul style="list-style-type: none"> • Instructor will provide the learning materials Coordinating training and assessment arrangements
2. Read the Information sheet/s	<ul style="list-style-type: none"> • Information Sheet No: 1 establish training and assessment requirements
3. Complete the Self -Checks & Check answer sheets.	<ul style="list-style-type: none"> • Self-Check/s • Self-Check No: 1 establish training and assessment requirements • Answer key No. 1 establish training and assessment requirements
4. Read the Job Sheet and Specification Sheet and perform job	<ul style="list-style-type: none"> • Job- Sheet No:1.1- establish training and assessment requirements • Specification Sheet: 1.1 – establish training and assessment requirements

Information Sheet 1: Establish Training and Assessment Requirements

Learning Objectives:

After reading this Information Sheet, you must be able to define establish training and assessment requirements.

1. Types of training and assessment
2. Training guidelines
3. Training requirements and outcomes

1. Types of Training and Assessment

1.1 Institutional training and assessment

Institutional training:

Training is an organized activity conducted to improve the performance of an employee and to bring about a considerable change in the skills, knowledge, attitude, behavior for performing a particular kind of a job.

There are several types of training programs which are carried out in the different Industrial / institutional situations.

Induction or Orientation Training: Induction or orientation training is the process of familiarizing new employees with the organization's environment, including its daily operations, products, services, policies, and procedures. The main purpose of this training is to help new hires acclimate to their new workplace, reduce any initial nervousness, and provide them with a clear understanding of their roles and responsibilities within the organization. It serves as an essential step in integrating new employees into the company culture and ensuring a smooth transition into their new roles.



Apprenticeship Training: Under this training, the worker earns while learning. This training is generally given to the technical staff, craftsmen, plumber, etc. who are required to work under the superior for a relatively longer period, until he gains the expertise in that particular field.

Internship Training: Internship training refers to a structured program where students or individuals gain hands-on experience and practical knowledge in a specific industry or field. It typically involves working with an organization or company for a designated period, allowing interns to apply their classroom learning to real-world situations and often providing opportunities for future employment. Sometimes, the companies also offer the pre-placement offers to the trainees on the basis of their performance during their internship program.

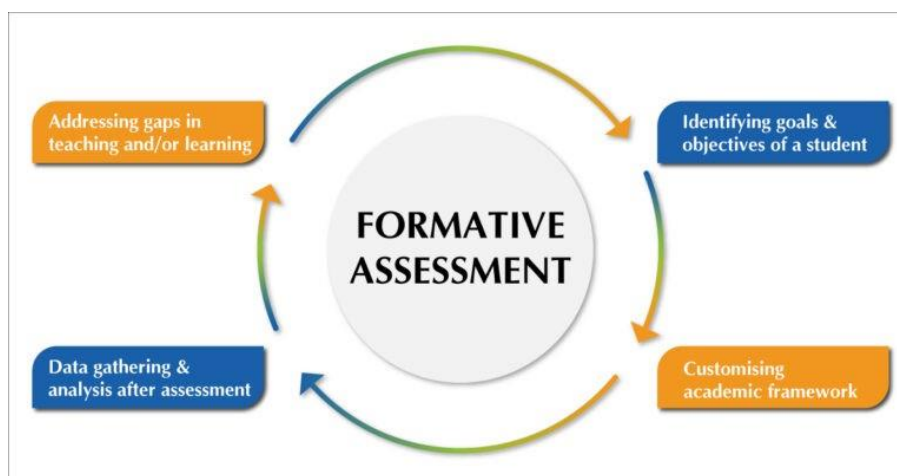
Refresher Training or Retraining: As the name implies, the retraining or refresher training is given to the old employees with the purpose of improving their efficiencies. They are introduced to the new methods and technologies that would result in the increased productivity and reduces the monotony in their daily work.

Remedial Training: This training is given in order to overcome the shortcomings in the behavior and performance of old employees. Due to the invention of technology, the employees may resist to accept the change and cause a disturbance in the organization. Therefore, such training is given to make them understand the importance of change and its necessity in the operations of business. This training is generally given by the psychological expert.

1.2 Types of assessment

▪ Formative Assessment

Formative assessment is an ongoing, feedback-driven process for monitoring and improving student learning during instruction, without assigning grades. It aids in adjusting teaching strategies to enhance comprehension.



▪ Summative Assessment

Summative assessment is a comprehensive evaluation conducted at the end of a learning period to assess the overall understanding and knowledge of students. It typically results in a grade or score and is used to measure the extent to which learning objectives have been met..



▪ Work Integrated Assessment

This form of assessment is closely linked to real-life tasks and situations, providing a platform for students to enhance their skills and educational development. Furthermore, it aids educational staff in creating authentic assessments tailored to the teacher's requirements.



▪ Diagnostic Assessment

Diagnostic assessment is an initial evaluation conducted at the beginning of a learning period to assess students' prior knowledge, skills, and abilities in a specific subject or area. Its purpose is to identify strengths, weaknesses, and learning needs, enabling educators to tailor instruction accordingly.



▪ Criterion-referenced Assessment

The performance of every student is judged by a specific principle. It should be strictly seen that other student's performance should not be taken into account.

In addition, the teacher should avoid normative thinking because it can affect judgment. Apart from that, the teacher should assure reliability and validity.

Criterion-referenced tests compare a person's knowledge or skills against a predetermined standard, learning goal, performance level, or other criterion. With criterion-referenced tests, each



Criterion-referenced tests compare a student's knowledge and skills against a predetermined standard, cut score, or other criterion.

In criterion-referenced tests, the performance of other students does not affect a student's score.

person's performance is compared directly to the standard, without considering how other students perform on the test.

1.3 Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) is a process that acknowledges and assesses an individual's existing skills, knowledge, and competencies, regardless of how they were acquired. It allows individuals to receive formal recognition or credit for their prior learning experiences, which could include work experience, self-study, or informal learning. RPL assessments aim to determine if a person's existing skills and knowledge align with specific qualifications or competency standards, potentially enabling them to gain qualifications or certifications without undergoing traditional formal training.

1.4 Apprenticeship training and assessment

Under this training, the worker earns while learning. This training is generally given to the technical staff, craftsmen, plumber, etc. who are required to work under the superior for a relatively longer period, until he gains the expertise in that particular field.

National Skills Development Authority under the Prime Minister's Office on July 25' 2022

During the apprenticeship, the candidates would receive two types of training, including basic training and real-life training.

Based on the profession, the duration of basic training would be 1-6 months while the period for real-life training would be 6 months to 2 years.

In the first year of the apprenticeship, a candidate would get 50 per cent of the minimum wage of a permanent worker gets for the job as allowance. And in the 2nd year get 60%

2 Training manual / guideline

A training guide is a instructional book or booklet aimed at enhancing the quality of task execution. These manuals find widespread use in various contexts, such as business and competency-based training and assessment providers.

A training manual serves several key purposes:

- As a pre-training introduction to the subject matter.
- As a structured guide to follow during training sessions.
- As a post-training reference for the subject matter.
- As a comprehensive reference document.
- As an organized system for quick reference.

In formal training programs, training manuals play a crucial role. They help maintain consistency in content presentation and ensure that all necessary information, including skills, processes, and task-related details, is readily accessible in one place.

Training manuals can take various forms:

- **Workbooks:** Used during training sessions, providing essential information, examples, and exercises.
- **Self-paced guides:** Designed for individual trainees to work through independently.
- **Reference manuals:** Containing detailed information on processes and procedures.
- **Handouts:** Offering general information to support in-session training.
- **Job aids:** Providing step-by-step instructions for use in the workplace.

3. Training requirements and Outcome

Training Requirements

- **Needs Assessment:** Before designing a training program, it's crucial to identify the specific needs of the learners and the organization. This involves understanding knowledge gaps, skill deficiencies, and performance issues.
- **Learning Objectives:** Clear and measurable learning objectives should be established. These objectives define what participants should be able to do or understand after completing the training.
- **Content Development:** Based on the needs assessment and learning objectives, training content is created. This may include curriculum, lesson plans, materials, and resources.
- **Delivery Method:** Choose the appropriate training delivery method, which can range from in-person workshops to online courses, depending on the audience and subject matter.
- **Resource Allocation:** Allocate resources such as trainers, materials, facilities, and technology to support the training program.

Training Outcomes

- **Knowledge and Skill Acquisition:** The primary outcome is the acquisition of new knowledge and skills by participants. This is assessed through various means, including quizzes, tests, and hands-on activities.
- **Behavioral Change:** Effective training should result in changes in behavior or performance. Participants should be able to apply what they've learned in their work or daily activities.
- **Improved Performance:** Ultimately, the goal of training is to improve performance, whether it's in a job role, a specific task, or a competency. Measuring improved performance helps determine the success of the training program.
- **Feedback and Evaluation:** Continuous feedback and evaluation are essential to gauge the effectiveness of the training. Feedback can come from participants, trainers, supervisors, and other stakeholders.
- **ROI (Return on Investment):** Organizations often measure the return on investment of training by assessing the impact on productivity, quality, employee retention, and other key performance indicators.
- **Long-Term Impact:** Effective training programs have a lasting impact. They contribute to ongoing development and skill retention, ensuring that the learning is not temporary.
- **Adaptation and Improvement:** Outcomes also include the ability to adapt and improve training programs based on feedback and changing needs.

Self-check: 1

1. What is the primary purpose of an internship training program?
2. Who typically undergoes apprenticeship training?
3. What is a key feature of apprenticeship training?
4. What is formative assessment, and how does it differ from summative assessment?
5. What is the primary purpose of summative assessment?
6. How does work-integrated assessment relate to real-life tasks and situations?
7. What is the primary principle of criterion-referenced assessment?
8. How do criterion-referenced tests differ from norm-referenced tests?

Answer key: 1

1. What is the primary purpose of an internship training program?

Answer: The primary purpose of an internship training program is to provide students or individuals with hands-on experience and practical knowledge in a specific industry or field, allowing them to apply their classroom learning to real-world situations.

2. Who typically undergoes apprenticeship training?

Answer: Apprenticeship training is generally provided to technical staff, craftsmen, plumbers, and similar professionals who need to work under the supervision of experts for a relatively extended period to acquire expertise in their respective fields.

3. What is a key feature of apprenticeship training?

Answer: One key feature of apprenticeship training is that the individual earns a wage while learning, making it a valuable form of hands-on education that combines practical experience with income generation.

4. What is formative assessment, and how does it differ from summative assessment?

Answer: Formative assessment is an ongoing process focused on monitoring and improving student learning during instruction, without assigning grades. In contrast, summative assessment is conducted at the end of a learning period and results in a grade or score to evaluate overall understanding.

5. What is the primary purpose of summative assessment?

Answer: The primary purpose of summative assessment is to measure the extent to which learning objectives have been met, often resulting in a grade or score.

6. How does work-integrated assessment relate to real-life tasks and situations?

Answer: Work-integrated assessment is closely linked to real-life tasks and situations, providing students with opportunities to enhance their skills and educational development by applying what they've learned in practical contexts.

7. What is the primary principle of criterion-referenced assessment?

Answer: The primary principle of criterion-referenced assessment is to judge each student's performance based on specific criteria or standards, without taking into account how other students perform.

8. How do criterion-referenced tests differ from norm-referenced tests?

Answer: Criterion-referenced tests compare an individual's knowledge or skills to a predetermined standard or criterion, while norm-referenced tests compare an individual's performance to the performance of a group or "norm," potentially leading to relative rankings among test-takers.

TASK SHEET: 1.1

Task Sheet: 1.1
Title: Identify Training
Performance Objective: The trainee must be able to identify the appropriate training.
Supplies/Materials: Pen, Paper
Equipment: PC, printer with ink,
Steps/Procedure: <ul style="list-style-type: none"> • Analyze the criteria of every training type • Select the appropriate Training type for a TVET students and why

Training Type	Is it appropriate?	If yes, why
Induction or Orientation Training		
Job Training		
Safety Training		
Apprenticeship Training		
Internship Training		
Refresher Training or Retraining		
Promotional Training		
Remedial Training		

Learning Outcome 2: Plan training and assessment arrangements

Assessment Criteria:

1. Training Plan is prepared according to agreed outcomes.
2. Training Plan is finalized, signed and processed according to standard training and assessment guidelines.
3. Information is provided and relevant occupational safety and health (OSH) issues are discussed with appropriate person and mitigated.

Content:

1. Prepare training plan

- Training programmed outline (TPO)
- Training schedule
- Progress chart
- Time frame for achieving competencies
- Logbook
- Delivery modes
- Details and duties for structured training including removal of the apprentice/trainee from routine work duties
- Assessment details and arrangements

2. Finalize training plan

Resources Required/ Conditions:

Trainees must be provided with the following:

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

Methodologies

- Lecture/discussion
- Demonstration/application
- Presentation
- Blended delivery methods

Assessment Methods

- Written test
- Demonstration
- Observation with checklist
- Oral questioning
- Portfolio

Learning Experience 2: Plan training and assessment arrangements

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about plan training and assessment arrangements	1. Instructor will provide the learning materials Coordinating training and assessment arrangements
2. Read the Information sheet/s	2. Information Sheet No: 2 Plan training and assessment arrangements
3. Complete the Self - Checks & Check answer sheets.	3. Self-Check/s Self-Check No: 2 Plan training and assessment arrangements Answer key No. 2 Plan training and assessment arrangements
4. Read the Job Sheet and Specification Sheet and perform job	4. Job- Sheet No:2- Plan training and assessment arrangements Specification Sheet: 2 Plan training and assessment arrangements Tools

Information Sheet 2: Plan training and assessment arrangements

Learning Objectives:

After reading this Information Sheet, you must be able to Plan training and assessment arrangements

- 1 Prepare training plan
 - Training programmed outline (TPO)
 - Training schedule
 - Progress chart
 - Time frame for achieving competencies
 - Logbook
 - Delivery modes
 - Details and duties for structured training
 - Assessment details and arrangements
2. Finalize training plan

1. Prepare training plan

A training plan is an outline of different strategies, objectives and other resources that an institute/industry can use to train employees and ensure that they understand their roles within the industry. This plan typically includes comprehensive details about everything an employee might want to know to perform their job.

1.1 Training Programmed Outline (TPO)

The Training Plan is negotiated between the employer, the learner and the training provider that serves as the essential guide to the what, where and when of training and assessment and will guide you through the training process. The Training Plan often referred to as the Individual training plan that specifies the details of training and learning including relevant units of competency, training and assessment methods, evidence requirements, qualification to be attained and duration of the program.

Purpose of Training Plan

The Training Plan has been designed to incorporate the following agreed principles:

- **The Training Plan should clearly define all parties/signatories**
 - The Training Plan should clearly set out the qualification to be achieved and the agreed methodology for achieving the qualification

- The Training Plan should support competency-based progression and completion
 - The Training Plan must be flexible and able to be adjusted to accommodate changes
 - The Training Plan should be relevant to, and supportive of, industry and workplace requirements
 - The Training Plan should be straight forward, easy to follow and written in plain language.
- **Training Plan Includes**
The Training Plan provides details of the formal training and assessment to be undertaken. Information captured in the Training Plan includes:
 - essential employer, learner and RTO details for the apprenticeship/traineeship;
 - units of competency (training) to be undertaken, and how, when and by whom training and assessment will be delivered/undertaken;
 - training materials, resources, facilities and supervision arrangements that will support the training; and
 - an addendum, used to capture additional information required for school based apprenticeships and traineeships
 - **Training Plan must**
comply with the requirements of the Vocational Training Order
 - specify Units of Competency that meet training requirements for the issue of the appropriate qualification
 - comply with training requirements relating to training delivery and assessment
 - be customized to the nature of the employer's business
 - support and reflect the apprentice or trainee's workplace activities; and
 - be used for the duration of the training contract and updated as necessary to reflect the current status of training.

1.2 Training schedule

Training schedule refers to a structured plan that outlines the curriculum, courses, and activities that students will engage in during their vocational training program. TVET institutes focus on providing practical skills and knowledge that are directly applicable to specific industries or trades. The training schedule in a TVET institute serves as a roadmap for both instructors and students, guiding the learning process and ensuring that the necessary skills are developed over the course of the program.

A training schedule typically includes the following components:

- **Course Modules:** TVET programs are divided into modules that cover different aspects of the chosen trade or industry. Each module might focus on specific skills, techniques, or knowledge relevant to the field.
- **Course Duration:** The amount of time allocated to each module or course is specified in the training schedule. This includes the total number of hours or weeks dedicated to learning and practicing the content.
- **Practical Sessions:** TVET programs heavily emphasize hands-on learning. The schedule will outline practical sessions, workshops, and lab work where students apply the theoretical concepts they've learned.
- **Theoretical Classes:** Alongside practical sessions, there are usually theoretical classes where students learn the underlying principles, theories, and concepts related to their trade.
- **Assessments:** The schedule will include dates for assessments, exams, projects, and assignments to evaluate students' understanding and mastery of the material.

1.3 Progress chart

A Training Progress Chart, often referred to as a Training Progress Tracker or Training Progress Report, is a visual representation or document that helps track and monitor the progress of individuals or groups throughout a training program. It provides a snapshot of how well participants are advancing through the training content, meeting milestones, and achieving learning objectives.

Purpose of a Training Progress chart: The purpose of a Training Progress Chart is to provide a visual representation of participants' advancement through a training program. It serves several important functions that benefit both learners and trainers: training progress chart is to provide a clear and easily understandable way to monitor how well someone or something is progressing toward the desired outcome. These charts can vary in format and complexity based on the context and the type of progress being measured.

Some common elements on a training progress chart include:

- **Tracking Progress:** The primary purpose of a Training Progress Chart is to track and display the progress of participants as they move through the training program. It allows participants to see what they have accomplished and what remains to be completed.

- **Motivation:** Visualizing progress can be highly motivating for participants. When they see their achievements and the distance they've covered, it encourages them to continue working toward their goals.
- **Goal Setting:** A Training Progress Chart often includes learning objectives, milestones, or goals. Participants can set their sights on these targets and use the chart as a reference to stay focused.
- **Transparency:** For learners, a progress chart offers transparency about their journey through the training. They have a clear view of what's expected of them and the timeline for completion.
- **Self-Assessment:** Participants can use the chart to assess their own performance and identify areas where they might need to put in more effort or seek additional help.
- **Time Management:** The chart helps participants manage their time effectively by indicating what needs to be completed by certain dates. This prevents procrastination and ensures a steady pace of progress.
- **Course Correction:** If participants are falling behind or facing difficulties, the chart allows them to recognize this early and take steps to catch up. It also helps trainers identify those who might need extra support.
- **Communication:** The chart can serve as a tool for communication between participants and trainers. Participants can discuss their progress and challenges with trainers based on the information provided on the chart.
- **Feedback:** Trainers can use the chart to provide feedback on participants' performance. They can pinpoint areas of improvement and provide specific guidance.
- **Record Keeping:** The progress chart acts as a record of a participant's journey through the training program. It can be useful for reviewing achievements and growth in the future.

Sample Progress chart

Bangladesh-Korea technical Training Center, Dhaka
Learner's Progress Record Summary
National Skill Certificate, Level-2 in Woven Sewing Machine Operation in RMG & Textile Sector.

Learner's Name	Units of Competency										Result	
	Generic			Sector Specific			Occupation Specific				Level-2	
	Level 2										Level-2	
	Apply Occupational Safety and Health (OSH) Procedure in the Workplace	Receive and Respond to Workplace Instructions	Work in a Team Environment	Recognize the RMG Business Scenario	Perform Measurement and Calculations	Interpret Sketch and Specifications in Manuals	Interpret Woven Fabrics and Garments	Prepare for Sewing Operation	Operate Industrial Sewing Machine	Make Pants	Competent	Not Yet Competent
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												

1.4 Time frame for achieving competencies

The time frame for achieving competencies can vary widely based on factors such as the complexity of the competencies, the individual's prior knowledge and experience, the intensity of the training, and the learning environment. Competencies are specific skills, knowledge, and abilities that an individual needs to demonstrate proficiency in, and the time required to achieve them can range from a few hours to several months or even years.

Here are a few considerations for determining a time frame:

- **Complexity of Competencies:** Simple competencies might be achievable in a relatively short period, while complex ones that involve multiple skills and knowledge areas might require more time.
- **Prior Experience:** Individuals with prior experience or background knowledge related to the competencies might be able to achieve them more quickly. Conversely, those starting from scratch might need more time.
- **Training Intensity:** The amount of time spent on training each day or week can influence how quickly competencies are acquired. Intensive training might expedite the process.

- **Practice and Reinforcement:** Regular practice and opportunities to apply the competencies in practical scenarios are crucial for mastery. Adequate practice time needs to be factored into the time frame.
- **Learning Environment:** The quality of instruction, resources, and support available in the learning environment can impact the pace of learning.
- **Progression of Difficulty:** If the competencies follow a logical progression from basic to advanced levels, the time frame might be spread out to accommodate gradual skill development.
- **Personal Learning Styles:** Individuals have different learning styles and paces. Some might grasp concepts quickly, while others need more time for thorough understanding.
- **External Commitments:** Individuals' other commitments, such as work or family responsibilities, can affect the time they can dedicate to learning and practicing competencies.
- **Training Methodology:** The training approach used, whether it's hands-on practice, simulations, classroom learning, or online courses, can influence the time frame.
- **Customization:** Tailoring the training to individual needs can affect how efficiently competencies are acquired.

1.5 Logbook

A logbook for training and evaluation is a structured record-keeping tool used to document and track the progress, activities, experiences, and assessments of individuals undergoing training, learning, or professional development programs. It serves as a comprehensive record of their journey, achievements, and areas of improvement. Logbooks are commonly used in various contexts, including educational institutions, vocational training programs, internships, apprenticeships, and workplace training.

Components of a training and evaluation logbook may include:

- **Personal Information:** Basic details about the learner, such as their name, contact information, and program details.
- **Training Schedule:** An outline of the training program's schedule, including dates, session topics, and assignments.
- **Learning Objectives:** The objectives or competencies that the learner is expected to achieve by the end of the program
- **Training Activities:** A record of training sessions attended, workshops participated in, and tasks completed.
- **Assessment Records:** Documentation of assessments, quizzes, tests, and projects, along with scores or feedback received.

- **Trainer/Mentor Feedback:** Feedback provided by trainers or mentors, along with suggestions for improvement.
- **Goals and Milestones:** Personal goals set by the learner, as well as milestones reached throughout the training.
- **Certificates and Achievements:** Copies of certificates or awards received upon successful completion of training milestones.
- **Additional Resources:** Notes, references, or additional resources that learners found useful during the training.

Sample of logbook

TRAINEES LOG BOOK

NAME:

Occupation Name:

Name of Training center:

Occupation Aim:

Summaries your occupation brief. Describe your training aim in your Occupation. How did you arrive at this?

The Trainees log book is an excellent way for you to demonstrate your personal development across this occupation. The practical tasks you have undertaken, the hours you have put in and the specific and particular goals you have set and achieved for yourself. It's also a place for you to reflect, analyses and evaluate your interpersonal skills. By recording and evaluating the tasks you have undertaken and the experiences and skills you have gained, this log book will track your progress and measure your personal contribution to the success of your Skill. This log book is also a place for your mentor, teacher and colleagues to structure their feedback and provide some external reflection on your personal development.

Personal abilities and skills you may develop during training:

- Self -analysis
- Self-evaluation
- Task management
- Task development
- Prioritization
- Reasoning and testing
- Planning
- Setting personal
- Drawing conclusions
- Giving and receiving feedback
- Analysing progress
- Drawing conclusions
- Giving and receiving feedback
- Presentation skills – oral
- Presentation skills - written
- Setting goals for the future

Project milestones that can help demonstrate your own contribution:

- Identified personal skills and strengths
- Personal strengths and skills.
- Defined the roles and responsibilities.
- Set personal targets
- Produced a personal task list and time line
- Further developed and extended personal tasks
- Worked well in a team demonstrating technical and practical knowledge

Record of personal input into the Logbook:

Sl No	Date	Description	Related Unit of competency name
1.			
2.			
3.			
4.			
5.			
6.			

Trainees Signature

Mentor Signature

1.6 Delivery modes

Training delivery modes refer to the various methods or approaches used to deliver training content and facilitate learning experiences to participants. These modes can vary based on factors such as the nature of the training, the target audience, available resources, and the learning objectives. Here are some common training delivery modes:

- **Face-to-Face training mode:** This traditional mode involves participants and trainers physically coming together in a classroom or training center. It allows for direct interaction, real-time feedback, and hands-on activities.
- **Online Training (E-Learning) mode:** Training is conducted via digital platforms, usually through a learning management system (LMS) or educational websites. It can include multimedia content, quizzes, discussion forums, and more. Online training offers flexibility and accessibility.
- **Blended Learning mode:** This mode combines both in-person and online elements. Participants might attend some sessions in person and complete others online. It leverages the strengths of both approaches.
- **Virtual Classroom mode:** Similar to in-person training, but conducted virtually using video conferencing tools. Trainers and participants interact in real time, allowing for engagement and live discussions.
- **Webinars mode:** Webinars are online seminars or presentations that participants attend remotely. They often include a mix of live presentations, slides, and interactive elements.
- **Self-Paced Learning mode:** Learners access training content independently, working through modules at their own pace. This can be done through online courses, recorded lectures, or printed materials.
- **On-the-Job Training mode:** Participants learn while performing actual tasks in a real work environment. It is highly practical and hands-on.
- **Off-the-Job Training mode:** "Off-the-Job Training" is a training delivery mode where participants learn new skills, knowledge, or competencies outside of their regular work environment. Off-the-job training takes place away from the work setting. This approach often involves formal training programs conducted by external trainers, educational institutions, or specialized training centers.
- **Coaching and Mentoring mode:** One-on-one guidance is provided by experienced professionals to help learners develop specific skills or knowledge.
- **Workshops and Seminars mode:** Interactive sessions where participants engage in discussions, activities, and group work facilitated by experts in the field.
- **Peer Learning mode:** Participants learn from each other through group discussions, sharing experiences, and collaborating on projects.

1.7 Details and duties for structured training:

Duties for structured training refer to the specific responsibilities and tasks that individuals, trainers, mentors, or coordinators are expected to carry out to ensure the successful implementation and management of a structured training program. These duties encompass a range of activities that contribute to the effective delivery, assessment, and evaluation of the training.

Here are some key duties associated with structured training:

- **Curriculum Development:** Designing a comprehensive curriculum that outlines the learning objectives, topics, and sequence of training modules. Ensuring the curriculum aligns with the training goals and the needs of the participants.
- **Training Material Preparation:** Creating training materials such as presentations, handouts, manuals, and resources that support the learning process. Ensuring the training materials are clear, engaging, and relevant to the participants.
- **Session Planning and Delivery:** Planning individual training sessions, including setting objectives, selecting appropriate content, and designing interactive activities. Conducting training sessions in a manner that promotes active engagement, participation, and effective learning.
- **Assessment and Evaluation:** Developing assessments, quizzes, tests, or assignments to measure participants' understanding and progress. Collecting and analyzing assessment data to evaluate the effectiveness of the training program.
- **Monitoring Progress:** Tracking participants' progress throughout the training program, ensuring they are meeting milestones and objectives. Identifying any challenges or areas where additional support is needed.
- **Feedback and Guidance:** Providing timely and constructive feedback to participants on their performance, assignments, and assessments. Offering guidance and suggestions for improvement based on the participants' learning needs.
- **Individual Support:** Addressing individual participants' questions, concerns, and requests for clarification. Offering additional assistance to participants who may be struggling with certain concepts.
- **Facilitation of Group Activities:** Organizing and facilitating group discussions, case studies, workshops, or team projects to promote collaborative learning.
- **Record Keeping:** Maintaining accurate records of participants' attendance, progress, assessment results, and other relevant information.
- **Evaluation and Improvement:** - Conducting post-training evaluations or surveys to gather feedback from participants about their learning

experience. - Using participant feedback to make improvements to future training programs.

- **Communication:** - Keeping participants informed about training schedules, expectations, and any changes that might arise. - Communicating effectively with stakeholders, supervisors, or coordinators involved in the training program.

1.8 Assessment details and arrangements

Assessment details and arrangements are essential components of any structured training program. Assessments help measure participants' understanding, knowledge, and skills gained during the training. Effective assessment strategies ensure that the training objectives are met and provide valuable feedback for both participants and trainers. Here are the key aspects of assessment details and arrangements:

Types of Assessments:

- **Formative Assessments:** These assessments occur during the training and provide ongoing feedback to participants and trainers. They help identify areas that need further attention.
- **Summative Assessments:** Summative assessments are conducted at the end of the training program to evaluate participants' overall performance and mastery of the content.

Assessment Methods:

- **Quizzes and Tests:** Written assessments to evaluate participants' understanding of concepts and theoretical knowledge.
- **Practical Assessments:** Participants demonstrate their skills by performing tasks relevant to the training content.
- **Projects and Assignments:** Participants complete projects or assignments that showcase their ability to apply what they've learned to real-world scenarios.
- **Presentations:** Participants present their understanding of specific topics, demonstrating communication and presentation skills.
- **Assessment Criteria:** Clearly define the criteria upon which participants will be evaluated. This ensures consistency and transparency in the assessment process.
- **Assessment Schedule:** Plan when assessments will be conducted throughout the training program. Communicate the schedule to participants in advance.
- **Assessment Tools and Resources:** Ensure that participants have access to the necessary tools, resources, and materials needed to complete assessments.

- **Time Allocation:** Communicate the time allocated for each assessment so that participants can manage their time effectively.
- **Accommodations for Special Needs:** Consider participants with special needs and provide accommodations if necessary to ensure fair and equitable assessments.
- **Feedback and Results:** Establish a process for providing participants with feedback on their assessments. Communicate how and when participants will receive their assessment results.

2. Finalize training plan

Finalizing a training plan involves ensuring that all the elements of the plan are well-defined, organized, and aligned with the training goals and objectives.

Finalize a training plan steps

- **Review and Refine Training Objectives:** Review the training objectives to ensure they are specific, measurable, achievable, relevant, and time-bound (SMART). Make any necessary adjustments for clarity and alignment.
- **Verify Target Audience:** Confirm that the identified target audience is appropriate and aligned with the training content and objectives.
- **Refine Training Content:** Ensure that the training content is comprehensive, accurate, and relevant to the learning objectives. Remove any redundant or irrelevant information.
- **Confirm Training Delivery Modes:** Double-check that the chosen delivery modes (in-person, online, blended, etc.) are suitable for the training content and the needs of the participants.
- **Finalize Training Schedule:** Create a detailed schedule that includes dates, times, and durations for each training session. Allocate sufficient time for each topic and activity.
- **Fine-Tune Learning Activities:** Refine and finalize the learning activities, exercises, assignments, and assessments to ensure they effectively reinforce the learning objectives.
- **Confirm Trainers and Resources:** Verify that the trainers or facilitators are confirmed and available for the scheduled training sessions. Ensure they are well-prepared to deliver the content.
- **Review Training Materials:** Review and edit training materials, presentations, handouts, and resources to ensure accuracy, consistency, and alignment with the training content.
- **Finalize Assessment Details:** Confirm the types of assessments, criteria, grading methods, and tools to be used for both formative and summative assessments.

- **Coordinate Facilities and Equipment:** - Ensure that the training venues are booked, equipped, and set up appropriately for the training sessions.
- **Address Special Needs:** Verify that accommodations for participants with special needs are arranged and well-communicated.
- **Participant Support Plan:** Develop a plan outlining the resources, support, and guidance available to participants during the training.
- **Feedback Mechanism:** Establish a process for collecting feedback from participants during and after the training to improve future programs.
- **Evaluate Training Effectiveness:** After the training, evaluate its effectiveness by analyzing participant feedback, assessment results, and whether the learning objectives were achieved.

3. Individual Training Plan

Individual training plan means a written statement of the training commitment from institutions involved including an outline of a definite plan of progressive experiences and learning activities and serves as a schedule or step-by-step plan for training to be used by the employer, school, postsecondary institution, and participant.

The employees' individual training methods include: on the job training, training through correspondence, internship training, training through study courses, training through individual coaching, training through special assignments, observation posts, etc.

Sample of individual Training Plan

Individual Training Plan

Purpose of individual training plan: Individual training plan, is a method of training in which content, instructional technology, and pace of learning are based upon the abilities and interest of individual trainee. Identifying and meeting individual learner needs boosts their morale and encourages them. In some cases, the learner does not gain much from mass instruction. As such, when the teacher provides individually prescribed instruction it significantly helps many learners to understand and grasp educational concepts.

Individual Training Plan					
Qualification	National Skills Certificate-II in Graphics Design in IT Sector			Qualification Code	ITGDE
RTO	Technical Training Centre, Pabna.			Industry Name	Janata Printing Press, Pabna
Trainee Name	Md. Mahiuddin Miah	Trainee ID	PG3-001	Phone No.	017144222200

Batch No.	04	Training and assessment proposal from				01.01.2023	to	30.06.2023		
Units of Competency		Training Delivery		Star and Close study		Assessment				
Code	Title	OJT/ OffJT/ eLearning	Trainer/ Supervisor	Star	Close	Method	Formative assessment	Summative/ Final assessment	Assessor for final assessment	
GN1003A2	Work in a Team Environment	OffJT	K.M Haque	Jan 1, 2022	Jan 10, 2022	<ul style="list-style-type: none"> ▪ Oral Questioning ▪ Demonstration ▪ Written Test. 	Jan 10, 2022	July 1, 2022	To be selected by NSDA	
GN2004A2	Use English in the Workplace	eLearning/ OffJT	Swapon/ K.M Haque	Jan 11, 2022	Jan 25, 2022	<ul style="list-style-type: none"> ▪ Oral Questioning ▪ Demonstration ▪ Written Test. 	Jan 25, 2022	July 1, 2022	To be selected by NSDA	
ITSS3005A1	Maintain Occupational Safety and Health (OSH) in IT Workplace	OffJT	K.M Haque	Jan 26, 2022	Jan 31, 2022	<ul style="list-style-type: none"> ▪ Oral Questioning ▪ Demonstration ▪ Written Test. 	Jan 31, 2022	July 1, 2022	To be selected by NSDA	
ITGDE2001A1	Perform Word-processing and Internet Communication	eLearning/ OffJT	Swapon/ K.M Haque	Feb 1, 2022	Feb 20, 2022	<ul style="list-style-type: none"> ▪ Oral Questioning ▪ Demonstration ▪ Written Test. 	Feb 20, 2022	July 1, 2022	To be selected by NSDA	
ITGDE2002A2	Interpret Career Opportunities in Graphic Design	OffJT	K.M Haque	Feb 21, 2022	Feb 28, 2022	<ul style="list-style-type: none"> ▪ Oral Questioning ▪ Demonstration ▪ Written Test. 	Feb 28, 2022	July 1, 2022	To be selected by NSDA	
ITGDE2003A1	Perform Image Retouching	OJT/OffJT	Swapon/ Md. Babul	Mar 1, 2022	Mar 31, 2022	<ul style="list-style-type: none"> ▪ Oral Questioning ▪ Demonstration ▪ Written Test. 	Mar 31, 2022	July 1, 2022	To be selected by NSDA	
ITGDE2004A1	Interpret Design Principle and Colour Sense	OffJT	K.M Haque	Apr 1, 2022	Apr 30, 2022	<ul style="list-style-type: none"> ▪ Oral Questioning ▪ Demonstration ▪ Written Test. 	Apr 30, 2022	July 1, 2022	To be selected by NSDA	
ITGDE2005A2	Create Vector Image	OJT/OffJT	Swapon/ Md. Babul	May 1, 2022	Jun 29, 2022	<ul style="list-style-type: none"> ▪ Oral Questioning ▪ Demonstration ▪ Written Test. 	Jun 29, 2022	July 1, 2022	To be selected by NSDA	

*OJT: On the job training

*OffJT: Off the job training

*ALL training, assessment and re-sits must be completed prior to the Close of Study date (COS)

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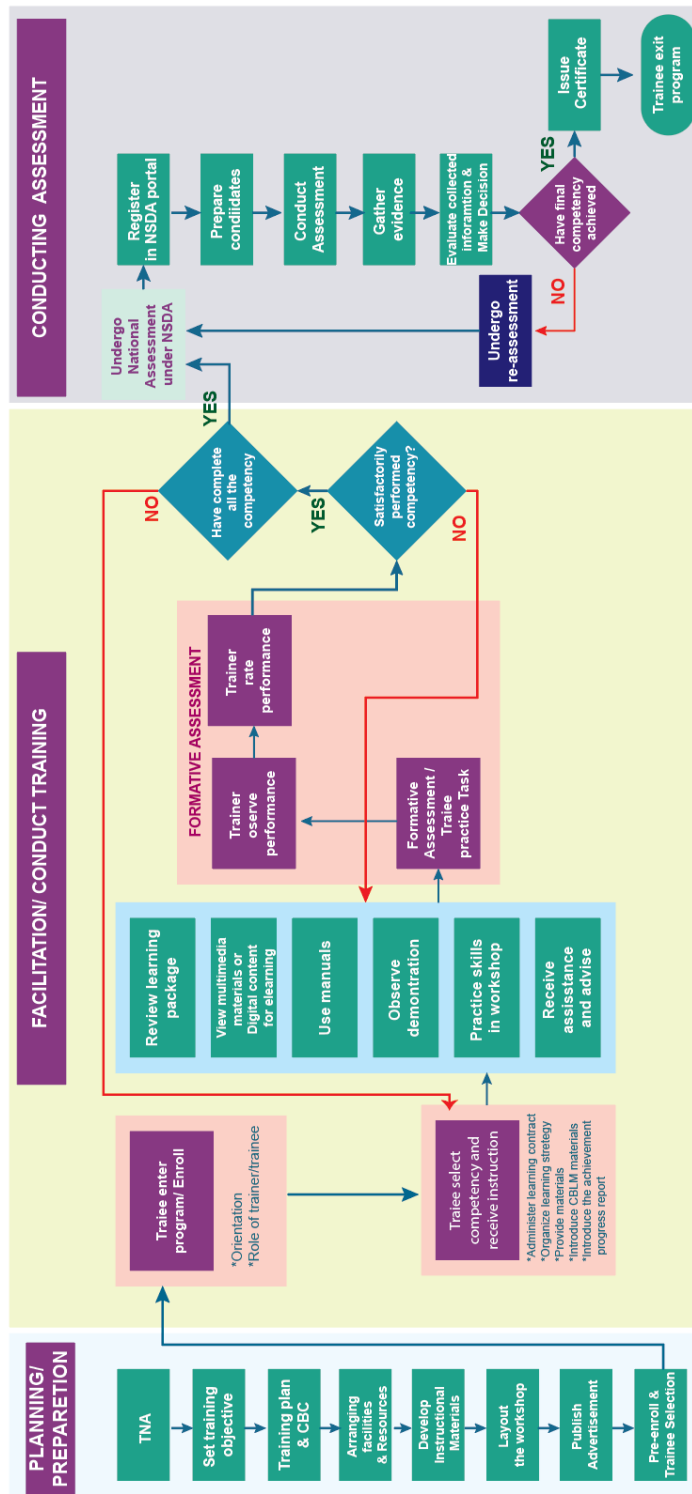
I have contributed to the development of this plan and I understand my responsibility to ensure its implementation and monitoring	RTO Signature		Trainer Signature		Student Signature	
	Name	Md. Moksedul Alam	Name	Md. Anisuzzaman	Name	Md. Mahiuddin
	Date	01.01.2023	Date	01.01.2023	Date	01.01.2023

Conclusion recommendation:

Individual training has been planned for the above-mentioned individual trainee. In this regard 'OJT' has been conferred after identifying individual learning need of a trainee. For this reason, a mentor and a trainer have been given the responsibility to train the trainee. They provide individually prescribed instruction by identifying and meeting individual learner needs. They will become **encouraged** and their learning will be **boosted up**. Finally, they will achieve competency.

4. Process chart for monitor training and assessment

A process flowchart is a diagram that shows the sequential steps of a process and the decisions needed to make the process work. Purposes is to document a process for better understanding, quality control and training of employees. To standardize a process for optimal efficiency and repeatability. To study a process for efficiency and improvement.



SELF -CHECK: 2

1. What is the purpose of Training Plan?
2. What should include in Training Plan?
3. What is progress chart?
4. What is the key characteristic of the Self-Paced Learning mode of training delivery?
5. What is the primary difference between On-the-Job Training and Off-the-Job Training modes?

ANSWER KEY: 2

1. What is the purpose of Training Plan?

Answer: The purpose of Training Plan is:

- The Training Plan should clearly set out the qualification to be achieved and the agreed methodology for achieving the qualification
- The Training Plan should support competency-based progression and completion
- The Training Plan must be flexible and able to be adjusted to accommodate changes
- The Training Plan should be relevant to, and supportive of, industry and workplace requirements
- The Training Plan should be straight forward, easy to follow and written in plain language.

2. What should include in Training Plan?

Answer: Training Plan Should include:

- essential employer, learner and RTO details for the apprenticeship/traineeship;
- units of competency (training) to be undertaken, and how, when and by whom training and assessment will be delivered/undertaken;
- training materials, resources, facilities and supervision arrangements that will support the training; and
- an addendum, used to capture additional information required for school-based apprenticeships and traineeships

3. What is progress chart?

Answer: A Training Progress Chart, often referred to as a Training Progress Tracker or Training Progress Report, is a visual representation or document that helps track and monitor the progress of individuals or groups throughout a training program. It provides a snapshot of how well participants are advancing through the training content, meeting milestones, and achieving learning objectives.

4. What is the key characteristic of the Self-Paced Learning mode of training delivery?

Answer: The key characteristic of Self-Paced Learning mode is that learners access training content independently and progress through modules at their own pace.

5. What is the primary difference between On-the-Job Training and Off-the-Job Training modes?

Answer: The primary difference is that On-the-Job Training occurs within the regular work environment, with participants learning while performing actual tasks. In contrast, Off-the-Job Training takes place away from the work setting and often involves formal programs conducted by external trainers or institutions.

TASK SHEET: 2.1

Task Sheet: 2.1
Title: Create a Training Plan
Performance Objective: The trainee must be able prepare a Training Plan for an individual trainee.
Supplies/Materials: Competency Standard & CADs, Competency based curriculum (CBC). , Sample of individual training plan
Equipment: PC, printer with ink,
Steps/Procedure: <ol style="list-style-type: none">1. Given the suggested template for a training plan, CS, CAD, you are to prepare a Training Plan. 2. Use the available template in the CBLM for Coordinating training and assessment arrangements3. Make a report of your experience in making the training plan, in your report, give recommendations regarding the usability of the Training Plan in regard to your objective.4. Submit your output to the trainer.

Sample of individual Training Plan

Individual Training Plan

Purpose of individual training plan: Individual training plan, is a method of training in which content, instructional technology, and pace of learning are based upon the abilities and interest of individual trainee. Identifying and meeting individual learner needs boosts their morale and encourages them. In some cases, the learner does not gain much from mass instruction. As such, when the teacher provides individually prescribed instruction it significantly helps many learners to understand and grasp educational concepts.

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Trainee Name	Md. Mahiuddin Miah	Trainee ID	PG3-001	Phone No.	017144222200

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ITGDE2001A1	Perform Word-processing and Internet Communication	eLearning/ OffJT	Swapon/ K.M Haque	Feb 1, 2022	Feb 20, 2022	<ul style="list-style-type: none"> ▪ Oral Questioning ▪ Demonstration ▪ Written Test. 	Feb 20, 2022	July 1, 2022	To be selected by NSDA
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I have contributed to the development of this plan and I understand my responsibility to ensure its implementation and monitoring	RTO Signature		Trainer Signature		Student Signature	
	Name	Md. Moksedul Alam	Name	Md. Anisuzzaman	Name	Md. Mahiuddin
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Conclusion recommendation:

Individual training has been planned for the above-mentioned individual trainee. In this regard 'OJT' has been conferred after identifying individual learning need of a trainee. For this reason, a mentor and a trainer have been given the responsibility to train the trainee. They provide individually prescribed instruction by identifying and meeting individual learner needs. They will become **encouraged** and their learning will be **boosted up**. Finally, they will achieve competency.

Learning Outcome 3: Organize training and assessment arrangements

Assessment Criteria:

1. Training and assessment requirements and responsibilities of key parties are discussed, negotiated and agreed.
2. Support services and probable funding sources are identified with relevant stakeholders and confirmed the training contract.
3. Field of training is identified by referring programmed structure.
4. Venue is selected according to identified areas if required.
5. Relevant documentary work is performed following organizational procedures.

Content:

1. Training and assessment requirements and responsibilities
2. Support services and probable funding sources
3. Relevant stakeholder
4. Venue selection technique
5. Relevant documentary work

Resources Required/ Conditions:

Trainees must be provided with the following:

- o Handouts or reference materials/books/ CBLMs on the above stated contents
- o PCs/printers or laptop/printer with internet access
- o Digital projector and Screen
- o Bond paper
- o Ball pens/pencils and other office supplies and materials
- o Relevant learning materials
- o Workplace or simulated environment

Methodologies

- Lecture/discussion
- Demonstration/application
- Presentation
- Blended delivery methods

Assessment Methods

- Written test
- Demonstration
- Observation with checklist
- Oral questioning
- Portfolio

Learning Experience 3: Organize training and assessment arrangements

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about “Organize training and assessment arrangements”	1. Instructor will provide the learning materials “Coordinating training and assessment arrangements”
2. Read the Information sheet/s	2. Information Sheet No:3 Organize training and assessment arrangements
3. Complete the Self - Checks & Check answer sheets.	3. Self-Check/s Self-Check No: 3 Organize training and assessment arrangements Answer key No. 3 Organize training and assessment arrangements
4. Read the Job Sheet and Specification Sheet and perform job	4. Job- Sheet No:3.1 Organize training and assessment arrangements Specification Sheet: 3.1 Organize training and assessment arrangements

Information Sheet 3: Organize training and assessment arrangements

Learning Objectives:

After completion of this information sheet, the learners will be able to:

1. Training and assessment requirements and responsibilities
2. Support services and probable funding sources
3. Relevant stakeholder
4. Venue selection technique
5. Relevant documentary work

Training and assessment requirements and responsibilities of key parties

Key parties/stakeholders in training and assessment process are individuals, groups, or entities that have a vested interest in the success, quality, and outcomes of the training and assessment processes. It's important to recognize that the exact stakeholders can vary depending on the industry, context, and specific training or assessment program. Effective collaboration and communication among these stakeholders are essential to ensure the success and quality of training and assessment initiatives.

Here's an overview of the training and assessment requirements and responsibilities for each of the mentioned stakeholders:

Employers/Organizations:

Requirements: Employers need to identify the skills and knowledge required for their workforce to perform effectively. They must provide relevant training and ongoing development to address skill gaps and promote employee growth.

Responsibilities:

- Design and implement training programs,
- allocate resources,
- ensure training aligns with business objectives,
- track employee progress,
- assess training effectiveness,
- create a supportive learning environment.

Students/Learners:

- **Requirements:** Learners must actively participate in training programs, complete assignments, engage in assessments, and strive to acquire the necessary skills and knowledge.

- Responsibilities:

- Attend training sessions,
- complete coursework,
- participate in assessments,
- seek clarification when needed,
- take ownership of their learning,
- apply acquired knowledge and skills.

Instructors/Trainer/Facilitators:

- **Requirements:** Training providers must have expertise in the subject matter they are teaching, and instructors must be knowledgeable and skilled in instructional methods.

- Responsibilities:

- Design market responsive curriculum,
- deliver effective training sessions,
- create assessments that measure learning outcomes,
- provide feedback and support to learners,
- update content as needed,
- ensure a positive learning experience.

Assessment designer:

- **Requirements:** Assessment developers should have expertise in both the subject matter being assessed and assessment design principles.

- Responsibilities:

- Develop fair and accurate assessments,
- ensure alignment with learning objectives,
- use diverse assessment methods (e.g., written tests, practical exercises),
- maintain assessment security,
- review and revise assessments periodically,
- ensure assessments measure what they intend to assess.

Regulatory Bodies/Government Agencies:

- **Requirements:** Regulatory bodies establish standards and guidelines for training and assessment in specific industries or sectors.

- **Responsibilities:**

- Set industry standards,
- define competency requirements,
- approve training and assessment programs,
- monitor compliance with regulations,
- ensure public safety,
- maintain the integrity of assessments.

Industry Associations/Professional Bodies:

- **Requirements:** These organizations often consist of subject matter experts who understand industry trends and requirements.

- **Responsibilities:**

- Develop relevant training content,
- establish best practices
- collaborate with educational institutions,
- promote continuous professional development within the industry.

Certification Boards/Authorities:

- **Requirements:** Certification boards require expertise in the field and a deep understanding of competency requirements.

- **Responsibilities:**

- define certification criteria,
- develop exams or assessments,
- evaluate candidate performance,
- award certifications,
- maintain certification standards,
- ensure ongoing competency through recertification or renewal processes.

Educational Institutions/ Training Provider/ STP:

- **Requirements:** Educational institutions must have qualified instructors and access to relevant resources.

- **Responsibilities:**

- Offer structured training programs,
- provide theoretical and practical knowledge,
- assess student progress,
- issue certificates or diplomas,
- maintain accreditation standards,
- align programs with industry needs.

Employees/Learners:

- **Requirements:** Learners need access to appropriate training resources and a commitment to learning.

- Responsibilities:

- Interact effectively in training,
- complete assignments and assessments,
- seek clarification when needed,
- apply learned skills on the job,
- continually seek opportunities for self-improvement.

Parents/Guardians:

- **Requirements:** Parents and guardians should be supportive of their child's learning journey.

- Responsibilities:

- Encourage participation in training,
- provide guidance and support,
- help manage time and resources,
- collaborate with educational institutions or organizations as needed.

Community/Public:

- **Requirements:** The community and the general public expect well-trained professionals who adhere to industry standards.

- Responsibilities:

- Acknowledge the importance of ongoing training,
- support initiatives that promote competence and safety,
- hold stakeholders accountable for maintaining high standards.

Technology Providers:

- **Requirements:** Technology providers must offer reliable and effective learning platforms.

- **Responsibilities:**

- develop and provide user-friendly e-learning platforms and assessment tools,
- develop digital resources that enhance the learning experience and make assessments accessible.

Employment Agencies/Recruiters:

- **Requirements:** Employment agencies need to understand industry requirements and job roles.

- **Responsibilities:**

- match candidates with suitable training,
- assess their qualifications,
- verify certifications when applicable,
- advocate for well-trained candidates in the job market.

Investors/Shareholders:

- **Requirements:** Investors and shareholders are interested in the organization's success and growth.

- **Responsibilities:**

- Support funding for training initiatives,
- prioritize employee development for long-term success,
- evaluate the impact of training on organizational performance.

Each stakeholder plays a crucial role in ensuring the success, quality, and relevance of training and assessment programs. Collaboration and communication among these stakeholders are vital to creating effective learning experiences and maintaining industry standards. Discussing, negotiating, and agreeing on requirements and responsibilities create a collaborative foundation that promotes effective planning, customization, commitment, accountability, and overall program success. It helps align different perspectives and interests toward a common goal, resulting in well-designed, well-executed, and impactful training and assessment initiatives.

Support services and probable funding sources

Support services

Organizing training and assessment arrangements involves various support services from the relevant stakeholder that helps ensure the smooth and effective implementation of the programs. These support services can include:

▪ Logistics Management:

- **Venue Booking:** Securing appropriate training venues or assessment centers.
- **Equipment and Materials:** Providing necessary training equipment, tools, and materials.
- **Scheduling:** Creating schedules for training sessions, assessments, and breaks.

▪ Administrative Support:

- Enrollment and Registration: Managing participant registrations and enrollment processes.
- Documentation: Handling paperwork, contracts, consent forms, and records.
- Communication: Managing communication with participants, instructors, and stakeholders.
- Assistance: Providing assistance for participants with disabilities or special needs.

▪ Technology Support:

- Online Platforms: Setting up and managing e-learning platforms or assessment systems.
- Technical Assistance: Providing technical support during virtual training sessions or online assessments.

▪ Resource arrangement:

- Training Materials: Sourcing training materials, presentations, handouts, and guides.

- Training Facilitators/ Instructor: Arranging skilled trainers/ facilitator instructors for training sessions.
- Assessment Content: Sourcing assessment questions, scenarios, and practical tasks.

▪ **Assessment Services:**

- Monitoring: Organizing secure assessment environments with proper invigilation.
- Grading: Setting up processes for grading and evaluating assessments.

▪ **Reporting and Analysis:**

- Data Collection: Collecting data on participant performance, feedback, and outcomes.
- Analysis: Analyzing data to evaluate program effectiveness and make informed decisions.

▪ **Financial Management:**

- Budgeting: Creating and managing budgets for training and assessment programs.
- Billing and Payments: Handling participant fees, invoices, and payments.

These support services ensure that training and assessment arrangements are well-organized, participants have a positive experience, and the desired learning outcomes are achieved. The coordination of these services contributes to the overall success of training and assessment initiatives.

Probable funding sources

Funding for organizing training and assessment arrangements can come from various stakeholders who have an interest in the success and outcomes of the programs. Here are some probable funding sources from relevant stakeholders:

▪ 1. Employers/Organizations:

- Direct Funding: Companies can allocate budgets to support the training and assessment needs of their employees.
- Training Grants: Some employers might access training grants or subsidies provided by government programs or industry associations.

- 2. Government Agencies/Regulatory Bodies:
 - Grants and Subsidies: Governments often offer grants and subsidies to promote workforce development and skill enhancement.
 - Industry-Specific Funding: Regulatory bodies may allocate funds to improve industry competence and safety through training.

- 3. Industry Associations/Professional Bodies:
 - Membership Fees: Industry associations can utilize membership fees to fund training and assessment initiatives for their members.
 - Sponsorships: Industry partners might provide financial support in exchange for recognition or involvement in the programs.

- 4. Certification Boards/Authorities:
 - Certification Fees: Fees collected for certification exams and processes can be reinvested into training and assessment programs.
 - Donations and Grants: Certification bodies might receive donations or grants to support initiatives that contribute to professional development.

- 5. **Educational** Institutions:
 - Tuition Fees: Educational institutions can charge participants tuition fees for training programs and assessment courses.
 - Internal Budgets: Institutions might allocate funds from their budgets to support specialized training and assessment offerings.

- 6. Private Foundations/Nonprofit Organizations:
 - Grants and Donations: Foundations and nonprofit organizations that align with the program's goals might provide funding support.
 - Project-Based Funding: Funding could be secured through proposals that demonstrate the program's impact and alignment with the foundation's mission.

- 7. Employment Agencies/Recruiters:
 - Sponsorships: Recruitment agencies may sponsor training programs to enhance the employability of their candidates.

- Collaboration Funds: Agencies might partner with organizations to collectively fund programs that align with industry needs.

- 8. Technology Providers:

- Technology Grants: Companies providing e-learning platforms or assessment tools might offer grants to support innovative training initiatives.
- Sponsorships: Technology providers could offer financial support in exchange for showcasing their solutions in the programs.

- 9. Investors/Shareholders:

- Corporate Social Responsibility (CSR) Funds: Companies might allocate funds from their CSR initiatives to support training and education programs.
- Impact Investing: Investors interested in social impact might invest in programs that contribute to skill development and employment.

- 10. Community/Public:

- Fundraising: Local communities might engage in fundraising efforts to support training initiatives that benefit community members.
- Crowdfunding: Online crowdfunding platforms can be used to gather financial support from the public for training and assessment programs.

- 11. International Organizations/NGOs:

- Grants and Donations: International organizations and non-governmental organizations (NGOs) focused on education and skill development might offer funding.
- Partnership Funds: Collaborative projects between NGOs and training providers can secure funding from various sources.

Securing funding often involves a combination of approaches, including grants, fees, partnerships, and sponsorships. It's important to clearly communicate the program's objectives, benefits, and alignment with stakeholders' interests when seeking funding support.

Training Contract:

Competency-based training and assessment is an approach that emphasizes the practical application of skills and knowledge in real-world scenarios. A training contract, often referred to as an apprenticeship or internship agreement, is a legally binding document that outlines the terms and conditions of an arrangement between an individual (often a trainee or apprentice) and an employer or training provider. The training contract in this context serves as a legal document/ formal agreement that defines the roles, responsibilities, and expectations of various stakeholders throughout the training process.

Field of training:

Training is a valuable investment that leads to improved skills, increased efficiency, enhanced employee satisfaction, and overall organizational success. It aligns individuals with organizational goals, industry trends, and best practices, making it a crucial component of personal and professional development. Training serves various important purposes across different contexts and industries:

- **Skill Development:** Training helps individuals acquire new skills or improve existing ones, enabling them to perform their roles more effectively and efficiently.
- **Knowledge Enhancement:** Training provides individuals with updated information, industry best practices, and the latest developments in their field.
- **Performance Improvement:** Training aims to enhance job performance by addressing performance gaps and helping employees excel in their tasks.
- **Adaptation to Change:** Training prepares individuals to handle changes in technology, processes, or industry trends by equipping them with the necessary skills and knowledge.
- **Increased Productivity:** Well-trained employees are more productive, as they can complete tasks accurately and efficiently, leading to better outcomes for the organization.
- **Employee Engagement:** Providing training opportunities shows employees that their growth and development are valued, leading to higher job satisfaction and engagement.
- **Leadership Development:** Training grooms potential leaders by imparting leadership skills and techniques, preparing them for leadership roles.
- **Team Building:** Team-based training promotes collaboration, communication, and synergy among team members, leading to improved team performance.

- **Risk Management:** Training can help mitigate risks by ensuring employees are aware of safety protocols, compliance requirements, and best practices.
- **Customer Satisfaction:** Customer-facing training improves customer service skills, leading to better interactions and higher customer satisfaction.
- **Innovation and Creativity:** Training can foster a culture of innovation by encouraging employees to think critically and come up with new ideas.
- **Career Advancement:** Training can provide individuals with opportunities for career growth and advancement within their organization.
- **Cross-Functional Understanding:** Training can help employees understand the roles and functions of other departments, promoting a holistic view of the organization.
- **Change Management:** Training supports successful change initiatives by helping employees adapt to new processes, technologies, or organizational structures.
- **Compliance:** Training ensures that employees understand and adhere to legal, regulatory, and ethical guidelines relevant to their roles.
- **Quality Improvement:** Training in quality control and process improvement methodologies helps enhance the quality of products and services.
- **Employee Retention:** Providing training opportunities can improve employee retention rates by demonstrating an investment in their professional growth.
- **Knowledge Transfer:** Training helps transfer knowledge from experienced employees to newer ones, preserving institutional knowledge.
- **Certification and Credentialing:** Training prepares individuals for certifications or credentials that validate their expertise in a particular field.
- **Cultural and Diversity Awareness:** Training can promote awareness and respect for diverse cultures, improving interactions within a multicultural workforce.

Ultimately, the purpose of training is to create a skilled, knowledgeable, engaged, and adaptable workforce that contributes positively to the success of organizations and the achievement of individual goals.

Training Venue:

A training venue is a physical location where training sessions, workshops, seminars, or other educational activities take place. The choice of a suitable training venue is crucial for the success of any training program, as it can impact the participants' experience, engagement, and the overall effectiveness of the training. It depends on the types of training, character of participant, financial

supports and so on.

Key considerations for selecting a training venue: Location, Capacity, Facilities, Layout (e.g., classroom-style, theater-style, U-shape), Appropriate lighting, ventilation, and acoustics, Amenities, Technology (e.g., online access, virtual training), Accessibility, Cost, Reputation, Flexibility, Support Staff, Safety and Security, Proximity to Accommodation, Catering, Parking, Availability, and Location Image.

Relevant documentary

For the effective planning, implementation, and documentation of training and assessment activities within organizational procedures, several relevant documents are essential. These documents ensure clear communication, adherence to standards, and proper record-keeping. Here are some relevant documents:

- Training Needs Analysis (TNA)
- Training Plan
- Training Material
- Assessment Strategy
- Assessment Plan
- Training and Assessment Schedule
- Participant Registration Forms
- Training Evaluation Forms
- Assessment Rubrics or Criteria
- Training and Assessment guidelines
- Code of Conduct
- Conflict Resolution Procedures
- Training and Assessment Records
- Certificates or Credentials
- Instructor/Facilitator Guidelines
- Health and Safety Guidelines
- Accessibility Guidelines
- Training Budget
- Privacy and Data Protection
- Feedback and Improvement Plans

These documents provide structure, clarity, and accountability for training and assessment activities within an organizational framework, contributing to the success of these initiatives.

SELF -CHECK: 3

1. What are the training and and assessment requirements and responsibilities of Instructors/Trainer/Facilitators.

2. What is training contract?

3. What is the primary purpose of training in the context of organizations?

4. What are some key considerations when selecting a training venue?

5. What role do documents like Assessment Strategy and Assessment Plan play in training and assessment activities?

ANSWER KEY: 3

1. What are the training and assessment requirements and responsibilities of Instructors/Trainer/Facilitators?

Answer: The training and assessment requirements and responsibilities of Instructors/Trainer/Facilitators are given below:

- **Requirements:** Training providers must have expertise in the subject matter they are teaching, and instructors must be knowledgeable and skilled in instructional methods.

- **Responsibilities:**

- Design market responsive curriculum,
- deliver effective training sessions,
- create assessments that measure learning outcomes,
- provide feedback and support to learners,
- update content as needed,
- ensure a positive learning experience.

2. What is training contract?

Answer: A training contract, often referred to as an apprenticeship or internship agreement, is a legally binding document that outlines the terms and conditions of an arrangement between an individual (often a trainee or apprentice) and an employer or training provider. The training contract in this context serves as a legal document/ formal agreement that defines the roles, responsibilities, and expectations of various stakeholders throughout the training process.

3. What is the primary purpose of training in the context of organizations?

Answer: The primary purpose of training in organizations is to create a skilled, knowledgeable, engaged, and adaptable workforce that contributes positively to the organization's success and individual development.

4. What are some key considerations when selecting a training venue?

Answer: Key considerations when selecting a training venue include factors like location, capacity, facilities, layout options, lighting, ventilation, accessibility, cost, safety, catering, and proximity to accommodation.

5. What role do documents like Assessment Strategy and Assessment Plan play in training and assessment activities?

Answer: Documents like Assessment Strategy and Assessment Plan provide guidelines and criteria for assessing participants' performance, ensuring fairness, consistency, and transparency in the assessment process.

TASK SHEET: 3

Task Sheet 3
Title: Select Appropriate Types of Training
Performance Objective: The trainee must be able to select the appropriate method of training, for their future training requirement.
Supplies/Materials: Competency Standard & CADs, Competency based curriculum (CBC)
Equipment: PC, printer with ink,
Steps/Procedure: <ul style="list-style-type: none">• Analyse the criteria Training Types;• Select the appropriate method• Present the output to the trainer.

Learning Outcome 4: Monitor training and assessment for STP and RPL

Assessment Criteria:

1. Monitoring plan are prepared as per organizational guidelines.
2. Monitoring tools are prepared/selected according to the accreditation authority/organizational guidelines.
3. Progress of the training, feedback and other relevant details are recorded in consultation with concern persons.
4. Recorded training details are provided to relevant parties by following organizational procedure

Content:

1. Prepare monitoring plan
2. Prepare monitoring tool
3. Record progress of the training and feedback

Resources Required/ Conditions:

Trainees must be provided with the following:

- o Handouts or reference materials/books/ CBLMs on the above stated contents
- o PCs/printers or laptop/printer with internet access
- o Digital projector and Screen
- o Bond paper
- o Ball pens/pencils and other office supplies and materials
- o Relevant learning materials
- o Workplace or simulated environment

Methodologies

- Lecture/discussion
- Demonstration/application
- Presentation
- Blended delivery methods

Assessment Methods

- Written test
- Demonstration
- Observation with checklist
- Oral questioning
- Portfolio

Learning Experience 4: Monitor training and assessment for STP and RPL

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
5. Student will ask the instructor about “Monitor training and assessment for STP and RPL”	<ul style="list-style-type: none"> • Instructor will provide the learning materials “Coordinating training and assessment arrangements”
6. Read the Information sheet/s	<ul style="list-style-type: none"> • Information Sheet No:4 Contribute to Validation Process and Outcomes
7. Complete the Self -Checks & Check answer sheets.	<ul style="list-style-type: none"> • Self-Check/s • Self-Check No: 4 Monitor training and assessment for STP and RPL • Answer key No. 4 Monitor training and assessment for STP and RPL
8. Read the Job Sheet and Specification Sheet and perform job	<ul style="list-style-type: none"> • Job- Sheet No:4.1 Monitor training and assessment for STP and RPL • Specification Sheet: 4.1 Monitor training and assessment for STP and RPL

Information Sheet 4: Monitor training and assessment for STP and RPL

Learning Objectives:

After completion of this information sheet, the learners will be able to:

1. Prepare monitoring plan
2. Prepare monitoring tool
3. Record progress of the training and feedback

Monitoring plan:

Monitoring plan serves as a strategic roadmap that guides the coordination, tracking, and evaluation of training and assessment activities. This plan ensures that the entire process unfolds smoothly, maximizing the potential for successful learning outcomes.

Effective coordination involves harmonizing schedules, resources, communication, and efforts among all stakeholders, ensuring that each component contributes to the overarching learning goals. Coordinators play a pivotal role in achieving this harmony by acting as facilitators, communicators, and problem-solvers. When coordination is executed effectively, it sets the stage for a seamless learning journey that fosters engagement, efficiency, and continuous improvement.

At the heart of effective coordination lies the monitoring plan—a structured framework that lays out the steps for tracking progress, assessing performance, and making informed decisions. A well-designed monitoring plan enables coordinators to stay attuned to the pulse of training and assessment activities, making it possible to identify both successes and areas needing attention. It serves as a proactive mechanism for early detection of challenges, ensuring that timely interventions can be implemented to maintain the course towards successful learning outcomes. The monitoring plan encompasses several essential components, including:

- **Objectives and Goals:** Clearly defined monitoring objectives aligned with the overarching learning objectives, outlining the specific outcomes to be achieved through the monitoring process.
- **Key Performance Indicators (KPIs):** Measurable metrics that quantitatively and qualitatively gauge the progress and effectiveness of training and assessment activities.
- **Roles and Responsibilities:** Assigning specific tasks and responsibilities to stakeholders involved in the monitoring process, ensuring accountability and collaboration.

- **Methods and Tools:** Selection of appropriate monitoring methods and tools, such as surveys, observations, data analysis, and feedback mechanisms, to gather relevant information.
- **Frequency and Timelines:** Establishing the cadence and timing of monitoring activities to capture data at critical junctures and ensure timely intervention.
- **Resource Allocation:** Allocating the necessary resources—human, financial, and technological—to support the monitoring process effectively.

By developing and adhering to a monitoring plan, coordinators gain the ability to:

- **Detect Early Warning Signs:** Monitoring enables early identification of challenges, allowing for timely corrective actions to be taken before they escalate and impact learning outcomes.
- **Ensure Alignment:** By tracking progress against objectives, coordinators ensure that training and assessment activities remain aligned with the intended learning goals.
- **Enhance Accountability:** Clearly defined roles and responsibilities in the monitoring plan ensure that stakeholders are accountable for their contributions to the process.
- **Facilitate Continuous Improvement:** Regular monitoring provides valuable insights that inform continuous improvement efforts, contributing to the refinement of training and assessment strategies.

In essence, a well-executed monitoring plan is a testament to the importance of effective coordination in the role of a coordinator. By ensuring that training and assessment activities are closely monitored and aligned with desired outcomes, coordinators create an environment that fosters successful learning outcomes and sets the stage for ongoing improvement. The monitoring plan is not merely a checklist; it is a dynamic tool that empowers coordinators to steer the ship of education towards the shores of achievement and excellence.

Develop appropriate monitoring tools tailored to the context

In training and assessment coordination, customized monitoring tools emerge as invaluable instruments that empower coordinators to effectively track, evaluate, and enhance the learning journey. These tools are designed to fit the exact needs of each training and assessment situation. Tailored monitoring tools play a pivotal role in driving successful coordination efforts and unlocking a host of benefits that contribute to improved outcomes.

Here is a step-by-step guide to creating suitable monitoring tools to the context:

Step 1: Grasp the Context

Step 2: Set Clear Objectives

Step 3: Identify Key Measures

Step 4: Design the Tool Layout

Step 5: Choose Data Collection Methods

Step 6: Customize Categories and Fields

Step 7: Determine Data Collection Frequency

Step 8: Pilot Testing and Refinement

Step 9: Training and Implementation

Step 10: Ongoing Review and Enhancement

Recording the progress of training and feedback

Progress recording is essential for effective training and assessment coordination. It provides valuable insights into learners' advancement, highlighting milestones, challenges overcome, and achievements. This data allows trend analysis, improvement identification, and celebration of progress. Beyond documentation, it guides decision-making, enabling timely interventions, improved learning experiences, and maximizing learners' potential.

Here is few techniques for accurate progress tracking are given below:

- **Formative Assessments:** Incorporate regular formative assessments to gauge ongoing understanding and skill development.
- **Quizzes:** Implement quizzes at key intervals to gauge retention and mastery of specific topics.
- **Regular Check-Ins:** Establish routine check-in sessions to discuss progress, address concerns, and provide guidance.
- **One-on-One Discussions:** Arrange individual discussions to offer personalized feedback and delve deeper into learners' challenges and achievements.
- **Performance Reviews:** Conduct structured reviews to measure advancement against predefined benchmarks and goals.
- **Digital Tools:** Integrate technology, such as learning management systems and personalized dashboards, to provide real-time visibility into progress.

By weaving these techniques together, a rich tapestry of learners' advancement takes shape, enabling accurate progress tracking and informed decision-making.

Strategies for Collecting Comprehensive Learner Feedback

Collecting learner feedback requires thoughtful strategies. Surveys, both formal and informal, gather insights on experiences and preferences. Focus groups, peer reviews,

and real-time interactions reveal emotional aspects. These methods together provide a comprehensive understanding of learners' needs and aspirations.

Utilizing Feedback for Continuous Improvement:

By consistently collecting, analyzing, and acting upon feedback, competency-based training and assessment can evolve in a way that aligns with the changing needs of learners and industries, fostering continuous improvement and excellence.

The Quality Standard Checklists are intended to provide simple guidance on minimum standards for conducting the activity covered. They include questions to check that every stage of the process has been completed properly – from inclusion in the proposal, to budgeting, implementation and M&E. **It is possible to use only selected sections as needed.**

A Sample of training monitoring checklist

	PROPOSAL WRITING	YES	NO	N/A
1	Are all necessary trainings mentioned in the proposal?			
2	Is it clearly justified why each training is needed and what do we want to achieve?			
3	Are the trainings properly described in terms of target group, geographical area, duration, frequency, learning objectives, number of participants, and selection of participants?			
4	Are the training activities clearly connected in the description to an outcome/expected result in the logic of the intervention?			
5	Are the trainings included in the work plan?			
6	Is it stated how will the trainer be selected and when necessary trained?			
LOGFRAME PREPARATION				
1	When relevant, have you included indicators at output level on # of trained people?			
2	When applicable, have you included an indicator on number or % of participants who successfully completed a training program?			

3	When applicable, have you included an indicator on whether skills learnt in training are in use in day-to-day work (i.e. for teachers, are they using competencies learnt in the classroom?)			
BUDGET PREPARATION				
1	If needed, have you included external trainer's fees?			
2	If needed, have you included accommodation and transportation cost of trainer/participants?			
3	If needed, have you included venue cost for the duration of the training?			
4	If needed, have you included refreshment cost for participants for the duration of the training?			
5	If needed, have you included the cost for curriculum development (<i>manuals preparation, translation, printing and distribution</i>)?			
7	If needed, have you included the cost for training materials (<i>stationary and technical consumable materials</i>)?			
7	If needed, have you included interpreter fees during the training?			
8	Do you pay the participants any allowance/per diem? If yes, did you include the related amount in the budget? Did you compare the amount with other agencies to ensure equitable allowance practice?			
ACTIVITY PREPARATION AND IMPLEMENTATION				
PREPARATION – TRAINING DESIGN				
1	Has the target been identified and selected based on an in-depth needs assessment?			
2	Have you clearly established transparent and needs-based community participants' selection criteria? (<i>Consider, if applicable, gender balance and including people with disability</i>)			
3	Have you considered working with and improving the capacities and incentives of local actors (<i>e.g. local service providers, government extension agents, private sector actors</i>) to provide training and ongoing extension support?			

4	Have you prepared a ToR for the trainer and got approval from your supervisor?			
5	Have you selected the trainer considering his/her experience, his/her technical knowledge, his/her ability to prepare training material, his/her facilitation skills to ensure proper participations and learning and with respect of the participants (<i>age, gender, ethnicity/language/religious groups, etc..</i>)?			
6	Did you choose suitable training methods, taking into account the character of training and background of participants (<i>literate or illiterate, age, sex, special needs, level of experience and knowledge, learning styles</i>)?			
7	Did you prepare a detailed schedule for the training per each session?			
8	Have you planned for enough practical activities to familiarize with the topic and apply the knowledge acquired during the training sessions?			
9	Are the sessions organized in a logical order?			
10	Have you prepared an observation tool to monitor whether skills learnt in training will be in use in day-to-day work?			
PREPARATION – CURRICULUM DEVELOPMENT				
1	Have you clearly defined the topics, the content and the learning objectives of the training?			
2	Are the topics and the content specific, relevant and useful to participants?			
3	Is the curriculum competence based? (<i>A competency-based curriculum is a curriculum that emphasizes what learners are expected to do rather than mainly focusing on what they are expected to know.</i>)			
4	Did you choose adequate training content taking into account the training character and the participants' background (<i>literate or illiterate, age, sex, special needs, level of experience and knowledge, learning styles</i>)?			
5	Did you include all necessary and relevant reference materials?			
6	Have you translated and proof-read the training materials?			
7	Have you prepared a pre and post training tests or other assessment instruments?			

8	Have you included feedback mechanism into the training design? (<i>i.e. to check that feedback will be gathered throughout the training and there is a system in place for addressing this feedback to improve the quality</i>)			
9	Have you defined criteria for successful completion of the training? (<i>minimum attendance, minimum score in the post-training test, demonstration of acquired knowledge, etc.</i>)			
10	If needed, have you designed the certificate of completion?			
PREPARATION – LOGISTICS				
1	Did you consider when to schedule the training to maximize cost and time efficiency and maximize the chances that participants will attend the entire training (<i>all in once, during weekends, during certain days and time of the day</i>)?			
2	Has the venue been identified? Is it safe and convenient (<i>enough space, not too hot/cold, clean, equipped with gender separated WASH facilities, etc.</i>) ?			
3	When necessary, have you organized transportation and accommodation for the trainer and participants?			
4	Did the participants confirm their attendance and have you updated other team members and venue organizers with the final number?			
5	When planned, have you organized the refreshment (coffee break, lunch)?			
6	Have you prepared enough copies of necessary training materials (<i>handouts, training program, flipchart, markers, projector, stationary for group activities, demo plot, tools for practical demonstration</i>)?			
7	Have you printed the attendance list and relevant donor logos?			
8	When necessary, have you hired a translator for training materials and for the training sessions?			
9	If planned, have you printed the certificates with proper logos as per donor requirement in terms of visibility?			
10	Has the trainer signed the trainee safeguarding Policy?			

	Is the trainer aware about the consequences of breaching the Policy?			
<p>DURING THE TRAINING (for trainer and for M&E staff)</p> <p><i>This section can be printed out and used by the trainer as a reminder checklist or by PIN education field officers to monitor the training quality</i></p>				
1	Is the group size adequate to the topic? <i>Ideally 20-25 participants per group.</i>			
2	Is the group composition gender and age appropriate? <i>Groups contain participants of similar knowledge and if contextually required also of the same sex.</i>			
3	Has the trainer introduced the training and related learning objectives?			
4	Has the trainer evocated the previous knowledge and background of participants and their expectations? (<i>this can be done by written pre-training test and questionnaire or by open conversation</i>)			
5	Does the trainer use concrete examples from real life, relatable to the participants?			
6	Does the trainer engage all participants? <i>E.g. if a trainee is passive, does not participate in an activity or look withdrawn, the trainer attends to his/her needs and tries to encourage his/her participation.</i>			
7	Does the trainer create conducive environment to sharing participants' experience/knowledge/tradition?			
8	Does the trainer check the participants' learning progress throughout the training? (<i>when possible nice websites can be used, e.g. https://kahoot.com/</i>)			
9	Does the trainer use visual and auditory aids to support participants' learning?			
10	Does the trainer use adequate practical activities to facilitate learning by doing?			
11	Does the trainer give enough room for the participants to ask questions and does he answer all these questions?			
12	Does the trainer ask participant for regular feedback on training sessions to improve the training?			

13	Does the trainer refer back to the learning objectives to reconfirm and recap on learning outcomes?			
12	Did the session offer enough time for final reflection/evaluation by participants?			
13	Has the trainer shared relevant and practical reference materials?			
14	Has the trainer collected and analysed pre and post-training test (with the same content)?			
15	When applicable, did the trainer evaluate who passed the training? (<i>strongly recommended to improve quality and track results</i>)			
16	When applicable, have you introduced and discussed with participant a follow-up strategy to promote the use of new skills and knowledge acquired during the training? (<i>i.e. regular mentoring of teachers and teachers class observation tool</i>)			
17	Did the participants fill in the training evaluation form to share their feedback?			
18	Have you collected signed attendance sheets and, when applicable, mobile number?			
19	When necessary, have you takes some relevant pictures during the training?			
AFTER THE TRAINING MONITORING, EVALUATION AND LEARNING				
1	Is data on trained people saved and stored in a proper data sheet? Is the data disaggregated per sex, age, and other relevant factors?			
2	Are the training evaluation forms been analysed and the comments taken into consideration when planning future trainings? (as part of accountability to beneficiaries)			
3	Have you observed if and how participants have been using their knowledge in the related field, after the training? (<i>Implementing new techniques in teaching methodology, in agriculture, in nutrition, in WASH, in inclusion, etc.</i>)			

SELF -CHECK: 4

1. What is monitoring plan?
2. What is the primary purpose of a monitoring plan in the context of training and assessment activities?
3. What are the steps pf develop appropriate monitoring tools tailored to the context?
4. What is the Progress recording?
5. What are the technique for accurate progress tracking?

ANSWER KEY: 4

1. What is monitoring plan?

Answer: Monitoring plan serves as a strategic roadmap that guides the coordination, tracking, and evaluation of training and assessment activities. This plan ensures that the entire process unfolds smoothly, maximizing the potential for successful learning outcomes.

2. What is the primary purpose of a monitoring plan in the context of training and assessment activities?

Answer: The primary purpose of a monitoring plan is to guide the coordination, tracking, and evaluation of training and assessment activities, ensuring that they align with learning objectives and facilitating timely interventions when challenges arise.

3. What are the steps pf develop appropriate monitoring tools tailored to the context?

Answer: Here is a step-by-step guide to creating suitable monitoring tools to the context:

Step 1: Grasp the Context

Step 2: Set Clear Objectives

Step 3: Identify Key Measures

Step 4: Design the Tool Layout

Step 5: Choose Data Collection Methods

Step 6: Customize Categories and Fields

Step 7: Determine Data Collection Frequency

Step 8: Pilot Testing and Refinement

Step 9: Training and Implementation

Step 10: Ongoing Review and Enhancement

4. What is the Progress recording?

Answer: Progress recording is essential for effective training and assessment coordination. It provides valuable insights into learners' advancement, highlighting milestones, challenges overcome, and achievements. This data allows trend analysis, improvement identification, and celebration of progress. Beyond documentation, it guides decision-making, enabling timely interventions, improved learning experiences, and maximizing learners' potential.

5. What are the technique for accurate progress tracking?

Answer: The techniques for accurate progress tracking are given below:

- **Formative Assessments:** Incorporate regular formative assessments to gauge ongoing understanding and skill development.

- **Quizzes:** Implement quizzes at key intervals to gauge retention and mastery of specific topics.
- **Regular Check-Ins:** Establish routine check-in sessions to discuss progress, address concerns, and provide guidance.
- **One-on-One Discussions:** Arrange individual discussions to offer personalized feedback and delve deeper into learners' challenges and achievements.
- **Performance Reviews:** Conduct structured reviews to measure advancement against predefined benchmarks and goals.
- **Digital Tools:** Integrate technology, such as learning management systems and personalized dashboards, to provide real-time visibility into progress.

TASK SHEET: 4

Task Sheet 4.4-1
Title: Create Monitoring Plan for a RTO
Performance Objective: Given the Monitor Plan Template, the trainee must be able to develop a monitoring plan.
Supplies/Materials: RTO Implementation Guideline, Competency Standard & CADs, etc .
Equipment: PC, printer with ink,
Steps/Procedure: <ul style="list-style-type: none">• Analyze the Requirement in the monitoring plan.• Using the guidelines, design the plan; and• Present the output to the trainer.

Learning Outcome 5: Organize and monitor training and assessment for apprenticeship

Assessment Criteria:

1. Legislation, policies and guidelines for apprenticeship training are accessed and interpreted.
2. Networks and relationship between industry and institute are developed to identify apprenticeship opportunities.
3. Reporting and recording systems and requirements are identified and confirmed with relevant personnel.
4. Workplace visits are conducted according to legal/ organizational requirements to ensure work/training arrangements are being met.
5. Progress of the apprentice/trainee is monitored and recorded against the training Plan
6. Identified apprentice/trainee support needs are monitored and addressed, where required.
7. Risks/issues/irregularities are monitored and addressed as required.
8. Linkages between 'on the job' and/ or assessment and 'off-the job' delivery are created.

Content:

1. Apprenticeship guidelines
2. Apprenticeship opportunities
3. Apprenticeship training plan
4. Monitoring technique
5. Support need
6. Linkage between on the job and off the job training

Resources Required/ Conditions:

Trainees must be provided with the following:

- o Handouts or reference materials/books/ CBLMs on the above stated contents
- o PCs/printers or laptop/printer with internet access
- o Digital projector and Screen
- o Bond paper
- o Ball pens/pencils and other office supplies and materials
- o Relevant learning materials
- o Workplace or simulated environment

Methodologies

- Lecture/discussion
- Demonstration/application
- Presentation
- Blended delivery methods

Assessment Methods

- Written test
- Demonstration
- Observation with checklist
- Oral questioning
- Portfolio

Learning Experience 5: Organize and monitor training and assessment for apprenticeship

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
9. Student will ask the instructor about “Organize and monitor training and assessment for apprenticeship”	<ul style="list-style-type: none"> • Instructor will provide the learning materials “Coordinating training and assessment arrangements”
10. Read the Information sheet/s	<ul style="list-style-type: none"> • Information Sheet No:5 Organize and monitor training and assessment for apprenticeship
11. Complete the Self -Checks & Check answer sheets.	<ul style="list-style-type: none"> • Self-Check/s • Self-Check No: 5 Organize and monitor training and assessment for apprenticeship • Answer key No. 5 Organize and monitor training and assessment for apprenticeship
12. Read the Job Sheet and Specification Sheet and perform job	<ul style="list-style-type: none"> • Job- Sheet No:5.1 Organize and monitor training and assessment for apprenticeship • Specification Sheet: 5.1 Organize and monitor training and assessment for apprenticeship

Information Sheet 5: Organize and monitor training and assessment for apprenticeship

Learning Objectives:

After completion of this information sheet, the learners will be able to:

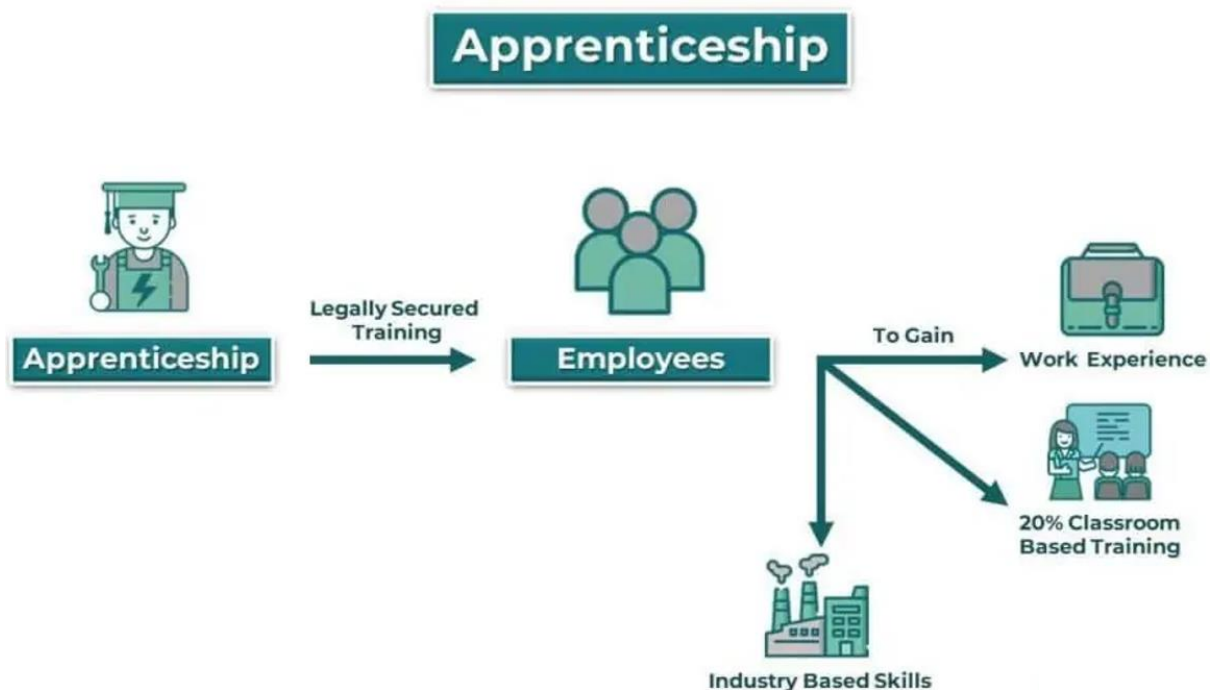
1. Apprenticeship guidelines
2. Apprenticeship opportunities
3. Apprenticeship training plan
4. Monitoring technique
5. Support need
6. Linkage between on the job and off the job training

Apprenticeship

Apprenticeship is a structured training program in which individuals, known as apprentices, learn a skilled trade or profession through a combination of hands-on work experience and formal education.

It is a time-tested method of training that has been used for centuries to transmit knowledge and skills from experienced professionals to new practitioners.

Apprenticeships are typically associated with trades such as carpentry, plumbing, electrical work, welding, and other skilled labor, but they can also be found in various industries and professions.



Key features of an apprenticeship program include:

1. **On-the-Job Training:** Apprenticeships involve practical, hands-on experience where apprentices work alongside experienced mentors or journey persons. They gain real-world skills by participating in actual work tasks, projects, and assignments.
2. **Classroom Instruction:** In addition to on-the-job training, apprentices often receive formal education through classroom instruction or online courses. This theoretical knowledge complements the practical skills learned on the job.
3. **Structured Curriculum:** Apprenticeship programs have a structured curriculum that outlines the skills and competencies apprentices are expected to develop. This curriculum guides the progression of learning throughout the program.
4. **Duration:** Apprenticeships can vary in duration, typically lasting anywhere from one to five years, depending on the complexity of the trade or profession being learned.
5. **Wages:** Apprentices are typically paid for their work during the training period. As they progress and gain more skills, their wages may increase.
6. **Certification:** Successful completion of an apprenticeship program often leads to a recognized certification, license, or journeyworker status, indicating that the apprentice has achieved a certain level of skill and competence in the chosen trade or profession.
7. **Employer Involvement:** Apprenticeships involve active collaboration between employers, apprentices, and often industry or trade organizations. Employers invest in training apprentices to meet their workforce needs and contribute to the growth of the industry.

Apprenticeships offer a valuable pathway for individuals who want to enter a specific trade or profession without pursuing a traditional college education. They provide an opportunity to learn practical skills, gain industry experience, and potentially secure well-paying jobs upon completion. Additionally, apprenticeships contribute to reducing the skills gap in various industries by ensuring a steady supply of skilled workers.

The ILO defined apprenticeship in its Apprenticeship Recommendation (R60, 1939) as follows:

“... the expression apprenticeship means any system by which an employer undertakes by contract to employ a young person and to train him [or her] or have him [or her] trained systematically for a trade for a period the duration of which has been fixed in advance and in the course of which the apprentice is bound to work in the employer's service.” (Para.1)

This definition incorporates some of the key features of apprenticeship:

- based in the work place supervised by an employer
- intended for young people

- fundamental aim is learning a trade/acquiring a skill
- training is 'systematic' i.e. follows a predefined plan
- governed by a contract between apprentice and employer

In 1962, when the ILO reformulated its definition, in Vocational Training Recommendation (R117, 1962), several new characteristics of apprenticeship were identified. The new definition was

“Systematic long-term training for a recognized occupation taking place substantially within an undertaking or under an independent craftsman should be governed by a written contract of apprenticeship and be subject to established standards.” (Para. X. 46)³

This later definition added new features to those already identified above, namely

- training to established standards for a recognized occupation
- long-term training

“‘Apprenticeship’ is taken to denote training programmes that combine vocational education with work-based learning for an intermediate occupational skill (i.e., more than routine job training), and that are subject to externally imposed training standards, particularly for their workplace component.”⁴

This definition recognizes that, in addition to the attributes recognized above, regulated apprenticeship systems normally incorporate

- off the job education and training
- external regulation of training standards both in and outside the workplace

Eight Essential Components of Apprenticeship Training

1. **Structured Training:** Apprenticeship is a training strategy that:
 - combines supervised, structured on-the job training with related instruction
 - sponsored by employers, employer associations or labour/management groups that have the ability to hire and train in a working environment. The employment opportunity is the most basic requirement for any apprenticeship. Without the job, there is no on the job training. On the job training may represent approximately 90% of the program
 - provides quality related instruction. Related instruction is integration of theoretical and technical, and it is usually provided by nationally recognized training organization
2. **Skilled Training:** Apprenticeship is a training strategy that prepares people for skilled employment by conducting training in bona fide and documented employment settings. The content of training, both on-the-job and related instruction, is defined by the industry.
3. **Apprenticeship Laws:** Apprenticeship is a training strategy with requirements that should be clearly stated in national laws and regulations. The national legal framework should provide the guidance from the policy level. These laws and regulations establish minimum requirements for protecting the welfare of the apprentice, such as:
 - a. the length of training,
 - b. type and amount of related instruction
 - c. supervision of the apprentice
 - d. appropriate ratios of apprentices to regular workers
 - e. apprentice selection and recruitment procedures, etc.

4. **Credentials:** Apprenticeship is a training strategy that by virtue of a legal contract leads to a certificate of completion and official/recognized worker status. The contracts and completion certificates are issued by designated national authorities. These credentials have explicit meaning, recognition, and respect in the eyes of the government and relevant industries.
5. **Investment in Training:** Apprenticeship is a training strategy that involves a tangible investment on the part of the apprentice, program sponsor, individual employer or labor/management group. The apprentice's investment is the time to learn skills and to perfect those skills on the job. The apprentice is expected to manage their time, keep their work records, attend classes, and to progress in their apprenticeship program. The apprentice may also be required to pay for tuition or books. The employer's investment includes paying wages while the apprentice is in related instruction and the wages of the skilled worker while training the apprentice on the job.
6. **Earn and Learn:** Apprenticeship is a training strategy that pays wages to apprentices during the term of their apprenticeship. These wages are a portion of the skilled wage rate that increases throughout the training program in accordance with a predetermined wage scale. The wages must average to a percentage specified by government regulations, over the term of the apprenticeship and must not be less than minimum wage.
7. **Supervised Training:** Apprenticeship is a training strategy in which participants learn by working directly under the supervision of skilled workers in the craft, trade or occupational areas.
8. **Apprentice Contract:** Apprenticeship is a training strategy that involves a written agreement, or contract between the apprentice, the employer, and the state. This agreement specifies the length of the training, the related school requirements, an outline of the skills of the trade to be learned, and the wages the apprentice will receive.

Basic Provisions of Apprenticeship

Following is a guide to the provisions that should be part of any standard apprenticeship program:

Industry Relations and Networks:

In the case of apprenticeship, it is vital to establish industry relationships and build up network. Because effective apprenticeship is only possible by the collaboration of industries with the training institute. Apprenticeship only becomes effective if the learners/trainees get the opportunity to apply their skills and knowledge in the industry which they have earned in the training institute. So, to provide training according to the industry demand and to keep the smooth flow of graduates it is vital to keep the industry relationship and network strong.

Occupations:

Determine what occupations or types of jobs will be covered by the program. Contact NSDA, once the apprenticeship framework is finalised for more details.

Work Processes:

List the major on-the-job training processes for each occupation separately. Traditional occupations have standard recommended work processes.

Allocation of work training time:

Determine the number of hours for each work process. This is the time an apprentice is expected to work on the process to become proficient. Traditional occupations have previously established minimum hours.

Term of apprenticeship:

The term of an apprenticeship is in the process of being established. It is expected that there will be a range of options available. BMET representatives can assist you with this once they are finalised.

Apprentice Qualifications:

What qualifications will applicants need to enter your program? These should be clear and objective; equal opportunity should be stressed. Most occupations should have identified minimum qualifications.

Related Classroom Instruction:

Each apprentice must attend paid related instruction: The number of hours will be determined and agreed with relevant stakeholders.

Number of Apprentices:

The number of apprentices to be trained is usually determined by a ratio of apprentices to skilled workers. Such a ratio is based on your industry's guidelines. Minimum ratios are established for those occupations that are overseen by national authorities and will be implemented in future.

Apprentice Wages:

There must be a progressive schedule for wage increases for the term of the contract that averages a specified percentage of the skilled worker rate for the duration of the apprenticeship program.

Supervision of Apprentices:

Apprentices are customarily under the immediate supervision of an assigned skilled worker. In large apprenticeship programs, an apprentice supervisor or training coordinator is designated or employed on a part or full time basis and is responsible for administering the program. In small programs, this responsibility is basically that of the employer in coordination with the learning facilitator.

Apprentice Contract:

A fundamental part of the any apprenticeship system is the agreement (contract) between the employer and the apprentice. This contract must be approved by the designated national authority – at the time of writing this module BMET is the national agency responsible for apprenticeships.

Establish Reporting and Recording System

BMET is the national agency responsible for providing recording and reporting form for apprenticeship. See Bangladesh Gadget Page 6332 to 6338 for the apprenticeship reporting and recording system. Below find the BMET approved form required for apprenticeship.

Form 1: Apprenticeship Contract

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বাংলাদেশ গেজেট, অতিরিক্ত, অক্টোবর ২২, ২০০৮

তফসিল

ফরম-১

শিক্ষাধীনতা চুক্তি

(বিধি ১০ দ্রষ্টব্য)

২০.....সনেরতারিখ(প্রতিষ্ঠানের নাম).....

অতঃপর মালিক হিসেবে উল্লিখিত, এবং(শিক্ষাধীনের নাম)

পিতা :

মাতা :

বর্তমান ঠিকানা :.....

স্থায়ী ঠিকানা :

অতঃপর শিক্ষাধীন হিসেবে উল্লিখিত এবং জনাব/ বেগম

পিতা/মাতা/আইনানুগ অভিভাবকের নাম

বর্তমান ঠিকানা :.....

স্থায়ী ঠিকানা :

অতঃপর পিতা/মাতা বা আইনানুগ অভিভাবক হিসেবে উল্লিখিত, ইহার মধ্যে অত্র চুক্তি সম্পাদিত হইল।

যেহেতু এই শিক্ষাধীন (পেশার নাম)(প্রতিষ্ঠানের নাম) এই গ্রাজুয়েট/সুপারভাইজার/ ট্রেড এপ্রেনটিস হিসেবে প্রশিক্ষিত হইতে আগ্রহী ;

অতএব, এতদ্বারা মালিক উক্ত আগ্রহ বিবেচনা করিয়া শিক্ষাধীনকে অত্র প্রতিষ্ঠানে শিক্ষাধীনতা কার্যক্রমের শর্তাবলী অনুসারে ও সাপেক্ষে প্রশিক্ষণ গ্রহণের জন্য গ্রহণ করিলেন।

শিক্ষাধীন জনাব/ বেগম বিশ্বস্ততার সঙ্গে এবং অধ্যবসায়ের সঙ্গে এবং অত্র চুক্তিতে বর্ণিত শর্তাবলী অনুসারে কাজ করিতে সম্মত হইয়াছেন ;

শিক্ষাধীনের পিতা/মাতা/আইনানুগ অভিভাবক এতদ্বারা বিশ্বস্ততার সঙ্গে অত্র চুক্তি মানিয়া চলিতেছেন কিনা এবং কর্তব্য পালন করিতেছেন কিনা তাহা দেখিবার জন্য নিজেকে দায়বদ্ধ করিলেন ;

মালিকের সঙ্গে উপরোক্ত কার্যক্রমে দার্বিকৃত শিক্ষাধীনতার মেয়াদ শুরু হইবে ২০.... সনের তারিখে এবং সমাপ্তি হইবে ২০ সনেরতারিখ ;

অত্র শিক্ষাধীনতা কেবলমাত্র মালিক ও শিক্ষাধীনের মধ্যে পারস্পরিক সমঝোতাক্রমে এবং যোগ্য কর্তৃপক্ষের পূর্বানুমোদন সাপেক্ষে পরিসমাপ্ত হইতে পারিবে।

উপরোক্ত বর্ণনা সত্ত্বেও, শিক্ষাধীন তাহার প্রশিক্ষণ কাজে অসন্তোষজনক অগ্রগতি প্রদর্শন করিলে অথবা শৃংখলাভঙ্গিত কারণে আইন অনুসারে মালিক কর্তৃক যোগ্য কর্তৃপক্ষের সঙ্গে পূর্বাঙ্কে আলোচনাক্রমে শিক্ষাধীনতার অবসান করিবার ক্ষমতা থাকিবে।

মালিক কর্তৃক অত্র চুক্তির শর্তাবলী পূরণ করা সত্ত্বেও কোন ক্ষেত্রে শিক্ষাধীন তাহার প্রশিক্ষণ গ্রহণের মেয়াদের মধ্যে এককভাবে মালিকের চাকুরি ছাড়িয়া চলিয়া গেলে শিক্ষাধীন চুক্তিভঙ্গের পূর্ববর্তী ১২ মাসে মালিক কর্তৃক বৃত্তি হিসেবে খরচকৃত অর্থ মালিককে ফেরত দিতে বাধ্য থাকিবেন ;

যেকোন পক্ষ, যেকোন সময় কোন বিষয়ে মতানৈক্য দেখা দিলে অত্র চুক্তির যে কোন অংশের ব্যাখ্যার জন্য যোগ্য কর্তৃপক্ষের সঙ্গে পরামর্শ করিতে পারিবেন এবং যোগ্য কর্তৃপক্ষের ব্যাখ্যা অপর পক্ষ হইতে মানিয়া চলিতে বাধ্য থাকিবেন।

এতদার্থে পক্ষগণ এতদ্বারা অত্র চুক্তিপত্রের তিন কপিতে তাহাদের নাম স্বাক্ষর ও সীলমোহর দিলেন।

(প্রতিষ্ঠানের নাম) -র পক্ষে

মালিক/নিয়োগ কর্তার স্বাক্ষর

স্বাক্ষর

(শিক্ষাধীন)

.....
(পিতা/মাতা/আইনানুগ অভিভাবক)

.....
(স্থায়ী ঠিকানা)

** [শিক্ষাধীন ২১ বছরে নিম্নবয়স্ক হইলে প্রযোজ্য।]

Form 2: Attendance and Test Result

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বাংলাদেশ গেজেট, অতিরিক্ত, অক্টোবর ২২, ২০০৮

ফরম-২

উপস্থিতি ও পরীক্ষার ফলাফল

{বিধি ১৩(২)}

প্রতিষ্ঠানের নাম :

ঠিকানা :

.....

.....

শিক্ষার্থীর নাম :

পিতার নাম :

মাতার নাম :

স্থায়ী ঠিকানা :

.....

.....

.....

রেজিস্ট্রেশন নং....., পেশা....., উন্ন.....

প্রতিষ্ঠানের শিক্ষার্থীনা প্রশিক্ষণের

ভারপ্রাপ্ত কর্মকর্তার স্বাক্ষর—

তারিখ.....

ক-মাসিক উপস্থিতি রেকর্ড

মাস	অনুষ্ঠিত বক্তৃতা	কতগুলো বক্তৃতায় উপস্থিত হইয়াছেন	ব্যবহারিক প্রশিক্ষণের মোট ঘন্টা	মোট কত ঘন্টা ব্যবহারিক প্রশিক্ষণ গ্রহণ করিয়াছেন	মন্তব্য	ভারপ্রাপ্ত কর্মকর্তার স্বাক্ষর

খ-পরীক্ষার ফলাফল

বিষয়	বিভিন্ন যাচাই ও পরীক্ষাসমূহের নাম	বিভিন্ন পরীক্ষা ও যাচাই এ প্রাপ্ত নম্বর	ভারপ্রাপ্ত কর্মকর্তার মন্তব্য ও স্বাক্ষর
(১)	(২)	(৩)	(৪)
যোগ্য কর্তৃপক্ষ বা তার প্রাধিকারপ্রাপ্ত কর্মকর্তার প্রতিস্বাক্ষর			

Form 3: Certification

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বাংলাদেশ গেজেট, অতিরিক্ত, অক্টোবর ২২, ২০০৮

ফরম-৩

প্রত্যয়নপত্র

{বিধি ১৩(৩)}

(প্রতিষ্ঠানের নাম)

প্রত্যয়ন করা যাইতেছে যে.....

পিতা মাতা

মেসার্স.....

এর..... একজন শিক্ষার্থী।

তার রেজিস্ট্রেশন

নং.....

২০.....সনেরমাসে নির্ধারিত পাঠ্যক্রম অনুযায়ী অনুষ্ঠিত.....

লেভেলের চূড়ান্ত শিক্ষার্থীত্ব পরীক্ষায় কৃতকার্যতার সঙ্গে উত্তীর্ণ হইয়াছেন।

.....শিক্ষার্থীত্ব..... বছর মেয়াদী ছিল।

মালিক বা প্রাধিকারপ্রাপ্ত কর্মকর্তার স্বাক্ষর—

তারিখ.....

Form 4: Apprenticeship Registration

বাংলাদেশ গেজেট, অতিরিক্ত, অক্টোবর ২২, ২০০৮

৬৩৩৭

ফরম-৪
শিক্ষাধীনতা রেজিস্টার
{বিধি ২২(১)}

প্রতিষ্ঠানের নাম :.....

ঠিকানা :.....

ক্রমিক নং	শিক্ষাধীনের নাম	পিতা/মাতা/স্বামীর নাম	স্থায়ী ঠিকানা	জন্ম তারিখ	শিক্ষাগত যোগ্যতা	শিক্ষাধীনতা যোগ্য পেশা
(১)	(২)	(৩)	(৪)	(৫)	(৬)	(৭)

ছুটি	শিক্ষাধীন হিসাবে যোগদানের তারিখ	শিক্ষাধীনের নিবন্ধন নং	পূর্ণ শিক্ষাধীনতার মেয়াদ (বছর)	শিক্ষাধীন যে তারিখে কৃতকার্যতার সঙ্গে আহার কোর্স সমাপ্ত করিয়েছেন	বৃত্তির মাসিক হার	মন্তব্য
(৮)	(৯)	(১০)	(১১)	(১২)	(১৩)	(১৪)

Form 5: Competency Registration

৬৩৩৮

বাংলাদেশ গেজেট, অতিরিক্ত, অক্টোবর ২২, ২০০৮

ফরম-৫
পারদর্শিতা রেজিস্টার
{বিধি ২২(৪)}

প্রতিষ্ঠানের নাম :.....

ঠিকানা :.....

ক্রমিক নং	শিক্ষার্থীর নাম	পিতার নাম	স্থায়ী ঠিকানা	জন্ম তারিখ	শিক্ষাগত যোগ্যতা	শিক্ষার্থীমতায়োগ্য পেশা
(১)	(২)	(৩)	(৪)	(৫)	(৬)	(৭)

পরীক্ষার ফলাফল

বিষয়সমূহ	বিভিন্ন যাচাই ও পরীক্ষাসমূহের নাম	বিভিন্ন পরীক্ষা ও যাচাই এ প্রাণ্ড নম্বর	ভারপ্রাপ্ত কর্মকর্তার মন্তব্য ও স্বাক্ষর

.....
যোগ্য কর্তৃপক্ষ বা তাহার প্রাধিকারপ্রাপ্ত কর্মকর্তার প্রতिस্বাক্ষর

রাষ্ট্রপতির আদেশক্রমে

ড. মাহফুজুল হক
ভারপ্রাপ্ত সচিব।

মোঃ মাহমুদ খান (উপ-সচিব), উপ-নিয়ন্ত্রক, বাংলাদেশ সরকারি মুদ্রণালয়, ঢাকা কর্তৃক মুদ্রিত।
মোঃ আব্দুল হোসেন (উপ-সচিব), উপ-নিয়ন্ত্রক, বাংলাদেশ ফরম ও প্রকাশনা অফিস,
তেজগাঁও, ঢাকা কর্তৃক প্রকাশিত।

Workplace Visit

After sending the trainees to the industry for apprenticeship it is an obligatory duty for the TVET teachers to visit the workplace frequently. A TVET teacher needs to visit the workplace as per the legal and organizational requirement to ensure that the training agreement between the training institute and industry are working effectively.

Purpose of visit a workplace:

The main role of TVET teachers is to ensure workplaces comply with agreement signed jointly by the industry and the training institute. It is also part of an TVET teachers' role to provide information and advice on the legal and organizational obligations.

TVET teachers visit workplaces for a variety of reasons including to:

- investigate workplace environment
- investigate reports of unsafe, or unhealthy conditions and dangerous work practices
- assess workplace working and operating procedure
- assess workplace working and operating risks to workers
- provide feedback and recommendation to improve the apprenticeship situation
- provide information and advice on the legislation.

Log book of apprentice

It is a document that is used to report skills and knowledge development of an apprentice under a competency-based training system. It is a tool that sequentially sets out the tasks to be completed by an apprentice in attaining a competency and is used record progress of the apprentice while in the program.

A logbook is crucial for tracking and recording progress of apprentice. Regular updates assure confidence in the learning process. It allows documenting comments from employer, apprentice or trainees. Use a simple format with clear instructions. A complete logbook showcases the learner's skills to potential employers.

Monitor and Address Support Needs

STPs provide workplace learning resources for employers, apprentices, and trainees. These resources cover foundational knowledge for competency units. Choosing appropriate resources is crucial for meeting learning objectives. Resources include various mediums like textbooks, journals, CD-ROMs, videos, podcasts, excursions, work experience, learning guides, broadcast television and radio, lecture notes and PowerPoint slides. However, it's important that trainers/facilitators help learners interact with resources through well-designed, interactive activities to derive meaningful learning.

Apprentice/trainee support needs

- **Psychological Support:** Providing assistance for mental well-being and coping with challenges.
- **Emotional Support:** Offering care and empathy to address emotional needs.
- **Academic Support:** Giving help with educational needs and learning objectives.
- **Financial Support:** Providing aid to manage financial constraints and expenses.
- **Social Support:** Offering a network for social interaction and connection.
- **Logistics Support:** Assisting with practical arrangements and necessities.

Assessing associated risks and irregularity



Workplace risk assessment

Prior to assessing risks these risks associated to the identified hazards have to be determined. Mind the gap and clearly understand that hazards and risks resulting from hazards are something different!

Risk assessment itself is very much the same as with risk assessment in other management systems. Typically, **a risk is assessed by its likelihood and its consequence**. Risk assessment will provide you with an insight in your risks and allow prioritizing risks for taking mitigating actions.

A risk matrix serves well to define and classify likelihood and consequences of a risk. A risk matrix makes use of descriptors to define levels of both likelihood (from almost certain to rare) and consequence (from insignificant to catastrophic).

The following aspects may be helpful to determine the likelihood of a risk:

- Other risks that add to the increase of likelihood
- Frequency of occurrence
- Duration of risk occurrence
- Number of people being exposed
- Likely dose of exposure
- Required exposure levels

Mitigating Action

Mitigating actions focus on reducing the likelihood and/or consequence. There is a hierarchy in different solutions whereby the most effective usually is also the most difficult and sometimes most expensive to realize:

- Actions that remove the hazard and eliminate the risk.
- Actions that replace the hazard by a less dangerous one.
- Actions that modify the product or process design.
- Actions that isolate the hazard from people.
- Actions that use engineering solutions such as a new machinery or plant.
- Actions that use administrative controls, e.g. new procedures.
- Actions that protect through personal equipment from hazards.

Monitoring the effectiveness

The outcome of each risk mitigating action has to be reviewed on two levels:

1. To ensure that the actions taken are effective and continue to be effective.
2. To ensure that no new hazard/risk was introduced by the actions taken.

Any control measures have to be maintained in order to ensure that they are kept in working order. As well procedures have to be audited to ensure they are being followed as intended.

After completing one entire cycle of risk management the next has to be scheduled to ensure that always the best actions are taken and new hazards are included into risk management.

Keeping Records

All analysis and assessments made as well as all actions taken need to be recorded. A Risk Register or Risk Log will serve to do so. To allow record keeping being an efficient task most organizations will look for a software solution providing such risk register.

Linkages between 'on the job' and/ or assessment and 'off-the job' delivery

Linking "on-the-job" and "off-the-job" components in apprenticeship training involves creating a seamless connection between practical workplace learning and theoretical classroom instruction. Here's how to establish effective linkages:

- **Integrated Curriculum:** Design a curriculum that aligns "on-the-job" tasks with theoretical concepts taught "off-the-job." Ensure that what apprentices learn in the classroom directly applies to their work tasks and vice versa.
- **Alignment of Learning Objectives:** Ensure that the learning objectives for both "on-the-job" and "off-the-job" components are closely related. This ensures that knowledge gained in one setting can be immediately applied in the other.
- **Contextualized Learning:** Teach theoretical concepts within the context of real workplace scenarios. This helps apprentices see the practical relevance of what they're learning in the classroom.

- **Coordinated Delivery:** Coordinate between trainers, workplace supervisors, and educators to ensure that the content covered in both settings complements each other. Regular communication is key.
 - **Real-World Examples:** Use real-world examples from the workplace to illustrate theoretical concepts. This bridges the gap between theory and practice.
 - **Structured Reflection:** Encourage apprentices to reflect on how their classroom learning applies to their daily tasks and vice versa. This enhances their understanding and application of knowledge.
 - **Cross-Reference Resources:** Provide resources that apprentices can use both on the job and during off-the-job learning. This could include manuals, guides, and online platforms.
 - **Practical Projects:** Assign projects that require apprentices to apply classroom knowledge in the workplace. This solidifies their understanding and skills.
 - **Feedback Loop:** Establish a feedback loop between workplace supervisors and educators. This allows for adjustments in both "on-the-job" training and "off-the-job" instruction based on apprentices' progress and needs.
 - **Assessment Alignment:** Ensure that assessments measure apprentices' ability to apply knowledge and skills in both settings. This validates the link between the two components.
 - **Blended Learning Approaches:** Utilize blended learning methods that combine online resources, workshops, and workplace training. This supports a holistic learning experience.
 - **Mentoring and Coaching:** Pair apprentices with experienced mentors who can guide them in linking theoretical learning to practical tasks.
 - **Regular Check-Ins:** Schedule regular meetings or discussions to discuss how apprentices are integrating their learning experiences from both settings.
-
- **Case Studies:** Present case studies that require apprentices to analyze and solve real workplace challenges using the knowledge gained in their off-the-job training.
 - **Continuous Improvement:** Collect feedback from apprentices, trainers, and workplace supervisors to refine the linkage between "on-the-job" and "off-the-job" components for continuous improvement.

By establishing strong linkages between practical workplace experiences and theoretical learning, apprentices gain a more comprehensive and well-rounded understanding that prepares them for success in their chosen field.

SELF -CHECK: 5

1. What is Apprenticeship?
2. What is one key component of an apprenticeship program that ensures hands-on learning?
3. How does classroom instruction complement on-the-job training in apprenticeship programs?
4. What are the eight essential components of apprenticeship training?
5. What is the primary purpose of a logbook for an apprentice in a competency-based training system?

ANSWER KEY: 5

1. What is Apprenticeship?

Answer: Apprenticeship is a structured training program in which individuals, known as apprentices, learn a skilled trade or profession through a combination of hands-on work experience and formal education.

2. What is one key component of an apprenticeship program that ensures hands-on learning?

Answer: One key component of an apprenticeship program is on-the-job training, where apprentices gain practical, hands-on experience by working alongside experienced mentors.

3. How does classroom instruction complement on-the-job training in apprenticeship programs?

Answer: Classroom instruction or formal education in apprenticeship programs complements on-the-job training by providing theoretical knowledge that supports the practical skills learned while working.

4. What are the eight essential components of apprenticeship training?

Answer: The eight essential components of apprenticeship training are:

1. Structured Training
2. Skilled Training
3. Apprenticeship Laws
4. Credentials
5. Investment in Training
6. Earn and Learn
7. Supervised Training
8. Apprentice Contract

5. What is the primary purpose of a logbook for an apprentice in a competency-based training system?

Answer: The primary purpose of a logbook for an apprentice is to track and record their progress in developing skills and knowledge under a competency-based training system.

TASK SHEET: 5

Task Sheet: 5
Title: Select Assessment Method
Performance Objective: Given the developed Evidence Plan, the trainee must be able to select the method of assessment based on the identified criteria, following the set guidelines in selecting assessment method.
Supplies/Materials: Competency Standard & CADs, Competency based curriculum (CBC) and bond paper.
Equipment: PC, printer with ink,
Steps/Procedure: <ul style="list-style-type: none">• Analyse the criteria identified in the evidence plan;• Using the guidelines in selecting assessment methods, identify the methods that would suit in assessing the evidences• Mark or check assessment methods for each of the evidences; and• Present the output to the trainer.

Learning Outcome 6: Assess and maintain training evidence

Assessment Criteria:

1. Effectiveness of the training and assessment evaluated against objectives of selected areas.
2. Training, Trainee performance evidence and assessment are completed as per standards.
3. Performance evidence recorded and submitted as per standards

Content:

1. Effectiveness of training and assessment
2. Trainee performance evidence
3. Record of performance evidence

Resources Required/ Conditions:

Trainees must be provided with the following:

- o Handouts or reference materials/books/ CBLMs on the above stated contents
- o PCs/printers or laptop/printer with internet access
- o Digital projector and Screen
- o Bond paper
- o Ball pens/pencils and other office supplies and materials
- o Relevant learning materials
- o Workplace or simulated environment

Methodologies

- Lecture/discussion
- Demonstration/application
- Presentation
- Blended delivery methods

Assessment Methods

- Written test
- Demonstration
- Observation with checklist
- Oral questioning
- Portfolio

Learning Experience 6: Assess and maintain training evidence

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
13. Student will ask the instructor about “Assess and maintain training evidence”	<ul style="list-style-type: none"> • Instructor will provide the learning materials “Coordinating training and assessment arrangements”
14. Read the Information sheet/s	<ul style="list-style-type: none"> • Information Sheet No:6 Assess and maintain training evidence
15. Complete the Self -Checks & Check answer sheets.	<ul style="list-style-type: none"> • Self-Check/s • Self-Check No: 6 Assess and maintain training evidence • Answer key No. 6 Assess and maintain training evidence
16. Read the Job Sheet and Specification Sheet and perform job	<ul style="list-style-type: none"> • Job- Sheet No:6.1 Assess and maintain training evidence • Specification Sheet: 6.1 Assess and maintain training evidence

Information Sheet 6: Assess and maintain training evidence

Learning Objectives:

After completion of this information sheet, the learners will be able to:

1. Effectiveness of training and assessment
2. Trainee performance evidence
3. Record of performance evidence

Effectiveness of training and assessment

Training effectiveness: Training effectiveness is a method to determine the level to which training impacts a trainee's knowledge, skills and behavior.

Training effectiveness is evaluated in terms of the ROI (return on investment). The ROI metric is calculated at the end of the training process by assessing or gauging the learning outcomes in measurable terms against an employer's training investment.



Effectiveness of Assessment: The effectiveness of assessment in competency-based training refers to how well it accurately and reliably measures a trainee's competency level. It should be valid, reliable, authentic, and objective. Assessment provides feedback for improvement and helps evaluate the success of the training program.

Evaluating Training Effectiveness

Post-training quizzes, one-to-one discussions, employee surveys, participant case studies, and official certification exams are some ways to measure training effectiveness. The more data you collect on measurable outcomes, the easier it will be to quantify your company's return on investment. Before training begins, it is helpful to plan what factors you will be measuring and how you will collect these data. Fortunately, some proven methodologies for measuring training effectiveness already exist.

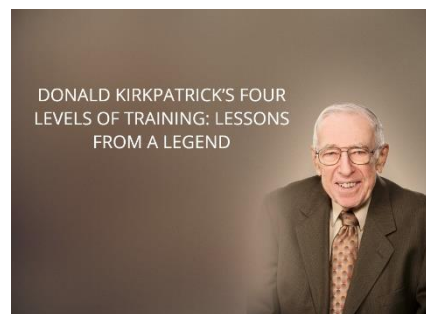
The methodologies/approaches for measuring training effectiveness are:

- The Kirkpatrick Model
- Jack Phillips' Five Level ROI Model
- Daniel Stufflebeam's CIPP Model (Context, Input, Process, Product)
- CIRO (Context, Input, Reaction, Outcome)

Among the above models, the most widely used model is the “The Kirkpatrick Model”. We are discussing that now.

The Kirkpatrick Model

During the 1950s, the University of Wisconsin Professor Donald Kirkpatrick developed the Kirkpatrick Evaluation Model for evaluating training. With a simple, 4-level approach, this is one of the most successful models that help you measure the effectiveness of customized corporate training programs.



Here are the four levels of measurement and the key indicators to look for at each level.

- Level 1: Reaction
- Level 2: Learning
- Level 3: Behavior
- Level 4: Results

Level 1: Reaction

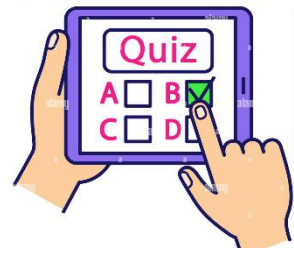
The degree to which participants find the training favorable, engaging, and relevant to their jobs. You gauge how the participants reacted or responded to the training. Asking the participants to complete a short survey will help you identify whether the conditions for learning were present.



This level measures how learners have reacted to the training, the relevance and usefulness of the training. Use surveys, questionnaires or talk to learners before and after the course to collect their feedback on the learning experience.

Level 2: Learning

The degree to which participants acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation in the training. Most commonly, short quizzes or practical tests are used to assess this; one before the training, and one afterward.



Measure the knowledge and skills gained by learners as a result of the training. To measure this level, you can use a combination of metrics such as:

- Test scores during and after the training
- Evaluation of applied learning projects
- Influence on performance KPIs
- Course completion and certification
- Supervisor report and feedback

Level 3: Behavior

The degree to which participants apply what they learned during training when they are back on the job. Using various assessment methods, you try to assess whether the course participants put what they learned into practice on-the-job.

Understand how the training has impacted the learner's performance and attitude at work. Evaluate how the training has influenced the learner's performance and delivery at work by using a combination of these methods:

- Self-assessment questionnaires
- Informal feedback from peers and managers
- Focus groups
- On-the-job observation
- Actual job performance key performance indicators (KPIs)
- Customer surveys, comments, or complaints

Level 4: Results

The degree to which targeted outcomes occur as a result of the training and the support and accountability package

Measure the tangible results of the training such as reduced cost, improved quality, faster project completion, increased productivity, employee retention, better marketing leads, increased sales, and higher morale. Key metrics to measure are:

- Improved business results
- Increased productivity and quality of work
- Employee retention
- Higher morale
- Customer satisfaction index

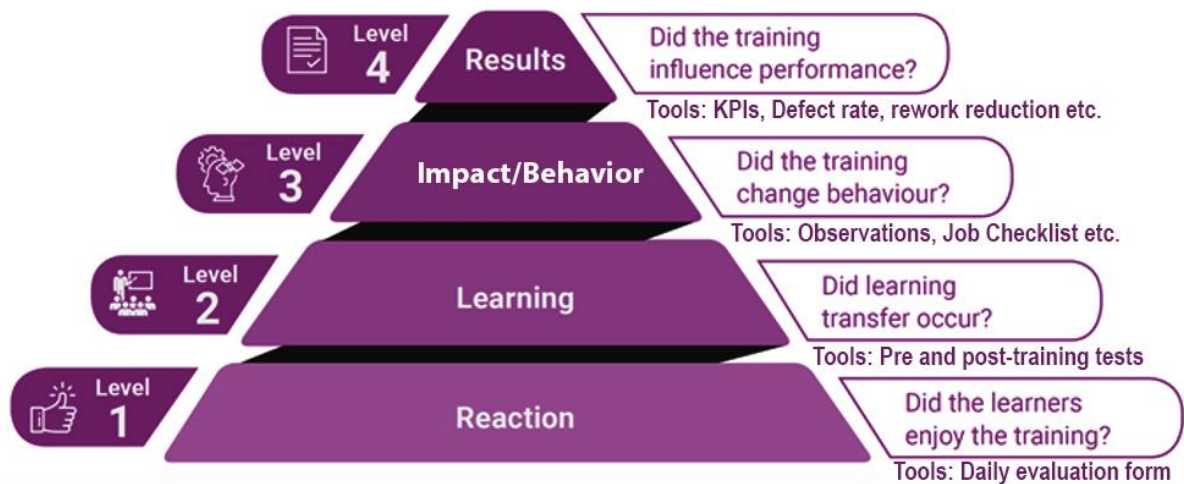


Figure: The levels of Kirkpatrick Model

Level	Evaluation type (what is measured)	Evaluation description and characteristics	Examples of evaluation tools and methods
1	Reaction	Reaction evaluation is how the delegates felt about the training or learning experience.	'Happy sheets', feedback forms. Verbal reaction, post-training surveys or questionnaires.
2	Learning	Learning evaluation is the measurement of the increase in knowledge - before and after.	Typically, assessments or tests before and after the training. Interview or observation can also be used.
3	Behaviour	Behaviour evaluation is the extent of applied learning back on the job - implementation.	Observation and interview over time are required to assess change, relevance of change, and sustainability of change.
4	Results	Results evaluation is the effect on the business environment by the trainee.	Measures are already in place via normal management systems and reporting - the challenge is to relate to the trainee.

Trainee performance evidence

- 1.1 Trainee record book:** A Trainee Log Book is a record of a trainee's progress and achievements during their training program. It is a document that trainees use to track their learning and document their completion of training tasks, exercises, and assessments. The Trainee Log Book is an important tool for both the trainee and the training provider, as it provides a clear record of the trainee's progress and achievements throughout the training program. It can also be used as a reference for future training or professional development.

Sample of Trainee Record Book

(Institute Name)
(Institute Address)

TRAINEE'S RECORD BOOK

Trainee ID No. _____

Name of Trainee:

Qualification: **FITTING NTVQ Level 1**

Date of Training: _____

Instructor: _____

Instructions:

This Trainees' Record Book (TRB) is intended to serve as a record of all accomplishment/task/activities while undergoing training in the school and industry. It will eventually become evidence that can be submitted for portfolio assessment and for whatever purpose it will serve you. It is therefore important that all its contents are viably entered by both the trainees and instructor.

The Trainees Record Book contains all the required competencies in BNQF Level I Certificate in Fitting. All you have to do is to fill in the column "Date Accomplished" of the "Task required" with all the activities in accordance with the training program and to be taken up in the school and with the guidance of the instructor. The instructor will likewise indicate his/her remarks on the "Instructors Remarks" column regarding the outcome of the task accomplished by the trainees. Be sure that the trainee will personally accomplish the task and confirmed by the instructor.

It is of great importance that the content should be written legibly on ink. Avoid any corrections or erasures and maintain the cleanliness of this record.

This will be collected by your instructor and submit the same to the Immediate Supervisor and shall form part of the permanent trainee's document on file.

THANK YOU

Unit of Competency: Use Basic Mathematical Concepts

Module Title: Using Basic Mathematical Concept (40 HRS.)

Learning Outcome	Task/Activity Required	Date Accomplished	Instructor's Remarks
1. Identify calculation requirements in the workplace	1. Solve basic mathematical problems in the workplace		
2. Select appropriate mathematical methods for the calculation	1. Apply mathematical operations in solving the problems		
3. Use basic mathematical concepts to calculate workplace calculation	1. Use basic mathematical concepts to calculate workplace calculation		

 (Trainee's Signature)
 (Trainee's Name)

 (Instructor's Signature)
 (Instructor's Name)

Unit of Competency: Apply Occupational Safety and Health Practices in the Workplace

Module Title: Apply OSH Practices in the Workplace (30 HRS)

Learning Outcome	Task/Activity Required	Date Accomplished	Instructor's Remarks
1. Identify, control, and report OSH hazards	1. Identify workplace hazards 2. Identify safety signs and symbols		
2. Conduct work safety	1. Apply safety practices in the workplace		
3. Follow emergency response procedures	1. Use fire extinguisher 2. Apply first aid		
4. Maintain and improve health and safety in the workplace	1. Identify control measures 2. Apply 5s in the workplace		

 (Trainee's Signature)
 (Trainee's Name)

 (Instructor's Signature)
 (Instructor's Name)

1.2 Progress chart: A training progress chart in the context of competency-based training is a visual representation that tracks and displays an individual's advancement and proficiency in acquiring specific competencies or skills. It is used to monitor, assess, and communicate a learner's progress throughout their training journey. This type of chart is commonly employed in educational institutions, vocational training programs, and professional development settings to support personalized learning and skill development.

Sample of Trainee Progress Chart

(Institute Name)
(Institute Address)

Name of Trainee: _____

Trainee Number: _____

Name of Qualification: **Welding Level 1**

Nominal Duration: **360 Hrs.**

TRAINEE'S PROGRESS SHEET

Unit of Competency	Training Duration	Date Started	Date Finished	Adjectival Rating	Trainee's Initial	Instructor's Initial
GENERIC						
1. Use basic mathematical concepts	40					
2. Apply OSH practices in the workplace	30					
SECTOR SPECIFIC						
3. Interpret technical drawing	40					
4. Work in the manufacturing industry	20					
5. Use hand and power tools	40					
6. Use graduated measuring instruments	20					
OCCUPATION SPECIFIC						
7. Perform Spot Welding	40					
8. Perform Gas Cutting and Welding	60					
9. Perform SMAW (1F, 2F, 3F, 4F, 1G and 2G)	70					

Note: The trainee and the instructor must have a copy of this form. The Adjectival Rating describes the skills competence of the trainee (competent/not yet competent).

1.3 Job/product/model

Job: Competency Based Training is centered around preparing individuals for specific job roles. It involves learning job-related competencies through hands-on experience, mentorship, and coursework tailored to the apprentices' future roles.

Product: In Competency Based Training, "products" can refer to the tangible outputs or projects trainees' work on as part of their training. These products showcase their acquired skills and competencies, demonstrating their readiness for the job.

Model: Competency Based Training often follows established models and frameworks that outline the progression of learning, mentorship, and assessment. These models provide structured guidelines for the training program's design and execution.

1.4 Job sheet

A job sheet is a document or instructional tool used to outline the specific tasks and activities that a learner needs to complete as part of their training program. It serves as a practical guide for both learners and instructors, detailing the competencies or skills that the learner should acquire during a particular training session or module.

Record of performance evidence:

A Record of Performance Evidence (RoPE) is a document or system used in competency-based training and assessment to collect, organize, and present evidence of a learner's competence or proficiency in specific skills or competencies. It serves as a comprehensive record that demonstrates a learner's ability to perform tasks, apply knowledge, and meet the requirements of a particular qualification or training program.

Assessment reports

An important part of record keeping is the reporting of assessment results. A competency-based assessment model generally does not include grading. However, there will be an appropriate system of awarding marks/grades as an interim measure in the initial phase of transition from a marks-based assessment system to a competence-based assessment system. Consistent with the principle of criterion-referenced assessment there are only two grades – Competent or Not Yet Competent. This shall not preclude the assessor from providing feedback to the trainee/candidates and can be included in the trainee/candidate's documentation for assessment. This shall include suggestions for further training or work experience if the trainee/candidate is not yet competent.

Self -Check 6:

1. What is training effectiveness?
2. What is the primary focus of evaluating training effectiveness?
3. How is training effectiveness often measured in terms of ROI?
4. What are the methodologies/approaches for measuring training effectiveness?
5. What are the four levels of measurement, and what are the key indicators to look for at each level?
6. What is the primary focus of Level 2, "Learning," in training effectiveness measurement?
7. What is the objective of Level 3, "Behavior," in measuring training effectiveness?
8. How can Level 2, "Learning," be assessed in training effectiveness evaluation?
9. What is trainee log book?
10. What is progress chart?

Answer Key 6:

1. What is training effectiveness?

Answer: Training effectiveness is a method to determine the level to which training impacts a trainee's knowledge, skills and behavior.

2. What is the primary focus of evaluating training effectiveness?

Answer: The primary focus of evaluating training effectiveness is to determine the impact of training on a trainee's knowledge, skills, and behavior.

3. How is training effectiveness often measured in terms of ROI?

Answer: Training effectiveness is often measured in terms of ROI (return on investment) by assessing the learning outcomes achieved through training in measurable terms and comparing them against the investment made by the employer in the training process.

4. What are the methodologies/approaches for measuring training effectiveness?

Answer: The methodologies/approaches for measuring training effectiveness are:

- The Kirkpatrick Model
- Jack Phillips' Five Level ROI Model
- Daniel Stufflebeam's CIPP Model (Context, Input, Process, Product)
- CIRO (Context, Input, Reaction, Outcome)

Among the above models, the most widely used model is the "The Kirkpatrick Model".

5. What are the four levels of measurement, and what are the key indicators to look for at each level?

Answer: Here are the four levels of measurement and the key indicators to look for at each level.

- Level 1: Reaction
- Level 2: Learning
- Level 3: Behavior
- Level 4: Results

Level 1: Reaction

The degree to which participants find the training favorable, engaging, and relevant to their jobs. You gauge how the participants reacted or responded to the training. Asking the participants to complete a short survey will help you identify whether the conditions for learning were present.

This level measures how learners have reacted to the training, the relevance and usefulness of the training. Use surveys, questionnaires or talk to learners before and after the course to collect their feedback on the learning experience.

Level 2: Learning

The degree to which participants acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation in the training. Most commonly, short quizzes or practical tests are used to assess this; one before the training, and one afterward.

Measure the knowledge and skills gained by learners as a result of the training. To measure this level, you can use a combination of metrics such as:

- Test scores during and after the training
- Evaluation of applied learning projects
- Influence on performance KPIs
- Course completion and certification
- Supervisor report and feedback

Level 3: Behavior

The degree to which participants apply what they learned during training when they are back on the job. Using various assessment methods, you try to assess whether the course participants put what they learned into practice on-the-job.

Understand how the training has impacted the learner's performance and attitude at work. Evaluate how the training has influenced the learner's performance and delivery at work by using a combination of these methods:

- Self-assessment questionnaires
- Informal feedback from peers and managers
- Focus groups
- On-the-job observation
- Actual job performance key performance indicators (KPIs)
- Customer surveys, comments, or complaints

Level 4: Results

The degree to which targeted outcomes occur as a result of the training and the support and accountability package

Measure the tangible results of the training such as reduced cost, improved quality, faster project completion, increased productivity, employee retention, better marketing leads, increased sales, and higher morale. Key metrics to measure are:

- Improved business results
- Increased productivity and quality of work
- Employee retention
- Higher morale
- Customer satisfaction index

6. What is the primary focus of Level 2, "Learning," in training effectiveness measurement?

Answer: Level 2, "Learning," focuses on assessing the degree to which participants acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation in the training.

7. What is the objective of Level 3, "Behavior," in measuring training effectiveness?

Answer: Level 3, "Behavior," aims to determine the degree to which participants apply what they learned during training when they are back on the job.

8. How can Level 2, "Learning," be assessed in training effectiveness evaluation?

Answer: Level 2, "Learning," can be assessed through methods such as short quizzes, practical tests, test scores, evaluation of applied learning projects, influence on performance KPIs, course completion and certification, and supervisor report and feedback.

9. What is trainee log book?

Answer: A Trainee Log Book is a record of a trainee's progress and achievements during their training program. It is a document that trainees use to track their learning and document their completion of training tasks, exercises, and assessments. The Trainee Log Book is an important tool for both the trainee and the training provider, as it provides a clear record of the trainee's progress and achievements throughout the training program. It can also be used as a reference for future training or professional development.

10. What is progress chart?

Answer: Progress chart: A training progress chart in the context of competency-based training is a visual representation that tracks and displays an individual's advancement and proficiency in acquiring specific competencies or skills. It is used to monitor, assess, and communicate a learner's progress throughout their training journey.

Task Sheet 6.1:

Task Sheet: 6.1
Title: Create a Trainee Record Book and Student Progress Chart using the given format in information sheet.
Performance Objective: Learner must be able to Create a Trainee Record Book and Student Progress Chart.
Supplies/Materials: Formats
Equipment: PC, printer with ink,
Steps/Procedure: <ul style="list-style-type: none">• Analyse the criteria identified in the format, Fill up; and• Present the output to the trainer.

Specification Sheet 6.1

A. Policy and curriculum documents required

- National Technical and Vocational Qualifications Framework (NTVQF)
- National Skills Development Policy
- National Quality Assurance Document
- Competency Standard Document

B. Tools and Materials required

- Notebook
- Handbook
- Office Stationeries
- List of available learning resources

C. Equipment

- Laptop/Computer with Internet connection

Learning Outcome 7: Review training and assessment arrangements

Assessment Criteria:

1. Effectiveness of the planning and monitoring processes is reviewed.
2. Effectiveness of meeting legal requirements is reviewed.
3. Continuous improvement processes are identified and reported to relevant personnel, where appropriate.

Content:

1. Review of planning and monitoring process
2. Identification and report on continuous improvement process

Resources Required/ Conditions:

Trainees must be provided with the following:

- o Handouts or reference materials/books/ CBLMs on the above stated contents
- o PCs/printers or laptop/printer with internet access
- o Digital projector and Screen
- o Bond paper
- o Ball pens/pencils and other office supplies and materials
- o Relevant learning materials
- o Workplace or simulated environment

Methodologies

- Lecture/discussion
- Demonstration/application
- Presentation
- Blended delivery methods

Assessment Methods

- Written test
- Demonstration
- Observation with checklist
- Oral questioning
- Portfolio

Learning experience 7: review training and assessment arrangements

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
Student will ask the instructor about “Review training and assessment arrangements”	Instructor will provide the learning materials “Coordinating training and assessment arrangements”
Read the Information sheet/s	<ul style="list-style-type: none"> • Information Sheet No:7 Review training and assessment arrangements
Complete the Self -Checks & Check answer sheets.	<ul style="list-style-type: none"> • Self-Check/s • Self-Check No: 7 Review training and assessment arrangements • Answer key No. 7 Review training and assessment arrangements
Read the Job Sheet and Specification Sheet and perform job	<ul style="list-style-type: none"> • Job- Sheet No:7.1 Review training and assessment arrangements • Specification Sheet: 7.1 Review training and assessment arrangements

Information Sheet 7: Review of planning and monitoring process

Learning Objectives:

After completion of this information sheet, the learners will be able to:

- Review planning and monitoring process

1. Review of planning and monitoring process

Reviewing the effectiveness of a training plan and monitoring processes is essential to ensure that training objectives are met and that the plan remains relevant. Here's a step-by-step guide:

1. Define Key Performance Indicators (KPIs):

Determine the specific goals and outcomes you want to achieve with the training plan. These could include improved skills, increased productivity, or enhanced knowledge.

2. Collect Data:

Gather data on the training process and its impact. This may include:

- Assessment results.
- Learner feedback.
- Completion rates.
- Performance improvements.
- Post-training evaluations.
- Compliance with training standards.

3. Analyze Data:

Evaluate the collected data to assess the training plan's effectiveness. Look for trends, patterns, and areas where improvements are needed.

4. Compare with Objectives:

Compare the actual outcomes and performance data with the objectives set in the training plan. Identify any gaps or discrepancies.

5. Seek Stakeholder Feedback:

Collect feedback from learners, trainers, and other stakeholders involved in the training process. Their perspectives can provide valuable insights.

6. Assess Resource Utilization:

Evaluate the allocation of resources, including time, budget, and personnel. Ensure that resources are used efficiently and effectively.

7. Review Content and Methods:

Examine the training content, materials, and delivery methods. Assess whether they align with the learning objectives and the needs of the participants.

8. Check for Compliance:

Ensure that the training plan complies with relevant industry standards, regulations, and best practices.

9. Identify Areas for Improvement:

Based on the data analysis and feedback, pinpoint areas where the training plan and processes can be improved. These might include content revisions, changes in delivery methods, or additional support for learners.

10. Make Adjustments:

- Modify the training plan and processes as needed to address the identified areas for improvement. Update the plan with specific actions and timelines.

11. Implement Changes:

- Put the proposed changes into action. This may involve revising training materials, conducting additional training sessions, or refining assessment methods.

12. Monitor Ongoing Progress:

- Continuously monitor the training plan's performance after implementing changes. Ensure that the adjustments have the desired effect and are aligned with the objectives.

13. Communicate Results:

- Share the results of the effectiveness review and any implemented improvements with relevant stakeholders. Transparency and communication are key to building trust.

14. Repeat the Process:

- Regularly schedule and conduct effectiveness reviews and monitoring processes. Training plans and processes should be continuously updated and refined to meet evolving needs.

By following this systematic approach, you can consistently review the effectiveness of your training plan and monitoring processes, leading to improved training outcomes and learner success.

2. Identification and report on continuous improvement process

The continuous improvement process regarding the review of planning and monitoring processes is vital for ensuring the quality and relevance of training programs. Here is an identification and reporting framework for continuous improvement:

Identification:

- 1. Assessment of Competency Alignment:** Evaluate the alignment of training program objectives with desired competencies. Identify any gaps between what the program intends to achieve and the actual competencies acquired by learners.
- 2. Monitoring Process Review:** Assess the effectiveness of the monitoring and assessment methods used to measure learner competencies. Look for areas where the process may lack clarity, consistency, or efficiency.
- 3. Learner Feedback:** Gather feedback from learners regarding the training and assessment processes. Understand their perspectives on the clarity of objectives, fairness of assessments, and the relevance of the competencies being assessed.
- 4. Assessor and Instructor Feedback:** Obtain input from assessors and instructors involved in the training and assessment. Identify any challenges they face in delivering the training or evaluating competencies.

- 5. Data Analysis:** Analyze data related to learner performance, assessment results, and competency attainment. Look for trends or patterns that may reveal areas for improvement.

Reporting:

- 1. Executive Summary:** Start with an executive summary that provides an overview of the continuous improvement process, its objectives, and key findings in the context of competency-based training and assessment.
- 2. Competency Alignment Improvement:**
 - Identify specific competencies where alignment with training objectives may be lacking.
 - Recommend adjustments to the training curriculum, content, or delivery methods to enhance alignment with desired competencies.
- 3. Monitoring and Assessment Enhancement:**
 - Highlight any shortcomings in the current monitoring and assessment processes.
 - Propose improvements to assessment methods, tools, rubrics, and evaluation criteria to ensure they accurately measure learner competencies.
- 4. Learner-Centric Approaches:**
 - Address learner feedback by suggesting improvements in training materials, clarity of learning objectives, or the provision of additional support.
 - Propose strategies to enhance learner engagement and motivation in the competency development process.
- 5. Instructor and Assessor Support:**
 - Describe ways to better support instructors and assessors, such as providing additional training, resources, or clear guidelines for assessment.
 - Consider strategies for consistent and fair competency evaluation.
- 6. Data-Driven Insights:**
 - Present data-driven insights from the analysis of learner performance and competency attainment.
 - Provide evidence-based recommendations for adjustments to training and assessment processes.
- 7. Action Plan:**
 - Develop a comprehensive action plan with specific steps, responsibilities, timelines, and resource requirements for implementing proposed improvements.
 - Prioritize actions based on their impact on competency development.
- 8. Monitoring Progress:**
 - Establish KPIs to track the progress of continuous improvement initiatives in competency-based training and assessment.
 - Regularly review and report on the status of these initiatives to ensure they align with competency objectives and achieve desired outcomes.

SELF -CHECK:7

1. Why is it important to define Key Performance Indicators (KPIs) in the review of a training plan and monitoring process?
2. What are some types of data that should be collected when reviewing the effectiveness of a training plan?
3. Why is seeking feedback from stakeholders, including learners and trainers, a valuable step in the review process?
4. Why is seeking feedback from stakeholders, including learners and trainers, a valuable step in the review process?
5. What is the purpose of regularly scheduling and conducting effectiveness reviews and monitoring processes?
6. What should be done after identifying areas for improvement in the training plan and processes?
7. What are some key aspects to consider during the identification phase of the continuous improvement process for training programs?

ANSWER KEY: 7

1. Why is it important to define Key Performance Indicators (KPIs) in the review of a training plan and monitoring process?

Answer: Defining KPIs is important because they specify the goals and outcomes you aim to achieve with the training plan, providing clear criteria for evaluation.

2. What are some types of data that should be collected when reviewing the effectiveness of a training plan?

Answer: Data that should be collected includes assessment results, learner feedback, completion rates, performance improvements, post-training evaluations, and compliance with training standards.

3. Why is seeking feedback from stakeholders, including learners and trainers, a valuable step in the review process?

Answer: Seeking feedback from stakeholders provides valuable insights into the training process, helping identify areas for improvement and ensuring that the plan aligns with their needs.

4. Why is seeking feedback from stakeholders, including learners and trainers, a valuable step in the review process?

Answer: Seeking feedback from stakeholders provides valuable insights into the training process, helping identify areas for improvement and ensuring that the plan aligns with their needs.

5. What is the purpose of regularly scheduling and conducting effectiveness reviews and monitoring processes?

Answer: Regular reviews and monitoring processes ensure that training plans and processes are continuously updated and refined to meet evolving needs and maintain effectiveness.

6. What should be done after identifying areas for improvement in the training plan and processes?

Answer: After identifying areas for improvement, the training plan and processes should be modified as needed, specific actions and timelines should be defined, changes should be implemented, and ongoing progress should be monitored to ensure desired outcomes.

7. What are some key aspects to consider during the identification phase of the continuous improvement process for training programs?

Answer: Key aspects to consider during the identification phase include assessing competency alignment, reviewing monitoring processes, gathering learner and assessor feedback, and analyzing data related to learner performance.

TASK SHEET: 7.1

Task Sheet: 7.1
Title: Identify the right Data Collection tool
Performance Objective: Given information, identify the data collection tools
Supplies/Materials: Competency Standard & CADs
Equipment: PC, printer with ink,
Steps/Procedure: <ul style="list-style-type: none"> • Analyse the information set and identify the data collection tools and • Present the output to the trainer.

Tools	
	To identify the training needs as a necessary premise to the development of a training programme for local government.
	To effectively monitor and evaluate the results of the training programme for what concerns the capacity to meet participants' expectations
	To plan all the foreseen activities in efficient and effective manner, and monitor if the implementation of the training is compliant with foreseen deadlines and if there is a need to make changes in terms of deadlines, time duration or similar.
	To plan all the foreseen activities in efficient and effective manner, and monitor if the implementation of the training is compliant with foreseen deadlines and if there is a need to make changes in terms of deadlines, time duration or similar
	To identify the foreseen resources and costs, needed for the implementation of the training course/programme and plan accordingly.
	To enable proper financial monitoring during the programme implementation.
	To evaluate input amount and efficiency of the training course /

	programme.
	To clearly identify all aspects concerning the organisation of a specific training.
	To clearly identify participants' preparation level.
	To enable monitoring and evaluation of the attendance to courses
	To collect data on the participants' perception of the training course, in the light of the course/programme evaluation.
	To collect data on the course implementation from an expert perspective, in the light of the course/programme evaluation
	To assess the level of knowledge of participants at the end of the training course.
	To assess the course implementation from an expert perspective.
	To assess the impact of the training course on the performance of participants and overall work environment of participants
	To assess the level of applicability of knowledge and competences acquired during the training course into the work environment of participants.
	To propose and justify modifications or amelioration to the training programmes implementation strategy. To make the monitoring results available to stakeholders.
	To communicate achieved objectives and results of a gap analysis. To make the final evaluation results available to stakeholders

Review of competency

Below is yourself assessment rating for module **Coordinate Training and Assessment Arrangement**

SL no	Assessment of performance Criteria	Yes	No
1.	Training and assessment types are identified.		
2.	Guidelines for relevant training are accessed and interpreted.		
3.	Training requirements and outcomes are established.		
4.	Training Plan is prepared according to agreed outcomes.		
5.	Training Plan is finalized, signed and processed according to standard training and assessment guidelines.		
6.	Information is provided and relevant occupational safety and health (OSH) issues are discussed with appropriate person and mitigated.		
7.	Training and assessment requirements and responsibilities of key parties are discussed, negotiated and agreed.		
8.	Support services and probable funding sources are identified with relevant stakeholders and confirmed the training contract.		
9.	Areas to be trained are identified by referring programmed structure.		
10.	Workplace is selected according to identified areas if required.		
11.	Relevant documentary work is performed following organizational procedures.		
12.	Monitoring Plan are prepared as per organizational guidelines.		
13.	Monitoring tools prepared/selected according to the accreditation authority/organizational guidelines.		
14.	Progress of the training, feedback and other relevant details are recorded in consultation with concern persons.		
15.	Recorded training details are provided to relevant parties by following organizational procedure.		
16.	Legislation, policies and guidelines for apprenticeship training are accessed and interpreted.		
17.	Networks and relationship between industry and institute are developed to identify apprenticeship opportunities.		
18.	Reporting and recording systems and requirements are identified and confirmed with relevant personnel.		
19.	Workplace visits are conducted according to legal/ organizational requirements to ensure work/training arrangements are being met.		
20.	Progress of the apprentice/trainee is monitored and recorded against the training Plan		
21.	Identified apprentice/trainee support needs are monitored and addressed, where required.		

22.	Risks/issues/irregularities are monitored and addressed as required.		
23.	Linkages between 'on the job' and/ or assessment and 'off-the job' delivery are created.		
24.	Effectiveness of the training and assessment evaluated against objectives of selected areas.		
25.	Organizational training and assessment and trainee performance evidence including reporting and recording requirements are completed and submitted as per standards.		
26.	Performance evidence and relevant documents are recorded and stored as per standards.		
27.	Effectiveness of the planning and monitoring processes is reviewed.		
28.	Effectiveness of meeting legal requirements is reviewed.		
29.	Continuous improvement processes are identified and reported to relevant personnel, where appropriate.		

I now feel ready to undertake my formal competency assessment.

Signed:

Date:

REFERENCE:

1. ILO, (2012). Validate Competency Based Assessment
2. Department of Education and Training, (2002). Guidelines for Competency Based Assessment in the vocational education and training sector: Western Australia
3. TESDA-CACO (2012). Enhancement Training on Assessment Methodology
4. ILO, (2014), Implementation Manual: National Technical and Vocational Qualification Framework NTVQF). ILO Country Office for Bangladesh.
5. ILO, (2019). Coordinate training and assessment arrangements
6. Australian Skills Quality Authority (ASQA)

Review Workshop of Competency Based Learning Material (CBLM) L-5

The Competency Based Learning Material (CBLM) of **Coordinate Training and Assessment Arrangement** for National Skills Certificate in Competency Based Training and Assessment, (CBT&A) Level-5 is reviewed by NSDA on 13-14 August, 2023.

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