



Competency Based Learning Materials (CBLM)

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

Level-5

**Module: Develop Competency Based Training
Curriculum**

Code: CBLM-OU-TAM-02-L5-EN-V1



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

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National Skills Development Authority
Prime Minister's Office
Level: 10-11, Biniyog Bhaban,
E-6 / B, Agargaon, Sher-E-Bangla Nagar Dhaka-1207, Bangladesh.
Email: ec@nsda.gov.bd
Website: www.nstda.gov.bd.
National Skills Portal: <http://skillsportal.gov.bd>

This Competency Based Learning Materials (CBLM) on “Develop Competency Based Training Curriculum” 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
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

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How to use this Competency Based Learning Materials (CBLMs)

The module, Maintaining and enhancing professional & technical competency 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 you 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 practise the job. You may need to practise 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 though 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 Module

Overview of the Module

Module of Instructions	
Sector	
Course title	Competency Based Training and Assessment Methodology, Level- 05
Unit Title	Develop Competency Based Training Curriculum
Unit Code	OU-TAM-02-L5-V1
Module title	Developing Competency Based Training Curriculum
Module descriptor	This module covers the knowledge, skills and attitudes required to Develop Competency Based Training Curriculum. It includes Establishing curriculum requirements; identifying the learner profile; developing course design; developing curriculum modules; Finalizing the curriculum
Nominal duration	25 hours
Certificate level	National Certificate Level – V
Prerequisite qualification	
Learning outcomes	<p>After completion of this module, the trainee/student must be able to:</p> <ul style="list-style-type: none"> LO 1. Establish curriculum requirements LO 2. Identify the learner profile LO 3. Develop course design LO 4. Develop curriculum modules LO 5. Finalize the curriculum

After completion of the training, the trainees will be required to demonstrate their competency through the following performance criteria

- 1.1. Stakeholders are identified and consulted to establish Curriculum requirements
- 1.2. Quality assurance system and relevant specifications are identified, accessed and confirmed
- 1.3. Potential employment markets and career opportunities for training participants are identified and documented
- 2.1 Targeted learners are identified in accordance with course accreditation document`
- 2.2 Profiles of learners on entry to the course are developed
- 2.3 Language and literacy requirements of the learner are determined according to profiles
- 3.1 Competency standard is analyzed
- 3.2 Units of competency and modules are clearly identified
- 3.3 The relationship between units of competence/modules and outcomes is documented

- 3.4 Course entry and exit points are linked to occupational and educational opportunities
- 3.5 Prerequisites for the course and for specific units/modules within the course are identified and documented
- 3.6 The delivery strategies and assessment methods are determined
- 3.7 Trainers' qualification to implement the course is specified
- 4.1 Competency standards and relevant specifications are analyzed and interpreted to determine specific learning outcomes
- 4.2 Competencies to be acquired by the learner are clearly specified
- 4.3 Contents and modules of instructions are developed/ modified according to needs and procedures.
- 4.4 Learning outcomes and assessment criteria are established according to procedures
- 4.5 Resources required to support the curriculum are identified
- 4.6 Curriculum is designed based on the requirements of the competency standards
- 5.1 Curriculum is validated with competent persons
- 5.2 Finalized curriculum document is submitted to authorized personnel

Resources Required/ Conditions:

The trainees must be provided with the following:

- Competency standards
- Course accreditation document
- Job specifications
- DCAUM sheet
- Training equipment tools and supplies
- Instructional materials
- Quality assurance documents

Conditions:

- Work place
- Semulated Station
- Safety sign and warning sign
- CBLM, instruction sheet, job sheet and activity sheet
- Computer
- Internet Connection
- Relevent books and manuals
- Module/Referance

Assessment Methods

- Written test
- Demonstration
- Observation with checklist
- Oral questioning
- Portfolio
- Interview
- Journal or log book
- Eevidence of training

Learning outcome -1: Establish curriculum requirements

<p>Assessment criteria</p>	<ol style="list-style-type: none"> 1. Stakeholders are identified and consulted to establish Curriculum requirements 2. Quality assurance system and relevant specifications are identified, accessed and confirmed 3. Potential employment markets and career opportunities for training participants are identified and documented
<p>Performance guide</p>	<p>Steps:</p> <ul style="list-style-type: none"> · Identify stakeholders · Consult to establish curriculum requirements with stakeholder · Identify quality assurance system · Identify relevant specifications · Identify potential employment markets and career opportunities for training participants · Prepare documents · Identify stakeholders · Consult to establish curriculum requirements with stakeholder · Identify quality assurance system · Identify relevant specifications · Identify potential employment markets and career opportunities for training participants · Prepare documents
<p>Content</p>	<ol style="list-style-type: none"> 1. Curriculum 2. CBT Stakeholder 3. Curriculum requirements 4. Quality assurance system 5. Employment markets and career opportunities

LEARNING EXPERIENCES:

Establish curriculum requirements:

Learning Steps	Resources specific instructions
1. Student will ask the instructor about the materials to be used.	Instructor will provide the learning materials ' Develop Competency Based Training Curriculum '
2. Read the Information sheet/s	Information Sheet No. 1.1 Information Sheet No. 1.2 Information Sheet No. 1.3 Information Sheet No. 1.4
3. Complete the Self Checks & Check answer sheets.	Self. Check No. 1 Check answer sheets No. 1
4. Read the Job /Task sheet and Specification Sheet	

Information Sheet 1.1: Curriculum

Curriculum is the overall framework of planned educational experiences, including courses, subjects, activities, and assessments, designed to facilitate learning and achieve specific educational goals. It encompasses the knowledge, skills, attitudes, and values that students are expected to acquire within a particular educational program or institution.

A curriculum serves as a blueprint for organizing and delivering educational content and experiences. It outlines the learning objectives, content areas, instructional strategies, and assessment methods that guide teaching and learning processes. The curriculum provides a structured plan for educators to ensure that students receive a well-rounded education and develop the necessary competencies and understandings in various subject areas.

The scope and nature of a curriculum may vary across educational systems, institutions, and levels of education. It can be designed for specific grade levels, academic disciplines, vocational programs, or specialized areas of study. The curriculum is continuously reviewed and revised to adapt to changes in knowledge, technology, and societal demands, ensuring that it remains relevant and effective in preparing students for their future roles and responsibilities.

A curriculum typically includes various components such as:

1. **Subject Areas:** The curriculum identifies the different subject areas or disciplines that students will study, such as mathematics, science, languages, social studies, arts, and physical education.
2. **Learning Objectives:** These are the specific goals and outcomes that the curriculum aims to achieve. Learning objectives define the knowledge, skills, and competencies that students should develop within each subject area.
3. **Content:** The curriculum outlines the specific content or topics to be covered within each subject area. It may include textbooks, resources, and materials to support teaching and learning.
4. **Teaching and Learning Strategies:** The curriculum may suggest or provide guidance on instructional methods, approaches, and strategies that educators can use to facilitate student learning. This could involve a combination of lectures, discussions, group work, hands-on activities, projects, and assessments.
5. **Assessment and Evaluation:** The curriculum may include guidelines for assessing and evaluating student progress and achievement. It may specify the types of assessments, such as tests, projects, presentations, or portfolios, and provide criteria for evaluating student performance.
6. **Timeframe and Sequencing:** The curriculum may indicate the recommended timeframe for covering the content and the sequence in which topics should be taught. It helps ensure a logical progression of learning and may consider the developmental needs of students.

Curriculum development involves a systematic process of designing and refining the curriculum, taking into account educational goals, societal needs, student characteristics, and educational research. It requires collaboration among educators, administrators, and stakeholders to create a coherent and meaningful learning experience for students. Curricula can vary across educational systems, institutions, and countries, reflecting different cultural, philosophical, and pedagogical approaches to education.

Information Sheet 1.2: CBT Stakeholders

Competency Based Training programme is being implemented in Bangladesh's skills training centres. It is believed that competency-based training programme will not only make Bangladesh's students more competitive in the national and global markets, but will also effectively promote competitiveness, innovation and will facilitate the acquisition of 21st Century skills among Bangladesh's trainees. However, implementation of the competency-based training programme has been dogged by controversies and disagreements among various training stakeholders in the country. The controversial issues include perceived limited consultation of stakeholders and the preparedness and readiness of teachers and training centres to effectively implement CBT programme. Stakeholders have also raised concern about inadequate teaching and learning resources, dealing with low ability students and learners. These issues have sparked heated debates and disagreements among stakeholders on teachers' and training centres' preparedness to effectively implement competency-based training programme.

Major CBT stakeholders are:

- professional associations
- employer associations
- trainers/teachers
- regulatory authorities
- enterprises/organizations
- industry skills council
- government bodies



Trainers need to consult with the key stakeholders to gather information about what they require or what they are trying to achieve in order to design a training curriculum that will meet that need.

A trainer needs to gather as much information as possible to get a thorough understanding of what is required. To define the scope of the training curriculum, a trainer should gather information about the following. This will assist the trainer in interpreting the client's requirement.

1. **Clearly Define Educational Goals and Objectives:** Start by clearly defining the educational goals and objectives that the curriculum aims to achieve. These goals should be aligned with educational standards, student needs, industry needs, and the overall mission and vision of the educational institution.
2. **Conduct Needs Assessment:** Conduct a thorough needs assessment to identify the knowledge, skills, and attitude that students need to develop. This assessment should consider the characteristics of the learners, societal needs, and future trends in the field of study.
3. **Involve Stakeholders:** Engage various stakeholders in the curriculum development process, including educators, administrators, subject matter experts, students, parents, and industry representatives. Their input and feedback can provide valuable insights and ensure that the curriculum meets the needs and expectations of all stakeholders.
4. **Align with Standards:** Ensure that the curriculum aligns with educational standards, guidelines, and regulations set by relevant educational authorities or professional organizations. This includes considering subject-specific standards, interdisciplinary connections, and cross-curricular competencies.
5. **Collaborative Curriculum Development:** Foster collaboration and teamwork among curriculum developers. Encourage open communication, shared decision-making, and constructive feedback to ensure multiple perspectives are considered during the development process.
6. **Research-Informed Practices:** Base curriculum development on research-informed practices and evidence-based educational approaches. Stay informed about current educational research, best practices, and emerging trends to incorporate the most effective instructional strategies and methodologies into the curriculum.
7. **Continuous Review and Improvement:** Implement a system for ongoing review and improvement of the curriculum. Regularly collect feedback from educators, students, and other stakeholders, and use that feedback to make necessary revisions and updates to the curriculum. Embrace a culture of continuous improvement.
8. **Alignment of Components:** Ensure that all components of the curriculum, including learning objectives, content, instructional strategies, assessments, and resources, are aligned and cohesive. Each component should support and reinforce the others to create a coherent and meaningful learning experience.
9. **Professional Development:** Provide professional development opportunities for educators involved in curriculum development. This can help them stay updated with current educational practices, enhance their curriculum design skills, and support effective implementation of the curriculum.
10. **Piloting and Evaluation:** Before full implementation, pilot the curriculum with a representative group of learners or in a small-scale setting. Gather feedback, assess its effectiveness, and make necessary adjustments based on the results of the pilot. Use

evaluation methods, such as formative and summative assessments, to gauge the impact of the curriculum on student learning.

By incorporating these strategies, educational institutions can ensure that the curriculum development process is comprehensive, rigorous, and focused on achieving high-quality educational outcomes.

Information Sheet 1.5:

Employment markets and career opportunities

Employment markets, also known as labor markets, refer to the interactions between employers and job seekers in a particular geographical area or industry. They represent the supply and demand dynamics of labor, where employers seek to fill their job openings with suitable candidates, and individuals actively search for employment opportunities.



The employment market encompasses various elements, including the types of jobs available, the qualifications and skills required, the wages and benefits offered, and the overall conditions and trends within the job market. It serves as a platform for the exchange of labor, where employers offer job opportunities, and job seekers compete to secure employment.

Key features of employment markets include:

Supply and demand: Employment markets are driven by the interaction of labor supply (job seekers) and labor demand (employers). The availability of job opportunities and the number of individuals seeking employment affect the equilibrium of the market.

Job opportunities: Employment markets encompass a wide range of jobs across different sectors and industries. These opportunities may vary in terms of skill requirements, job security, compensation, and working conditions.

Job seekers: Individuals seeking employment actively participate in the employment market. They may be recent graduates, experienced professionals, or individuals transitioning between jobs. Job seekers assess available opportunities, submit applications, attend interviews, and negotiate job offers.

Employers: Employers play a crucial role in the employment market. They create job opportunities, define job requirements, and make hiring decisions. Employers also determine compensation packages, benefits, and career advancement opportunities, which influence the attractiveness of job openings.

Wage determination: Employment markets are influenced by wage determination mechanisms. Supply and demand dynamics, as well as factors like skills shortages, industry trends, and government regulations, contribute to the negotiation and determination of wages.

Economic conditions: The overall economic conditions, such as GDP growth, inflation rates, and industry performance, impact employment markets. During economic expansions, job opportunities may increase, while recessions or economic downturns can lead to job losses and decreased demand for labor.

Understanding the dynamics of employment markets is crucial for policymakers, economists, job seekers, and employers alike. It helps inform workforce development strategies, labor market policies, and career decisions.

Potential employment markets in Bangladesh:

Potential employment markets and career opportunities for training participants are identified and documented

List of major selected sectors and major selected jobs:

1 Agro-Food	1.1 Baking 1.2 Food Packaging 1.3 Food Processing and Quality Control
2 Construction	2.1. Electrician 2.2. Mason 2.3. Painter 2.4. Plumber 2.5. Scaffolding & Form Fitter 2.6. Tiles & Mosaic Setter
3 Informal Skills	3.1 Beautician 3.2 Dress Maker 3.3 Mushroom Grower 3.4 Solar Technician
4 Information Technology	4.1 Graphic Designer 4.2 IT Supporter 4.3 Web Designer
5 Leather and leather goods	5.1 Leather Machine Maintenance 5.2 Leather Machine Operator 5.3 Supervisor (Leather Products)
6 Light Engineering	6.1 CNC Machine Operator 6.2 Foundry Worker 6.3 Heat Treatment Operator 6.4 Lathe Machine Operator
7 Ready Made Garments (RMG)/BKMEA	7.1 Circular Knitting Machine Operator 7.2 Lap Former 7.3 Pattern Master 7.4 Sewing Machine Operator 7.5 Winch Dyeing Machine Operator
8 Tourism and Hospitality	8.1 Front Office Executive 8.2 House Keeping staff 8.3 Reservation Executive 8.4 Tour guide 8.5 Tour Operation Executive
9 Water Transport/Ship Building	9.1 Fitter 9.2 Welder

Demandable job market and occupations in Bangladesh:

1 Textile	1.1 Machine operator, 1.2 Production operator, 1.3 Market labour (semiskilled), 1.4 Quality Controller, 1.5 Line Chief, 1.6 Technician, 1.7 Doffer, 1.8 Mixer man, 1.9 Lab boy, 1.10 Wide man, 1.11 Fitter, 1.12 Helper, 1.13 Production worker
2 Pharmaceutical	2.1 Tablet Operator 2.2 Capsule Operator, 2.3 Packaging worker, 2.4 Ointment Operator, 2.5 Junior production operator, 2.6 Store keeper, 2.7 Production operator, 2.8 Pellet operator, 2.9 Quality assurance worker, 2.10 Health and safety assurance worker, 2.11 Production Manager, 2.12 Production Officer, 2.13 Machine operator, 2.14 General worker
3 Food Manufacturing	3.1 Grading worker, 3.2 Beheading worker, 3.3 Processing assistant., 3.4 General worker, 3.5 Cleaner, 3.6 Production operator, 3.7 Helper, 3.8 Lab Assistant, 3.9 Production Assistant, 3.10 Production worker, 3.11 Foreman, 3.12 Machine operator, 3.13 Mixer man, 3.14 Packaging worker, 3.15 Oven man, 3.16 Shrimp receiver, 3.17 Penning worker
4 Ceramics	4.1 Assistant Operator, 4.2 Helper, 4.3 General Worker, 4.4 Machine Operator
5 Furniture	5.1 Machine Operator,

	5.2 Lacquer Operator, 5.3 Carpenter, 5.4 Designer, 5.5 Sewing worker, 5.6 Upholsterer, 5.7 Welder, 5.8 Polisher, 5.9 Sawing operator, 5.10 Veneer flush worker, 5.11 Wood processor, 5.12 Foam maker, 5.13 Brass engraver
6 Transport Equipment	6.1 Machine operator, 6.2 Semi-skilled worker, 6.3 Electrician, 6.4 Technician, 6.5 Crane operator, 6.6 Pipe fitter, 6.7 Welder, 6.8 Painter, 6.9 Fabricator, 6.10 Quality Controller
7 Leather and Leather Goods	7.1 Machine operator, 7.2 Semi-skilled worker, 7.3 Senior operator, 7.4 Technician, 7.5 Crust operator, 7.6 Finishing operator, 7.7 Cutting operator, 7.8 Junior operator, 7.9 Helper
8 Information Technology	8.1 Quality Assurance Engineer, 8.2 Software Engineer, 8.3 System Engineer, 8.4 Web Developer, 8.5 Desktop Publisher

Source: BANGLADESH SKILLS SNAPSHOT 2012

SELF CHECK 1.

Answer the following questions:

- 1 List the major CBT stakeholders in Bangladesh
- 2 What factors are considered during developing training curriculum
- 3 List the major selected sectors of potential job market in Bangladesh

ANSWER SHEET 1.1

- 1 List the major CBT stakeholders in Bangladesh
 - professional associations
 - employer associations
 - trainers/teachers
 - regulatory authorities
 - enterprises/organizations
 - industry skills council
 - government bodies

- 2 What factors are considered during developing training curriculum
 - socioeconomic background;
 - cultural background and needs;
 - age group;
 - language,
 - literacy and numeracy need;
 - motivation for learning;
 - learning style and preferences.

- 3 List the major selected sectors of potential job market in Bangladesh
 - Agro-Food
 - Construction
 - Informal Skills
 - Information Technology
 - Leather and leather goods
 - Light Engineering
 - Ready Made Garments (RMG)/BKMEA
 - Tourism and Hospitality
 - Water Transport/Ship Building

LEARNING OUTCOME -2: IDENTIFY THE LEARNER PROFILE

Assessment criteria	2.1 Targeted learners are identified in accordance with course accreditation document` 2.2 Profiles of learners on entry to the course are developed 2.3 Language and literacy requirements of the learner are determined according to profiles
Performance guide	Steps: <ul style="list-style-type: none"> · Collect CS & CAD · Find out the entry qualification · Determine the training outcome · Identify learner · Identify the indicator for learner profile · Make the profile of learner · Determine the language for curriculum
Content	Characteristics of Learners Target Group Learners Learner Profile Components of a Learner Profile

LEARNING EXPERIENCES

Identify the learner profile

Learning Steps	Resources specific instructions
1. Student will ask the instructor about the materials to be used.	Instructor will provide the learning materials ' Develop Competency Based Training Curriculum '
2. Read the Information sheet/s	Information Sheet No. 2.1 Information Sheet No. 2.2 Information Sheet No. 2.3 Information Sheet No. 2.4
3. Complete the Self Checks & Check answer sheets.	Self. Check No. 2 Check answer sheets No. 2
4. Read the Job /Task sheet and Specification Sheet	Activity 2.1 Identify learner characteristic of our own area Activity 2.2 Prepare a learner profile of your own area.

INFORMATION SHEET NO. 2.1 CHARACTERISTICS OF LEARNERS

Consideration of the characteristics of learners during curriculum development helps create a learner-centered approach that maximizes engagement, promotes effective learning, and meets the diverse needs of learners. It facilitates the development of a curriculum that is relevant, meaningful, and supportive of learners' growth and development.

Larners Characteristics

Characteristics may include-

- Years' experience
- Level of work experience
- Skill or competency profile
- Language, literacy and numeracy need of learners
- Level and previous experiences of formal education
- Learning style and preferences
- Locioeconomic background, age, gender, disabilities
- Cultural background and needs
- Special needs—physical or psychological
- Motivation for learning

A good trainer needs research the target group learners in more depth to answer some of the questions posed above. He can speak to managers, workplace supervisors, potential learners, other trainers, training managers and other relevant people to get the most accurate picture. He then documents target group learner characteristics and include them in learning program plan pro-forma.

Understanding the characteristics of learners is essential during curriculum development for several reasons:

1. Individualization: Learners have unique needs, abilities, interests, and learning styles. By understanding their characteristics, curriculum developers can tailor the curriculum to accommodate individual differences. This promotes personalized learning experiences, increases engagement, and enhances learning outcomes.

2. Relevance and Contextualization: Learners come from diverse backgrounds and contexts. Knowing their characteristics helps curriculum developers create curriculum content that is relevant, relatable, and meaningful to the learners' lives. This promotes a deeper understanding of concepts and encourages the application of knowledge in real-life situations.

3. Motivation and Engagement: Learners are more likely to be motivated and engaged when the curriculum addresses their interests, aspirations, and goals. By considering learners' characteristics, curriculum developers can design learning experiences that capture their attention, foster curiosity, and promote intrinsic motivation.

4. Prior Knowledge and Skills: Learners bring existing knowledge, skills, and experiences to the learning process. Understanding their characteristics allows curriculum developers to

build upon learners' prior knowledge, connect new information to existing concepts, and scaffold learning appropriately. This promotes effective knowledge acquisition and prevents unnecessary repetition or gaps in learning.

5. **Developmental Stage:** Learners go through different stages of cognitive, social, emotional, and physical development. Curriculum developers need to be aware of these developmental characteristics to ensure that the curriculum aligns with the learners' abilities and challenges them appropriately. Adapting the curriculum to developmental stages helps optimize learning progress and supports overall development.

6. **Diversity and Inclusion:** Learners come from diverse cultural, linguistic, and socio-economic backgrounds. Acknowledging and considering their characteristics during curriculum development helps ensure inclusivity and equity. It allows curriculum developers to incorporate diverse perspectives, multicultural content and inclusive teaching practices, fostering a supportive and inclusive learning environment.

7. **Assessment and Evaluation:** Understanding learners' characteristics is crucial for designing appropriate assessment strategies and evaluation methods. By considering their abilities, learning styles, and preferences, curriculum developers can develop assessment tools that align with the curriculum objectives and provide meaningful feedback to support learners' progress.

Identifying the Learners Characteristics

Characteristics of Learners	What does this mean for Planning?
Language, Literacy and Numeracy (LL&N) skills	This influences the language you can use and the activities and tasks that are suitable. You need to assess LL&N skill levels and provide instruction and resources at all appropriate level.
Cultural and Language background	You must be aware of different cultures and language abilities. There might be activities that you choose which are not appropriate because of culture and language.
Education and General Knowledge	Getting an idea of general education levels is important so that you know what level to pitch in the delivery of the session.
Gender	This can affect your whole plan if you have a group of all female, all males or a mixture-, if there are activities that involve demonstration, role play, etc.
Age	Age can affect your plan depending on what is delivered, how and what pace.
Physical Ability	Before you begin your training session you need to be aware of any learner who is less able than others to perform physical tasks.

Previous experience with the topic/lesson.	Different levels of experience can be useful, and you need to plan ahead, so that you know who has what experience, so it can be used to your and your learner's advantage.
Experience in Competency based Training	Competency based training is a unique way of learning and can be difficult for some learners, especially in the concept of assessment.
Previous Learning Experience	It is important that you have knowledge of the trainee's general attitude of learning. Some may be very anxious

INFORMATION SHEET NO. 2.2: THE TARGET GROUP LEARNERS

Target group learners may include-

- Existing industry/enterprise employees
- School leavers/OSY
- New entrants to the workforce
- Apprentices/trainees
- Individuals learning new skills/knowledge
- Individuals seeking to upgrade skills/knowledge
- Individuals changing careers
- Unemployed
- Person with disabilities (PWD)s at workforce

A trainer needs to analyze and understand the characteristics of learners and based on this information he can to design the training program.

INFORMATION SHEET 2.3: LEARNER PROFILE

A learner profile refers to a comprehensive description or summary of an individual learner's characteristics, abilities, learning preferences, strengths, weaknesses, and interests. It provides valuable insights into a learner's unique traits and serves as a tool for educators, instructors, and curriculum developers to understand and cater to the individual needs of learners.

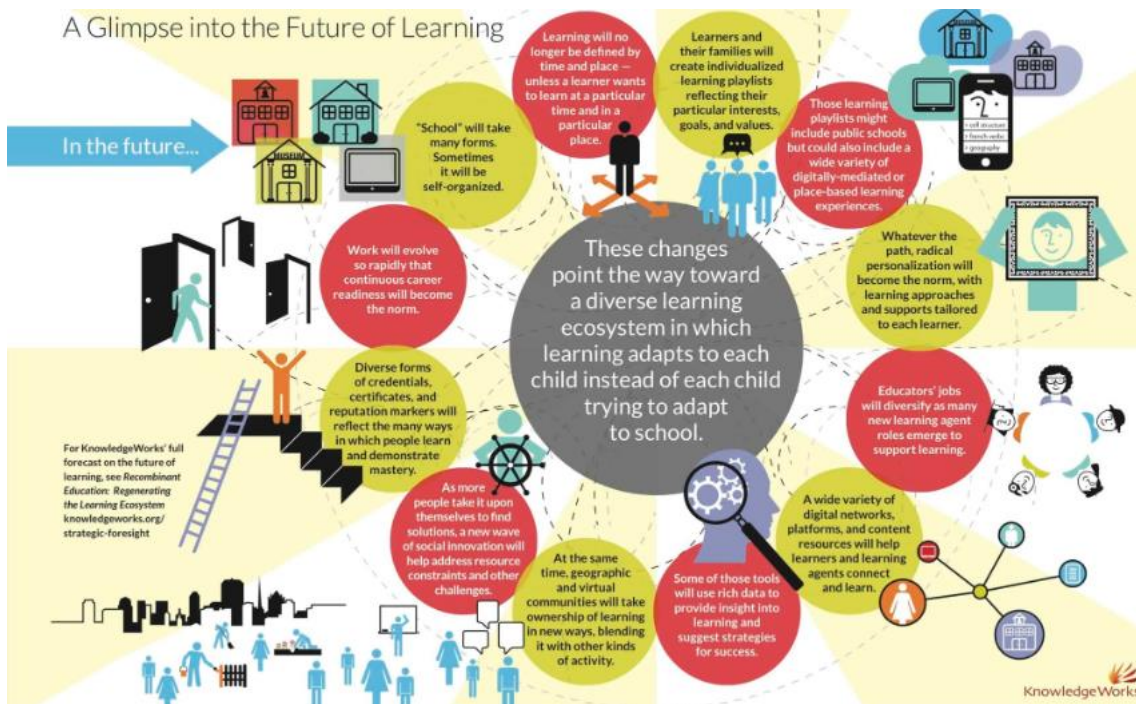
By utilizing learner profiles, educators can tailor instruction, adapt learning environments, and provide personalized support that addresses the specific needs, strengths, and interests of

individual learners. Learner profiles contribute to a student-centered approach to education and promote more effective and engaging learning experiences.

In learner profiles, one can find information on the individual's following aspects:

- Knowledge base, interests, and strengths
- Ambitions and fierce desires
- What the individual likes or dislikes
- Life history
- Major learning methods
- Potential blockades to learning
- There're also other factors considered important by either the trainee or teacher. Learner profiles aim to bridge any barriers between teachers and trainees and help trainer understand their trainees more clearly. As such, it eventually results in the development of the most inclusive classroom where teachers are well aware of what kinds of accommodations need to be made for each trainee to thrive.
- Learner profiles have the potential to fuel personalized learning via better data that can inform learning in meaningful ways and encourage a transition to a competency-based training system. Here're different ways learner profiles encourage competency-based learning.
- **They encourage student ownership:** Learner profiles can be utilized as a part of a mechanism teachers use to ensure proficiency before moving to the next level. Learner profiles can also be used as assessments of learning. In this scenario, the students use their learner profiles as a place to maintain information and a place where they can meaningfully reflect on their work via journaling and writing, upload, and own the documents.
- **They allow portability across systems:** When students transfer, their transcripts, student records, and other information move with them. This helps educators and other providers learn about their needs, strengths, interests, and other relevant information, thus providing the students with personalized access to high-quality learning. As students think about applying for a job or applying to post-secondary institutions, the information in their learner profiles can be gleaned and mined for use in a job and/or college application scenario.
- **They encourage anytime, anywhere learning:** A learner profile houses a variety of data, including information that goes beyond what may be found in an official transcript or a data backpack. It can contain measurement and data from different providers that are accessible by parents, tutors, community-based organizations, and therapists. These entities can support trainees' competency-based learning by understanding their needs, strengths, preferences, and more. Learner profiles also facilitate the demonstration of trainees' career and training centre readiness.

- The K-12 system can use learner profiles as both a tool for trainees and their learning and structural support to accomplish competency-based learning.



INFORMATION SHEET 2.4: COMPONENTS OF A LEARNER PROFILE

Personal Information: This includes basic details about the learner, such as their name, age, gender, cultural background, and any relevant personal circumstances that may influence their learning.

Learning Styles and Preferences: Learner profiles often include information about how individuals prefer to learn and process information. This can encompass preferences for visual, auditory, or kinesthetic learning, group work versus independent study, or a preference for hands-on activities or theoretical concepts.

Strengths and Weaknesses: Learner profiles highlight the learner's strengths, such as particular skills, subject areas where they excel, or unique talents. Conversely, they also identify areas where the learner may face challenges or require additional support and intervention.

Motivation and Interests: Understanding a learner's motivation and interests is crucial for engagement and personalized learning. Learner profiles may include information about the learner's hobbies, passions, or areas of personal interest that can be leveraged to enhance their engagement and motivation in the learning process.

Prior Knowledge and Experiences: A learner profile captures the learner's prior knowledge and experiences in relevant subject areas. This information helps educators to build upon existing knowledge, identify knowledge gaps, and ensure appropriate scaffolding of new concepts.

Social and Emotional Characteristics: Learner profiles may include information about a learner's social and emotional development. This can include their temperament, social skills, self-regulation abilities, and any specific emotional or behavioral needs that may impact their learning experience.

Learning Goals and Aspirations: Learner profiles often incorporate the learner's goals, aspirations, and career interests. This information helps educators align instructional strategies, provide relevant resources, and support learners in their pursuit of their educational and personal objectives.

Self Check 2.1

Answer the following questions

- 1 List the target group learners
- 2 What types of information mention in the learners' characteristics
- 3 What types information include in learners' profile

ANSWER SHEET 2.1

- 1 List the target group learners
 - existing employees
 - new employees to the workforce
 - apprentices or trainees
 - individuals learning new skills and knowledge
 - individuals seeking to upgrade skills and knowledge
 - Person with disabilities (PWD)s at workforce
- 2 What types of information mention in the learners' characteristics
 - years' experience
 - level of work experience
 - skill or competency profile
 - language, literacy and numeracy need of learners
 - level and previous experiences of formal education
 - learning style and preferences
 - socioeconomic background, age, gender, disabilities
 - cultural background and needs
 - special needs—physical or psychological
 - motivation for learning
- 3 What types information include in learners' profile
 - Knowledge base, interests, and strengths
 - Ambitions and fierce desires
 - What the individual likes or dislikes
 - Life history
 - Major learning methods
 - Potential blockades to learning

Activity 2.1 Identify learner characteristic of our own area

Activity 2.2 Prepare a learner profile of your own area.

LEARNING OUTCOME -3: DEVELOP COURSE DESIGN

<p>Assessment criteria</p>	<p>3.1 Competency standard is analyzed 3.2 Units of competency and modules are clearly identified 3.3 The relationship between units of competence/modules and outcomes is documented 3.4 Course entry and exit points are linked to occupational and educational opportunities 3.5 Prerequisites for the course and for specific units/modules within the course are identified and documented 3.6 The delivery strategies and assessment methods are determined 3.7 Trainers' qualification to implement the course is specified</p>
<p>Performance guide</p>	<p>Steps:</p> <ul style="list-style-type: none"> - Collect CS - Analyze CS - Identify UoC - Identify and document relationship between units of competence/modules - Specify entry qualification - Determine delivery strategies - Determine assessment methods - Specify trainer's qualification - Identify stakeholders - Prepare documents
<p>Content</p>	<ul style="list-style-type: none"> ● Analysis of Competency Standards ● Units of competency ● Competency Based Training (CBT) Curriculum ● Relationship between Competency Standards and CBT Curriculum ● Delivery strategies and Assessment methods ● Contents of CBT Curriculum Framework

LEARNING EXPERIENCES

Identify the learner profile

Learning Steps	Resources specific instructions
1. Student will ask the instructor about the materials to be used.	Instructor will provide the learning materials 'Develop Competency Based Training Curriculum'
2. Read the Information sheet/s	Information Sheet No. 3.1 Information Sheet No. 3.2 Information Sheet No. 3.3 Information Sheet No. 3.4 Information Sheet No. 3.5 Information Sheet No. 3.6
3. Complete the Self Checks & Check answer sheets.	Self. Check No. 3 Check answer sheets No. 3
4. Read the Job /Task sheet and Specification Sheet	Activity 3.1 Relate the components of CS & CBC

INFORMATION SHEET 3.1: ANALYSIS OF COMPETENCY STANDARDS

Competency is defined in terms of what a person is required to do, i.e. knowledge, skills and attitudes (performance), under what conditions it is to be done (conditions) and how well it is to be done (industry standards). It has also four aspects of work performance. These are:

- **Task Skills** - Being able to perform individual tasks.
- **Task Management Skills** - Being able to manage a number of different tasks within the job.
- **Contingency Management Skills** - Being able to respond to irregularities and breakdowns in routine.
- **Environment Skills** - Being able to deal with the responsibilities and expectations of the work environment.

Competencies are categorized as:

- **Generic competencies.** These are competencies that are required for all qualifications in all industry sectors. They reflect skills which are essential to all workers. An example of a generic competency is *“Receive and respond to workplace communication.”*
- **Sector-Specific Competencies.** These are competencies which are essential in a particular sector but not specific to the performance of a particular task. An example of this (in the welding sector) is *“Set up welding machine.”*
- **Occupation-Specific Competencies.** These competencies are required of workers that are unique in a particular area of work, stream of technology or specialty job within a particular industry or sector. An example of this (also in welding) is *“Weld carbon steel plate.”*
- **Elective Competencies.** These are additional competencies that are useful but not absolutely necessary for enhancing the mobility/employability of a worker.

Definition of Competency Standards

Competency Standards are nationally agreed industry-determined specifications of the competency level required for effective performance. They are expressed in a consistent format covering numerous aspects of competency such as:

- Workplace activity - focused on the actual activity rather than training or personal attributes
- Scope of this workplace activity
- Performance required to undertake this activity
- Conditions under which this activity will be conducted
- Requirements needed to assess a competent performance of this activity

Developing Competency Standards

- 1 Scope the industry, industry sector or enterprise.** This will involve research on:
 - a Size, diversity and complexity of industry
 - b Occupational range and mode of work (full time, part time, casual)
 - c Key stakeholders
 - d Geographic distribution and industry demographics
 - e Underrepresented groups
 - f Future directions and skill requirements

- 2 Conduct an environmental scan of standards documentation.** This will involve research on:
 - a Available/existing standards
 - b Statutory requirements/Codes of Practice
 - c Industry reports and studies
 - d Occupational analyses
 - e Enterprise policy and procedures
 - f Skills audits/Job Descriptions
 - g Textbooks, journals and magazines

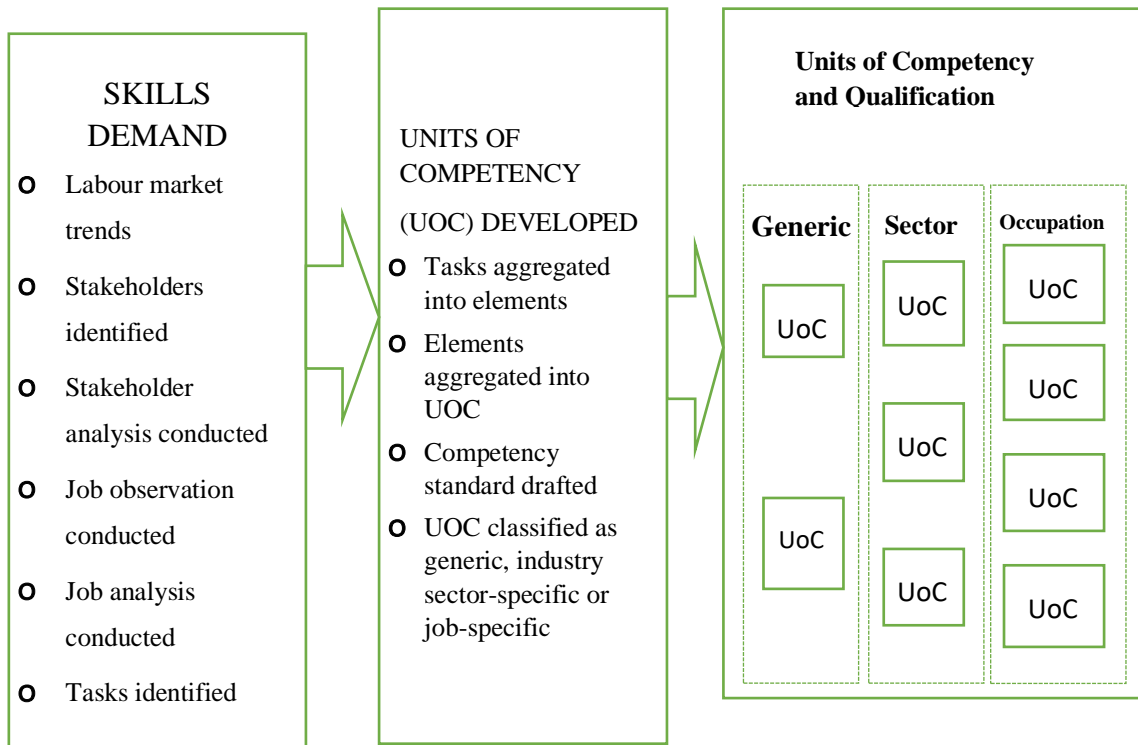
- 3 Consult industry through:**
 - a Observation of work
 - b Interviews, structured and unstructured
 - c Group processes, either focus group or functional analysis
 - d Surveys through mail, electronic, or face to face

- 4 Write draft competency standards**

- 5 Validate the competency standards.**

This involves gathering comment from stakeholders such as workers, employers, professional bodies and technical experts. Validation can be done through workplace observation, conduct of surveys, focused group discussion and trial runs of standards.
- 6 Implement and review the standards.**

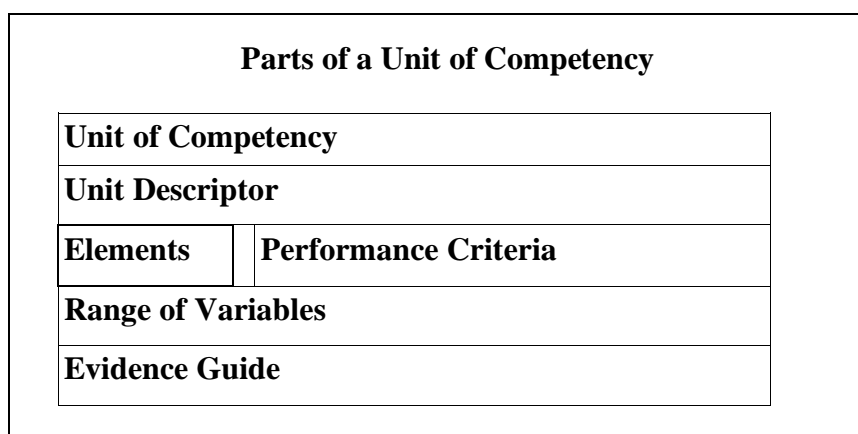
Standards are developed at a point in time and are subject to ongoing maintenance and review. Formal review should be undertaken on a regular basis i.e. 3-5 years. Reviewing of standards is required due to changes in: technology, work practice, work organization, legislation, Codes of Practice, or patterns of industry ownership.



INFORMATION SHEET 3.2: UNITS OF COMPETENCY

Units of competency are specific, discrete components of skills or knowledge that make up a qualification or training program. They define the specific outcomes and performance criteria that individuals must demonstrate to show competence in a particular area. It is a parts of Competency Standard.

Parts of Competency Standards



- 1 **Unit title** - The title of the competency unit refers to the title of the general area of competency, which is expressed in outcome terms.
 - a Defines the area of competency.
 - b Written in output terms - *'obtain, prepare and supply materials for production'* [verb].

- c A well framed unit will comprise a manageable component of work.
- d Appropriate balance between units which are too broad or narrow.

2 Unit Descriptor

- a Outlines what is done in the workplace.
- b Expands on information in the title.
- c Clarifies scope and intent of the unit.
- d Helps to differentiate between titles with similar title.

3 Elements

- a Building blocks of a unit of competency.
- b Describes in outcome terms the functions that a person who works in a particular area of work is able to perform [start with a verb].
- c Describes actions or outcomes that are demonstrable and assessable and which the candidate must attain.

4 Performance Criteria

- a Elements describe in output terms the functions that a person who works in a particular area of work needs to be able to do.
- b Evaluative statements that specify what is to be assessed and the required level of performance.
- c Ensure that tasks are performed as per the prescribed procedure.
- d Specifies the activities, skills, knowledge necessary.
- e Assists assessors to understand what can be used as evidence of competent performance.

5 Range of Variables

- a Describes the circumstances or context in which the work is to be performed.
- b Describes the range of situations that skills should be assessed in.
- c Relates to the unit of competency as a whole.
- d Allows for insertion of specific knowledge and enterprise requirements.
- e When standards need to be updated, often it is just a change to the Range of Variables which is needed.
- f Avoid standard/repetitive phrases.

6 Evidence Guide

- a The Evidence Guide is mandatory
- b The purpose of the Evidence Guide is to guide the assessor in the collection of evidence.
- c Evidence Guides must relate directly to the Elements, Performance Criteria and Range of Variables

In the context of the requirement of industry there are four types of competencies we have. The classification of competencies into generic, sector-specific, occupation-specific, and elective categories helps to define the scope and focus of learning and skills development. It allows for a structured approach to designing training programs and qualifications that meet the diverse needs of individuals, industries, and occupations.

Generic Competency:

Generic competencies are skills, knowledge, and attributes that are transferable across various industries or occupations. These competencies are considered foundational and applicable to a wide range of roles and tasks. Examples of generic competencies include communication skills, problem-solving abilities, teamwork, digital literacy, and critical thinking. They are often emphasized in broad-based qualifications or training programs that aim to equip individuals with a set of essential skills applicable across different contexts.

Sector-Specific Competency:

Sector-specific competencies are skills, knowledge, and capabilities that are specific to a particular industry or sector. They are tailored to the requirements and demands of a specific field, such as healthcare, engineering, hospitality, or information technology. These competencies reflect the specialized knowledge, technical skills, and industry-specific practices needed to perform effectively in a specific sector. Sector-specific competencies may include domain-specific knowledge, industry regulations, specific technologies, or sector-specific processes and protocols.

Occupation-Specific Competency:

Occupation-specific competencies are skills, knowledge, and capabilities that are specific to a particular occupation or job role within an industry. They represent the specific skills and expertise required to perform tasks and responsibilities associated with a particular occupation. Occupation-specific competencies go beyond generic or sector-specific skills and focus on the unique requirements of a specific job. For example, a nurse may require occupation-specific competencies such as patient assessment, medication administration, wound care, and clinical documentation.

Elective Competency:

Elective competencies refer to the optional or additional competencies that individuals can choose based on their specific interests, career goals, or job requirements. They provide flexibility and customization within a qualification framework. Elective competencies allow individuals to deepen their knowledge or develop specialized skills in specific areas of interest or relevance to their career path. They provide learners with the opportunity to tailor their learning experience and focus on specific areas that align with their career aspirations or personal preferences.

INFORMATION SHEET 3.3: COMPETENCY BASED TRAINING (CBT) CURRICULUM

If we closely examine the three individual words of *Competency-Based Training* we can begin

to obtain an idea about the meaning:

The first word is *Competency*. If you describe a person as *competent*, what do you really mean

- The person can *do* something. This relates to program *content*.
- The person can *do it well*. This relates to learner *assessment*.

Competency is the actual *something* that the person is doing. It is something that can be observed. The second word is *Based*. This means, *founded upon or built upon*. In other words, Competency-Based means that the programme is built upon the learner doing things that are observable.

The third word is *Training*. Roger James (1995) defines training: Training is a way of helping

people to do things that they could not do before they were trained.

Therefore, the *minimum* Criteria for a CBT Programme is:

- 1 Content directly related to work
- 2 Focus on doing
- 3 Assessment based on industry work standards

Competency based training

Competency Based Training (CBT) is the training that emphasis on what a person can do in workplace as a result of completing a program of training. Thus, CBT is focused on performance rather than a learning process within the specified time.

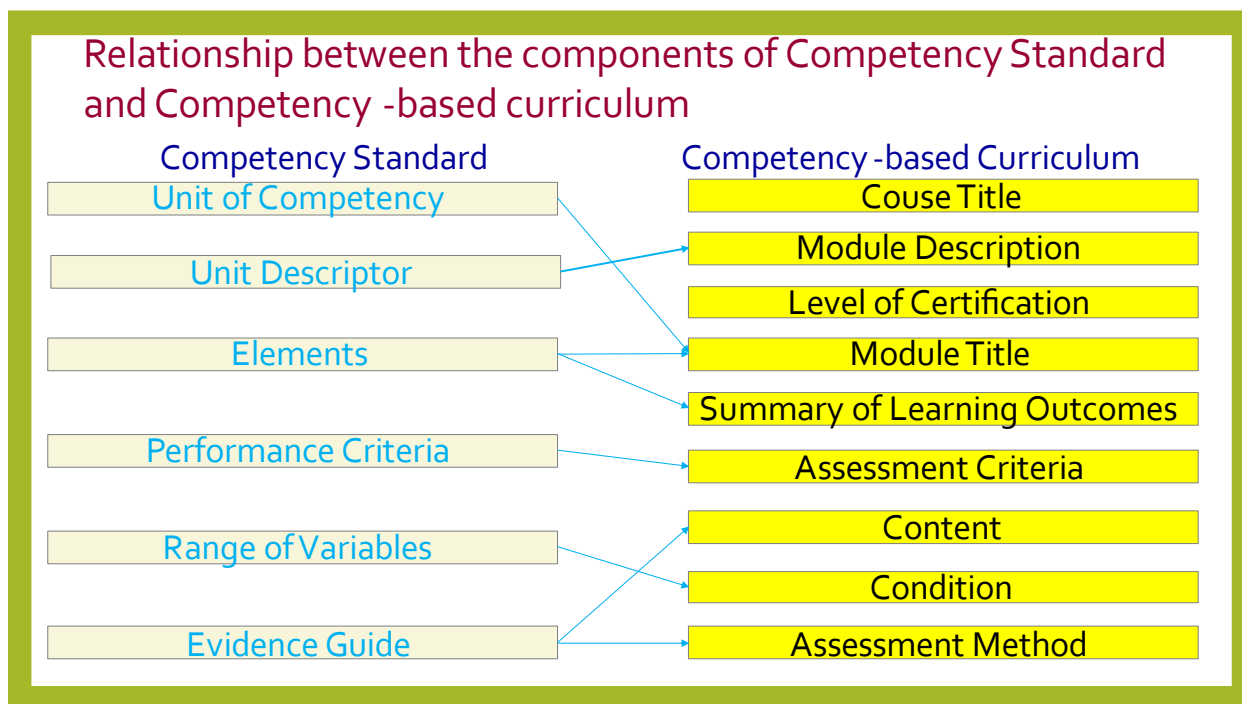
Competency based training (CBT) curriculum

The CBT curriculum is also termed as Competency Based Curriculum and is developed based on CS and labour market needs.

CBT curricula are designed considering the following principles.

- Identification of competencies in consultation with experts from industries and training institutes
- Adopting 21st century pedagogy and methodology
- Training must be in line with labour market need and industrial standard
- Creating training modality to experience real working situation through platform such as OJT and Industrial visit.

Information Sheet 3.4: Relationship between Competency Standards and CBT Curriculum



Course Title

Course title can be taken from the National Competency Standards

Module Title

Module title relates to the unit of competency of competency standards. However, it does not mean that there will be one training module for each unit of competency. Depending on the learning outcomes/elements included in the unit of competency, number of training modules will be decided. In some cases, one unit of competency may have two training modules or there may be possibility that two units of competencies merged together to form one training module.

An appropriate name to the module should be given. It should reflect group of elements/learning outcomes considered under that training module. An appropriate way to write module name will be to start with an action verb having „ing“ form.

Module descriptor

Module descriptor relates to unit descriptor of competency standards and explains about the overall objectives of the module with emphasis on learning outcomes.

Learning Outcomes

Learning outcome relates to element(s) of the competency standards. It describes what skills, knowledge and attitude that students will learn to apply at the workplace. Learning outcome can be described in terms of task statement which will contain observable performance to be

exhibited by the end of training (single action verb and the object of the verb). Following characteristics should be followed while writing task statements:

- Is specific
- Is observable
- Has its own unique procedure
- Is a unit of work complete in itself
- Can be broken down into two or more steps
- Can be performed in a limited period of time
- Has definite start and end point
- When task is completed, it results in a product, service, or decision

Terminal performance objective

Terminal performance objective relates to performance criteria of competency standards. Even though they look similar, terminal performance objective and Industry Performance Standards for a skill are different. Industry standard is established for the work context. A terminal performance objective is developed for a training context. For any given task/learning outcome, the terminal performance objective is closely related to the industry standards. In many instances they are identical. On occasions however, the terminal performance objective may be either less or greater than the industry standards. Airline pilots and police officers usually train to a higher standard of performance than expected of them in actual work.

Terminal performance objective contains three major parts:

Given (Condition): The “Given” statement will describe any condition or variable that can affect the overall performance level of students. *This relates to range of variables in the competency standards.* Conditions under which the learning and assessment will take place should be clearly specified as it will impact on the performance of students. These can include a list of tools and equipment, access to learning resources and equipment manual and the type of facility.

What (Task/learning outcome) - The “What” statement will contain the observable performance to be exhibited by the end of the training (single action verb and the object of the verb. This is same as task/learning outcome as described above.

How well (performance criteria) -The “How well” statement will contain only the most important performance criteria to be measured at the end of training. *This relates to performance criteria of National Competency Standards.* Only most important criteria should be listed for the performance of task/learning outcome which can be observed and measured.

For simplicity, only conditions and performance criteria will be used for the development of curriculum.

Performance guide

For many tasks, the procedure used in doing the skill is more important than any product developed. When a student is first learning to do a task that is complex or dangerous-the performance guide is very important. The performance guide is the series of steps, done in proper sequence, which accomplishes a task. This is also termed as performance procedure. The performance guide can also be used to assess student performance.

Enabling objective

An enabling objective is a statement expressing a knowledge, skill or attitude that if mastered will "enable" the trainee to accomplish a terminal performance objective or a task/learning outcome. *Enabling objective relates to the underpinning knowledge, skills and attitude in the National Competency Standards.* This is also termed as „content“ which directly relates to achieve learning outcomes.

Nominal duration

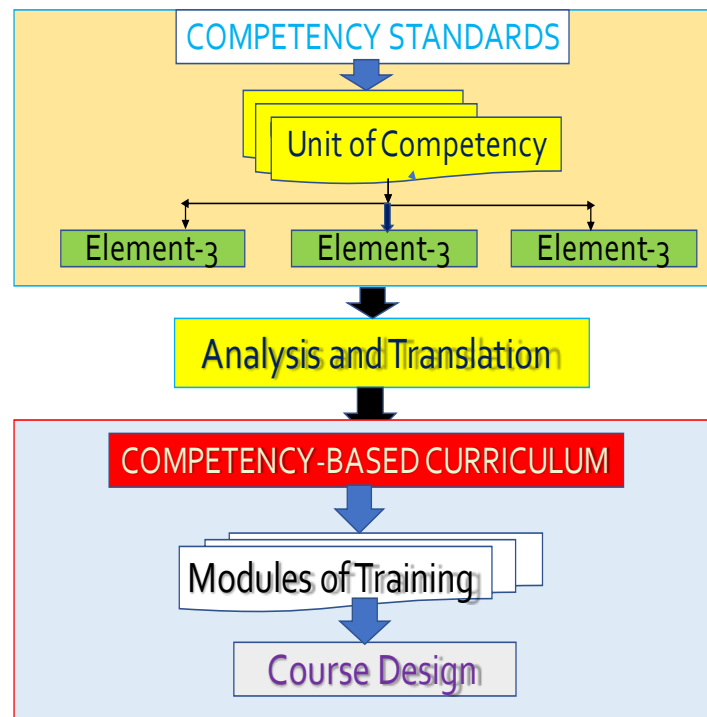
Nominal duration is estimated to allocate number of hours for each task/learning outcome. The estimate is made based on the size of the task and how long a student will require to learn to perform it competently.

Assessment method

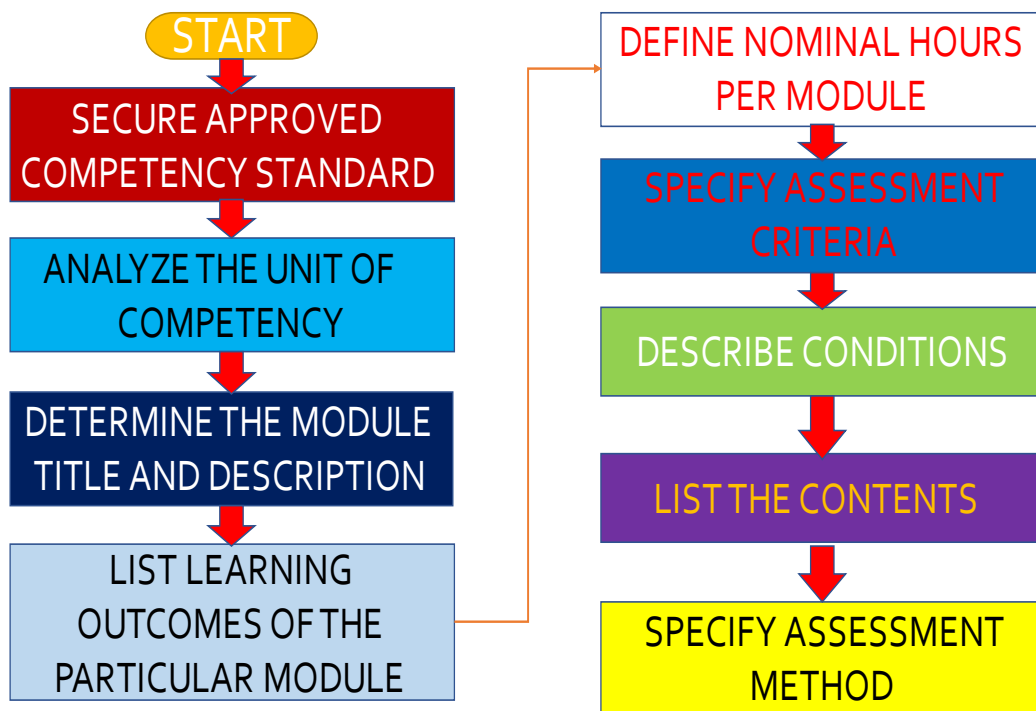
Assessment method will remain same as stated in the National Competency Standards. It will help to assess performance of the students whether they are able to demonstrate learning outcomes (knowledge, skills and attitudes) at desired standards. Assessment method must collect evidences to assure learning has been transferred to the students. A holistic approach, where appropriate, can be applied for the assessment of students and gathering of evidences for one or more learning outcomes.

Activity 3: Relate the components of CS & CBC

Development of Competency Based Curriculum from Competency Standard



Developing competency-based curriculum



INFORMATION SHEET 3.5: DELIVERY STRATEGIES AND ASSESSMENT METHODS

Delivery strategies

Training delivery strategies refer to the methods and approaches used to deliver training programs or courses to learners. These strategies aim to facilitate effective learning, engagement, and knowledge transfer. The choice of training delivery strategy depends on factors such as the nature of the content, the learning objectives, the target audience, available resources, and the desired outcomes. Here are some common training delivery strategies:

To select the delivery strategies we need to consider

Context of delivery:

- ✦ in the workplace - work in situation
- ✦ in a simulated work environment
- ✦ in the training room/classroom
- ✦ in specialist environments - e.g. laboratory/ computer room

Mode of delivery:

- ✦ face-to-face
- ✦ technology-based electronic/computer-based/ online/audiovisual
- ✦ experiential
- ✦ distance resource-based
- ✦ blended

Delivery methods:

- ❖ lock step/learner-paced/mixed
- ❖ interactive/participative/collaborative
- ❖ Lecture
- ❖ Brain storming
- ❖ learner-centered
- ❖ demonstration instruction
- ❖ presentations
- ❖ guided facilitation
- ❖ guided activities/applications/experiences
- ❖ tutoring
- ❖ project-based
- ❖ individual facilitation techniques - coaching/ mentoring
- ❖ blended delivery methods

INFORMATION SHEET 3.6: CONTENTS OF CBT CURRICULUM FRAMEWORK

Course title	Course title will be aligned with Competency Standards
Course duration	Nominal duration of course in hours
Qualification Level	Refer to the competency standards
Unit of Competency	Refer to the list of units of competency from the competency standards
Course description	The course description will include relevance of the proposed course to industry, enterprise or community needs and competencies that the trainees will attain after completion of the training.
Course outcomes	Course outcomes state what is expected from the trainees at the end of training course. A list of key competencies which will be mastered during the training and helpful to acquire jobs should be included.
Entry Requirements	Entry requirements for the training should be mentioned in terms of education, age or any other pre-requisites to participate in the training course. For detail, please refer to the Course Accreditation Document.
Suggestions for course delivery/instruction	A brief explanation about how training will be delivered in classroom and workshop setting should be included.

Training Methods	<p>Methods are defined as a commonly accepted procedure or process performed by the teacher, learner or both, whose aim is to increase the efficiency and/or effectiveness of learning. There are many methods available for the training. From an instructional viewpoint, an instructor must be competent in the use of a wide variety of methods. The more methods an instructor is competent with, the more effective and efficient his/her instruction should be. However, the instructor must know when to use each method for specific learning competencies. Some of the common methods used during the training are:</p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Independent practice • Project work • Problem solving • Coaching • Illustrated talk • Role play • Discussion • Brainstorming
Course structure	Provide sequence of different training modules for each Unit of Competency including detail elaboration on conditions how and where tasks will be performed, performance criteria, performance guide, and enabling objectives.
Competency Analysis	Explain about number of modules developed under each Unit of Competency
Assessment Method	Explain the assessment approach to gather evidence to determine whether students have met minimum performance standards based on the industry requirements.
Resources	List of required tools, equipment and materials to implement the training course. For detail, please refer to Course Accreditation Document.
Qualification of Instructors	Specify minimum requirements for the instructors to implement the training course. For detail, please refer to Quality Assurance System Manual.
Training Schedule	A training schedule will consist of training modules, duration and training methodologies to be applied for class, workshop and field instructions.

LEARNING OUTCOME -4: DEVELOP CURRICULUM MODULES

Assessment criteria	<p>4.1 Competency standards and relevant specifications are analyzed and interpreted to determine specific learning outcomes</p> <p>4.2 Competencies to be acquired by the learner are clearly specified</p> <p>4.3 Contents and modules of instructions are developed/ modified according to needs and procedures.</p> <p>4.4 Learning outcomes and assessment criteria are established according to procedures</p> <p>4.5 Resources required to support the curriculum are identified</p>
Performance guide	<p>Steps:</p> <ul style="list-style-type: none"> - Determine Learning Outcome - Specify what is learner would acquire - Develop performance guide - Develop contents of modul - Stablish Assessment criteria - Identify resources required
Content	<ul style="list-style-type: none"> ● Components of CBC ● Competency Based Curriculum Development Process ● Module Design ● Components of module information ● Course Information Design

LEARNING EXPERIENCES
Develop Curriculum Modules

Learning Steps	Resources specific instructions
1. Student will ask the instructor about the materials to be used.	Instructor will provide the learning materials ' Develop Competency Based Training Curriculum '
2. Read the Information sheet/s	Information Sheet No. 4.1 Information Sheet No. 4.2 Information Sheet No. 4.3 Information Sheet No. 4.4 Information Sheet No. 4.5
3. Complete the Self Checks & Check answer sheets.	Self. Check No. 4 Check answer sheets No. 4.
4. Read the Job /Task sheet and Specification Sheet	Activity 4.1 Prepare a Competency profile Activity 4.2 Perform Task analysis Activity 4.3 Fill the Module information using the template Activity 4.4 Fill the course structure using the template

Information Sheet 4.1: Components of CBC

Components of CBC

There are three main components for CBC:

- 1 Competency profile
- 2 Course information
- 3 Module information

1 Competency profile

It is a curriculum framework with the list of the competency areas and sub-competency areas with associate competencies/tasks needed for analyzing task and designing curriculum for effectual training and learning process. Following are the components of competency profile:

1.1. Competency Area (CA)

- o One of the distinct major activities or units involved in the work performed in an occupation
- o Are general, not specific, statement of the work that is performed
- o It must start with appropriate action verb
- o Stand-alone (are meaningful without reference to job)
- o One unit from CS may lead to one competency area or more

1.2. Sub-Competency Area (SCA)

- o It is a fragmentation of duty and it is not stand alone without referring to the job for most of the case
- o It must start with an appropriate action verb
- o Elements of Competence from CS may be considered as Sub-Competency Area
- o There should be minimum of 3 and maximum of 12 sub competency area under each competency area

1.3. Competency/Task:

Competency/Task should have the following features:

- o Specific
- o Measurable
- o Observable
- o Has its own unique procedure
- o Broken down into three or more steps
- o Can be performed in limited period of time
- o Has definite start and end point
- o When completed, results in a product, service or decision
- o Must start with an appropriate action verb

Thus, a task is a time-bound work activity; it has a beginning and an end. Moreover, a task is usually performed under standardized conditions using standardized tools. There should be minimum of 3 and maximum of 20 tasks under each sub competency area.

2 Course Information

It gives an overall information about the course. It consists of the following main components:

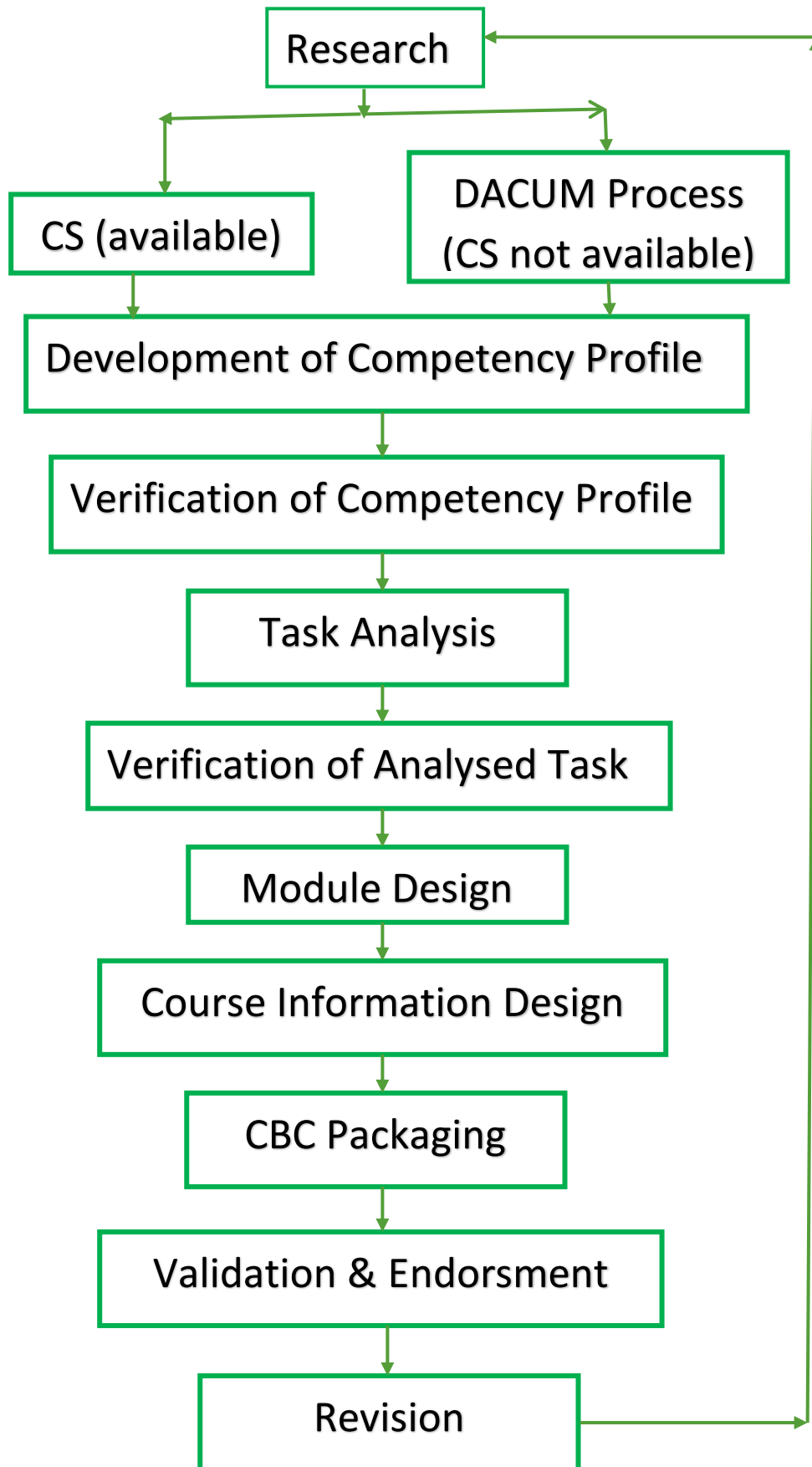
- Course title
- Course description
- Nominal course duration
- Trainer to Trainee ratio
- Entry requirement
- Course objectives
- Course structure
- Course delivery
- Trainer qualification
- Resources
- Assessment and Certification

3 Module Information

The CBC shall consist of several modules to form a complete package of curriculum. Modules in each curriculum are self-contained and the training shall be undertaken separately to ensure acquisition of skills, knowledge and attitude needed to perform the activity under employment conditions. Each module shall represent a certifiable part of a job. However, eligibility for National Certification shall require the completion of all modules within the skill area. Each module of CBC consists of the following main components:

- Occupation
- Competency Area
- Module Title
- Module Code
- Module description
- Certificate Level
- Pre-requisites
- Nominal Duration
- Learning Outcomes
- Assessment criteria
- Content
- Learning condition
- Instructional methodologies
- Method of Assessment

Information Sheet 4.2: Competency Based Curriculum Development Process



Research

The research work involves planning of the course which includes identification of needs and scope of curriculum to be developed. The availability of Competency Standards is checked and accordingly the need of curriculum is determined as per the labour market.

In case of unavailability of CS, the detailed Training Needs Analysis (TNA) must be carried out to identify the need and scopes of the course offered in the labour market.

While designing a training course, a due consideration must be made to address the national goals, which will contribute towards sustainable socio-economic development of the country.

Competency Profile Development

The three to five days' workshop is conducted for competency profile development by trained facilitators in consultation with experts from industries and training institutes based on CS or using DACUM process if CS is not available.

Development of competency profile involves the following procedures:

1. Identify and analyze Competency Area
2. Identify subsequent and related SCA with respect to competency area
3. Identify tasks for each SCA referring the criteria for task identification
4. Sequence the tasks against each SCA
5. Repeat from step 2 to 4 for remaining Competency Areas
6. Complete the competency profile

The table below illustrates the identification of Competency Area, Sub Competency Area and Competencies/Tasks from CS:

CS	Competency Profile
Unit	One or more Competency Area
Elements of Competence	One or more Sub-Competency Area
Performance Criteria and range of variables	Competencies/Tasks

Template of competency profile shown below:

Activity 4.1 Prepare a Competency profile

Competency Profile

Occupation:

Level:

Competency Area	Sub Competency Area	Competencies/Tasks				
A:	A1:	A1.1:	A1.2:	A1.3:	A1.4:	A1.4
	A2:	A2.1:	A2.2:	A2.3:	A2.4:	A2.4
	A3:	A3.1:	A3.2:	A3.3:	A3.4:	A3.4
B:	B1:	B1.1:	B1.2:	B1.3:	B1.4:	B1.4
	B2:	B2.1:	B2.2:	B2.3:	B2.4:	B2.4
	B3:	B3.1:	B3.2:	B3.3:	B3.4:	B3.4

Verification Of Competency Profile

In this stage, the tasks/competencies identified in competency profile is verified for accuracy in consultation with relevant experts.

Further train and non-train tasks are also verified for training delivery. Based on the outputs of this verification competency profile is finalized.

Task Analysis

Task analysis is the next step after the development of competency profile. This workshop is conducted by trained facilitators involving expert workers of the relevant trade, where each verified task/competency is analyzed in detail breaking down into steps, identifying related knowledge, core skills, attitude, safety and environment concern with associated resources. It takes around two weeks to complete the task analysis depending on the complexity and nature of trade/occupation.

Task analysis data sheet consist of following elements:

Steps

- Steps (Procedure) to perform task
- Each step should start with a specific and appropriate action verb
- Each step must have one action verb only
- A task should have minimum of three main steps

Performance standards

- It is a set of criteria to assess how well a task is performed
- It is developed based on the critical steps of the task which has over all influence on the task
- It can be also developed based on the final product
- It should be stated in the passive voice with qualifiers

- e. One task may have more than one performance standards

Core skills

- a. It is a list of critical skills required to perform a task
- b. One or more steps may require skills to perform it
- c. It can also include soft skills
- d. Soft skills are logical in nature and associated with personnel
- e. It can be associated with tools and equipment

Related knowledge

- a. It is an ability to store information or a set of information required for effective execution of task
- b. It has to be listed against each step
- c. One step may require separate or same knowledge of other skills
- d. It has to be listed in topics and in sequential order
- e. It must include all components of knowledge (Fact, Concept, Principle, Procedure and Process), considering the possible questions that learner may ask while teaching the task (What, When, Where, Why and How)

Attitudes

It not only includes “BEHAVIOUR” but also covers the following:

- a Discipline
- b Safety
- c Waste management
- d Cost effectiveness
- e Time consciousness

Tools/Equipment/Instrument/Materials required

It is a list of the required tools, equipment and materials required for performing particular task. Further, it includes Personal Protective Equipment if required.

Safety and environment concern

It is a statement of safety and environment related concern to be ensured while performing the particular task. Safety includes personal, equipment, workplace, hand tool and job safety.

Practical Application

It is an area where the task will be applied in the real field of work.

Probable problem

It is expected problem that may encounter while executing the particular task.

Sample format of task analysis datasheet is shown below:

Activity 4.2 Perform Task analysis

TASK ANALYSIS DATA SHEET

Trade/occupation: *Name of Occupation*

Competency Area: *Copy from Competency Profile*

Sub Competency Area: *Copy from Competency Profile*

Task: *Task from Competency Profile*

Task Reference:

Code: *Code number for competency area*

Serial No: *Code for task from competency profile*

STEP	PERFORMANCE STANDARDS
1.	
2.	
3.	
4.	

Core Skills Required	Related Knowledge	Related Attitude	Tools/Equipment/ Materials required	Safety/ Environment concern	Practical Applications	Probable problems

Task analyzed by: Designation: Organization:

.....

Signature:

Date:

Verification of Analysed Task

In this stage, analyzed tasks and competencies are verified for accuracy through subject experts' review and result verification. Based on the outputs of this verification, task analysis data sheet is moderated and finalized

Information Sheet 4.3: Module Design

Module Information is one of the major components of a Competency Based Curriculum

MODULE INFORMATION

Occupation	
Competency Area	
Module Title	
Module Code	
Module Description	
Nominal Duration	Hours
Certificate Level	
Pre-requisite	
Learning Outcome	1. 2. 3.

Module Title			
Module Code			
Learning Outcome 1			
Duration	Theory: hours	Practical: hours	Total: hours
Assessment Criteria	<ul style="list-style-type: none"> • □ • 		

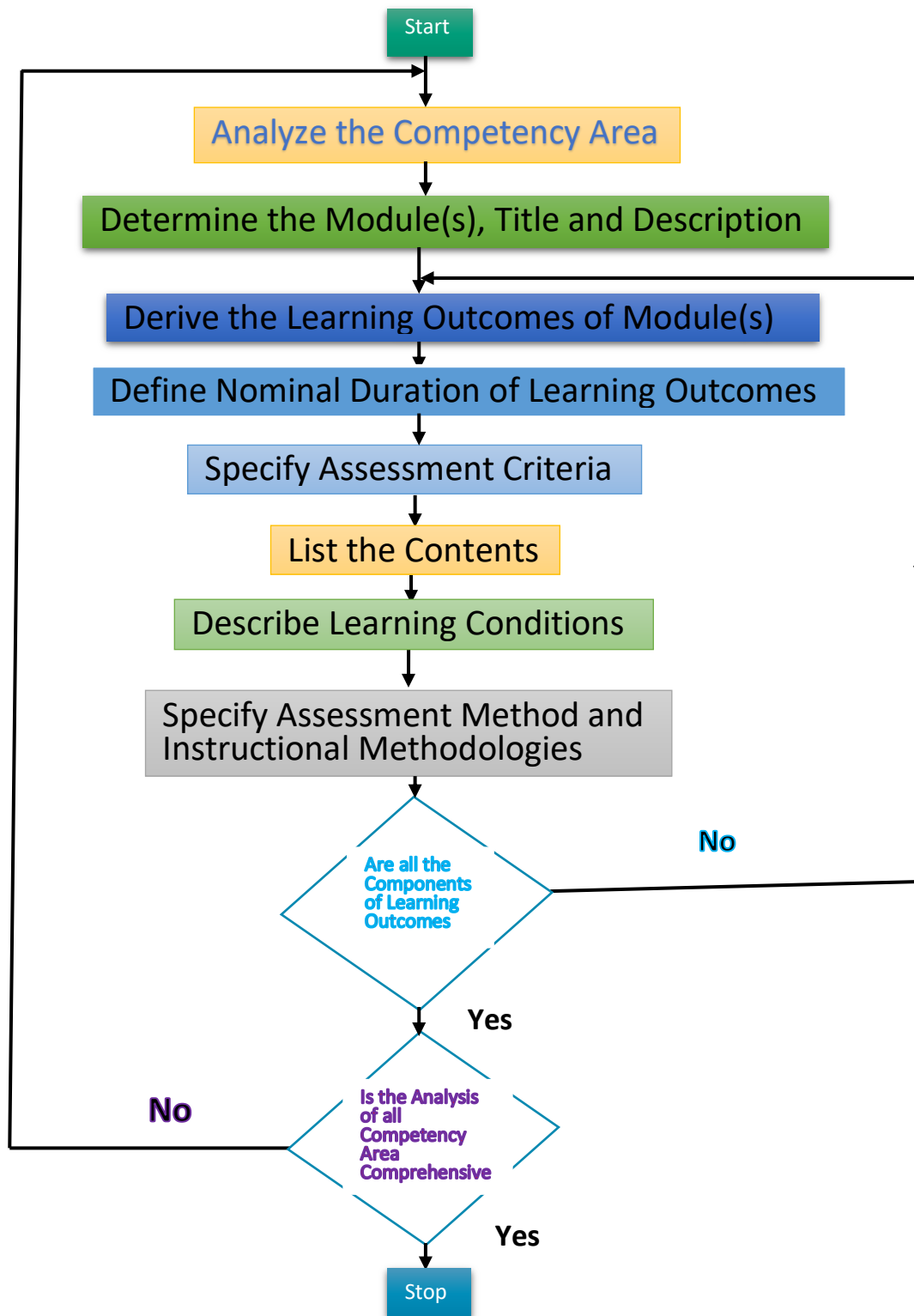
Content	A1.1
	<i>Knowledge</i>
	•
	•
	<i>Skills</i>
	•
	•
	<i>Attitudes, safety and environment concerns</i>
	•
	•
	A1.2
	<i>Knowledge</i>
	•
	•
	<i>Skills</i>
•	
•	
<i>Attitudes, safety and environment concerns</i>	
•	
•	
A1.3	
<i>Knowledge</i>	
•	
•	
<i>Skills</i>	
•	
•	
<i>Attitudes, safety and environment concerns</i>	
•	
•	

Learning Conditions	Learning Materials <input type="checkbox"/> Learning facilities and infrastructure <input type="checkbox"/> Tools <input type="checkbox"/> Materials <input type="checkbox"/> Equipment <input type="checkbox"/> PPE <input type="checkbox"/>
Instructional Methodologies	
Method of Assessment	

Note: *This format should be followed for remaining learning outcome*

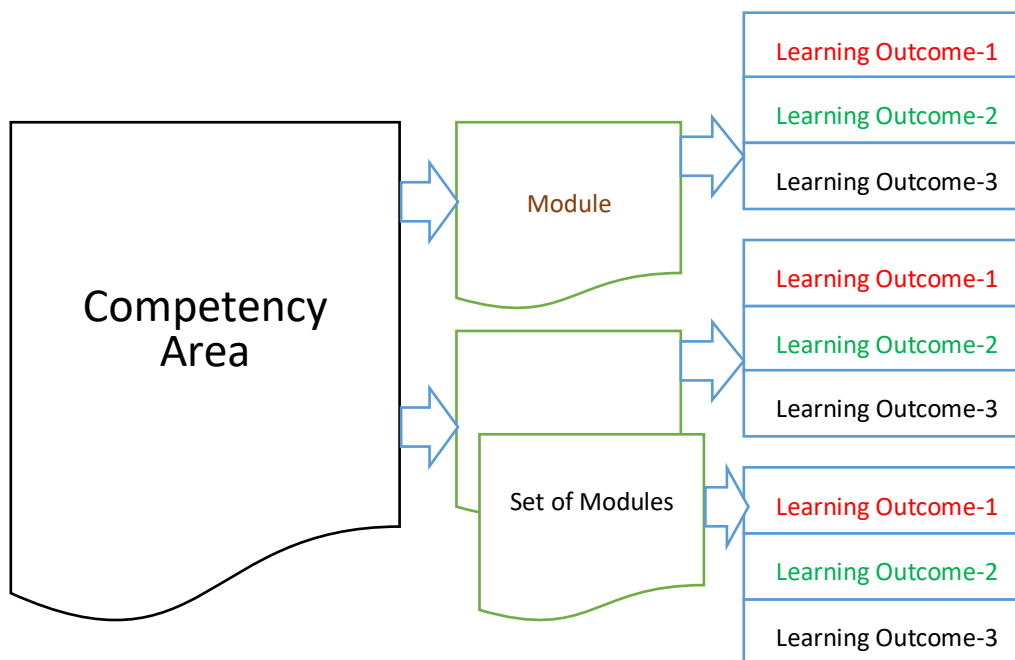
Activity 4.3 Fill the Module information using the template of information sheet-4.3

Overview of module design process



Analyzing a Module Design

Module design is derived by analyzing module structure and module information from competency area as shown:



Note: In order to come up with estimated number of hours in the particular module, determine how much time a learner needs to acquire a higher level of mastery in every learning outcome.

It should not be assumed that one competency area will lead to one module of training. In some cases, it may be appropriate to develop set of modules of training, from one competency area.

Information Sheet 4.4: Components of module information

- **Occupation**

An occupation is a job or profession, especially as a means of earning a living.

- **Competency Area**

It is the duty that can be assessed and recognized and must be adhered to training and assessment to ensure consistency of outcomes. It also represents discrete workplace outcomes.

- **Module Title**

The name chosen for a module will have some influence on how the module is perceived in the training sector. It shall convey a clear message of what the module entails. Names providing a better indication of what the module is about would be more useful. An action verb with “ing” is appropriate.

Let us presume that there is one to one correspondence between the chosen competency area and the module information. In this case the module title is usually the same as the competency area but have to end the verb with “ing”.

- **Example:**

COMPETENCY AREA →	DEVELOP COMPETENCY BASED TRAINING CURRICULUM
SUB-COMPETENCY AREA ↓	
1 Establish curriculum requirements	
2 Identify the learner profile	
3 Develop course design	
4 Develop curriculum module	
5 Finalize the curriculum	

MODULE TITLE: Developing Competency Based Training Curriculum

- **Module code:**

The coding of the CS forms the basis of the identification code for the Management Information System (MIS) both in terms of economic sector identification and that of the individual standard.

- **Module description**

A module is a learning segment with a specified educational or training purpose. The statement briefly describes the overall intentions of the module with emphasis on learning outcomes.

Each module is linked to the identified competency area. To describe the module, refer the competency area to ensure clear picture of what a learner should be able to do after the completion of the module. Add more description referring the content derived if required.

- **Certificate level:**

This is the National Certificate level identified and specified in CS as per the NSQF/BNQF.

- **Prerequisite:**

Pre-requisites are those modules or competencies which learners must have successfully completed or achieved before commencing on the next module.

- **Nominal duration**

It is the minimum estimated duration required for an average learner to attain all the competencies of learning outcomes in a module.

The nominal duration is estimated based on the teaching and learning duration of an average learner to achieve the learning outcome of a module

- **Learning outcomes:**

These are cluster of related competencies (knowledge, skills and attitudes) learned or acquired by the learner or trainee after completion of teaching learning process under a particular module.

Sub competency area of competency profile may lead to learning outcomes.

- **Assessment Criteria**

Assessment criteria specifies the performance outcomes (knowledge, skills and attitudes) the learner shall be able to demonstrate to trainer/assessor to judge that the learner have achieved the learning outcome.

It should be derived from the performance standard of analyzed task and review the performance criteria of CS. The assessment criteria have to be stated in the passive voice.

Information Sheet 4.5: Course Information Design

The course information is designed by collecting information which includes the overview of the course, stating the following components:

- **Course Information**

COURSE TITLE	
LEVEL	
COURSE OBJECTIVE	
COURSE DESCRIPTION	
INSTITUTE TRAINING DURATION	
ON-THE-JOB TRAINING (OJT) DURATION	
NOMINAL DURATION	
TRAINING PROPORTION	1:12 (Practical) 1:20 (Theory)
ENTRY REQUIREMENT	
TRAINER QUALIFICATION	
COURSE DELIVERY	

COURSE STRUCTURE

Training Modality	Module Title	Learning outcomes	Nominal Duration
1. Institute Training	1.1	1.1.1 1.1.2 1.1.3	Hours
	1.2	1.2.1 1.2.2 1.2.3	Hours
2. On the Job Training	2.1	2.1.1 2.1.2 2.1.3	Hours
	2.2	2.2.1 2.2.2 2.2.3	Hours
ASSESSMENT			
CERTIFICATION			
RESOURCES	<p>Tools <input type="checkbox"/></p> <p>Equipment <input type="checkbox"/></p> <p>Materials <input type="checkbox"/></p> <p>Personnel Protective Equipment (PPE) <input type="checkbox"/></p> <p>Learning Material <input type="checkbox"/></p> <p>Infrastructure and training facilities</p> <p><i>(Provide the workshop/practical classroom with minimum floor area for practical training as well as classroom/lecture room for theoretical and soft skills training. Also includes the contextual learning laboratory, IT Laboratory and Library)</i></p>		

- **Course title**

Title or name of the course design of a particular technology, industry, or occupation, reflecting employment need as outlined in CS.

- **Course description**

The statement briefly describes the overall intentions of the course with emphasis on modules and learning outcomes.

- **Nominal course duration**

It is the minimum estimated duration required for an average learner to complete course which is estimated from training duration of all modules for a specific level including OJT duration.

- **Trainer to Trainee ratio**

It is a ratio for a trainer to trainee for a theory and practical as per the approved standard for a specific occupation.

- **Entry requirement**

It is the minimum requirement of trainees to enroll for a course.

- **Course objectives**

It is general objectives of the course, that the trainee should be able to perform at the end of the course.

- **Course structure**

It is holistic overview of a course, presenting module title, learning outcome, nominal duration and total course duration for different training modality (Institute training and OJT).

- **Trainer qualification**

It is the minimum qualification of trainer required to deliver the course effectively, including the work experience. The trainer should be certified in Technical Instruction and Pedagogy.

- **Course delivery**

It presents different methods of training delivery that shall be recommended but not limited to Modular, Field visit, Demonstration, Project Work and Case studies

- **Resources**

It is minimum requirement of tools, equipment, materials, PPEs. It also includes the infrastructure and training facilities to deliver a course.

- **Assessment and Certification**

It represents how the formative and summative assessment of the course will be undertaken. It also states who will certify the trainees after successful completion of a module and the course.

- **CBC Packaging**

It is process of compiling all the main components of curriculum which includes competency profile, course information, all the module information, OJT competencies and annexures as per the CBC format. (*Refer Annexure V: CBC Format*)

- **Moderation**

The packaged CBC is moderated thoroughly on consistency, comparability and fairness of professional judgement about the content of curriculum. It is done after completion of course design.

Activity 4.4 Fill the course structure using the template of Information sheet-4.4

Learning outcome -5: Finalize the Curriculum

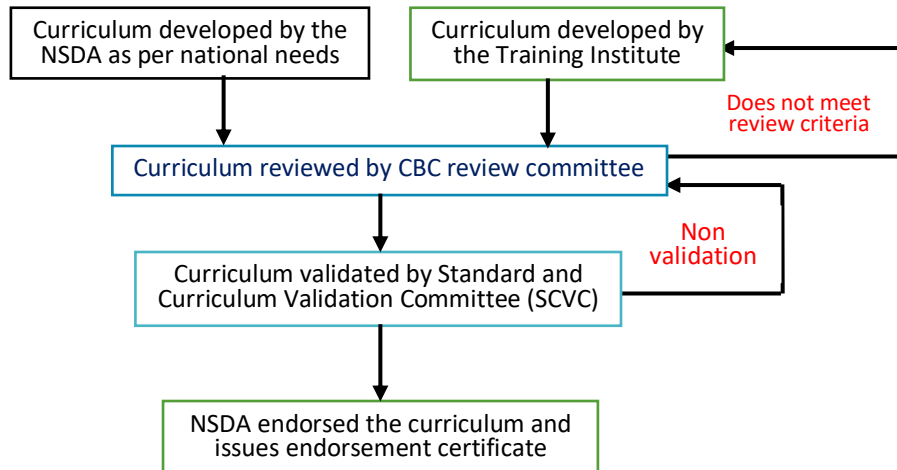
Assessment criteria	5.1 Curriculum is validated with competent persons 5.2 Finalized curriculum document is submitted to authorized personnel
Performance guide	Steps: Check CBC contents and CS contents Make correction in required field · Submit the final documents to authority Identify stakeholders Consult to establish curriculum requirements with stakeholder Identify quality assurance system Identify relevant specifications Identify potential employment markets and career opportunities for training participants Prepare documents
Content	CBC Review and Validation Process CBC Validation

Learning experiences for Establish curriculum requirements:

Learning Steps	Resources specific instructions
1. Student will ask the instructor about the materials to be used.	Instructor will provide the learning materials ' Develop Competency Based Training Curriculum '
2. Read the Information sheet/s	Information Sheet No. 5.1 Information Sheet No. 5.2
3. Complete the Self Checks & Check answer sheets.	Self. Check No. 5.1 & 5.2 Check answer sheets No. 5.1 & 5.2
4. Read the Job /Task sheet and Specification Sheet	Activity 5.1: Develop a Module for CBT and Justify the Module by Completing the Checklist. Activity 5.2 Review CBC Activity 5.3 Justify the CBC Validation

Information Sheet 5.1: CBC Review and Validation Process

Curriculum validation process



CBC REVIEW

The curriculum developed by the training providers/institutes is reviewed by the Curriculum Review Committee (CRC). The CRC consist minimum of three members including at least one Skills curriculum facilitator.

The committee shall review the curriculum based on the following criteria The curriculum is based on CS/Labour market

- a. Competency Profile development
- b. Module information design
- c. Course information design
- d. Evidence of Task Analysis

Note: *In case of non-availability of CS for an occupation, the curriculum shall be reviewed based on the DACUM processes along with the evidence of task analysis.*

If the curriculum does not meet the review criteria it shall be returned to the training provider/agency with recommendations and suggestions for further improvement and incorporation.

We can use this tools to review the CBC

Purpose	Consideration
The purpose of the training curriculum	<ul style="list-style-type: none"> • Why is a training curriculum required? • What is it you are hoping to achieve?
The benchmarks to be achieved	<ul style="list-style-type: none"> • What competency standards or other benchmarks must be met?
The specific objectives for the training curriculum	<ul style="list-style-type: none"> • What are the specific training curriculum objectives, outcomes or goals of the training curriculum that reflect the benchmarks? • What skills, knowledge or attitudes do you want the learners to demonstrate as a result of participating in the training curriculum?
The scope of the training curriculum	<ul style="list-style-type: none"> • How many competencies need to be achieved? • What skills need to be developed? • What activities need to be encompassed in the training curriculum? • What specific organizational learning needs to be addressed?
The target group learners	<ul style="list-style-type: none"> • Who is the training curriculum for and what are their characteristics? Ask about them <ul style="list-style-type: none"> ○ socioeconomic background; ○ cultural background and needs; ○ age group; ○ language, ○ literacy and numeracy need; ○ motivation for learning;

	<ul style="list-style-type: none"> ○ learning style and preferences. ● Can you gather a profile of the learners? ● Are they learning as a group or at an individual pace? ● What level of work experience have they had? ● What formal education have they achieved? ● Is the group aware of the need for learning and are they positive about learning the required competencies? ● Are there access and equity issues?
The learning environment	<ul style="list-style-type: none"> ● Where will the learning take place? ● Will the learning environment be the same for all learners or will their situations differ? ● Will it be an operational workplace or simulated? ● Is it in a room, at a college, school or community setting, or at home? ● Will it be online?
The operational resource requirements	<ul style="list-style-type: none"> ● What resources are required to plan, design and deliver the training curriculum? ● What is provided and what will need to be budgeted for? For example: <ul style="list-style-type: none"> ○ staffing needs, ○ guest speakers, ○ technical and support staff, ○ equipment and technology, ○ learning materials and resources,

Information Sheet 5.2: CBC Validation

Purpose of CBC Validation Committee (SCVC):

- To provide expert advice in regard to curriculum design and quality
- To validate the curriculum toward maintaining the quality
- To assist in prioritizing the courses for curriculum development
- To provide necessary feedback and suggestion to training providers for further improvement if curriculum doesn't fulfil the requirement

SCVC meeting:

Upon completion of review by CRC, the curriculum shall be forwarded to the SCVC for validation and the members shall validate the curriculum in the SCVC meeting based on curriculum validation criteria given in the form

The process of validation is as follows:

- a. The copy of curriculum to be validated shall be provided to each CVC member a week prior to the CVC meeting
- b. The members provide suggestions and comments to be incorporated in the curriculum

Norms for SCVC:

- Each committee member is of equal status and importance
- The members are encouraged to participate fully and equally
- Make constructive suggestions for improving CBC
- Respect other's opinion, but feel free to disagree

Members of SCVC:

The committee shall consist of 8 to 15 members with approximately 70 percent from training institutes and 30 percent from industries.

CBC Endorsement

Upon validation of curriculum by SCVC, and submission of curriculum booklets, the NSDA

shall endorse the curriculum and award the endorsement certificate.

The endorsed curriculum is valid for maximum duration of 3 years from the date of endorsement.

REVISION OF CBC

The CBC once developed and endorsed shall be used by the training providers, during which period it is subjected to continuous improvement through a feedback process. Feedbacks from the institutes and industry to further improve the design and the content of the curriculum shall be pursued keeping in mind the change of labour market scenario.

The CBC shall also undergo periodic revisions in order to comply with requirements of the National competency standards and evaluation report.

SELECTION CRITERIA FOR SUBJECT EXPERTS

The subject expert plays a pivotal role in determining the quality of curriculum content; therefore, the subject expert will be selected based on following criteria:

- a. Technical competence
- b. Work experience in relevant field
- c. Qualification
- d. Full time commitment and contribution
- e. Punctuality
- f. Active participation (team player)
- g. Communication skills

Activity 5.1: Develop a Module for CBT and Justify the Module by Completing the Checklist.

COURSE INFORMATION (Please tick)

Components	Criteria	Yes	No	Remarks
Course Title	Does it convey clear message of what it is all about in line with CS/competency analysis?			
Certificate Level	Is the qualification level based on prescribed level in NSQF/BNQF?			
Course description	Does the course description express relevance of the proposed course to industry, enterprise and community needs and competencies that learners may possess after completion?			
Entry requirement	Does it specify the learner's requirements to attend the course?			
Course Structure	Is summary of course competencies clearly mentioned?			
Course objective	Does it specify the general objective of the course that the trainees should be able to attain upon completion of the course?			
Trainer qualification	Does it specify the minimum required essential qualification, experiences and competencies of instructor/trainer?			
Resources	Does it give the detail list of required facilities, tools, equipment and materials for effective course delivery?			
Assessment and certification	Does the assessment and certification system clarify the responsible authority?			
On-the-Job Training (OJT)	Is OJT required for this course? If YES, does the duration specified adequate to undergo the OJT?			

Activity 5.2 Review CBC

Module Title:

Module No./Code.....

Note: Each module in the curriculum must be reviewed individually using the same format.

Components	Criteria	Yes	No	Remarks
Competency Area	Is competency area in line with competency profile developed?			
Module Title	Does the module title convey a clear message of what module entails, and state with action verb in continuous form (“ing”)?			
Module code	Does the module code appropriately derived from unit code of NCS?			
Module description	Does it provide a brief description of module on its scope and delimitation?			
Nominal Module Duration	Is the nominal duration sufficient for an average learner to attain all the learning outcomes of a particular module?			
Pre-requisite	Does it meet the entry requirement for a module?			
Learning Outcomes	Does it specify what the learner will be able to perform or achieve in this particular module?			
	Do the learning outcomes provided meet the attainment of the module?			
Assessment Criteria	Does it specify the list of criteria by which the performance outcome of the learners is judged?			
	Is the assessment criteria listed relevant to the particular learning outcome?			
Content	Does it include the list of topics derived from the related knowledge, attitude, core skills, safety and environment concern of the analyzed task?			
	Does it have the list of topics with specific underpinning knowledge, skills, attitude and/or combination of them that meet assessment criteria?			
	Is it addressed within particular learning outcome and arranged logically?			
Learning condition	Does it outline the condition under which the learning and assessment will take place?			
	Does it include a list of tools and equipment, access to learning resources and other facilities?			
Instructional Methodologies	Does it specify a list of instructional method that shall be used for learning to take place?			
	Are the teaching methods coherent to the intended learning outcome?			

Method of Assessment	Does it specify the assessment method to support the collection of the evidences in assessing the learning outcome?			
	Does it include a holistic approach to competency assessment?			

The Result:

Does curriculum meet the entire review criteria?

YES

NO

If YES, then curriculum is shall be submitted to CVC for validation. If NO, it shall be returned to the respective training providers or agencies with observation and adduce reason for not fulfilling the review criteria.

Name of Curriculum review committee members

Designation/Org.

Signature

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Date:

Activity 5.3 Justify the CBC Validation

CBC VALIDATION FORM

COURSE:	
Name of the Institute/organization:	
National Certificate Level:	CS <input type="checkbox"/> DACUM <input type="checkbox"/>
Validation date:..... (dd/mm/yy)	

Please respond to following items of the checklist:

D. Curriculum Background (Please tick)

Components	Criteria	Yes	No	Remarks
Development basis	Is curriculum developed based on Competency Standard (CS)			
	If NO, <ul style="list-style-type: none"> • is Need Analysis conducted • is occupational analysis conducted using DACUM process 			
	Does the curriculum include the profile of curriculum developers?			
	Is competency profile developed?			
	Is the evidence of Task Analysis provided?			

Module Information (for each module) (Please tick)

Module Title:

Module No./Code.....

Note: Each module in the curriculum must be validated individually using the same format.

Components	Criteria	Yes	No	Remarks
Competency Area	Is competency area in line with competency profile developed?			
Module Title	Does the module title convey a clear message of what module entails, and state with action verb in continuous form (“ing”)?			
Nominal Module Duration	Is the nominal duration sufficient for a learner to attain all the learning outcomes of a particular module?			
Pre-requisite	Does it meet the entry requirement for a module?			
Learning Outcomes	Does it specify what the learner will be able to perform or achieve in this particular module?			
	Do the learning outcomes provided meet the attainment of the module?			
Assessment Criteria	Does it specify the list of criteria by which the performance outcome of the learners is judged?			
	Is the assessment criteria listed relevant to the particular learning outcome?			
Content	Does it have the list of topics with the specific underpinning knowledge, skills, attitude and or combination of them that meet assessment criteria?			
	Is the content addressed within particular learning outcome?			
	Will the learner be able to achieve the particular learning outcome with the topics listed?			

Module Information (for each module) (Please tick)

Module Title:

Module No./Code:.....

Note: Each module in the curriculum must be validated individually using the same format.

Components	Criteria	Yes	No	Remarks
Competency Area	Is competency area in line with competency profile developed?			
Module Title	Does the module title convey a clear message of what module entails, and state with action verb in continuous form (“ing”)?			
Nominal Module Duration	Is the nominal duration sufficient for a learner to attain all the learning outcomes of a particular module?			
Pre-requisite	Does it meet the entry requirement for a module?			
Learning Outcomes	Does it specify what the learner will be able to perform or achieve in this particular module?			
	Do the learning outcomes provided meet the attainment of the module?			
Assessment Criteria	Does it specify the list of criteria by which the performance outcome of the learners is judged?			
	Is the assessment criteria listed relevant to the particular learning outcome?			
Content	Does it have the list of topics with the specific underpinning knowledge, skills, attitude and or combination of them that meet assessment criteria?			
	Is the content addressed within particular learning outcome?			
	Will the learner be able to achieve the particular learning outcome with the topics listed?			

Sample Competency Based Training (CBT)

Curriculum

**Competency Based Training and Assessment Methodology –
National Certificate Level - 5**

A. COURSE DESIGN

COURSE DESIGN

Course Title	:	CBT&A Methodology for Trainers & Assessors, Level-5
Nominal Duration	:	270 Hours
Qualification Level	:	CBT&A Methodology, Level-5

Units of Competency:

1. Apply Creative and Critical Thinking Skills for Effective Communication, Negotiation and Leadership
2. Conduct training needs analysis
3. Develop competency-based training curriculum
4. Design and develop competency-based training programmes
5. Validate competency-based assessment
6. Coordinate training and assessment arrangements
7. Evaluate Competency Based Training and Assessment
8. Conduct Competency Based Training and Assessment of Trainers and Assessors
9. Facilitate Development of Competency Standards
10. Develop Digital Learning Materials
11. Facilitate e-Learning

Course Description:

The course is designed to develop technically skilled individuals with the knowledge skills, and positive attitude and work values in accordance with the prevailing competency standards in the Skills sector required to plan, deliver and assess qualifications/training programmes under the NSQF/BNQF. This encompasses competencies required of CBT&A Methodology for Trainers & Assessors, Level-4

Course Outcomes:

Upon successful completion of the qualification, the graduates will be awarded “National Certificate in CBT&A Methodology for Trainers & Assessors, Level-5” in Competency Based Training and Assessment. In addition, there are three more potential outcomes of the course such as vocational, economic and social outcomes (details of course outcomes are shown in the appendix-1 and course accreditation document, para,4.1).

Trainee's Entry Requirement:

Trainees must possess of the following qualification:

1. Competency Based Assessment Methodology, level-4 certificate under National Skills Qualification Framework (NSQF)/Bangladesh National Qualification Framework (BNQF) along with -
 - HSC or equivalent certificate or 3/4 Years diploma certificate.

Or

 - HSC or equivalent certificate or 3/4 Years diploma certificate and pass in specially designed challenge test by NSDA.
2. Trainees entering the National Certificate in CBT&A Methodology for Trainers & Assessors, Level-5 should hold a current occupation or professional qualification at least NSQF/BNQF Level-1 in the area they intend to teach/train.
 - Able to communicate both oral and written.
 - Physically and mentally fit.
 - Can perform basic mathematical and logical computation.
 - Analytical and logical thinking.

Course Structure

Generic Units of Competency (15 Hours)

Units of competency	Module title	Learning outcome	Nominal Duration
1. Apply Creative and Critical Thinking Skills for Effective Communication, Negotiation and Leadership	1.1 Applying Creative and Critical Thinking Skills for Effective Communication, Negotiation and Leadership	1.1.1 Demonstrate creative thinking techniques and processes 1.1.2 Strengthen critical thinking to solve work related challenges 1.1.3 Adopt communication and negotiation skills in different workplace contexts 1.1.4 Manage workplace relations and conflict through application of interpersonal skills 1.1.5 Adopt problem solving skills and approaches in managing complex workplace situations	15

Occupation Specific Units of Competency (255 Hours)

Units of competency	Module title	Learning outcome	Nominal Duration
2. Conduct training needs analysis	2.1 Conducting training needs analysis	2.1.1 Identify organizational /client needs 2.1.2 Develop instruments for training needs analysis 2.1.3 Administer training needs analysis 2.1.4 Analyze TNA results 2.1.5 Prepare report 2.1.6 Provide advice and recommendation	30

Units of competency	Module title	Learning outcome	Nominal Duration
3. Develop competency-based training curriculum	3.1 Developing competency-based training curriculum	3.1.1 Establish Curriculum requirements 3.1.2 Identify the learner profile 3.1.3 Develop course design 3.1.4 Develop curriculum modules 3.1.5 Finalize the curriculum	20
4. Design and develop competency-based training programmes	4.1 Designing and developing competency-based training programmes	4.1.1 Identify scope of training programmes 4.1.2 Design training programmes outline 4.1.3 Develop training programmes contents and assessment criteria 4.1.4 Evaluate designed training programme 4.1.5 Review designed training programmes	25
5. Validate competency-based assessment	5.1 Validating competency-based assessment	5.1.1 Prepare for validation 5.1.2 Validate assessment tools 5.1.3 Contribute to validation process and outcomes	20
6. Coordinate training and assessment arrangements	7.1 Coordinating training and assessment arrangements	6.1.1 Establish training and assessment requirements 6.1.2 Plan training and assessment arrangements 6.1.3 Organize training and assessment arrangements 6.1.4 Monitor training and assessment for STP and RPL 6.1.5 Organise and monitor training and assessment for apprenticeship 6.1.6 Assess and maintain training evidence 6.1.7 Review training and assessment arrangements	25
7. Evaluate Competency Based Training and Assessment	7.1 Evaluating Competency Based Training and Assessment	7.1.1 Identify the basis for evaluation 7.1.2 Plan for evaluation of training and assessment 7.1.3 Conduct evaluation of training and assessment 7.1.4 Determine and report evaluation outcomes	20

8. Conduct Competency Based Training and Assessment of Trainers and Assessors	8.1 Conducting Competency Based Training and Assessment of Trainers and Assessors	8.1.1 Select and use learning resources 8.1.2 Deliver CBT&A sessions 8.1.3 Manage adult learners 8.1.4 Record and maintain trainees' achievement	30
9. Facilitate Development of Competency Standards	9.1 Facilitating Development of Competency Standards	9.1.1 Prepare workshop materials and venue 9.1.2 Contribute to draft competency standards 9.1.3 Facilitate to validate competency standards 9.1.4 Finalize validated competency standards	30
10. Develop Digital Learning Materials	10.1 Develop Digital Learning Materials	10.1.1 Arrange learning resources to be digitized 10.1.2 Plan for digital learning contents development 10.1.3 Collect media elements 10.1.4 Prepare digitally formatted contents 10.1.5 Test digitally formatted learning contents 10.1.6 Upload and use digital contents	30
11. Facilitate e-Learning	11.1 Facilitate e-Learning	11.1.1 Prepare work plan to use e-learning resources 11.1.2 Register to e-learning platform 11.1.3 Manage e-learning issues and resources 11.1.4 Facilitate delivering e-learning materials 11.1.5 Participate in testing and assessment for certification	20

Competency Analysis

(State number of modules developed under each unit/s competency)

Unit of competency	Number of modules
1. Apply Creative and Critical Thinking Skills for Effective Communication, Negotiation and Leadership	1
2. Conduct Training Needs Analysis	1
3. Develop Competency Based Training Curriculum	1
4. Design and Develop Competency Based Training Programmes	1
5. Validate Competency Based Assessment	1
6. Coordinate Training and Assessment Arrangements	1
7. Evaluate Competency Based Training and Assessment	1
8. Conduct Competency Based Training and Assessment of Trainers and Assessors	
9. Facilitate Development of Competency Standards	1
10. Develop Digital Learning Materials	1
11. Facilitate e-Learning	1
Total	11

Assessment Methods:

Competencies could be assessed by:

- Written test
- Demonstration
- Oral questioning
- Observation with check list
- Portfolio

Course Delivery:

Course delivery may include the following modes but not limited to:

- Face-to-face instruction (individual or group)
- On-line
- Continuing' or 'Block' basis
- On-the-Job
- Off-the Job
- Work placement
- Self-pace learning
- Work-based learning
- Institute based training
- Blended delivery methods
- Dual Training System

B. MODULE OF INSTRUCTION

MODULE OF INSTRUCTION

**NATIONAL CERTIFICATE IN CBT&A METHODOLOGY
FOR TRAINERS & ASSESSORS, LEVEL-5**

Generic Units of Competency

1. Apply Creative and Critical Thinking Skills for Effective Communication, Negotiation and Leadership

UNIT OF OMPETENCY	Apply Creative and Critical Thinking Skills for Effective Communication, Negotiation and Leadership
MODULE TITLE	Applying Creative and Critical Thinking Skills for Effective Communication, Negotiation and Leadership
MODULE DESCRIPTOR	<p>This module discusses the aspects that must be given attention when applying creative and critical thinking skills for effective communication, negotiation and leadership.</p> <p>It shows the knowledge and skills requirements for demonstrating creative thinking techniques and processes, strengthening critical thinking to solve work related challenges, adopting communication and negotiation skills in different workplace contexts, managing workplace relations and conflict through application of interpersonal skills and adopting problem solving skills and approaches in managing complex workplace situations</p>
NOMINAL DURATION	15 Hours

LEARNING OUTCOMES:

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

- LO 1. Demonstrate creative thinking techniques and processes
- LO 2. Strengthen critical thinking to solve work related challenges
- LO 3. Adopt communication and negotiation skills in different workplace contexts
- LO 4. Manage workplace relations and conflict through application of interpersonal skills
- LO 5. Adopt problem solving skills and approaches in managing complex workplace situations

LO1.	DEMONSTRATE CREATIVE THINKING TECHNIQUES AND PROCESSES
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ASSESSMENT CRITERIA:

1. New and creative ideas using various approaches to improve organizational management are generated
2. Negative thought patterns and assumptions are assessed
3. Thought patterns and assumptions are modified
4. Future consequences of the proposed ideas are envisaged

CONTENTS:

Organizational Goals, objectives, plans, systems and processes

1. Negative thought patterns and assumptions
2. Fostering a positive workplace mentality
3. Find new perspectives within the business
4. Legal and organizational Policy/guidelines and requirements
5. Recording and reporting procedures
6. Envisage future consequences of the proposed ideas

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:

- o Lecture/discussion
- o Demonstration/application
- o presentation

ASSESSMENT METHODS:

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

LO2.	STRENGTHEN CRITICAL THINKING TO SOLVE WORK RELATED CHALLENGES
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ASSESSMENT CRITERIA:

- 1 Situation, statement or process is evaluated
- 2 Information is assembled and evidence is provided
- 3 Comparisons, differentiating and classifying items, information, or ideas are made
- 4 Well-reasoned conclusions and solutions are tested and ensured against relevant criteria and standards
- 5 Well-reasoned conclusions and solutions are used

CONTENTS:

- 1 Evaluate Situation, statement or process
- 2 Teste and ensure well-reasoned conclusions and solutions against relevant criteria and standards
- 3 Use well-reasoned conclusions and solutions

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:

- o Lecture/discussion
- o Demonstration/application
- o presentation

ASSESSMENT METHODS:

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

LO3.	ADOPT COMMUNICATION AND NEGOTIATION SKILLS IN DIFFERENT WORKPLACE CONTEXTS
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ASSESSMENT CRITERIA:

- 1 Different styles of communication on how to improve understanding and build rapport with others are recognized
- 2 Messages are communicated in an effective and engaging way
- 3 Negotiation skills in resolving differences are demonstrated

CONTENTS:

- 1 Different styles of communication on how to improve understanding and build rapport with others
- 2 Technique of communicate messages in an effective and engaging way
- 3 Negotiation skills in resolving differences

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:

- o Lecture/discussion
- o Demonstration/application
- o presentation

ASSESSMENT METHODS:

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

LO4.	MANAGE WORKPLACE RELATIONS AND CONFLICT THROUGH
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APPLICATION OF INTERPERSONAL SKILLS

ASSESSMENT CRITERIA:

- 1 Effective approaches to working within a diverse workforce are identified
- 2 Effectively mitigating and resolving workplace conflict is demonstrated
- 3 Open lines of communication with staff and employees are maintained

CONTENTS:

1. Effective approaches to working within a diverse workforce
2. Mitigating and resolving workplace conflict
3. Open lines of communication

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:

- o Lecture/discussion
- o Demonstration/application
- o presentation

ASSESSMENT METHODS:

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

LO5.	ADOPT PROBLEM SOLVING SKILLS AND APPROACHES IN MANAGING COMPLEX WORKPLACE SITUATIONS
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ASSESSMENT CRITERIA:

1. Problems at an organizational level are defined Components of a complex problem are analyzed alternative or creative solutions are generated
2. Outcome of the implemented solution is evaluated

CONTENTS:

1. Analyze complex problem
2. Generate creative solutions of problems at an organizational level
3. Evaluate outcome of the implemented solution

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:

- o Lecture/discussion
- o Demonstration/application
- o presentation

ASSESSMENT METHODS:

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

Appendix-1: Details of course outcomes

Course Outcomes:

Upon successful completion of the qualification, the graduates of the National Certificate in CBT&A Methodology for Trainers & Assessors Level-5 in Competency Based Training and Assessment will have acquired the following potential vocational, economic and social outcomes (Details of course outcomes are shown in the appendix-1)

Vocational Outcomes

Graduates will develop competencies that enable them to:

- Apply Creative and Critical Thinking Skills for Effective Communication, Negotiation and Leadership
- Develop Competency Based Training Curriculum
- Design and Develop Competency Based Training Programmes
- Validate Competency Based Assessment
- Coordinate Training and Assessment Arrangements
- Evaluate Competency Based Training and Assessment
- Conduct Competency Based Training and Assessment of Trainers and Assessors
- Facilitate Development of Competency Standards
- Develop Digital Learning Materials
- Facilitate e-Learning

Economic Outcomes and Social Outcomes

Graduates of the program will have the potential to:

- enjoy opportunities for better local and/or overseas employment as CBT&A Methodology Assessors/Trainers in Competency Based Training and Assessment systems.
- assist Bangladesh to modernise its skills training, thereby contributing to increased productivity in the Skills sector and the National Gross Domestic Product (GDP) through the delivery of quality teaching/training and assessment services.
- work as Assessor/trainer thus giving a livelihood to support themselves and the families thus reducing and/or alleviating poverty.

Social Outcomes

The qualification has the potential to:

- facilitate improvements in the quality of training design, delivery and assessment in the Bangladesh Skills system.
- provide skilled Assessor/trainers who in turn can more effectively skill their trainees. Thus, enhancing the employment prospects for the trainees and or start a new enterprise

- enhance quality of delivery of training to the trainees which will help trainees to achieve competencies more effectively and be internationally competitive.
- provide for ongoing professional development which will contribute the enhancement of the social status of the Assessors/ Trainers.
- contribute to improved housing, nutrition and improved social acceptance of Skills graduates as a result of the enhanced quality of training outcomes.

GLOSSARY OF TERM

- **Core Competencies:** These are main competencies required to perform professional jobs successfully at workplace in line with Competency Standards (CS) and job requirement
- **Core Skills:** Set of generic skills, transferable across all occupational areas, which are incorporated into all NSQF/BNQF programmes with mandatory learning units on communications, application of numbers and optional learning units on personal skills (working with others, and improving own learning and performance), and problem-solving.
- **Course Design:** This is a major element of the CBC that defines the title of the course and its description, qualification level and units of competency, course outcomes, course structure and competency analysis, assessment and instructional delivery, and the list of resources and qualifications of instructors.
- **Curriculum Development Team:** This is a group of people representing industry, curriculum developers and teachers or trainers experienced in the field/industry organized to develop a curriculum. The team may work as a group or assign each member a part to accomplish at their own phase and time until the curriculum is completed.
- **Curriculum Endorsement:** It is an act of official approval and certification of the validated curriculum for implementation as per the recommendation of SCVC.
- **Curriculum facilitator:** A trained curriculum developer who have completed Technical Instruction and Pedagogy training and undergone training on Competency Based Curriculum development. He/she should be a certified in DACUM facilitator.
- **Curriculum Validation:** It is a process of reviewing and verifying the developed curriculum by the Standard Curriculum Validation Committee to authenticate that the curriculum is officially acceptable as per the validation criteria and recommend it for endorsement.
- **DACUM:** An acronym for Designing A CURRICULUM (DACUM). It is a job analysis tool and a method for identifying duties, task, knowledge and skills required to perform the particular job. In this process occupational experts in a particular occupation come to a workshop led by a trained facilitator.
- **Delivery Mode:** The venue of training such as: center-based, enterprise-based, and community-based or the system or the methodology itself such as the competency-based which is self-paced and not time bound.
- **Design and Development:** It is an activity to carry out design using appropriate tools and method to define and describe all important aspects of the project so that all that remains is the formal documentation step of construction to develop a product.
- **Formative assessment:** range of formal, non-formal and informal ongoing assessment procedures used to focus teaching and learning activities to improve

- student's attainment, or which are required for the purpose of the year mark. It is to increase the quality.
- **Functional Analysis:** The process of breaking down a whole job or task into its component pieces according to the different tasks performed in a job; NSQF/BNQF competencies have been determined through the process of functional analysis.
 - **Industrial tour:** It is a field trip to relevant industry around the country to gain the exposure to real work environment of a particular occupation coordinated by respective institutes in close collaboration with industry.
 - **Industrial training:** It is the training period where the trainees are placed in the industry to supplement the deficiency of certain competency in the training institute.
 - **Industry:** In this document, the term industry is used generally to include all the sectors of the economy or the community such as manufacturing firms, service shops, business establishments, government agencies, and NGOs that employs the technical manpower that are trained by training institutions.
 - **Institutional Assessment:** An assessment undertaken by the institution for its trainees to determine their achievement of the learning outcomes in the module information in given unit of competency or clusters of competencies.
 - **Instructional Design:** The design and development of instructional materials and learning activities to meet learning needs. Learning Strategy which provides information on how training programs may be organized in workplaces and training institutions. This may include information on learning pathways, model training programs, and training materials.
 - **Instructional materials:** It is an educational resource used to improve learner's knowledge, abilities, and skills, to monitor their assimilation of information, and to contribute to their overall development and learning.
 - **Job:** A set of task and duties carried out, or meant to be carried out, by one person for a particular employer, or in self-employment.
 - **Labour Market Information:** Labour market information is a compilation of detailed statistical data on jobs, employers, sectors, current employment conditions and future trends.
 - **Learner:** An inclusive term referring to anyone learning, including trainees at the training institute; student at school and college, interns and people learning non formally and informally enrolled for particular qualification.
 - **Logbook:** It is an official document that is used to record information on learning experienced by the learners attained during On-or Off-the-job training. Both assessor and trainee are required to sign in the log-books as competence is confirmed.
 - **Occupational Analysis:** The process or method for identifying the activities and requirements of workers and the technical and environmental factors of the occupation through observation, interview and study. It comprises identifying the tasks involved in the occupation together with the skills, knowledge, aptitudes

- and responsibilities that are required from the worker for the correct performance of the occupation, which facilitates its differentiation among the rest.
- **On the Job Training:** It is a part of training program provided in the actual work setting by an employer, related to particular job for which the trainees are hired or placed to further enhance their hands-on skills. It includes the commitment by employers to recruit trainees as employee, after successful completion of training subjected if the trainee is meeting the essential performance standard of job or company.
 - **Research:** Word “Research” is comprising of two word = Re+Search. It means to search again. It means a systematic investigation or activity to gain new knowledge of the already existing facts. It is responsible to for correcting the present mistakes, removing existing misconception and adding new learning and solve the problem.
 - **Self-paced Learning:** Learning undertaken at an individual’s or group’s own pace or ability to absorb/acquire skills and knowledge.
 - **Short course:** A short learning program through which a learner may or may not be awarded credits towards a qualification depending upon the purpose of the program.
 - **Soft Skills:** The essential competencies that complements with core competencies enhancing employability, adaptability, lifelong learning, social and emotional intelligence
 - **Summative assessment:** Assessment conducted at the end of session of learning, at the end of whole learning program, or at any point in the learning program to evaluate learning related to particular qualification or professional designation. It is to judge quality.
 - **Task Analysis:** The process of analyzing each task to determine the steps involved, performance standards, tools, and equipment needed, related knowledge, safety, attitudes, and decisions expected of workers performing it.
 - **Task:** A discrete, assignable unit of work that has an identifiable beginning and end, containing three or more steps which when performed, leads to a product, service or decision. This is normally performed within a specified period of time.
 - **Technical and Vocational Education and Training:** It is an education and training concerned with the acquisition of continuum of socially and economically necessary and desirable technical knowledge, skills and attitude required to orient and prepare people for work from low skill to high skill, involving an appropriately varied mixed of humane, scientific and technological learning.
 - **Technical Instruction and Pedagogy:** It is a customized capacity building program for the professional development of Skills Trainer to enhance professionalism in technical instruction and methodologies. One must complete four modules to certify as a Skills Trainer.
 - **Training Needs Analysis:** The identification of individual or organizational training needs through a systematic analysis of current skills against future performance requirements.

- o **Validity:** It is the quality of being well-grounded, sound, or correct. It has to do with whether a measurement measures what it is supposed to measure.
- o **Workplace Assessment:** The gathering and judging of evidence during normal work activities in order to determine whether a required standard has been achieved. Workplace assessment usually involves observation of work in progress, checking the product(s) of a work activity, and receiving oral responses to questions posed while work is in progress.

Workplace Learning: The exposure and interactions required to practice the integration of knowledge, skills and attitudes required in the workplace

Sections

No.	Section	Description
A.	Information About the National Qualification	Include all information on the qualification i.e., code and title, description, entry requirements, target learners, modes of delivery, and nominal hours.
B.	Qualification Structure	Include all the competency units in this qualification, codes and whether generic, sector specific, occupation -specific.
C.	Training Delivery Schedule	<p>Include the delivery plan for the qualification. Before you complete this section, you need to unpack the qualification, map the competency standards to the program structure and decide whether or not you need to cluster competency standards. Present the competency standards or cluster of standards in a logical sequence of delivery.</p> <p>Please note: When calculating the number of hours, make sure the total hours is the same as the nominal hours for this national qualification.</p>
D.	Trainer’s Qualifications	Include the name, qualifications and experience of the trainers and assessors involved in the delivery of the national qualification.
E.	Infrastructure Support and Learning Resources	Include the item and quantity (if applicable) of all facilities, equipment and learning materials used.

A. Qualification Information	
Qualification Code & Title	<i>Code decided by NSDA: TAM-L5-EN-VI</i> <i>National Certificate in CBT&A Methodology for Trainers & Assessors, Level-5</i>
Objectives of the Course	<p><i>The objectives of the course are to:</i></p> <ul style="list-style-type: none"> ○ develop technically skilled individuals with the knowledge skills, and attributes required to plan, deliver and assess qualifications/training programmes under the NSQF/BNQF; ○ successful completion of National Certificate in CBT&A Methodology for Trainers & Assessors, Level-5 in Skills Training will equip individuals to be competent Assessor/trainer in the Skills Training environment; ○ be the baseline qualification for all Assessors/trainers who deliver qualifications under the NSQF/BNQF. Skills Training Teachers/trainers should also be technically qualified in the specialised occupation they intend to teach/train ○ Train trainees of National Certificate in CBT&A Methodology for Trainers & Assessors, Level-5 in Skills Training to equip individuals to be competent teacher/trainer & instructors in the Skills Training environment;

<p>Vocational Training Outcomes</p>	<p>This course is designed to enhance the knowledge, skills, positive attitude and work values of trainees. It covers the competencies required to:</p> <p><i>Vocational Outcomes</i></p> <p><i>Graduates will develop competencies that enable them to:</i></p> <ul style="list-style-type: none"> ○ Apply Creative and Critical Thinking Skills for Effective Communication, Negotiation and Leadership ○ Develop Competency Based Training Curriculum ○ Design and Develop Competency Based Training Programmes ○ Validate Competency Based Assessment ○ Coordinate Training and Assessment Arrangements ○ Evaluate Competency Based Training and Assessment ○ Conduct Competency Based Training and Assessment of Trainers and Assessors ○ Facilitate Development of Competency Standards ○ Develop Digital Learning Materials ○ Facilitate e-Learning
<p>Economic Outcomes</p>	<p><i>Graduates of the program will have the potential to:</i></p> <ul style="list-style-type: none"> ○ enjoy opportunities for better local and/or overseas employment as Teachers/Trainers in Competency Based Training and Assessment systems. ○ assist Bangladesh to modernise its skills training, thereby contributing to increased productivity in the Skills sector and the National Gross Domestic Product (GDP) through the delivery of quality teaching/training and assessment services. ○ work as teacher/trainer thus giving a livelihood to support themselves and the families thus reducing and/or alleviating poverty.

Social Outcome	<p><i>The qualification has the potential to:</i></p> <ul style="list-style-type: none"> ○ facilitate improvements in the quality of training design, delivery and assessment in the Bangladesh Skills Development System. ○ provide skilled teachers/trainers who in turn can more effectively skill their trainees. Thus, enhancing the employment prospects for the trainees and or start a new enterprise ○ enhance quality of delivery of training to the trainees which will help trainees to achieve competencies more effectively and be internationally competitive. ○ provide for ongoing professional development which will contribute the enhancement of the social status of the Teachers/ Trainers. ○ contribute to improved housing, nutrition and improved social acceptance of graduates as a result of the enhanced quality of training outcomes
Nominal Hours	270 hours :100 hours Off-the-Job (Online and face to face) and 170 hours On-the-Job

<p>Entry Requirements</p>	<p>The target trainees are the youth, adults, men and women who hold:</p> <ol style="list-style-type: none"> 1. Competency Based Training and Assessment Methodology, level-4 certificate under National Skills Qualification Framework (NSQF)/Bangladesh National Qualification Framework (BNQF) along with - HSC or equivalent certificate or 3/4 Years diploma certificate. <p>Or</p> <p>HSC or equivalent certificate or 3/4 Years diploma certificate and pass in specially designed challenge test by NSDA</p> <ol style="list-style-type: none"> 2. Trainees entering the National Certificate in CBT&A Methodology for Trainers & Assessors, Level-5 in competency-based training and assessment should hold a current occupation or professional qualification at least NSQF/BNQF Level-1 in the area they intend to teach/train. 3. Able to Communicate both oral and written. 4. Physically and mentally fit. 5. Can perform basic mathematical and logical computation. 6. Analytical and logical thinking.
<p>Qualifications of Trainers</p>	<ol style="list-style-type: none"> 1. Competency Based Assessment Methodology, level-5 certificate under National Skills Qualification Framework (NSQF)/Bangladesh National Qualification Framework (BNQF) along with HSC or equivalent certificate/3/4 Years diploma certificate 2. Trainer should hold a current occupation or professional qualification at least NSQF/BNQF Level-1 in the area they intend to teach/train. At least 1-year industry experience as trainer & Assessor with good moral character 3. Must be computer literate 4. Must be physically and mentally fit.
<p>Mode of Delivery</p>	<p>The mode of delivery may classroom-based, workplace-based or blended classroom-based and workplace-based delivery, DTS etc.</p>

Assessment Arrangements	<p>To be eligible for the award of the National Certificate in CBT&A Methodology for Trainers & Assessors, Level-5 in competency-based training and assessment, the trainee teachers/trainers should successfully complete the assessment requirements for each unit of competency.</p> <p>Trainees embarking upon a training and assessment pathway will on average complete approximately</p> <ul style="list-style-type: none"> o 100 hours of Off-the-Job training and o 170 hours of On-the-Job training <p>In addition, each trainee may require up to 4 hours for completion of formal competency assessment requirements.</p> <p>However, trainees who are able to meet assessment requirements without going through a training pathway may apply for RPL or go for assessment directly.</p>
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B. Structure of the National Qualification (<i>Include all competency standards whether generic, sector, occupation specific</i>).					
Code	Competency Standard Title	Module Title	Number of Hours		
			Off-theJob*	On-theJob**	T***
Generic					
GU-01-L5-V1	Apply Creative and Critical Thinking Skills for Effective Communication, Negotiation and Leadership	Applying Creative and Critical Thinking Skills for Effective Communication, Negotiation and Leadership	06	09	15
OU-TAM-01-L5-V1	Conduct Training Needs Analysis	Conducting Training Needs Analysis	10	20	30
OU-TAM-02-L5-V1	Develop Competency Based Training Curriculum	Developing Competency Based Training Curriculum	08	12	20
OU-TAM-03-L5V1	Design and Develop Competency Based Training Programmes	Designing and Developing Competency Based Training Programmes	10	15	25

OU-TAM-04-L5-V1	Validate Competency Based Assessment	Validating Competency Based Assessment	08	12	20
OU-TAM-05-L5-V1	Coordinate Training and Assessment Arrangements	Coordinating Training and Assessment Arrangements	10	15	25
OU-TAM-06-L5-V1	Evaluate Competency Based Training and Assessment	Evaluating Competency Based Training and Assessment	10	20	30
OU-TAM-07-L5-V1	Conduct Competency Based Training and Assessment of Trainers and Assessors	Conducting Competency Based Training and Assessment of Trainers and Assessors	10	15	25
OU-TAM-08-L5-V1	Facilitate Development of Competency Standards	Facilitating Development of Competency Standards	10	20	30
OU-TAM-09-L5-V1	Develop Digital Learning Materials	Developing Digital Learning Materials	10	20	30
OU-TAM-10-L5-V1	Facilitate e-Learning	Facilitating e-Learning	08	12	20
Total			100	170	270

Off-the-Job:* supervised, refers to hours of structured and controlled learning and assessment required to satisfactorily address the competencies. It includes the hours allocated for learning activities that are delivered face to face or online or through distance modes

***On-the-Job Non-supervised* are activities not supervised by a trainer or an assessor such as work experience with an employer, completing written assignments/projects, conducting research to gain up to date industry information, etc.

**** T: Total*

C. Training Delivery (*Describe the training delivery, instructional methodologies and assessment methods*)

The training schedule is organised into two (2) blocks, each block consisting of ten (10) days. Each block of training schedule will have blended delivery modality. The training delivery modality will be five days online and five days face to face. For face to face training delivery five (5) sessions in a day, each session consisting of 90 minutes. Sessions are conducted from 9:00 to 17:30 hours on working days (including one-hour break for **lunch and prayer**) making a total of 75 hours in $(5 \times 2) = 10$ days. For online training delivery 2 sessions are conducted of total 2.5 hour each day which making total 25 hours in $(5 \times 2) = 10$ days. The program consists of eleven (11) modules and the training will be delivered in blended modality. A summary of the eleven (11) modules to be completed during the following blocks which is presented below:

Is it necessary to write anything regarding on the job training please suggest. But it will be finalised by the Standards and Curriculum Validation Committee (SCVC) of NSDA

Block -1: 6 modules (135 hours)

Module	Off-the-Job	On-the-Job	Total
Module 1. Applying Creative and Critical Thinking Skills for Effective Communication, Negotiation and Leadership	06 hours	09 hours	15 hours
Module 2. Conducting Training Needs Analysis	10 hours	20 hours	30 hours
Module 3. Developing Competency Based Training Curriculum	08 hours	12 hours	20 hours
Module 4. Designing and Developing Competency Based Training Programmes	10 hours	15 hours	25 hours
Module 5. Validating Competency Based Assessment	08 hours	12 hours	20 hours
Module 6. Coordinating Training and Assessment Arrangements	10 hours	15 hours	25 hours
Sub-total	52 hours	83 hours	135 hours
Block 2: 5 modules (155 hours):			
Module	Off-the-Job	On-the-Job	Total
Module 7. Evaluating Competency Based Training and Assessment	10 hours	20 hours	30 hours
Module 8. Conducting Competency Based Training and Assessment of Trainers and Assessors	10 hours	15 hours	25 hours
Module 9. Facilitating Development of Competency Standards	10 hours	20 hours	30 hours
Module 10. Developing Digital Learning Materials	10 hours	20 hours	30 hours
Module 11. Facilitating e-Learning	08 hours	12 hours	20 hours
Sub-total	48 hours	87 hours	135 hours
Total	100 hours	170 hours	270 hours
Mock assessment one (1) day			

Final Assessment one (1) day			
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Recommended instructional methodologies to be used in training delivery include: 1. Lecture-discussion; 2. Group work; 3. Individual project; 4. Research; 5. Industry experience; 6. Practical skills

A variety of methods for formative and assessment are recommended for use: 1. Knowledge assessment; 2. demonstration or simulation with checklist/oral questioning; 3. observation with checklist/oral questioning; 4. oral presentation; 5. practical project; 6. Portfolio; 7. third party report; 8. RPL; 9. Others

D1. Training Delivery Schedule (Block-1)

Module	Learning elements	Off-the-Job Training (hours)	Off-the-Job Training (hours)
	Block – 1 (5 days online and 5 days face to face)		
Module 1. Applying Creative and Critical Thinking Skills for Effective Communication, Negotiation and Leadership Nominal hours: 15	1.1. Demonstrate creative thinking techniques and processes 1.2. Strengthen critical thinking to solve work related challenges 1.3. Adopt communication and negotiation skills in different workplace contexts 1.4. Manage workplace relations and conflict through application of interpersonal skills 1.5. Adopt problem solving skills and approaches in managing complex workplace situations	06	09
Module 2. Conducting training needs analysis Nominal hours: 30	2.1 Identify organizational/ client needs 2.2 Develop instruments for training needs analysis 2.3 Administer training needs analysis 2.4 Analyze TNA results 2.5 Prepare report 2.6 Provide advice and recommendation	10	20
Module 3. Developing competency based curriculum Nominal hours: 20	3.1 Establish Curriculum requirements 3.2 Identify the learner profile 3.3 Develop course design 3.4 Develop curriculum modules 3.5 Finalize the curriculum	08	12
Module 4. Designing and developing competency based training programmes Nominal hours: 25	4.1 Identify scope of training programmes 4.2 Design training programmes outline 4.3 Develop training programmes contents and assessment criteria 4.4 Evaluate designed training programme 4.5 Review designed training programmes	10	15
Module 5. Validating competency based assessment Nominal hours: 20	5.1 Prepare for validation 5.2 Validate assessment tools 5.3 Contribute to validation process and outcomes	08	12

Module 6. Coordinating training and assessment arrangements Nominal hours: 25	6.1	Establish training and assessment requirements	10	15
	6.2	Plan training and assessment arrangements		
	6.3	Organize training and assessment arrangements		
	6.4	Monitor training and assessment for STP and RPL		
	6.5	Organise and monitor training and assessment for apprenticeship		
	6.6	Assess and maintain training evidence		
	6.7	Review training and assessment arrangements		
Total			52 hrs	83 hrs

D2. Training Delivery Schedule (Block-2)

Module	Learning elements		Off-the-Job Training (hours)	Off-the-Job Training (hours)
	Block – 2 (5 days online and 5 days face to face)			
Module 7. Evaluating Competency Based Training and Assessment Nominal hours: 30	7.1	Identify the basis for evaluation	10	20
	7.2	Plan for evaluation of training and assessment		
	7.3	Conduct evaluation of training and assessment		
	7.4	Determine and report evaluation outcomes		
Module 8. Conducting Competency Based Training and Assessment of Trainers and Assessors Nominal hours: 30	8.1	Select and use learning resources	10	15
	8.2	Deliver CBT&A sessions		
	8.3	Manage adult learners		
	8.4	Record and maintain trainees' achievement		
Module 9. Facilitating Development of Competency Standards Nominal hours: 30	9.1	Prepare workshop materials and venue	10	20
	9.2	Contribute to draft competency standards		
	9.3	Facilitate to validate competency standards		
	9.4	Finalize validated competency standards		

Module 10. Develop Digital Learning Materials Nominal hours: 30	10.1 Arrange learning recourses to be digitized 10.2 Plan for digital learning contents development 10.3 Collect media elements 10.4 Prepare digitally formatted contents 10.5 Test digitally formatted learning contents 10.6 Upload and use digital contents	10	20
Module 11. Facilitating e-Learning Nominal hours: 20	11.1 Prepare work plan to use e-learning resources 11.2 Register to e-learning platform 11.3 Manage e-learning issues and resources 11.4 Facilitate delivering e-learning materials 11.5 Participate in testing and assessment for certification.	8	12
	Total	48 hrs	87 hrs

Note: Assessment to be accommodated within the allocated duration/hours.

D. Trainer and Assessor (Institutional) Qualifications (<i>This is just a fictitious example</i>)		
Name of Trainer/ Assessor/ Supervisor	Module/Modules	Qualifications (1. Pedagogy; 2. Vocational/Technical; 3. Industry Experience)
<p>1. Mr./Ms. xxxx</p> <p>2. Mr./Ms. yyyy</p>	<p>Module- 1 Apply Creative and Critical Thinking Skills for Effective Communication, Negotiation and Leadership</p> <p>Module- 2 Develop Competency Based Training Curriculum</p> <p>Module- 3 Design and Develop Competency Based Training Programmes</p> <p>Module- 4 Validate Competency Based Assessment</p> <p>Module- 5 Coordinate Training and Assessment Arrangements</p> <p>Module- 6 Evaluate Competency Based Training and Assessment</p> <p>Module- 7 Conduct Competency Based Training and Assessment of Trainers and Assessors</p> <p>Module- 8 Facilitate Development of Competency Standards</p> <p>Module- 9 Develop Digital Learning Materials</p> <p>Module- 10 Facilitate e-Learning</p>	<p>1. Mr./Ms. xxxxx</p> <p>To be mentioned according to the trainers' qualifications as mentioned in training delivery plan section - A</p> <p>2. Mr./Ms. yyyyy</p> <p>To be mentioned according to the trainers' qualifications as mentioned in training delivery plan section - A</p>

E. Infrastructure Support and Learning Resources (for 25 trainees)			
E1. Training Facilities			
Space Requirement	Size in meters	Area in square meters	Remarks
Training Room	11 x7	77 ~ 80	
Learning Resource Centre	4 x 5	20	
Storage	2 x 5	10	
Wash room (male+ Female)	1.5m x 2m x 2 nos.	6	
Change room (male+ Female)	1.5m x 2m x 2 nos.	6	
	Total	122	
E2. Equipment			
Item	Specification	Quantity	
Laptop for Master Teacher Trainer		1	
Access to Computers/Labs		25	
Multi-media Projector		1	
Multi-media Projector Screen		1	
Laser Printer		1	
Plain Paper Copier		1	
Digital Video Camera		1	
Scanner		1	
Fan		4	
Charts and Posters		Adequate	
Hand outs		Adequate	
Competency Based Training and Assessment resources / guides		Adequate	
* Note: The relevant workshop equipped with requisite tools, equipment furniture other required facilities for skills training and assessment should be provided or accessed.			

Other Requirements:		
Internet Connectivity	At least 10 Mbps	

Continuous Power Supply Source	Full Power Backup for a Classroom with 25 Computers, 1 Printer, 8 Lights, and 4 Fans/AC as required for at least 4 hours; Low or no noise (e.g. Generator/IPS)	
E3. Furniture		
Item	Specifications	Quantity
Arm Cushion Chair	460 (L) x 480 (W) x 430(H) mm (Back Seat Height) Movable with back seat, OSH compliant	25
Table for training room (conference type)	1200 (L) x 600 (W) x 750 (H) mm	24
Corner table	Cornertable:600 (L) x600 (W) x 750 (H), R= 350mm (approx.)	2
Whiteboard	Size: 200 cm x 120 cm Made of Particle Board with white Formica covered and side covered by aluminum channel	2
Steel Almirah	915 (L) x 470 (W) x 1820 (H) mm	2
Arm Cushion Chair	460 (L) x 480 (W) x 430(H) mm (Back Seat Height), Movable with back seat, OSH compliant	2
Armless Chair	460 (L) x 480 (W) x 430 (H) mm	10+2=12
Bookshelf	800 (L) x 400 (W) x 1800 (H) mm	1
File Cabinet	450 x 610 x 1370 mm	2
Resource Table	1200 (L) x 600 (W) x 725 (H) mm	2

Developed by
Engr. Md. Abdur Razzaque,
Specialist-1,
National Skills Development Authority (NSDA)
Dhaka.

Review Workshop of Competency Based Learning Material (CBLM)

The Competency Based Learning Material (CBLM) of Develop Competency Based Training Curriculum for National Skills Certificate in Competency Based Training and Assessment, Level-5 is reviewed by NSDA on 16 May 2023.

List of Members

SI No	Name and Address	Position in the committee
1.	Md. Anisuzzaman, Instructor (Computer), Rajshahi TTC, Mobile: 01714422225, Email: mazaman84@gmail.com	Member
2.	Mr. Ananda Falia, Instructor (Food), Gopalganj Polytechnic Institute. Cell phone no: 01716754858, email: faliazoom@gmail.com	Member
3.	Mr. Uttam Kumar Das, Instructor, BKTTC, Dhaka. Cell phone no: 01716220932, email: uttamkumardas13@gmail.com	Member
4.	Md. Fazlul Haque, Instructor, Faridpur TTC Mobile: 01715-107077, Email: fhaque.ttc@gmail.com	Member
5.	Shamsul Alam, Chief Instructor (Computer), Tangail Polytechnic Institute, Mobile: 01711-577545 Email: s.alamreal1786@gmail.com	Member
6.	Engr. Md. Abdur Razzaque, Specialist-1, NSDA, Dhaka. Mobile: +88 01743 734313, E-mail: razzaque159@gmail.com	Member