Competency Based Training and Assessment Methodology

Level -5

Module Title: Conducting Competency Based Training and Assessment of Trainers and Assessors

Module Code: **CBLM-OU-TAM-07-L5-EN-V1**

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

Copyright

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.nsda.gov.bd.
National Skills Portal: http:\\skillsportal.gov.bd

This Competency Based Learning Materials (CBLM) on "**Conduct Competency Based Training and Assessment of Trainers and Assessors,** Level 5" qualification is developed based on the national competency standard approved by National Skills Development Authority (NSDA).

Copyright of this Competency Based Learning Material (CBLM) is reserved by National Skill Development Authority (NSDA). This CBLM may not be modified or modified by anyone or any other party without the prior approval of NSDA.

The CBLM on "**Conduct Competency Based Training and Assessment of Trainers and Assessors,** Level 5" is developed based on NSDA approved Competency Standards and Competency Based Curriculum under **Competency Based Training and Assessment Methodology**, Level 5. It contains the information required to implement the **Competency Based Training and Assessment Methodology**, Level 5 standard.

This document has been prepared by NSDA with the help of relevant experts, trainers/professionals.

All Government-Private-NGO training institutes in the country accredited by NSDA can use this CBLM to implement skill-based training of **Competency Based Training and Assessment Methodology**, Level 5 course.

Approved by

28th Authority Meeting of NSDA

Held on 07.09.2023

How to use this Competency Based Learning Materials (CBLMs)

This unit of competency, **"Conduct Competency Based Training and Assessment of Trainers and Assessors"**, is one of the competencies of **Competency Based Training and Assessment Methodology**, Level 5, a course which comprises the knowledge, skills and attitudes required to become a trainer or assessor oflevel 5.
You are required to go through a series of learning activities in order to complete each learning outcome of the module. These activities may be completed as part ofstructured classroom activities or you may be required to work at your own pace. These activities will ask you to complete associated learning and practice activities in order to gain knowledge and skills you need to achieve the learning outcomes.

Refer to **Learning Activity Page** to know the sequence of learning tasks to undergo and the appropriate resources to use in each task. This page will serve as your road map towards the achievement of competence.

Read the **Information Sheets**. These will give you an understanding of the work, and why things are done the way they are. Once you have finished reading the Information Sheets complete the questions in the Self-Check Sheets.

Self-Checks follow the Information Sheets in the learning guide. Completing the Self-checks will help you know how you are progressing. To know how you fared with the self-checks review the **Answer Key**.

Complete all activities as directed in the **Job Sheets and/or Activity Sheets and/or Task Sheet**. This is where you will apply your new knowledge while developing new skills.

When working though this module always be aware of safety requirements. If you have questions, do not hesitate to ask your facilitator for assistance.

When you have completed all the tasks required in this learning guide, an assessment event will be scheduled to evaluate if you have achieved competency in the specified learning outcomes and are ready for the next task

Table of contents

Copyright ---- **i**

How to use this Competency Based Learning Materials (CBLMs) ---- **v**

Module Content ---- **1**

Learning Outcome 1: **Select and Use Learning Resources** ---- **3**

Learning Experiences 1: Select and Use Learning Resources ---- **5**

Information Sheet 1.1: Diversity of skills and Background of participants ---- **7**

Self -Check 1.1: Diversity of skills and Background of participants ---- **15**

Answer Key 1.1: Diversity of skills and Background of participants ---- **16**

Activity 1: "When I am Culturally Competent . . ." ---- **17**

Task Sheet 1.1: Identify the Diversity of Skills ---- **18**

Information Sheet 2.1: Trainees' Gap and Programme Needs ---- **20**

Self-Check 2.1: Trainees' Gap and Programme Needs ---- **26**

Answer Key 1.2: Trainees' Gap and Programme Needs ---- **27**

Information Sheet 1.3: Existing Curriculum Documents ---- **28**

Self-Check Sheet 1.3: Existing Curriculum Documents ---- **32**

Answer Key 1.3: Existing Curriculum Documents ---- **33**

Information Sheet 1.4: Competency Based Learning Materials and Resources ---- **35**

Self-Check 1.4: Competency Based Learning Materials and Resources ---- **41**

Answer Key 1.4: Competency Based Learning Materials and Resource ---- **42**

Information Sheet 1.5: Lesson/Session Plans, Learning Styles and Opportunities for Trainees ---- **44**

Self-Check 1.5: Lesson/session Plans, Learning Styles and Opportunities for Trainees - **52**

Answer Key 1.5: Lesson/Session Plans, Learning Styles and Opportunities for Trainees ---- **53**

Task Sheet 1.1: Identify Diversity of Skills and Background of Participants ---- **54**

Task Sheet 1.2: Identify Background of participants ---- **56**

Task Sheet 1.3: Identify Trainees' Gap And Program Needs ---- **58**

Task Sheet 1.4: Examine the Existing Curriculum Documents, Competency-Based Learning Materials And Resources ---- **61**

Task Sheet 1.5: Adapt Content and Format of CBLMS and Resources In Accordance with Trainees And Programmed Needs ---- **65**

Learning Outcome 2: **Deliver CBT&A Sessions** ---- **68**

Learning Experiences 2: Deliver CBT&A Sessions ---------- 70

Information Sheet 2: Deliver CBT&A Sessions ---------- 71

Self-Check Sheet 2: Deliver CBT&A Sessions ---------- 84

Answer Key 2: Deliver CBT&A Sessions ---------- 85

Task Sheet 2.1: Select Appropriate Training Methodology ---------- 90

Task Sheet 2.2: Identify Training Approaches that Support the Development of participants' Knowledge, Skills and Attitude in CBT&A ---------- 93

Task Sheet 2.3: Deliver Training in Accordance with Session Plans Using Appropriate Learning Strategies ---------- 95

Sheet 2.4: Apply Adult Learning Principles in Training Delivery Session ---------- 98

Task Sheet 2.5: Provide Continuous Feedback and Support to Enhance Learner Performance---------- 100

Learning Outcome 3: **Manage Adult Learners ---------- 102**

Learning Experiences 3: Manage Adult Learners ---------- 104

Information Sheet 3.1: Establish Fruitful Relationships with Learners ---------- 106

Self-check 3.1: Establish Fruitful Relationships with Learners ---------- 113

Answer Key 3-1: Establish Fruitful Relationships with Learners---------- 114

Information Sheet 3-2: Acknowledging Learners' Current Level of Knowledge and Skills ---------- 116

Self-Check Sheet 3-2: Acknowledging Learners' Current Level of knowledge And Skills ---------- 120

Answer Key 3-2: Acknowledging Learners' Current Level Of knowledge And Skills - 121

Information Sheet 3-3: Recognize Self-directed Learning---------- 122

Self-check Sheet 3-3: Recognize Self-directed Learning ---------- 125

Answer Key 3-3: Recognize Self-directed Learning ---------- 126

Information Sheet 3-4: Provide Guiding And Mentoring Support ---------- 127

Self-check Sheet 3-4: Provede Guidance and Mentoring Support ---------- 131

Answer Key 3-4: Provede Guidance and Mentoring Support ---------- 132

Information Sheet 3-5: Follow up Progress of the Trainees---------- 133

Self-check Sheet 3-5: Follow up Progress of the Trainees ---------- 135

Task Sheet 3.1: Establis Fruitful Relationships with Learners Using Appropriate Interpersonal Skills ---------- 137

Task Sheet 3.2: Acknowledge and Use Learners' Current Level of knowledge and Skills Used During the Training Delivery ---------- 139

Task Sheet 3.3: Encourage Learner Independent Strength by Recognizing Self-Directed Learning.---------- 141

Task Sheet 3.4: Provide Guidance and Mentoring Support to the Trainees as Required ---------- 143

Learning Outcome 4: **Record and Maintain Trainees' Achievement---------- 145**

Learning Experiences 4: Record and Maintain Trainees' Achievement---------- 146

Information Sheet 4: Record and Maintain Trainees' Achievement ---------- 147

Self-Check Sheet 4: Record and Maintain Trainees' Achievement---------- 182

Answer Key 4: Record and Maintain Trainees' Achievement---------- 183

Task Sheet 4.1: Develop a template of Learner Progress Chart---------- 186

Task Sheet 4.2: Develop a Template of Learner Record Book---------- 188

Task Sheet 4.3: Develop a Templet for Learners Personal Profile---------- 190

Task Sheet 4.4: Develop a Templet for Training Session Evaluation---------- 192

Review of Competency---------- 194

Module Content

Unit of Competency	**Conduct Competency Based Training and Assessment of Trainers and Assessors**
Unit Code	**OU-TAM-07-L5-V1**
Module Name	**Conducting Competency Based Training and Assessment of Trainers and Assessors**
Module Descriptor	This module covers the knowledge, skills and attitude required to facilitate training of Trainers and assessors. It includes selecting and using learning resources, delivering CBT&A sessions, managing adult learners and recording & maintaining trainees' achievement.
Nominal Hours	25 hours
Learning Outcome	After completion of Training the trainees will be able to 1. Select and use learning resources 2. Deliver CBT&A sessions 3. Manage adult learners 4. Record and maintain trainees' achievement

Assessment Criteria

1. Diversity of skills and **background of participants** are Identified
2. Trainees' gap and **programme needs** are identified
3. Relevancy of the existing **curriculum documents,** accreditation, **competency based learning materials** and resources are examined
4. Content and format of CBLMs and resources are adapted in accordance with trainees and programme needs
5. Lesson/session plans are integrated with the activities to develop competency based training and assessment
6. Learner and programme needs and learning styles are incorporated in session plan
7. Varied opportunities for trainees are planned to demonstrate achievement of skills/competencies
8. Appropriate training methodology are selected.
9. **Training Approaches** that support the development of participants' knowledge, skills and attitude in CBT&A are Identified.
10. Training is delivered in accordance with session plans using appropriate learning strategies
11. Adult **learning principles** are applied in training delivery session
12. Continuous feedback and support are provided to enhance learner performance

13. Fruitful relationships are established with learners using appropriate interpersonal skills
14. Learners' current level of knowledge and skills are acknowledged and used during the training delivery
15. Learner independent strength are encouraged by recognizing self-directed learning.
16. Guidance and mentoring support are provided as required
17. Follow up progress of the trainees are ensured with patience.
18. Available formative assessment tools are analyzed for usability and modification as required
19. New assessment tools are developed to meet target group needs
20. Appropriate formative assessment tools and **achievement instruments** are used.
21. Achievement of trainees are recorded and maintained
22. Training session are evaluated using appropriate evaluation form / questionnaire

Learning Outcome 1: Select and Use Learning Resources	
Assessment Criteria	1. Diversity of skills and **background of participants** are Identified 2. Trainees' gap and **program needs** are identified 3. Relevancy of the existing **curriculum documents,** accreditation, **competency-based learning materials** and resources are examined 4. Content and format of CBLMs and resources are adapted in accordance with trainees and programmed needs 5. Lesson/session plans are integrated with the activities to develop competency-based training and assessment 6. Learner and program need and learning styles are incorporated in session plan 7. Varied opportunities for trainees are planned to demonstrate achievement of skills/competencies
Conditions and resources	1. Workplace or training environment 2. CBLM 3. Hand out 4. Laptop 5. Multimedia Projector 6. White paper, Pen, Pencil and eraser 7. Internet facility 8. White board and marker 9. Audio video deviced
Contents	1. Diversity of skills and background of participants a. Socio-economic and/or cultural backgrounds b. Physical abilities c. Technical expertise and the level of Training in technical area d. Learning aptitude e. Individual's motivation to learn new skills 2. Trainees' gap and program needs a. Academic b. Physiological c. Emotional d. Institutional e. Time and resources f. Logistics g. Occupational safety and health 3. Relevancy of the existing curriculum documents a. The title and code number ofmodule and unit of Competency b. Nominal delivery hours c. General description of the module and unit of Competency d. Prerequisite knowledge and skills e. Relationship to the industry competency standards f. Summary of the content and assessment g. Detailed description of the learning outcomes that

	learners are expected to achieve, including each of the assessment criteria h. Description ofdelivering process. 4. Competency based learning materials and resources a. Information Sheets b. Job Sheets c. Specification Sheets d. Handouts e. Visual materials f. Audio-visual materials g. Relevant online portals 5. Content and format of CBLMs 6. Lesson/session plans with the activities 7. learning styles 8. Varied opportunities for trainees
Activity	1. Identify Diversity of skills and background of participants 2. Identify background of participants 3. Identify trainees' gap and program needs tools and equipment require to identify trainees' gap and program needs 4. Examine the existing curriculum documents, competency-based learning materials and resources 5. Adapt content and format of CBLMs and resources in accordance with trainees and programmed needs
Training Method	1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Method	1. Written Test 2. Demonstration 3. Oral questioning 4. Portfolio

Learning Experiences 1: Select and Use Learning Resources

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

Learning Activities	Recourses/Special Instructions
1. Student will ask the instructor about conduct training of Trainers and assessors	1. Instructor will provide the learning materials "conduct training of Trainers and assessors"
2. Read the Information sheet and Complete the Self Checks & Check answer Sheets on Diversity of skills and background of participants	2. Read Information sheet 1.1: Diversity of skills and background Answer Self-check 1.1: Diversity of skills and background Check your answer with Answer key 1.1: Diversity of skills and background
3. Read the Information sheet and Complete the Self Checks & Check answer Sheets on trainees' gap and programme needs	3. Read the Information Sheet 1.2: Trainees' gap and programme needs Answer Self-check 1.2: Trainees' gap and programme needs Check your answer with Answer key 1.2: Trainees' gap and programme needs
4. Read the Information sheet and Complete the Self Checks & Check answer Sheets on Curriculum documents, course accreditation documents, CBLM and other resources	4. Read Information sheet 1:3: Examin Curriculum documents, course accreditation documents, CBLM and other resources Answer Self-check 1.3: Examin Curriculum documents, course accreditation documents, CBLM and other resources Check your answer with Answer key 1.3: Examin Curriculum documents, course accreditation documents, CBLM and other resources
5. Read the Information sheet and Complete the Self Checks & Check answer Sheets on Lesson/session plans	5. Read Information sheet 1.4: Lesson/session plans Answer Self-check 1.4: Lesson/session plans Check your answer with Answer key 1.4: Lesson/session plans
6. Read the Information sheet and Complete the Self Checks & Check answer Sheets on Demonstration of learning activities	6. Read Information sheet 1.5: Demonstrate of learning activities Answer Self-check1.5: Demonstrate of learning activities Check your answer with Answer key1.5: Demonstrate of learning activities
7. Read the Job/Task Sheet and Specification Sheet and perform job/Task	7. Activity 1: "When I am Culturally Competent……" Task Sheet 1.1: Identify Diversity of skills and background of participants Task Sheet 1.2: Identify background of participants

	Task Sheet 1.3: Identify trainees' gap and program needs Tools and Equipment require to identify trainees' gap and program needs Task Sheet 1.4: Examine the existing curriculum documents, competency-based learning materials and resources Task Sheet 1.5: Adaptc content and format of CBLMs and resources in accordance with trainees and programmed needs

Information Sheet 1.1: Diversity of skills and Background of participants

Learning Objective:

After reading this Information Sheet, you must be able to

1. Explanation ofdiversity
2. Definition ofdiversity
3. Explaingdiversity of skills
4. State the key advantages ofdiversity of skills
5. Mention the backgrounds of the participants
6. Define Physical abilities
7. Explaing technical expertise
8. Define learning aptitude
9. Individual motivation

1. Explanation ofDiversity

- Understanding diversity is necessary for identifying participants ofdiverse skills and background. It will give ideas on how the training ofTVET teachers, trainers and assessors will be facilitated.
- Perhaps a learner in your class can not attend an important presentation by a visiting industry guest because she has to attend a funeral for an elder in her family on the same day.
- A young woman in your learner group is from a religious group that discourages contact between men and women, even in learning activities. You notice that she does not actively participate in discussion groups where male participants are present.
- A learner in the group is struggling to keep up with our class work as she has two babies and a part time job as well as studying part time.
- The participants may be ofdiversity background. They may have diversity in skills. As a facilitator, you should identify diversity of skills and background of participants.

2. Definition ofDiversity

The concept ofdiversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences.

These can be along the dimensions ofrace, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.

Diversity is the presence ofpeople from a variety ofbackgrounds and perspectives ranging from race to age to gender to hometown to educational experience.

Diversity means having a range ofpeople with various racial, ethnic, socioeconomic, and cultural backgrounds and various lifestyles, experience, and interests.

3. Diversity of skills

Diversity skills are useful strategies and techniques that help us to understand and deal with people who are not like us. Effective interaction requires a receptive attitude, a degree ofsympathy, active listening, and broad awareness ofother cultures, values, identities and perspectives.

In a diverse skills environment, individuals possess different proficiencies and competencies, which can include technical skills, soft skills, creative abilities, problem-solving capabilities, leadership qualities, and more. This diversity of skills can arise from differences in education, training, work experience, cultural background, and personal interests.

4. Key Advantages ofDiversity of skills

a. **Enhanced Problem-Solving:** When a group of individuals with diverse skills comes together, they can approach problem-solving from different perspectives. Each person can contribute their unique expertise and experiences, leading to more creative and comprehensive solutions.
b. **Increased Innovation:** Diversity of skills promotes innovation by fostering a culture ofout-of-the-box thinking. When individuals with varied backgrounds and skill sets collaborate, they bring different ideas, insights, and approaches, which can lead to breakthrough innovations.
c. **Flexibility and Adaptability:** A diverse skill set enables individuals to adapt to changing circumstances more effectively. They can switch between different tasks, roles, or projects, providing greater flexibility and agility in tackling diverse challenges.
d. **Collaboration and Teamwork:** Teams with diverse skills can leverage the strengths of each member and work synergistically. Different skills complement and support one another, leading to more efficient and effective collaboration.

e. **Learning and Personal Growth:** Exposure to diverse skills provides opportunities for continuous learning and personal growth. Interacting with individuals who possess different skills allows for the exchange of knowledge and the acquisition of new competencies.

f. **Competitive Advantage:** Organizations that foster a diverse range of skills within their workforce gain a competitive edge. They can adapt to market demands more readily, deliver innovative products or services, and attract a broader customer base.

g. To promote skill diversity, organizations can implement strategies such as fostering an inclusive work environment, encouraging cross-functional collaborations, providing opportunities for professional development, and actively seeking out individuals with diverse backgrounds during recruitment processes.

h. Overall, embracing and valuing the diversity of skills can lead to improved problem-solving, innovation, collaboration, and adaptability, benefiting individuals, organizations, and society as a whole.

5. Backgrounds of the Participants

5.1 Socio-economic Backgrounds

Socioeconomic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic access to resources and social position in relation to others

Socio-economic background relates to a combination of an individual's income, occupation and social background. Socio-economic background is a key determinant ofsuccess and future life chances.

Ref: (https://www.open.ac.uk)

Socio-economic background takes account ofsocial and economic factors including parents' educational qualifications, parents' occupations, household income, the level ofreliance.

5.2 Cultural Backgrounds

Culture is a set of norms that set standards for a society ofwhat is acceptable behavior. In any culture there is a majority and many minorities.

In every culture there are basic standards for social interaction such as personal space distance, eye contact, amount ofbody language displayed in public, negotiating style, etc.

Culture is the total range of activities and ideas of a group ofpeople with shared traditions, which are communicated and strengthened by members of the group. Race and ethnicity are thought to be major parts ofculture. People often belong to one or more subgroups affecting thought and behavior. Factors such as geographic location, lifestyle, and age are also important in shaping what people value and hold dear. There is more to culture than just what we see.

A cultural group consciously or unconsciously shares values, norms, symbols, and ways ofliving repeated and transmitted from one generation to another.

Culture is the shared values, beliefs, views, traditions, norms, customs, arts, folklore, and history of a group ofpeople.

5.3 Elements ofCulture Include

▪ Race or ethnicity	▪ Language or dialect	▪ Residence
▪ Roles ofwomen and men	▪ Food	▪ Education
▪ Health status	▪ Common beliefs	▪ Socioeconomic status
▪ Age	▪ Sexual orientation	▪ Profession
▪ Religion or spiritual practice	▪ Family structure	

5.4 Importance ofCulture

Culture Affects Beliefs, Values, and Behaviors.
A person's culture often determines his/her:

a. beliefs
b. values, and
c. behaviors.

a. **Beliefs** are what a person views as true in life and/or death. For example, Buddhists believe suffering is part oflife.
b. **Values** are what a person sees as important or meaningful in life. For example, many people in the United States value time and see "time as money."
c. **Behaviors** are what a person does. For example, exercising is a healthy behavior
d. A list of some of the characteristics ofcultures and an example of each

5.5 Characteristics OfCulture

Cultural Characteristics	**DESCRIPTION** People of this culture identify with people who:	**EXAMPLE** An example of the representative culture could be:
▪ Age	are similar in age	teenagers
▪ Ethnicity	are of the same ethnic background	Chinese Americans
▪ Gender	are of the same sex	male participants
▪ Health Status	have a similar health condition	a person with diabetes
▪ Language	speak the same language	English-speaking participants
▪ Religion	share similar religious beliefs	Muslims, Christians, Buddhist
▪ Residence	live in the same area	people living in a Hill tract

▪ Work	do similar work	Technical Teachers

6. Physical Abilities

Physical abilities refer to the physical attributes and capacities that individuals possess, which enable them to perform various tasks, activities, and functions. These abilities encompass a wide range ofphysical attributes, including strength, endurance, agility, flexibility, coordination, balance, and sensory acuity.

a. **Cardiovascular/respiratory endurance** – The ability ofbody systems to gather, process, and deliver oxygen.
b. **Stamina** – The ability ofbody systems to process, deliver, store, and utilize energy.
c. **Strength** – The ability of a muscular unit, or combination ofmuscular units, to apply force.
d. **Flexibility** – the ability to maximize the range ofmotion at a given joint.
e. **Power** – The ability of a muscular unit, or combination ofmuscular units, to apply maximum force in minimum time.
f. **Speed** – The ability to minimize the time cycle of a repeated movement.
g. **Coordination** – The ability to combine several distinct movement patterns into a singular distinct movement.
h. **Agility** – The ability to minimize transition time from one movement pattern to another.
i. **Balance** – The ability to control the placement of the bodies center ofgravity in relation to its support base.
j. **Accuracy** – The ability to control movement in a given direction or at a given intensity.

Ref: (https://prototypetraining.com)

7. Technical Expertise

Technical expertise refers to a deep understanding and specialized knowledge in a particular field or domain, typically related to science, technology, engineering, or mathematics (STEM). It encompasses a range of skills, experience, and proficiency that allows individuals to effectively analyze, design, develop, implement, and maintain complex technical systems or solutions.

Technical expertise is acquired through education, training, and hands-on experience. It involves possessing in-depth knowledge of theories, principles, best practices, tools, and techniques specific to a particular area. This expertise enables individuals to solve problems, make informed decisions, and provide guidance and support in their respective fields.

Examples of Technical expertise can include expertise in software development, data analysis, network administration, mechanical engineering, cybersecurity, electrical circuit design, artificial intelligence, and many other specialized areas. Technical experts often possess a deep understanding ofunderlying concepts and possess the ability to apply their knowledge effectively to address challenges and achieve desired outcomes.

a. Level of Training in technical area (include BNQF Qualification Frame work)

- Orientation Training
- Compliance Training
- Leadership Skills Training
- Technical Training
- Soft skills development training
- Product Specific Training – PST
- Health, Safety and Security Training – HSSE
- Mandatory training
- Food safety training

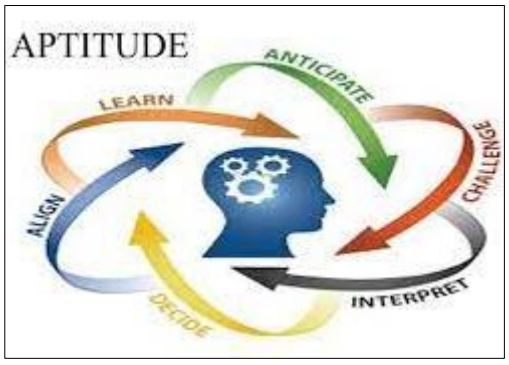
b. The organization gains from employee training:

- Prof it and growth
- Good reputation
- Deeper skill succession pipelines
- Reduced turnover rate
- Skilled workers

c. An employee gains from employee training

- Career advancement
- Self-development
- Better finances
- Enhanced productivity

8. Learning Aptitude



Learning aptitude refers to an individual's inherent ability or capacity to acquire new knowledge, skills, or competencies. It is a combination ofvarious cognitive abilities and traits that contribute to a person's learning potential.

Here are some factors that can influence learning aptitude:

a. **Intelligence:** General intelligence, as measured by IQ tests or other cognitive assessments, is often correlated with learning aptitude. Individuals with higher intelligence tend to have a greater capacity for learning and problem-solving.

b. **Working Memory:** The ability to hold and manipulate information in one's mind is crucial for learning. A larger working memory capacity allows individuals to process and retain more information, enabling them to learn more effectively.

c. **Cognitive Flexibility:** Being able to adapt to new situations, think creatively, and switch between different perspectives and approaches enhances learning aptitude. Cognitive flexibility enables individuals to grasp complex concepts, make connections between ideas, and come up with innovative solutions.

d. **Curiosity and Motivation:** Having a natural curiosity and a strong internal drive to explore and understand the world can significantly impact learning aptitude. When individuals are motivated and actively engaged in the learning process, they are more likely to retain information and acquire new skills.

e. **Metacognition:** Metacognitive abilities involve understanding one's own thinking processes, self-regulation, and awareness ofone's strengths and weaknesses as a learner. Individuals with strong metacognitive skills can plan, monitor, and evaluate their learning effectively, making adjustments when needed.

f. **Prior Knowledge and Experience:** Prior knowledge and experiences can act as a foundation for new learning. People who have a solid base ofrelevant knowledge in a particular domain may find it easier to build upon that knowledge and acquire new information.

9. Individual motivation

Individual motivation to learn new skills can vary greatly depending on a person's personal goals, interests, and circumstances. Here are some common motivations that can drive individuals to acquire new skills:

a. **Personal Growth:** Many people are motivated to learn new skills as a way to grow and develop as individuals. They see learning as a means to broaden their horizons, expand their knowledge, and challenge themselves intellectually.

b. **Career Advancement:** Learning new skills can be instrumental in advancing one's career. Acquiring additional expertise or gaining proficiency in specific areas can open up new opportunities, increase job prospects, and enhance earning potential.

c. **Curiosity and Interest:** Some individuals are motivated to learn new skills simply because they are genuinely curious and interested in a particular subject or activity. They enjoy the process of learning and derive satisfaction from acquiring knowledge and mastering new abilities.

d. **Professional Relevance:** In rapidly evolving industries, staying up-to-date with the latest skills and technologies is crucial for professional relevance. Many individuals are motivated to learn new skills to remain competitive in their field and adapt to changing trends.

e. **Entrepreneurial Aspirations:** Individuals with entrepreneurial aspirations often seek to learn new skills to start their own businesses or pursue independent ventures. By acquiring a diverse skill set, they can better navigate the challenges ofentrepreneurship and increase their chances ofsuccess.

f. **Personal Passion or Hobby:** Learning new skills can be driven by personal passions or hobbies. Some individuals are motivated to acquire skills in areas such as painting, playing a musical instrument, cooking, or photography simply because they derive joy and fulfillment from these activities.

g. **Problem Solving:** Learning new skills can empower individuals to solve problems more effectively. Whether it's acquiring technical skills to troubleshoot issues,

developing critical thinking abilities, or learning a new problem-solving framework, the motivation to overcome challenges can be a powerful driver.

h. **Social Interaction and Connection:** Learning new skills can also provide opportunities for social interaction and connection. Engaging in group activities or joining communities centered around a particular skill can foster new relationships, collaboration, and a sense ofbelonging.

i. It's important to note that motivation is highly individualized, and people may be driven by a combination of these factors or others unique to their circumstances. Understanding personal motivations can help individuals set goals, create effective learning strategies, and maintain momentum when pursuing new skills.

Self -Check 1.1: Diversity of skills and Background of participants

1. What is meant by diversity?

   Answer:

2. What are the key advantages ofdiversity skills?

   Answer:

3. Write some elements ofculture.

   Answer:

4. What Level of Training in technical area (include BNQF Qualification Frame work)**?**

   Answer:

Answer Key 1.1: Diversity of skills and Background of participants

1. What is meant by diversity?
   Answer:

   It means understanding that each individual is unique, and recognizing our individual differences.
   Diversity is the presence ofpeople from a variety ofbackgrounds and perspectives ranging from race to age to gender to hometown to educational experience.
   Diversity means having a range ofpeople with various racial, ethnic, socioeconomic, and cultural backgrounds and various lifestyles, experience, and interests.

2. What are the key advantages ofdiversity skills?
   Answer:

   The key advantages ofdiversity skills are
   - Enhanced problem-solving
   - Increased innovation
   - Flexibility and adaptability
   - Collaboration and teamwork
   - Learning and personal growth
   - Competitive advantage

3. Write some elements ofculture.

   Answer: Elements ofCulture include

   - race or ethnicity
   - roles ofwomen and men
   - health status
   - age
   - religion or spiritual practice
   - language or dialect
   - food
   - common beliefs
   - sexual orientation
   - family structure
   - residence
   - education
   - Socioeconomic status
   - profession

4. What Level of Training in technical area (include BNQF Qualification Frame work)**?**
Answer: Level of Training in technical area (include BNQF Qualification Frame work)
- Orientation Training
- Compliance Training
- Leadership Skills Training
- Technical Training
- Soft skills development training
- Product Specific Training – PST
- Health, Safety and Security Training – HSSE
- Mandatory training
- Food safety training

Activity 1: “When I am Culturally Competent . . .”

For answer the following questions and discuss your responses.

1. When I am doing my best at communicating with other cultures, I will find …

2. What improvements can I make in communicating with other cultures?

3. When I am communicating well with other cultures, how will this affect others?

Task Sheet 1.1: Identify the Diversity of Skills

Identifying the diversity of skills can be a valuable process for individuals, teams, or organizations looking to understand the range of abilities and expertise they possess. Here are some steps to help you identify the diversity of skills:

1. **Self-Assessment:** Begin by conducting a self-assessment of your own skills.
    - Reflect on your education, work experience, hobbies, and personal interests.
    - Consider both technical or hard skills (such as programming, accounting, or graphic design) and soft skills (such as communication, leadership, or problem-solving).
    - Make a list of the skills you possess.
2. **Assess Others:** If you're looking to identify the diversity of skills within a team or organization, engage in discussions with team members or colleagues.
    - Ask them about their educational background, professional experiences, and interests. Encourage them to share their skills and strengths.
    - Conduct surveys, interviews, or organize skill-sharing sessions to gather information about their abilities.
3. **Job Descriptions**
    - Review job descriptions or role requirements within your team or organization.
    - Identify the specific skills and qualifications mentioned for each position.
4. **Skill Mapping**
    - Create a visual representation or skill matrix that captures the skills of individuals or the team.
    - use a spreadsheet or a dedicated software tool for this purpose.
    - Categorize skills into different domains (e.g., technical, creative, analytical) or
    - use tags to classify them. This mapping will help you identify overlaps and gaps in skills.
5. **Collaboration and Projects**
    - Observe team collaborations and project assignments.
    - Take note of the different roles and responsibilities assigned to individuals. This can provide indications of their diverse skill sets and the areas where they contribute.
6. **Feedback and Performance Evaluation**
    - Regularly gather feedback and conduct performance evaluations within your team or organization.
    - During these discussions, focus not only on task completion but also on the skills utilized and the impact individuals have made.
    - This feedback can help you understand the breadth and depth of skills within the group.
7. **External Resources:**
    - Explore external resources such as professional networking platforms, online profiles, portfolios, or resumes.

- These sources can provide additional insights into the skills individuals possess, especially if you are assessing skills outside of your immediate team or organization.

Remember that identifying the diversity of skills is an ongoing process, and it is important to foster an environment where individuals feel comfortable sharing their abilities. Valuing and leveraging diverse skills can lead to enhanced collaboration, innovation, and problem-solving within teams and organizations.

Information Sheet 2.1: Trainees' Gap and Programme Needs

Learning Objectives:

After reading this Information Sheet, you must be able to

1. Ascertain trainees' gap and programme needs
2. Use its relevance in Conduct Competency Based Training and Assessment of Trainers and Assessors.
3. Conduct Training Needs Analysis:
4. Interpret the benefits of Training Needs Analysis
5. Define Academic programs
6. Interpret the process of psychological skills training programs
7. Define emotional Program Needs
8. Explaing institutional Program Needs
9. Explain time and resources
10. Define Logistics
11. Define occupational safety and health

1. **Training Gap**

   Training gap is defined as the difference between the skills required to complete the job and existing skill set of any particular team member.

   Trainees' gap is the difference between the competency required to complete the job and existing competency of the trainees.

   One key way to ensure you have selected the right training for your trainees is to complete a training needs analysis.

2. **Use ofTNA in CBT&A**

   Training Need Analysis (TNA) in CBTA:

   - Define scope and purpose.
   - Identify target audience.
   - Conduct job analysis.
   - Collect data through surveys, interviews, etc.
   - Analyze data to identify gaps in competencies.
   - Prioritize training needs based on urgency and impact.
   - Design competency-based training programs.
   - Implement training using suitable methods.
   - Assess competency development through evaluations.
   - Continuously improve the CBTA program based on feedback.

   TNA helps identify training gaps, prioritize needs, design targeted training, assess progress, and ensure continuous improvement in CBTA.

   Importance ofTNA in CBT&A

   a. Identifies training gaps and needs.
   b. Ensures targeted and relevant training.

c. Aligns training with required competencies.
d. Maximizes training effectiveness and efficiency.
e. Improves job performance and productivity.
f. Enhances employee skills and knowledge.
g. Facilitates individual and organizational growth.
h. Supports strategic workforce planning.
i. Guides resource allocation for training initiatives.
j. Enables continuous improvement in CBTA programs.

3. **Training Needs Analysis:**

Training Needs Analysis (TNA) is the process in which the company identifies training and development needs of its employees so that they can do their job effectively. It involves a complete analysis of Training needs required at various levels of the organization.

TNA may be conducted by Directorate of Technical Education (DTE)for TVET personnel (principals, teachers, trainers and staffs) and Registered Training Organization (RTO) for their participants.

Technology is changing at a very fast pace and so are the training and development needs of employees. It helps in grooming employees for the next level. It helps the manager to identify key development areas of his/her employees. With proper training and development, the productivity increases manifold.

Various companies have in-house experts who can train employees on various aspects of the business. Normally, a calendar is worked out in advance in which various sessions are listed out and which employees can pick their business requirement to enhance personal development needs.

At times companies also send employees for various training programs outside the organization to train in technical know-how or a course which would be relevant to their job profile. TNA is usually part of the appraisal process and at the end of the year an employee has to complete all the training and development needs identified by the manager of a company or the principal of a TVET institute.

There are many aspects when managers are identifying training needs of their team members. Firstly, the managers need to identify what skill set is required to complete the job or the process. Second, is to assess existing skill levels of the team members, and lastly, determine the training gap.

TNA is a process that a business goes through in order to determine all the training that needs to be completed in a certain period to allow their team to complete their job as effectively as possible, as well as progress and grow.

There are 3 key steps involved in training needs analysis to ensure your business is making the most of the process:

a. **Decide on Skill Sets**

The first stage is to decide on the skill sets that you require all your team members to have in order to do their jobs properly. This means looking at every job role within your business separately and considering things like the different levels of seniority which will affect this

as well. The skills which your team members will have to have are specified in competency standards.

b. **Evaluate the Skills of Staff**

The second stage is to look at all your team members and evaluate their current skill levels in relation to the skills you have laid out in the first stage of this process. This will allow you to see who is meeting your expectations, and who needs to complete further training in order to meet the expected skill level.

c. Highlight the Skills Gap

Now that you know where you want your team to be and the level they are currently at, you will easily be able to see the gap (if any) that has appeared between the two. Now you know what the gap is, you need to use training to help close that gap and ensure your team is at the level you expect them to be.

4. Benefits of Training Needs Analysis

3.1 Identify Knowledge Gaps Before They Become a Problem

- It can help you identify any knowledge gaps they may have before it becomes an issue.
- It's better to highlight a potential problem and tackle it head-on, rather than becoming aware of the skills gap when an issue arises because of it.
- It will allow you to take a proactive approach rather than waiting for something to 0.go wrong before you realize there is a problem.

3.2 Helps You to Plan Your Training for the Year

- It makes it much easier for you to plan your training for the upcoming year (or whatever block of time you work with).
- It's easy to pull together a training plan which will cover all the skills gaps.
- You can be confident that the training you have selected will make a direct impact on your business.

3.3 Highlights Training You May Not Have Considered

- It could actually highlight a whole load of areas that your team needs training on that you never even considered before.
- It can highlight training needs you may not have considered before.
- It shows that you need to start offering training in different areas to ensure your staff are performing at their best.
- You may never have considered a particular area of Training, which could have severely hindered your business.

3.4 Ensures Your Training is Focusing on the Right Areas

- It's important to have concrete reasons for adding training to your training schedule, as you can't just assume what is and isn't important for your team to learn.
- It will allow you to see exactly what you need to focus on
- It will also highlight the areas your team really don't need any further training on for the moment.

- If there are no apparent gaps in knowledge in a particular area, then running further training on it could be a waste of time and money.

3.5 Helps to Decide Who Should Attend Which Training Sessions

- To ensure the right people are in the right training sessions.
- It's a massive waste of time and money for your business and staff won't be engaged with training sessions if they are frequently attending training which is of no use to them.
- It will enable you to target the correct people for each training session, ensuring everyone is following a personalized training plan, so they get the most benefit possible.

3.6 Helps You to Prioritize Training Needs

- It can help you pinpoint the training which needs to be completed, and which training can be left till later down the line.
- When you think about the skills that each team member needs to have, you may want to prioritize these regarding how key they are.
- If you notice a gap in skills for some of the employees, it only makes sense that you would want to tackle this first, as lack of Training in this area could have a negative effect
- All other training can be prioritized afterwards.

5. Academic Programs

An Academic program comprise the core, required and elective courses that lead to a degree or certificate. Whether you're attending a 2-year program at a local community college or pursuing a graduate degree at a large university, you will be involved in an academic program.(https://learn.org)

An academic program is any degree granting (undergraduate, graduate or certificate) program that has been assigned a unique Classification of Instructional Programs (CIP) code.(https://irap.appstate.edu)

6. Psychological Skills Training Programs

A psychological skills training program comprises three phases: Education: The knowledge that the mental side of performance is important. Acquisition: Undertaking the strategies and techniques to develop the mental skills. Practice Phase: Putting the strategies and techniques into practice.

7. Emotional Program Needs

A program that focuses on the design of educational services for children or adults with emotional conditions which adversely affect their educational performance and that may prepare individuals to teach such students.

Social and emotional learning programs meant to do to account for these differences and help put all students on an equal footing to succeed, social and emotional learning (SEL) aims to help students better understand their thoughts and emotions, to become more self-aware, and to develop more empathy for others within their community and the world around them.

Ref: (https://www.nu.edu)

Five components of social-emotional learning

- self-awareness,
- self-management
- social awareness
- relationship skills
- responsible decision-making.

Ref: (https://casel.org › fundamentals-of-sel ›)

8. **Institutional Program Needs**

Institutional planning is a programme prepared for development and improvement of school programme and school practices of the educational institution. Here, school programme means the curriculum and the syllabus used in teaching-learning process

The Institutional Program provides mental health services to all prisoners within the Department of Corrections. Prisoners receive services by Qualified Mental Health Professionals in a timely manner with reasonable access and continuity of care, including aftercare planning and follow-up as indicated.

Ref: (https://www.michigan.gov)

Most societies' five major social institutions are

- the family
- the state or government
- economy
- education
- religion

9. **Time and Resources**

"Time constraints" refer to a project's overall deadline, and sub-deadlines along the path to reaching goals. "Resource constraints" refer to more controllable elements, such as staffing, materials and access to needed equipment. Frequently these constraints are at odds with each other.

Ref: (https://smallbusiness.chron.com ›)

10. **Logistics**

Logistics is the process of planning and executing the efficient transportation and storage of goods from the point oforigin to the point ofconsumption. The goal of logistics is to meet customer requirements in a timely, cost-effective manner.

Ref: (https://www.techtarget.com)

The Chartered Institute ofLogistics & Transport UK (2019) defines them as:

- Getting the Right product
- in the Right quantity
- in the Right condition
- at the Right place
- at the Right time
- to the Right customer
- at the Right price.

Ref: (https://www.futurelearn.com › info › courses › step)

11. Occupational Safety and Health

Every worker has the right to a safe workplace. When they go to work each day, they should fully expect to return home uninjured from the work place and in the same state of health as they left.

Occupational health and safety are the issue of complete physical, mental and social well. Being within a workplace.

Ten(10) benefits of an occupational health and safety management system are:

- Improved health and safety performance
- Reduced cost associated with accidents and incidents
- Improved staff relations and morale
- Improve business efficiency
- Improved public image and PR
- Lower insurance premiums
- Easier access to finance
- Increased regulatory compliance
- Improved confidence
- Boost corporate and social responsibility

Importance ofOSH

- Reduced risk or accidents or injuries by identifying and mitigating hazards.
- Improved efficiency and productivity due to fewer employees missing work from illness or injury.
- Improved employee relations and morale (a safer work environment is a less stressful work environment).

Self-Check 2.1: Trainees' Gap and Programme Needs

1. What is Trainees' gap?
   Answer:

2. What is one ofkeyways to select the right training for your trainees?
   Answer:

3. Write 3 key steps involved in training needs analysis.
   Answer:

4. Write benefits of Training needs analysis.
   Answer:

5. Who is responsible to identify training needs and development of employees?
   Answer:

Answer Key 1.2: Trainees' Gap and Programme Needs

1. What is Trainees' gap?
   Answer: Trainees' gap is the difference between the competency required to complete the job and existing competency of the trainees.

2. What is one of keyways to select the right training for your trainees?
   Answer: One key way to select the right training for your trainees is to complete a training needs analysis.

3. Write 3 key steps involved in training needs analysis.
   Answer: There are 3 key steps involved in training needs analysis
   Firstly, to identify what skill set is required to complete the job or the process.
   Second, to assess existing skill levels of the team members and
   Lastly, determine the training gap.

4. Write benefits of Training needs analysis.
   Answer: Benefits of Training Needs Analysis (TNA)
   - Identify knowledge gaps before they become a problem
   - Helps you to plan your training for the year
   - Highlights training you may not have considered
   - Ensures your training is focusing on the right areas
   - Helps to decide who should attend which training sessions
   - Helps you to prioritize training needs

5. Who is responsible to identify training needs and development of employees?
   Answer: The manager of a company or the principal of a TVET institute is responsible to identify the training needs and development for each employee or TVET teacher/personnel at the end of the year.

Information Sheet 1.3: Existing Curriculum Documents

Learning Objectives:

After reading this Information Sheet, the learner will be able to examine the appropriateness of the existing curriculum documents and other learning resources.

The existing **curriculum documents**

a. The Title and Code Number ofModule And Unit of Competency

- **The Title Unit:** It provides a broad description of the unit, reflective of the content and workplace outcome it represents. The unit of Competency that covers the module

  Written in output terms - 'obtain, prepare and supply materials for production' [action verb]

- **The Module Title:** It provides a broad description of the module, reflective of the content and workplace outcome it represents. It Briefly describe the title of the module

  Written in gerundial terms - 'obtaining, preparing and supplying materials for production'

- **Code number:** A code is a group ofnumbers or letters which is used to identify something, such as a postal address or part of a phone number

  Example ofCode number: CBLM-OU-LE-AM-05-L1-BN-V1

  Explanation of above code number:

  CBLM – Competency Based Learning Materials

  LE – Light Engineering Sector [Sector]

  OU – Occupation Unit of Competency

  AM – Automotive Mechanics [occupation]

  05 – Serial number of CBLM/Module

  L1 – Level 1

  BN – Bangla

  V1 – Version One

b. Nominal Delivery Hours

Nominal hours reflect the anticipated time taken to deliver and assess the outcomes of a module or a unit of Competency excluding unsupervised delivery, or the time taken for repeated practical application of skills. It is **estimated /suggested number of hours per module.**

c. General Description of the Module and Unit of Competency

- Outlines what is done in the workplace.
- Expands on information in the title.
- The unit descriptor broadly communicates the content of the unit of Competency and the skill area it addresses.
- It gives a description of the skills and knowledge required to perform effectively to a specific standard in a particular workplace role or function.
- Brief description of the module its scope and delimitation

d. Prerequisite Knowledge and Skills

Prerequisite knowledge and/or is the foundation upon which new knowledge is built and scaffolded.A prerequisite is anything you need to know or understand first before learning or understanding something new. In our example, you would need the prerequisite of knowing how to walk before you could learn to run. (https://study.com › academy › prerequisite-relationships-)

e. Relationship to the Industry Competency Standards and Competency Based Curriculum

A competency standard is a written specification of the knowledge, skills and attitudes required for the performance of an occupation, trade or job corresponding to the industry standard of performance required in the workplace.

A competency-based curriculum is a curriculum that emphasizes what learners are expected to do rather than mainly focusing on what they are expected to know. In principle, such a curriculum is learner-centered and adaptive to the changing needs of students, teachers, and society.

A competency-Based Curriculum is a framework or guide for the subsequent detailed development of competencies, associated methodologies, training and assessment resources.

The CBC specifies the outcomes which are consistent with the requirements of the workplace as agreed through the industry and community consultations.

- First stage ofconverting the competency standards into a curriculum document
- CBC is simply the education structure that guides how teaching is to be conducted.
- CBA is the process ofdetermining the capability of a learner to apply a set ofrelated knowledge, skills, values and attitude required to successfully perform a task.

f. Summary of the Content and Assessment

Summary of the Contents: List down the specific underpinning knowledge, skills, attitudes & safety that are to be addressed within this learning outcome.

Summary of assessment

- Specify the method of assessing the learning outcome
- The methods used to gather evidence ofsufficient quantity and quality on which to make sound judgement about a learner's competency
- Assessment methods include observation, simulation, questioning, presentation, written assessment, etc.

g. Description of the Learning Outcomes

learning outcomes that learners are expected to achieve, including each of the assessment criteria.Learning outcomes describe the measurable skills, abilities, knowledge or values that students should be able to demonstrate as a result of a completing a course. They are student-centered rather than teacher-centered, in that they describe what the students will do, not what the instructor will teach.

Ref: (https://sc.edu)

Learning outcomes are statements of the knowledge, skills and abilities individual students should possess and can demonstrate upon completion of a learning experience or sequence of learning experiences.

Ref: (https://www.bu.edu)

h. Description ofDelivering Process.

Training Delivery Method

Training delivery methods, sometimes referred to as "learning modalities," are different ways information is delivered to learners. The most appropriate training method for organizations depends upon various factors such as learning objectives, location of employees, budget, etc.

Deliver a Training Session

- Determine your organization's specific training needs.
- Clarify the goals of the training session.
- Decide who will run the session.
- Develop (or choose, or modify) the training outline you will use for the training session.
- Recruit trainees for the session.

Types of Training Methods

- Case Studies.
- eLearning.
- Instructor-Led Training.
- Interactive Training.
- Video-Based Training.
- Technology-based learning.
- Simulators.
- Coaching/mentoring.
- Instructor-led training.
- Roleplaying.
- Films and videos.
- Discussion
- Presentation
- Demonstration
- Guided Practice
- Individual Practice
- Project Work
- Problem Solving
- Brainstorming

Self-Check Sheet 1.3: Existing Curriculum Documents

1. What is Prerequisite Knowledge and/or skills?
   Answer:

2. Mention the Relationship to the industry competency standards and competency-based curriculum.
   Answer:

3. What is the Competency-Based Curriculum Documents?
   Answer:

4. What is learning outcomes?
   Answer:

5. Mention the types of Training methods.
   Answer:

Answer Key 1.3: Existing Curriculum Documents

1. What is Prerequisite Knowledge and/or skills?

   Answer:

   Prerequisite knowledge and/or is the foundation upon which new knowledge is built and scaffolded. A prerequisite is anything you need to know or understand first before learning or understanding something new. In our example, you would need the prerequisite of knowing how to walk before you could learn to run.

2. Mention the Relationship to the industry competency standards and competency-based curriculum.

   Answer:

   A competency standard is a written specification of the knowledge, skills and attitudes required for the performance of an occupation, trade or job corresponding to the industry standard of performance required in the workplace.

   A competency-based curriculum is a curriculum that emphasizes what learners are expected to do rather than mainly focusing on what they are expected to know. In principle, such a curriculum is learner-centered and adaptive to the changing needs of students, teachers, and society.

   A competency-Based Curriculum is a framework or guide for the subsequent detailed development of competencies, associated methodologies, training and assessment resources.

3. What is the Competency-Based Curriculum Documents?

   Answer:

   A competency-based curriculum is a curriculum that emphasizes what learners are expected to do rather than mainly focusing on what they are expected to know. In principle, such a curriculum is learner-centered and adaptive to the changing needs of students, teachers, and society.

   A competency-Based Curriculum is a framework or guide for the subsequent detailed development of competencies, associated methodologies, training and assessment resources.

4. What is learning outcomes?

   Answer:

   learning outcomes that learners are expected to achieve, including each of the assessment criteria. Learning outcomes describe the measurable skills, abilities, knowledge or values that students should be able to demonstrate as a result of a completing a course. They are student-centered rather than teacher-centered, in that they describe what the students will do, not what the instructor will teach. Learning outcomes are statements of the knowledge, skills and abilities individual students should possess and can demonstrate upon completion of a learning experience or sequence of learning experiences.

5. Mention the types of Training methods.

Answer:

Types of Training Methods

- Case Studies.
- eLearning.
- Instructor-Led Training.
- Interactive Training.
- Video-Based Training.
- Technology-based learning.
- Simulators.
- Coaching/mentoring.
- Instructor-led training.
- Roleplaying.
- Films and videos.
- Discussion
- Presentation
- Demonstration
- Guided Practice
- Individual Practice
- Project Work

Information Sheet 1.4: Competency Based Learning Materials and Resources

Learning Objectives:

After reading this Information Sheet, learner will be able to

1. Define Learning /Teaching Materials
2. Examine appropriate learning materials/resources
3. Interpret information Sheets,
4. Interpret job Sheets,
5. Interpret specifications Sheets,
6. Define handouts,
7. Explain visual materials,
8. Explain audio-visual materials
9. Explain relevant online portals as a competency based learning materials and resources.

Introduction:

In integrating the competency based learning materials and resources, the trainer/teacher should first review the unit of Competency to be achieved, specifically the elements, performance criteria, critical aspect, underpinning knowledge and skills.

The task ofselecting and using appropriate learning resources also requires knowledge oncurriculum documents, course accreditation documents, Competency-Based Learning Materials (CBLM) and other learning resources. You must examine the appropriateness of the existing curriculum documents, course accreditation documents, Competency-Based Learning Materials (CBLM) and other learning resources

We know that education is about learning and curriculum is the 'What' and 'How' of learning. So curriculum is a plan or process for imparting articulated knowledge, skill and attitude to learners in a country. On the other hand, each and every government in the world tries to increase the number of educated population and skilled workforce to promote economic development. This is how curriculum bridges education and development.

Quality curricula are those that enable learners of all ages to develop competence for meeting challenges and taking up opportunities in the waves of change and survive in the world labor market.

1. **Learning /Teaching Materials**

   Instructional Materials, also known as Teaching/Learning Materials, are any collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives.

   Learning resources are texts, videos, software, and other materials that teachers use to assist students to meet the expectations for learning defined by curricula. Chalk, board, duster, charts, av (audio-video)-aids, educational software, library and instructional material are the examples of learning resources. A resource center is a facility within an institute, staffed by a specialist, containing several information sources.

   Library is also a learning resource because there are books in the library that helps you learn stuff like math books, science books, technology books and lots other books.

Learning resources are added tools that help teachers teach and students learn.
Examples –

- Textbooks (print and digital)
- Workbooks
- WorkSheets
- Educator workshops.

Learning resources are things to our disposal where we may derive knowledge from. Learning resources include (but are not limited to):

- Books
- The Internet
- Teachers
- Experts (within given topics)

Which among these are relevant resources depends on what you intend to learn.

2. Examine Appropriate Learning Materials/Resources

It is important to choose the best learning materials in the training session. Before a learning resource is used in a classroom, it must be evaluated and approved by the proper authority. Evaluation criteria may include curriculum fit, social considerations, and age or developmental appropriateness.

Choose only the ones that will help you help participants most effectively.

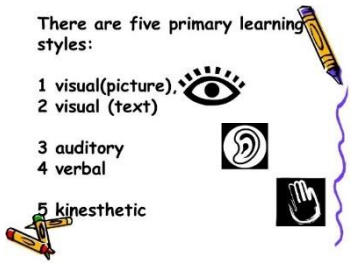
a. **Clarify the Goals of your Curriculum and the Learning Materials**.
The two need to match in order for the materials to be effective.

b. **Match the Learning Materials to the Situation Where You Teach**
If you work with a group, be sure the learning materials are suitable for group use. If participants work individually, choose materials that are appropriate for individual use.

Consider too how much supervision and assistance will be needed to use the materials, and whether you are in a position to provide it.

c. **Choose Learning Materials that Best Meet Participants' Needs**

The activities should address the participants' primary learning styles and be adjusted to their preferences for visual, auditory or kinesthetic learning.



d. **Ensure that the Learning Materials are Sequentially Organized**

Step-by-step presentation will help nearly all participants achieve the desired goals. Smaller steps will increase participants' success, especially for those with special needs. A slower pace will be appropriate for struggling learners, while a faster pace will challenge accelerated learners.

e. **Use Learning Materials That are Age-Appropriate**

f. Free from bias and present balanced examples that do not glamorize discrimination. For participants needing corrective help, make sure the materials feature characters,

situations and activities that match their age rather than their academic achievement level. Be careful that advanced participants do not encounter inappropriately mature discussions and information.

g. **The formatting and presentation ways of the learning materials** should be consisted
h. **The Job created in the CBLM**, should cover all the performance criteria in the Competency Standards

3. **Competency Based Learning Material (CBLM):**

CBLM is a learning guide which will lead a learner through a series of activities. These activities may be completed as part ofstructured classroom activities or you to work at you on pace. These activities will ask you to complete associated learning and practices activities in order to gain knowledge, skills you need to achieve the learning outcome. The major parts of CBLM's contain which are:

4. **Information Sheets:**
The information supports the job sheet; i.e., to perform the job required underpinning knowledge are included in the information sheet.

5. **Job Sheet:**
Job sheet is a set of instruction to perform a specific job. This is used when a basic task, operation or process needs to be mastered before doing the job. List all the steps a worker will need to complete the job.

6. **Specification Sheets:**
In a specification there is a set ofcondition, Specifications, Diagram of exiting job which is required to perform the job

7. **Self-Check Sheet**
Self-checks are sets ofquestions that would verify the acquisition of knowledge stated in the learning objectives.

8. **Answer Keys**
Answer keys should always follow a self-check so that a trainee can check his own answers immediately. This allows for immediate feedback.

9. Adapt content and format of CBLMs

The most of the CBLMs and resources are developed based on generic learner and program needs. When as a facilitator, you need to deliver a program with diversity participants; you need to adapt the appropriate or supporting content or format of CBLM and resources.

Adapting teaching materials involves making changes to the equipment and / or supplies to which a learner(s) has access during the course of instruction. This involves a change in the formats through which information is represented to the learner or the learner's engagement with the curriculum during the course of instruction.

The process of adapting materials provides additional, or simply different, materials, in a variety of modalities that the learner(s) might use during the course of instruction. Most materials adaptations fall into one of four groups:

a. adjusting the readability level of written materials
b. enhancing critical features of the content within the materials themselves
c. designing materials with features that appeal to sensory modalities other than visual / auditory
d. selecting alternate instructional materials for their durability or safety features

a. Adjusting the readability level of written materials

Adaptation ofreadability level can be made by providing content similar to the unit currently under study through a lower grade level reading book, compressed text, or high interest - low vocabulary reader. In addition, reading demand is adjusted when curriculum content is illustrated through graphic, iconic, or pictorial forms; three-dimensional models; or digitized means. Examples include the use of: audiotapes, videotapes, internet-based resources, text-reader software programs, or universally designed textbooks and materials.

b. Enhancing Critical Features of the Content

Enhancing critical features of content involves adapting lesson materials in such a way as to identify for the learner content that is most essential. Advance or post-organizers, presentation of new vocabulary words in boldface, highlighted key words in a reading passage, acronyms, and summaries ofmain ideas represent a few commonly used adaptations of this sort.

c. Designing Materials with Features that Appeal to Sensory Modalities

Multiple modality materials can be designed that appeal to kinesthetic and tactile sensory systems, in contrast to materials that appeal only to visual or auditory processes. For example, learners physically walking a route ofcolored tape on the floor to learn the path of blood flow from the heart (as opposed to studying a colored diagram in a book), or rapping with hand gestures as they learn newly introduced language concepts.

d. Selecting Alternate Instructional Materials

Finally, alternate instructional materials will sometimes necessarily be selected for their durability or safety features, in consideration of a learner's physical coordination or motor skills. In the science lab, a plastic beaker might be utilized instead of their breakable counterparts, or a learner might be provided with a soft book, or book with laminated pages, instead of a traditional text.

10. **Handouts:**
    Handouts are printed or digital materials distributed to an audience or participants during a presentation, lecture, workshop, or event. They typically contain summarized information, key points, or supplementary materials related to the topic being discussed. Handouts can serve as reference materials or aids for attendees to follow along with the presentation, take notes, or refer to after the event. They are often used in educational settings, business presentations, conferences, seminars, and training sessions.

11. **Visual Materials**

    Visual materials refer to any type ofmedia or content that relies primarily on visual elements to convey information, tell a story, or evoke emotions. They can include a wide range offormats, such as images, photographs, illustrations, diagrams, charts, graphs, videos, animations, infographics, presentations, and more. Visual materials are used in various contexts, including education, advertising, marketing, journalism, entertainment, and art. They are valuable for their ability to engage and communicate with audiences effectively through visual representation. Visual materials can enhance comprehension, clarify complex concepts, evoke emotions, capture attention, and leave a lasting impression.

12. **Audio-visual Materials**

    Audiovisual materials refer to any form ofmedia that combines both auditory (audio) and visual (visual) elements to convey information, ideas, or entertainment. These materials are designed to engage multiple senses simultaneously, enhancing the overall learning or entertainment experience.

    Examples of audiovisual materials include:
    Videos, Presentations, Multimedia CDs or DVDs, Television programs, Webinars and online courses, Virtual reality (VR) and augmented reality (AR) experiences.

13. **online portals** which is Relevant to the learning resources.

Self-Check 1.4: Competency Based Learning Materials and Resources

1. What are Teaching/Learning Materials?
   Answer:

2. What is Competency Based Learning Material (CBLM)?
   Answer:

3. Describe the major parts of a CBLM?
   Answer:

4. What are the points you should consider while examining appropriateness of existing learning materials?
   Answer:

5. Write the four groups into where most learning materials adaptations may fall.
   Answer:

Answer Key 1.4: Competency Based Learning Materials and Resource

1. What are Teaching/Learning Materials?
   Answer:
   Instructional Materials, also known as Teaching/Learning Materials, are any collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives.

   Learning resources are texts, videos, software, and other materials that teachers use to assist students to meet the expectations for learning defined by curricula. Chalk, board, duster, charts, av (audio-video)-aids, educational software, library and instructional material are the examples of learning resources. A resource center is a facility within an institute, staffed by a specialist, containing several information sources.

2. What is Competency Based Learning Material (CBLM)?
   Answer:
   CBLM is a learning guide which will lead a learner through a series of activities. These activities may be completed as part ofstructured classroom activities or you to work at you on pace. These activities will ask you to complete associated learning and practices activities in order to gain knowledge, skills you need to achieve the learning outcome.

3. Describe the major parts of a CBLM?
   Answer:
   The major parts of CBLM's contain which are:
   Information Sheets:
   The information supports the job sheet; i.e., to perform the job required underpinning knowledge are included in the information sheet.

   Job Sheet:
   Job sheet is a set of instruction to perform a specific job. This is used when a basic task, operation or process needs to be mastered before doing the job. List all the steps a worker will need to complete the job.

   Specification Sheets:
   In a specification there is a set ofcondition, Specifications, Diagram of exiting job which is required to perform the job.

   Self-Check
   Self-checks are sets ofquestions that would verify the acquisition of knowledge stated in the learning objectives.

   Answer Keys
   Answer keys should always follow a self-check so that a trainee can check his own answers immediately. This allows for immediate feedback.

4. What are the points you should consider while examining appropriateness of existing learning materials?

   Answer: Following points should be considered while examining appropriateness of existing learning materials

   - Clarify the goals ofcurriculum and the learning materials.
   - Match the learning materials to the situation where you teach
   - Choose learning materials that best meet participants' needs
   - Ensure that the learning materials are sequentially organized
   - Use learning materials that are age-appropriate
   - The formatting and presentation ways of the learning materials
   - The Jobs created in the CBLM covering all the performance criteria in the Competency Standards

5. Write the four groups into where most learning materials adaptations may fall.

   Answer: Most materials adaptations fall into one of four groups:

   - adjusting the readability level of written materials
   - enhancing critical features of the content within the materials themselves
   - designing materials with features that appeal to sensory modalities other than visual / auditory
   - selecting alternate instructional materials for their durability or safety features

Information Sheet 1.5: Lesson/Session Plans, Learning Styles and Opportunities for Trainees

Learning Objectives:

After reading this Information Sheet, learners will be able to

1. Integrate session plan,
2. Define learning styles
3. Iterpret opportunities for trainees with the activities to develop CBT&A.

Introduction: In integrating the session plan, the trainer/teacher should first review the unit of Competency to be achieved, specifically the elements, performance criteria, critical aspect, underpinning knowledge and skills.

Session Plan means the same thing as Training Plan which means the same thing as Lesson Plan.

1. Session Plan

The session plan is a guide for the trainer not a script. Most trainers use session plans. They provide a focus for the training, they remind the trainer of the key points and they provide a record of the training if it's to be used again.

A session plan is the notes used by the trainer during training. The session plan includes all of the information needed by the trainer including content, resources and timing.

The content should be organized so that it gives the training session structure and to ensure information is covered in a way that helps trainees to learn.

So, we know what we want to do.

Preparing for learning to occur requires that we plan three things:

- The sequence of information/activities is logical
- The sequence is engaging
- The information/activities are manageable

A commonly accepted way to communicate this is through writing a **Session Plan**. Having a plan for each session helps to guide our training to ensure that we do what we intend to do.

They are also evidence that we did what we agreed to do, so keep them in a safe place.

If it is to be useful, then our Session Plan will include the following information:

- time schedule
- content
- trainer activities
- learner activities
- assessment strategies
- assessment criteria
- resources and other materials that you need

2. Using a Variety of Learning Activities

One way to avoid the plunging attention span is keep tasks short and sweet, and to mix them up. Instead of having a single activity that goes for a whole hour, have three that take 20 minutes each. And, make sure that these activities are varied.

The following list gives an example of some commonly used learning activities.

- Group-based activities
- Role plays
- Case studies
- Simulation
- Audio or visual activities
- Practice or demonstration
- Individual assignments
- Workplace practice
- Research
- Brainstorming
- Demonstrations

A. Learning Activities Should Reflect Learning Needs

It goes without saying that the activities that we include in our delivery should match the types of learning that we want to occur. In general, learning involves 3 things:

- supporting and reinforcing new learning (knowledge and/or skills)
- building on the learner's strengths
- identifying areas for further development

Since our focus is on vocational education & training, it often makes sense to structure learning activities that closely reflect workplace activities. Doing this allows for learning to occur in a context that is immediately relevant. These sorts of activities are called **Structured Learning Activities**.

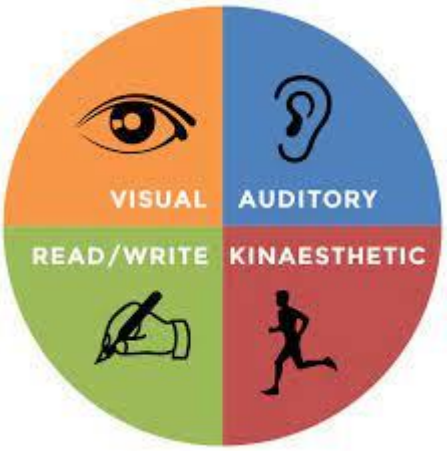
B. Common Structured Learning Activities Include

- direction, guidance and mutual discussion
- role-plays
- written exercises
- demonstrations
- practice opportunities
- role modeling
- projects
- readings
- research
- video or audio analysis
- a learning journals.

Regardless of the type of activities chosen, it is always important to be sure that it supports the learning that is requires, and that it reflects the assessment that will be undertaken afterwards.

3. Learning Style:

Learning Style refer to the different way's individuals prefer to learn and process information. While there are several proposed models of learning styles, one of the most popular is the VARK Model, Which categorizes learners into four main types



A. Visual Learners

Students who learn through sight understand information better when it's presented in a visual way. The whiteboard is your best friend when teaching visual learners! Teachers should create opportunities to draw pictures and diagrams on the board, or ask students to doodle examples based on the topic they're learning. Teachers catering to visual learners should regularly make handouts and use presentations. Visual learners may also need more time to process material, as they observe the visual cues before them. So be sure to give students a little time and space to work through the information.

B. Auditory Learners

Auditory learners tend to learn better when the subject matter is reinforced by sound. These students would much rather listen to a lecture than read written notes, and they often use their own voices to reinforce new concepts and ideas. These are the students who like to read out loud to themselves.

Since these students can sometimes find it hard to keep quiet for long periods of time, get your auditory learners involved in the lecture by asking them to repeat back new concepts to you. Ask questions and let them answer. Invoke group discussions so your auditory and

verbal processors can properly take in and understand the information they're being presented with. Watching videos and using music or audiotapes are also helpful ways to engage with auditory learners.

C. Reading/Writing Learners

Reading/writing learners prefer to learn through written words. While there is some overlap with visual learning, these types of learners are drawn to expression through writing, reading articles on the internet, writing in diaries, looking up words in the dictionary and searching the internet for just about everything.

This is probably the easiest learning style to cater to since most of the educational system provides lots ofopportunities for writing essays, doing research online and reading books. Allow plenty of time for these students to absorb information through the written word, and give them opportunities to get their words out on paper as well.

D. Kinesthetic Learners

Kinesthetic learners or "tactile" learners learn through experiencing or doing things. These are the students who might struggle to sit still, might be good at sports or like to dance, need to take breaks when studying and might not have great handwriting.

The best way teachers can help these students learn is by getting them moving. Teachers should instruct students to act out a certain scene from a history lesson they're teaching. Additionally they should encourage these students by incorporating movement into lessons: pacing to help memorize, learning games that involve moving around the classroom or having students write on the whiteboard as part of an activity.

Once these students can physically sense what they're studying, abstract ideas and difficult concepts will be easier to understand.

4. Varied Opportunities for Trainees

In demonstrating achievement of skills/competencies, the trainer/teacher should plan varied opportunities for trainees to practice and demonstrate their learning activities.

The term demonstration of learning refers to a wide variety of potential educational projects, presentations, or products through which students "demonstrate" what they have learned, usually as a way ofdetermining whether and to what degree they have achieved expected learning standards or learning objectives for a course or learning experience. A demonstration of learning is typically both a learning experience in itself and a means of evaluating academic progress and achievement.

Below is a diverse list of potential student products or activities that learners can use to demonstrate their mastery of lesson content. The list also offers several digital tools for students to consider using in a techno-enriched learning environment.

Animation Conversation Debate Demonstration	Speech News Report Story Map	Poster Presentation (PowerPoint) Product

Drawing Flow Chart	Photo Graph Slideshow	Role-Play Simulation

Learner will need to demonstrate the competencies to the facilitator, so a facilitator needs to plan various opportunities for demonstrate the competencies. We may consider the following statement when plan for opportunities.

- Include more demonstration in the sessions
- Industrial attachment can be done
- Include more role play activity that reflect the skills

A. Demonstration of Competence in Professional Practice Settings

A practical demonstration set up to evaluate an individual's ability to integrate and apply the knowledge, skills, abilities and attitudes necessary for effective performance in their professional area in the context of practice. This may lead to identification of learning needs and a plan for participation in learning activities

B. Planning & Organizing Skills

The ability to manage self and/or others, and resources including time and surrounding circumstances to reach a specific goal

C. Behavioral Indicators Include

Planning

- Accurately estimate time and effort required to complete a task.
- Identify and organise systems and required resources.
- Organise personal time to carry out responsibilities.

Prioritizing

- Identify critical tasks.
- Arrange tasks in a logical order.
- Establish priorities systematically, differentiating between urgent, important, and unimportant tasks.

D. Do I Have These Skills?

You'll need to be able to prove to employers that you actually have the skills they want for the job. In interviews employers will ask 'competency questions' that begin with phrases such as 'tell me a time when ..... 'Or 'give me an example of..... 'Your answers are the evidence that you have what it takes.

To find out how well developed your skills are already you could try this simple exercise:

Rate yourself on each of the behaviors/unit of competencies.

- 1 = I do this very well. I am consistent and successful in it
- 2 = I am good at this. With some practice I can make it perfect!

- 3 = I am getting better, but still need to work on this a bit more.
- 4 = I am not particularly good at this - yet!

Revisit this exercise several times through your period of Training - you'll want to have as many skills as possible at 1 and 2 before assessment or you apply for graduate jobs.

And, think about all the life situations you've been in – training institutes, work, leisure, and travel, social - and identify incidents and examples from them that show that you have already used the skill.

E. Authentic Way to Develop Competency-Based Learning Activities

Competency-Based learning activity is when students participate in performing tasks or activities that are meaningful and engaging. The purpose of this kind of learning is to help students acquire and apply knowledge, practice skills, and develop independent and collaborative work habits. The culminating activity or product for competency-based learning is one that lets a student demonstrate evidence of understanding through a transfer of skills.

F. **Deal with Difficult Trainees:**

a. Be Open. As soon as you start your training session, ask your trainees "what they seek to learn from the training session and why they are there".
b. One to one conversation.
c. Remove the resistance to change.
d. Handle the group dynamics.
e. The chatterbox.
f. Introverts.
g. Know-it-all.
h. Slow learners.

G. **Six (6) Strategies to Keep Your Employees Engaged During Training**

a. Use knowledge checks and assessments.
b. Integrate gamification into training.
c. Use branded training materials.
d. Incorporate hands-on learning through extended reality.
e. Take advantage of polling, breakout rooms, and q&as.
f. Send out employee surveys.

H. Follow the 1/3:2/3 Principle

Regardless of your training topic, your organization should consider implementing the 1/3:2/3 principle. This principle states that 1/3 of your training session should be presented by the facilitator and require learners to simply listen. The other 2/3 of the training should actively involve the learners in any of the following ways:

- Think-Pair-Share
- Role-playing
- Pause for reflection

This rule provides a framework for training that creates a space where learners can listen and digest information, then put their knowledge into practice.

I. Use Microlearning to Focus on One Topic

Microlearning is a methodology that allows organizations to create high-impact training in a way that recalls former learning, while still teaching something new. With microlearning, organizations can provide information to learners that has the following benefits:

- Available just-in-time
- Agile and accessible
- High impact
- Less time-consuming

For example, if your organization needs to teach learners about a recent equipment advancement, you should pinpoint the specific update and provide learning on that specific topic only. This way, you don't waste a learner's time and instead focus on the most critical information.

J. Ten(10) Tips for New Trainees

a. Be confident – your potential has been identified, your skills and efforts recognized and you can take great satisfaction and pride from having secured a Training contract. Have faith in yourself, make the most of the opportunity and be the best you can be.

b. Go into every seat with an open mind notwithstanding any preconceptions. Law in theory and law in practice are very different and until you try it you simply

never know. Even if you don't particularly enjoy a seat give it your all - ultimately you will take something positive from the experience.

c. Be enthusiastic, interested and keen to learn. Apathy doesn't tend to lead to opportunities.

d. Get to know people– your colleagues, your teams, your wider department, your clients and your firm and get involved wherever possible. Look for things that interest you beyond simply learning how to be a good technical lawyer e.g. CSR initiatives, graduate recruitment, social events and business development.
e. If you don't know ask – there is no such thing as a stupid question. The more questions you ask, the more you will know and the better a lawyer you will be. If you do know, have the confidence to share your ideas and give your opinion. You have a unique perception, more recent legal studies and a skill set and expertise (in technology for example) that more experienced lawyers you will work with may not – don't be afraid to use that.
f. Try to do the best job that you can do on every occasion. Remember 'attention to detail', having a pen and paper with you when you are receiving instructions and double checking that you have understood correctly are as important as knowing the law.
g. Remember that you can learn something from everyone – lawyers, PA's, support staff, clients and your peers. Identify what you like in others and look to emulate that in your own way. Accept that you will (occasionally) make mistakes, just make sure that you learn from them when you do.
h. Be polite, professional and punctual. Treat everyone how you yourself would like to be treated.
i. Build and invest time in your network – both internal and external – ultimately your net worth is your network and it is never too early to start.
j. Enjoy it. At times it will be 'challenging' but, ultimately, it will be worth it.

Self-Check 1.5: Lesson/session Plans, Learning Styles and Opportunities for Trainees

1. What a session plan generally covers?
   Answer

2. Write down5 (five) common structured learning activities?
   Answer

3. Write commonly used learning activities?
   Answer

4. How many types of learning styles are?
   Answer

Answer Key 1.5: Lesson/Session Plans, Learning Styles and Opportunities for Trainees

1. What a session plan generally covers?
   Answer: A Session Plan generally covers the following information:
   - time schedule
   - content
   - trainer activities
   - learner activities
   - assessment strategies
   - assessment criteria
   - resources and other materials that you need
   -
2. Write down5 (five) common structured learning activities?
   Answer: Common Structured Learning Activities include:
   - direction, guidance and mutual discussion
   - role-plays
   - demonstrations
   - practice opportunities
   - video or audio analysis
3. Write commonly used learning activities?
   Answer: The following list gives an example of some commonly used learning activities.
   - Group-based activities
   - Role plays
   - Case studies
   - Simulation
   - Audio or visual activities
   - Practice or demonstration
   - Individual assignments
   - Workplace practice
   - Brainstorming
   - Demonstrations
   -
4. How many types of learning styles are?
   Answer:
   - Visual learners
   - Auditory learners
   - Kinesthetic learners
   - Reading/writing learners

Task Sheet 1.1: Identify Diversity of Skills and Background of Participants

Working Procedure

Identifying the diversity of skills within a group or organization can be beneficial for various reasons, such as promoting collaboration, maximizing individual strengths, and fostering innovation. Here are steps you can take to identify the diversity of skills:

1. **Define the Desired Skill Set**
   - Start by determining the range of skills you are interested in identifying.
   - Consider both technical skills (e.g., programming, data analysis) and soft skills (e.g., communication, leadership).

2. **Conduct A Skills Inventory**
   - Ask individuals to provide information about their skills and expertise.
   - This can be done through surveys or self-assessment forms.
   - Include specific skill categories and allow individuals to rate their proficiency levels in each area.

3. **Analyze Job Descriptions and Qualifications**
   - Review the job descriptions and qualifications ofteam members or employees.
   - Look for specific skills and expertise required for their roles.
   - Compare these requirements to identify variations and overlaps.

4. **Encourage Self-Reporting**
   - Encourage individuals to voluntarily share their additional skills and expertise that may not be directly related to their current roles.
   - can help uncover hidden talents and diverse skill sets that may not be immediately apparent.

5. **Assess Previous Work Experience**
   - Consider individuals' past work experiences and job responsibilities.
   - Look for skills they have acquired in previous roles that may be relevant to their current work or to other projects within the organization.

6. **Evaluate Educational Background and Certifications**
   - Look into the educational backgrounds of individuals, including their degrees and certifications.
   - Different fields of study and specialized courses can indicate diverse skills and knowledge.

7. **Analyze Project Contributions**
   - Review the projects or tasks individuals have been involved in.
   - Identify the specific skills they have utilized or contributed to the successful completion of these projects.

8. **Encourage Feedback and Communication**
    - Promote an open and inclusive work environment where team members can share their skills and experiences.
    - Encourage employees to communicate their expertise to their colleagues and superiors.

9. **Use Skill-Mapping Tools**
    - There are various online tools available that can help map and visualize the skills within a team or organization.
    - These tools can provide insights into the diversity of skills and help identify gaps or areas for improvement.

10. **Document and Track Skills**
    - Create a centralized system or database to document and track the identified skills.
    - This will enable better utilization of skills within the organization and facilitate matching individuals to projects or tasks that align with their expertise.

Tools And Equipment for Identification Diversity of skills

The tools and equipment required for identifying the diversity of skills will depend on the specific context and scale of the assessment. Here are some general tools and equipment that can be helpful:

1. **Surveys or Questionnaires:** online survey platforms like Google Forms, SurveyMonkey, or Typeform
2. **Skill-Mapping Software:** SkillNet, SkillsMapper, or Skills Base.
3. Statistical software: statistical software like SPSS, R, or Excel can be useful.
4. **Communication Tools:** Tools like email, messaging apps (Slack, Microsoft Teams), or project management platforms
5. **Project Management Tools:** Tools like JIRA, Monday.com, or Basecamp can assist in organizing tasks, assigning responsibilities, and monitoring skill utilization.
6. **Data Analysis Tools:** data analysis tools like Excel, Tableau, or Power BI
7. **Collaboration Tools:** Tools like Google Drive, Dropbox, or Microsoft OneDrive
8. **Documentation and Record-Keeping Tools:** spreadSheets, databases, or dedicated HR or talent management software.
9. **Audiovisual Equipment (Optional):** cameras, microphones, and projectors
10. **Security And Privacy Tools:** encryption, secure servers, or access controls,

Task Sheet 1.2: Identify Background of participants

Working Procedure

Identifying the background of participants can be useful in various contexts, such as research studies, workshops, or team-building activities. Here are steps you can take to identify the background of participants:

1. **Determine the Relevant Background Information**
   - Consider the specific information you are interested in gathering about the participants.
   - This may include demographic data (e.g., age, gender, ethnicity), educational background, professional experience, or any other factors relevant to your purpose.
2. **Design A Participant Profile or Survey**
   - Create a participant profile form or survey that collects the desired information.
   - whether you want participants to provide this information before or during the event or activity.
3. **Obtain Informed Consent**
   - Clearly communicate the purpose of collecting background information to the participants and obtain their informed consent.
   - Assure them ofconfidentiality and explain how the information will be used.
   - Adhere to ethical guidelines and privacy regulations.
4. **Administer The Participant Profile or Survey**
   - Distribute the participant profile form or survey to the participants. This can be done in person, via email, or through an online survey tool.
   - Ensure the instructions are clear and that participants have ample time to provide the required information.
5. **Analyze The Data**
   - Once you have collected the participant profiles or survey responses, analyze the data to identify commonalities, patterns, or differences in participants' backgrounds.
   - use spreadSheets, statistical software, or qualitative analysis methods, depending on the nature of the data.
6. **Consider Intersectionality**
   - Recognize that participants may have multiple aspects to their background, such as overlapping identities, experiences, or characteristics.
   - Analyze the data in a way that accounts for intersectionality and acknowledges the complexity of participants' backgrounds.
7. **Visualize The Data**
   - Create visual representations, such as charts, graphs, or diagrams, to present the background information in a clear and understandable manner.
   - Visualizations can help identify trends, highlight diversity, and communicate findings effectively.
8. **Ensure Confidentiality And Privacy**

- Safeguard participants' personal information and adhere to privacy regulations.
- Store the data securely, and anonymize or de-identify the data if necessary, especially if you plan to share or report the findings publicly.

9. **Respect Participants' Preferences**
    - Be mindful of participants' preferences regarding sharing their background information. Some participants may prefer to disclose only specific details or maintain anonymity.
    - their choices and ensure their privacy is protected.

10. **Use The Information Appropriately**
    - Utilize the background information in a manner that aligns with the purpose for which it was collected. This could involve tailoring your activities, presentations, or research methodologies to meet the needs and interests of the participants based on their backgrounds.

Tools And Equipment For Identification Background of participants

The tools and equipment required for identifying the background of participants will depend on the specific context and scale of the assessment. Here are some general tools and equipment that can be helpful:

1. **Participant Profile Forms Or Surveys:** online survey platforms like Google Forms, SurveyMonkey, or Typeform.
2. **Statistical Software:** statistical software like SPSS, R, or Excel can be useful.
3. **Communication Tools:** Email, messaging apps (Slack, Microsoft Teams), or project management platforms (Trello, Asana)
4. **Data Management Tools:** Tools like spreadSheets (Excel, Google Sheets) or databases (Microsoft Access, MySQL)
5. **Audiovisual Equipment (Optional):** audiovisual equipment like cameras, microphones, and projectors
6. **Data Privacy And Security Tools:** encryption, secure servers, or access controls.
7. **Consent Forms:** consent forms
8. **Documentation And Record-Keeping Tools:** SpreadSheets, databases, or dedicated participant management software
9. **Ethical Guidelines And Templates:** Templates for consent forms, data management, and reporting

Task Sheet 1.3: Identify Trainees' Gap And Program Needs

Working Procedure

To identify trainees' gaps and program needs, you can follow these steps:

1. **Determine The Training Objectives**
   - Clarify the goals and objectives of the training program.
   - Identify the specific knowledge, skills, or competencies that trainees should possess upon completion.
2. **Conduct A Needs Analysis:** Perform a thorough needs analysis to identify the gaps and program requirements. This analysis involves gathering information from various sources:

   a. **Task analysis Analyze:** tasks and responsibilities trainees will perform in their roles. Identify the knowledge and skills required to execute these tasks effectively.

   b. **Job Analysis:** Examine job descriptions and requirements to understand the knowledge, skills, and competencies needed for success in the specific job roles.

   c. **Performance Evaluations:** Review trainees' performance evaluations, if available, to identify areas where they may be lacking in terms of skills or knowledge.

   d. **Interviews And Surveys:** Conduct interviews or surveys with trainees, their supervisors, and relevant stakeholders to gather insights into their perceived gaps and program needs.

   e. **Benchmarking:** Compare trainees' current knowledge and skills with industry standards or best practices to identify gaps and areas for improvement.

3. **Analyze Existing Training Materials**
   - Evaluate any existing training materials or resources that are already in place. Identify any gaps or areas that need improvement or updating.

4. **Review Feedback and Evaluations**
   - Assess feedback and evaluations from previous training programs, if applicable.
   - Look for common themes or recurring feedback that point to specific gaps or program needs.

5. **Consult with Subject Matter Experts**
   - Engage subject matter experts who have expertise in the training area.
   - Seek their input on the required knowledge and skills and their assessment of the trainees' gaps.
6. **Analyze Trainees' Performance Data**
   - If trainees are already working in their roles, analyze their performance data, such as work outputs, project outcomes, or customer feedback.

- Identify any areas where their performance falls short of expectations or where improvement is needed.

7. **Prioritize Gaps and Program Needs**
   - Based on the information collected, prioritize the identified gaps and program needs.
   - Determine which areas are critical and require immediate attention and which can be addressed over time.

8. **Develop A Training Needs Assessment Plan**
   - Create a plan for conducting a comprehensive training needs assessment.
   - Determine the methods and tools you will use to gather data, such as surveys, interviews, or observations.

9. **Collect Data Through Assessments**
   - Administer assessments, surveys, or other data collection methods to gather information about trainees' existing knowledge and skills
   - Use validated assessment tools or develop customized assessments based on the identified needs.

10. **Analyze And Interpret the Data**
    - Analyze the data collected from the assessments and other sources.
    - Look for patterns, trends, and gaps in trainees' knowledge and skills.
    - Interpret the findings to identify specific areas that need to be addressed in the training program.

11. **Identify Program Requirements**
    - Based on the identified gaps and needs, determine the specific requirements for the training program. These may include content development, instructional methods, training materials, resources, or technology needs.

12. **Develop A Comprehensive Training Plan**
    - Design a training plan that addresses the identified gaps and program needs
    - Outline the learning objectives, content, instructional methods, assessment strategies, and timelines for the training program.

13. **Implement the Training Program**
    - Execute the training program, ensuring that it aligns with the identified gaps and program needs.
    - Monitor the progress and engagement of trainees throughout the program.

14. **Evaluate the Training Program**
    - Conduct post-training evaluations to assess the effectiveness of the program in addressing the identified gaps.
    - Collect feedback from trainees, trainers, and other stakeholders to identify areas for improvement and guide future training initiatives.

Tools and Equipment Require to Identify Trainees' Gap and Program Needs

Here's a list of commonly used tools and equipment:

1. Surveys and Questionnaires: Design surveys and questionnaires
2. Skill Assessments: written tests, practical demonstrations, or online quizzes.
3. Oral/Interviews questionnaire
4. Tools Focus Groups discussion
5. Performance Evaluations sheet
6. Learning Management Systems (LMS)
7. Pre- and Post-Training Assessments
8. Learning Analytics
9. Observation and Shadowing
10. PC and Analysis Software

Task Sheet 1.4: Examine the Existing Curriculum Documents, Competency-Based Learning Materials And Resources

A. Working Procedure to examine the existing curriculum documents

To examine existing curriculum documents, you can follow these steps:

1. **Gather the Curriculum Documents**
   - Collect all the relevant curriculum documents that you want to examine. These may include syllabi, course outlines, textbooks, instructional materials, assessments, and any other resources used to guide instruction.
2. **Review the Overall Structure**
   - Begin by reviewing the overall structure of the curriculum documents.
   - Look for the organization of content, the sequence of topics, and the alignment with desired learning outcomes.
   - Pay attention to the curriculum's scope and sequence, progression of skills, and logical flow of concepts.
3. **Analyze Learning Objectives**
   - Identify and analyze the stated learning objectives or outcomes in the curriculum documents. Assess whether these objectives are clear, measurable, and aligned with the desired learning outcomes.
   - Check if they cover a comprehensive range of skills and knowledge that students should acquire.
4. **Evaluate Content Coverage**
   - Examine how well the curriculum documents cover the necessary content areas.
   - Consider whether the content is up-to-date, relevant, and aligned with current industry standards or best practices.
   - Look for any gaps or redundancies in content coverage.
5. **Assess Progression and Continuity**
   - Evaluate how the curriculum documents ensure progression and continuity of learning. Examine how concepts and skills build upon each other, and how the curriculum facilitates the smooth transition from one level to the next.
   - Identify any missing prerequisites or areas where there may be a disconnect between different levels or subjects.
6. **Check for Alignment with Pedagogical Approaches**
   - Consider the instructional strategies and pedagogical approaches recommended or implied in the curriculum documents.
   - Assess whether these approaches align with effective teaching practices, such as active learning, student-centered approaches, or inquiry-based methods.
7. **Evaluate Assessment Methods**
   - Examine the assessment methods and strategies outlined in the curriculum documents.
   - Assess whether the assessments align with the stated learning objectives and adequately measure student achievement.
   - Look for a variety of assessment types, such as formative and summative assessments, as well as opportunities for feedback and reflection.

8. **Consider Differentiation and Inclusion**
    - Analyze how the curriculum documents address the needs ofdiverse learners.
    - Look for strategies to differentiate instruction, accommodate students with special needs, and promote inclusive practices.
    - Assess if the curriculum provides opportunities for all students to succeed and progress.
9. **Seek Stakeholder Input**
    - Gather feedback and input from various stakeholders, such as teachers, administrators, subject matter experts, and students themselves.
    - Consider their perspectives on the strengths and weaknesses of the curriculum documents, as well as their suggestions for improvement.

10. **Identify Areas for Improvement**
    - Based on your analysis and stakeholder input, identify specific areas for improvement in the existing curriculum documents.
    - This could include revising learning objectives, updating content, modifying assessment methods, or incorporating new pedagogical approaches.
    - Develop a plan for implementing these changes.

B. Working Procedure to Examine the Competency-Based Learning Materials and Resources

To examine competency-based learning materials and resources, you can follow these steps:

1. **Familiarize Yourself with Competency Framework**
    - Gain a thorough understanding of the competency framework or model that serves as the foundation for the learning materials and resources.
    - Identify the core competencies, sub-competencies, and associated performance indicators.
2. **Gather the Learning Materials and Resources**
    - Collect all the relevant learning materials and resources that are designed to support competency-based learning. These may include textbooks, digital resources, instructional videos, simulations, case studies, practice exercises, and assessments.
3. **Review Alignment with Competencies**
    - Evaluate how well the learning materials align with the identified competencies.
    - Examine if the content and activities directly address the knowledge, skills, and behaviors outlined in the competency framework.
    - Look for explicit connections between the learning materials and the desired competencies.
4. **Assess Clarity and Accessibility**
    - Evaluate the clarity and accessibility of the learning materials.
    - Consider whether the instructions, explanations, and examples provided are clear and easily understandable by learners.
    - Assess if the materials are accessible to a diverse range of learners, including those

with different learning styles or needs.

5. **Analyze Learning Progression**
   - Examine how the learning materials support the progression of competencies.
   - Assess if the materials are organized in a logical sequence that allows learners to develop and build upon their skills and knowledge incrementally.
   - Look for scaffolding strategies that support learners in moving from basic to more advanced competencies.
6. **Evaluate Authenticity and Relevance**
   - Consider the authenticity and relevance of the learning materials.
   - Assess if they reflect real-world contexts and situations that learners may encounter in their desired field or industry.
   - Look for opportunities within the materials for learners to apply their competencies in authentic scenarios.
7. **Check for Engaging and Interactive Elements**
   - Assess the level of engagement and interactivity provided by the learning materials.
   - Look for elements such as interactive exercises, simulations, multimedia components, or opportunities for collaboration and discussion.
   - Consider if the materials actively involve learners in the learning process and promote active participation.
8. **Evaluate Assessment and Feedback Mechanisms**
   - Examine how the learning materials incorporate assessments and provide feedback on learners' progress.
   - Assess if the assessments are aligned with the competencies and measure learners' performance accurately.
   - Look for opportunities for formative feedback and self-assessment to support learners' growth and development.
9. **Seek Learner Feedback**
   - Gather feedback from learners who have used the competency-based learning materials. Consider their perspectives on the strengths and weaknesses of the materials, their level of engagement, and their perception of how well the materials helped them develop the desired competencies.
10. **Identify Areas for Improvement**
    - Based on your analysis and learner feedback, identify specific areas for improvement in the competency-based learning materials and resources. This could include revising or adding content, enhancing interactivity, refining assessment methods, or incorporating additional real-world examples.
    - Develop a plan for implementing these improvements.

Necessary Tools and Equipment to Examine the Existing Curriculum Documents, Competency-Based Learning Materials and Resources

Here's a list of necessary tools and equipment for this purpose:

1. **Computer or Laptop**
2. **Internet Connection**
3. **Document Management Software**
4. **Productivity Software:** Microsoft Office or Google Workspace
5. **Learning Management System (LMS)**
6. **Assessment Tools:** Online testing platforms, survey tools, or assessment software
7. **Multimedia Equipment:** videos, simulations, or interactive modules
8. **Collaboration Tools:** video conferencing software (e.g., Zoom, Microsoft Teams) and online collaboration platforms (e.g., Google Docs, Microsoft SharePoint)
9. **Feedback Collection Tools:** Onnline surveys (e.g., Google Forms, SurveyMonkey) or feedback management systems.
10. **Note-Taking and Documentation Tools:** note-taking tools or software (e.g., Evernote, Microsoft OneNote) to record observations, analysis, and recommendations during the examination process.

Task Sheet 1.5: Adapt Content and Format of CBLMS and Resources In Accordance with Trainees And Programmed Needs

To adapt the content and format of Competency-based learning materials (CBLMs) and resources in accordance with trainees' and program needs, you can follow these steps:

1. **Identify Trainees' Needs**
   - Conduct a thorough needs analysis to identify the specific learning needs, preferences, and skill gaps of the trainees. This can be done through surveys, interviews, assessments, or focus groups. Understand their backgrounds, prior knowledge, learning styles, and any specific challenges they may face.

2. **Analyze Program Goals and Objectives**
   - Review the program goals and objectives to ensure a clear understanding of the desired outcomes. Identify the core competencies and learning outcomes that the CBLMs should address.
   - Consider any specific industry or organizational requirements that need to be incorporated.

3. **Evaluate Existing CBLMs and Resources**
   - Assess the existing CBLMs and resources in light of the identified trainees' needs and program goals.
   - Determine the extent to which they align with the identified competencies and learning outcomes. Identify any gaps or areas where customization is required.

4. **Modify Content**
   - Based on the needs analysis and alignment with program goals, adapt the content of the CBLMs and resources. This may involve adding or removing content, updating information, incorporating real-world examples, or adjusting the level ofdifficulty.
   - Ensure that the content is relevant, engaging, and addresses the identified skill gaps.

5. **Customize Delivery Methods**
   - Consider the preferred learning styles and preferences of the trainees.
   - Adapt the delivery methods of the CBLMs to accommodate different learning preferences, such as incorporating multimedia elements, interactive activities, or practical simulations.
   - Utilize a variety of Instructional strategies to promote engagement and enhance learning outcomes.

6. **Consider Accessibility and Inclusivity**
   - Ensure that the adapted CBLMs and resources are accessible to all trainees, including those with disabilities or diverse learning needs.
   - Incorporate universal design principles and provide alternative formats or accommodations as required.

7. **Develop Assessments**
    - Create or modify assessments to align with the adapted CBLMs and resources.
    - Design assessments that accurately measure the achievement of learning outcomes and provide feedback to both trainees and instructors.
    - Incorporate formative assessments throughout the learning process to monitor progress and provide timely interventions.

8. **Pilot Test and Iterate**
    - Before fully implementing the adapted CBLMs and resources, conduct pilot testing with a representative group of trainees.
    - Gather feedback and evaluate the effectiveness of the adaptations. Based on the feedback received, make necessary revisions and refinements to further align with trainees' needs and program goals.

9. **Monitor and Evaluate**
    - Continuously monitor and evaluate the adapted CBLMs and resources in terms of their effectiveness and impact on trainees' learning outcomes.
    - Collect feedback from trainees, instructors, and other stakeholders.
    - Use assessment data, learner performance, and feedback to inform ongoing improvements and adjustments.

10. **Regularly Update and Refine**
    - Competency-based learning is an iterative process. Regularly review, update, and refine the adapted CBLMs and resources to ensure their relevance, effectiveness, and alignment with evolving trainees' needs and program goals.
    - Incorporate feedback, emerging industry trends, and best practices to continually enhance the learning experience.

Necessary Tools and Equipment to Adapt the Content and Format of competency-Based Learning Materials (Cblms) and **Resources**

Here's a list of necessary tools and equipment for this purpose:

1. **Computer or Laptop**
2. **Content Creation Software**: Utilize content creation software such as Microsoft Office Suite (Word, PowerPoint, Excel), Google Workspace, or Adobe Creative
3. **Learning Management System (LMS):** LMS platforms often have content authoring tools or integrations
4. **Multimedia Editing Tools**: video editing software (e.g., Adobe Premiere Pro, iMovie), graphic design tools (e.g., Adobe Photoshop, Canva), and interactive content creation tools (e.g., Articulate Storyline, Adobe Captivate).
5. **Learning Content Management System (LCMS)**
6. **Accessibility Tools** tools such as screen readers, captioning software, and color contrast checkers
7. **Survey and Assessment Tools**: Tools such as Google Forms, SurveyMonkey, or online quiz platforms
8. **Collaboration and Communication Tools**: Tools like project management software (e.g., Asana, Trello), video conferencing platforms (e.g., Zoom, Microsoft Teams), and communication tools (e.g., Slack, Microsoft Teams)
9. **Test and Evaluation Tools**: These can include learning analytics platforms, data analysis software (e.g., Excel, SPSS), and assessment management systems
10. **Mobile Devices**: smartphones, tablets

Learning Outcome 2: Deliver CBT&A Sessions	
Assessment Criter	1. Appropriate training methodology are selected. 2. **Training Approaches** that support the development of participants' knowledge, skills and attitude in CBT&A are Identified. **3.** Training is delivered in accordance with session plans using appropriate learning strategies **4.** Adult **learning principles** are applied in training delivery session 5. Continuous feedback and support are provided to enhance learner performance
Conditions and resources	1. Workplace or training environment 2. CBLM 3. Hand out 4. Laptop 5. Multimedia Projector 6. White paper, Pen, Pencil and eraser 7. Internet facility 8. White board and marker 9. Audio video deviced
Contents	1. Appropriate training methodology 2. Training Approaches a. Multi-sensory approaches and activities and resources b. Sequencing activities c. Using a variety of learning modalities d. Using a variety of learning activities including: i. Presentations ii. Simulations iii. Icebreakers iv. Hand-on- activities v. Brain storming vi. Case studies e. Encouraging learners f. own life experiences to illustrate and clarify learning g. Exploring learners' previous experiences of Training and assessment 3. Session plan and its use 4. Adult learning principles a. Autonomous and self-directed. b. Knowledge and experience to each learning activity. c. Need learning to be relevant and practical. d. Goal-oriented. e. Problem-oriented and want to apply what they've learned. f. Motivated by intrinsic and extrinsic factors. g. Pressed for time. h. Learning styles.

	5. Continuous feedback and support
Activity	1. Select appropriate training methodology are selected. 2. Identify Training Approaches that support the development of participants' knowledge, skills and attitude in CBT&A 3. Deliver training in accordance with session plans using appropriate learning strategies 4. Apply adult learning principles in training delivery session 5. Provide continuous feedback and support to enhance learner performance
Training Method	1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Method	1. Written Test) 2. Demonstration) 3. Oral questioning) 4. Portfolio)

Learning Experiences 2: Deliver CBT&A Sessions

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

Learning Activities	
1. Student will ask the instructor about conduct training of Trainers and assessors	1. Instructor will provide the learning materials "Conduct training of Trainers and assessors"
2. Read the Information sheet and Complete the Self Checks & Check answer Sheets on Diversity of skills and background of participants	2. Read Information sheet 2: Deliver CBT&A Session Answer Self-check 2: Deliver CBT&A Session Check your answer with Answer key 2: Deliver CBT&A Session
3. Read the Job/Task Sheet and Specification Sheet and perform job/Task	3. Task Sheet 2.1: Select appropriate training methodology Task Sheet 2.2: Identify Training Approaches that support the development of participants' knowledge, skills and attitude in CBT&A Task Sheet 2.3: Deliver training in accordance with session plans using appropriate learning strategies Sheet 2.4: Apply adult learning principles in training delivery session Task Sheet 2.5: Provide continuous feedback and support to enhance learner performance

Information Sheet 2: Deliver CBT&A Sessions

Learning Objective:

After reading this Information Sheet, the learner will be able to

2.1 Inerpret Appropriate training methodology
2.2 Define the method of Training approaches
2.3 Mention the different steps of session plan and its use
2.4 Interpret adult learning principles
2.5 Explaing the continuous feedback and support

.

2.1 Appropriate Training Methodology

The training methodology deals with the methods aimed to design and implement training. It must be separated from the "method" because it can be defined as a body of practices, procedures and rules used by those who work following a "discipline". The method can be defined as a means or a way of proceeding, regularly and systematically to achieve something.

Selecting appropriate training methodology makes our learners more skilled and aligned with their job and learning outcomes.

2.2 Training Approaches

A training approach refers to the overall strategy or methodology used to deliver training to individuals or groups. It outlines the principles, techniques, and activities employed to facilitate learning and development. The specific training approach chosen will depend on factors such as the nature of the subject matter, the target audience, the available resources, and the desired learning outcomes.

Here are a few common training approaches:

a. Instructor-Led Training (ILT): This approach involves a trainer or instructor leading the training sessions in a classroom or workshop setting. It typically includes lectures, demonstrations, discussions, and hands-on activities. ILT allows for direct interaction between the trainer and trainee

b. providing opportunities for immediate feedback and clarification.

c. e-Learning: e-Learning utilizes digital technologies to deliver training materials and resources through online platforms or learning management systems (LMS). This approach offers flexibility, allowing trainees to access content at their own pace and convenience. e-Learning can include multimedia elements, interactive exercises, quizzes, and assessments to engage learners.

d. Blended Learning: Blended learning combines elements ofboth traditional classroom-based training and online learning. It incorporates a mix ofin-person sessions and virtual components, providing a flexible and interactive learning experience. This approach allows for a balance between face-to-face interaction and self-paced online modules.

e. On-the-Job Training (OJT): OJT involves learning through practical work experience. Trainees acquire knowledge and skills while performing tasks under the guidance ofexperienced colleagues or mentors. This approach is particularly effective

for acquiring job-specific skills and can include shadowing, apprenticeships, or internships.

f. **Simulation-Based Training:** Simulation-based training utilizes realistic scenarios and virtual environments to replicate real-life situations. Trainees engage in simulated activities that mimic their actual job tasks or challenges. This approach allows for experiential learning, risk-free practice, and the development ofproblem-solving skills.

g. **Peer Learning:** Peer learning involves trainees learning from and with each other. It encourages collaboration, knowledge sharing, and the exchange ofideas within a group setting. Peer learning can take various forms, such as group discussions, case studies, role-playing exercises, or collaborative projects.

h. **Self-Directed Learning:** Self-directed learning puts the trainees in control of their learning process. They take responsibility for setting their goals, identifying learning resources, and managing their progress. This approach promotes autonomy, self-motivation, and lifelong learning skills. It's important to note that different training approaches can be combined or customized based on the specific training needs and preferences of the organization or individuals being trained. The choice of the training approach should align with the desired learning outcomes, the nature of the content, and the characteristics of the target audience.

A. **Here are some steps you can take to select a training approach**

- Who needs to be trained?
- What training is required/topics need to be covered?
- How long should the training last?
- How many people should take part in each training session?
- How many trainers are required per session?
- How will you get the most out of the attendees?
- Where will the training be?
- How will you structure the training?
- What training environments are required?
- How will you evaluate the attendees each day / end of the training?
- How do we continue to build people’s capacity after initial training?
- How the effectiveness will be assessed.

B. Good Training Approach

One of the most effective training methods in the workplace, **interactive training** actively involves learners in their own learning experience. This training can be taken in form of simulations, scenarios, role plays, quizzes or games.

C. Multi-sensory approaches and Activities and Resources

Multi-sensory approaches in training involve engaging multiple senses to enhance learning and retention. By incorporating various sensory experiences, such as visual, auditory, tactile, and kinesthetic elements, trainees can better absorb and understand the training content. Here are some examples ofmulti-sensory activities and resources that can be used in training:

a. **Visual Resources:** Utilize visual aids such as charts, graphs, diagrams, infographics, videos, and slideshows to present information. Visual representations can help trainees visualize concepts, processes, and relationships, making them easier to comprehend and remember.
b. **Hands-On Activities:** Incorporate hands-on activities, experiments, or demonstrations that allow trainees to directly interact with the subject matter. This tactile approach helps reinforce learning through touch, movement, and manipulation ofobjects or materials.
c. **Role-Playing and Simulations:** Engage trainees in role-playing exercises or simulations that simulate real-life scenarios. This immersive approach encourages active participation, decision-making, and problem-solving, enabling trainees to apply their knowledge and skills in a practical context.
d. **Interactive Exercises:** Include interactive exercises, games, quizzes, and puzzles to actively engage trainees. These activities provide a kinesthetic learning experience, involving physical movement, manipulation, and response, which can enhance retention and understanding.
e. **Audio and Verbal Resources:** Incorporate auditory elements such as lectures, discussions, podcasts, or audio recordings. This auditory input can reinforce learning and cater to trainees who prefer learning through listening.
f. **Real-Life Examples and Case Studies:** Use real-life examples, case studies, and success stories to illustrate concepts and principles. Trainees can connect the theoretical knowledge to practical applications, enhancing comprehension and retention.
g. **Field Trips and Site Visits:** Organize field trips or site visits to relevant locations that complement the training content. This experiential approach allows trainees to observe, analyze, and apply their learning in real-world contexts.
h. **Multimedia Presentations:** Combine various sensory elements by using multimedia presentations that include visuals, audio, and interactive components. This approach can engage multiple senses simultaneously, making the training more dynamic and stimulating.

i. **Manipulatives and Props:** Utilize physical objects, manipulatives, or props that trainees can handle and manipulate. These tangible resources can aid in understanding abstract concepts, reinforcing learning through touch and visual associations.

j. **Virtual Reality (VR) and Augmented Reality (AR):** Employ VR or AR technologies to create immersive learning experiences. Trainees can engage with simulated environments and interactive virtual objects, enhancing their understanding and practical skills.

k. When designing training programs, consider the learning preferences and needs of the trainees. By incorporating multi-sensory approaches and resources, you can create a rich and engaging learning environment that caters to diverse learning styles and maximizes the effectiveness of the training.

D. Sequencing activities

a. Sequencing training activities refers to the process of arranging and organizing the various components of a training program in a logical and effective order. The sequence of activities should promote a smooth flow of learning, build upon prior knowledge, and gradually increase in complexity. Here are some steps to consider when sequencing training activities:

b. Identify Learning Objectives: Begin by clarifying the desired learning outcomes and objectives of the training program. Clearly define what trainees should be able to know, do, or understand by the end of the training.

c. Assess Prior Knowledge: Determine the existing knowledge and skills of the trainees related to the training topic. Conduct pre-assessments or surveys to gauge their baseline understanding. This will help you tailor the sequencing of activities to meet the specific needs of the trainees.

d. Start with Foundations: Begin the training with foundational knowledge and concepts that provide a solid understanding of the subject matter. Introduce basic terminology, principles, and theories that form the building blocks for subsequent learning.

e. Progress from Simple to Complex: Gradually increase the complexity and difficulty of the activities as the training progresses. Start with simpler tasks or exercises and then move on to more advanced or challenging ones. This progressive approach allows trainees to gradually build their skills and confidence.

f. Incorporate Active Learning: Include interactive and hands-on activities throughout the training program. Mix lectures with discussions, group exercises, case studies, role-playing, or simulations. This variety keeps trainees engaged and actively involved in the learning process.

g. Provide Practice and Application Opportunities: Offer ample opportunities for trainees to practice and apply their newly acquired knowledge and skills. Include practical exercises, real-life scenarios, or simulations that simulate the tasks or situations they will encounter in their roles.

h. Allow for Reflection and Discussion: Build in time for trainees to reflect on their learning experiences and engage in discussions. Encourage them to share insights, ask questions, and discuss challenges or observations. This fosters a deeper understanding of the subject matter and promotes peer learning.

i. **Reinforce Learning:** Provide regular reinforcement activities to strengthen the trainees' retention of the material. This can include quizzes, assessments, group projects, or review sessions. These activities help consolidate the learning and identify areas that may need further clarification or practice.

j. **End with Summative Evaluation:** Conclude the training program with a summative evaluation to assess trainees' overall comprehension and mastery of the learning objectives. This could be in the form of a final assessment, a project, or a practical demonstration. Use the results to provide feedback and identify areas for improvement.

k. **Follow-Up and Support:** Offer post-training support to ensure continued learning and application of the newly acquired knowledge and skills. Provide resources, job aids, or follow-up sessions to address any remaining questions or challenges.

l. Remember to adapt the sequencing of activities based on the specific context, subject matter, and the needs of the trainees. Flexibility and ongoing evaluation will help refine and optimize the training program to maximize its effectiveness.

E. Using a Variety of Learning Modalities

a. Using a variety of learning modalities can enhance your learning experience and improve your understanding and retention of information. Here are some strategies you can employ to leverage different learning modalities:

b. **Visual Learning:** Visual learners benefit from seeing information presented through images, charts, diagrams, videos, or slides. Incorporate visual aids and visual representations of concepts to support their learning. Use infographics, illustrations, or multimedia presentations to make the content visually engaging.

c. **Auditory Learning:** Auditory learners prefer learning through listening and hearing information. Include opportunities for trainees to listen to lectures, discussions, podcasts, or audio recordings. Provide verbal explanations and encourage group discussions or debates to facilitate auditory learning.

d. **Reading/Writing Learning:** Some learners prefer to engage with written material. Offer written resources such as textbooks, handouts, manuals, or digital documents. Encourage note-taking, reflective writing, or summarizing key points to reinforce learning for these individuals.

e. **Kinesthetic Learning:** Kinesthetic learners learn best through hands-on experiences and physical movement. Incorporate activities that involve manipulation, touch, and physical interaction. Provide opportunities for role-playing, simulations, demonstrations, or interactive exercises that allow learners to actively engage with the content.

f. **Interactive Learning:** Engage trainees in interactive activities that encourage participation and collaboration. This can include group discussions, case studies, problem-solving exercises, group projects, or peer-to-peer teaching. Interactive learning modalities foster engagement, critical thinking, and application of knowledge.

g. **Experiential Learning:** Experiential learning involves creating real-world or simulated experiences where trainees actively engage and reflect on their learning. This can be achieved through field trips, job shadowing, on-the-job training, simulations, or virtual reality experiences. Experiential learning modalities promote

practical application and skill development.

h. **Multimedia Learning:** Combine different modalities to create multimedia learning experiences. Utilize a mix ofvisuals, audio, text, and interactive elements. This can include videos, interactive presentations, online modules, or gamified learning platforms. Multimedia learning engages multiple senses and enhances retention and understanding.
i. **Online Learning:** Take advantage ofdigital platforms and e-learning tools to provide online learning experiences. Offer a variety of modalities within the online environment, such as video lectures, interactive modules, discussion forums, quizzes, or virtual simulations. Online learning allows for flexibility and self-paced learning, catering to diverse learning preferences.
j. **Personalized Learning:** Recognize and accommodate individual learning styles and preferences. Provide options for trainees to choose the modalities that best suit their needs. Incorporate a mix of modalities within the training program to ensure a well-rounded learning experience.
k. By incorporating a variety of learning modalities, you can create a more inclusive and engaging training program that accommodates different learning styles and preferences. This approach increases the accessibility of the content and promotes deeper understanding and retention of the material.

F. Using a Variety of Learning activities

Integrating a variety of learning activities into training programs helps engage participants, cater to different learning preferences, and promote active participation. Here are some examples of learning activities that you can incorporate:

a. **Interactive Presentations:** Use interactive presentations that encourage participant engagement. Include interactive elements like quizzes, polls, or group activities within the presentation to keep participants actively involved and reinforce key concepts.
b. **Simulations:** Create simulated environments or virtual scenarios that replicate real-life situations participants may encounter. Simulations allow participants to apply their knowledge, make decisions, and experience the consequences in a safe learning environment.
c. **Hands-On Activities:** Incorporate hands-on activities where participants actively engage with materials or perform tasks related to the training topic. This could involve using tools or equipment, conducting experiments, or completing practical exercises. Hands-on activities enhance understanding, retention, and skill development.
d. **Case Studies:** Present real-life scenarios or case studies relevant to the training topic. Ask participants to analyze the situation, identify problems or challenges, and propose solutions or recommendations. Case studies promote critical thinking, problem-solving, and the application of knowledge.
e. **Icebreakers:** Icebreaking activities are a great way to engage participants, create a positive and inclusive learning environment, and encourage interaction and collaboration among individuals in a training session. Icebreaking activities should align with the tone and purpose of your training session and the comfort level of

your participants. Icebreakers should be inclusive, promote positive interaction, and create a relaxed and welcoming atmosphere for everyone involved.

f. **Group Discussions:** Divide participants into small groups to discuss and analyze specific topics or case studies. Encourage active participation, sharing ofideas, and critical thinking. Facilitate group discussions by providing guiding questions or prompts.
g. **Role-Playing:** Assign roles to participants and have them act out specific scenarios related to the training content. Role-playing allows participants to practice skills, simulate real-life situations, and enhance their communication and decision-making abilities.
h. **Problem-Solving Exercises:** Present participants with problem-solving exercises or challenges related to the training content. Encourage them to brainstorm solutions, analyze alternatives, and work collaboratively to find the best approach. Problem-solving exercises develop critical thinking and decision-making skills.
i. **Gamification:** Introduce game-like elements into the training program to increase engagement and motivation. This could include quizzes, competitions, badges, or rewards for achieving specific learning milestones. Gamification can enhance participation and make the learning experience more enjoyable.
j. **Reflection and Journaling:** Allocate time for participants to reflect on their learning experiences. Provide prompts or questions to guide their reflection. Participants can maintain learning journals, write summaries, or create personal action plans based on their reflections.
k. **Peer Teaching**: Assign participants the task ofteaching a specific topic or concept to their peers. This encourages active learning, reinforces understanding, and allows participants to learn from each other.
l. **Field Trips or Site Visits**: Organize visits to relevant workplaces, facilities, or locations that are connected to the training topic. This provides participants with practical exposure, real-life examples, and opportunities to observe and learn from professionals in their field.
m. **Multimedia Resources**: Incorporate a variety ofmultimedia resources such as videos, podcasts, infographics, or interactive online content. Multimedia resources appeal to different learning styles and can provide visual, auditory, and interactive learning experiences.

Remember to select learning activities that align with the training objectives, participant needs, and the specific subject matter. Incorporating a mix of activities throughout the training program keeps participants engaged, promotes active learning, and enhances the overall effectiveness of the training.

G. Encouraging Learners

Encouraging learners to use their own life experiences to illustrate and clarify learning can be a powerful strategy to enhance understanding and engagement. Here are some approaches to facilitate this process:

a. **Create a Safe and Supportive Environment:** Establish an inclusive and non-judgmental atmosphere where learners feel comfortable sharing their experiences.

Emphasize that personal stories are valuable and can contribute to the learning of others. Encourage active listening, respect, and empathy among participants.

b. **Provide Prompts and Reflection Questions:** Introduce reflection questions or prompts related to the topic being discussed. Ask learners to think about instances in their own lives where they have encountered similar situations or concepts. Examples ofprompts could include: "Can you think of a time when you faced a similar challenge?", "How have you applied this concept in your personal or professional life?", or "Can you share an experience that illustrates this concept?"
c. **Share Personal Examples:** As an instructor, share your own personal experiences related to the topic. Demonstrate vulnerability and authenticity to encourage learners to do the same. Highlight how your experiences shaped your understanding and application of the concepts being taught.
d. **Structured Group Discussions:** Organize group discussions where participants can share their experiences. Provide clear guidelines and ground rules for sharing stories, such as confidentiality and respect for diverse perspectives. Use open-ended questions to stimulate deeper discussions and encourage participants to draw connections between their experiences and the learning content.
e. **Journaling or Reflection Activities:** Assign journaling or reflection activities where learners can write about their personal experiences and relate them to the learning material. Encourage self-reflection and critical thinking in their writing. Discuss and debrief the reflections in small groups or as a whole class to foster further understanding and collaboration.
f. **Case Studies and Problem-Based Learning:** Present real-life case studies or scenarios that learners can analyze and discuss in relation to their own experiences. Encourage learners to apply their knowledge and problem-solving skills to these situations, drawing on their personal experiences for insights.
g. **Provide Follow-Up Opportunities:** Offer opportunities for learners to follow up on their experiences and share any changes or lessons learned during subsequent sessions. Provide channels for ongoing communication and collaboration, such as discussion boards or online platforms, where learners can continue sharing their experiences and insights.

By incorporating personal experiences into the learning process, learners can connect abstract concepts to real-life situations, making the material more relevant and memorable. This approach fosters deeper engagement, critical thinking and peer learning as participants draw upon their own unique perspectives and knowledge.

H. Exploring Learners' Previous Experiences of Training and Assessment

a. Incorporating learners' own life experiences into training can be a powerful way to illustrate and clarify learning concepts. Here's how you can effectively use personal experiences:
b. **Icebreaker Activities:** Begin the training by incorporating icebreaker activities that encourage participants to share relevant personal experiences related to the training topic. This helps create a supportive and inclusive environment from the start.

c. **Storytelling:** Share personal stories or anecdotes that relate to the training content. Illustrate key points or concepts using real-life examples from your own experiences. This helps learners connect emotionally with the material and makes it more relatable.
d. **Group Discussions:** Facilitate group discussions where participants can share their own experiences and perspectives related to the training topic. Encourage them to draw connections between their experiences and the concepts being discussed. This promotes active engagement and allows participants to learn from each other.
e. **Case Studies:** Integrate case studies that reflect real-life situations or scenarios. Encourage participants to analyze and discuss the cases using their own experiences as a reference. This helps participants see the practical application of the training content in real-world contexts.
f. **Reflection Activities:** Allocate time for individual reflection activities where participants can think about how the training content relates to their own experiences. Prompt them to identify similarities or differences between their experiences and the concepts being learned. This deepens their understanding and encourages critical thinking.
g. **Peer Sharing:** Create opportunities for participants to share their personal experiences with each other during the training sessions. This can be done through small group discussions, partner activities, or presentations. Hearing diverse perspectives and experiences enriches the learning process and broadens participants' understanding.
h. **Q&A Sessions:** Encourage participants to ask questions or seek clarification by relating their questions to their own experiences. This allows you to address their specific concerns and provide contextually relevant examples to enhance understanding.
i. **Application Exercises:** Design exercises or activities where participants can apply the training content to their own life situations. This could involve problem-solving scenarios or role-playing activities. By working through real-life situations, participants can see how the concepts can be practically applied.
j. **Follow-Up Discussions:** After the training, facilitate follow-up discussions or feedback sessions where participants can share how they have applied the learning to their own lives or work situations. This reinforces the connection between the training and their personal experiences.
k. By incorporating participants' own life experiences into the training, you make the content more relevant, relatable, and memorable. It helps participants see the practical implications ofwhat they are learning and allows for a deeper and more meaningful understanding of the training material.

2.3 Session Plan and its Use

A session plan is a detailed outline or blueprint that guides the structure, content, and flow of a learning or training session. It serves as a roadmap for the instructor or facilitator,

ensuring that the session is organized, focused, and achieves its intended objectives. Here's an overview of how to create and use a session plan effectively:

a. **Identify Session Objectives:** Clearly define the desired outcomes and learning objectives for the session. Consider the knowledge, skills, or attitudes you want participants to gain or develop by the end of the session.
b. **Determine Session Duration and Format:** Determine the length of the session, considering the content and activities to be covered. Decide on the session format, such as a lecture, interactive workshop, group discussion, or a combination ofvarious methods.
c. **Structure the Session:** Divide the session into sections, typically including an introduction, main content, and conclusion. Allocate appropriate time for each section based on its importance and complexity.
d. **Plan Content and Activities:** Outline the main content or topics to be covered during the session. Identify the key points, concepts, or skills that need to be addressed. Select suitable instructional methods and learning activities to engage participants and achieve the session objectives. These can include presentations, discussions, group exercises, case studies, demonstrations, or multimedia materials.
e. **Determine Timing and Transitions:** Allocate time for each activity or segment within the session, ensuring a balanced distribution of time. Consider transitions between activities, allowing for breaks, instructions, and transitions to keep the session flow smooth.
f. **Prepare Materials and Resources:** List and gather any necessary materials, handouts, visual aids, or technological resources needed for the session. Ensure that all materials are prepared and organized in advance.
g. **Consider Participant Engagement:** Incorporate interactive elements throughout the session to promote participant engagement and active learning. Include opportunities for discussions, small group activities, individual reflections, or hands-on exercises.
h. **Assessments and Evaluation:** Determine how you will assess participant learning during or at the end of the session. Plan formative assessments, such as quizzes, group presentations, or individual reflections, to gauge understanding and provide feedback. Consider evaluation methods to assess the effectiveness of the session and gather participant feedback for future improvements.
i. **Flexibility and Adaptability:** Keep in mind that session plans should be flexible to accommodate unforeseen circumstances, participant needs, or dynamic discussions. Be prepared to adjust the timing, activities, or content as needed during the session.
j. **Facilitate and Follow the Session Plan:** During the session, follow the plan and guide participants through the activities and content. Keep track of time and adjust as necessary to maintain a good pace. Continuously engage participants, encourage participation, and create a supportive learning environment.
k. **Benefits ofusing Session Plan**

   Using a session plan provides several benefits, including:
l. **Organization and Structure:** A session plan ensures that the session is well-structured, allowing for a smooth flow of content and activities.

m. **Alignment with Objectives:** It helps align the session with the intended learning outcomes and ensures that the content and activities are focused on achieving those objectives.
n. **Time Management:** A session plan helps manage time effectively, allowing for appropriate allocation of time to different activities and sections.
o. **Participant Engagement:** It ensures that the session includes a variety ofinteractive and engaging activities to keep participants involved and interested.
p. **Evaluation and Improvement:** A session plan provides a basis for evaluating the session's effectiveness and allows for reflection and improvement in future iterations.

2.4 Adult learning principles

Adult learning principles, also known as andragogy, are a set ofguidelines and assumptions that recognize the unique characteristics and needs of adult learners. These principles can inform instructional design and facilitation strategies to create effective learning experiences for adults. Here are some key principles of adult learning:

a. **Self-directed and Autonomous Learning:** Adults are motivated to learn when they have control and ownership over their learning process. Provide opportunities for learners to set their goals, make decisions, and take responsibility for their learning. Offer choices and flexibility in learning activities and resources.
b. **Relevance and Practicality:** Adults need to see the immediate relevance and applicability ofwhat they are learning. Connect learning content to real-life situations, challenges, and experiences. Relate the learning material to the learners' goals, interests, and professional contexts.
c. **Prior Experience and Knowledge:** Adults bring their existing knowledge, skills, and experiences to the learning process. Acknowledge and build upon their prior knowledge, creating connections and scaffolding new information. Encourage learners to reflect on their experiences and share their insights with others.
d. **Problem-centered and Application-oriented:** Adults prefer learning that addresses real-world problems and challenges. Focus on practical applications and provide opportunities for problem-solving and critical thinking. Connect theoretical concepts to their practical implementation and encourage learners to apply new knowledge in relevant contexts.
e. **Collaborative and Peer Learning:** Adults learn through interaction and collaboration with others. Create opportunities for group discussions, cooperative learning, and peer feedback. Foster a supportive and respectful learning community where participants can share their perspectives, learn from each other, and collaborate on projects.

f. **Immediate Feedback and Reflection:** Adults benefit from timely and constructive feedback on their learning progress. Provide opportunities for self-assessment, reflection, and feedback from instructors, peers, or mentors. Encourage learners to reflect on their learning experiences, identify strengths and areas for improvement, and set goals for further development.
g. **Respect for Individual Differences:** Recognize and respect the diverse learning styles, preferences, and backgrounds of adult learners. Offer a variety of Instructional methods, resources, and activities to accommodate different learning styles and promote inclusivity. Provide opportunities for individualized learning paths and personalized support.
h. **Lifelong Learning and Professional Development:** Adults are motivated to learn when they see the value ofcontinuous learning for personal growth and career advancement. Emphasize the long-term benefits of learning and foster a culture oflifelong learning. Provide opportunities for professional development, skill enhancement, and career-related learning.

By applying these principles in instructional design and facilitation, educators and trainers can create meaningful and engaging learning experiences that cater to the unique characteristics and needs of adult learners, promoting effective knowledge acquisition and skill development.

2.5 Continuous Feedback and Support

Continuous feedback and support in training are essential elements for enhancing learning and ensuring the success of participants. They provide ongoing guidance, reinforcement, and opportunities for improvement throughout the training process. Here are some strategies to incorporate continuous feedback and support in training:

a. **Establish a Supportive Learning Environment:** Create a safe and inclusive environment where participants feel comfortable asking questions and seeking help. Foster a culture ofopen communication, respect, and collaboration among participants and trainers.
b. **Provide Regular and Constructive Feedback:** Offer timely feedback to participants on their progress, performance, and areas for improvement. Focus on specific actions, behaviors, or skills, and provide suggestions for enhancement. Use a constructive and encouraging tone to motivate and support learners.
c. **Individualized Coaching and Mentoring:** Assign trainers or mentors to work closely with participants on an individual basis. Provide personalized guidance, support, and coaching to address specific learning needs and challenges. Set up regular check-ins or one-on-one sessions to discuss progress, answer questions, and provide additional resources.
d. **Peer Feedback and Collaboration:** Encourage participants to provide feedback and support to each other. Incorporate peer review activities, group discussions, and collaborative projects where participants can learn from and support one another. Foster a culture ofconstructive feedback and peer learning.
e. **Ongoing Assessments and Formative Evaluations:** Include regular assessments and formative evaluations throughout the training program. Use quizzes, assignments, or practical exercises to gauge understanding and provide feedback. Use assessment results to identify areas of improvement and adapt the training accordingly.
f. **Provide Resources and Additional Learning Opportunities:** Offer a variety ofsupplementary resources, such as readings, case studies, or online materials, to support participants' learning journey.
g. Provide access to online platforms, discussion forums, or communities where participants can further explore topics, ask questions, and interact with trainers and peers.
h. **Encourage Self-reflection and Self-assessment:** Promote self-reflection as a tool for participants to evaluate their progress, identify strengths and weaknesses, and set goals. Encourage participants to assess their own learning and seek opportunities for self-improvement. Provide self-assessment tools or reflection prompts to facilitate this process.
i. **Continuous Support after Training:** Offer post-training support to help participants apply their learning in real-life situations. Provide follow-up resources, job aids, or mentorship opportunities to ensure ongoing support and reinforcement. Consider post-training evaluations or surveys to gather feedback and identify areas for improvement in future training programs.

Self-Check Sheet 2: Deliver CBT&A Sessions

1. What is meant by appropriate training methodology?
   Answer:

2. Explain training approaches
   Answer:

3. What are the steps you can take to select a training approach?
   Answer:

4. Define good training approach
   Answer:
5. Explaing multi-sensory approaches and activities and resources
   Answer:

6. Explain sequencing activities ?
   Answer:

7. What is meant by using a variety of learning modalities?
   Answer:

8. Explain using a variety of learning activities
   Answer:

9. What is meant by encouraging learners
   Answer:

10. Difine exploring learners' previous experiences of Training and assessment
    Answer:

11. Explaing session plan and its use
    Answer:

12. Mention the benefits ofusing session plan
    Answer:

13. Define adult learning principles
    Answer:

14. What is continuous feedback and support
    Answer:

Answer Key 2: Deliver CBT&A Sessions

1. **What is meant by appropriate training methodology?**
   Answer: The training methodology deals with the methods aimed to design and implement training. It must be separated from the "method" because it can be defined as a body of practices, procedures and rules used by those who work following a "discipline". The method can be defined as a means or a way of proceeding, regularly and systematically to achieve something.

2. **Explain training approaches**
   Answer: A training approach refers to the overall strategy or methodology used to deliver training to individuals or groups. It outlines the principles, techniques, and activities employed to facilitate learning and development. The specific training approach chosen will depend on factors such as the nature of the subject matter, the target audience, the available resources, and the desired learning outcomes.
   Here are a few common training approaches
   - Instructor-Led Training (ILT):
   - e-Learning:
   - Blended Learning:
   - On-the-Job Training (OJT):
   - Simulation-Based Training:
   - Peer Learning:
   - Self-Directed Learning:
3. **What are the steps you can take to select a training approach?**
   Answer:
   - Who needs to be trained?
   - What training is required/topics need to be covered?
   - How long should the training last?
   - How many people should take part in each training session?
   - How many trainers are required per session?
   - How will you get the most out of the attendees?
   - Where will the training be?
   - How will you structure the training?
   - What training environments are required?
   - How will you evaluate the attendees each day / end of the training?
   - How do we continue to build people's capacity after initial training?
   - How the effectiveness will be assessed.
4. Define **good training approach**
   Answer: One of the most effective training methods in the workplace, **interactive training** actively involves learners in their own learning experience. This training can be taken in form of simulations, scenarios, role plays, quizzes or games.

5. **Explaing multi-sensory approaches and activities and resources**
   Answer: Multi-sensory approaches in training involve engaging multiple senses to enhance

learning and retention. By incorporating various sensory experiences, such as visual, auditory, tactile, and kinesthetic elements, trainees can better absorb and understand the training content.

Here are some examples of multi-sensory activities and resources that can be used in training:

- Visual Resources:
- Hands-On Activities:
- Role-Playing and Simulations:
- Interactive Exercises:
- Audio and Verbal Resources:
- Real-Life Examples and Case Studies:
- Field Trips and Site Visits:
- Multimedia Presentations:
- Manipulatives and Props:
- Virtual Reality (VR) and Augmented Reality (AR):

6. **Explain sequencing activities ?**

Answer: Sequencing training activities refers to the process of arranging and organizing the various components of a training program in a logical and effective order. The sequence of activities should promote a smooth flow of learning, build upon prior knowledge, and gradually increase in complexity. Here are some steps to consider when sequencing training activities:

- Identify Learning Objectives:
- Assess Prior Knowledge:
- Start with Foundations:
- Progress from Simple to Complex:
- Incorporate Active Learning:
- Provide Practice and Application Opportunities:
- Allow for Reflection and Discussion:
- Reinforce Learning:
- End with Summative Evaluation:
- Follow-Up and Support:

7. **What is meant by using a variety of learning modalities?**

Answer: Using a variety of learning modalities can enhance your learning experience and improve your understanding and retention of information. Here are some strategies you can employ to leverage different learning modalities:

- Visual Learning:
- Auditory Learning:
- Reading/Writing Learning:
- Kinesthetic Learning:
- Interactive Learning:
- Experiential Learning:
- Multimedia Learning:
- Online Learning:
- Personalized Learning:

8. **Explain using a variety of learning activities**

Answer: Integrating a variety of learning activities into training programs helps engage participants, cater to different learning preferences, and promote active participation. Here are some examples of learning activities that you can incorporate:

- Interactive Presentations:
- Simulations:
- Hands-On Activities:
- Case Studies:
- Icebreakers:
- Group Discussions:
- Role-Playing:
- Problem-Solving Exercises:
- Gamification:
- Reflection and Journaling:
- Peer Teaching:
- Field Trips or Site Visits:
- Multimedia Resources:

9. **What is meant by encouraging learners**

Answer: Encouraging learners to use their own life experiences to illustrate and clarify learning can be a powerful strategy to enhance understanding and engagement. Here are some approaches to facilitate this process:

- Create a Safe and Supportive Environment:
- Provide Prompts and Reflection Questions:
- Share Personal Examples:
- Structured Group Discussions:
- Journaling or Reflection Activities:
- Case Studies and Problem-Based Learning:
- Provide Follow-Up Opportunities:

10. **Difine exploring learners' previous experiences of Training and assessment**

Answer: Incorporating learners' own life experiences into training can be a powerful way to illustrate and clarify learning concepts. Here's how you can effectively use personal experiences:

- Icebreaker Activities:
- Storytelling:
- Group Discussions:
- Case Studies:
- Reflection Activities:
- Peer Sharing:
- Q&A Sessions:
- Application Exercises:
- Follow-Up Discussions:

11. **Explaing session plan and its use**

Answer: A session plan is a detailed outline or blueprint that guides the structure, content, and flow of a learning or training session. It serves as a roadmap for the instructor or

facilitator, ensuring that the session is organized, focused, and achieves its intended objectives. Here's an overview of how to create and use a session plan effectively:

- Identify Session Objectives:
- Determine Session Duration and Format:
- Structure the Session:
- Plan Content and Activities:
- Determine Timing and Transitions
- Prepare Materials and Resources:
- Consider Participant Engagement:
- Assessments and Evaluation:
- Flexibility and Adaptability:
- Facilitate and Follow the Session Plan:

12. **Mention the benefits of using session plan**

Answer:

- Organization and Structure:
- Alignment with Objectives:
- Time Management:
- Participant Engagement:
- Evaluation and Improvement:

13. **Define adult learning principles**

Answer: Adult learning principles, also known as andragogy, are a set of guidelines and assumptions that recognize the unique characteristics and needs of adult learners. These principles can inform instructional design and facilitation strategies to create effective learning experiences for adults. Here are some key principles of adult learning:

- Self-directed and Autonomous Learning:
- Relevance and Practicality:
- Prior Experience and Knowledge:
- Problem-centered and Application-oriented:
- Collaborative and Peer Learning:
- Immediate Feedback and Reflection:
- Respect for Individual Differences:
- Lifelong Learning and Professional Development:

14. **What is continuous feedback and support**

Answer: Continuous feedback and support in training are essential elements for enhancing learning and ensuring the success of participants. They provide ongoing guidance, reinforcement, and opportunities for improvement throughout the training process. Here are some strategies to incorporate continuous feedback and support in training:

- Establish a Supportive Learning Environment:
- Provide Regular and Constructive Feedback:
- Individualized Coaching and Mentoring:
- Peer Feedback and Collaboration:

- Ongoing Assessments and Formative Evaluations:
- Provide Resources and Additional Learning Opportunities:
- Encourage Self-reflection and Self-assessment:
- Continuous Support after Training:

Task Sheet 2.1: Select Appropriate Training Methodology

Working Procedure

Selecting an appropriate training methodology involves considering various factors such as the learning objectives, the characteristics of the target audience, the training content, available resources, and the desired outcomes. Here are the steps to follow when selecting a training methodology:

1. **Define Learning Objectives**
   - Clearly identify the specific learning objectives you want to achieve through the training.
   - Determine what knowledge, skills, or behaviors you want the participants to acquire or improve upon.

2. **Assess Target Audience**
   - Understand the characteristics of the target audience, including their existing knowledge and skills, learning preferences, experience level, and any specific needs or challenges they may have.
   - Consider their learning styles, language proficiency, and cultural background.

3. **Identify Training Content**
   - Analyze the content that needs to be covered in the training.
   - Determine the complexity, depth, and breadth of the subject matter.
   - Identify any practical or hands-on components required for effective learning.

4. **Consider Available Resources**
   - Assess the resources available to support the training, such as budget, time constraints, technology infrastructure, and facilities.
   - Consider the availability of subject matter experts, trainers, and instructional designers.

5. **Evaluate Training Methodologies**
   - Research and evaluate different training methodologies based on their suitability for the learning objectives, target audience, content, and available resources. Common training methodologies include:

   a. **Instructor-led Training (ILT):** Traditional classroom-style training led by an instructor or facilitator, where participants learn through lectures, discussions, and demonstrations.

   b. **eLearning or Online Learning**: Utilizing digital platforms and technology to deliver training content asynchronously or synchronously. This includes self-paced online courses, virtual classrooms, webinars, and multimedia modules.

c. **Blended Learning**: Combining different training methods, such as a mix of instructor-led sessions and online learning modules, to provide a more comprehensive and flexible learning experience.

d. **On-the-Job Training (OJT):** Hands-on training where participants learn by performing tasks in real-life work situations, often guided by experienced colleagues or mentors.

e. **Simulation or Gamification**: Using interactive simulations or game-based approaches to engage participants and create an immersive learning experience.

f. **Case Studies or Problem-based Learning**: Presenting real or hypothetical scenarios and challenging participants to analyze and solve problems, promoting critical thinking and practical application of knowledge.

6. **Match Methodology to Learning Objectives and Audience**
   - Consider the strengths and limitations of each methodology and determine which aligns best with the learning objectives, target audience characteristics, and available resources.
   - Select a methodology that maximizes engagement, knowledge retention, and skill development.

7. **Plan Implementation and Logistics**
   - Develop a detailed plan for implementing the selected training methodology. This includes outlining the training schedule, sequencing the learning activities, preparing necessary materials or technology, and coordinating any trainers or facilitators involved.

8. **Pilot Test and Evaluate**
   - Before full implementation, conduct a pilot test of the training methodology with a representative group of participants.
   - Collect feedback, assess its effectiveness in achieving the learning objectives, and make any necessary adjustments or refinements.

9. **Continuous Improvement**
   - Regularly evaluate the training methodology's effectiveness and make ongoing improvements based on participant feedback, post-training assessments, and the evolving needs of the target audience.

Apart from the above steps the following questions answer will help you to select training methodology

- What training is required/topics need to be covered?
- How long should the training last?
- How many people should take part in each training session?
- How many trainers are required per session?

- How will you get the most out of the attendees?
- Where will the training be?
- How will you structure the training?
- What training environments are required?
- How will you evaluate the attendees each day / end of the training?
- How do we continue to build people's capacity after initial training?
- How the effectiveness will be assessed.

Task Sheet 2.2: Identify Training Approaches that Support the Development of participants' Knowledge, Skills and Attitude in CBT&A

Working Procedure:

To identify training approaches that support the development of participants' knowledge, skills, and attitude in competency-based training and assessment (CBT&A), you can follow these steps:

1. **Understand the Competencies**
   - Gain a clear understanding of the specific competencies that need to be developed in the participants.
   - Review the competency framework or model and identify the knowledge, skills, and attitudes required for each competency.
2. **Analyze Learning Needs**
   - Conduct a thorough analysis of the participants' learning needs. This can include reviewing job descriptions, conducting skill assessments, and gathering feedback from supervisors or subject matter experts.
   - Identify the specific areas where participants require knowledge, skill, or attitude development.
3. **Consider Learning Styles**
   - Take into account the diverse learning styles and preferences of the participants. Some individuals may learn better through visual materials, while others may prefer hands-on activities or group discussions.
   - Adapt the training approaches to accommodate different learning styles and promote engagement.
4. **Select a Blended Learning Approach**
   - Consider utilizing a blended learning approach that combines multiple training methods to provide a comprehensive learning experience. This may include a mix of instructor-led training, e-learning modules, on-the-job training, simulations, case studies, or role-plays.
   - Blend different approaches to maximize participant engagement and knowledge retention.
5. **Incorporate Experiential Learning**
   - Integrate experiential learning techniques into the training. This involves providing opportunities for participants to actively engage in tasks, practice skills, and reflect on their experiences. This can be done through simulations, practical exercises, real-world scenarios, or hands-on activities.
6. **Encourage Active Participation**
   - Design training approaches that encourage active participation and interaction among participants. This can include group discussions, collaborative projects, problem-solving exercises, and peer learning.
   - Actively involving participants in the learning process promotes engagement and facilitates the development of skills and attitudes.
7. **Provide Real-World Relevance**

- Ensure that the training approaches have real-world relevance and are connected to the participants' work contexts.
- Use examples, case studies, or scenarios that participants can relate to and apply in their day-to-day work. This helps participants see the practical value of the knowledge, skills, and attitudes being developed.

8. **Incorporate Assessment and Feedback**
    - Integrate assessment methods and feedback mechanisms into the training approaches. This allows participants to receive ongoing feedback on their progress and areas for improvement. Assessments can include quizzes, practical demonstrations, role-plays, or self-assessments.
    - Constructive feedback helps participants gauge their development and motivates further growth.
9. **Continuous Learning and Support**
    - Foster a culture of continuous learning and support beyond the initial training program.
    - Provide resources, job aids, or follow-up sessions that participants can access to further enhance their knowledge, skills, and attitudes.
    - Encourage ongoing self-reflection and self-directed learning.
10. **Monitor and Evaluate**
    - Continuously monitor and evaluate the effectiveness of the selected training approaches.
    - Collect feedback from participants, assess their performance, and measure the impact on their development.
    - Use this feedback to refine and improve the training approaches as needed.

Task Sheet 2.3: Deliver Training in Accordance with Session Plans Using Appropriate Learning Strategies

Working Procedure:

To deliver training in accordance with session plans using appropriate learning strategies, you can follow these steps:

1. **Understand the Session Plans**
   - Familiarize yourself with the session plans, including the learning objectives, content to be covered, activities, and assessments outlined in each session.
   - Ensure a clear understanding of the intended outcomes and the flow of the training program.
2. **Prepare Training Materials**
   - Gather and prepare all the necessary training materials, such as presentations, handouts, multimedia resources, and any props or equipment needed for activities or demonstrations. Ensure that the materials are organized and readily accessible during the training.
3. **Create a Positive Learning Environment**
   - Set up the training environment to create a positive and engaging learning atmosphere.
   - Arrange the seating, ensure proper lighting and ventilation, and display any visual aids or training materials appropriately.
   - Make participants feel welcome and comfortable.
4. **Engage Participants from the Start**
   - Begin the training session with an engaging icebreaker or introduction activity to set a positive tone and create a sense of involvement.
   - This can include GLOSS (Greetings, Linkage, Outcome of the session, Structure of the session, Stimulate the trainees), a brief discussion, a group activity, or a reflective exercise that connects to the session's objectives.
5. **Use Active Learning Strategies**
   - Incorporate active learning strategies to promote participant engagement and interaction throughout the training session.
   - This can include group discussions, case studies, problem-solving activities, role-plays, simulations, hands-on exercises, or multimedia presentations with opportunities for participant participation.
6. **Provide Clear Explanations, Discussion and Demonstrations**
   - Clearly explain the concepts, processes, or skills being taught.
   - simple and concise language, provide examples, and relate the content to participants' experiences when possible.
   - demonstrations or visual aids to enhance understanding and clarify complex topics.
7. **Encourage Questions and Discussion**
   - Create a safe and open environment that encourages participants to ask questions, share their perspectives, and engage in discussions.
   - Actively listen to participant inputs, respond thoughtfully, and facilitate meaningful exchanges among participants.

8. **Foster Collaboration and Peer Learning**
    - Promote collaboration and peer learning by facilitating group activities, team projects, or cooperative exercises.
    - Encourage participants to share their knowledge and experiences, learn from one another, and provide support and feedback to their peers.
9. **Provide Opportunities for Practice and Application**
    - Allocate sufficient time for participants to practice the skills or apply the knowledge they have acquired.
    - Provide guided exercises, case studies, or hands-on activities that allow participants to reinforce their learning and receive feedback.
    - Follow the four steps of demonstration, which includes;
        - Do by yourself alone
        - Do with explanation
        - Engage trainees to perform job under your guidance
        - Go off and allow the trainees to practice by themselves
10. **Assess Learning and Provide Feedback**
    - Incorporate formative assessments and feedback mechanisms to gauge participants' understanding and progress.
    - Use quizzes, group discussions, role-plays, or practical demonstrations to assess learning. Provide constructive feedback to participants to guide their development and address any areas for improvement.
11. **Summarize and Review Key Points**
    - Recap the main concepts, key takeaways, and learning outcomes at the end of each session. Summarize the session's content, provide a review of important points, and connect the session to the overall training objectives.
12. **Evaluate and Reflect on the Training Session**
    - After each training session, evaluate the effectiveness of the delivery and learning strategies used.
    - Reflect on participant engagement, comprehension, and feedback received.
    - Use this feedback to refine and improve future sessions.

Tools And Equipment to Deliver Training in Accordance with Session Plans Using Appropriate Learning Strategies

Here's a list of commonly used tools and equipment:

1. **Presentation Software:** Tools such as Microsoft PowerPoint or Google Slides
2. **Whiteboard or Flipchart:** A whiteboard or flipchart can be used for live illustrations, diagrams,
3. **Projector and Screen**
4. **Audio Equipment:** Use audio equipment, such as a microphone and speakers
5. **Training Materials:** This may include handouts, workSheets, case studies, or training manuals
6. **Simulation or Training Tools:** These can include virtual reality (VR) headsets, specialized software, simulators, or equipment
7. **Collaboration and Communication Tools:** Examples include online collaboration platforms (e.g., Microsoft Teams, Slack), video conferencing software (e.g., Zoom, Webex), or virtual classroom tools.
8. **Response Systems:** Response systems, also known as audience response systems or clickers, allow participants to respond to polls, quizzes, or questions in real-time.
9. **Internet Access**: Reliable internet access is essential if you plan to use online resources, access cloud-based tools, or facilitate virtual interactions.
10. **Training Management Systems:**
11. **Time Management Tools:** Utilize time management tools, such as timers or alarms, to ensure that activities and discussions stay on schedule.
12. **Evaluation and Feedback Tools**: such as paper-based or online surveys, assessment software, or feedback forms.

Remember, the specific tools and equipment required may vary depending on the training context, content, and delivery methods. Adapt the tools based on the needs of the session plans and the learning strategies you plan to employ.

Sheet 2.4: Apply Adult Learning Principles in Training Delivery Session

Working Procedure

To apply adult learning principles in training delivery sessions, you can follow these steps:

1. **Understand Adult Learning Principles**
   - Familiarize yourself with the principles of adult learning.
   - Some key principles include relevance, self-directed learning, active participation, prior experience, and immediate applicability of knowledge.
   - Understand how these principles shape the design and delivery of effective training for adult learners.
2. **Create a Positive Learning Environment**
   - Establish a positive and inclusive learning environment that encourages open communication, respect, and active participation.
   - Foster a safe space where adult learners feel comfortable sharing their thoughts, asking questions, and engaging in discussions.
3. **Incorporate Learners' Prior Experience**
   - Recognize and value the prior knowledge and experience that adult learners bring to the training.
   - Allow participants to share their experiences and perspectives related to the training topic.
   - Relate new concepts to their existing knowledge base to facilitate learning and engagement.
4. **Connect Learning to Real-Life Relevance**
   - Emphasize the practical application and real-life relevance of the training content. Clearly communicate how the concepts and skills being taught relate to participants' work or personal lives.
   - Use examples and case studies that resonate with their experiences.
5. **Facilitate Self-Directed Learning**
   - Encourage adult learners to take ownership of their learning journey.
   - Provide opportunities for self-reflection, goal setting, and self-assessment.
   - Support learners in setting their own learning objectives and creating action plans for applying new knowledge and skills.
6. **Promote Active Learning and Engagement**
   - Incorporate interactive learning activities that encourage active participation and engagement.
   - Use techniques such as group discussions, role-plays, problem-solving exercises, and hands-on activities.
   - Encourage participants to share their ideas, ask questions, and collaborate with their peers.
7. **Provide Context and Meaning**
   - Contextualize the training content by explaining why it is important and how it fits

into the bigger picture.

- Help participants understand the relevance and implications of the information being presented.
- Relate abstract concepts to concrete examples and real-world scenarios.

8. **Use Varied Instructional Strategies**
    - Employ a variety of Instructional strategies to cater to different learning preferences and styles.
    - Combine presentations, multimedia, small group activities, individual exercises, and experiential learning opportunities.
    - This allows participants to engage with the content in different ways and enhances their understanding and retention.
9. **Encourage Reflection and Application**
    - Build in time for reflection and application of learning throughout the training session.
    - Provide opportunities for participants to reflect on their own experiences, discuss insights, and apply new knowledge and skills to practical scenarios or case studies.
    - Support them in connecting learning to their day-to-day challenges.
10. **Provide Feedback and Support**
    - Offer timely and constructive feedback to participants to guide their learning and development.
    - Provide opportunities for participants to receive feedback from peers, trainers, or mentors.
    - Offer additional resources or support to address specific learning needs or challenges.
11. **Foster Collaborative Learning**
    - Encourage collaborative learning among participants by facilitating group discussions, group projects, or peer learning activities.
    - Promote a culture of knowledge sharing, where participants can learn from each other's experiences and perspectives.
12. **Evaluate and Reflect**
    - Continuously evaluate the effectiveness of the training delivery in relation to adult learning principles.
    - Collect feedback from participants, assess their learning outcomes, and reflect on the strengths and areas for improvement.
    - Use this feedback to refine and enhance future training sessions.

Task Sheet 2.5: Provide Continuous Feedback and Support to Enhance Learner Performance

Working Procedure:

To provide continuous feedback and support to enhance learner performance, you can follow these steps:

1. **Establish Clear Performance Expectations**
   - Clearly communicate performance expectations to learners at the beginning of the learning process.
   - Ensure that they understand the learning objectives, goals, and standards they are expected to meet.
2. **Set Up a Feedback Schedule**
   - Establish a schedule for providing regular feedback throughout the learning journey.
   - Determine the frequency and timing of feedback sessions based on the duration and intensity of the learning program.
   - Consistency in providing feedback is crucial for continuous improvement.
3. **Use a Variety of feedback Methods**
   - Employ a range of feedback methods to provide a comprehensive view of learner performance.
   - This can include written feedback on assignments, assessments, or progress reports, verbal feedback during discussions or one-on-one meetings, peer feedback, and self-assessment opportunities.
4. **Provide Timely Feedback**
   - Offer feedback in a timely manner to ensure its relevance and impact.
   - Provide feedback as soon as possible after a learning activity or assessment to help learners understand their strengths and areas for improvement while the experience is still fresh in their minds.
5. **Be Specific and Constructive**
   - Provide specific feedback that highlights learners' strengths and provides actionable suggestions for improvement.
   - Focus on specific behaviors, skills, or knowledge areas.
   - Avoid general statements and offer guidance that is constructive and supportive to foster a positive learning environment.
6. **Encourage Self-Reflection**
   - Encourage learners to reflect on their own performance and progress.
   - Provide prompts or reflective questions that help them assess their strengths, weaknesses, and areas for growth.
   - Encourage them to identify strategies for improvement and self-directed learning.
7. **Offer Additional Resources and Support**
   - Identify any additional resources or support that learners may need to enhance their performance.

- This can include recommending relevant reading materials, providing access to online resources or communities, suggesting additional practice exercises or simulations, or connecting learners with mentors or subject matter experts.

8. **Foster Peer Collaboration and Feedback**
    - Create opportunities for learners to collaborate with their peers and provide feedback to one another.
    - Encourage group discussions, team projects, or peer review activities.
    - Peer feedback promotes a supportive learning community and allows learners to learn from each other's experiences and perspectives.
9. **Monitor Progress and Adjust Support**
    - Continuously monitor learner progress and performance.
    - Track their achievements, assess their learning outcomes, and adjust your feedback and support accordingly.
    - Identify areas where additional guidance or resources may be needed and provide targeted assistance as learners progress through the learning journey.
10. **Celebrate Achievements**
    - Recognize and celebrate learner achievements and milestones.
    - Acknowledge their progress, successful completion of tasks, or demonstration of improved skills.
    - Celebrating achievements reinforces a sense of accomplishment and motivates learners to continue their efforts.
11. **Offer Continuous Communication Channels**
    - Establish channels for ongoing communication and support, such as email, discussion forums, or virtual office hours.
    - Encourage learners to reach out with questions, concerns, or requests for clarification.
    - Respond promptly and provide guidance as needed.
12. **Review and Reflect**
    - Regularly review the effectiveness of your feedback and support strategies.
    - Reflect on the impact of your interventions and make adjustments based on learner feedback and evolving needs.
    - Continuously improve your approach to ensure that it aligns with the unique requirements and preferences of the learners.

Learning Outcome 3: Manage Adult Learners	
Assessment Criter	1. Fruitful relationships are established with learners using appropriate interpersonal skills 2. Learners' current level of knowledge and skills are acknowledged and used during the training delivery 3. Learner independent strength are encouraged by recognizing self-directed learning. 4. Guidance and mentoring support are provided as required 5. Follow up progress of the trainees are ensured with patience.
Conditions and resources	1. Workplace or training environment 2. CBLM 3. Hand out 4. Laptop 5. Multimedia Projector 6. White paper, Pen, Pencil and eraser 7. Internet facility 8. White board and marker 9. Audio video deviced
Contents	1. Establish fruitful relationships with learners 2. Interpersonal skills a. Interpersonal communication b. Interpersonal skills ▪ Active listening ▪ Teamwork ▪ Responsibility ▪ Dependability ▪ Leadership ▪ Conflict handling ▪ Motivation ▪ Flexibility ▪ Patience ▪ Empathy c. Importance of interpersonal skills d. Improve interpersonal skills 3. Learners' current level of knowledge and skills a. Learner needs b. Identify learner needs c. Eliciting and validating learner needs ▪ Analyze the outline ▪ Free write ▪ Develop group vision ▪ Survey ▪ Identify lessons learned ▪ Publicly record and synthesize d. Aligning learner needs with instructor goals e. Concluding thoughts

	4. Learner independent strength 5. Self-directed learning a. Self-Directed Learning: A Four-Step Process ▪ Assess readiness to learn ▪ Set learning goals ▪ Engage in the learning process ▪ Evaluate learning b. Responsibilities in the four-step process 6. Guidance and mentoring support a. Mentoring b. Mentor c. Mentoring process d. Become a mentor e. Role of a Mentor 7. Follow up progress of the trainees a. Important to evaluate training b. Implement follow-up training ▪ Social Learning ▪ Release Regular Information ▪ Invite trainees To Develop New Training ▪ Integrate e-Learning with On-the-Job Training
Activity/Task/Job	1. Establis fruitful relationships with learners using appropriate interpersonal skills 2. Acknowledge and use learners' current level of knowledge and skills used during the training delivery 3. Encourage learner independent strength by recognizing self-directed learning. 4. Provide guidance and mentoring support to the trainees as required
Training Method	1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Method	1. Written Test) 2. Demonstration) 3. Oral questioning) 4. Portfolio)

Learning Experiences 3: Manage Adult Learners

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

Learning Activities	Recourses/Special Instructions
1. Student will ask the instructor about conduct training of Trainers and assessors	1. Instructor will provide the learning materials "conduct training of Trainers and assessors"
2. Read the Information sheet and Complete the Self Checks & Check answer Sheets on Establish fruitful relationships with learners	2. Read Information Sheet 3.1: Establish fruitful relationships with learners Answer Self-check 3.1: Establish fruitful relationships with learners Check your answer with Answer key 3.1: Establish fruitful relationships with learners
3. Read the Information sheet and Complete the Self Checks & Check answer Sheets on trainees' gap and programme needs	3. Read the Information Sheet 3-2: Acknowledging learners' current level of knowledge and skills Answer Self-check 3-2: Acknowledging learners' current level of knowledge and skills Check your answer with Answer key 3-2: Acknowledging learners' current level of knowledge and skills
4. Read the Information sheet and Complete the Self Checks & Check answer Sheets on Curriculum documents, course accreditation documents, CBLM and other resources	4. Read Information sheet 1:3: Examin Curriculum documents, course accreditation documents, CBLM and other resources Answer Self-check 1.3: Examin Curriculum documents, course accreditation documents, CBLM and other resources Check your answer with Answer key 1.3: Examin Curriculum documents, course accreditation documents, CBLM and other resources
5. Read the Information sheet and Complete the Self Checks & Check answer Sheets on Recognize self-directed learning	5. Read Information sheet 3-3: Recognize self-directed learning Answer Self-check 3-3: Recognize self-directed learning Check your answer with Answer key 3-3: Recognize self-directed learning
6. Read the Information sheet and Complete the Self Checks & Check answer	6. Read Information sheet 3-4: Provide guiding and mentoring support

Sheets on Provide guiding and mentoring support	Answer Self-check 3-4: Provide guiding and mentoring support Check your answer with Answer key 3-4: Provide guiding and mentoring support
7. Read the Information Sheet and Complete the Self Checks & Check answer Sheets on follow up progress of the trainees	7. Read Information Sheet 3-5: Follow up progress of the trainees Answer Self-check 3-5: Follow up progress of the trainees Check your answer with Answer key 3-5: Follow up progress of the trainees
8. Read the Job/Task Sheet and Specification Sheet and perform job/Task	8. Task Sheet 3.1: Establis fruitful relationships with learners using appropriate interpersonal skills Task Sheet 3.2: Acknowledge and use learners' current level of knowledge and skills used during the training delivery Task Sheet 3.3: Encourage learner independent strength by recognizing self-directed learning Task Sheet 3.4: Provide guidance and mentoring support to the trainees as required.

Information Sheet 3.1: Establish Fruitful Relationships with Learners

Learning Objective:

After reading this Information Sheet, the learner will be able to Establish fruitful relationships with learners

1. **Fruitful Relationships with Learners**

A fruitful relationship with learners refers to a positive and productive connection between an educator and their students, characterized by mutual respect, engagement, trust, and effective communication. It goes beyond the traditional teacher-student dynamic and seeks to create an environment where both parties can thrive and achieve their goals.

In a fruitful relationship with learners, the educator establishes a supportive and inclusive learning environment that encourages active participation and collaboration. They strive to understand each student's individual needs, learning styles, and interests, and tailor their teaching methods and materials accordingly. They promote a growth mindset, celebrating both successes and challenges as opportunities for learning and personal development.

2. **Methodes of establishing Fruitful Relationships with Learners**

To establish fruitful relationships with learners, whether as a teacher, mentor, or guide, it's important to create an environment that promotes trust, engagement, and open communication. Here are some strategies you can employ:

a. **Create A Positive And Inclusive Learning Environment:** Foster a safe and welcoming space where learners feel comfortable expressing their thoughts, ideas, and concerns. Encourage respect, empathy, and collaboration among learners and model these behaviors yourself.

b. **Get To Know Your Learners:** Take the time to understand your learners' backgrounds, interests, learning styles, and goals. This knowledge will help you tailor your approach and materials to their needs, making the learning experience more relevant and engaging for them.

c. **Be approachable and accessible:** Be open and available to your learners. Encourage them to seek your guidance and support whenever needed. Respond promptly to their questions, concerns, and feedback, either in person or through online platforms.

d. **Set Clear Expectations And Goals:** Clearly communicate your expectations regarding behavior, participation, and academic performance. Collaborate with learners to set individualized goals that are challenging yet achievable. Regularly revisit these goals and provide constructive feedback on their progress.

e. **Personalize The Learning Experience:** Adapt your teaching methods and materials to accommodate different learning styles, preferences, and abilities. Incorporate a variety of Instructional strategies, such as visual aids, hands-on activities, group discussions, and technology-enhanced learning.

f. **Encourage Active Participation:** Encourage active learning by involving learners in discussions, debates, problem-solving activities, and group projects. Provide opportunities for them to apply their knowledge, share their ideas, and learn from their peers.

g. **Provide Constructive Feedback:** Offer specific and constructive feedback that focuses on both strengths and areas for improvement. Recognize learners' efforts and achievements, and help them understand how they can further enhance their skills and knowledge.

h. **Foster A Growth Mindset:** Encourage a growth mindset in your learners by emphasizing the importance ofeffort, resilience, and learning from mistakes. Promote a belief that intelligence and abilities can be developed through practice and dedication.

i. **Celebrate Diversity And Cultural Differences:** Acknowledge and appreciate the diversity within your learning community. Incorporate diverse perspectives, cultural references, and examples into your teaching materials to make the learning experience more inclusive and relatable.

j. **Continuously Improve Your Own Teaching Practices:** Stay updated with the latest educational research, methodologies, and technologies. Reflect on your teaching practices and seek feedback from your learners to identify areas for improvement. Adapt and refine your teaching methods based on the feedback received.

Remember, building fruitful relationships with learners is an ongoing process. By investing time and effort into creating a supportive and engaging learning environment, you can foster a sense of belonging and motivation among your learners, leading to more productive and rewarding educational experiences.

3. Interpersonal Skills

A. Interpersonal Communication

Interpersonal communication is the process of face-to-face exchange of thoughts, ideas, feelings and emotions between two or more people. This includes both verbal and non-verbal elements of personal interaction.

Interpersonal skills refer to the abilities and behaviors that enable effective

communication, collaboration, and interaction with others. These skills are crucial for building and maintaining positive relationships, both personally and professionally.

Some examples of interpersonal skills include:

a. **Active Listening:** Practice active listening by focusing on the speaker, maintaining eye contact, and avoiding distractions. Show genuine interest by nodding, asking questions, and summarizing what the speaker has said.
b. **Teamwork** is the collaborative effort of a group of individuals working together towards a common goal or objective. It involves individuals pooling their skills, knowledge, and resources to achieve a desired outcome through effective communication, cooperation, and coordination.
c. **Responsibility** refers to the duty or obligation to fulfill tasks, duties, or roles in a reliable and accountable manner. It involves taking ownership of one's actions, decisions, and commitments, and being aware of the impact they have on oneself and others. Responsible individuals demonstrate reliability, trustworthiness, and the willingness to meet obligations and fulfill expectations. They take proactive steps to ensure tasks are completed on time and to the best of their abilities, and they are willing to be held accountable for their actions and their consequences.
d. **Dependability** refers to the quality of being reliable, trustworthy, and consistent in one's actions, behavior, and performance. A dependable person can be relied upon to fulfill their commitments, meet deadlines, and consistently deliver high-quality work. They are consistent in their actions and can be trusted to follow through on their promises and responsibilities
e. **Leadership** is the ability to guide, inspire, and influence others towards a shared vision or goal. It involves taking initiative, making decisions, and directing the efforts of a team or group of individuals in order to achieve desired outcomes. Leadership encompasses various skills and qualities such as effective communication, problem-solving, decision-making, empathy, and the ability to motivate and empower others.
f. **Conflict handling** refers to the process of managing and resolving conflicts that arise between individuals or groups. Conflicts can occur due to differences in opinions, interests, values, or goals, and effective conflict handling involves addressing these differences in a constructive and respectful manner.
g. **Motivation** refers to the internal drive, desire, or enthusiasm that fuels and directs our behavior towards achieving specific goals or satisfying certain needs. It is what initiates, guides, and sustains our actions and efforts.
h. **Flexibility** refers to the ability to adapt, adjust, and respond effectively to changing circumstances, situations, or demands. It involves being open-minded, willing to consider different perspectives, and capable of embracing new ideas or approaches.
i. **Communication:** The ability to express ideas, thoughts, and feelings clearly and effectively. It involves active listening, clarity in verbal and written communication, and adapting communication style to different audiences.

j. **Listening:** Actively paying attention to others, understanding their perspectives, and demonstrating empathy. Good listening skills involve giving full attention, asking clarifying questions, and providing feedback.
k. **Patience** refers to the ability to remain calm, composed, and tolerant in the face of delay, challenges, or difficult situations. It involves accepting and understanding that certain things take time, and being able to wait without becoming frustrated or anxious.
l. **Empathy:** Understanding and sharing the feelings, thoughts, and experiences of others. It involves putting yourself in someone else's shoes, showing understanding, and responding compassionately.
m. **Emotional Intelligence:** Being aware of and managing one's emotions, as well as recognizing and understanding the emotions of others. Emotional intelligence includes self-awareness, self-regulation, empathy, and social skills.
n. **Collaboration:** Working effectively with others toward a common goal. Collaboration skills include teamwork, conflict resolution, negotiation, and compromise.
o. **Adaptability:** Being flexible and open to change. Adaptability involves adjusting to new situations, embracing different perspectives, and being willing to learn and grow.
p. **Respect and Professionalism:** Treating others with dignity, respect, and professionalism. It involves maintaining appropriate boundaries, valuing diversity, and demonstrating ethical behavior.
q. **Problem-Solving:** Identifying issues, evaluating options, and finding solutions. Problem-solving skills include critical thinking, creativity, and analytical abilities.

Developing and improving interpersonal skills can enhance personal relationships, teamwork, and career success. It requires self-awareness, practice, and a willingness to continuously learn and grow in how we interact with others. In a work environment, strong interpersonal skills are an asset that can help you navigate complexity, change and day-to-day tasks.

A. Importance of Interpersonal Skills

Interpersonal skills play a vital role in various aspects of life, both personal and professional. Here are some key reasons why interpersonal skills are important:

Effective Communication: Interpersonal skills enable effective communication, allowing individuals to express their thoughts, ideas, and feelings clearly and listen attentively to others. Good communication fosters understanding, reduces misunderstandings, and builds stronger relationships.

a. **Building Relationships**: Strong interpersonal skills help in building positive and meaningful relationships with others. They facilitate rapport, trust, and mutual respect, leading to healthier personal connections and successful professional collaborations.

b. **Collaboration and Teamwork:** Interpersonal skills are essential for working collaboratively in teams. They promote effective cooperation, coordination, and synergy among team members, enhancing productivity and achieving common goals.

c. **Conflict Resolution:** Interpersonal skills help in resolving conflicts and disagreements in a constructive manner. By employing active listening, empathy, and effective communication, individuals can find mutually agreeable solutions and maintain harmonious relationships.

d. **Leadership and Influence:** Strong interpersonal skills are vital for effective leadership. Leaders with excellent interpersonal skills can inspire, motivate, and influence others, fostering a positive work environment and achieving organizational objectives.

e. **Customer Service:** In customer-facing roles, interpersonal skills are crucial for providing excellent customer service. The ability to listen actively, empathize with customer needs, and communicate effectively contributes to customer satisfaction and loyalty.

f. **Career Advancement:** Interpersonal skills are highly valued by employers. They contribute to career advancement opportunities as they enhance teamwork, leadership potential, and the ability to work effectively with diverse groups ofpeople.

g. **Networking and Professional Relationships:** Building a professional network and establishing strong professional relationships require solid interpersonal skills. Effective networking helps individuals access new opportunities, gather support, and expand their professional horizons.

h. **Emotional Intelligence:** Interpersonal skills are closely linked to emotional intelligence, which involves understanding and managing one's own emotions and those of others. Emotional intelligence enables individuals to navigate social situations, handle stress, and cultivate empathy and resilience.

i. **Personal Satisfaction and Well-being:** Developing strong interpersonal skills enhances personal satisfaction and overall well-being. Positive relationships, effective communication, and the ability to connect with others contribute to happiness, fulfillment, and a sense of belonging.

Overall, interpersonal skills are fundamental for successful interactions, building relationships, and thriving in various personal and professional contexts. They contribute to personal growth, career success, and overall happiness and well-being.

B. Improve Interpersonal Skills

Improving interpersonal skills is important for building strong relationships, effective communication, and collaboration with others. Here are some tips to help you improve your interpersonal skills:

a. **Active Listening:** Practice active listening by focusing on the speaker, maintaining eye contact, and avoiding distractions. Show genuine interest by nodding, asking questions, and summarizing what the speaker has said.

b. **Effective Communication:** Enhance your communication skills by being clear, concise, and using appropriate body language. Pay attention to your tone of voice, and choose your words carefully to convey your message effectively.

c. **Empathy:** Develop empathy by putting yourself in others' shoes and trying to understand their perspectives and emotions. Show genuine concern and validate their feelings, which helps in building trust and rapport.

d. **Conflict Resolution:** Learn effective conflict resolution techniques, such as active listening, seeking common ground, and finding win-win solutions. Practice remaining calm and respectful during conflicts to promote understanding and find resolutions.

e. **Emotional Intelligence:** Enhance your emotional intelligence by being aware of your emotions and understanding how they impact your interactions with others. Develop self-control and empathy to effectively manage emotions in social situations.

f. **Collaboration and Teamwork:** Foster collaboration and teamwork by being a supportive and reliable team member. Value diverse opinions, contribute ideas, and encourage others to participate. Practice effective delegation and compromise when working together.

g. **Flexibility and Adaptability:** Cultivate flexibility and adaptability in your interactions. Be open to new ideas, be willing to compromise, and adjust your approach based on the needs and preferences of others.

h. **Respect and Professionalism:** Treat others with respect and professionalism, regardless of their background or position. Show appreciation for their contributions and maintain appropriate boundaries in your interactions.

i. **Feedback and Self-Reflection:** Seek feedback from others and reflect on your own behavior and communication style. Be open to constructive criticism and strive for continuous improvement.

j. **Practice Empathetic Communication:** Practice empathetic communication by acknowledging and understanding the feelings and needs of others. Use "I" statements to express your thoughts and feelings without blaming or criticizing others.

Remember, improving interpersonal skills takes time and practice. By consciously working on these skills, you can build stronger relationships and enhance your communication with others.

Self-check 3.1: Establish Fruitful Relationships with Learners

1. What strategies can instructors employ to develop a personal connection with adult learners?
   Answer:

2. How does a strong working relationship with their instructor impact adult learners' engagement and learning experience?
   Answer:

3. What is interpersonal skills?
   Answer:

Answer Key 3-1: Establish Fruitful Relationships with Learners

1. What strategies can instructors employ to develop a personal connection with adult learners?
   Answer: Instructors can employ several strategies to develop a personal connection with adult learners. These include:

   - Addressing questions about assignments: Responding to learners' inquiries and providing clarification on assignments or course content.
   - Offering feedback on performance: Providing constructive feedback on learners' work and progress, highlighting strengths and areas for improvement.
   - Recognizing learner contributions: Acknowledging and appreciating learners' contributions, whether in class discussions, group activities, or individual projects.
   - Challenging learners to do more: Encouraging learners to push their boundaries and explore new ideas or approaches.
   - Discussing available resources: Sharing information on resources that can help meet learners' developmental needs, such as additional readings, online materials, or academic support services.
   - Offering strategies for goal completion: Providing guidance and strategies to help learners effectively work towards and achieve their goals.

   By employing these strategies, instructors can foster personal connections that enhance engagement, trust, and motivation among adult learners.

2. How does a strong working relationship with their instructor impact adult learners' engagement and learning experience?
   Answer: A strong working relationship with their instructor positively impacts adult learners' engagement and learning experience. When adult learners have developed a strong working relationship, they are more likely to actively engage in the class, express their ideas and opinions, and be open to receiving new information. They are also more inclined to consider and incorporate feedback provided by the instructor. Additionally, a strong working relationship encourages adult learners to evaluate their existing knowledge and experiences critically. These positive interactions and relationships create an environment conducive to

learning, fostering a sense of connection, motivation, and active participation in the learning process.

3. What is interpersonal skills?
   Answer: Interpersonal skills are behaviors and particular qualities i.e. traits you rely on when communicating and building relationships with others. Often called “people skills,” they tend to incorporate both your innate or inborn personality traits and how

you've learned to handle personal interaction in social situations. Effective interpersonal skills can help you during the job interview process and can have a positive impact on your career advancement.

Some examples of interpersonal skills include:

- Communication
- Listening
- Empathy
- Emotional Intelligence
- Collaboration
- Adaptability
- Conflict Resolution
- Leadership
- Respect and Professionalism
- Problem-Solving

Information Sheet 3-2: Acknowledging Learners' Current Level of Knowledge and Skills

Learning Objective: After reading this Information Sheet, the learner will be able to acknowledge learners' current level of knowledge and skills.

1. Learners' Current Level of knowledge and Skills.

The learners' current level of knowledge and skills refers to the existing understanding, competencies, and abilities they possess in a particular subject or area of study. It reflects their current proficiency, expertise, and familiarity with the topic at hand.

When assessing learners' current level of knowledge and skills, educators or instructors typically consider factors such as:

a. **Prior Learning:** This refers to the knowledge and skills that learners have acquired through previous educational experiences, training, or personal exploration. It forms the foundation upon which further learning can be built.
b. **Proficiency Levels:** Educators may evaluate learners' proficiency in specific skills or concepts related to the subject matter. This could involve assessing their ability to apply theoretical knowledge in practical scenarios or measuring their skill levels through assessments, tests, or demonstrations.
c. **Understanding of foundational Concepts:** It is important to gauge learners' grasp of the fundamental concepts, principles, and theories that underpin the subject. This includes assessing their ability to explain, apply, or analyze these concepts in different contexts.
d. **Skill Development:** In areas where practical skills are required, educators may assess learners' ability to perform specific tasks or utilize certain techniques. This assessment could involve observing their performance, evaluating their problem-solving abilities, or analyzing their project outcomes.

A. Learner Needs

The needs of a learner represent the gap between what the learner wants to get out of the **learning** experience and his or her current state of knowledge, skill, and enthusiasm. When facilitators establish a new learning environment, it is important that they assess preparedness of participants in all four domains.

B. Identifying Learner Needs

Each learner is unique, and brings to the **learning** situation his or her own different learning style, knowledge set, pool of past experiences, and **motivation**. In learner-centered instruction, it is important for instructors to consider the level of knowledge and skill development attained by the learners prior to instruction (Dick, Carey, & Carey, 2004). The best way to get this information is by asking the learners themselves. To determine the readiness of participants for learning, the instructor/facilitator should decide, prior to the first class or workshop, how to collect and use data on learner needs. The **process** of

collecting and playing back these data can raise the level of participant excitement about the learning experience. The instructor can use this knowledge throughout the rest of the educational **process** to customize instructional strategies to enable learners to reach shared educational objectives

C. Eliciting And Validating Learner Needs

There is no single best way to gather information about learner needs. In many situations, instructors can anticipate learner needs based on their prior knowledge about learners who have completed similar instructional sessions. The techniques described below can uncover valuable supplemental information on learner needs in a minimal amount of time. Some of these techniques are more effective than others at shaping learners' expectations toward the instruction.

a. Analyze The Outline—As instructors review the course outline, they can ask participants to consider the general skills and content knowledge they will need to successfully achieve the outcomes of the course. Instructors can also invite participants to ask questions about the course and to express any concerns about prerequisite skills.

b. Free Write—Instructors may ask participants to write about a topic that will provide **insight** into their attitudes, expectations, and **motivation** for the course. Instructors may validate learners' needs with short handwritten notes on their papers. These comments may also be aggregated and presented to the class to encourage participants to appreciate the range of responses and the diverse viewpoints present in the class. This activity provides an opening for the instructor to comment on what goals are likely to be met or not met during the instructional period.

c. Develop Group Vision—Instructors can probe learner needs by having participants individually list their positive and negative experiences in prior courses. Teams of participants then refine these lists, synthesizing similar items. The facilitator generates a list of the team results on the board and responds to the list by indicating what from the positive list he or she can accept as suggestions and what from the negative list he or she will avoid. This provides a good opportunity to point out how the course syllabus speaks to these needs.

d. Survey—It can be useful to construct a survey to explore participants' learning preferences such as learning style, their prior experience, and their motivation to learn the subject matter. It is useful to conduct surveys before or at the beginning of workshops in which the learners might be at very different skill or experience levels.

e. Identify Lessons Learned—Participants often enjoy reading and responding to tips collected from former participants about what content was most challenging and

what learning strategies were most effective. This can also be helpful in addressing social and affective domain issues that might otherwise impede learning.

f. Publicly Record And Synthesize—This technique can be applied in situations in which groups or individuals share goals and expectations. As instructors or facilitators compile responses, they have an opportunity to rephrase and classify learner needs into broad categories. During this process the instructor/facilitator can help participants reflect on what might be required for them to meet their stated goals.

g. Pre-assess—At any time during a course or workshop, the instructor or facilitator may conduct a pre-assessment at the beginning of a new learning segment to determine whether the participants are ready cognitively, socially, affectively, or physically. This assessment can be done in class or as homework, and can be completed individually or in teams.

D. Aligning Learner Needs with Instructor Goals

Instructors' language and facilitation skills are important in merging their own goals for instruction with learner needs. Ideally, instructors want to meet their goals and to satisfy the learning needs of the participants. To help connect their own goals and expectations for participants with those of the participants themselves, instructors may choose to publish their instructional goals in the course syllabus or workshop agenda and analyze it using the technique described above. By discussing results from learner needs analysis and comparing those findings with the rationale for course design, facilitators ensure that they accurately inventory learner needs and that they give timely feedback to participants.

E. Concluding Thoughts

Identifying and acknowledging learner needs is a powerful facilitation skill that can ally instructors and participants at the start of any learning journey. The insights gained can be used to customize instructional strategies that enable learners to reach and exceed personal as well as curricular objectives. While it is easier to elicit and reconcile cognitive and psychomotor learner needs, outstanding facilitation also weaves social and affective needs into instruction. Achieving early consensus on a small set of skills most relevant to a course or workshop provides a powerful framework for connecting course content, learner needs, and constructive interventions.

2. Learner Independent Strength

Learner independent strength refers to a characteristic or quality of an educational or training system that focuses on empowering learners to become self-directed and autonomous in their learning process. It emphasizes the development of skills and abilities that enable individuals to take control of their own learning, regardless of external factors or constraints.

The concept of learner independent strength recognizes that each individual has unique learning preferences, motivations, and goals. It aims to provide learners with the necessary tools, strategies, and resources to become self-regulated learners who can manage their learning effectively.

Key aspects of learner independent strength may include:

- **Self-Awareness:** Learners understand their own learning styles, strengths, and weaknesses. They are aware of their interests, goals, and motivations, which guide their learning choices.

- **Learning Strategies:** Learners develop a range of effective learning strategies, such as goal setting, time management, note-taking, critical thinking, and problem-solving. These strategies help them organize and process information efficiently.

- **Metacognition:** Learners cultivate metacognitive skills, which involve reflecting on their learning process, monitoring their understanding, and making adjustments as needed. They become aware of their own thinking and develop strategies to regulate and evaluate their learning.

- **Resource Utilization:** Learners learn to identify and access various resources, including books, online materials, mentors, and peer networks. They know how to leverage these resources to support their learning and expand their knowledge.

- **Self-Motivation:** Learners develop intrinsic motivation, becoming self-driven to learn and explore new topics. They set meaningful goals, engage in challenging tasks, and persist in the face of obstacles.

- **Lifelong Learning:** Learner independent strength promotes the idea that learning is a lifelong journey. It encourages individuals to cultivate a growth mindset, embrace continuous learning, and adapt to new challenges and opportunities throughout their lives.

Overall, learner independent strength aims to foster independent and self-directed learners who can take ownership of their learning, adapt to different contexts, and continue to grow and develop their knowledge and skills independently.

Self-Check Sheet 3-2: Acknowledging Learners' Current Level of knowledge And Skills

1. What is the learner needs?
   Answer:

2. Why is it important to identify learner needs?
   Answer:

3. Write the techniques that will help you to uncover valuable supplemental information on learner needs.
   Answer:

4. What is the learner's independent strength?
   Answer:

Answer Key 3-2: Acknowledging Learners' Current Level Of knowledge And Skills

1. What is the learner needs?

   Answer: The needs of a learner represent the gap between what the learner wants to get out of the learning experience and his or her current state of knowledge, skill, and enthusiasm. When facilitators establish a new learning environment, it is important that they assess preparedness of participants in all four domains.

2. Why is it important to identify learner needs?

   Answer: It is important for instructors to consider the level of knowledge and skill development attained by the learners prior to instruction because each learner is unique, and brings to the learning situation his or her own different learning style, knowledge set, pool of past experiences, and motivation.

3. Write the techniques that will help you to uncover valuable supplemental information on learner needs.

   Answer: The techniques described below can uncover valuable supplemental information on learner needs in a minimal amount of time.

   - Analyze the outline
   - Free write
   - Develop group vision
   - Survey
   - Identify lessons learned
   - Publicly record and synthesize
   - Pre-assess

4. What is the learner's independent strength?

   Answer: The concept of learner independent strength recognizes that each individual has unique learning preferences, motivations, and goals. It aims to provide learners with the necessary tools, strategies, and resources to become self-regulated learners who can manage their learning effectively.

   Key aspects of learner independent strength may include:

   - Self-awareness
   - Learning strategies
   - Metacognition
   - Resource utilization
   - Self-motivation
   - Lifelong learning

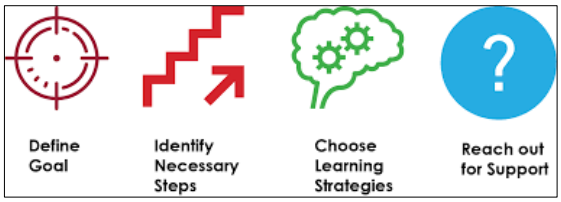
Information Sheet 3-3: Recognize Self-directed Learning

Learning Objective:
After reading this Information Sheet, the learner will be able to encourage learner independent strength by recognizing self-directed learning.

Introduction: Self-Directed Learning (SDL) is an instructional strategy where the students, with guidance from the teacher, decide what and how they will learn. It can be done individually or with group learning, but the overall concept is that students take ownership of their learning.

There are quite a few components involved in self-directed learning. The first component is management and monitoring. With guidance from the teacher, students define the learning goals they wish to accomplish as well as negotiate a time frame for completion. Once they are established, students identify their strengths and weakness as well as any obstacle to achieving their goals. The teacher takes on a supporting and advising role while students manage their own learning process and monitor their own progress.

A. Self-Directed Learning: A Four-Step Process



Learning independently can be challenging, even for the brightest and most motivated students. Key components of four key stages to independent learning, known as self-directed learning are: being ready to learn, setting learning goals, engaging in the learning process, and evaluating learning.

Step 1: Assess Readiness to Learn

Students need various skills and attitudes towards learning for successful independent study. This step involves students conducting a self-evaluation of their current situation, study habits, family situation, and support network both at institution and at home and also involves evaluating past experiences with independent learning.

Step 2: Set Learning Goals

Communication of learning goals between a student and the advising instructor is critical. There is a set of questions for students to consider as they map out their learning goals. Also it is critical in developing a clear understanding of learning goals between students and instructors. Defining clear learning goals the students develop learning contracts. Learning contracts generally include:

- Goals for the unit of study
- Structure and sequence of activities
- Timeline for completion of activities
- Details about resource materials for each goal
- Details about grading procedures
- Feedback and evaluation as each goal is completed
- Meeting plan with the advising instructor
- Agreement of unit policies, such as a policy on late assignments

Once created, contracts should be assessed by the advising faculty member and questions about feasibility should be raised (e.g., what could go wrong? Is there too much or too little work? Is the timeline and evaluation reasonable?).

Step 3: Engage in the Learning Process

Students need to understand themselves as learners in order to understand their needs as self-directed learning students — referring students to resource on learning preferences may be helpful. Students should also consider answering the following questions:

- What are my needs re- instructional methods?
- Who was my favorite teacher? Why?
- What did they do that was different from other teachers? Students should reflect on these questions throughout their program and substitute "teacher" with "advising instructor"

Students also need to understand their approach to studying:

- A **deep approach** to studying involves transformation and is ideal for self-directed learning. This approach is about understanding ideas for you, applying knowledge to new situations and using novel examples to explain a concept, and learning more than is required for unit completion.
- A **surface approach** involves reproduction: coping with unit requirements, learning only what is required to complete a unit in good standing, and tending to regurgitate examples and explanations used in readings.
- A **strategic approach** involves organization: achieving the highest possible grades, learning what is required to pass exams, memorizing facts, and spending time practicing from past exams.

Earlier academic work may have encouraged a surface or strategic approach to studying. These approaches will not be sufficient (or even appropriate) for successful independent study. Independent study requires a deep approach to studying, in which students must understand ideas and be able to apply knowledge to new situations. Students need to generate their own connections and be their own motivators.

Step 4: Evaluate Learning

For students to be successful in self-directed learning, they must be able to engage in self-reflection and self-evaluation of their learning goals and progress in a unit of study. To support this self-evaluation process, they should:

- regularly consult with the advising instructor,
- seek feedback, and
- engage in reflection of their achievements, which involves asking:
  - How do I know I've learned?
  - Am I flexible in adapting and applying knowledge?
  - Do I have confidence in explaining material?
  - When do I know I've learned enough?
  - When is it time for self-reflection and when is it time for consultation with the advising faculty member?

B. Responsibilities in the Four-Step Process

Successful independent study requires certain responsibilities or roles of both students and advising faculty members. The following is a brief list of the more important roles. It is useful for both students and advising faculty members to periodically review this list and communicate as to whether each feels the other is fulfilling their share of the responsibility.

Students' roles

- Self-assess your readiness to learn
- Define your learning goals and develop a learning contract
- Monitor your learning process
- Take initiative for all stages of the learning process — be self-motivated
- Re-evaluate and alter goals as required during your unit of study
- Consult with your advising instructor as required

Advising instructors' roles

- Build a co-operative learning environment
- Help to motivate and direct the students' learning experience
- Facilitate students' initiatives for learning
- Be available for consultations as appropriate during the learning process
- Serve as an advisor rather than a formal instructor

Self-check Sheet 3-3: Recognize Self-directed Learning

1. What is Self-Directed Learning (SDL)?
   Answer:

2. What are Key components of four-Step Process for Self-Directed Learning?
   Answer:

3. What is meant by readiness to learn?
   Answer:

4. What are the responsibilities of students' in the four-step process?
   Answer:

5. What are the responsibilities of advising instructors' in the four-step process?
   Answer:

Answer Key 3-3: Recognize Self-directed Learning

1. What is Self-Directed Learning (SDL)?
   Answer: Self-Directed Learning (SDL) is an instructional strategy where the students, with guidance from the teacher, decide what and how they will learn. It can be done individually or with group learning, but the overall concept is that students take ownership of their learning. Once they are established, students identify their strengths and weakness as well as any obstacle to achieving their goals. The teacher takes on a supporting and advising role while students manage their own learning process and monitor their own progress.

2. What are Key components of four-Step Process for Self-Directed Learning?
   Answer: Key components of four key stages to independent learning, known as self-directed learning are: being ready to learn, setting learning goals, engaging in the learning process, and evaluating learning.

3. What is meant by readiness to learn?
   Answer: Students need various skills and attitudes towards learning for successful independent study. It involves students conducting a self-evaluation of their current situation, study habits, family situation, and support network both at institution and at home and also involves evaluating past experiences with independent learning.

4. What are the responsibilities of students' in the four-step process?
   Answer: Students' roles and responsibilities in the four-step process

   - Self-assess your readiness to learn
   - Define your learning goals and develop a learning contract
   - Monitor your learning process
   - Take initiative for all stages of the learning process — be self-motivated
   - Re-evaluate and alter goals as required during your unit of study
   - Consult with your advising instructor as required

5. What are the responsibilities of advising instructors in the four-step process?
   Answer: Advising instructors' roles and responsibilities in the four-step process

   - Build a co-operative learning environment
   - Help to motivate and direct the students' learning experience
   - Facilitate students' initiatives for learning
   - Be available for consultations as appropriate during the learning process
   - Serve as an advisor rather than a formal instructor

Information Sheet 3-4: Provide Guiding And Mentoring Support

Learning Objective:
After reading this Information Sheet, the learner will be able to provide guidance and mentoring support.

Guiding and Mentoring Support: Guiding and mentoring support to trainees refers to the provision of assistance, advice, and direction to individuals who are in the process of learning or developing new skills or knowledge. It involves an experienced and knowledgeable individual, known as a guide or mentor, who offers support and guidance to help trainees navigate their learning journey and achieve their goals.

A. Mentoring

Mentoring is essentially about helping people to develop more effectively. It is a relationship designed to build confidence and support the mentee so they are able to take control of their own development and work.

Mentoring is not the same as training, teaching or coaching, and a mentor doesn't need to be a qualified trainer or an expert in the role the mentee carries out. They need to be able to listen and ask questions that will challenge the mentee to identify the course of action they need to take in regards to their own development.

The following definition provides a useful insight:

Off-line help by one person to another in making significant transactions in knowledge, working or thinking (Clutterbuck & Megginson 1995)

Off-line means an individual who is not the mentee's direct line manager. A mentor is different from a line manager in that they will not have direct responsibility for the mentee's work performance but they will be responsible for encouraging the mentee to work towards their own individual objectives and be a motivating guide for the mentee on their journey

B. Mentor

A mentor is defined in the Oxford Dictionary as an "experienced and trusted adviser". This description reflects how we would like to see mentors work with their mentees. Your role as mentor will cover at least some of the following:

- Listen
- Ask questions to help develop hour's and the mentee's understanding of a situation or problem
- Provide information and knowledge and share informal networks
- Provide advice on career development
- Offer different perspectives
- Provide support and encouragement
- Provide an insight into your work and career
- Offer guidance and advice in regards to qualifications
- Be a sounding board
- Be a critical friend
- Encourage self-reflection
- Help mentees identify areas for development

As a mentor you will have the opportunity to use your experience and knowledge in a facilitative manner to support the development of the mentee. However, the responsibilities for making things happen and putting plans into action lies primarily with the mentee - not with you.

C. Mentoring Process

Developing good facilitation skills takes time. Though this initial training will help people to understand the process of good facilitation, it is only by putting ideas and tools into practice that these skills will really be learnt and retained. People who lack confidence, or have only used or experienced a traditional teaching style, will often lapse back into more formal training methods. It is therefore important to support participants to ensure that this new learning develops and becomes a part of their approach to working with institute.

When selecting participants, ensure that there are always two, and preferably three or four, participants working near each other. They may either work for the same organization or live within a short distance of each other. This small group of participants should ideally include a balance of men and women of different ages.

D. Peer Mentoring Process

Participants may prefer to work together in twos for a couple of months as they lead discussions. This can be a really useful support for participants who lack confidence. The participants can share responsibility for presenting the new ideas and leading the discussion. If participants prefer to work on their own, they should make arrangements to observe each other facilitating a group discussion once a month.

Where three or four participants work near each other, they should visit a different participant each month, so that each participant observes each of the others at work. When visiting others, participants should arrive at the meeting together. Following introductions, the visitor should simply observe the meeting. Afterwards the two should discuss how the meeting went and share any key observations that could help.

E. Become a Mentor

Engaging in a mentoring relationship is beneficial for mentor and mentee. The specific benefits for the mentor are:

- Broadening of skills and knowledge
- Provision of a new dimension to current job
- Can increase personal and professional networks
- Seeing others develop from your experience(s)

Skills and Qualities of a Mentor

As such below is a list of the skills and qualities we feel a mentor should have. You are encouraged to review these and evaluate yourself before agreeing to become a mentor.

- **Interested in being a mentor** – if asked to become a mentor you must think carefully whether you actually want to do it, you can say No.
- **Available time –** mentoring will require a time commitment so look at your existing time commitments and truly evaluate whether you can spare the time
- **Appropriate knowledge and skills** – you should be involved in a similar field to that of the mentee in order than you can provide guidance from an understanding of the area they are working
- **Listening skills** – are at the mentee is saying
- **Patient and suppo**you able to actively listen to others, not interrupting but listening and reflecting back wh**rtive** – as the relationship is led by the mentee you will need to be prepared to support them towards achieving their goals.

F. Role of a Mentor

The role of a mentor in managing adult learners is crucial for facilitating their growth, development, and success in educational or professional settings. A mentor serves as a guide, coach, and source of support, offering expertise, advice, and encouragement to adult learners. Here are some key aspects of a mentor's role in managing adult learners:

a. **Guidance and Direction:** A mentor provides guidance by helping adult learners clarify their goals, identify their strengths and areas for improvement, and develop a clear path for achieving their objectives. They assist learners in creating action plans, setting milestones, and navigating the learning process effectively.

b. **Expertise and Knowledge Sharing:** A mentor shares their knowledge, expertise, and experiences with adult learners. They provide insights, industry-specific information, and practical tips to enhance the learners' understanding and skills in a particular domain. Mentors often draw from their own experiences to offer real-world perspectives and examples.

c. **Support and Motivation:** Mentors play a vital role in providing emotional support and motivation to adult learners. They encourage learners during challenging times, help them overcome obstacles, and maintain a positive mindset. Mentors also offer constructive feedback, helping learners identify areas for improvement and develop strategies to address them.

d. **Networking and Connections:** Mentors can assist adult learners in building professional networks and connections within their field of interest. They may introduce learners to relevant contacts, provide networking opportunities, and offer advice on building relationships and leveraging professional connections to enhance career prospects.

e. **Skill Development:** A mentor helps adult learners identify and develop the necessary skills for success in their chosen field. They may provide resources, recommend learning materials, and suggest practical exercises or projects to improve specific skills. Mentors also encourage learners to engage in continuous learning and professional development.

f. **Personal and Professional Growth**: Mentors support the personal and professional growth of adult learners by fostering self-reflection, self-awareness, and self-improvement. They help learners identify their strengths and weaknesses, work on personal development plans, and cultivate a growth mindset. Mentors may also assist in exploring new opportunities, challenging assumptions, and expanding learners' horizons.

g. **Role Modeling:** As experienced professionals or experts in their field, mentors serve as role models for adult learners. They embody the qualities, values, and behaviors that learners aspire to emulate. By observing their mentor's actions and achievements, learners can gain inspiration and develop a deeper understanding of what it takes to succeed.

In summary, a mentor for managing adult learners plays a multifaceted role, encompassing guidance, knowledge sharing, support, motivation, skill development, networking, and personal and professional growth. Their guidance and expertise can significantly enhance the learning experience for adult learners, enabling them to achieve their goals and reach their full potential.

Self-check Sheet 3-4: Provede Guidance and Mentoring Support

1 What is Mentoring?
Answer:

2 What are benefits for the mentor?
Answer:

3 What is the role of a mentor?
Answer:

4 What should have skills and qualities of a mentor?
Answer:

5 What is peer mentoring process?
Answer:

Answer Key 3-4: Provede Guidance and Mentoring Support

1 What is Mentoring?

Answer: It is a relationship designed to build confidence and support the mentee so they are able to take control of their own development and work.

2 What are benefits for the mentor?

Answer: While guiding and mentoring trainees primarily focuses on supporting their growth and development, mentors can also reap several benefits from the mentoring relationship. Here are some specific benefits for mentors:

- Enhanced leadership skills
- Personal satisfaction
- Expanded professional network
- Skill reinforcement and knowledge transfer
- Increased self-reflection and personal growth
- Professional reputation and recognition
- Fresh perspectives and innovative thinking
- Personal and professional legacy

What is the role of a mentor?

Answer: As a mentor your role is not simply to 'tell' the mentee what to do, the role of the mentor is to:

- Guidance and Direction
- Expertise and Knowledge Sharing
- Support and Motivation
- Networking and Connections
- Skill Development
- Personal and Professional Growth
- Role Modeling

3 What should have skills and qualities of a mentor?

Answer: As such below is a list of the skills and qualities we feel a mentor should have.

- Interested in being a mentor
- Available time
- Appropriate knowledge and skills
- Listening skills
- Patient and supportive

4 What is peer mentoring process?

Answer: Participants may prefer to work together in twos for a couple of months as they lead discussions. The participants can share responsibility for presenting the new ideas and leading the discussion.

Where three or four participants work near each other, they should visit a different participant each month, so that each participant observes each of the others at work. When visiting others, participants should arrive at the meeting together

Information Sheet 3-5: Follow up Progress of the Trainees

Learning Objective:
After reading this Information Sheet, the learner will be able to follow up progress of the trainees with patience.

Introduction: Following up on the progress of trainees refers to the act of monitoring and assessing their development and achievements over time. It involves checking in on their progress, evaluating their performance, and providing ongoing support and guidance. The purpose of follow-up is to ensure that trainees are on track with their goals, address any challenges they may be facing, and make necessary adjustments to their learning journey.

Remember, the purpose of following up on the progress of trainees is to provide ongoing support, monitor their development, and ensure they are on track to meet their goals. Effective follow-up contributes to their overall success and facilitates a meaningful mentoring relationship.

It is very important to follow up on the progress of the trainees. This involves monitoring and assessing their development, providing support and feedback, and making any necessary adjustments to ensure their continued growth.

A. Importance of Evaluate Training

Unfortunately, trainings are often given and quickly forgotten by both the trainers and trainees. Their impact is rarely measured or looked for. This makes it impossible for authorities to know if they are even getting a return on the time and money spent on trainings.

By not making an effort to follow up on the results of Training, authorities are blindly administering trainings without any real data about what is working for their trainees and what isn't. This would be unthinkable in any other aspect of an activity, but it has become the norm for many authorities when training employees.

B. Implement Follow-up Training

One of the many advantages of using a learning management system is the ability to easily implement follow-up training and on-demand information. The following are some ideas training institutions/providers can use to embrace follow-up training and continual learning and development:

a. **Social Learning:** Social learning and collaboration are important concepts within the larger concept of follow-up training. Implement ways trainees can connect with one another, share, and collaborate to reinforce what they learned during training. Forums and video interviews of trainees sharing what they learned are good places to start. Another idea is having chat rooms be part of your learning management system and e-Learning, where trainees can come together and share things with one another, and ask and answer

questions. Social learning gives trainees the chance to interact with learning content differently, and concepts are reinforced through this interaction.

b. **Release Regular Information**: Using a learning management system, create regularly timed content and information that strategically builds on more in-depth training programs. Let trainees access this information, so they're not only constantly thinking about core concepts, but they're also being provided information that builds on those concepts.
c. **Invite trainees To Develop New Training:** Once a trainee or a team of trainees has completed a certain amount of Training, invite them to collaborate as you create training for new trainees. This has multiple benefits. First, you're getting the benefit of trainee feedback to ensure new training is as relevant as possible. The other benefit is that you're allowing more senior trainees to become subject matter experts. When they're in the role of being the trainer or creating the instructional materials, it actually reinforces their previous training as well.
d. **Integrate e-Learning with On-the-Job Training:** e-Learning and the use of a learning management system often work very well when paired with on-the-job training, or other contextual learning experiences, such as coaching or mentorships. Just one example of intersecting a learning management system and on-the-job training would be delivering training videos through a mobile device. Immediately following the video, trainees could be asked to replicate what they saw in the video in their actual job. That immediate on-the-job training follow-up is such a valuable way to make sure the training content resonates with the employee.

Self-check Sheet 3-5: Follow up Progress of the Trainees

1. Why is it important to evaluate training?

   Answer:

2. How follow-up training is implemented?

   Answer

Answer Key 3-5:

1. Why is it important to evaluate training?

   Answer: Unfortunately, trainings are often given and quickly forgotten by both the trainers and trainees. Their impact is rarely measured or looked for. This makes it impossible for authorities to know if they are even getting a return on the time and money spent on trainings.

   By not making an effort to follow up on the results of Training, authorities are blindly administering trainings without any real data about what is working for their trainees and what isn't. This would be unthinkable in any other aspect of an activity, but it has become the norm for many authorities when training employees.

2. How follow-up training is implemented?

   Answer: The following are some ideas that training institutions/providers can use to implement follow-up training and continual learning.

   - Social Learning
   - Release Regular Information
   - Invite trainees to Develop New Training
   - Integrate e-Learning with On-the-Job Training
   - Finally, managers of TVET Institutes should think about regular reassessment of trainees.

Task Sheet 3.1: Establis Fruitful Relationships with Learners Using Appropriate Interpersonal Skills

Working Procedure

To establish fruitful relationships with learners using appropriate interpersonal skills, you can follow these steps:

1. **Be Approachable and Welcoming**
   - Create a warm and welcoming environment that encourages learners to feel comfortable approaching you.
   - Smile, maintain an open posture, and use friendly gestures to convey approachability.

2. **Show Genuine Interest**
   - Demonstrate genuine interest in learners' experiences, perspectives, and goals. Actively listen to their thoughts, concerns, and questions.
   - Ask open-ended questions to encourage them to share more about themselves and their learning journey.

3. **Build Rapport**
   - Establish rapport by finding common ground with learners.
   - Look for shared interests, experiences, or goals that can serve as a foundation for building connections.
   - Incorporate this shared understanding into conversations to foster a sense of connection.

4. **Practice Active Listening**
   - Engage in active listening by giving learners your full attention.
   - Maintain eye contact, nod in acknowledgement, and provide verbal and non-verbal cues to show that you are actively listening to what they are saying.
   - Avoid interrupting or multitasking during conversations.

5. **Communicate Clearly**
   - Use clear and concise language when communicating with learners.
   - Avoid jargon or technical terms that may be unfamiliar to them.
   - Adapt your communication style to their preferences and level of understanding, ensuring that your message is easily comprehensible.

6. **Show Empathy and Understanding**
   - Demonstrate empathy and understanding by putting yourself in the learners' shoes. Acknowledge their challenges and emotions without judgment.
   - Validate their feelings and experiences to create a supportive learning environment.

7. **Provide Encouragement and Support**
    - Offer words of encouragement and support to motivate learners throughout their learning journey.
    - Recognize their efforts, celebrate their achievements, and provide constructive feedback when needed.
    - Help them overcome obstacles and stay motivated.

8. **Adapt to Individual Learning Styles**
    - Recognize that learners have diverse learning styles and preferences.
    - Adapt your instructional approaches and materials to accommodate these differences.
    - Use a variety of teaching methods to cater to visual, auditory, and kinesthetic learners.

9. **Foster Collaboration and Teamwork**
    - Promote collaboration and teamwork among learners.
    - Create opportunities for them to work together on group projects, discussions, or problem-solving activities.
    - Encourage active participation and respect for diverse perspectives.

10. **Be Responsive and Available**
    - Be responsive to learners' questions, concerns, and requests for assistance.
    - Provide timely and helpful responses to their queries.
    - Make yourself available during designated office hours or through other communication channels to address their needs.

11. **Demonstrate Professionalism**
    - Maintain professionalism in your interactions with learners.
    - Be punctual, reliable, and consistent in your commitments.
    - Treat learners with respect, fairness, and impartiality.
    - Uphold ethical standards and confidentiality.

12. **Continuously Reflect and Improve**
    - Regularly reflect on your interactions with learners and seek feedback from them.
    - Assess your effectiveness in building relationships and adjust your approach as needed. Continuously seek opportunities for professional development to enhance your interpersonal skills.

Task Sheet 3.2: Acknowledge and Use Learners' Current Level of knowledge and Skills Used During the Training Delivery

Working Procedure

To acknowledge and use learners' current level of knowledge and skills during training delivery, you can follow these steps:

1. **Conduct a Pre-assessment**
   - Before the training begins, conduct a pre-assessment to gather information about learners' existing knowledge and skills relevant to the training topic.
   - This can be in the form of a survey, quiz, self-assessment, or observation.
   - The pre-assessment will help you understand their baseline knowledge and skill level.

2. **Review Pre-assessment Results**
   - Analyze the results of the pre-assessment to identify areas of strength and areas where learners may need additional support or clarification.
   - This review will inform your training delivery and enable you to tailor the content and approach accordingly.

3. **Acknowledge Prior Knowledge**
   - Acknowledge and validate learners' prior knowledge and skills related to the training topic.
   - Communicate that their existing knowledge and experiences are valuable and will serve as a foundation for further learning.
   - This recognition creates a positive learning environment and enhances learners' engagement.

4. **Address Knowledge Gaps**
   - Identify any knowledge gaps revealed by the pre-assessment and incorporate targeted instruction to address those gaps.
   - Provide clear explanations, examples, and resources to help learners fill in the missing information or correct misconceptions.

5. **Differentiate Instruction**
   - Adapt your training delivery to meet the diverse learning needs of participants based on their current level of knowledge and skills.
   - Provide differentiated instruction by offering additional resources, more challenging activities, or supplementary materials for learners who have a higher level of prior knowledge.

6. **Use Guided Practice**

- Incorporate guided practice activities that allow learners to apply their existing knowledge and skills.
- Provide step-by-step instructions, models, or templates to support their practice.
- Offer feedback and corrective guidance as needed to reinforce their understanding and enhance skill development.

7. **Provide Opportunities for Peer Learning**
   - Foster peer learning by creating opportunities for learners to share their knowledge and skills with each other.
   - Encourage group discussions, collaborative projects, or peer teaching moments where learners can exchange ideas, offer insights, and learn from one another's experiences.

8. **Use Formative Assessment**
   - Integrate formative assessment strategies throughout the training to gauge learners' progress and understanding.
   - Use quizzes, interactive exercises, or mini-assignments to assess their comprehension and provide feedback in real-time.
   - Adjust your instruction based on the results to address any ongoing gaps.

9. **Offer Individualized Support**
   - Provide individualized support and guidance to learners based on their specific needs. Offer additional explanations, resources, or one-on-one coaching sessions as necessary. Tailor your feedback and assistance to address individual knowledge gaps or skill development requirements.

10. **Encourage Self-Reflection**
    - Encourage learners to reflect on their own learning progress and to identify areas where they feel confident and areas where they still need improvement.
    - Provide opportunities for self-assessment and self-directed learning. Guide them to set personal goals and action plans to further develop their knowledge and skills.

11. **Scaffold Learning Experiences**
    - Use scaffolding techniques to support learners' progression from their current level of knowledge and skills to higher levels of understanding and proficiency.
    - Gradually increase the complexity or challenge of learning activities, providing additional guidance or support as needed.

12. Continuously Monitor and Adjust
    - Continuously monitor learners' engagement and progress throughout the training. Observe their participation, review their work, and solicit feedback.
    - Adjust your training delivery and instructional strategies based on their evolving needs to optimize their learning experience.

Task Sheet 3.3: Encourage Learner Independent Strength by Recognizing Self-Directed Learning.

Working Procedure

Here are some steps you can take to promote learner independence and acknowledge self-directed learning:

1. **Foster a Positive Learning Environment**
   - Create a supportive and inclusive atmosphere where learners feel comfortable taking ownership of their learning
   - Encourage open communication, collaboration, and respect for diverse perspectives.
2. **Set Clear Learning Goals**
   - Help learners establish clear goals that align with their interests and aspirations.
   - Involve them in the goal-setting process to enhance their sense of ownership and motivation.
3. **Cultivate Intrinsic Motivation**
   - Encourage learners to find their intrinsic motivation by emphasizing the relevance and importance of what they are learning.
   - Highlight the practical applications and real-world connections of the subject matter.
4. **Develop Metacognitive Skills**
   - Teach learners how to reflect on their own learning process and become aware of their strengths, weaknesses, and learning strategies.
   - Guide them in setting personal learning targets and monitoring their progress towards achieving them.
5. **Provide Choice and Autonomy**
   - Offer learners opportunities to make choices about their learning, such as selecting topics or projects that interest them.
   - Allow them to have a degree of autonomy in deciding how they approach and demonstrate their learning.
6. **Support Self-Directed Inquiry**
   - Encourage learners to ask questions, explore their curiosity, and pursue independent research.
   - Provide resources, tools, and guidance to help them navigate and evaluate information effectively.
7. **Promote Self-Assessment and Reflection**
   - Encourage learners to assess their own progress and reflect on their learning experiences.
   - Help them develop self-evaluation skills, such as identifying strengths, areas for improvement, and setting new learning goals.
8. **Recognize and Celebrate Self-Directed Learning**
   - Acknowledge and value self-directed learning efforts and achievements.

- Provide meaningful feedback that highlights their initiative, critical thinking, and independent problem-solving skills.

9. **Foster Peer Learning and Collaboration**
    - Encourage learners to engage in collaborative activities where they can learn from and with their peers.
    - Peer feedback and collaboration can enhance self-directed learning by fostering diverse perspectives and shared knowledge.

10. **Model Self-directed Learning**
    - Demonstrate your own enthusiasm for learning and model self-directed learning behaviors.
    - Share stories of your own learning experiences and showcase how you take initiative, set goals, and explore new subjects independently.

Task Sheet 3.4: Provide Guidance and Mentoring Support to the Trainees as Required

Working Procedure

Here are some steps you can take to offer effective guidance and mentoring:

1. **Establish Rapport and Trust**
   - Build a trusting relationship with the trainees by being approachable, empathetic, and respectful.
   - Create an environment where they feel comfortable sharing their challenges, concerns, and goals.
2. **Clarify Expectations**
   - Clearly communicate the expectations, goals, and objectives of the training program. Ensure that trainees understand what is expected of them and what they can expect from you as their mentor or guide.
3. **Assess Individual Needs**
   - Recognize that each trainee may have unique learning styles, strengths, and areas for improvement.
   - Assess their individual needs and preferences to tailor your guidance and support accordingly.
4. **Set Development Goals**
   - Collaboratively set development goals with each trainee.
   - Encourage them to identify their areas of interest, strengths, and areas they want to improve upon.
   - Ensure that the goals are specific, measurable, achievable, relevant, and time-bound (SMART).
5. **Provide Constructive Feedback**
   - Offer timely and constructive feedback to help trainees understand their progress, strengths, and areas for improvement.
   - Focus on both the content of their work and the development of their skills and competencies.
6. **Offer Guidance and Resources**
   - Provide trainees with guidance on how to approach their learning or work tasks effectively.
   - Share relevant resources, such as articles, books, online courses, or tools that can support their development and help them acquire new knowledge and skills.
7. **Facilitate Skill Development**
   - Create opportunities for trainees to develop specific skills by assigning tasks, projects, or simulations that align with their goals.
   - Offer guidance, coaching, and support throughout the process, allowing them to learn through hands-on experience.
8. **Encourage Reflection and Self-Assessment**
   - Encourage trainees to reflect on their learning experiences and self-assess their progress. Help them identify their strengths, areas for improvement, and strategies for further development.

9. **Foster Continuous Communication**
    - Maintain regular and open communication with trainees.
    - Schedule regular check-ins or meetings to discuss their progress, address any concerns or challenges, and provide ongoing guidance and support.
10. **Be a role Model**
    - Lead by example and demonstrate the behaviors, attitudes, and skills you expect from trainees.
    - Share your own experiences, challenges, and successes to inspire and motivate them.
11. **Support Networking and Professional Growth**
    - Encourage trainees to connect with others in their field or industry, such as professionals, experts, or peers.
    - Facilitate networking opportunities, provide introductions, or suggest relevant events or communities where they can expand their professional network.
12. **Celebrate Achievements**
    - Recognize and celebrate the trainees' milestones, achievements, and growth.
    - Acknowledge their efforts and highlight their successes to boost their confidence and motivation.

Learning Outcome 4: Record and Maintain Trainees' Achievement	
Assessment Criteria	1. Available formative assessment tools are analyzed for usability and modification as required 2. New assessment tools are developed to meet target group needs 3. Appropriate formative assessment tools and **achievement instruments** are used. 4. Achievement of trainees is recorded and maintained 5. Training sessions are evaluated using appropriate evaluation form/questionnaire
Conditions and resources	1. Workplace or training environment 2. CBLM 3. Hand out 4. Laptop 5. Multimedia Projector 6. White paper, Pen, Pencil and eraser 7. Internet facility 8. Whiteboard and marker 9. Audio video device
Contents	1. Formative assessment 2. Characteristics and needs of individual learners Learning style 3. Achievement instruments and its types. a. Formative assessment tools b. Progress / achievement chart c. Trainees record book d. Trainees personal profile 4. Organizational record management systems 5. Recording achievement of trainees 6. Training session evaluation 7. Evaluation form / questionnaire
Activity/Tasks/Job	1. Develop a Template of learner Progress Chart 2. Develop a Template of learner Record Book 3. Develop a templet for Learners Personal Profile 4. Develop a templet for Training Session Evaluation.
Training Method	1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Method	1. Written Test) 2. Demonstration) 3. Oral questioning) 4. Portfolio)

Learning Experiences 4: Record and Maintain Trainees' Achievement

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

Learning Activities	Recourses/Special Instructions
1. Student will ask the instructor about Coducting Training ofTeachers and Assessors	1. Instructor will provide the learning materials "**Conduct Training of Trainers And Assessors**"
2. Read the Information sheet/s	2. Information Sheet No. 4: Record and Maintain Trainees' Achievement
3. Complete the Self Checks & Check answer Sheets.	3. Self-Check/s Self-Check No: 4: Record and Maintain Trainees' Achievement Answer key No. 4: Record and Maintain Trainees' Achievement
4. Read the Job/task/actitivity Sheet and Specification Sheet and perform job	4. Task Sheet 4.1: Develop a Template of learner Progress Chart Task Sheet 4.2: Develop a Template of learner Record Book Task Sheet 4.3: Develop a Templet for Learners Personal Profile Task Sheet 4.4: Develop a Templet for Training Session Evaluation.

Information Sheet 4: Record and Maintain Trainees' Achievement

Learning Objective:

After reading this Information Sheet, you must be able to

4.1 Explaing and analyze formative assessment
4.2 Explaibg the characteristics and needs of individual learners learning style
4.3 Define achievement instruments and its types.
4.4 Organizational record management systems
4.5 Interpret recording achievement of trainees
4.6 Interpret and conduct training session evaluation
4.7 Interpret evaluation form / questionnaire

4.1 Formative Assessment

A. Definition:

Formative assessment is an ongoing, interactive process that takes place during the learning journey to provide feedback, monitor progress, and guide further learning. It involves gathering information about learners' understanding, knowledge, and skills in real time, allowing instructors to make informed instructional decisions.

The primary focus of formative assessment is providing immediate feedback to learners. This feedback helps them understand their strengths, areas for improvement, and how they can enhance their learning. Instructors use this feedback to adjust and adapt their instructional strategies, pacing, or content to better meet learners' needs.

Formative Assessment aims to

- Monitor and Assess learners' progress and understanding throughout the learning process.
- Identify areas of strength and areas needing improvement to guide instruction.
- Provide timely feedback to learners to support their learning and growth.

The beauty of formative assessment is that it's done while the students are still learning. Fast and fun formative assessment tools are perfect for checking in along those learning journeys.

B. Key Aspects and Benefits of formative Assessment

a. Formative assessment is a dynamic and ongoing process that occurs in various forms throughout instruction. It can include activities like classroom discussions, quizzes, group work, teacher observations, self-assessments, or student reflections.

b. Formative assessment encourages active engagement and participation from learners. It involves them reflecting on their learning, self-assessing their progress, and identifying areas where they require further support or practice.
c. By collecting data through formative assessment, instructors gain insights into learners' understanding and misconceptions. This information helps identify gaps in knowledge or skills, enabling targeted interventions and differentiated instruction.
d. Formative assessment techniques can be tailored to suit various learning contexts, subjects, and age groups. It allows instructors to use a range of strategies and tools that align with their instructional goals and the needs of their learners.
e. Formative assessment enhances learners' motivation and self-efficacy by providing them with actionable feedback and guidance. It helps them see their progress and growth, creating a sense of accomplishment and encouraging further effort.
f. By continuously gathering data on learners' progress, the formative assessment allows instructors to make informed decisions about instructional strategies, pacing, content adjustments, or targeted interventions. It helps ensure that instruction is tailored to meet learners' needs effectively.

C. Facet of a Great Formative Assessment

a. **It should be goal-oriented,** and derived from what we do every day. It is directed at guiding students toward performing well, so it should be specific, observable, and measurable.
b. **It must focus on higher-order thinking skills.** We're not talking about just the nuts and bolts, either. We want to know if our learners are applying, analyzing, evaluating, and creating.
c. **It should hold students accountable for individual performance.** Group assessment is useful in itself. Also, pinpointing the exact needs of the individual will give you direction to steer your instruction, which sets the students up for success.
d. **It should be seamless**, and you don't need to change your routine to fit the test. Some formative assessments have a steep learning curve, while others are easy to grasp even with the most limited experience. You might need to build formative assessment into your lesson. Some of it can be improvised, but some will need to be planned.

Formative assessment plays a crucial role in supporting learner growth, enhancing instructional effectiveness, and promoting a student-centered approach to education. By integrating formative assessment practices into teaching, instructors can better understand their learners, provide meaningful feedback, and facilitate continuous improvement throughout the learning process.

4.2 Characteristics and Needs of individual Learners

When selecting effective assessment tools for individual learners, it is essential to consider their unique characteristics and needs. Here are some key aspects to consider:

a. **Learning Styles:** Different learners have different learning preferences and styles. Some learners may excel with written assessments, while others may prefer hands-on or project-

based assessments. Consider using a variety of assessment formats, such as written tests, presentations, practical demonstrations, or portfolio assessments, to cater to diverse learning styles.

b. **Cognitive Abilities:** Learners have varying cognitive abilities, including their capacity to process information, think critically, and apply knowledge. Ensure that the assessment tools align with the cognitive demands of the learning outcomes. For example, complex problem-solving tasks may be more suitable for advanced learners, while simpler tasks may be appropriate for those still developing foundational skills.
c. **Language Proficiency:** Language proficiency can impact learners' ability to demonstrate their understanding in assessments. Provide language support, such as bilingual resources, clear instructions, or accommodations for learners with limited English proficiency. Consider alternative assessment options that focus on comprehension and application rather than language proficiency alone.
d. **Prior Knowledge and Experience:** Assessments should take into account learners' prior knowledge and experience to determine their progress and growth. Consider pre-assessment activities or diagnostic tests to gauge learners' baseline understanding and design assessments that build upon their existing knowledge. Differentiate assessments to challenge advanced learners while supporting those who may need additional guidance.
e. **Individual Learning Pace:** Recognize that learners progress at different paces, and their readiness for assessment may vary. Provide flexible timelines for completing assessments or offer options for self-paced learning paths. Consider adaptive assessment tools that adjust the difficulty level based on individual progress, ensuring that learners are appropriately challenged.
f. **Special Educational Needs:** Learners with special educational needs may require accommodations or modifications to assessment tools. Ensure that assessment formats are accessible and inclusive for learners with disabilities or specific learning requirements. Provide alternative assessment methods, additional time, assistive technologies, or personalized support to accommodate their needs.
g. **Feedback and Support:** Effective assessment tools should incorporate opportunities for meaningful feedback and support for individual learners. Provide clear and constructive feedback that guides learners' improvement and growth. Consider using self-assessment tools or peer assessment to encourage learners' reflection and self-regulation skills.
h. **Motivation and Engagement:** Learners' motivation and engagement impact their performance in assessments. Design assessments that promote intrinsic motivation, such as authentic tasks, real-world applications, or opportunities for personal relevance. Consider gamified elements, interactive components, or choice-based assessments to increase learner engagement.
i. **Emotional Well-being:** Consider the emotional well-being of learners during assessments. Create a supportive and low-stress environment that encourages risk-taking and reduces anxiety. Offer opportunities for self-care breaks, provide clear instructions, and communicate assessment expectations effectively.

By considering the characteristics and needs of individual learners, instructors can select formative assessment tools that are appropriate, fair, and conducive to optimal learning

outcomes. It is crucial to adopt a learner-centered approach that values individual differences and ensures that assessments accurately capture learners' knowledge, skills, and growth.

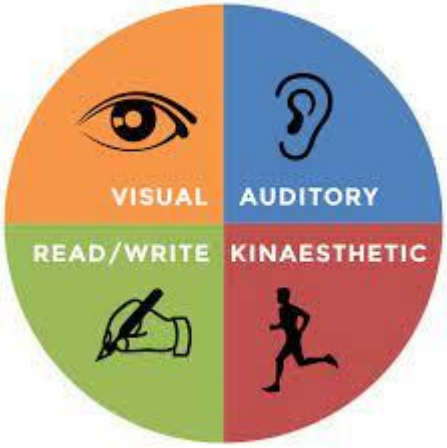
I. Learning Style

Learning style refers to an individual's preferred method or approach to learning and processing information. It encompasses the unique ways in which people perceive, organize, and retain knowledge. The concept of learning styles suggests that individuals have different strengths and preferences when it comes to acquiring new information and skills.

Learning styles are often categorized into various models or frameworks, such as the VARK model (Visual, Auditory, Reading/Writing, and Kinesthetic), Kolb's Learning Styles Inventory (Converging, Diverging, Assimilating, and Accommodating), or the Honey and Mumford Learning Styles (Activist, Reflector, Theorist, and Pragmatist). These models provide different ways of understanding and categorizing individual learning preferences.

Here are some examples of learning styles commonly recognized within different models:

a. **Visual Learners:** Visual learners prefer to learn through visual stimuli. They may benefit from diagrams, charts, graphs, videos, pictures, or other visual aids that help them process and understand information.



b. **Auditory Learners:** Auditory learners learn best through hearing and listening. They may prefer verbal explanations, lectures, discussions, or audio materials to grasp and retain knowledge effectively.

c. **Reading/Writing Learners:** Reading/Writing learners have a preference for written materials. They find value in reading texts, taking notes, writing summaries, and engaging in written activities to enhance their understanding.

d. **Kinesthetic Learners:** Kinesthetic learners learn best through physical experiences and hands-on activities. They thrive when they can engage in practical tasks, experiments, role-playing, or other interactive experiences that involve movement and tactile sensations.

It is important to note that the concept of learning styles has been the subject of debate among researchers, with some arguing that the evidence supporting the idea of fixed learning styles is limited. There is evidence to suggest that a more flexible and varied approach to teaching, incorporating different instructional methods and strategies, can benefit learners with diverse preferences.

Recognizing and accommodating learning styles can be useful as a starting point to understand individual learners and tailor instruction to their preferences. However, it is equally important to provide a range of learning experiences and incorporate different instructional techniques to create an inclusive and effective learning environment that caters to the diverse needs of learners.

4.3 Achievement Instruments

After training, it is common to use various instruments to assess the trainees' achievements and evaluate their performance.

I. **A Learners' Achievement Instrument**

is a tool or method used to measure and assess the achievements or learning outcomes of learners. It is designed to evaluate the knowledge, skills, competencies, or performance of learners after they have completed a training program or educational course. The instrument provides a systematic and standardized way to gather data and determine the extent to which learners have attained the desired learning objectives.

Learners' achievement instruments can take various forms depending on the nature of the learning outcomes and the context of the assessment. Here are some examples of learners' achievement instruments:

a. **Tests and Examinations:** These instruments typically involve written or practical assessments in which learners are evaluated on their knowledge, understanding, and application of the subject matter. Tests can include multiple-choice questions, short-answer questions, essays, or performance-based tasks.
b. **Performance Evaluations:** Performance evaluations assess learners' ability to apply their learning in real-world or simulated settings. These instruments often involve observation of learners' practical skills, such as their ability to perform tasks, demonstrate techniques, or solve problems related to the learning objectives.
c. **Projects and Assignments:** Projects and assignments require learners to apply their knowledge and skills to complete specific tasks or projects. These instruments allow learners to demonstrate their understanding, critical thinking, problem-solving abilities, and creativity.
d. **Portfolios:** Portfolios are collections of work samples, projects, or assignments that showcase learners' achievements and progress over time. They provide a comprehensive and holistic view of learners' abilities, as well as evidence of their learning outcomes.
e. **Self-Assessment and Reflection:** Learners' self-assessment instruments encourage them to reflect on their own learning and evaluate their achievements. These instruments often involve self-assessment questionnaires, checklists, or reflective journals, allowing learners to assess their progress, identify strengths and areas for improvement, and set goals for further development.
f. **Peer Assessment:** Peer assessment involves learners assessing and providing feedback to their peers based on predefined criteria. This instrument promotes collaboration, critical evaluation, and self-regulation skills as learners assess and provide constructive feedback on each other's work.
g. **Surveys and Questionnaires:** Surveys and questionnaires are used to gather learners' perceptions of their achievements, learning experiences, and satisfaction with the training or educational program. These instruments provide qualitative and quantitative data on learners' attitudes, opinions, and self-reported learning outcomes.

Learners' achievement instruments serve as important tools for assessing the effectiveness of Training programs, identifying areas for improvement, and making data-driven decisions to enhance learning outcomes. They provide valuable insights into learners' achievements, strengths, and areas needing further development, allowing instructors, trainers, or educational institutions to monitor progress and tailor future interventions or support accordingly.

II. Developing Achievement Instruments

In developing learners' achievement instruments, the candidates to be assessed should always be kept in mind at each step of the process. Different scenarios to be assessed call for different tools and modes of evaluation. Ensure that the instruments and procedures for assessing the achievement are relevant to the learners', the skills, and the task for which they are being evaluated.

III. Consistency Between the Assessment Objectives and the Chosen Instrument

A key consideration for choosing a learning achievement instrument is that it must be suitable for assessment purposes. Address the elements that should be reviewed in an instrument to see if they are consistent with the learning objective.

IV. Instrument Quality

Another important aspect that arises when analyzing an instrument is the technical quality. The better the quality of an instrument, the more useful it will be, the greater the confidence in the scores and the greater the confidence in making decisions based on these results. Therefore, it is imperative to use high-quality instruments to perform assessments (Center for Assessment and Research, James Madison University, 2014). The two main elements that account for the quality of an instrument are its **validity and reliability**.

V. Validity of achievement Instruments

Traditionally, the validity of an instrument has been understood as the extent to which the instrument does in fact measure what its authors claim that it measures (Cohen, Manion & Morrison 2000; Darr, 2005).

Validity is not a fixed and inherent property of an instrument, but rather an evidence-based trial about how appropriate the inferences or actions implemented from the scores of a test are in a given context (Salvia & Ysseldyke, 2004; Cohen & Swerdlik, 2009).
If an instrument is valid for a particular group or population, it will not necessarily be so for others.
Validity should be a priority when designing or selecting instruments for learners' achievement is a training session. A critical element of the assessment is that it must allow its users to make robust, useful judgments regarding student progress that can have a positive impact. Being aware of validity and how it can be threatened can help in decision making about what assessments are worth administering and what uses can be given to these assessments (Darr, 2005).

VI. Who is Responsible for Validity?

The responsibility for ensuring the validity of learners' achievement instruments lies with multiple stakeholders involved in the educational process. Here are some key parties responsible for ensuring the validity of learners' achievement instruments:

a. **Instrument Designers:** The individuals or teams responsible for designing the assessment instruments are primarily responsible for establishing the validity. They need to ensure that the assessments measure what they are intended to measure and align with the learning objectives. Assessment designers should conduct a thorough analysis of the content domain and create items that are relevant and representative of the knowledge and skills being assessed. They should also consider the appropriateness of the assessment format and structure to ensure that it aligns with the learning outcomes.
b. **Subject Matter Experts:** Subject matter experts, such as educators, curriculum developers, or professionals in the field, play a crucial role in establishing the validity of learners' achievement instruments. They provide expertise and input during the assessment design process to ensure that the assessment content accurately reflects the domain being assessed. Their knowledge and experience help validate the alignment between the assessment items and the intended learning outcomes.
c. **Psychometricians and Assessment Experts:** Psychometricians and assessment experts contribute to the validity of learners' achievement instruments by conducting validity studies and analyses. They use various methods, such as content validation, criterion-related validation, and construct validation, to gather evidence of the assessment's validity. These experts examine the relationship between the assessment scores and other relevant criteria, such as external standards or performance indicators, to establish the validity of the assessment results.
d. **Training Institutions and Organizations:** Training institutions and organizations have a responsibility to establish policies, guidelines, and quality assurance mechanisms that support the validity of learners' achievement instruments. They should ensure that assessments are aligned with the curriculum, meet industry standards, and reflect the training goals and objectives. Institutions may provide training and resources to trainers and assessment designers to enhance their understanding of validity and support them in developing valid assessments.

Validating learners' achievement instruments is a complex and ongoing process. It requires collaboration among multiple stakeholders to ensure that assessments accurately measure what they are intended to measure and provide meaningful insights into learners' knowledge and skills.

VII. Reliability

Reliability is the consistency with which the instrument measures, or in other words, the degree of error in measurement (Cohen & Swerdlik, 2009). A reliable testing instrument delivers consistent results over time. For example, students with the same level ofreading comprehension who take a reading comprehension test have scores that are similar or identical, regardless of when they take it, assuming that their reading comprehension level has not changed (Timmons, Podmostko, Bremer, Lavin & Wills, 2005).

In theory, a perfectly reliable instrument always measures in the same way (Cohen & Swerdlik, 2009). However, in reality, educational assessment is never free of some degree of error, since the same individual does not always perform the same way and external conditions can also lead to error (Joint Committee on Standards for Educational and Psychological Testing, 1999).

VIII. Responsible Person for Validity and Reliability

The responsibility for the validity and reliability of learners' achievement instruments lies with multiple stakeholders involved in the training process. Here are some key parties responsible for ensuring the reliability of learners' achievement instruments:

a. **Assessment Designers:** The individuals or teams responsible for designing the assessment instruments have a significant role in ensuring their reliability. They should develop assessments that align with the learning objectives, are free from bias, and measure the intended knowledge and skills accurately. Assessment designers need to follow established assessment principles and employ rigorous item development and review processes to enhance reliability.
b. **Educators and Trainers:** Educators and trainers play a crucial role in administering the assessments and ensuring that they are conducted under standardized conditions. They should be trained in proper assessment administration techniques, adhere to established guidelines, and maintain consistency in scoring and grading. They should also provide clear instructions to learners before the assessment to minimize any potential confounding factors that could impact reliability.
c. **Assessment Experts and Psychometricians:** Assessment experts and psychometricians are professionals who specialize in the field of educational measurement and assessment. They contribute to ensuring the reliability of learners' achievement instruments by conducting statistical analyses to evaluate the psychometric properties of the assessments. They use techniques such as item analysis, reliability analysis (e.g., Cronbach's alpha), and standard-setting procedures to assess the quality and consistency of the assessment instruments.
d. **Educational Institutions and Organizations:** Educational institutions and organizations have a responsibility to establish policies, guidelines, and quality assurance mechanisms to ensure the reliability of learners' achievement instruments. They should provide support and professional development opportunities to educators and trainers to enhance their assessment literacy. Institutions also have a role in monitoring the assessment practices and processes to maintain consistency and reliability across different courses, programs, or departments.
e. **External Quality Assurance Bodies:** External quality assurance bodies, such as accreditation agencies or educational authorities, may also play a role in ensuring the reliability of learners' achievement instruments. They often have standards and criteria in place that educational institutions must meet to ensure the quality and reliability of assessments. They may conduct audits or reviews to evaluate the assessment practices and provide recommendations for improvement.

IX. Some Commonly Used Types of learner's Achievement Instruments Are:

- Formative Assessment Tools
- Progress/Achievement Chart
- Trainees Record Book
- Trainees' personal profile

A. Formative Assessment Tools

Formative assessment tools are resources or techniques that aid in the process of gathering information about learners' understanding, progress, and learning needs during instruction. These tools provide a means for instructors to assess and monitor learners' performance in

real time, allowing for timely feedback and instructional adjustments. Formative assessment tools come in various formats, including digital platforms, software applications, physical resources, and interactive techniques. These tools facilitate the collection and analysis of data that inform instructional decisions and support learners' ongoing learning and growth.

I. Formative Assessment Tools Can Include

a. **Online Assessment Platforms:** Web-based platforms and software applications specifically designed for creating and administering formative assessments. These platforms often provide features like multiple-choice questions, open-ended responses, grading functionalities, and analytics to track learners' progress. Examples include Kahoot, Quizizz, Google Forms, and Edmodo.

b. **Classroom Response Systems:** Interactive tools that allow learners to respond to questions or prompts using handheld clickers or their own devices. These systems enable instructors to gather instant feedback, assess learners' understanding, and facilitate class-wide discussions. Examples include iClicker, Poll Everywhere, and Socrative.

c. **Rubrics and Checklists:** Tools that provide criteria and guidelines for assessing learners' performance and progress. Rubrics help define expectations and provide a structured framework for evaluating assignments, projects, or presentations. Checklists outline specific tasks or criteria that learners can use to self-assess their progress and ensure the completion of required components.

d. **Observation Tools:** Instruments that facilitate the systematic observation of learners' behaviors, skills, or interactions in a classroom or learning environment. These tools can include checklists, rating scales, or structured observation protocols, allowing instructors to document and assess learners' performance during activities or tasks.

e. **Peer Feedback Tools:** Resources that support peer assessment and feedback. These tools provide a structured framework for learners to review and provide constructive feedback on their peers' work, presentations, or projects. Examples include Peergrade, Flipgrid, or collaborative annotation tools like Hypothesis.

f. **Self-Assessment Tools:** Instruments or activities that encourage learners to reflect on their own learning, progress, and understanding. These tools can include self-assessment questionnaires, learning journals or reflections, or self-check quizzes. They promote metacognition and self-directed learning by enabling learners to evaluate their strengths, weaknesses, and areas for improvement.

g. **Digital Portfolios:** Online platforms or applications that allow learners to showcase their work, track their progress, and reflect on their learning journey. Digital portfolios enable instructors to review and provide feedback on learners' artifacts, such as projects, essays, or multimedia creations, promoting self-reflection and evidence-based assessment. Examples include Seesaw, Google Sites, or Mahara.

These formative assessment tools offer educators a variety of options to gather data, provide feedback, and inform instruction. The choice of tool will depend on the instructional context, learning goals, and the specific needs and preferences of the instructor and learners.

II. **Formative Assessment Tools Used in CBT Training**

In Competency-based Training (CBT), formative assessment tools play a crucial role in assessing learners' competencies and providing feedback to support their growth and development. Here are some commonly used formative assessment tools in Competency-based Training:

a. **Competency-based Rubrics:** Rubrics provide clear criteria and performance indicators for each competency. They outline the expected knowledge, skills, and behaviors associated with each competency level. Rubrics enable instructors to assess learners' performance and provide detailed feedback based on specific competency criteria.
b. **Performance Assessments:** Performance assessments are designed to evaluate learners' application of knowledge and skills in real-world or simulated scenarios. These assessments can include practical tasks, projects, case studies, or simulations where learners demonstrate their competency. Performance assessments allow for direct observation, feedback, and evaluation of learners' competency attainment.
c. **Self-Assessment Tools:** Self-assessment tools encourage learners to reflect on their own progress and evaluate their competency level. These tools can take the form of self-assessment questionnaires, competency checklists, or reflective journals. Self-assessment promotes learners' self-awareness and involvement in the learning process, allowing them to identify areas of strength and areas needing improvement.
d. **Competency-based Portfolios:** Portfolios allow learners to compile evidence of their competency attainment over time. Learners can showcase artifacts, such as work samples, projects, or reflections, that demonstrate their competency in various areas. Portfolios provide a holistic view of learners' progress and allow for self-reflection and feedback from instructors or peers.
e. **Authentic Assessments:** Authentic assessments align closely with real-world contexts and tasks related to the targeted competencies. These assessments require learners to apply their knowledge and skills in situations that mimic professional or industry settings. Authentic assessments can include role-playing exercises, workplace simulations, or problem-solving tasks, providing valuable insights into learners' competency readiness.
f. **Peer Assessment:** Peer assessment involves learners assessing and providing feedback to their peers based on predetermined competency criteria. Peer assessment can be conducted through structured rubrics, group discussions, or collaborative projects. This approach promotes collaboration, self-regulation, and a deeper understanding of competencies as learners engage in critical evaluation and constructive feedback.
g. **Quizzes and Tests:** Quizzes and tests can be used to assess learners' knowledge and comprehension of the required competencies. These assessments can include multiple-choice questions, matching exercises, or scenario-based questions. Immediate feedback can be provided to learners to support their learning and identify areas for improvement.
h. **Observations and Checklists:** Observations and checklists are useful for assessing learners' performance in specific competency-based tasks or activities. Instructors can observe learners' actions, behaviors, or skills and use checklists to document their competency level. Observations can occur during simulations, workplace experiences, or practical exercises.

When selecting formative assessment tools for Competency-based Training, it is important to ensure that the tools align with the specific competencies being assessed and the desired

learning outcomes. The tools should provide clear criteria, actionable feedback, and opportunities for learners to demonstrate their competency in authentic contexts. Additionally, the tools should be adaptable to different learning environments, such as online platforms, simulations, or hands-on experiences, depending on the nature of the competencies being developed.

B. Progress Chart

A progress chart, also known as a progress tracker or progress monitoring chart, is a visual representation that tracks and displays the progress of an individual or group toward a specific goal or set of objectives. It provides a clear and organized overview of the progress made over time, allowing for easy monitoring and assessment of performance. Progress charts can take various forms depending on the context and purpose, but here are some common elements:

a. **Goals or Objectives:** The chart typically starts with a list of specific goals or objectives that the individual or group is working towards. These goals should be clearly defined, measurable, and time-bound to provide a clear target for progress tracking.
b. **Timeframe:** The chart includes a timeline or timeframe that indicates the duration over which progress is being measured. It could be represented in days, weeks, months, or any other relevant unit of time.
c. **Measurement Scale:** Progress is often measured using a scale or metric that represents the degree of completion or achievement. This could be numerical (e.g., percentages, scores) or descriptive (e.g., stages, levels).
d. **Data Points:** The progress chart includes data points that indicate the progress made at specific intervals. These data points could be represented as individual markers, bars, or points on the chart, showing the level of progress reached at each time point.
e. **Visual Representation:** The chart may use various visual elements such as lines, bars, or symbols to represent the progress. For example, a line chart could show the upward trend of progress over time, while a bar chart may represent progress as bars of varying heights.
f. **Target or Benchmark:** The chart often includes a target or benchmark that represents the desired level of achievement or completion. This provides a reference point to compare the actual progress against the expected progress.
g. **Annotations or Labels:** Annotations or labels may be added to the chart to provide additional context or explanations. These could include key milestones, important events, or comments on the progress made at specific points.
h. **Legend:** If the progress chart includes multiple data series or categories, a legend may be included to clarify the meaning of each element or category represented in the chart.

Progress charts are effective tools for visualizing and tracking progress, facilitating goal setting, and motivating individuals or groups to stay focused and accountable. By regularly updating the chart and reviewing the progress made, individuals can gain a sense of accomplishment, identify areas for improvement, and make informed decisions to adjust their strategies as needed.

i. Creating progress charts

Creating progress charts can be a useful way to visually represent and track learners' progress over time. Here are some steps to help you create progress charts:

a. **Define the Parameters:** Define the Parameters: Determine the specific parameters you want to track for the trainees' progress. This could include variables such as training objectives, skill levels, assessment scores, completion rates, or any other relevant metrics. Clearly define what data you will collect and how it will be measured.

b. **Choose the Chart Type:** Select a chart type that best represents the data and provides a clear visualization of trainees' progress. Common chart types for tracking progress include line charts, bar charts, or stacked bar charts. Consider the nature of the data and the insights you want to convey when choosing the chart type.
c. **Gather Data:** Collect the relevant data for each trainee. This may involve tracking their performance on assessments, feedback from trainers or supervisors, completion of Training modules, or any other indicators of progress. Ensure that the data is accurate and consistently recorded.
d. **Determine Time Intervals:** Decide on the time intervals you will use for the progress chart. This could be daily, weekly, monthly, or any other appropriate time frame based on the frequency of data collection and the duration of the training program. Consistency in time intervals is important for meaningful comparisons.
e. **Organize Data:** Organize the collected data in a structured manner. Create a spreadsheet or database where you can enter the data for each trainee at the specified time intervals. This will make it easier to analyze and plot the data in the progress chart.
f. **Plot the Chart:** Use spreadsheet software or data visualization tools to plot the progress chart. Enter the time intervals on the x-axis and the corresponding data values on the y-axis. Label the axes clearly, provide a title for the chart, and include any relevant legends or annotations to enhance understanding.
g. **Customize the Chart:** Customize the chart to make it visually appealing and easy to interpret. Choose appropriate colors, font sizes, and styles. Consider adding trend lines, markers, or data labels to highlight key points or patterns in the data. You can also add individual trainee identifiers or group comparisons if applicable.
h. **Analyze and Interpret:** Once the progress chart is created, analyze the data and interpret the trends or patterns observed. Look for improvements, plateaus, or areas where additional support may be needed. Use the chart to identify areas for intervention, track individual trainee growth, or compare the progress of different trainee groups.
i. **Update and Monitor:** Regularly update the progress chart as new data becomes available. Monitor learners' progress over time and compare it to the desired learning outcomes or benchmarks. Continuously track and review the progress chart to inform instructional decisions and support individual learners' needs. Identify areas for improvement, and provide feedback to trainees.

Remember, progress charts are tools for visual representation and analysis, so they should be used in conjunction with other forms of assessment and feedback to provide a comprehensive understanding of learners' progress. Regularly communicate and discuss the progress chart with learners to foster engagement, reflection, and goal setting.

ii. Sample Progress Chart for Trainees in a Competency-Based Training Program

Time Period: Week 1-12

Trainee Progress Chart

	Skill A	Skill B	Skill C	Skill D
Week 1	40%	60%	50%	30%
Week 2	45%	65%	55%	35%
Week 3	50%	70%	60%	40%
Week 4	55%	75%	65%	45%
Week 5	60%	80%	70%	50%
Week 6	65%	85%	75%	55%
Week 7	70%	90%	80%	60%
Week 8	75%	95%	85%	65%
Week 9	80%	98%	90%	70%
Week 10	85%	99%	92%	75%
Week 11	90%	100%	95%	80%
Week 12	95%	100%	98%	85%

Key:

0% - No competency demonstrated

50% - Partial competency demonstrated

100% - Full competency demonstrated

iii. Sample progress/Achievement chart in Excel

PROGRESS CHART
HOUSEKEEPING NC II
436 Hours

	NAME OF TRAINEE	Provide Housekeeping Service to Guest	Receive Housekeeping Request	Provide/Service Housekeeping Request	Provide Advice to Guest	Liaise with other departments	Clean and Prepare Room s for Incoming Guest	Set-up Equipment and Trolleys	Access Rooms for Servicing	Make-up Beds	Clean and Clear Rooms	Clean and Store Trolley and Equipments	Provide Valet/Butler Service	Provide Valet Service to Guest	Display Professional Standards	Care for Guest Porperty	Laundry Linen and Guest Clothes	Collect Laundry for Laundering Functions	Process Laundered Items	Return Laundered Items	Clean Public Areas, Facilities and Equipment	Select and Set-up Equipment and Materials	Apply Cleaninig Technique	Clean Dry and Wet Areas	Maintain Store and Cleaning Equipmwnt and Chemicals	Deal With/Handle Intoxicated Guest	Determine the Level of Intoxication	Apply Appropriate Procedures	Comply with Legislation	REMARKS
1																														
2																														
3																														
4																														
5																														
6																														
7																														
8																														
9																														
10																														
11																														
12																														
13																														
14																														
15																														
16																														
17																														
18																														
19																														
20																														
21																														
22																														
23																														
24																														

C. **Achievement Chart**

An achievement chart, also known as a performance chart or accomplishment chart, is a tool or framework used to assess and evaluate students' learning progress and achievements across multiple areas or subjects. It provides a structured and standardized way to assess students' performance and track their growth over time.

Achievement charts typically include a set of criteria or categories that define different levels of achievement. These criteria may vary depending on the specific subject or curriculum framework being used. The purpose of an achievement chart is to provide a clear and consistent framework for assessing trainees' performance and providing feedback. It helps trainers and trainees understand the expectations and standards for each level of achievement and provides a common language for discussing and reporting student progress.

The specific components of an achievement chart can vary, but they often include the following elements:

a. **Categories or Strands:** Achievement charts are organized into different categories or strands that represent different areas of knowledge or skills. For example, in a science achievement chart, there may be categories for scientific inquiry, knowledge and understanding, communication, and application.

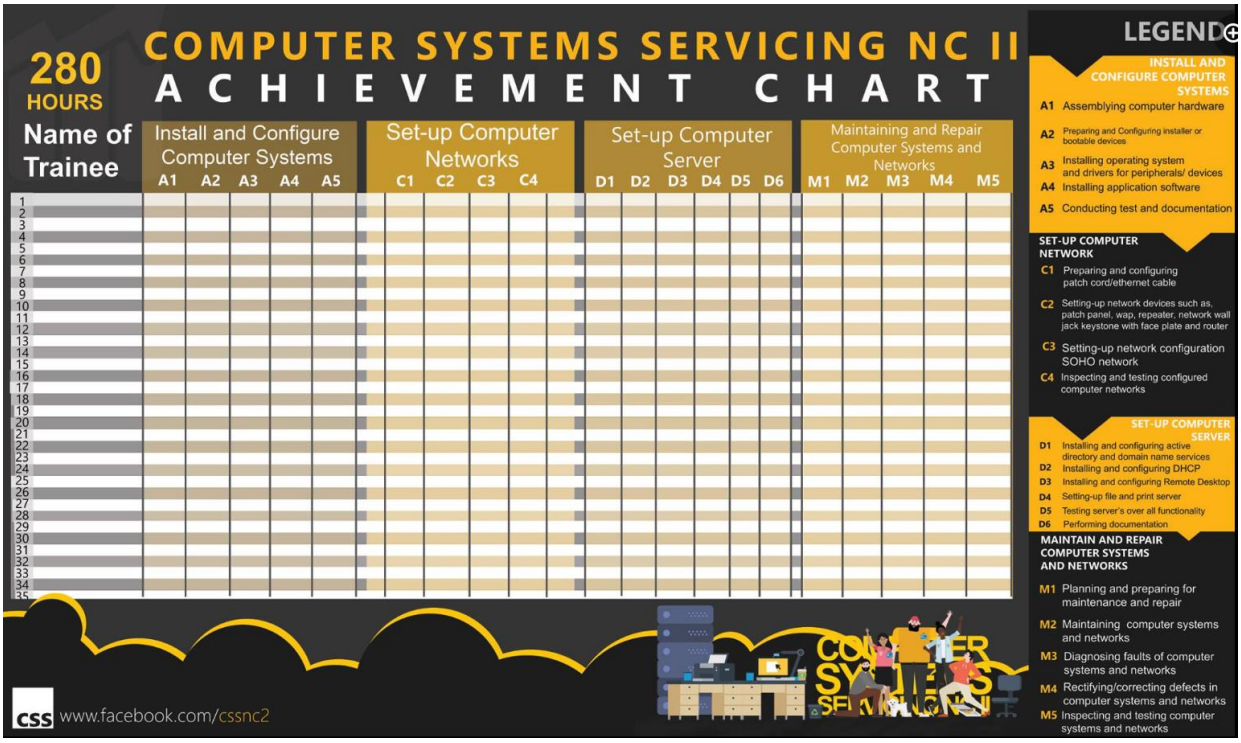
b. **Levels of Achievement:** Each category or strand is divided into levels of achievement that describe different degrees of proficiency or mastery. These levels are typically represented by descriptors or statements that define what trainees should be able to demonstrate at each level.

c. **Criteria or Indicators:** Within each level of achievement, specific criteria or indicators are provided to further describe the expectations for student performance. These criteria outline the knowledge, skills, and competencies that students should demonstrate to achieve a particular level.

d. **Performance Descriptions:** Achievement charts often include performance descriptions or examples that illustrate the characteristics of student work at each level of achievement. These descriptions help trainers and trainees understand what evidence of learning looks like at different levels.

e. **Rubrics or Scoring Guides:** Some achievement charts use rubrics or scoring guides to assess trainees' work. Rubrics outline the specific criteria and provide a scoring scale or point system to evaluate student performance in each criterion.

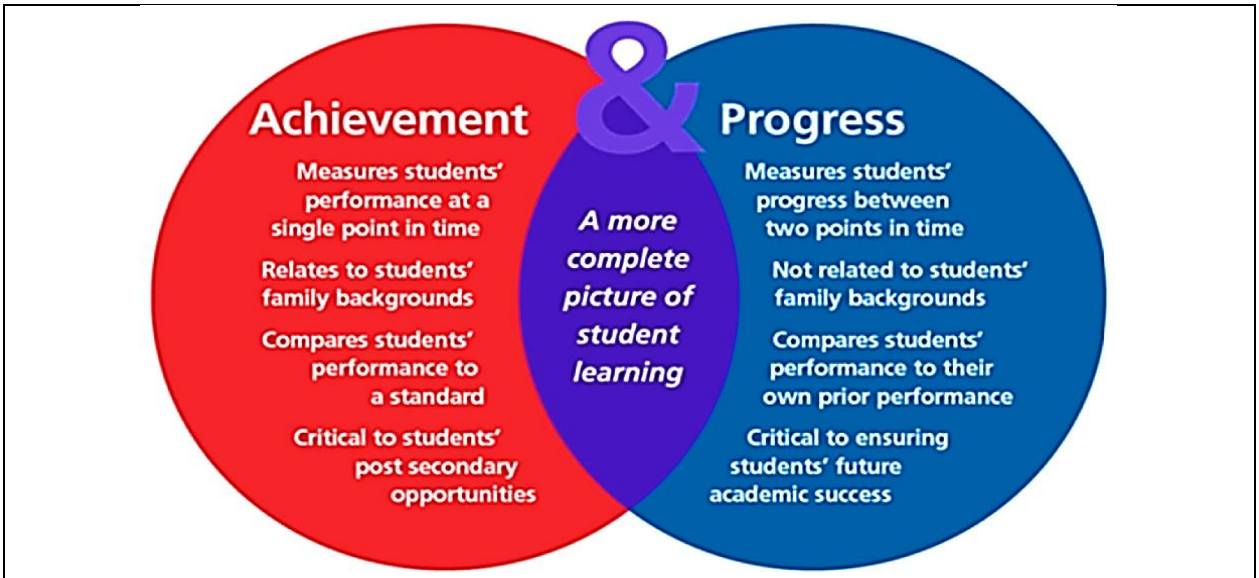
By using an achievement chart, trainers can assess and provide feedback to learners based on a consistent set of standards and expectations. This allows for a more objective and fair assessment of learners learning, helps identify areas for improvement, and supports their ongoing growth and development.



Sample Trainee Achievement Chart

Achievement VS Progress

Achievement and progress are often used interchangeably, but their meanings are actually very different. Achievement is a point-in-time measure that evaluates how well students perform against a standard. In contrast, progress is measured by how much "growth" students make over time, typically for a definite period of time. Both of these measures are important, but they provide different information.



Progress Chart and Achievement Chart comparison

a. **The Progress Chart** is a monitor of the Learning Outcomes and competencies achieved by each trainee. It is displayed in a place within the training area frequented by the trainees.

b. **An Achievement Chart,** on the other hand, is a monitor of the required projects and activities usually in the job Sheets of the CBLM. These requirements are needed in the attainment of the skills of the competency. The achievement chart is most recommended especially for qualifications that require many activities and requirements to finish a learning outcome. Of tentimes, if this happens your trainees will not see progress on the progress chart. The achievement chart is made so that you can monitor the daily accomplishments of trainees

D. Trainees Record Book

A trainee's record book, also known as a training record book or a training logbook, is a document or journal that is used to record and track the progress, activities, and achievements of an individual undergoing training or an apprenticeship program. It serves as a comprehensive record of the trainee's learning journey and provides a means of documenting their practical experience, skills development, and knowledge acquisition.

The trainee's record book typically includes various sections or categories that cover different aspects of the training program. These sections may include:

a. **Personal Information:** This section contains the trainee's personal details such as their name, contact information, identification number, and any other relevant information.
b. **Training Objectives:** This section outlines the specific goals and objectives of the training program or apprenticeship. It may include a description of the skills, competencies, or qualifications the trainee is expected to achieve by the end of the program.
c. **Training Activities:** In this section, the trainee records the details of the training activities they have participated in. This may include a description of the tasks performed, projects completed, or specific training modules or courses attended.
d. **Practical Experience:** This section focuses on the trainee's practical experience gained during the training. It may include details of on-the-job training, work placements, or any other hands-on experience.
e. **Skills Development:** Here, the trainee documents the development of specific skills or competencies acquired throughout the training program. This may involve recording the progress made in areas such as technical skills, communication skills, problem-solving abilities, or teamwork.
f. **Supervisors' or Trainers' Feedback:** Trainees record feedback or evaluations received from supervisors, trainers, or mentors. This feedback may include comments on performance, areas for improvement, and strengths demonstrated by the trainee.
g. **Assessments and Evaluations:** This section includes records of assessments, evaluations, or examinations conducted during the training program. It may document the trainee's performance, feedback received, and any areas of improvement identified.
h. **Reflection and Self-Assessment:** Some trainees' record books include sections for trainees to reflect on their learning experiences, set goals, and self-assess their progress. Trainees can document their thoughts, challenges faced, lessons learned, and action plans for improvement.
i. **Signatures and Approvals:** The trainee's record book often includes spaces for signatures and approvals from supervisors, trainers, or mentors. These signatures validate the completion o specific tasks or activities and provide a record of official acknowledgment.

I. Purposes of Trainee's Record Book

a. Providing a documented record of the trainee's learning journey and progress.
b. Assisting trainers, supervisors, and assessors in evaluating the trainee's performance and development.
c. Demonstrating the trainee's competence and skills to potential employers or industry regulators.
d. Supporting the trainee's application for certifications, licenses, or further educational opportunities.
e. Serving as a personal resource for the trainee to reflect on their growth, set goals, and track their achievements.

Trainees are encouraged to maintain their record book regularly and keep it updated throughout their training program. It serves as a valuable tool for both trainees and trainers to monitor progress, provide feedback, and ensure the successful completion of the training program.

II. Sample trainees Record Book

SHASHEMENE TVET COLLEGE

2006 E.C

Take one step at a time and don't settle for less; just continue to climb – if you stumble don't stop ; don't lose sight of your goal – press on to the top; for only on the top you can see the whole view

Oromia Regional State
Technical & Vocational Education
Training Commission

SHASHEMENE TVET COLLEGE

TRAINEE'S RECORD BOOK

AUTOMOTIVE ENGINE SERVICING

NAME OF TRAINEE: _____

SECTOR: AUTOMOTIVE TECHNOLOGY

SECTION _E_ **GROUP**_____

YEAR 2006

NAME OF TRAINER: BIRUK ENDALE

Recommendation

_____For endorsement for training certificate Tri_____
_____for completing of _____ competency Tri_____

Performance rating

Knowledge

- ☐ Satisfactory Tri _____
- ☐ Needs improvement Tri _____
- ☐ Not Satisfactory Tri _____

Practical

- ☐ Competent Tri_____
- ☐ Needs improvement Tri_____
- ☐ Not competent Tri_____

Feed back

_____

_____

_____

_____ _____
Trainee Name Date

_____ _____
Trainer Name Date

Instructions

- Morning session is from **8:00 AM to 12:20 AM**
- Lunch break is from **12:20 AM** to **2:00 PM**
- Afternoon session is from **2:00 PM** to **4:00 PM**
- All trainees are expected to complete **27** units of competences and Requirements.
- Trainees shall let the Trainer's sign in the **TRB** for every session, No signature of the Trainer shall mean the Trainee's is absent or did not attend the scheduled session.
- The trainees should be able to perform each activities accordingly
- Maintain the cleanliness of the WORK SHOP at all time.

R.N	Traits	RANK			Remark
		Low	Average	High	
1	Punctuality				
2	Resource fullness				
3	Wearing Uniform regularly				
4	Sense of urgent				
5	Handling equipment and tools				
6	Maintenance of machine				
7	Honesty				
8	Creativity				
9	Respecting colleagues regulation				
10	Communication with colleagues and trainer				

Program Title: **AUTOMOTIVE ENGINE AND ELECTRICAL/ELECTRONIC SERVICING**

Training venue **WORKSHOP and ROOM**

Date of training started _____

Date of training Ended _____

List of competences

LEVEL I	institutional Assessment results		Trainer's signature
Competency	Satisfactory	Not satisfactory	
Competency 1 Remove and Replace Electrical/ Electronic Units / Assemblies			
LO1: Prepare for work			
LO2: Remove electrical /electronic units/ assemblies			
LO3: Replace electrical / electronic units/ assemblies			
LO4: Clean up work area and maintain equipment			
Competency 2 Service and Maintain / Replace Batteries			
LO1: Prepare to inspect battery			
LO2: Conduct battery test			
LO3: Service batteries			
LO4: Remove and replace battery			

Knowledge Test					
T.No	1st Try Score ____%	Remark	T.No	2nd Try Score ____%	Remark
T1			T1		
T2			T2		
T3			T3		
T4			T4		
T5			T5		
T6			T6		
T7			T7		
T8			T8		
79			79		
710			710		
T11			T11		
T12			T12		
T13			T13		
T14			T14		
T15			T15		
T16			T16		
T17			T17		
T18			T18		
T19			T19		
T20			T20		
T21			T21		
T22			T22		
T23			T23		
T24			T24		
T25			T25		
T26			T26		
T27			T27		

LEVEL I	institutional Assessment results		Trainer's signature
Competency	Satisfactory	Not satisfactory	
LO5: Prepare vehicle/ equipment for delivery to customer and/or storage			
Competency 3 Carry Out Repairs of Single Electrical Circuits			
LO1:Prepare for work			
LO2: Test circuits/ components and identify faults			
LO3: Complete repairs to circuit wiring			
LO4: Clean up work area and maintain equipment			
Competency 4 Install, Test & Repair Low Voltage Wiring / Lighting Systems			
LO1: Prepare for work			
LO2: Install wiring/lighting electrical systems			
LO3: Repair electrical systems			
LO4: Test electrical systems			
LO5: Clean up work area and maintain equipment			
Competency 5 Carry Out Soldering of Electrical Wiring / Circuits			

Co-operative training				
NO	Name of Organization	Date		Feedback from the organization
		From	To	

LEVEL I	institutional Assessment results		Trainer's signature
Competency	Satisfactory	Not satisfactory	
LO2: Prepare components/ wiring/circuits, tools and equipment for soldering			
LO3: Carry out soldering of components/ wiring/ circuits			
LO4: Clean up work area and maintain equipment			
Competency 6 Perform On-Vehicle Minor / Basic Servicing			
LO1: Prepare for work			
LO2: Check automotive battery			
LO3: Check ignition system			
LO4: Check wiring system/ installation			
LO5: Check brake system			
LO6: Check oil and water			
LO7: Observed OHS			
Competency 7 Use Basic Measuring Devices, Tools and Equipment			

NOVEMBER					
Date	Trainee's sign		Trainer's sign		Comment
	am	pm	am	pm	

LEVEL I	institutional Assessment results		Trainer's signature
Competency	Satisfactory	Not satisfactory	
Competency 8 Read and Interpret Specifications and Manuals			
LO1: Identify and access manuals and specifications			
LO2: Interpret and apply information/ specifications in manual			
LO3: Store manuals			
Competency 9 Apply Lubricants and Coolants			
LO1: Prepare work station			
LO2: Use lubricants and coolants			
LO3: Perform housekeeping			
Competency 10 Remove and Tag Engine System Components			
LO1: Prepare work station			
LO2: Remove engine system			
LO3: Tag engine system components			
Competency 11 Apply Quality Standards			
LO1: Assess own work			
LO2: Assess quality of received articles			

FEBRUARY					
Date	Trainee's sign		Trainer's sign		Comment
	am	pm	am	pm	

LEVEL I	institutional Assessment results		Trainer's signature
Competency	Satisfactory	Not satisfactory	
LO1: Describe and explain the principles, concept and scope of entrepreneurship			
LO2: Discuss how to become entrepreneur			
LO3: Discuss how to organize an enterprise			
LO4: Discuss how to operate an enterprise			
LO5: Develop one's own business plan			
Competency 16 Apply 5S Procedures			
LO1: Develop understanding of quality system			
LO2: Sort needed items from unneeded			
LO3: Set workplace in order			
LO4: Shine work area			
LO5: Standardize activities			
LO6: Sustain 5S system			

DECEMBER					
Date	Trainee's sign		Trainer's sign		Comment
	am	pm	am	pm	

LEVEL I	institutional Assessment results		Trainer's signature
Competency	Satisfactory	Not satisfactory	
LO3: Record information			
LO4: Study causes of quality deviations			
LO5: Complete documentation			
Competency 12 Work with Others			
LO1: Develop effective workplace relationship			
LO2: Contribute to work group activities			
Competency 13 Receive and Respond to Workplace Communication			
LO1: Follow routine spoken messages			
LO2: Perform workplace duties following written notices			
Competency 14 Demonstrate Work Values			
LO1: ***Define the purpose of work***			
LO2: ***Apply work values/ethics***			
LO3: Deal with ethical problems			
LO4:.Maintain integrity of conduct in the workplace			
Competency 15 Develop Understanding of Entrepreneurship			

E. Trainees' Personal Profile

A trainee's personal profile refers to a summary or compilation of personal information, characteristics, skills, qualifications, and experiences that provide an overview of an individual's background and attributes. It serves as a snapshot or introduction to the trainee and helps to highlight their relevant qualities and capabilities.

A trainee's personal profile may include the following information:

a. **Personal Details:** This includes basic information such as the trainee's full name, contact details (address, phone number, email), date of birth, and any other relevant personal identifiers.

b. **Education and Qualifications:** This section provides details of the trainee's educational background, including the highest level of education achieved, academic institutions attended, and any relevant certifications or qualifications obtained.
c. **Skills and Competencies:** Here, the trainee lists their key skills, competencies, or areas of expertise that are relevant to the training program or apprenticeship. These could be technical skills, soft skills, or industry-specific abilities.
d. **Work Experience:** This section highlights the trainee's previous work experience, if any. It includes details of past job positions held, organizations worked for, and a summary of responsibilities and achievements in those roles.
e. **Interests and Hobbies:** This section provides insights into the trainee's personal interests, hobbies, or extracurricular activities. It can help to showcase their personality, passion, and any additional skills or experiences they may have gained outside of formal education or work settings.
f. **Career Objectives:** This part outlines the trainee's career goals, aspirations, and the purpose behind their participation in the training program or apprenticeship. It may include information about their desired industry, role, or specific skills they wish to acquire or develop.
g. **References:** The trainee's personal profile may also include references from individuals who can vouch for their character, skills, or work ethic. These references could be previous employers, teachers, or mentors who can provide a positive assessment of the trainee's capabilities.

The purpose of a trainee's personal profile is to provide a concise and informative overview of the individual, allowing trainers, mentors, or employers to understand their background, skills, and aspirations. It can be used during the selection process, as a reference for matching trainees with appropriate training opportunities, or as a basis for evaluating their suitability for specific roles or projects.

4.4 Organizational Record Management Systems

Organizational record management systems, also known as records management systems or enterprise content management systems, are software applications or platforms designed to manage and organize the lifecycle of an organization's records and documents. These systems provide a structured approach to storing, retrieving, and managing records in a centralized and efficient manner.

Here are some key features and functionalities typically found in organizational record management systems:

a. **Document Storage and Organization:** These systems provide a centralized repository for storing records and documents in a structured and organized manner. Documents can be categorized, tagged, or indexed based on various criteria such as department, type, date, or keywords, making it easier to locate and retrieve them when needed.

b. **Version Control:** Record management systems often include version control capabilities to manage revisions and updates to documents. This ensures that the most current version of a document is accessible while maintaining a record of previous versions and changes made over time.
c. **Metadata and Indexing:** Metadata refers to descriptive information associated with a document, such as title, author, creation date, and keywords. Record management systems allow users to assign and search for documents based on metadata, enabling efficient retrieval and organization of records.
d. **Document Retention and Disposal:** Record management systems incorporate features for defining and enforcing document retention policies. These policies ensure that records are retained for the required legal or regulatory periods and are disposed of appropriately once their retention period expires. This helps organizations comply with legal and regulatory requirements related to record retention and disposal.
e. **Security and Access Controls:** To protect sensitive or confidential information, record
f. management systems offer security features such as access controls, user permissions, and encryption. These features ensure that only authorized personnel can access and modify records, helping maintain data privacy and security.
g. **Workflow and Collaboration:** Many record management systems provide workflow capabilities to streamline processes and facilitate collaboration. Workflow features enable users to define and automate document review, approval, and routing processes. They also support collaboration by allowing multiple users to access and collaborate on documents simultaneously, promoting efficient teamwork and document management.
h. **Audit Trails and Compliance:** Record management systems often include audit trail functionality, which tracks activities related to document creation, modification, and access. These audit trails provide a record of who accessed or made changes to a document, ensuring accountability and facilitating compliance with regulatory requirements.
i. **Integration with other Systems:** Record management systems can integrate with other enterprise systems such as document creation tools, email platforms, or customer relationship management (CRM) systems. The integration allows for seamless document capture, storage, and retrieval from within other applications, enhancing productivity and streamlining processes.

Implementing an organizational record management system can offer several benefits, including improved information governance, enhanced compliance, increased efficiency in document retrieval, and reduced storage costs. These systems enable organizations to effectively manage their records and ensure the availability and integrity of critical information throughout its lifecycle.

4.5 Recording Achievement of trainees

Recording the achievements of trainees is an important practice in tracking their progress and acknowledging their growth. There are several ways to effectively record and document the achievements of trainees. Here's a step-by-step approach:

a. **Define the Criteria:** Establish clear criteria or goals against which you will assess the trainees' achievements. These criteria could include knowledge gained, skills developed, completed projects, performance metrics, or any other relevant indicators.

b. **Regular Assessments:** Conduct regular assessments or evaluations to measure the trainees' progress. These assessments could be in the form of tests, quizzes, practical assignments, presentations, or any other method appropriate for the training program.
c. **Document Achievements:** Maintain a centralized system or database where you can record the achievements of each trainee. This could be a spreadsheet, a learning management system (LMS), or any other platform that allows you to organize and track the trainees' accomplishments.
d. **Provide Feedback:** Along with recording achievements, it is crucial to provide constructive feedback to the trainees. Offer specific comments on their strengths, areas for improvement, and suggestions for further development. This feedback will help them understand their progress and areas where they can focus on enhancing their skills.
e. **Certificates or Awards:** Recognize the trainees' achievements by awarding certificates or other forms of acknowledgment. This could be done for significant milestones, outstanding Anperformance, or completion of the training program. Certificates provide a tangible representation of their accomplishments and can boost motivation.
f. **Progress Reports:** Periodically generate progress reports summarizing the trainees' achievements. These reports can be shared with the trainees themselves, their supervisors or managers, and any other relevant stakeholders. Progress reports help track the overall effectiveness of the training program and identify areas for improvement.
g. **Ongoing Tracking:** Continue to track and update the trainees' achievements throughout their training journey. This will allow you to monitor their growth over time and identify any patterns or trends in their development.

Remember to respect privacy and confidentiality when recording and sharing trainees' achievements. Obtain necessary consent and ensure compliance with data protection regulations.

By following these steps, you can effectively record the achievements of trainees and provide them with recognition for their hard work and progress.

I. Importance of record keeping

There are many reasons for the increased interest in record-keeping including:

a. Requirements of national government bodies concerned with educational achievement and standards for evidence of learner performance with accompanying remarks/commentary
b. Increasing involvement , management, and other stakeholders in learner achievement. For example, sponsorships and scholarships may require considerable material about individual learner's progress as part of the application process
c. The technology for keeping records is changing rapidly. Paper-based systems are being replaced by computer storage which can now be space-saving and very versatile. They enable hard copies and electronic transfer of extensive data to be made, literally, at the press of a button
d. New assessment methods such as continuous assessment during the semester or year that is a part of public examinations often require greater accuracy, fairness and sophistication of record storage and maintenance. Teachers are therefore accountable for ways in which they gather, analyze, store and publicize assessment data

To identify the learner's progress, we may use a learner progress record for further development

Here is a template of the Learner Progress Record

Trainee teacher/ trainer name	
Name of institution	
Trade area	
Master Teacher Trainer name	

II. Record of progress

Area / Unit of Competency (Insert relevant unit codes and titles)	Recommended for formal assessment (Based on the performance in training and practice activities)		Follow-up action (depending upon the trainee's progress, state what the trainee needs to do to move on to assessment or improve performance to the required level of Competency)	Comments on progress (if not recommended for assessment earlier, please include comments on the progress of the follow up action)
	Yes	No		

*Add rows as necessary

Please sign and date the appropriate box below

	Signature	Date
Trainee teacher/ trainer name		
Master Teacher Trainer name		

4.6 Training Session Evaluation

The evaluation of a training session refers to the process of assessing and analyzing the effectiveness, impact, and quality of a training program or session. It involves gathering feedback, measuring outcomes, and making judgments about various aspects of the training to

determine its success and identify areas for improvement. The evaluation is typically conducted by trainers, training coordinators, or stakeholders involved in the training process.

The evaluation of a training session can encompass several key elements, including:

a. **Participant Feedback:** collecting feedback from the trainees themselves is an essential component of evaluating a training session. This feedback can be gathered through surveys, questionnaires, or interviews to gather insights on their satisfaction, perceived value, and areas of
b. improvement. Trainees' opinions, experiences, and suggestions are valuable in determining the effectiveness of the training.
c. **Learning Outcomes:** assessing the extent to which the training session achieved its learning objectives is crucial. This evaluation can involve measuring participants' knowledge gain, skills acquisition, or behavioral changes resulting from the training. Pre- and post-training assessments, tests, or skill demonstrations can help determine the effectiveness of the learning outcomes.
d. **Training Materials And Resources:** evaluating the quality and relevance of Training materials, resources, and instructional methods is essential. This includes assessing the clarity, organization, and effectiveness of Training materials such as presentations, handouts, or online modules. The evaluation can identify areas where the materials need improvement or updating.
e. **Trainer Performance:** assessing the trainer's effectiveness, presentation skills, and ability to engage participants is an important aspect of the evaluation process. Observations, feedback from participants, or self-assessment by trainers can provide insights into the quality of the training delivery. Trainers' knowledge, communication, and facilitation skills are key factors in determining the overall success of the training session.
f. **Training Impact:** evaluating the impact of the training on individual participants and the organization as a whole is crucial. This involves assessing whether the training has led to improved performance, increased productivity, or positive changes in behavior, as well as examining the return on investment (roi) of the training. Data analysis, performance metrics, or post-training follow-ups can help measure the impact of the training.
g. **Overall Effectiveness:** taking into account all the aforementioned aspects, an overall evaluation of the training session can be conducted. This involves synthesizing the feedback, data, and observations to determine the overall success of the training, identify strengths, weaknesses, and areas for improvement, and make informed decisions for future training initiatives.

By evaluating training sessions, organizations can assess the effectiveness of their training programs, identify areas for improvement, and make informed decisions to enhance the quality and impact of future training initiatives.

I. Necessity to Evaluate Training

Unfortunately, trainings are often given and quickly forgotten by both the trainers and trainees. Their impact is rarely measured or looked for. This makes it impossible for authorities to know if they are even getting a return on the time and money spent on trainings. Training evaluation basically helps with the discovery of Training gaps and opportunities in training programs. Training evaluation collects information that can help determine improvements on training programs and help trainers decide if certain programs should be discontinued. The training evaluation process is essential to assess training effectiveness, help improve overall work quality, and boost trainee morale and motivation by engaging them in the development of Training programs.

By not making an effort to follow up on the results of Training, authorities are blindly administering trainings without any real data about what is working for their trainees and what isn't. This would be unthinkable in any other aspect of an activity, but it has become the norm for many authorities when training employees.

II. Process of Evaluating Training Session

Evaluating a training session involves a systematic approach to gathering feedback, measuring outcomes, and assessing the effectiveness of the training. Here are some steps to help you evaluate a training session effectively:

a. **Set Clear Objectives:** Before the training session, establish clear and specific objectives that you intend to achieve through the training. These objectives will serve as a basis for evaluation.

b. **Determine Evaluation Criteria:** Identify the key criteria you will use to evaluate the training session. This can include participant satisfaction, learning outcomes, trainer performance, training materials, and overall impact. Define specific metrics or indicators that align with each criterion.

c. **Select Evaluation Methods:** Choose appropriate evaluation methods to gather data and feedback. Some common evaluation methods include:

d. **Participant Surveys:** Create surveys or questionnaires to gather feedback on participant satisfaction, relevance of the training, quality of materials, and trainer effectiveness. Utilize rating scales, open-ended questions, or Likert scale statements to capture participants' opinions and suggestions.

e. **Pre- And Post-Assessments:** Conduct assessments or tests before and after the training to measure the knowledge gained or skills improvement of participants. This allows you to determine the effectiveness of the training in achieving its learning objectives.

f. **Observations and Feedback:** Observe the training session and gather feedback from participants through discussions, focus groups, or interviews. This qualitative data can provide valuable insights into participant experiences, engagement, and perceptions of the training.

g. **Performance Metrics:** Use objective performance metrics or indicators, such as productivity measures, error rates, or customer feedback, to evaluate the impact of the training on participants' job performance or organizational outcomes.

h. **Implement The Evaluation:** Administer the evaluation methods and collect the necessary data during or after the training session. Ensure confidentiality and anonymity

if participants' responses need to remain anonymous to encourage honest feedback.

i. **Analyze The Data:** Once you have collected the evaluation data, analyze it to identify trends, patterns, and areas of strength or improvement. Quantitative data can be analyzed using statistical techniques, while qualitative data can be coded and thematically analyzed to extract key insights.

j. **Interpret the results:** Interpret the evaluation results in the context of the training objectives and criteria. Identify successes, areas for improvement, and actionable recommendations based on the data. Consider both quantitative and qualitative data to gain a comprehensive understanding of the training session's effectiveness.

k. **Provide Feedback And Take Action:** Share the evaluation results with relevant stakeholders, such as trainers, training coordinators, or decision-makers. Provide constructive feedback based on the evaluation findings and discuss potential strategies for improvement. Use the evaluation results to inform future training initiatives, make adjustments to the training content or delivery methods, or allocate resources more effectively.

Remember that evaluation is an iterative process, and it is valuable to continuously gather feedback and assess the impact of Training sessions over time. By systematically evaluating training sessions, you can ensure continuous improvement, enhance the effectiveness offuture training efforts, and ultimately achieve better outcomes for participants and the organization.

III. Kinds ofevaluation

a. **Norm-Referenced Evaluation**

When the performance of one student is compared with the performance of the others and a judgement is made on the basis of that comparison, a norm-referenced evaluation is being made. Thus, when we say Trainee A is above average and Trainee B is below average, we have made a norm-reference evaluation.

b. **Criterion-Reference Evaluation**

When we compare trainees' skills not with those ofother trainees but with some objective standard of performance, we are making a criterion-reference evaluation. Suppose we ask a trainee to identify correctly 18 out of 20 symbols on a blueprint and the trainee identifies 15. Two kinds can be made:

a) Norm-referenced – Trainee B did better than anyone else in the class; give him an "A", or

b) Criterion-referenced – Trainee B did not meet the criterion of 18; give him more instruction.

When you want to know whether a performance objective has been achieved, only-criterion referenced procedures are appropriate. A training objective is a description of knowledge and skill standards you want the trainee to reach or surpass. A criterion-referenced evaluation will help you decide whether the trainee has achieved the objective. You cannot measure trainee achievement with accuracy if you are not certain of exactly what it is you are measuring.

The purpose of a criterion-referenced evaluation is to determine how well the trainees' performance at the end of the period of instruction (a single unit, several lessons, or the entire course) matches the performance called for in your course objectives. The evaluation is to help you determine whether the trainees can perform as required; it is not designed so that a portion of them will fail.

If a lesson is planned to teach the trainees to clean and replace the spark plugs of an automotive in five minutes, the test item should ask them to do exactly this. If all trainees can do it, you don't make the test item easier; you improve the instruction. Your job is to teach trainees, not to fail them.

IV. The Four Points to an Effective Training Evaluation

The Kirkpatrick Four-Level Training Evaluation Model was designed to evaluate and examine training programs. It is used globally by the owner of the industry in different sectors for aiming to get ROI (Return on Investment) through cost-effective and time-efficient training sessions. Here's our four-points version derived from Kirkpatrick's model:

A. Begin with an End in Mind

What do we want to achieve at the end of this training session?

i. *Higher prof it?*
ii. *Increase production?*
iii. *Decrease costs in production and operations?*
iv. *Improve quality and increase sales?*
v. *Reduce employee turnover?*

These questions are essential to determine which outcomes are most impacting for

- Both trainees and the training,
- Which gaps need to be addressed and
- Prioritized.

Having a clear vision of what you want to achieve at the end of the training helps you to plan, prepare and focus on key processes which can lead you to the right direction.

B. Trainee's Feedback Matter

i. *What are the course's strengths and weaknesses?*
ii. *What should the trainer do more of?*
iii. *What do the trainees hate the most?*

Communication should be open in getting trainees' feedback about the training sessions. Information gathered will help the training team reflect and do self-evaluation on what needs to be improved to be effective trainers. Ask employees about what they feel about the instructor, topic, materials and resources, training venue, presentation, and the overall training experience. Trainee feedback can help discover the gaps in the training and the changes needed in the methodology.

C. Measure Learning Takeaways

i. What exactly did the trainees learn and not learn?
ii. Did the trainees achieve the course objectives?

It is the best to have a list of specific learning goals for every training discussion that you can check at the end of the training. This helps you identify important topics that may be missing from the training. Measure their learning by using exercises, pop quizzes, recitation, and other mind activities.

D. Assess the Behavior

i. *What skills can the trainee learn and use on the job?*
ii. *How will the training affect the performance?*
iii. *Did the acquired knowledge carry over from the training room to real world application?*

This step is one of the most challenging but rewarding outcome of a training program. Evaluate trainees' behavior and observe if they applied what they learned to become more competent in performing their job.

Training evaluation is an important process in determining training effectiveness and in checking if training programs are indeed helping employees become good at what they do. Through strategic evaluation, businesses can find ways to improve the quality of Training and achieve the learning goals set for employee success.

4.7 Evaluation Form/Questionnaire

I. Evaluation Form

An evaluation form is a structured document or questionnaire used to collect feedback and assess various aspects of a training session, workshop, event, or any other activity. It provides a systematic framework for participants or attendees to provide their opinions, ratings, and comments regarding the specific event or program.

Evaluation forms typically include a combination ofrating scales, multiple-choice questions, and open-ended questions to gather both quantitative and qualitative data. The form may cover different areas ofevaluation, such as participant satisfaction, learning outcomes, trainer performance, training materials, organization, logistics, and overall experience.

Here are some common elements you might find in an evaluation form

a. **Participant Information:** Basic details about the participant, such as name, designation, or organization, can be included to provide context for the feedback.
b. **Rating Scales:** Likert scales or rating scales are used to assess participant satisfaction, agreement, or perceived effectiveness on a predefined scale (e.g., strongly agree, agree, neutral, disagree, strongly disagree).
c. **Multiple-Choice Questions:** These questions provide respondents with predefined answer choices to select from. They are useful for gathering specific feedback on various aspects, such as the relevance of the content, quality of materials, or organization of the event.
d. **Open-Ended Questions:** These questions allow participants to provide detailed, free-form responses. Open-ended questions capture participants' opinions, suggestions, and specific examples related to the training session. They provide valuable qualitative data

for deeper insights and areas of mproveiment.

e. **Overall Assessment:** A summary or overall assessment section provides participants an opportunity to provide an overall rating or comment on their experience, perceived value, or impact of the training.
f. **Additional Feedback:** Some evaluation forms include sections for additional comments, suggestions, or any other feedback participants would like to provide beyond the structured questions.

Evaluation forms can be distributed in various formats, such as paper-based forms distributed in-person or online forms shared electronically via email or survey platforms. Online survey tools, like Google Forms or surveymonkey, often provide pre-designed templates for evaluation forms that can be customized to suit specific needs.

The collected data from evaluation forms allows organizers, trainers, or program coordinators to assess the strengths and weaknesses of the event or training session, identify areas for improvement, and make informed decisions for future initiatives. It helps in refining the content, delivery, and overall effectiveness of Training programs to better meet the needs and expectations of participants.

II. Evaluation Questionnaire

An evaluation questionnaire is a type ofsurvey instrument used to collect feedback and assess various aspects of an event, program, product, or service. It typically consists of a series ofquestions designed to gather respondents' opinions, ratings, and comments about specific aspects being evaluated.

Evaluation questionnaires are versatile and can be adapted to different contexts. They are commonly used in various settings, such as training sessions, conferences, workshops, customer satisfaction surveys, employee evaluations, and product/service feedback.

Characteristics of an evaluation questionnaire

a. **Structured format:** Evaluation questionnaires are typically structured with a predefined set of questions. The format can vary, including rating scales, multiple-choice questions, ranking exercises, or open-ended questions, depending on the nature of the evaluation and the information desired.
b. **Specific evaluation criteria:** The questionnaire is designed to gather feedback on specific evaluation criteria or aspects of the event, program, or service being assessed. These criteria could include participant satisfaction, learning outcomes, program effectiveness, trainer performance, customer experience, or product/service quality.
c. **Quantitative and qualitative data:** Evaluation questionnaires often collect both quantitative data (e.g., ratings, rankings) and qualitative data (e.g., comments, suggestions). The combination of these types of data provides a comprehensive understanding ofrespondents' experiences and opinions.
d. **Validity and reliability:** Evaluation questionnaires should be carefully constructed to ensure validity and reliability. Validity refers to the extent to which the questions measure what they intend to measure, while reliability pertains to the consistency ofresponses when the questionnaire is administered multiple times.
e. **User-friendly and understandable:** The questionnaire should be easy to understand and complete for respondents. Clear instructions and well-worded questions help ensure accurate and meaningful responses.

f. **Data analysis and reporting:** After collecting the responses, the data from the evaluation questionnaire can be analyzed to gain insights and identify areas for improvement. The findings can be summarized and reported in a structured format to guide decision-making and future planning.

Evaluation questionnaires can be distributed in various formats, such as paper-based forms distributed in-person, online surveys sent via email, or embedded on websites or survey platforms. Online survey tools offer the advantage of automating data collection, analysis, and reporting processes.

By using evaluation questionnaires, organizations can gather valuable feedback from participants, customers, or employees. The collected data helps in understanding strengths and weaknesses, making informed decisions, and driving continuous improvement in the evaluated areas.

Best Practices to Create Evaluation Form

a. **Make it easy to use.** Ensure that the information your evaluation form seeks is clear and concise. Provide easy-to-understand instructions for the employee and manager as they complete the form. It should provide HR and executives the information they need to make strategic decisions about the workforce. You may choose to encourage managers to use the S.M.A.R.T. (Specific, Measurable, Achievable, and Time-bound) goal methodology when defining goals for themselves as well as their team.

b. **Determine the Focus of the Form.** There needs to be a clear purpose. The form should include clear guidelines and instructions to allow managers and employees to know exactly what information to provide, the meaning of the ratings, and how to get the information they need. When designing your evaluation form, consider your primary purpose for conducting performance reviews.
   - Do you want to build or reinforce organizational culture?
   - Do you want to establish better alignment within your workforce?
   - Are you focusing on employee development?
   - Are you trying to effect a major organizational change?
   - Are you trying to assess the learning needs of your employees?
   - Are you attempting to identify high-potential employees?

c. **Establish a Clearly Defined Rating Scale.** It's important to keep the ratings fair, consistent, and as objective as possible. Include a descriptive rating scale throughout the evaluation form. The traditional five-point scale is one that employee’s expect. Managers have the option to select the mid-point value ofthree, which doesn't necessary distinguish high from low performers. If you prefer to encourage your managers to rate employees as either above or below average, you may choose to use an even-numbered rating scale (e.g., a four-point scale).

III. Evaluation Form Templates

The best way to understand evaluation forms is to look at some examples of evaluation forms.

Training session Evaluation Question

INSTRUCTIONS:

This training evaluation instrument is intended to measure how satisfactorily the trainer has done his job during the actual observation of the training (or during practicum activity for the NSC Fitting Level 1). The External collaborator shall give the honest rating by checking on the corresponding cell appropriate for the facilitator's performance. Appropriate feedback shall be given to the trainer being observed.

Sl No	Topic	qustion	Poor	Fair	satisfactory	very good	excellent
1	Preparation for the training	Workshop layout conforms with the components of a CBT workshop					
2		Session delivery is clear for learner					
3		Training equipment is sufficient for training					
4		CBLM is clear for training and learning session					
5		Objectives of every training session is well					
6		Expected activities/outputs are clarified					
7	Design and delivery of training	Course contents are sufficient to attain course					
8		Examples, illustrations and demonstrations help					
9		Practice exercises like Task/Job Sheets are					
10		Valuable knowledge are learned through the					
11		Training Methodologies are effective					
12		Assessment Methods and evaluation system are					
13		Recording of achievements and competencies					
14		Feedback about the performance of learners are					
15		Training Resources are adequate					
16		Training Venue is conducive and appropriate					
17		Equipment, Supplies, and Materials are					
18		Equipment, Supplies and Materials are suitable					
19		Promptness in providing Supplies and Materials					

IV. Another Example of Training Evaluation Form/question

TRAINING EVALUATION FORM

NAME OF THE TRAINER:

VENUE: DATE:

Evaluation Questions Please indicate your impressions on the questions listed below (Just put a tick in a box among 5):	
1. How clear to you was the purpose of this training class?	Clear ☐ ☐ ☐ ☐ ☐ Vague
2. How well did this training session achieve its purpose?	Fully ☐ ☐ ☐ ☐ ☐ Little
3. Was there sufficient time allowed for this session to achieve its purpose?	Sufficient ☐ ☐ ☐ ☐ ☐ Insufficient
4. How relevant do you think the content was?	Highly ☐ ☐ ☐ ☐ ☐ Ineffective
5. How would you rate the Overall presentation	Highly Interesting ☐ ☐ ☐ ☐ ☐ Not Interesting
6. How would you rate the Course Organization	Well Organized ☐ ☐ ☐ ☐ ☐ Not Organized
7. How would you rate the Trainer?	Well Skilled ☐ ☐ ☐ ☐ ☐ Not Skilled
8. How would you rate the Learning Material?	High Quality ☐ ☐ ☐ ☐ ☐ Low Quality
9. What you found most useful was? (Optional)	
10. What aspects of the training could be improved? (Optional)	

Thank you for assisting us in the evaluation and continuous improvement ofour training program.

Self-Check Sheet 4: Record and Maintain Trainees' Achievement

1. What is formative assessment?
   Answer:

2. Why formative assessment is important?
   Answer:

3. What are the characteristics of a good formative assessment?
   Answer:

4. How learners' achievement can be measured?
   Answer:

5. What should always be kept in your mind in developing Instrument?
   Answer:

6. What is meant by Instrument Quality?
   Answer:

7. Write the name of some formative assessment tools.
   Answer:

8. Define progress chart and achievement chart?
   Answer:

9. Is there any difference between Achievement and progress?
   Answer:

10. Why trainees' record book is important for assessing achievement?
    Answer:

11. Why training evaluation is important?
    Answer:

12. What are the common elements of a training evaluation form?
    Answer:

Answer Key 4: Record and Maintain Trainees' Achievement

1. **What is formative assessment?**
   Answer: Formative assessment is an ongoing, interactive process that takes place during the learning journey to provide feedback, monitor progress, and guide further learning. It involves gathering information about learners' understanding, knowledge, and skills in real time, allowing instructors to make informed instructional decisions.

2. **Why formative assessment is important?**
   Answer: Formative Assessment aims to
   - Monitor and Assess learners' progress and understanding throughout the learning process.
   - Identify areas of strength and areas needing improvement to guide instruction.
   - Provide timely feedback to learners to support their learning and growth.

   The beauty of formative assessment is that it's done while the students are still learning. Fast and fun formative assessment tools are perfect for checking in along those learning journeys.

3. **What are the characteristics of a good formative assessment?**
   Answer: A good formative assessment has the following characteristics:
   - Goal-oriented
   - Focused on higher-order thinking skills
   - Hold students accountable for individual performance
   - Seamless, no need to change the regular routine to fit the test

4. **How learners' achievement can be measured?**
   Answer: Learners' achievement can be measured using the following instruments:
   - Tests and Examinations
   - Performance Evaluations
   - Projects and Assignments
   - Portfolios
   - Self-Assessment and Reflection
   - Peer Assessment
   - Surveys and Questionnaires

5. **What should always be kept in your mind in developing Instrument?**
   Answer: In developing assessment instruments, the candidates to be assessed should always be kept in mind at each step of the process. Different scenarios to be assessed call for different tools and modes of evaluation. Ensure that the instruments and procedures for assessing are relevant to assesses, the skills and the task for which they are being evaluated.

6. **What is meant by Instrument Quality?**

Answer: An important aspect that arises when analyzing an instrument is the technical quality. The better the quality of an instrument, the more useful it will be, the greater the confidence in the scores and the greater the confidence in making decisions based on these results. Therefore, it is imperative to use high-quality instruments to perform assessments.

7. **Write the name of some formative assessment tools.**

   Answer:

   - Online Assessment Platforms
   - Classroom Response Systems
   - Rubrics and Checklists
   - Observation Tools
   - Peer Feedback Tools
   - Self-Assessment Tools
   - Digital Portfolios

8. **Define progress chart and achievement chart?**

   Answer: A progress chart, also known as a progress tracker or progress monitoring chart, is a visual representation that tracks and displays the progress of an individual or group toward a specific goal or set of objectives. It provides a clear and organized overview of the progress made over time, allowing for easy monitoring and assessment of performance.

   An achievement chart, also known as a performance chart or accomplishment chart, is a tool or framework used to assess and evaluate students' learning progress and achievements across multiple areas or subjects. It provides a structured and standardized way to assess students' performance and track their growth over time.

9. **Is there any difference between Achievement and progress?**

   Answer: Achievement and progress are often used interchangeably, but their meanings are actually very different. Achievement is a point-in-time measure that evaluates how well students perform against a standard. In contrast, progress is measured by how much "growth" students make over time, typically for a definite period of time. Both of these measures are important, but they provide different information.

   a. **The Progress Chart** is a monitor of the Learning Outcomes and competencies achieved by each trainee. It is displayed in a place within the training area frequented by the trainees.
   b. **An Achievement Chart,** on the other hand, is a monitor of the required projects and activities usually in the job Sheets of the CBLM. These requirements are needed in the attainment of the skills of the competency.

10. **Why trainees' record book is important for assessing achievement?**

    Answer: A trainee's record book is important because it records and tracks the progress, activities, and achievements of an individual undergoing training or an apprenticeship program. It serves as a comprehensive record of the trainee's learning journey and provides a means of documenting their practical experience, skills development, and knowledge acquisition.

11. Why training evaluation is important?

Answer: Training evaluation basically helps with the discovery of Training gaps and opportunities in training programs. Training evaluation collects information that can help determine improvements on training programs and help trainers decide if certain programs should be discontinued. The training evaluation process is essential to assess training effectiveness, help improve overall work quality, and boost trainee morale and motivation by engaging them in the development of Training programs.

12. What are the common elements of a training evaluation form?

Answer: Some common elements you might find in an evaluation form:

a. **Participant Information:** Basic details about the participant, such as name, designation, or organization, can be included to provide context for the feedback.
b. **Rating Scales:** Likert scales or rating scales are used to assess participant satisfaction, agreement, or perceived effectiveness on a predefined scale (e.g., strongly agree, agree, neutral, disagree, strongly disagree).
c. **Multiple-choice Questions:** These questions provide respondents with predefined answer choices to select from. They are useful for gathering specific feedback on various aspects, such as the relevance of the content, quality of materials, or organization of the event.
d. **Open-ended Questions:** These questions allow participants to provide detailed, free-form responses. Open-ended questions capture participants' opinions, suggestions, and specific examples related to the training session. They provide valuable qualitative data for deeper insights and areas of improvement.
e. **Overall Assessment:** A summary or overall assessment section provides participants an opportunity to provide an overall rating or comment on their experience, perceived value, or impact of the training.
f. **Additional Feedback:** Some evaluation forms include sections for additional comments, suggestions, or any other feedback participants would like to provide beyond the structured questions.

Task Sheet 4.1: Develop a template of Learner Progress Chart

Performance Objective: Given the assigned competency/occupation, the trainee should be able to develop a template of learner Progress Chart

Supplies/Materials

1. Competency Standard
2. Course Accreditation Document
3. Competency based curriculum (CBC)
4. Bond paper etc.

Equipment

1. PC
2. Printer with ink,

Steps/Procedure:

1. Prepare an instruction for Learner Progress Chart Template
2. Use your assigned occupation for this activity.
3. Present the output to the trainer.
4. Determine the purpose and scope
5. Identify the key areas of progress
6. Decide on the layout and format
7. Design the header and footer
8. Develop the subject/skill columns
9. Define the progress indicators
10. Set the timeline or periods
11. Fill in the progress data
12. Highlight achievements or milestones
13. Include a comments or feedback section
14. Review and refine:
15. Test the template
16. Finalize and distribute

Performance Criteria Checklist

Title: Develop a template of learner Progress Chart

Trainee's Name:_____ Date: _____

Please tick (✓) the column that best describes your evaluation of each identified evidences.

CRITERIA	YES	NO
Make sure the following:		
1. Parameters are clearly defined.		
2. The chart type is rightly chosen.		
3. field available for collecting sufficient learner data		
4. Time intervals are clearly determined.		
5. Data fields are well organized and sequenced.		
6. Proper visualization tools are used in the chart.		
7. For each field of data, the target or benchmark is clearly written.		
8. The progress chart is fully customizable.		

For satisfactory achievement, all items should receive a YES response.

Task Sheet 4.2: Develop a Template of Learner Record Book

Performance Objective: Given the assigned competency/occupation, the trainee should be able to develop a template of the Learner Record Book

Supplies/Materials

1. Competency Standard
2. Course Accreditation Document
3. Competency based curriculum (CBC)
4. Bond paper etc.

Equipment

1. PC
2. printer with ink,

Steps/Procedure

1. Prepare an instruction for Learner Record Book Template
2. Use your assigned occupation for this activity.
3. Present the output to the trainer.
4. Define the purpose and scope
5. Identify the sections and categories
6. Determine the layout and format
7. Design the header and footer
8. Develop the personal information section
9. Create sections for academic achievements
10. Include sections for skills development
11. Incorporate extracurricular activities
12. Integrate an attendance record section
13. Review and refine
14. Test the template
15. Finalize and distribute

Performance Criteria Checklist

Title: Develop a template of learner Record Book

Trainee's Name:_____ Date: _____

Please tick (✓) the column that best describes your evaluation of each identified evidences.

CRITERIA	YES	NO
Make sure the following:		
1. Personal information fields met trainees all information requirements.		
2. Information to be gathered will meet training program objectives.		
3. Training activities are clearly stated.		
4. Lerner's skills development is measurable and scalable from the templet		
5. Data fields are well organized and sequenced.		
6. Proper monitoring and assessment tools are used in the record book.		
7. fields are available for trainers' feedback, signature and approval of authority etc.		
8. The record book is fully customizable.		

For satisfactory achievement, all items should receive a YES response.

Task Sheet 4.3: Develop a Templet for Learners Personal Profile

Performance Objective: Given the assigned competency/occupation, the trainee should be able to develop a template of the Learners Personal Profile

Supplies/Materials

1. Competency Standard
2. Course Accreditation Document
3. Competency based curriculum (CBC)
4. Bond paper etc.

Equipment

1. PC
2. printer with ink,

Steps/Procedure

1. Prepare an instruction for Learners personal Profile
2. Prepare this document for the students of your own occupation for this activity.
3. Present the output to the trainer.
4. Determine the purpose and scope
5. Identify the key sections
6. Decide on the layout and format
7. Design the header
8. Develop the personal information section
9. Include an education section
10. Incorporate a skills section
11. Add a work experience section
12. Include an achievements section
13. Add an interests section
14. Include a references section
15. Review and refine
16. Test the template
17. Finalize and distribute

Performance Criteria Checklist

Title: Develop a templet for Learners Personal Profile

Trainee's Name:_____ Date: _____

Please tick (✓) the column that best describes your evaluation of each identified evidences.

CRITERIA	YES	NO
Make sure the following fields are available:		
1. All personal details		
2. Education and qualification information		
3. Skills and Competencies achievement and progress		
4. Last work experience		
5. Interests and hobbies		
6. Carrier objectives		
7. References		
8. The learner's profile is fully customizable.		

For satisfactory achievement, all items should receive a YES response.

Task Sheet 4.4: Develop a Templet for Training Session Evaluation

Performance Objective: Given the assigned competency/occupation, the trainee should be able to develop a template of the Training Session Evaluation

Supplies/Materials

1. Competency Standard
2. Course Accreditation Document
3. Competency based curriculum (CBC)
4. Bond paper etc.

Equipment

1. PC
2. printer with ink,

Steps/Procedure:

1. Prepare an instruction for Training Session Evaluation
2. Use your assigned occupation for this activity.
3. Present the output to the trainer.
4. Determine the purpose and scope
5. Identify the key evaluation areas
6. Decide on the evaluation scale or rating system
7. Design the header
8. Develop evaluation sections
9. Include rating or feedback fields
10. Add an overall evaluation section
11. Incorporate a participant information section
12. Include a comments or additional feedback section
13. Add a confidentiality statement
14. Review and refine
15. Test the template
16. Finalize and distribute
17. Analyze and utilize feedback

Performance Criteria Checklist

Title: Develop a templet for Training Session Evaluation

Trainee's Name:_____ Date: _____

Please tick (✓) the column that best describes your evaluation of each identified evidences.

CRITERIA	YES	NO
Make sure the following:		
1. Format is well-structured		
2. Evaluation questionnaire is designed to gather feedback on specific evaluation criteria		
3. Both quantitative and qualitative data can be collected from this templet		
4. Evaluation questionnaires are carefully constructed to ensure validity and reliability		
5. The templet is User-friendly and Understandable		

For satisfactory achievement, all items should receive a YES response.

Review of Competency

Below is yourself assessment rating for the module of **Conducting Competency Based Training and Assessment of Teachers and Assessors.**

Assessment of performance Criteria	Yes	No
Diversity of skills and background of participants are Identified	☐	☐
Trainees' gap and programme needs are identified	☐	☐
Relevancy of the existing curriculum documents, accreditation, competency based learning materials and resources are examined	☐	☐
Content and format of CBLMs and resources are adapted in accordance with trainees and programme needs	☐	☐
Lesson/session plans are integrated with the activities to develop competency based training and assessment	☐	☐
Learner and programme needs and learning styles are incorporated in session plan	☐	☐
Varied opportunities for trainees are planned to demonstrate achievement of skills/competencies	☐	☐
Appropriate training methodology are selected.	☐	☐
Training Approaches that support the development of participants' knowledge, skills and attitude in CBT&A are Identified.	☐	☐
Training is delivered in accordance with session plans using appropriate learning strategies	☐	☐
Adult learning principles are applied in training delivery session	☐	☐
Continuous feedback and support are provided to enhance learner performance	☐	☐
Fruitful relationships are established with learners using appropriate interpersonal skills	☐	☐
Learners' current level of knowledge and skills are acknowledged and used during the training delivery	☐	☐
Learner independent strength are encouraged by recognizing self-directed learning.	☐	☐
Guidance and mentoring support are provided as required	☐	☐
Follow up progress of the trainees are ensured with patience.	☐	☐
Available formative assessment tools are analyzed for usability and modification as required	☐	☐
New assessment tools are developed to meet target group needs	☐	☐
Appropriate formative assessment tools and achievement instruments are used.	☐	☐
Achievement of trainees are recorded and maintained	☐	☐
Training session are evaluated using appropriate evaluation form / questionnaire	☐	☐

I now feel ready to undertake my formal competency assessment.

Signed:

Date:

Review Workshop of Competency Based Learning Material (CBLM)

The Competency Based Learning Material (CBLM) of **Conducting Competency Based Training and Assessment** for National Skills Certificate in Competency Based Training and Assessment, Level-5 is reviewed by NSDA on 18-19 June, 2023.

List of resources persons

Sl No	Name and Address	Institution and Address	Mobile and E-mail
1.	**Shamsul Alam** Chief Instructor (Computer)	Tangail Polytechnic Institute, Tangail	01711-577545 s.alamreal786@gmail.com
2.	**Md. Mozzammel Hussain Masud** Assistant Director	RISDA-Bangladesh	01777765404 mozzammel@risda.org.bd
3.	**Md. Fazlul Haque** Instructor	TTC, Faridpur	01715-107077 fhaque.ttc@gmail.com
4.	**Md. Mofizul Islam** Instructor	UCEP Bangladesh, Dhaka	01717518730 mofizul.rahman@ucepbd.com
5.	**Younus Ali Masud** Assistant Director	RISDA-Bangladesh	0177776536 Younus.risda@gmail.com
6.	**Md. Nazrul Islam** Competency Standard Expert	NSDA National Skills Development Authority (NSDA), Dhaka	0 1711 273708 ndewli@yahoo.com