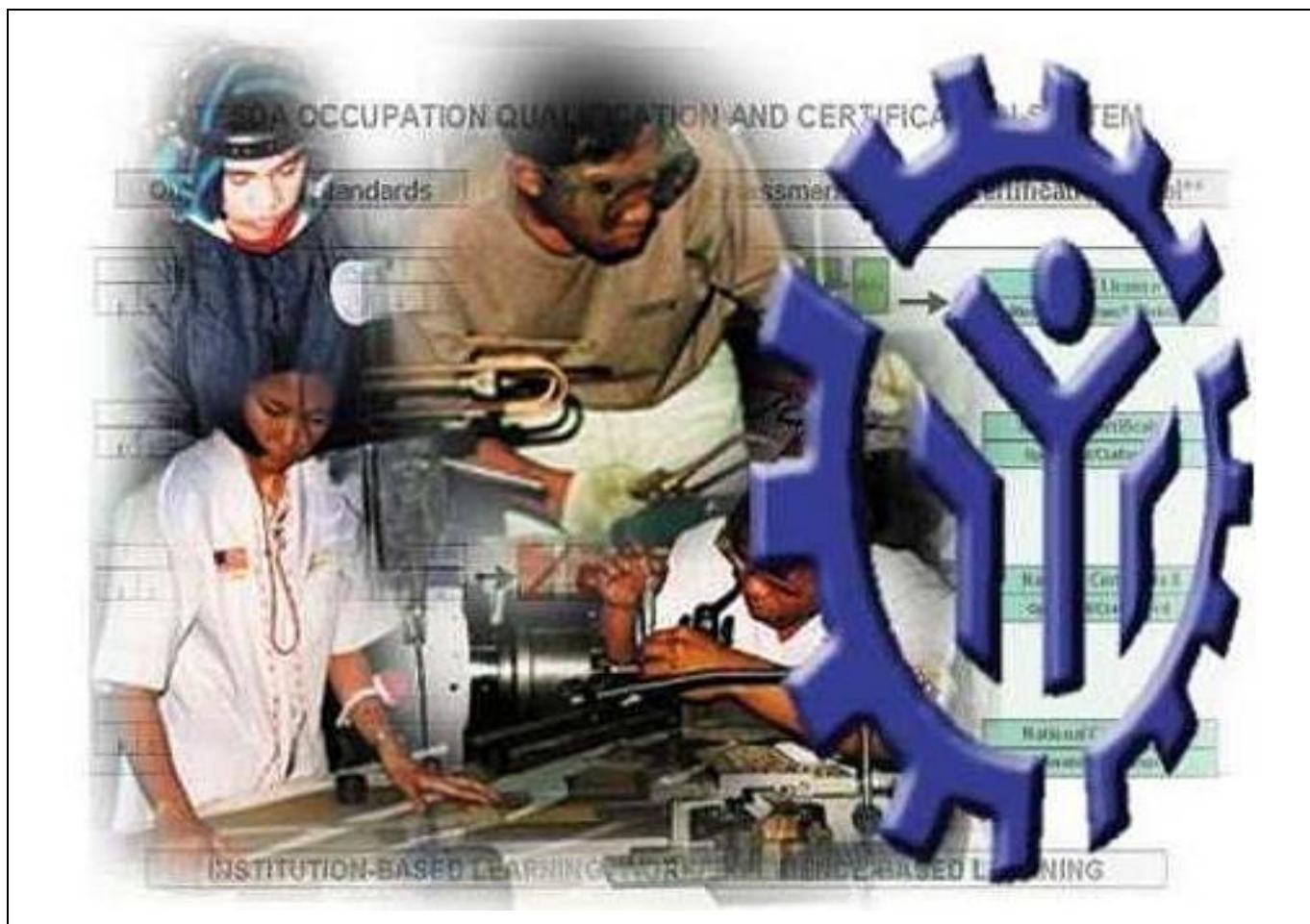


COMPETENCY-BASED CURRICULUM



Sector : **TECHNICAL VOCATIONAL EDUCATION AND TRAINING**

Qualification :
**TRAINERS METHODOLOGY LEVEL I:
TRAINER/ASSESSOR**



TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
Training Center: Concordia College 1739 Pedro Gil Street, Paco, Manila

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COURSE DESIGN

COURSE TITLE : TRAINERS METHODOLOGY LEVEL I: TRAINER/ASSESSOR

NOMINAL DURATION : 264 hours

COURSE DESCRIPTION :

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

ENTRY REQUIREMENTS :

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

- Graduate of courses relevant to Technical -Vocational Education and Training
- Ability to communicate
- Physically fit and mentally healthy
- Can perform basic mathematical computation and mensuration.

COURSE STRUCTURE:**BASIC COMPETENCIES**

(128 hours)

UNIT OF COMPETENCY	MODULE TITLE	LEARNING OUTCOMES	NOMINAL DURATION
1. Lead workplace communication	1.1 Leading workplace communication	1.1.1 Communicate information about workplace process 1.1.2 Lead workplace discussions 1.1.3 Identify and communicate issues arising in the workplace	8 hours
2. Apply math and science principles in technical training	2.1 Applying math and science principles in technical training	2.1.1 Identify math and science manifestations in the course content and the workplace 2.1.2 Relate math and science concepts to common and workplace situations 2.1.3 Assess trainees internalization of math and science concepts 2.1.4 Introduce further enhancements	8 hours
3. Apply environment principles and advocate conservation	3.1 Applying environment principles and advocate conservation	3.1.1 Follow environmental workplace practices 3.1.2 Contribute to improve environmental work practices 3.1.3 Recognize and report potential environmental threats	8 hours
4. Utilize IT applications in technical training	4.1 Utilize IT applications in technical training	4.1.1 Set-up work environment 4.1.2 Utilize word processing application 4.1.3 Utilize presenter application 4.1.4 Utilize spreadsheet application 4.1.5 Utilize internet and www to communicate and collect information	8 hours
5. Lead small teams	5.1 Leading small teams	5.1.1 Provide team leadership 5.1.2 Supervised team performance	8 hours
6. Apply work ethics, values and quality principles	6.1 Applying work ethics, values and quality principles	6.1.1 Observe workplace policies and guidelines 6.1.2 Observe proper conduct in dealing with learners and parents	8 hours
7. Work effectively in vocational education and training	7.1 Working effectively in vocational education and training	7.1.1 Work within the vocational education and training policy framework 7.1.2 Work within the training organization's quality framework 7.1.3 Manage work and work	16 hours

UNIT OF COMPETENCY	MODULE TITLE	LEARNING OUTCOMES	NOMINAL DURATION
		relationships 7.1.4 Perform a client-focused approach to work	
8. Foster and promote an inclusive learning culture	8.1 Fostering and promoting an inclusive learning culture	8.1.1 Practice inclusivity 8.1.2 Promote and respond to diversity 8.1.3 Develop and implement work strategies to support inclusivity 8.1.4 Promote a culture of learning 8.1.5 Monitor and improve work practices	16 hours
9. Ensure a healthy and safe learning environment	9.1 Ensuring a healthy and safe learning environment	9.1.1 Identify occupation health and safety (OHS) responsibilities 9.1.2 Identify hazards in the learning environment 9.1.3 Assess risks in the learning environment 9.1.4 Develop and implement actions to ensure the health and safety and welfare of learners and/or candidates 9.1.5 Provide appropriate occupational health and safety (OHS) requirements to learners and/or candidates 9.1.6 Monitor occupational health and safety (OHS) arrangements in the learning environment	16 hours
10. Maintain and enhance professional practice	10.1 Maintaining and enhancing professional practice	10.1.1 Model high standards of performance 10.1.2 Determine personal development needs 10.1.3 Participate in professional development activities 10.1.4 Reflect on and evaluate professional practice	8 hours
11. Develop and promote appreciation for cost and benefits of technical training	11.1 Developing and promote appreciation for cost and benefits of technical training	11.1.1 Study and evaluate training cost components and benefits 11.1.2 Monitor conduct and results of training 11.1.3 Promote awareness of cost and benefits of training	16 hours
12. Develop and promote understanding of global labor markets	12.1 Developing and promoting understanding of global labor markets	12.1.1 Identify current and future trends/concerns 12.1.2 Assess new developments 12.1.3 Utilize labor market information to best effect	8 hours

CORE COMPETENCIES

(136 hours)

UNIT OF COMPETENCY	MODULE TITLE	LEARNING OUTCOMES	NOMINAL DURATION
1. Plan training session	1.1 Planning training session	1.1.1 Identify learner's training requirements 1.1.2 Prepare session plan 1.1.3 Prepare instructional materials 1.1.4 Prepare assessment instruments (Institutional) 1.1.5 Organize learning and teaching resources	40 hours
2. Facilitate learning session	2.1 Facilitating learning session	2.1.1 Prepare training facilities /resources 2.1.2 Conduct pre-assessment 2.1.3 Facilitate training session 2.1.4 Conduct competency assessment 2.1.5 Review delivery of training session	32 hours
3. Utilize electronic media in facilitating training	3.1 Utilizing electronic media in facilitating training	3.1.1 Present a lesson through direct video footage/capture 3.1.2 Present lesson via film viewing method 3.1.3 Utilize computer and multimedia technology to present a lesson	16 hours
4. Supervise work-based learning	4.1 Supervising work-based learning	4.1.1 Establish training requirement for trainees 4.1.2 Monitor work-based training 4.1.3 Review and evaluate work-based training effectiveness	16 hours
5. Conduct competency assessment	5.1 Conducting competency assessment	5.1.1 Organize assessment activities 5.1.2 Prepare the candidate 5.1.3 Gather evidence 5.1.4 Make the assessment decision 5.1.5 Record assessment results 5.1.6 Provide feedback to candidates	16 hours
6. Maintain training facilities	6.1 Maintaining training facilities	6.1.1 Plan and schedule maintenance activities 6.1.2 Implement housekeeping activities 6.1.3 Maintain training equipment and tools 6.1.4 Document maintenance inspection	16 hours

RESOURCES:

Tools	Equipment	Materials
<ul style="list-style-type: none">• Hand tools (for the target trade areas)	<ul style="list-style-type: none">• Computer and peripherals• LCD projector• Electronic /Multimedia equipment• Training facilities /equipment (Depending on trade area)• Workplace or simulated environment	<ul style="list-style-type: none">• Paper and pencil• Audio video materials• Hand outs• Reference books• Manuals• Different types of forms• Materials and consumables for maintenance activities

COURSE DELIVERY:

- Face-to-face instruction (individual or group)
- Distance learning /computer-based
- Industry Immersion
- Simulation
- Work-based learning
- Blended delivery methods

ASSESSMENT METHODS:

- Written test
- Interview (oral/questionnaire)
- Demonstration/ observation
- Portfolio (credentials)

TRAINER'S QUALIFICATIONS:

- Must be a TQ II certificate holder
- Good moral character
- Must be a holder of professional license issued by PRC or equivalent
- Must be computer literate
- Must be physically and mentally fit
- Must have 1 year industry experience and/or teaching experience

MODULES OF INSTRUCTION
BASIC COMPETENCIES

UNIT OF COMPETENCY : **LEAD WORKPLACE COMMUNICATION**

MODULE TITLE : **LEADING WORKPLACE COMMUNICATION**

MODULE DESCRIPTOR : The module covers the knowledge, skills and attitude required to lead in the dissemination and discussion of ideas, information and issues in the workplace.

NOMINAL DURATION : 8 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainee/student must be able to:

- LO1. Communicate information about workplace processes
- LO2. Lead workplace discussions
- LO3. Identify and communicate issues arising in the workplace

LO1. COMMUNICATE INFORMATION ABOUT WORKPLACE PROCESSES

ASSESSMENT CRITERIA:

1. Appropriate communication method is selected
2. Multiple operations involving several topics areas are communicated accordingly
3. Questions are used to gain extra information
4. Correct sources of information are identified
5. Information is selected and organized correctly
6. Verbal and written reporting is undertaken when required
7. Communication skills are maintained in all situations

CONTENTS:

- Methods of communication
- Organization requirements for written and electronic communication methods
- Effective verbal and no-verbal communication methods
- Communication protocol
- Communication strategies

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Communication resources
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

LO2. LEAD WORKPLACE DISCUSSIONS

ASSESSMENT CRITERIA:

1. Response to workplace issues are sought
2. Response to workplace issues are provided immediately
3. Constructive contributions are made to workplace discussions on such issues as production, quality and safety
4. Goals/objectives and action plan undertaken in the workplace are communicated

CONTENTS:

- Workplace communication protocol
- Communication ethics
- Communication dissemination process

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

LO3. IDENTIFY AND COMMUNICATE ISSUES ARISING IN THE WORKPLACE

ASSESSMENT CRITERIA:

1. Issues and problems are identified as they arise
2. Information regarding problems and issues are organized coherently to ensure clear and effective communication
3. Dialogue is initiated with appropriate personnel
4. Communication problems and issues are raised as they arise

CONTENTS:

- Workplace problems and issues
- Problem/issues and resolution

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

UNIT OF COMPETENCY : **APPLY MATH AND SCIENCE PRINCIPLES IN TECHNICAL TRAINING**

MODULE TITLE : **APPLYING MATH AND SCIENCE PRINCIPLES IN TECHNICAL TRAINING**

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

NOMINAL DURATION : 8 hours

SUMMARY OF LEARNING OUTCOMES :

Upon completion of this module the trainee/student must be able to:

- LO1. Identify math and science manifestations in the course content and the workplace
- LO2. Relate math and science concepts to common and workplace situations
- LO3. Assess trainees' internalization of math and science concepts
- LO4. Introduce further enhancements

LO1. IDENTIFY MATH AND SCIENCE MANIFESTATIONS IN THE COURSE CONTENT AND THE WORKPLACE

ASSESSMENT CRITERIA :

1. Course content and learning outcomes are reviewed and studied for math and science content
2. Situations in the workplace and in everyday life are related to the course or program are identified for inclusion or mention in the training
3. Training aids, lesson plans or session notes are prepared, adopted or customized incorporating or highlighting applications of math and science principles

CONTENTS:

- Course content of Math and science as applied to technical training
 - Basic Arithmetic/four fundamentals operations
 - Elementary Algebra
 - Basic Science
- Review of learning outcomes for math and science
- Training Methodology for science and math as applied to technical training
- Different training aids, audio visuals and learning materials in teaching and adopting math and science in the area of technical training
- Different mathematical and science models/representations
 - Quantitative models
 - Basic laws, principles
 - Graphs and diagrams

CONDITIONS: The student/trainee must be provided with the following:

- Different math and science teaching/learning models
- Different learning materials and training aids
- Contextual and experiential learning methods and activities
- Math and science laboratory paraphernalia

METHODOLOGIES:

- Lecture
- Video presentation
- Group discussion

ASSESSMENT METHODS:

- Written examination
- Oral Interview
- Demonstration
- Case problems

LO2. RELATE MATH AND SCIENCE CONCEPTS TO COMMON AND WORKPLACE SITUATIONS

ASSESSMENT CRITERIA :

1. Practical applications of math and science related to the desired learning outcomes are incorporated, explained and stressed during the training
2. Trainees are aided and encouraged to identify and apply math and science concepts in their work and everyday life
3. Class examples/cases, exercises, and assignments are given for trainees to explore and reflect on the applications/manifestations of math and science along the course content

CONTENTS :

- Practical Applications of Math and science related to technical training
- Different training aids in encouraging trainees in the study of math and science in technical training
- Different Mathematical and science examples as applied to technical training
- Different situations/cases of math and science common to workplace
- Different exercises as well as assignment that reflects math and science along the course content

CONDITIONS: The student/trainee must be provided with the following:

- Math and science training aids
- Models and representations
- Different Contextual and experiential learning methods

METHODOLOGIES:

- Lecture
- Video presentation
- Group discussion

ASSESSMENT METHODS:

- Written test
- Oral Interview and questioning
- Demonstration

LO3. ASSESS TRAINEES INTERNALIZATION OF MATH AND SCIENCE CONCEPTS

ASSESSMENT CRITERIA:

1. Trainees' retention of basic math and science concepts are reviewed to identify areas needing further intervention
2. Trainees' appreciation of math and science principles along the trade area or subject matter is determined using applicable assessment methodology
3. Simple mathematical and scientific models/representations are discussed to aid in the understanding and application of principles and theories using language, style and format that are readily understood
4. Poorly-understood areas of math and science relevant to the course are given extra attention and explained in user-friendly terms in accordance with trainees' interests and learning styles

CONTENTS:

- Different concepts of math and science as applied in technical training
- Different math and science principles along the technical trade areas
- Different math and science teaching/learning models
- Study of Different math and science learning styles
- Different assessment methodology as applied in math and science
- Different assessment tools/packages

CONDITIONS: The student/trainee must be provided with the following:

- Math and science training aids
- Models and representations
- Different Contextual learning styles methods
- Self assessment

METHODOLOGIES:

- Lecture
- Video presentation
- Group discussion

ASSESSMENT METHODS:

- Written test
- Oral Interview
- Direct observation
- Demonstration

LO4. INTRODUCE FURTHER ENHANCEMENTS

ASSESSMENT CRITERIA:

1. Personal knowledge, experiences and observations of self and others in the area of math and science applications are cited and incorporated in the lessons and lecture-discussions
2. Results of application of math and science concepts are evaluated and documented for replication and enhancement
3. Logical, systematic and scientific thinking and methods are introduced and developed for trainees to assimilate and apply in their own work and study
4. Contextual and experiential learning methods are utilized to aid in appreciation of math and science concepts

CONTENTS:

- Personal point of view, knowledge and experiences in the area of math and science and its application
- Evaluation and documentation of math and science applications
- Introduction to Logical, systematic and scientific method of thinking
- Application of logical, systematic and scientific thinking to own work
- Introduction to Contextual and experiential learning method

CONDITIONS: The student/trainee must be provided with the following:

- Access to math and science training lab or workshop
- Models and representations
- Different contextual and experiential learning methods

METHODOLOGIES

- Lecture
- Video presentation
- Group discussion

ASSESSMENT METHODS:

- Written test
- Interview
- Direct observation
- Demonstration

UNIT OF COMPETENCY : **APPLY ENVIRONMENTAL PRINCIPLES AND ADVOCATE CONSERVATION**

MODULE TITLE : **APPLYING ENVIRONMENTAL PRINCIPLES AND ADVOCATE CONSERVATION**

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

NOMINAL DURATION : 8 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module the trainee/student must be able to:

- LO1. Follow environmental workplace practices
- LO2. Contribute to improve environmental work practices
- LO3. Recognize and report potential environmental threats

LO1. FOLLOW ENVIRONMENTAL WORKPLACE PRACTICES

ASSESSMENT CRITERIA:

1. Workplace practices and work instructions relating to potential environmental impacts are recognized and followed, and clarification is sought where necessary.
2. Relevant legislation, codes and national standards that impact on workplace environmental practices are recognized and followed.
3. Changes to work practices and procedures are responded to positively and promptly in accordance with organizational requirements.
4. Individual roles/responsibilities are determined and performed based on the program/activities identified

CONTENTS:

- Workplace practices
- Work Instructions
- Relevant Legislation on workplace environmental practices
- Codes and National Standards on workplace environmental practices
- Waste minimization and segregation
- Environmental monitoring
- Signs and labels
- Hazards and incident data recording and documentation
- Environmental legislation, codes and national standards
 - Philippine Clean Air Act of 1999
 - Philippine Clean Water Act of 2004
 - Ecological Solid Waste Management
 - Montreal Protocol
 - Kyoto Protocol
 - Environmental Awareness and Education Act of 2008
 - Philippine Climate Change Act of 2009
- Changes in work practices in accordance with organizational requirements
- Individual role and responsibilities performed based on program and identified activities

CONDITIONS: The student/trainee must be provided with the following:

- Workplace instructions and practices
- Philippine legislation codes and national standards guidebook
- Emergency procedures/guidebook
- Signs and label guides/chemical labels
- First aid kit
- OSHC guidelines

METHODOLOGIES:

- Lecture
- Role play
- Video presentation
- Group discussion

ASSESSMENT METHODS:

- Written examination
- Oral Interview
- Demonstration

LO2. CONTRIBUTE TO IMPROVE ENVIRONMENTAL WORK PRACTICES

ASSESSMENT CRITERIA:

1. Suggestions are made to designated personnel for improvements to workplace practices where possible.
2. Information is gathered and improvements are suggested to support the development of improved workplace approaches to environmental practices.
3. Environmental issues and their relationship to workplace practices are discussed in the workplace with colleagues and designated personnel.
4. Contributions to the review of environmental practices and policies are made within limits of responsibility

CONTENTS:

- Different suggestions made for designated personnel for improvement of workplace practices
 - Minimize environmental hazards and risk
 - Reduce waste disposal
 - Conserve water
 - Reduce air and water pollution
 - Make more efficient use of resources and improve environmental performance
 - Reduce soil disturbance
 - Improve habitat resources
- Different information gathered for the improvement of workplace approaches to environmental practices
 - Preventing and minimizing production of pollution e.g., discharge to air, land and water hazardous waste
 - Reducing “burning off”
 - Composting
 - Recycling materials
 - Conservation practices
 - Improve workplace maintenance practice
- Different environmental issues
- Environmental practices and policies

CONDITIONS: The student/trainee must be provided with the following:

- Environmental practices and policies and guidelines
- Records and data of environmental issues
- Charts containing different information gathered to support workplace approaches to environmental practices
- OSHC guidelines

METHODOLOGIES:

- Lecture
- Video presentation
- Role play
- Group discussion

ASSESSMENT METHODS:

- Written test
- Oral Interview and questioning
- Demonstration

LO3. RECOGNIZE AND REPORT POTENTIAL ENVIRONMENTAL THREATS

ASSESSMENT CRITERIA:

1. Signs or symptoms of the potential environmental threat are recognized.
2. Information about or observations of a potential environmental threat are reported to supervisors and/or appropriate authorities.
3. Location and extent of the potential environmental threat is accurately recorded.
4. Reports on the potential environmental threat are completed according to organizational guidelines.

CONTENTS:

- Signs and symptoms of potential environmental threat
 - Observation of the presence of weeds
 - Pest animals and chemicals
 - Damage cause to plants, animal or the environment
 - Changes in plant, trees and animal health
 - Erosion of soil
 - Soils in water suspension
 - Presence of salt
- Reports of environmental threats
- Environmental records of location and extent of potential environmental threats
 - Environmental data
 - Maintenance and inspection reports
 - Incident and accident reports
 - Complaints from the public
- Creation of organizational guidelines for the potential environmental threats
- Identification of different Potential environmental threats and hazards

CONDITIONS: The student/trainee must be provided with the following:

- Workplace assessment/location
- Case studies/scenarios relating to environmental protection
- Geodetic mapping for potential environmental threats
- OSHC guidelines

METHODOLOGIES:

- Lecture
- Video presentation
- Group discussion

ASSESSMENT METHODS:

- Written test
- Oral Interview
- Direct observation
- Demonstration

UNIT OF COMPETENCY : **UTILIZE IT APPLICATIONS IN TECHNICAL TRAINING**

MODULE TITLE : **UTILIZING IT APPLICATIONS IN TECHNICAL TRAINING**

MODULE DESCRIPTOR : This module covers the knowledge, skills and attitude required in using computer software/applications in training. Specifically it covers setting-up of work environment, utilization of word processing, spreadsheet, presentation applications and utilization of internet and world wide web to communicate and collect information.

NOMINAL DURATION : 8 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module the trainee/student must be able to:

- LO1. Set-up work environment
- LO2. Utilize word processing application
- LO3. Utilize presenter application
- LO4. Utilize spreadsheet application
- LO5. Utilize internet and www to communicate and collect information

LO1. SET-UP WORK ENVIRONMENT

ASSESSMENT CRITERIA:

1. Work folder is configured in accordance with enterprise IT utilization guidelines.
2. Desktop and shortcuts settings are configured in-line with personal preference.
3. Connectivity to printer are checked and tested in accordance with equipment user guide.

CONTENTS:

- Putting Computer Parts together
- Creating Folder and Directories
 - Folder Creation
 - Folder Copy and Transfer
 - Sharing Folder
- Connecting printer to PC
- Equipment User Guide
- Desktop Settings and Shortcuts
 - Background and Screen saver settings
 - Screen resolution setting
 - Short Cut and Link settings

CONDITIONS: The student/trainee must be provided with the following:

- Personal computer
- Printer
- Installer/software
- Bond paper
- USB drive
- CD/DVD

METHODOLOGIES:

- Lecture
- Video presentation
- Group discussion

ASSESSMENT METHODS:

- Written examination
- Oral Interview
- Demonstration
- Case problems

LO2. UTILIZE WORD PROCESSING APPLICATION

ASSESSMENT CRITERIA:

1. Document layout and formatting are applied in line with document formatting requirements.
2. Application features are utilized to enhance productivity in line with application guide/help instructions
3. Printing of documents is performed in line with enterprise IT utilization guidelines

CONTENTS:

- Working with word processing program
 - Window features
 - Menus and commands
 - Graphics and Icons
 - Paragraphs
 - Short cuts commands
- Document lay-out and formatting
 - Page settings
 - Font Settings
 - Formatting styles
 - Table utilization
- Different application features
 - Printing Footer and header setting
 - Mail merge
 - Review and editing tools
 - Reference features
- Form creation features Procedures and options

CONDITIONS: The student/trainee must be provided with the following:

- Personal computer
- Printer
- Word processing software (installed)
- A4 size bond paper
- Printer Ink

METHODOLOGIES:

- Lecture
- Hands on
- Discussion

ASSESSMENT METHODS:

- Written test
- Demonstration

LO3. UTILIZE PRESENTER APPLICATION

ASSESSMENT CRITERIA:

1. Presentation layout, formatting and theme utilization are applied in line with target audience requirements
2. Animation and slide transitions are applied to enhance viewing and interactivity experience in-line with best practices in utilizing presentation package.
3. Printing of presentation materials are performed in line with user requirements and enterprise IT utilization guidelines
4. Packaging and exporting of presentation is performed in line with application help instructions/wizard.
5. Presentation of information is performed in line with best practices in utilizing presentation package.

CONTENTS:

- Presentation Software (Power point) Features
 - Screen features
 - Icons and Menus
 - Commands and task
- Document lay-out and formatting
 - Page settings
 - Font Settings
 - Formatting styles
 - Table utilization
- Best Practices in utilizing presentation Packages
- Animation and Effects
- Packaging and exporting presentation
- Savings and Printing Options

CONDITIONS: The student/trainee must be provided with the following:

- Personal computer
- Printer
- Word processing software (installed)
- A4 size bond paper
- Printer ink

METHODOLOGIES:

- Lecture
- Video presentation
- Group discussion

ASSESSMENT METHODS:

- Written test
- Oral Interview
- Discussion
- Direct observation

LO4. UTILIZE SPREADSHEET APPLICATION

ASSESSMENT CRITERIA:

1. Workbook and worksheet settings and formatting are applied in line with printing requirements.
2. Formula and conditional formatting are utilized to enhance productivity in line with the application help instructions.
3. Charts are utilized to enhance data presentation in line with the application help instructions.
4. Printing of worksheet is performed in line with document layout requirements and enterprise IT utilization guidelines.

CONTENTS:

- Worksheet and workbook (Spreadsheet) Features and settings
 - Screen features
 - Icons and Menus
 - Commands and task
 - Page set up
 - Header set up
 - Worksheet organization
- Document lay-out and formatting
 - Page settings
 - Font Settings
 - Frames and border
 - Cell Formatting
- Basic and Conditional Formulas
 - Summation
 - Division
 - Multiplication
 - Average
 - Rounding Off
 - If
- Charts utilization and presentation
- Printing options
- Saving files and documents
- Packaging and exporting presentation

CONDITIONS: The student/trainee must be provided with the following:

- Personal computer
- Printer
- Spreadsheet software (installed)
- A4 size bond paper
- Printer ink

METHODOLOGIES:

- Lecture
- Video presentation
- Group discussion

ASSESSMENT METHODS:

- Written test
- Oral Interview
- Discussion
- Direct observation
- Demonstration

LO5. UTILIZE INTERNET AND WWW TO COMMUNICATE AND COLLECT INFORMATION

ASSESSMENT CRITERIA:

1. Chat and email facility is utilized to exchange information and resources in line with chat help instructions.
2. Browser is configured to enhance productivity in line with the application help instruction
3. World wide web is utilized to research and acquire resources in line with enterprise IT utilization guidelines.

CONTENTS:

- Theory on the Internet and the World wide web
 - Internet Service Provider
 - Search Engine
 - Search Bar
- Internet terminology
- Internet explorer and Browser
 - Cookie settings
 - Plug-in setup
 - Accessibility adjustments
- Local Area Network
- Network Printer
- Working with electronic mail (e-mail) and chat facilities
- Search using the internet

CONDITIONS: The student/trainee must be provided with the following:

- Personal computer
- Printer
- Internet connection
- A4 size bond paper
- Printer ink
- Router/hub/switcher

METHODOLOGIES:

- Lecture
- Video presentation
- Demonstration

ASSESSMENT METHODS:

- Written test
- Oral Interview
- Discussion
- Direct observation

UNIT OF COMPETENCY : **LEAD SMALL TEAMS**

MODULE TITLE : **LEADING SMALL TEAMS**

MODULE DESCRIPTOR : The module covers the knowledge, skills and attitude required to lead small teams including setting and maintaining team and individual performance standards in education and training environment.

NOMINAL DURATION : 8 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainee/student must be able to:

LO1. Provide team leadership

LO2. Supervised team performance

LO1. PROVIDE TEAM LEADERSHIP

ASSESSMENT CRITERIA:

1. Work requirements are identified and presented to team members
2. Reasons for instructions and requirements are communicated to team members
3. Team members' queries and concerns are recognized, discussed and dealt with
4. Duties, and responsibilities are allocated having regard to the skills, knowledge and aptitude required to properly undertake the assigned task and according to company policy
5. Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible
6. Performance expectations are established based on client needs and according to assignment requirements
7. Performance expectations are based on individual team members duties and area of responsibility
8. Performance expectations are discussed and disseminated to individual team members

CONTENTS:

- Work requirements
- Company policies and procedures
- Team members concerns and issues
- Duties and responsibilities of team members
- Relevant legal requirements
- How performance expectations are set
- Client expectations
- Team member's duties and responsibilities

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Organizational policy
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

LO2. SUPERVISED TEAM PERFORMANCE

ASSESSMENT CRITERIA:

1. Monitoring of performance takes place against defined performance criteria and/or assignment instructions and corrective action taken if required
2. Team members are provided with feedback, positive support and advice on strategies to overcome any deficiencies
3. Performance issues which cannot be rectified or addressed within the team are referred to appropriate personnel according to employer policy
4. Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on client/customer needs and satisfaction
5. Team operations are monitored to ensure that employer/client needs and requirements are met
6. Follow-up communication is provided on all issues affecting the team
7. All relevant documentation is completed in accordance with company procedures

CONTENTS:

- Relevant legal requirements
- Feedbacks
- Methods of Monitoring Performance
- Client expectations
- Team member's duties and responsibilities

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Organizational policy
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

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

MODULE TITLE : **APPLYING WORK ETHICS, VALUES AND QUALITY PRINCIPLES**

MODULE DESCRIPTOR : The module covers the knowledge, skills and attitude required to apply and maintain ethical standards and quality principle within education and training environment.

NOMINAL DURATION : 8 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainee/student must be able to:

LO1. Observe workplace policies and guidelines

LO2. Observe proper conduct in dealing with learners and parents

LO1. OBSERVE WORKPLACE POLICIES AND GUIDELINES

ASSESSMENT CRITERIA:

1. Attendance and punctuality are observed in line with enterprise policies and guidelines.
2. Work functions are performed in line with work position/delegation and according to enterprise goals and objectives.
3. Communication, request, complaints are channeled through authority in line with enterprise policies and procedures.
4. Academic freedom is exercised in line with enterprise goals and objectives
5. Best practices in teaching are demonstrated at all times.
6. Personal and professional upgrading is exercised in line with personal goals and enterprise guidelines and policies.
7. Confidentiality of records and other documents are maintained in line with enterprise policies and guidelines.
8. Professional courtesy is exercised at all times

CONTENTS:

- Enterprise policies and guidelines
- Teaching best practices
- Code of ethics and right conduct
- Academic freedom
- Work ethics
 - Self -worth
 - Confidentiality
 - Personal commitment
- Personnel management
- Filipino customs and traits

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Organizational policy and guidelines
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

LO2. OBSERVE PROPER CONDUCT IN DEALING WITH LEARNERS AND PARENTS

ASSESSMENT CRITERIA:

1. Promotion of learners is performed based on non-prejudice decision and actual accomplishments and performance of learners.
2. Learners were given equal opportunities to learn and utilize school facilities in line with the enterprise objective and goals.
3. Parent consultations are performed in line with enterprise policies and guidelines.

CONTENTS:

- Impartiality towards learning
- Teaching best practices
- Code of ethics and right conduct
- Academic freedom

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Organizational policy
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

UNIT OF COMPETENCY :	WORK EFFECTIVELY IN VOCATIONAL EDUCATION AND TRAINING
MODULE TITLE :	WORKING EFFECTIVELY IN VOCATIONAL EDUCATION AND TRAINING
MODULE DESCRIPTOR :	The module covers the knowledge, skills and attitude required to work effectively in the policy and operating environment of the vocational education and training sector
NOMINAL DURATION :	16 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainee/student must be able to:

- LO1. Work within the vocational education and training policy framework
- LO2. Work within the training organization's quality framework
- LO3. Manage work and work relationships
- LO4. Perform a client-focused approach to work

LO1. WORK WITHIN THE VOCATIONAL EDUCATION AND TRAINING POLICY FRAMEWORK

ASSESSMENT CRITERIA:

1. Relevant national vocational education and training policies and frameworks are accessed, analyzed, applied and guided in accordance with work practices and responsibilities.
2. Key vocational education and training organizations and stakeholders are identified, accessed and informed in accordance with updated work practices.
3. Legislation and guidelines are accessed, used, complied and ensured in accordance work practices and policy requirements.
4. Sources of information and advice on vocational education and training policy and operating context are accessed on a regular basis and changes are noted as appropriate.
5. Opportunities are taken up to contribute to vocational education and training in accordance with organizational policy developments.
6. Vocational education and training terminology is used to communicate effectively in accordance with sector.

CONTENTS:

- Training Regulations, including the purpose and structure of:
 - units of competency
 - Assessment Guidelines
 - qualifications
 - Employability Skills
 - support materials
- Philippine TVET Trainers Qualification Framework (PTTQF)
- Education and training stakeholders
- Legislations guidelines:
 - guidelines on program/project funding
 - User Choice
 - apprenticeships/traineeships
 - implementation of Training Packages
 - registration
 - course accreditation
 - access and equity
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - industrial relations
 - code of practice
 - occupational health and safety (OHS)
- Sources of information on vocational education and training opportunities:
 - attendance at workshops and consultations
 - individual or organizational written submissions and feedback to relevant vocational education and training organizations and stakeholders
 - participation in forums, networks, conferences
 - participation in training organization meetings
 - participation in validation meetings
 - research/consultancy
 - contribution to online consultations

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Legislation, codes, frameworks, guidelines , on vocational education and training handbook or manuals
- organizational manuals, documents, publications

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

LO2. WORK WITHIN THE TRAINING ORGANIZATION'S QUALITY FRAMEWORK

ASSESSMENT CRITERIA:

1. Relevant organizational documentation is accessed, used, supported and ensured in accordance work roles and responsibilities.
2. Work is conducted in accordance with the training organization's quality assurance strategies, processes, policies and procedures.
3. Ethical and legal responsibilities are adhered to in accordance with work practices.
4. Work is undertaken in accordance with the prevailing industrial and employee relations systems and practices.
5. Feedback and advice on work quality is actively sought from colleagues and clients in accordance with the prevailing industrial and employee relations systems and practices.

CONTENTS:

- Relevant organizational documentation:
 - strategic plans
 - business plans
 - policies and procedures
 - position descriptions
 - responsibility statements
- quality arraignment for clients
- internal quality policies and procedures
- learning and professional staff development
- training organization staff development
- participation network
- individual learning initiatives
- effective communication strategies

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials
- organizational manuals, documents, publications
- organizational data systems
- publications, newsletters of relevant authorities

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

LO3. MANAGE WORK AND WORK RELATIONSHIPS

ASSESSMENT CRITERIA:

1. Work is planned, prioritized and organized to achieve agreed and expected outcomes.
2. Workloads are assessed and guidance/support is sought from relevant personnel where work issues arise and in accordance with existing organizational policies and guidelines.
3. Relevant technological skills are used to enhance work outcomes and in accordance with prevailing industrial systems and practices.
4. Work is undertaken in a collaborative manner with colleagues through sharing of information and ideas and working together on work outcomes in accordance with the prevailing industrial and employee relations systems and practices.
5. Feedback on managing work and professional relationships is obtained from clients and colleagues and is evaluated and acted upon.

CONTENTS:

- Planning and prioritizing of works
- Organizational guidelines on work loads
- Relevant technological skills
- Employees relationship
- Managing work and professional relationship

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials
- organizational manuals, documents, publications
- organizational data systems
- publications, newsletters of relevant authorities

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

LO4. PERFORM A CLIENT-FOCUSED APPROACH TO WORK

ASSESSMENT CRITERIA:

1. Clients and their needs and expectations form the basis for developing effective work practices and outcomes in accordance with operational limits.
2. Effective communication strategies are developed, utilized, established and maintained in accordance with client relationships.
3. Processes for evaluating and improving client satisfaction are developed and built in accordance with work practices

CONTENTS:

- the diversity of clients, client needs, client expectations for vocational education and training services
- relevant legal and policy requirements, codes of practice, national standards and
- effective communication strategies
- client satisfaction evaluation process

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Organizational manuals, documents, publications
- Organizational data systems
- Publications, newsletters of relevant authorities

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

UNIT OF COMPETENCY : **FOSTER AND PROMOTE AN INCLUSIVE LEARNING CULTURE**

MODULE TITLE : **FOSTERING AND PROMOTING AN INCLUSIVE LEARNING CULTURE**

MODULE DESCRIPTOR : The module covers the knowledge, skills and attitude required to foster and promote an environment which supports inclusive work practices and learning culture.

NOMINAL DURATION : 16 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainee/student must be able to:

LO1. Practice inclusivity

LO2. Promote and respond to diversity

LO3. Develop and implement work strategies to support inclusivity

LO4. Promote a culture of learning

LO5. Monitor and improve work practices

LO1. PRACTICE INCLUSIVITY

ASSESSMENT CRITERIA:

1. Individual differences and clients with particular needs are acknowledged, respected and valued in accordance with existing work practices and learning culture.
2. Personal perceptions and attitudes about difference are examined and revised to improve communication and professionalism in accordance with existing work practices and learning culture.
3. Principles underpinning inclusivity are integrated into all work practices.
4. The training organization's access and equity policy is used in accordance to work practices.

CONTENTS:

- Individual differences
- Clients with particular needs
- The principles underpinning inclusivity and how to integrate them into work practices
- Ethical and inclusive behaviors expected of professional relationships with clients and colleagues
- Sources of information to support inclusive practices
- Availability and types of supports for clients with specific needs
- Relevant policies, legal requirements, codes of practice on:
- Disability, discrimination, inclusiveness, human rights, equal opportunity, racial discrimination
- Duty of care responsibilities
- Access and equity policies
- Individuals' rights and confidentiality are respected at all times.

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

LO2. PROMOTE AND RESPOND TO DIVERSITY

ASSESSMENT CRITERIA:

1. The ground rules for participation and behavior with colleagues and clients are established in accordance with a cooperative and agreed process/es.
2. Individuals are encouraged to express themselves and to contribute to the work and learning environment in accordance with a cooperative and agreed process/es
3. Individuals are provided with opportunities to indicate specific needs to support their participation in learning and work in accordance with a cooperative and agreed process/es.
4. Relevant research, guidelines and resources are accessed to support inclusivity in accordance with existing guidelines and procedures.
5. Verbal and body language is sensitive to different cultures and backgrounds and differences in physical and intellectual abilities and as appropriate.

CONTENTS:

- OHS relating to the work role/work context, and OHS considerations when fostering and promoting an inclusive learning culture including:
- internal policies and procedures to meet OHS requirements
- hazards commonly found in the work environment
- Rules for participation and behavior with colleague and clients
- Culture sensitivity

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Risk control action plan

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

LO3. DEVELOP AND IMPLEMENT WORK STRATEGIES TO SUPPORT INCLUSIVITY

ASSESSMENT CRITERIA:

1. Documented resources to support and guide inclusive practices are identified and used to inform work strategies in accordance with existing guidelines and procedures.
2. Support persons are identified and included in the work and learning process where appropriate and agreed to.
3. Relevant professional support services are identified and accessed, as required.
4. Any physical environment support needs are acknowledge and incorporated into work practices, where practicable and approved by appropriate personnel.
5. OHS issues associated with inclusivity are identified and addressed in accordance with existing guidelines and procedures.
6. Inclusiveness is modeled in accordance with work performance.

CONTENTS:

- Support persons
- Physical environment support needs
- Organizational work systems, practices
- Professional supports
- Type of documented resources

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Workplace or simulated area

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

LO4. PROMOTE A CULTURE OF LEARNING

ASSESSMENT CRITERIA:

1. Support and advice is provided to colleagues and clients to encourage new and ongoing participation in accordance with learning opportunities.
2. The benefits of learning are explored with colleagues and clients in accordance with a culture of learning.
3. Learning and competency achievement is recognized and rewarded in accordance with the work and/or learning environment.
4. Opportunities to develop own and others generic skills are identified in accordance with the work and/or learning environment.
5. Multiple pathways to achieve own and others future learning goals are discussed in accordance with the work and/or learning environment.

CONTENTS:

- Opportunities for self development
- Exploring the benefits of learning
- Supporting and advising colleague and clients
- Pathways for self development and future learning
- Culture of learning

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Risk control action plan
- OHS documentations

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

LO5. MONITOR AND IMPROVE WORK PRACTICES

ASSESSMENT CRITERIA:

1. Effective work practices to enhance inclusivity and a learning culture are identified in accordance with the work and/or learning environment.
2. Conscious actions are taken to modify and improve in accordance with work practices.
3. Strategies and policies to support inclusivity are regularly reviewed in accordance with continuous improvement of work processes.
4. Proposed changes to relevant strategies and policies are documented and reported in accordance with organizational structure.

CONTENTS:

- Effective work practices
- How to improve work practices
- Strategies and policies to support inclusivity
- Documenting changes to strategies and policies

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Risk control action plan
- OHS documentations

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

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

MODULE TITLE : **ENSURING A HEALTHY AND SAFE LEARNING ENVIRONMENT**

MODULE DESCRIPTOR : The module covers the knowledge, skills and attitude required to ensure the health, safety and welfare of learners and candidates.

NOMINAL DURATION : 16 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainee/student must be able to:

- LO1. Identify Occupational Health and Safety (OHS) responsibilities
- LO2. Identify hazards in the learning environment
- LO3. Assess risks in the learning environment
- LO4. Develop and implement actions to ensure the health safety and welfare of learners and/or candidates
- LO5. Provide appropriate Occupational Health and Safety (OHS) requirements to learners and/or candidates
- LO6. Monitor Occupational Health and Safety (OHS) arrangements in the learning environment

LO1. IDENTIFY OCCUPATIONAL HEALTH AND SAFETY (OHS) RESPONSIBILITIES

ASSESSMENT CRITERIA:

1. The purpose and approaches of OHS in the learning environment are defined in accordance with OHS standards
2. Documentation outlining the OHS legal responsibilities of the various parties in the learning environment is accessed, read and interpreted in accordance with OHS standards
3. Organizational OHS documentation is identified and accessed in accordance with standard operating procedures

CONTENTS:

- relevant policies, legal requirements, codes of practice and national
- legislative requirements for information and consultation relevant to safety
- legislative requirements for record keeping related to OHS
- legislative requirements for safe workplaces
- OHS roles and responsibilities of employers, the training/ trainers/facilitators, learners and/or candidates, managers and supervisors
- duty of care obligations for training and/or trainers/facilitators
- basics of a systematic approach to OHS
- sources of information on OHS requirements relevant to the specific industry where learning will take place
- organizational OHS documentation including policies, procedures and risk control strategies

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials
- OHS regulatory manuals and documents
- Industry code of practices manuals

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

LO2. IDENTIFY HAZARDS IN THE LEARNING ENVIRONMENT

ASSESSMENT CRITERIA:

1. Sources of information are researched and accessed to identify hazards common within the industry in which the learning will take place.
2. Learning environment is inspected prior to use in consultation with various parties in order to identify hazards
3. Any specific OHS needs of learners and/or candidates are in accordance with OHS standards.
4. Any potential hazards created by learners and/or candidates with specific needs are identified in accordance with OHS standards.
5. Personal limitations and responsibilities in identifying hazards are recognized and specialist advisers are consulted in accordance with OHS standards.

CONTENTS:

- hazards and risks in the specific industry where learning will take place
- common risk control strategies applicable to the industry where learning and/or will take place
- hierarchy of control as it applies to risks encountered in the learning environment
- knowledge of the learning environment sufficient to be able to identify hazards and conduct simple risk assessment

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

LO3. ASSESS RISKS IN THE LEARNING ENVIRONMENT

ASSESSMENT CRITERIA:

1. Likelihood of injury as a result of exposure to identified hazard/s is assessed in accordance with OHS standards.
2. Severity of any potential injury, illness or negative/adverse outcome arising from the identified hazard is assessed for risk in accordance with OHS standards.
3. Hazards are prioritized for action in consultation with various parties in accordance with OHS standards.
4. Personal limitations in assessing risks are recognized and specialist advisers are consulted in accordance with OHS standards

CONTENTS:

- Types of potential risk and hazards
- Methods of assessing risk and hazards
- hazards and risks in the specific industry where learning will take place
- common risk control strategies applicable to the industry where learning and/or will take place
- individual/personal role in assessing risk in learning environment
- risk and hazards hierarchal order
- potential injury, ailment and severity as a results of identified risk/hazards

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Workplace ore simulated area
- Potentials risks and hazards
- Risk/hazard assessment standards
- Risk /hazard assessment procedures manual

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

LO4. DEVELOP AND IMPLEMENT ACTIONS TO ENSURE THE HEALTH SAFETY AND WELFARE OF LEARNERS AND/OR CANDIDATES

ASSESSMENT CRITERIA:

1. Risk controls are developed based on the hierarchy of control in accordance with OHS standards.
2. Risk control action plan is identified and accessed or formulated in consultation with various parties.
3. Actions within the control and responsibility of the trainer/facilitator are implemented in accordance with OHS standards.
4. Outstanding risk control actions are referred to the various parties for implementation.
5. Supervisory arrangements appropriate to learner's and/or candidate's levels of knowledge/skill/ experience are monitored to ensure their health and safety.

CONTENTS:

- Risk control and hierarchy
- Risk control action plan
- Procedures in formulating risk action plan
- Risk control responsibilities of trainer/facilitators
- Standards for determining risk control best practices
- Monitoring learners/candidates knowledge and skills level or experiences

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

LO5. PROVIDE APPROPRIATE OCCUPATIONAL HEALTH AND SAFETY (OHS) REQUIREMENTS TO LEARNERS AND/OR CANDIDATES

ASSESSMENT CRITERIA:

1. Learners and/or candidates are provided with appropriate information related to OHS.
2. Learners and/or candidates are assessed for knowledge of OHS requirements.
3. Learners and/or candidates are supplied with personal protective equipment in accordance with OHS standards

CONTENTS:

- Purpose of OHS
- OHS approaches
- OHS requirements
- Type of PPE and applications

CONDITIONS:

Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials
- OHS manuals

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

LO6. MONITOR OCCUPATIONAL HEALTH AND SAFETY (OHS) ARRANGEMENTS IN THE LEARNING ENVIRONMENT

ASSESSMENT CRITERIA:

1. Achievement against the risk control action plan is monitored and any issues addressed as appropriate.
2. The effectiveness and reliability of existing risk controls are confirmed with relevant parties.
3. Effective hazard and incident reporting and investigation processes are confirmed on a continuing basis.

CONTENTS:

- Hazards and accident reporting procedures
- Organizational OHS documentations
- Risk control monitoring

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Risk control action plan
- OHS documentations

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

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

MODULE TITLE : **MAINTAINING AND ENHANCING PROFESSIONAL PRACTICE**

MODULE DESCRIPTOR : The module covers the knowledge, skills and attitude required to manage the personal professional performance and to take responsibility for own professional development in relation to the provision of training and services.

NOMINAL DURATION : 8 hours

QUALIFICATION LEVEL :

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainee/student must be able to:

- LO1. Model high standards of performance
- LO2. Determine personal development needs
- LO3. Participate in professional development activities
- LO4. Reflect on and evaluate professional practice

LO1. MODEL HIGH STANDARDS OF PERFORMANCE

ASSESSMENT CRITERIA:

1. Personal performance is consistent with the organization's goals and objectives.
2. Appropriate professional techniques and strategies are patterned in accordance with existing organizational policies and guidelines.
3. Personal work goals and plans reflect individual responsibilities and accountabilities in accordance with organizational/legal requirements.
4. Ethical and inclusive practices are applied in professional practice and in accordance with existing organizational policies and guidelines.

CONTENTS:

- organizational goals/objectives
- organizational processes, procedures and opportunities relating to professional development
- a range of continuous improvement techniques and processes and their application
- ethical and inclusive practices
- standards/principles, ethical/inclusive principles and practices

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Organizational goals, policies, and guidelines handbooks/manuals

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

LO2. DETERMINE PERSONAL DEVELOPMENT NEEDS

ASSESSMENT CRITERIA:

1. Personal knowledge and skills are assessed against units of competency and other relevant benchmarks in accordance with the development needs and priorities.
2. Changes in vocational education, training policy and operating environments are identified in accordance with the impact on professional practice and personal development needs.
3. Feedback from colleagues and clients is identified and used in accordance with personal learning needs/areas of professional development.
4. Future career options are identified as appropriate.
5. Personal learning needs are documented and updated in accordance with existing policies and procedures.
6. Personal development needs are discussed with relevant personnel for inclusion in accordance with the professional development plan.

CONTENTS:

- Social and education trends and changes impacting on the vocational education and training environment, for example:
 - policy changes
 - technological changes
 - cultural changes
 - economical changes
- Future career options
- Personal development needs

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

LO3. PARTICIPATE IN PROFESSIONAL DEVELOPMENT ACTIVITIES

ASSESSMENT CRITERIA:

1. Development opportunities suitable to personal learning style/s are selected and used in accordance with continuous support of learning and maintenance of current professional practice/s.
2. Professional networks are participated in accordance with continuous support of learning and maintenance of current professional practice/s.
3. Own performance and professional competency is continuously improved through engagement in accordance with professional development activities.
4. Technology is used to maintain regular communication in accordance with relevant networks, organizations and individuals

CONTENTS:

- Development opportunities
- Networks relevant to professional practice
- Types and availability of training development activities and opportunities
- Networking technology

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

LO4. REFLECT ON AND EVALUATE PROFESSIONAL PRACTICE

ASSESSMENT CRITERIA:

1. Developments and trends impacting on professional practice are researched and integrated in accordance with work performance.
2. Feedback from colleagues/clients is used to identify and introduce improvements in accordance work performance.
3. Innovative and responsive approaches for improving professional practice are identified and used in accordance with continuous support to improve techniques and processes.
4. Records, reports and recommendations for improvement are managed in accordance with the organization's systems and processes.

CONTENTS:

- Relevant policies, legislation, codes of practice and national standards for example:
 - Training Packages, competency standards, other relevant benchmarks
 - licensing requirements
 - industry/workplace requirements
 - duty of care under common law
- Recording information and confidentiality requirements
- Anti-discrimination including equal opportunity, racial vilification and disability discrimination
- Workplace relations
- Industrial awards/enterprise agreements

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Relevant policies, legislations , code of practice

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

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

MODULE TITLE : **DEVELOPING AND PROMOTING APPRECIATION FOR COSTS AND BENEFITS OF TECHNICAL TRAINING**

MODULE DESCRIPTOR : The module covers the knowledge, skills and attitude required in estimating and evaluating costs and benefits of training, determining its cost-effectiveness and returns, and identifying, recommending and advocating cost-efficient training practices

NOMINAL DURATION : 16 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainee/student must be able to:

- LO1. Study and evaluate training cost components and benefits
- LO2. Monitor conduct and results of training
- LO3. Promote awareness of costs and benefits of training

LO1. STUDY AND EVALUATE TRAINING COST COMPONENTS AND BENEFITS

ASSESSMENT CRITERIA:

1. Features and benefits of training programs are identified and analyzed based on financial and customer requirements
2. Cost components are analyzed to determine those which deliver the desired training features and benefits
3. Wastages or excesses are determined for possible reduction or elimination
4. Variances in training performance and results are studied to determine good and bad practices
5. Planned performance is compared with actual performance to identify future enhancements in conduct of training
6. Cost reduction and control measures that do not impact greatly on training results are recommended
7. Usage of training resources is analyzed for optimization or reduction

CONTENTS:

- Basic arithmetic – four fundamental operations
- Basic cost accounting and bookkeeping
- Basic training methodology including training costs and benefits
- Training system evaluation concepts
- Positive work traits and values (attention to detail, persistence, cost-consciousness, safety- and time-consciousness, quality-consciousness)

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Training program/curriculum offering

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

LO2. MONITOR CONDUCT AND RESULTS OF TRAINING

ASSESSMENT CRITERIA:

1. Simple formative and summative evaluations of training are done to evaluate achievement of learning outcomes
2. Quality training programs are monitored and noted/documented for best practices and results replication
3. Benefits and returns on training investments are studied using relevant data
4. Cost-effective training programs are identified and recommended for documentation, replication and further enhancement.

CONTENTS:

- Training evaluations methods
- Best practices in TVET training
- Relevant training data
- Methods of collecting data on training investment
- Documentation of cost- effective training programs

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Sample training programs
- Data on training investment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

LO3. PROMOTE AWARENESS OF COSTS AND BENEFITS OF TRAINING

ASSESSMENT CRITERIA:

1. Benefits of training as investment rather than cost center are explained and stressed to trainees, fellow trainers and administrators where applicable
2. Economy in use of training supplies and materials and care in use of training equipment and facilities are stressed continually
3. Model/best practices in optimum and judicious use of training resources are documented, practiced and demonstrated

CONTENTS:

- Benefits and returns on training investment
- Relevant training data
- Economy on the use of training resources
- Documentations of best practices in using training resources

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Relevant information benefits and returns of training investment
- Relevant training data
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

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

MODULE TITLE : **DEVELOPING AND PROMOTING UNDERSTANDING OF GLOBAL LABOR MARKETS**

MODULE DESCRIPTOR : The module covers the knowledge, skills and attitude required to describes the outcomes required in understanding, analyzing and disseminating information on global labor-market trends and concerns as they affect the TVET, labor and employer sectors.

NOMINAL DURATION : 8 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainee/student must be able to:

LO1. Identify current and future trends/concerns

LO2. Assess new developments

LO3. Utilize labor market information to best effect

LO1. IDENTIFY CURRENT AND FUTURE TRENDS/CONCERNS

ASSESSMENT CRITERIA:

1. Relevant and reliable sources of labor-market information (LMI) are identified and accessed based on needs
2. Global and local relevance of labor-market (LM) trends are studied and analyzed for their implications in the labor and training market
3. Relevant events, including positions and interests of trainees, clients and training providers are studied and considered in the design and delivery of training

CONTENTS:

- Accessing Labor market information
- Labor-market paradigm
- Supply side – TVET providers and schools, communities
- Demand side – employers (government and private sector)
- Labor requirements variations and seasonality in the LM
- TVET sector knowledge – work regime, systems, technologies and unique aspects relevant to sector or geographic area
- Profile of TVET sector stakeholders, opinion leaders and major players
- Legislations and regulations that impact on the TVET sector
- Events and trends that have shaped the global labor market over time

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Labor market information resources

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

LO2. ASSESS NEW DEVELOPMENTS

ASSESSMENT CRITERIA:

1. Emerging issues of potential significance to the local and global labor markets are identified and studied
2. Research findings are assessed for significance to the technical and vocational education and training (TVET) sector
3. Opportunities and risks of new developments are identified and assessed
4. Views of trainees, training providers and other stakeholders are identified and assessed for their potential benefit or impact
5. Where necessary responses and strategies for LM threats and opportunities are developed in consultation with other TVET partners
6. New and emerging concepts, technologies, products and processes are noted and evaluated based on their implications for the TVET and labor market

CONTENTS:

- Labor market information assessment process
- TVET sector knowledge – work regime, systems, technologies and unique aspects relevant to sector or geographic area
- Profile of TVET sector stakeholders, opinion leaders and major players
- Legislations and regulations that impact on the TVET sector
- Events and trends that have shaped the global labor market over time
- Trends in customer expectations and buying patterns
- Positive work values (proactiveness, practicality, results and service orientation, quality-consciousness)

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

LO3. UTILIZE LABOR MARKET INFORMATION TO BEST EFFECT

ASSESSMENT CRITERIA:

1. Awareness of LM situation and related concerns are promoted through talks, lectures and other training opportunities
2. Relevant information on LM and new technologies are incorporated in the curriculum and during the training
3. Mention/Presentations of LMI and trends are made during meetings, fora and training situations using language and delivery styles adapted to the audience
4. Where necessary, responses and strategies to global labor-market developments are developed and recommended using analytical tools and current LMI

CONTENTS:

- Events and trends that have shaped the global labor market over time
- Trends in customer expectations and buying patterns
- Positive work values (proactiveness, practicality, results and service orientation, quality-consciousness)

CONDITIONS: Students/trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PC/printer or laptop/printer with internet access
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Access to LM information
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Oral presentation

ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Demonstration

MODULES OF INSTRUCTION
CORE COMPETENCIES

UNIT OF COMPETENCY : **PLAN TRAINING SESSION**

MODULE TITLE : **PLANNING TRAINING SESSION**

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

NOMINAL DURATION : 40 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of the module the trainees/students should be able to:

- LO1. Identify learner's training requirements
- LO2. Prepare session plan
- LO3. Prepare instructional materials
- LO4. Prepare assessment instruments (Institutional)
- LO5. Organize learning and teaching resources

LO1. IDENTIFY LEARNER'S TRAINING REQUIREMENTS

ASSESSMENT CRITERIA:

1. Curriculum documents is reviewed and analyzed for training purposes
2. Current competencies of target group are determined
3. Competencies required to be attained are compared with current competencies of target group
4. Results of comparison is used to determine training requirements
5. Training requirements are validated with appropriate people.

CONTENTS:

- Context of competency standard and the competency based curriculum
- Pre-training evaluation
- Different types of target groups
- Trainees characteristics
- Comparative study of current competencies of trainees with the existing Competency Standards
- Training resources
- Appropriate training validation group and training linkages

CONDITION: The student/trainee must be provided with the following:

- Competency standard and competency based curriculum
- Occupational health and safety guidelines
- Personal computer
- Training kit

METHODOLOGIES:

- Lecture
- Video presentation
- Group discussion

ASSESSMENT METHODS:

- Written
- Interview/questioning

LO2. PREPARE SESSION PLAN

ASSESSMENT CRITERIA:

1. Instructional blueprint is developed
2. Training delivery modes are identified appropriate for the training
3. Training methods that pertains to the required competencies are addressed
4. Sequence of training activities are determined based on competencies standards
5. Resources to support training are identified
6. Session plan is finalized according to required format

CONTENTS:

- Standard Procedures on how to adapt the relevance of the competency standards to the session plan content
- Developing Learner Engagement Plan (LEP)
- Developing Instructional Blueprint (IB)
- Preparation of Session Plan
- Different types of training delivery modes and methodology
- Assessment methodology
- Training resources
- Skills in operating personal computer.

CONDITIONS: The student/trainee must be provided with the following:

- Competency standard
- Competency based curriculum
- Supplies and materials/training Kit
- Personal computer
- LEP template

METHODOLOGIES:

- Lecture
- Computer aided instruction
- Discussions

ASSESSMENT METHODS:

- Written/oral examination
- Interview

LO3. PREPARE INSTRUCTIONAL MATERIALS

ASSESSMENT CRITERIA:

1. Instructional materials are prepared and focused on a key concept or idea related to work activity.
2. Text and illustrations are made clear and legible appropriate for the training requirements of the trainees
3. Languages, style and format of the materials are appropriate for the trainees characteristics and needs

CONTENTS:

- Understanding on the development competency based learning materials.
- Types of instructional materials
- Development of information sheet, jobs sheet and operation sheet
- Learning Guides

CONDITIONS: The student/trainee must be provided with the following:

- Sample information sheet/job sheet/operation sheet.
- Learning guide.
- Non-print and print-based materials.
- Personal computer and Multi-media

METHODOLOGIES:

- Lecture
- Video presentation
- Computer based learning (e-learning)

ASSESSMENT METHODS:

- Written/oral examination
- Interview
- Demonstration

LO4. PREPARE ASSESSMENT INSTRUMENTS (INSTITUTIONAL)

ASSESSMENT CRITERIA:

1. Relevant modules of instruction are identified, read and interpreted to identify required evidence
2. Evidence requirements are determined which will show full coverage of the training module to be assessed and consistent to the performance of the training activities
3. Suitable assessment methods are identified which are appropriate with the learning outcome of the module of instruction.
4. Assessment instrument are prepared in accordance with the content and learning outcome specified under the assessment criteria of the module of instruction.
5. Assessment instruments are checked for validity, fairness, safety and cost effectiveness.

CONTENTS:

- Evidence guide
- Ways of gathering evidence
- Evidence gathering process, methods and tools
- Skills in gathering evidence
- Application of various assessment method
- Understanding competency assessment instrument development

CONDITIONS: The student/trainee must be provided with the following:

- Information sheet/job sheet/operation sheet
- Learning guide.
- Evidence plan/guide
- Personal computer
- Supplies and materials for institutional assessment

METHODOLOGIES:

- Lecture
- Video presentation
- Writeshop

ASSESSMENT METHODS:

- Written/oral examination
- Interview

LO5. ORGANIZE LEARNING AND TEACHING RESOURCES

ASSESSMENT CRITERIA:

1. Resources required for training are checked for availability
2. Appropriate training locations/venue are identified and arranged according to training needs
3. Training resources requirements are documented and access is arranged in accordance with organization procedures and appropriate staff.

CONTENTS:

- Training resources planning and organizational skills.
- Characteristic of training locations and or venue
- Training supplies and materials management skills
- 5S for training locations and teaching/learning resources
- Inventory of training resources

CONDITIONS: The student/trainee must be provided with the following:

- Classifications/types of training resources
- Inventory/list of available training resources
- Different training resources forms and documents

METHODOLOGIES:

- Lecture
- Hands-on
- Video presentation

ASSESSMENT METHODS:

- Written/oral examination
- Interview

UNIT OF COMPETENCY : **FACILITATE LEARNING SESSION**

MODULE TITLE : **FACILITATING LEARNING SESSION**

MODULE DESCRIPTOR : This module covers the knowledge, skills and attitude required of a learner in order to deliver Competency-Based Training learning session to individual or group of learners. It covers the following: prepare training facilities, conduct pre-assessment, facilitate training session, conduct competency assessment (formative), and review and adjust delivery of training session as required.

NOMINAL DURATION : 32 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module the students/ trainees will be able to:

- LO1. Prepare training facilities/resources
- LO2. Conduct pre-assessment
- LO3. Facilitate learning session
- LO4. Conduct competency assessment
- LO5. Review delivery of training session

LO1. PREPARE TRAINING FACILITIES/RESOURCES

ASSESSMENT CRITERIA:

1. Appropriate training facilities/resources are prepared based on the session requirement.
2. Learning stations are prepared & set-up according to learning activities.
3. Tools and equipment are prepared and set-up according to learning activities

CONTENTS:

- Principle of CBT
- Characteristics of CBT
- Delivery plans
- Types of Learning sessions/ methodologies
- Different set- up of learning stations appropriate for different activities
- Training facilities and resources
- Gathering and consolidating materials/resources needed for the session.
- Procedures in preparing and lay outting appropriate tools and equipment necessary for the session

CONDITIONS:

The students/ trainees must be provided with the following:

- Training resources
 - References (books)
 - Audio/video materials
 - Modules/Manuals
 - Tools
 - Materials /consumables
- Training facilities/area
 - Work stations
 - Equipment/machines
 - Furniture/fixtures

METHODOLOGIES:

- Group discussion
- Simulation
- Lecture
- Self–pace instruction

ASSESSMENT METHODS:

- Written test
- Demonstration/questioning

LO2. CONDUCT PRE-ASSESSMENT

ASSESSMENT CRITERIA:

1. Pre-assessment instruments are prepared in accordance with the number of learners.
2. Contents and procedures of pre-training assessment are explained according to guidelines.
3. Evidence is gathered using the assessment tools specified in the evidence plan.
4. Evidences are evaluated and feedback is discussed based on the results of the pre-training assessment.
5. Current competencies and prior learning are determined and credited.
6. Characteristics and profile of learners are established.

CONTENTS:

- RPL theories and principles
- Learning theories
- Learning styles
- Principle of adult learning
- Methods of conducting pre-assessment
- Types of pre-assessment instruments
- Learners profile
- Procedures in conducting pre-assessment
- Pre-assessment results validations
- Pre-assessment documentations

CONDITIONS: The students/trainees must be provided with the following:

- Pre-assessment instruments
- Learners profile
- Pencils/ball pen
- Reference books
- Pre-assessment guidelines
- Learners/students

METHODOLOGIES:

- Group discussion
- Simulation
- Lecture
- Self-learning instructions

ASSESSMENT METHODS:

- Written test
- Demonstration /questioning

LO3. FACILITATE LEARNING SESSION

ASSESSMENT CRITERIA:

1. CBT delivery system is explained to the learners
2. Appropriate training methods are used based on the level and characteristics of the learners.
3. Learning session is conducted according to session plan
4. Learners are assisted to achieve session outcomes.
5. Enough opportunities to participate in the session are provided for the learner
6. Works and learning activities are monitored based on training plan.
7. Feedbacks are provided to improve learner's competence.
8. Learners records are maintained and stored according to institutional policy

CONTENTS:

- Principle of CBT
- Principle of adult learning
- Utilizing session plan
- Training methodologies /delivery techniques for face-to-face delivery
- Types of learners /behavior /learning style
- Learners monitoring mechanism
- Feed backing and feedback mechanism
- Procedures in facilitating training session (CBT)
- Record- management systems and reporting requirements
- Recognition and resolution of inappropriate behavior

CONDITIONS: The students/trainees must be provided with the following:

- Training resources
 - References (books)
 - Audio/video materials
 - Modules/Manuals
 - Tools
 - Materials /consumables
 - Student progress monitoring instruments
 - Feedback mechanism/instruments
- Training facilities /area
 - Work stations
 - Equipment/machines
 - Furniture/fixtures
- Students/learners

METHODOLOGIES:

- Lecture/group discussion
- Simulation
- Self-learning instruction

ASSESSMENT METHODS:

- Written test
- Demonstration /questioning

LO4. CONDUCT COMPETENCY ASSESSMENT

ASSESSMENT CRITERIA:

1. Competency assessment procedures is explained to the learners according to guidelines
2. Competency assessment tools, materials and equipment are provided to the learners.
3. Evidences are gathered and documented using relevant assessment tools
4. Appropriate feedback mechanism is used to inform learner of his/her progress
5. Assessment results are documented and records are kept in according to guidelines

CONTENTS:

- Principle of competency –based training and assessment
 - reporting of competency-based assessment
 - competency standards as the basis of qualifications
 - the principles of competency-based assessment
- Competency Assessment guidelines
- Procedures in conducting competency assessment
- Developing competency assessment tools
- Types of learners /candidates
- Assessment results documentations and record keeping
- Feed backing and feedback mechanism

CONDITIONS:

The students/trainees must be provided with the following:

- Training resources
 - Competency Assessment tools
 - Tools
 - Materials /consumables
- Training facilities /area
 - Work stations
 - Equipment/machines
 - Furniture/fixtures
- Students/candidates

METHODOLOGIES:

- Lecture/group discussion
- Simulation
- Self-learning instruction

ASSESSMENT METHODS:

- Written test
- Demonstration

LO5. REVIEW DELIVERY OF TRAINING SESSION

ASSESSMENT CRITERIA:

1. Appropriate training session evaluation instruments are used.
2. Interpretations are made on the results of training session evaluation.
3. Adjustments on training session are made based on the results of evaluation.

CONTENTS:

- Methods of Training session review and evaluation techniques
- Data collection methods
- Feed backing and feedback mechanism
- Procedures in conducting training evaluation
- Evaluation and revision techniques
- Adjusting training sessions delivery

CONDITIONS:

The students/trainees must be provided with the following:

- Training resources
 - Competency Assessment tools
 - Tools
 - Materials /consumables
- Training facilities /area
 - Work stations
 - Equipment/machines
 - Furniture/fixtures
- Students/ learners

METHODOLOGIES:

- Group discussion
- Simulation
- Lecture
- Self-learning instruction

ASSESSMENT METHODS:

- Written test
- Demonstration

UNIT OF COMPETENCY :	UTILIZE ELECTRONIC MEDIA IN FACILITATING TRAINING
MODULE TITLE :	UTILIZING ELECTRONIC MEDIA IN FACILITATING TRAINING
MODULE DESCRIPTION :	This module covers the knowledge, skills and attitude required in an advance training environment using electronic media as a means in facilitating training, including operation and maintenance of the equipment.
NOMINAL DURATION :	16 hours
PRE-REQUISITES :	Before going through this module learners should already be able to operate computers.

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module, the trainee/student must be able to:

- LO1. Present a lesson through direct video footage/capture
- LO2. Present lesson via film viewing method
- LO3. Utilize computer and multimedia technology to present a lesson

LO1. PRESENT LESSONS THROUGH DIRECT VIDEO FOOTAGE/CAPTURE

ASSESSMENT CRITERIA:

1. Equipments are inspected for safe working condition and normal operation in-line with manufacturer's user guide.
2. Set-up of equipment is performed in accordance with connection guide, safety practices and presentation requirements.
3. Equipment is operated based on presentation requirements and operation manual.
4. Presentation of lesson is executed through direct video footage/capture and in-line with session plan.
5. Equipment is stored in accordance with standard operating procedure

CONTENTS:

- Safety handling of electronic equipment
- Basic maintenance of electronic equipment
- Procedure in interconnecting video camera, P/A system and video monitor/LCD projector
- Procedure operating video camera
- Tips and tricks in video shooting
- Procedure in operating P/A system
- Pros and cons of presenting a lesson via direct video footage/capture
- Techniques in demonstrating a performance in front of a camera.

CONDITIONS: Trainees must be provided with the following:

- Electronic media equipment
 - Video camera and recording media (i.e., tape, disc)
 - Video monitor/LCD projector
 - P/A Systems (including audio mixers/ audio amplifies/ microphones/ speaker system)
- Equipment guide and user manuals
- Interconnection guide
- Connection cables
- Lighting equipment

METHODOLOGIES:

- Focused group discussion
- Guided learning and exploration
- Peer teaching
- Role playing

ASSESSMENT METHODS:

- Demonstration
- Oral questioning
- Written examination

LO2. PRESENT LESSON VIA FILM VIEWING METHOD

ASSESSMENT CRITERIA:

1. Equipments are inspected for safe working condition and normal operation in-line with manufacturer's user guide.
2. Set-up of equipment is performed in accordance with connection guide, safety practices and presentation requirements.
3. Equipment is operated based on presentation requirements and operation manual.
4. Learners are oriented prior to film viewing in-line with the expected outcome of the lesson.
5. Strategies to ensure that the learner will learn important information from the movie are implemented in-line with session plan.
6. Equipment is stored in accordance with standard operating procedure.

CONTENTS:

- Procedure in interconnecting player(VHS/VCD/DVD), P/A system and Video Monitor/LCD Projector
- Procedure in operating player(VHS/VCD/DVD)
- Pros and cons of presenting lesson via film viewing method
- Techniques in effective utilization of film viewing method in teaching.

CONDITIONS:

Trainees must be provided with the following:

- Electronic media equipment
 - Player (VHS/VCD/DVD)
 - Video monitor/LCD projector
 - P/A systems (including audio mixers/ audio amplifies/ microphones/ speaker system)
- Equipment guide and user manuals
- Interconnection guide
- Connection cables

METHODOLOGIES:

- Focused group discussion
- Guided learning and exploration
- Peer teaching
- Role playing

ASSESSMENT METHODS:

- Demonstration
- Oral questioning
- Written examination

LO3. UTILIZE COMPUTER AND MULTIMEDIA TECHNOLOGY TO PRESENT A LESSON

ASSESSMENT CRITERIA:

1. Equipments are inspected for safe working condition and normal operation in-line with manufacturer's user guide.
2. Set-up of equipment is performed in accordance with connection guide, safety practices and presentation requirements.
3. Equipment is operated based on presentation requirements and operation manual.
4. Teacher-centered presentation of a lesson is executed using a computer and in-line with session plan.
5. Learner-centered presentation of a lesson is executed using a computer and in-line with session plan.
6. Strategies to ensure that the learner will learn important information from the movie are implemented in-line with session plan.
7. Equipment is stored in accordance with standard operating procedure.

CONTENTS:

- Procedure in interconnecting player(VHS/VCD/DVD), P/A system and video monitor/LCD projector
- Basic maintenance of personal computer
- Psychological perception in learning
- Techniques in effective presentation using digital slides
- Techniques in effective utilization of computer aided learning resources
- Techniques in utilizing world wide web in teaching

CONDITIONS: Trainees must be provided with the following:

- Electronic media equipment
 - Personal computer with internet connection
 - LCD projector
 - P/A Systems (including audio mixers/ audio amplifies/ microphones/ speaker system)
- Equipment guide and user manuals
- Interconnection guide
- Connection cables

METHODOLOGIES:

- Focused group discussion
- Guided learning and exploration
- Computer aided instruction
- Peer teaching
- Role playing

ASSESSMENT METHODS:

- Demonstration
- Oral Questioning
- Written examination

UNIT OF COMPETENCY : **SUPERVISE WORK-BASED LEARNING**

MODULE TITLE : **SUPERVISING WORK-BASED LEARNING**

MODULE DESCRIPTOR : This module covers the knowledge, skills and attitudes required in order to supervise work-based learning process. This approach ensures learning through work activities, strategies and to support workplace learning and work-based monitoring.

NOMINAL DURATION : 16 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of the module the participants/trainees should be able to:

LO1. Establish training requirements for trainees

LO2. Monitor work-based training

LO3. Review and evaluate work-based training effectiveness

LO1. ESTABLISH TRAINING REQUIREMENTS FOR TRAINEES

ASSESSMENT CRITERIA:

1. Relevant policies and guidelines are accessed and interpreted to guide the development of work-based arrangements;
2. Goals for learning of trainees are identified and discussed with relevant personnel;
3. Training plan is prepared in accordance with agreed outcomes;
4. Training schedule is developed , discussed and agreed with relevant personnel;
5. Orientation and Support Mechanism are identified and arranged according to the needs of the trainees;
6. Availability of materials is confirmed with relevant personnel within the budget requirement;
7. The objectives for undertaking work-based training and the processes involved are explained to the trainees.

CONTENTS:

- Policies and guidelines of work-based learning
- Organizational change
- Laws on gender advocacy and development
- Goals and objectives of work-based learning
- Processes involved in work-based learning
- Training plan, training schedules and outcomes
- Staff and relevant personnel in work-based learning
- Support Mechanism
- Budgetary requirements , supplies and materials

CONDITIONS:

The participants/trainees must be provided with the following:

- Policies and guidelines in work-based learning
- Training plans
- Work-based supplies and materials
- Work-based tools and equipment
- First aid kits
- PPEs

METHODOLOGIES:

- Hands-on
- Discussions
- Practical performance

ASSESSMENT METHODS:

- Interview
- Demonstration with oral questioning
- Written test

LO2. MONITOR WORK-BASED TRAINING

ASSESSMENT CRITERIA:

1. Visits to work-based training venue are conducted in accordance with trainers qualification requirements and to ensure that training arrangement are met;
2. Trainees progress is monitored and recorded against training plan and contingencies are address;
3. Work performance are observed and alternative approaches are suggested;
4. OHS requirements are monitored to ensure health, safety and welfare of trainees;
5. Feedback is provided to trainees concerning their work-based learning performance.

CONTENTS:

- Details for structured work-based learning
- Competencies covered in the work-based learning
- OHS guidelines in the workplace environment
- Monitoring techniques and strategies
- Logistics and documentations
- Feedback mechanism
- Progress chart

CONDITIONS:

The participants/trainees must be provided with the following:

- Company/workplace policies and procedures
- OHS guidelines and PPE's
- Demonstration and observations forms
- Progress reports
- Feedbacks
- Completion report of supervised work-based learning

METHODOLOGIES:

- Case study
- Discussion
- Group activities

ASSESSMENT METHODS:

- Demonstration with oral questioning
- Written test

LO3. REVIEW AND EVALUATE WORK-BASED LEARNING EFFECTIVENESS

ASSESSMENT CRITERIA:

1. Work performance and learning achievement are analyzed in accordance with work-based learning requirements;
2. Trainees are encouraged to provide feedback on their learning experience for documentation purposes
3. The effectiveness of work-based learning is evaluated against the objectives;
4. Improvements and changes to work based learning are recommended based on review process.

CONTENTS:

- Review and evaluation of the policies and guidelines of work-based learning
- Review of work-based learning achievements
- Review and evaluation of goals and objectives of work-based learning
- Review and evaluation of training plans, contracts and support mechanism
- Feedbacks and training impressions of trainees
- Program evaluation and recommendations
- Terminal reports

CONDITIONS:

The participants/trainees must be provided with the following:

- Work-based learning policies and guidelines
- Post evaluation form of work-based learning
- Evaluation instruments
- Feedback and suggestion forms

METHODOLOGIES:

- Open forum
- Discussion
- Action planning
- Case studies

ASSESSMENT METHODS:

- Interview
- Oral questioning
- Written test

UNIT OF COMPETENCY : **CONDUCT COMPETENCY ASSESSMENT**

MODULE TITLE : **CONDUCTING COMPETENCY ASSESSMENT**

MODULE DESCRIPTOR : This module covers the knowledge, skills and attitudes in conducting assessment. It details the requirements for organizing assessment activities, preparing the candidate, gathering and evaluating evidence, recording assessment outcomes and providing feedback.

NOMINAL DURATION : 16 hours

SUMMARY OF LEARNING OUTCOMES :

Upon completion of this module the trainee/student must be able to:

LO1. Organize assessment activities

LO2. Prepare the candidate

LO3. Gather evidence

LO4. Make the assessment decision

LO5. Record assessment results

LO6. Provide feedback to candidates

LO1. ORGANIZE ASSESSMENT ACTIVITIES

ASSESSMENT CRITERIA :

1. Assessment activities in the workplace, training center or assessment center are identified and organized in accordance with the relevant Evidence Guide
2. Resources required for assessment, as specified in the Evidence Guide and the assessment tools, are obtained, checked and arranged within a safe and accessible assessment environment.
3. Cost of assessment and assessment process are checked to ensure compliance with organizational policy and procedures.
4. Appropriate personnel are informed of the assessment activity in line with organizational policy

CONTENTS :

- Factors to be considered in organizing assessment activity
- Purpose of assessment, orientation, documentation and appointment
- Proponent of the assessment activity
- Assessors responsibility and assessor's guide
- Assessment center's responsibility
- Assessment resources, tools and assessment packages/instruments
- Relevant workplace, community and school training center and equipment
- Standard Operating Procedures from community/enterprise/industry

CONDITIONS: The student/trainee must be provided with the following:

- PTQCS policies and guidelines in the conduct of assessment
- Assessment orientation guide
- Assessment documents, evidence plan/guides
- Assessment Instruments
- Assessors guides
- List of accredited assessment centers and assessor

METHODOLOGIES:

- Lecture
- Video presentation
- Group discussion

ASSESSMENT METHODS:

- Written examination
- Oral Interview
- Demonstration

LO2. PREPARE THE CANDIDATE

ASSESSMENT CRITERIA:

1. The context and purpose of assessment are explained to candidates in line with the requirements of the relevant Assessment Guidelines.
2. The needs of the candidates are determined to establish any allowable adjustments in the assessment procedures.
3. Information is conveyed using verbal and non-verbal language which promotes a supportive assessment environment.
4. Legal and ethical responsibilities associated with the assessment are explained to the candidates in line with the relevant Assessment Guidelines.
5. The competency standards to be assessed and the evidence to be collected are clearly explained to the candidate as contained in the assessment guidelines.

CONTENTS:

- Occupational Health and Safety Regulations
- Context of Assessment
- Competency standards and Assessment Guidelines
- Evidence Guide
- Assessment documents and forms
- Attendance Sheet
- Self Assessment guide
- Assessment and Assessor's guide

CONDITIONS: The student/trainee must be provided with the following:

- Assessment forms and application forms
- Evidence gathering tools
- Copy of candidate's guide, self-assessment guide
- Copy of Assessment tools/packages
- Tools, equipment, supplies and materials for the conduct of assessment

METHODOLOGIES:

- Lecture
- Video presentation
- Group discussion

ASSESSMENT METHODS:

- Written test
- Oral Interview and questioning
- Demonstration

LO3. GATHER EVIDENCE

ASSESSMENT CRITERIA:

1. Evidence is gathered using *assessment methods* specified in the relevant Evidence guide
2. *Evidence* is gathered and documented in accordance with the assessment procedures specified in the relevant Assessment Guidelines.
3. Reasonable adjustments are incorporated in the evidence gathering procedures, where appropriate in line with the procedures detailed in the Assessment Guidelines.
4. Evidence is gathered and documented using the relevant assessment tools

CONTENTS:

- Different forms of evidence
- Ways of Gathering Evidence
- Rules of evidence and dimensions of competency
- Evidence gathering process, methods and tools
- Skills in gathering evidence
- Application of various assessment method
- Assessment packages/tools and Assessment Guidelines
- Assessment Rating Sheets

CONDITIONS: The student/trainee must be provided with the following:

- Copy of evidence gathering tools
- Supplies and material
- Workplace tools and equipment
- Pencil, ballpen, bond paper
- Rating sheet

METHODOLOGIES:

- Lecture
- Video presentation
- Group discussion

ASSESSMENT METHODS:

- Written test
- Oral Interview
- Direct observation
- Demonstration

LO4. MAKE THE ASSESSMENT DECISION

ASSESSMENT CRITERIA:

1. The evidence is evaluated in terms of the rules of evidence
2. The evidence is evaluated according to the dimensions of competency
3. The assessment decision is made based on evaluation of the evidence and the requirement of relevant unit(s) of competency.

CONTENTS:

- Rules of Evidence
- Dimensions of competency and Assessment Guidelines
- Evaluation of Evidence
- Rating Sheets
- Skills in making assessment decision

CONDITIONS: The student/trainee must be provided with the following:

- Copy of evidence gathering tools
- Rating sheet
- Supplies and material
- Pencil, ballpen, bond paper

METHODOLOGIES:

- Lecture
- Video presentation
- Group discussion

ASSESSMENT METHODS:

- Written test
- Interview
- Direct observation
- Demonstration

LO5. RECORD ASSESSMENT RESULTS

ASSESSMENT CRITERIA:

1. Assessment results are recorded accurately in accordance with approved record keeping guidelines of the organization
2. Records of the assessment procedure, evidence collected and confidentiality of assessment outcomes in maintained according to the approved policy guidelines of the organization
3. Issuing of certificates is organized in line with approved policy guidelines of the organization

CONTENTS:

- Record keeping guidelines and procedure
- Forms designed for assessment result
- Skills in recording assessment results
- Checklist of competency
- Competency assessment result summary (CARS)
- Registry of workers assessed (RWAC)

CONDITIONS: The student/trainee must be provided with the following:

- Copy of assessment tools/rating sheet
- Competency assessment result summary (CARS)
- Supplies and material
- Pencil, ballpen, bond paper

METHODOLOGIES:

- Lecture
- Video presentation
- Group discussion

ASSESSMENT METHODS:

- Written test
- Interview
- Direct observation
- Demonstration

LO6. PROVIDE FEEDBACK TO CANDIDATES

ASSESSMENT CRITERIA :

1. Clear and constructive feedback on the assessment decision is given to the candidate in line with the relevant Assessment Guidelines.
2. Ways of overcoming any gaps in competency are explored with the candidate.
3. The candidate is advised of available reassessment in line with organizational policy and procedures
4. Any assessment decision disputed by the candidate is recorded and reported promptly to appropriate personnel in line with organizational policy and procedures.

CONTENTS:

- Constructive Feedback on assessment proceedings
- Skills in giving feedbacks
- Dos and Don'ts in feedbacking
- Skills Assessment Guidelines
- Assessment evaluation

CONDITIONS: The student/trainee must be provided with the following:

- Copy of assessment tools
- Copy rating sheet
- Competency assessment result summary (CARS)
- Supplies and material
- Pencil, ballpen, bond paper

METHODOLOGIES:

- Lecture
- Video presentation
- Group discussion

ASSESSMENT METHODS:

- Written test
- Interview
- Direct observation
- Demonstration

UNIT OF COMPETENCY : **MAINTAIN TRAINING FACILITIES**

MODULE TITLE : **MAINTAINING TRAINING FACILITIES**

MODULE DESCRIPTOR : This module covers the knowledge, skills and attitude required of a learner to perform task and activities to keep the training environment in a functional and safe condition.

NOMINAL DURATION : 16 hours

SUMMARY OF LEARNING OUTCOMES:

Upon completion of this module the students/ trainees will be able to:

- LO1. Plan and schedule maintenance activities
- LO2. Implement housekeeping activities
- LO3. Maintain training equipment and tools
- LO4. Document maintenance inspection

LO1. PLAN MAINTENANCE ACTIVITIES

ASSESSMENT CRITERIA:

1. Training facilities and equipment are identified
2. Requisition for instructional equipment, tools, supplies and materials are prepared according to established procedures.
3. Training equipment, tools, materials/supply inventory is prepared
4. Equipment, tools, supplies and materials option are thoroughly researched and ergonomic requirements are considered.
5. Equipment, tools, supplies and materials are identified and justified.
6. Equipment and systems impact on learners are accurately documented according to procedures
7. Maintenance activities are established according to policies
8. Maintenance activities, resources are identified and schedule is prepared according to job requirements.
9. Technical support services are identified as necessary

CONTENTS:

- Training facilities ,equipment , materials and tools available
- Requisition procedures and practices
- Communication protocol
- Organizational policies and procedures
- Inventory procedures and practices
- Equipment ,materials/supplies options search
- Ergonomics requirements of tools and equipment
- Reasons for equipment, tools and materials justification
- Maintenance activities and options
- Maintenance planning and scheduling

CONDITIONS: The students/ trainees must be provided with the following:

- Training resources
 - References (books)
 - Audio/video materials
 - Modules/manuals
 - Tools
 - Materials/consumables
- Training facilities /area
 - Work stations
 - Equipment/machines
 - Furniture/fixtures

METHODOLOGIES:

- Group discussion
- Simulation
- Lecture
- Self–pace instruction

ASSESSMENT METHODS:

- Written test
- Demonstration /questioning

LO2. IMPLEMENT HOUSEKEEPING ACTIVITIES

ASSESSMENT CRITERIA:

1. Regular inspections are carried out in the work area according to workplace procedures and standards.
2. Facilities are maintained in accordance with Occupational Health and Safety.
3. Disposal of waste and dangerous chemicals are checked in accordance with Occupational Health and Safety regulations and organizational policies and other regulations
4. Instructional materials and /equipment are secured in safe places in accordance with procedures.

CONTENTS:

- Work area inspection procedures and practices
- Facilities maintenance procedures and practices
- Waste and dangerous materials disposal procedures and practices
- Implementing procedures of 5'S and similar systems
- OHS and other regulations on waste management
- Instructional materials/equipment safe keeping
- Environmental protection requirements
- RA 9003-Solid waste management

CONDITIONS: The students/trainees must be provided with the following:

- Training resources
 - References (books)
 - Audio/video materials
 - Modules/manuals
 - Tools
 - Materials/consumables
- Training facilities/area
 - Work stations
 - Equipment/machines
 - Furniture/fixtures
 - Instructional equipment

METHODOLOGIES:

- Group discussion
- Simulation
- Lecture
- Self-learning instructions

ASSESSMENT METHODS:

- Written test
- Demonstration/questioning

LO3. MAINTAIN TRAINING EQUIPMENT AND TOOLS

ASSESSMENT CRITERIA:

1. Regular maintenance activities and routine servicing/repair are performed according to scheduled plan.
2. Maintenance procedures are followed in accordance with the manufacturers manual and organization policies.
3. Respond to failed or unsafe equipment in accordance with organizational policies & procedures.
4. Equipment and tools are secured according to safety standards
5. Complex faults or repair requirements outside area of responsibility or competence are reported for specialist assistance in accordance with organizational procedures.
6. Maintenance activities are documented and reported according to procedures

CONTENTS:

- Materials and tools uses and specifications
- Types/classification and proper dosage of chemicals
- Maintenance costing
- Manufacturers specification
- Communication protocol
- Out sourcing maintenance works
- Types of maintenance
- maintenance procedures and methodologies
- work schedules
- procedures for the recording, reporting and maintenance of workplace records and information

CONDITIONS: The students/trainees must be provided with the following:

- Training resources
 - References (books)
 - Audio/video materials
 - Modules/manuals
 - Tools
 - Materials /consumables
- Training facilities/area
 - Work stations
 - Equipment/machines
 - Spare parts/components

METHODOLOGIES:

- Lecture/group discussion
- Simulation
- Self-learning instruction

ASSESSMENT METHODS:

- Written test
- Demonstration/questioning

LO4. DOCUMENT MAINTENANCE INSPECTION

ASSESSMENT CRITERIA:

1. Regular inspections are carried out in the work area according to workplace procedures and standards
2. Maintenance and repair activities are documented and reported according to organizational policies
3. Documents are kept according to procedure

CONTENTS:

- Inspection procedures and practices
- Organizational policies
- Work accomplishment documentations and reporting
- Documents and record keeping

CONDITIONS: The students/trainees must be provided with the following:

- Training resources
 - References (books)
 - Audio/video materials
 - Modules/manuals
 - Tools
 - Materials/consumables
- Training facilities /area
 - Work stations
 - Equipment/machines
 - Furniture/fixtures

METHODOLOGIES:

- Lecture/group discussion
- Simulation
- Self-learning instruction

ASSESSMENT METHODS:

- Written test
- Demonstration