

Minimum Competency Standards for TVET Instructors Summary

Field	Units of Competency
Learning environment	CWA01/CVTTA01: Work effectively within Bangladesh TVET sector CVTTA02: Address learner needs and foster and promote a healthy, safe and inclusive learning culture CVTTA03: Provide support and career guidance CVTTA04: Maintain and enhance professional practice
Learning Design	CVTTA05: Design, develop and evaluate competency based learning programs and learning resources CVTTA06: Design and develop customised competency based training strategies
Assessment of Learning	CWA02/CVTTA07: Develop competency based assessment processes and instruments CWA03/CVTTA08: Assess competence and participate in assessment validation
Delivery and Facilitation	CVTTA09: Plan, organize and facilitate group based delivery CVTTA10: Provide training through instruction and demonstration of work skill CVTTA11: Facilitate work based learning for groups and individuals
Coordination, Management and Quality of Training and/or Assessment Services	CVTTA12: Coordinate training and/or assessment arrangements for apprenticeships CVTTA13: Lead and conduct competency based training and/or assessment evaluations
Technical skills	CVTTA14: Develop and apply relevant technical skills through industry attachment

Minimum Competency Standards for Bangladesh TVET Instructors

Note: Further developments may not be reflected in this document

This document specifies the Units of Competence for consideration and inclusion in the Certificate in Vocational and Technical Training and Assessment (CVTTA). It is proposed that the core program be made up of 10+1 units of competence, including the option to select 1 unit of competence from a pool of electives at the third and final level of the certificate in VTТА. In addition a competency on industry attachment has been made mandatory at Instructor level 2 (corresponding to Instructor/Senior Instructor levels) for trainers who do not have current industry competencies as defined by the competency based curriculum they will teach

5 broad skill fields, 14 units of competencies

- Learning environment – 4 units
- Learning Design - 2 units
- Delivery and Facilitation - 3 units
- Assessment of Learning - 2 units
- Coordination, management and quality of training and or assessment services – 2 units
- Technical skills - 1 unit

Field	Unit of Competence	Elements	Performance criteria
Learning environment	CWA 01/CVTTA01: Work effectively within Bangladesh TVET sector <i>This unit specifies the competency required to work effectively in the policy and operating environment of the vocational and technical education and training sector in Bangladesh</i>	1.1 Work within the vocational and technical education and training policy framework	1.1.1 Relevant national vocational and technical education and training policies and frameworks are accessed, analysed and applied to guide work practices and responsibilities. 1.1.2 Sources of information and advice on vocational and technical education and training policy and operating context are accessed on a regular basis and changes are noted 1.1.3 Opportunities are taken up to contribute to vocational and technical education and training organisational policy developments and appropriate terminology is used to communicate effectively within the sector
		1.2 Work within the training and/or assessment organisation's quality framework	1.2.1 Work is conducted in accordance with the training and/or assessment organisation's quality assurance strategies, processes, policies and procedures.

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			1.2.2 Work is undertaken in accordance with prevailing industrial and employee relations systems and practices as well as relevant ethical and legal responsibilities. 1.2.3 Feedback and advice on work quality is actively sought from colleagues and clients
		1.3 Manage work and work relationships and demonstrate a client focused approach	1.3.1 Work is planned, prioritised and organised to achieve agreed and expected outcomes and guidance/support is sought from relevant colleagues and personnel when work is undertaken 1.3.2 Work is undertaken in a collaborative manner with colleagues through sharing of information and ideas and working together on work outcomes 1.3.3 Feedback on managing work and professional relationships is obtained from clients and colleagues and is evaluated and acted upon 1.3.4 Clients and their needs and expectations are identified through effective communication and they form the basis for developing effective work practices and outcomes, within operational limits
	CVTTA02 Address learning needs and foster and promote a healthy, safe and inclusive learning culture <i>This unit specifies the competency required to address learners' physiological, social and educational needs and foster and promote a safe learning environment which supports inclusive work practices and learning culture</i>	2.1 Identify and document learning needs	2.1.1 Learners generic and individual needs are identified and documented 2.1.2 Learners' OSH needs, both individual and group, are identified and documented 2.1.3 The level of key language, literacy and numeracy skills required in the workplace are identified using validated instruments and other sources of information and documented for planning and implementing suitable learning program and assessment methods 2.1.4 The need for specialist language, literacy or numeracy assistance for the learner is determined based on the scope of the training and assessment role and collected evidence about particular needs of the learner 2.1.5 Learner progress towards the achievement of language, literacy and numeracy skill levels required in the workplace for competent performance as determined by the training specification are recorded in order to implement appropriate strategies.

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		2.2 Develop technical and vocational learning programs and assessment methodology to take account of learner's language, literacy and numeracy skill levels and those required in the training specification	2.2.1 Technical and Vocational learning programs are customised to take account of individual learner's language, literacy or numeracy skills and the level of skills required within the training specification. 2.2.2 Assessment methods and materials are selected and customised to take account of the learner's language, literacy or numeracy skills and the level of skills required within the training specification 2.2.3 Learning materials are selected, customised or developed that are appropriate for the language, literacy or numeracy skills of learners
		2.3. Identify OSH issues and hazards in the learning environment	2.3.1 Sources of information are researched and accessed to identify OSH issues and hazards common within the industry in which the learning and/or assessment will take place 2.3.2 The purpose and approaches of OSH in the learning environment are defined and organisational OSH documentation is identified and accessed 2.3.3 The learning environment is inspected prior to use and in consultation with various parties in order to identify OSH issues and hazards 2.3.4 Any potential hazards created by learners and/or candidates with specific needs are identified 2.3.5 Personal limitations and responsibilities in identifying hazards are recognised and specialist advisers are consulted when appropriate
		2.4 Assess risks in the learning environment and adopt appropriate measures	2.4.1 The likelihood of injury as a result of exposure to the identified hazard/s is assessed and prioritized for action based on severity of any potential injury, illness or negative/adverse outcome arising from the identified 2.4.2 Supervisory arrangements appropriate to learners and/or candidates levels of knowledge/skill/ experience are implemented and monitored to ensure their health and safety 2.4.3 Learners and/or candidates are provided with appropriate information related to OSH and the use of protective gears(where applicable) 2.4.4 Learners and/or candidates are assessed for knowledge of OSH requirements and use of protective gears(where applicable)

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			2.4.5 Personal limitations in assessing risks and implementing actions are recognised and specialist advisers are consulted when appropriate 2.4.6 Measures obtained and procedures developed are monitored and updated on a regular basis
		2.5 Develop and implement work strategies to support diversity and inclusivity	2.5.1 The ground rules for participation and behaviour with colleagues, learners and clients are established through a cooperative, agreed process 2.5.2 Individual differences as well as generic and particular needs are identified, acknowledged and catered for in line with stated/documented national and organizational policies 2.5.3 Physical environment support needs and OSH issues are identified and addressed in work practices, where practicable and approved by appropriate personnel 2.5.4 Inclusiveness is modelled in work performance
	CVTTA03 Provide support and career guidance <i>This unit describes the competencies required to work with learners to assist them to identify their career interests and options and to assist them to make decisions to match informed career decisions.</i>	3.1 Initiate exploratory activities with the learner	3.1.1 Learner interview arrangements are put in place to facilitate interactive sessions and to establish rapport with the client 3.1.2 Learner's areas of interest are established and the guidance provider /counsellor and expectations of the client of the organisation are clarified 3.1.3 Rights and responsibilities of learner are explained and learner's expectations and needs are clarified to ensure their issues and motivations are suited to careers guidance situation 3.1.4 A range of appropriate careers exploratory activities are used to assist learner's to focus their career search activities. 3.1.5 Current knowledge of labour market and career information is applied to learner interview 3.1.6 Appropriate questioning techniques and reflective listening is applied to identify needs and interests of the learner and processes are implemented to maintain learner confidentiality in accordance with organisational policies and procedures

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		3.2 Facilitate learner identification of careers interests and needs	3.2.1 Appropriate career exploration activities and career assessment instruments are provided for self administration by the learner according to the scope of the work role and organisational requirements 3.2.2 Modifications of the self assessment instrument is made as required to match learner needs and cultural variations 3.2.3 Appropriate guidance, support and monitoring is provided to ensure that self administration of career assessment instruments can proceed 3.2.4 Follow up interviews with the learner are conducted to confirm outcomes of self assessment and assist learners to explore options that match to their self assessment outcomes 3.2.5 Learner is assisted to identify areas where they want to take action
		3.3. Assist learner to develop a strategy to address their needs and interests	3.3.1 Learner is assisted to prioritise areas for further investigation 3.3.2 Learner is provided with information about how their self assessment relates to job profiles, educational and training pathway requirements and employment opportunities 3.3.3 Learner is assisted to identify workable strategies to address their priority interest areas and develop their own action plans to address their preferences and needs 3.3.4 Areas are identified where learners may require referral to specialists agencies or other professionals 3.3.5 The range of support services able to be provided to the learner by the organisation and other organisation are identified 3.3.6 An ongoing plan is developed and implemented with the learner defining any additional support required 3.2.6 Processes are implemented to evaluate the effectiveness of services and support provided to the learner

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	CVTTA04 Maintain and enhance professional practice <i>This unit specifies the competency required for individuals to manage their personal professional performance and to take responsibility for their professional development in relation to the provision of training and/or assessment services.</i>	4.1. Model high standards of performance 4.2. Reflect on and evaluate professional practice and determine personal development needs	4.1.1 Appropriate professional techniques and strategies are modelled in personal performance, which is consistent with the organisation's goals and objectives 4.1.2 Personal work goals and plans reflect individual responsibilities and accountabilities in accordance with organisational/legal requirements 4.1.3 Ethical and inclusive practices are applied in professional practice 4.2.1 Personal knowledge and skills are assessed against units of competency and other relevant benchmarks to determine development needs and priorities 4.2.2 Changes in vocational and technical education and training policy and operating environments are identified , their impact on professional practice and personal development needs is determined and integrated into work performance 4.2.3 Feedback from colleagues and clients is used to identify personal learning needs/areas of professional development and introduce improvements in work performance 4.2.4 Personal learning needs are documented and updated 4.2.5 Personal development needs are discussed with relevant personnel for inclusion in the professional development plan 4.2.6 Innovative and responsive approaches for improving professional practice are identified through the use of continuous improvement techniques and processes 4.2.7 Records, reports and recommendations for improvement are managed within the organisation's systems and processes

For discussion only – work in progress

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		4.3. Participate in professional development activities	4.3.1 Future career options are identified and development opportunities suitable to personal learning style/s are selected and used to support continuous learning and maintain currency of professional practice 4.3.2 Professional networks are participated in to support continuous learning and to maintain professional practice 4.3.3 Own performance and professional competency is continuously improved through engagement in professional development activities 4.3.4 Technology is used to maintain regular communication with relevant networks, organisations and individuals

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Learning Design	CVTTA05 Design, develop and evaluate competency based learning programs and learning resources <i>This unit specifies the competency required to conceptualise, design, develop and evaluate learning Programs and learning resources to meet an identified need for a group of learners, using appropriate criteria.</i> <i>Criteria may include endorsed competency standards and other specifications such as organisational performance standards, product equipment specifications and workplace procedures.</i>	5.1. Define the parameters of the learning program in consultation with the client/s	5.1.1 The purpose and competency standards or other relevant specifications on which to base the learning program are identified, accessed , analysed and interpreted to determine specific learning objectives/outcomes/goals, and language, literacy and numeracy requirements 5.1.2 The scope and breadth of the learning program is discussed and interpreted and the sources of information to support the learning program are identified and accessed 5.1.3 The learning environment, operational resource requirements and safety implications are identified
		5.2. Generate options for designing the learning program and learning resources	5.2.1 Research is conducted to identify existing learning programs and/or learning resources and learning materials which could be used and/or customized. 5.2.2 A range of options for the learning program content and learning resources are generated in collaboration with other persons and based on, identified needs, research findings and application of learning principles. 5.2.3 Broad time frames, possible materials and resources and logistics of the learning program are considered. 5.2.4 The information and ideas are evaluated and the most appropriate option/s selected
		5.3. Develop the learning program content	5.3.1 The specific subject matter content is researched, developed and documented in accordance with agreed design option/s and based on application of learning principles 5.3.2 Existing learning resources, learning materials are accessed and evaluated for content relevance and quality 5.3.3 In a learning and assessment pathway, assessment requirements for the learning program are specified
		5.4. Design the structure of the learning program	5.4.1 The learning content is broken into manageable chunks/segments of learning and sequenced appropriately to enhance and support effective

			5.4.2 learning and to enable achievement of identified criteria The time frame for each segment is determined and the overall time frame is finalised 5.4.3 The delivery strategies and assessment methods and instruments are determined /confirmed and the learning program is finalised and documented, outlining each part of the program
		5.5. Design and develop learning resources	5.5.1. A range of design options is generated using a variety of principles and techniques and content is developed in accordance with the agreed design 5.5.2. Selected learning resources, learning materials are customized, where appropriate, to suit the learning purposes and audience 5.5.3. New, relevant and engaging learning activities and related learning materials and resources are developed and documented, based on application of learning principles 5.5.4. The content specifications of the learning product are analysed and the proposed content is mapped out 5.5.5. The breadth and depth of the proposed content is determined, in accordance with the design prototype, content specifications and financial constraints 5.5.6. Text is clear, concise, grammatically correct and appropriate for the intended audience/s 5.5.7. Visuals are relevant, instructive and appropriate for the intended audience/s 5.5.8. An outline or prototype for the learning resource is developed and confirmed with the client

		5.6. Review the learning program and learning resources	5.6.1. Drafts of learning programs and learning resources are reviewed in collaboration with key stakeholders using an appropriate evaluation instrument 5.6.2. The draft learning program and resources are adjusted to reflect the review outcomes, where appropriate 5.6.3. Content of the resource is checked to ensure the accuracy and relevance of information against content specifications 5.6.4. Final approval is obtained from appropriate personnel and the learning program and learning resources are updated on a regular basis following implementation and feedback
	CVTTA06 Design, develop and evaluate customized competency based training strategies <i>This unit specifies the competency required to design, develop and evaluate customized competency based training strategies.</i>	6.1 Determine the parameters of the training strategy	6.1.1. The purpose and likely target groups and their needs for training strategy are identified 6.1.2. Qualification options for meeting the likely target group needs are researched, and the appropriate option is selected 6.1.3. Consultations are carried out to confirm the scope of the training strategy with relevant people
		6.2 Develop the framework for the training strategy	6.2.1. The training strategy design reflects the qualification requirements of the selected qualification 6.2.2. Industry or organisation documentation is analysed to determine additional and supporting requirements 6.2.3. Options for design are researched and analysed, based on likely target groups, their learning needs and contexts for delivery 6.2.4. The training strategy design reflects and is supported by appropriate learning theories and instructional design principles 6.2.5. The design approach is determined and broad content headings are identified and documented 6.2.6. Consultations are carried out to confirm the framework 6.2.7. The review process for the learning strategy is developed

		6.3 Devise the content and structure of the learning strategy	6.3.1. The content is sequenced to support learning, and overall timelines are determined within operating constraints 6.3.2. Training strategy outcomes are expressed to reflect both generic and specific learning outcomes to be achieved 6.3.3. Pathways are addressed and documented 6.3.4. Appropriate delivery and assessment strategies are identified and documented, taking account of the training scope, design framework and training context 6.3.5. Operational requirements are identified and documented 6.3.6. The completed training strategy is checked for completeness
		6.4. Review and evaluate the training strategy	6.4.1. The training strategy is reviewed in collaboration with relevant people against relevant criteria prior to and post implementation 6.4.2. A post-implementation review and evaluation process is documented which includes measures for identifying the effectiveness and quality of the training strategy 6.4.3. Recommendations/changes based on outcomes of the review and evaluation processes are made, where appropriate, and documented 6.4.4. Modifications are further confirmed with relevant people, where appropriate

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Assessment of Learning	CWA02/CVTTA07 Develop competency based assessment processes and instruments <i>This unit specifies the competence required to develop assessment instruments.</i>	7.1 Determine the focus of the assessment instrument	7.1.1 The target group of candidates and the purpose/s and context/s of assessment are identified/clarified and related documentation is accessed to inform assessment instrument development 7.1.2 The relevant benchmarks for assessment are accessed and interpreted to establish the evidence required to demonstrate competency 7.1.3 Where competency standards form the assessment benchmark/s, all component parts of the competency standards are interpreted and, where relevant, these standards are contextualised to meet organisational legal/ ethical requirements, in accordance with contextualisation guidelines
		7.2. Determine assessment instrument needs	7.2.1 Assessment methods which will support the collection of defined evidence are selected, taking into account the context in which the assessment will take place and meeting the principles of assessment 7.2.2 Nominated assessment methods enable candidates to show or support their claim for recognition of current competency 7.2.3 Different instruments for the selected assessment methods are considered and options for assessment activities are generated using critical thinking skills
		7.3. Plan and organize assessment processes	7.3.1 The assessment benchmarks are interpreted to determine the evidence and types of evidence needed to demonstrate competency in accordance with the rules of evidence 7.3.2 Any related documentation to support planning and implementing the assessment process is accessed and interpreted 7.3.3 Assessment methods and assessment instruments are selected/confirmed which address the evidence to be collected in accordance with the principles of assessment 7.3.4 Specific material and physical resources required to plan and conduct assessments and collect evidence are identified and documented 7.3.5 Roles and responsibilities of all people involved in the assessment process are clarified, agreed and documented 7.3.6 Timelines and time periods for evidence collection are determined and

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			all information to be included in the assessment plan is documented 7.3.7 The assessment plan is confirmed with relevant personnel 7.3.8 Assessment record keeping and reporting arrangements are confirmed
		7.4. Design and develop assessment instruments	7.4.1 Specific instruments are developed to address the evidence to be collected based on devising assessment activities which: - meet the competency standards - reflect the principles of assessment - incorporate principles of access and equity - meet the rules of evidence - provide choice, where appropriate - are sequenced to reflect competency development in a learning and assessment pathway - are user-friendly - reflect the assessment environment - are practicable 7.4.2 Assessment instruments are developed using appropriate: - style and format - language, literacy and numeracy - sensitivity to audience diversity - visual and aural representation - media 7.4.3 Clear and specific procedures instructing the assessor and/or candidate on the administration and use of the instruments are defined and documented 7.4.4 Relevant assessment system policy and procedures requirements are considered and addressed including storage and retrieval needs, review and evaluation, version control procedures

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		7.5. Review assessment plan and trial assessment instruments	7.5.1 Selected assessment methods and assessment instruments are examined and adjusted, where required, to ensure continuing applicability taking into account: - any contextualisation of competency standards - reasonable adjustment/s, where identified - integration of assessment activities, where appropriate and practical 7.5.2 Draft assessment instruments are checked against evaluation criteria and amended, where necessary 7.5.3 Draft assessment instruments are trialled to validate content and applicability 7.5.4 Feedback from relevant people involved in trialling is collected and documented and amendments to the final instruments are made based on analysis of feedback, where required 7.5.5 Adjusted assessment instruments are reviewed to ensure the specifications of the competency standards are still addressed 7.5.6 The assessment plan is updated, as needed, to reflect ongoing contextualisation needs, any changes in organisational resource requirements or changes in response to the conduct of assessment 7.5.7 Revised assessment instruments are appropriately formatted and filed in accordance with assessment system policies and procedures and organisational/ legal/ethical requirements 7.5.8 The assessment process is reviewed against criteria in consultation with relevant people to improve and modify future assessment practice

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	CWA03/CVTTA08 Assess competence and participate in assessment validation <i>This unit specifies the competency required to assess the competence of a candidate and participate in an assessment validation process</i>	8.1. Establish and maintain the assessment environment	8.1.1 The assessment plan is interpreted and assessment system policies and procedures and organisational/ legal/ethical requirements for conducting assessment are confirmed with relevant people 8.1.2 The relevant benchmarks for assessment and nominated assessment instruments are accessed and interpreted to confirm the evidence to be collected and how it is to be collected 8.1.3 Details of the assessment plan and the assessment process are explained, discussed and clarified with the candidate including opportunities for assessment, reasonable adjustment, re-assessment and appeals 8.1.4 Proposed changes to the assessment process are negotiated and agreed with the candidate, where relevant
		8.2. Gather quality evidence	8.2.1 The assessment plan, principles of assessment and rules of evidence are followed to guide the conduct of assessment and 8.2.2 Assessment methods and assessment instruments are used to gather, organise and document evidence in a format suitable for determining competence 8.2.3 Opportunities for evidence gathering in work activities/simulated work activities are determined with the candidate and relevant personnel 8.2.4 Opportunities for integrated assessment activities are identified and assessment instruments are modified, where required 8.2.5 Identified assessment policies and procedures and organisational/legal/ethical and requirements for assessment are addressed
		8.3. Support the candidate	8.3.1 Appropriate communication and interpersonal skills are used to develop a professional relationship with the candidate which reflects sensitivity to individual differences and enables two-way feedback 8.3.2 Decisions on reasonable adjustment/s, where applicable, are made with the candidate, based on candidate's needs provided that adjustments

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			maintain the integrity of the relevant competency standards and provide balanced application of the principles of assessment and rules of evidence 8.3.3 Any occupational health and safety (OSH) risk to person or equipment is addressed immediately
		8.4. Make the assessment decision	8.4.1 Limitations in obtaining and evaluating quality evidence are identified and assistance is sought, where required, from relevant people 8.4.2 Collected evidence is examined and evaluated to ensure that it reflects the evidence required to demonstrate competency and which - encompasses all component parts of the competency standards and the dimensions of competency (where competency standards are the benchmarks for assessment) - addresses other related documentation - complies with the rules of evidence 8.4.3 Judgement is used to infer whether competence has been demonstrated, based on the available evidence 8.4.4 Relevant assessment, system policies and procedures and organisational/ legal/ethical considerations are addressed in making the assessment decision 8.4.5 Clear and constructive feedback is provided to the candidate regarding the assessment decision and a follow-up action plan is developed, where required
		8.5. Record and report the assessment decision	8.5.1 Assessment outcomes are recorded promptly and accurately in accordance with assessment policies and procedures and organisational/legal/ethical requirements 8.5.2 Other relevant parties are informed of the assessment decision where required, and in accordance with confidentiality conventions
		8.6. Prepare for validation	8.6.1 The purpose, focus and context of validation is confirmed and discussed with relevant people 8.6.2 The approach to validation as well as the relevant benchmarks are discussed and confirmed in accordance with the defined purpose/s, context, relevant assessment system policies and procedures and

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			organisational/ legal/ethical requirements 8.6.3 Any related documentation relevant to validation proceedings is identified and collectively agreed 8.6.4 Material/s to be used in validation sessions are obtained, read and interpreted and validation activities collectively agreed
		8.7. Contribute to validation process and outcome	8.7.1 Participation in validation sessions and activities, includes the review, comparison and evaluation of: - the overall assessment process - assessment plans - interpretation of competency standards or other benchmarks for assessment - selection and application of assessment methods - selection and use of assessment instruments - the collected evidence - assessment decisions including the exercise of judgement 8.7.2 The review, comparison and evaluation is undertaken in accordance with the principles of assessment and rules of evidence 8.7.3 All documents used in the validation process are checked for accuracy and version control 8.7.4 Validation findings are collectively discussed, analysed and agreed to support improvements in the quality of organizational and individual (own) assessment 8.7.5 Recommendations to improve assessment practice are discussed, agreed and recorded

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Delivery and Facilitation	CVTTA09 Plan, organize and facilitate group based delivery <i>This unit specifies the competency required to plan and organise training for individuals within a group.</i>	9.1. Prepare session plans	9.1.1 Specific learning objectives and assessment activities (where required) are refined in accordance with learning program requirements and specific needs of individual learners 9.1.2 Ideas for managing the delivery are generated using knowledge of learning principles and learning theories reflects the learning needs and characteristics ,language, literacy and numeracy skill levels and those required in the training specification of the group 9.1.3 Existing learning resources, learning materials and documented learning activities identified in the learning program are evaluated and selected for use in the specific delivery context 9.1.4 Session plans are developed and documented for each segment of the learning program to be addressed
		9.2. Prepare resources needed for delivery	9.2.1 Selected existing learning resources, learning materials and learning activities are modified and contextualised for the particular group 9.2.2 All learning materials required by learners are finalised and organised in time for delivery 9.2.3 Specific facility, technology and equipment needs for each session are identified and organised in time for delivery 9.2.4 Additional resourcing to meet identified learner support needs is identified and organised, where required, in time for delivery 9.2.5 The overall delivery plan is confirmed with relevant personnel
		9.3. Establish an environment conducive to group learning	9.3.1 The learning program and delivery plan are read and interpreted to identify and confirm delivery requirements for the specified session 9.3.2 The learning program/segment of the learning program is introduced and objectives, expectations and requirements including occupational health and safety (OSH) are discussed, clarified and agreed 9.3.3 A learning facilitation relationship is established between trainer/facilitator and the group using appropriate oral communication and language skills and interpersonal skills

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			9.3.4 Relationships with and between learners are initiated which support inclusivity, acknowledge diversity and enable a positive learning environment
		9.4. Deliver and facilitate training sessions	9.4.1 Interactions with learners are based on the application of learning principles in accordance with learner styles and identified learner needs
			9.4.2 Each training session is conducted in accordance with session plans but modified where appropriate to meet the needs of the learners
			9.4.3 All resource requirements for delivery are addressed and the diversity of the group is used as another resource to support learning
			9.4.4 Generic skills relevant to the learning objectives are addressed in delivery
			9.4.5 A range of delivery methods are employed and appropriate technology and equipment are used as training aids to optimise the learner experience
			9.4.6 Opportunities for practice and formative assessment are built into the delivery, where assessment is required
		9.5. Demonstrate effective facilitation skills	9.5.1 A variety of communication skills are used to ensure the delivery is engaging and relevant that motivate the learner and ascertain transfer of knowledge and skills
			9.5.2 Group facilitation skills are used to ensure effective participation and group management
			9.5.3 Observation skills are used to monitor individual and group progress
		9.6. Evaluate own training performance	9.6.1 A variety of sources are used to collect information about trainer's performance based on preset criteria
			9.6.2 A post-implementation review process is documented which includes measures for identifying the effectiveness and quality of the training
			9.6.3 The trainers own performance is reviewed in collaboration with relevant people against relevant criteria prior to and post implementation
			9.6.4 Recommendations based on outcomes of the review processes are made, where appropriate, and documented

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			9.6.5 Appropriate actions are planned and implemented according to recommendations
	CVTTA10 Provide training through instruction and demonstration of work skill <i>This unit specifies the competency required to facilitate learning of individuals and groups through individual and group instruction and demonstration of work skills.</i>	10.1. Organise instruction and demonstration	10.1.1 Information about learner learning needs is accessed and a safe learning environment is confirmed 10.1.2 Relevant learning resources and learning materials are accessed and reviewed for suitability and relevance and assistance sought to interpret the contextual application 10.1.3 Access to necessary documentation, equipment or physical resources required for instruction and demonstration is organised 10.1.4 Learners are notified of details regarding the implementation of the learning program and/or delivery plan
		10.2. Conduct instruction and demonstration	10.2.1 Interpersonal skills are used to establish a safe ,comfortable and inclusive learning environment 10.2.2 The learning program and/or delivery plan is followed to ensure all learning objectives are covered 10.2.3 Learners are briefed on any occupational health and safety (OSH) procedures and requirements prior to and during training 10.2.4 Delivery techniques are used to structure, pace and enhance learning 10.2.5 Coaching techniques are applied to assist learning 10.2.6 Communication skills are used to provide information, instruct learners , demonstrate relevant work skills and giving regular feedback 10.2.7 Opportunities for practice are provided during instruction and through work activities
		10.3. Check and review trainee and own performance and finalise documentation	10.3.1 Measures are used to ensure learners are acquiring and can use new technical/generic skills and knowledge 10.3.2 Learner progress and outcomes are monitored and feedback on learner performance is provided and discussed to support learning

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		10.4. Review personal training performance	10.4.1 Personal performance in providing instruction and demonstration is reflected upon and strategies for improvement are developed. 10.4.1 Learner records are maintained, stored and secured in accordance with legal/organisational requirements
	CVTTA11 Facilitate work based learning for groups and individuals This unit specifies the competency required to use work effectively as a learning process for groups and individuals	11.1. Establish the learning/ facilitation relationship with groups and individuals	11.1.1 Learning style, learner characteristics and the context for learning are identified for group and individual learners 11.1.2 The appropriate technique/process to facilitate (group and individual) learning is selected or organised and the basis of the technique/process is explained and discussed with the learner (s) 11.1.3 The boundaries and expectations of the learning/ facilitation relationship are clarified and agreed using effective communication and interpersonal skills 11.1.4 An individualised learning plan is developed, documented and discussed with the learner
		11.2. Maintain and develop the learning/facilitation relationship	11.2.1 Effective communication and interpersonal skills are used to grow the relationship and sustain active participation 11.2.2 Structured learning activities are developed to support and re enforce new learning, build on strengths and identify areas for further development 11.2.3 Leadership and motivational skills are demonstrated to enable the learners to take responsibility for learning 11.2.4 Learner cues are observed and changes in approach are made, where necessary, to maintain momentum 11.2.5 Regular meetings are agreed to by both parties and scheduled to monitor the effectiveness of the learning/facilitation relationship for individual learners 11.2.6 Appropriate documentation to support the relationship is developed and maintained
		11.3. Close and evaluate the	11.3.1 Closure is carried out smoothly using appropriate interpersonal and

Field	Unit of Competence	Elements	Performance criteria
		learning/ facilitation relationship with individual learner	communication skills 11.3.2 Feedback is sought from the learner on the outcomes achieved and the value of the relationship 11.3.3 The impact of the learning/facilitation relationship is reviewed using identified evaluation processes 11.3.4 Self-evaluation and reflection on own performance in managing the relationship is carried out and areas for improvement are identified 11.3.5 The outcomes of the learning/facilitation relationship and evaluation of the process are documented and filed in accordance with legal, organisational and personal requirements
		11.4. Establish an effective work environment for learning	11.4.1 The purpose or objectives of the work-based learning are established and agreed with appropriate personnel 11.4.2 The areas of work encompassed by the work- based learning are defined and documented 11.4.3 Work practices and routines are analysed to determine their effectiveness in meeting the work-based learning objectives 11.4.4 Changes are proposed to work practices, routines and the work environment to support more effective learning, where appropriate, and discussed with relevant persons 11.4.5 Occupational health and safety (OSH) and industrial relations implications of using work as the basis for learning are identified and addressed

Field	Unit of Competence	Elements	Performance criteria
		11.5. Develop, implement and review the effectiveness of a work-based learning pathway	11.5.1 The documented work areas are analysed to determine an effective work-based learning pathway 11.5.2 The learners' profile and characteristics are evaluated to determine possible requirements for support and the purposes/objectives for undertaking work-based learning and the processes involved are clearly explained to the learners by developing a collaborative relationship 11.5.3 Organisational strategies to support the work-based learning are proposed and put into effect and any contractual requirements and responsibilities for learning at work are addressed 11.5.4 Connections are made with the training and/or assessment organisation to integrate and monitor the external learning activities with the work-based learning pathway where relevant 11.5.5 The proposed work-based learning pathway is evaluated against appropriate criteria 11.5.6 Agreement is obtained from relevant personnel to implement the work-based learning pathway and relations with other work personnel affected by the work-based learning pathway are managed to ensure effective implementation 11.5.7 Work performance and learning achievement are documented and recorded in accordance with legal/organisational requirements 11.5.8 The effectiveness of the work-based pathway as well as any integration of work-based learning and external learning activities is evaluated against the objectives, processes and models used 11.5.9 Improvements and changes to work-based practice are recommended in light of the review process

For discussion only – work in progress

Field	Unit of Competence	Elements	Performance criteria
		11.6. Monitor learning and address barriers to effective participation	11.6.1 Access equity considerations are OSH requirements are monitored and addressed, where appropriate to ensure health, safety and welfare 11.6.2 The readiness of the worker to participate in and/or take on new tasks and responsibilities is effectively monitored and learners are encouraged to take responsibility for learning and to self-reflect 11.6.3 Work performances are observed and alternative approaches suggested where needed 11.6.4 Feedback is provided to learners about work performance and success is communicated and acknowledged

Field	Unit of Competence	Elements	Performance criteria
Coordination, Management and Quality of Training and/or Assessment Services	CVTTA12 Coordinate training and/or assessment arrangements for apprenticeships <i>This unit specifies the competency required to plan and coordinate the training and assessment requirements of apprenticeships.</i>	12.1. Establish training and/or assessment requirements for apprenticeships	12.1.1 Relevant national legislation, policies and guidelines are accessed and interpreted to guide the development of apprenticeship arrangements 12.1.2 Institutional roles and responsibilities, policies and procedures relating to apprenticeship training and/or assessment services are accessed and interpreted 12.1.3 Reporting and recording systems and requirements are identified and confirmed with relevant personnel 12.1.4 Communication are established with relevant stakeholders 12.1.5 Training contract is confirmed 12.1.6 Support services and probable funding sources are identified and arranged according to the needs of the apprentice, where required
		12.2. Plan and organise training and/or assessment arrangements	12.2.1 Training and assessment requirements and responsibilities of key parties are discussed, negotiated and agreed 12.2.2 The Training Plan is prepared in accordance with agreed outcomes 12.2.3 The Training Plan is finalised, signed and processed in accordance with legal requirements 12.2.4 Information on relevant occupational safety and health (OSH) issues is provided and discussed with the apprentice/trainee

Field	Unit of Competence	Elements	Performance criteria
		12.3. Monitor workplace training and/or assessment	12.3.1 Workplace visits are conducted in accordance with legal/organisational requirements to ensure work/training arrangements are being met 12.3.2 Progress of the apprentice/trainee is monitored and recorded against the Training Plan, and any variations are endorsed by relevant parties 12.3.3 Identified apprentice/trainee support needs are monitored and issues addressed, where required 12.3.4 Risks/issues/irregularities are monitored on an ongoing basis and addressed as required 12.3.5 Work-based training and/or assessment is linked to and integrated with 'off-the job' delivery
		12.4. Manage compliance requirements	12.4.1 National apprenticeship/traineeship reporting and recording requirements are accurately completed and submitted to the relevant bodies, within specified timelines 12.4.2 External evaluation processes are correctly implemented 12.4.3 Qualifications/Statements of Attainment are accurately 12.4.4 Required documentation is accurately completed and submitted to relevant authority and completed records are stored appropriately
		12.5. Review apprenticeship/traineeship arrangements	12.5.1 Effectiveness of communication with key parties and other stakeholders is reviewed 12.5.2 Effectiveness of the planning and monitoring processes is reviewed 12.5.3 Effectiveness of meeting legal requirements is reviewed 12.5.4 Continuous improvement processes are identified and reported to relevant personnel

Field	Unit of Competence	Elements	Performance criteria
	CVTTA13 Lead and conduct training and/or assessment evaluations <i>This unit specifies the competency required to lead and conduct training and/or assessment evaluations.</i>	13.1 Identify the basis for the evaluation	13.1.1 The purpose, objectives and scope of the evaluation are determined and confirmed with relevant persons 13.1.2 Relevant framework and criteria for conducting the evaluation are identified and interpreted 13.1.3 Appropriate evaluation models/methods and previous relevant evaluation are considered and selected in accordance with purpose, scope and operating context, and appropriate instruments are developed
		13.2. Plan evaluation of training and/or assessment services/system	13.2.1 Specific organisational documentation/information required for the evaluation is sourced and collated 13.2.2 Persons to be involved in the evaluation process are determined, consulted and roles and responsibilities are confirmed 13.2.3 Resources to perform the evaluation are determined 13.2.4 A communication strategy is developed to inform all parties impacted by the evaluation 13.2.5 A risk analysis of factors/issues impacting on evaluation process/outcomes is undertaken 13.2.6 An evaluation plan is written, including a schedule drawn up outlining timing of the evaluation process , documented and approved by relevant personnel, where required
		13.3. Conduct evaluation of training and/or assessment services/systems	13.3.1 Specific organisational documentation/ information relevant to the evaluation focus is analysed in accordance with evaluation criteria, and key points are noted 13.3.2 Relevant persons are interviewed using interview skills/questioning techniques to clarify points and to obtain further relevant information 13.3.3 Training and/or assessment processes and operating systems are observed to confirm documentary and interview-based evaluation evidence 13.3.4 Records and notes of all evaluation proceedings are documented

Field	Unit of Competence	Elements	Performance criteria
		13.4. Determine and report evaluation outcomes	13.4.1 Records/notes of evaluation process are analysed to provide the basis for determining evaluation outcomes 13.4.2 Identified issues are considered and further information is collected, where required 13.4.3 Final report is prepared and filed in accordance with evaluation policy and procedures 13.4.4 Results of the evaluation outcomes are communicated to the target audience in a systematic and timely manner 13.4.5 Follow-up actions are instigated, where relevant
F. Technical skills	CVTTA14 Develop and apply relevant technical skills through industry attachment <i>This unit specifies the competency required to develop and apply workplace technical skills in the training environment</i>	Elements are currently under development	Criteria are currently under development