Competency Based Learning Materials (CBLM's)

NTVQ Level 4
Certificate in Competency Based Training & Assessment (CBT&A) for TVET Teachers and Trainers
(new qualification code TBA)

Module – Work effectively within Bangladesh TVET sector

This module comprises elements 1 to 4 from the UoC: TVTENV401 Work effectively within Bangladesh TVET sector

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ILO TVET Reform Project

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About this module – Work effectively within Bangladesh TVET sector

Overview

This module will cover the competencies required to work effectively within the policy and operating environment of the Technical and Vocational Education and Training (TVET) sector in Bangladesh.

Learning Outcomes

After the session you will be able to:

- work within the TVET policy framework
- work within the training and/or assessment organization's quality framework
- manage work and work relationships and demonstrate a client focused approach
- assist learner to develop a strategy to address their needs and interests

Performance criteria

1.1   Relevant policy and curriculum documents are accessed and applied to work practises.
2.1   Work is done according to the training and/or assessment organisations/department's quality assurance strategies, processes, policies and procedures.
2.2   Work is undertaken according to prevailing Industry competency standards and employee relations systems and practices as well as relevant ethical and legal responsibilities.
3.1   Work is planned and undertaken in a collaborative way with colleagues through sharing of information and ideas and working together on agreed outcomes.
3.2   Feedback from clients and colleagues are obtained, evaluated and acted upon on managing work and professional relationships.
3.3   Clients and their needs and expectations are identified through effective communication and use them to form the basis for developing effective work practices and outcomes, within operational limits.
4.1   Learners are provided with information about how their competencies relate to job profiles, educational and training pathway requirements and employment opportunities.
4.2   Learner confidentiality is maintained according organisational policies and procedures.

Content   This learning package includes the following:
- Bangladesh TVET policy framework
- Training and/or assessment organization's quality assurance framework
- Work, work relations and client focus approach
- Support learners needs and interests

Pre-requisites   N/A

Note to students: If you are unfamiliar with any of the above concepts work on Module Work effectively within Bangladesh TVET sector before working on this module.

How to use this learning guide

This Learning Guide will lead you through a series of activities. These activities may be completed as part of structured classroom activities or you may be required you to work at your own pace. These activities will ask you to complete associated learning and practice activities in order to gain knowledge and skills you need to achieve the learning outcomes stated earlier.

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

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

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

When working though this module always be aware of safety requirements (as highlighted in this material). Should you require some assistance and clarification consult your trainer or facilitator.

Self-checks are found in each section of the learning guide. Self checks will let you know how you are progressing. To know how you fared with self checks, review the answer keys found at the end of the learning guide.

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

A review of competency is provided on the last page to help remind if all the required assessment criteria have been met. This record is for your own information only and not an official record of competency

Learning Activities

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

Learning Steps	Resources specific instructions
1 Student will ask the instructor about the materials to be used.	1. Instructor will provide the learning materials in Work effectively within Bangladesh TVET sector
2 Read the **Information sheet/s**	2. Information Sheets Information 1: Work within TVET policy framework
3. Complete the **Self Checks & Check answer sheets.**	3. Self Checks No. 1 Answer Key No. 1
4. Read the **Information sheet/s**	4. Information Sheets Information 2: Work within organization's quality framework
5. Complete the **Self Checks & Check answer sheets.**	5. Self Check No. 2 Answer Key No. 2
6. Read the **Job Task sheet** and **Specification Sheet**	6. Job 1 and Specification Sheet 1
7. Read the **Information sheet/s**	7. Information Sheets Information 3: Managing work and work relation and client focused approach
8. Complete the **Self Checks & Check answer sheets.**	8. Self Checks No. 3 Answer Key No. 3
9. Read the **Information sheet/s**	9. Information Sheets Information 4: Assist learners to develop a strategy to address their needs and interests
10. Complete the **Self Checks & Check answer sheets.**	10. Self Checks No. 4 Answer Key No. 4
11. Read the **Job Task sheet** and **Specification Sheet**	11. Job 2 Specification Sheet 2

Information 1: Work within TVET policy framework

REFORMED TVET SYSTEM

Technical and Vocational Education and Training (TVET) sector of Bangladesh is undergoing a major reform in terms of skills development, TVET policies, credentialing, industry linkages under Competency Based Training and Assessment (CBT&A) system. TVET reform agenda have multiple inter-related outputs which include:

- Modified TVET legislation
- National skills development policy
- National Technical and Vocational Qualifications Framework
- Bangladesh TVET QA System
- TVET data system
- Recognition of Prior Learning (RPL)
- Model for competency standards development and new demand driven courses
- New training programs for TVET teachers and principals
- Enhanced work based learning including apprenticeships

NATIONAL SKILLS DEVELOPMENT POLICY

"The National Skills Development Policy in Bangladesh will guide skill development strategies and facilitate improved coordination of all elements of skills training and the parties involved. The policy provides the vision and direction for skills development over coming years as its sets out the major commitments and key reforms that government will implement in partnership with industry, workers and civil society." (GoB, 2011)
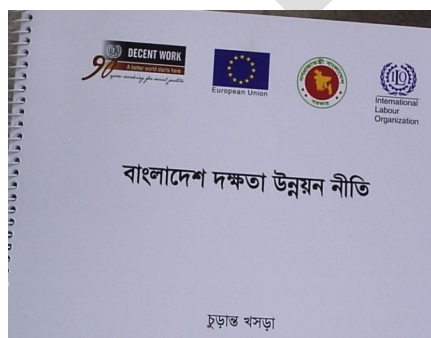
The policy addresses a number of issues including: provision of demand-driven, flexible and responsive training provision; nationally recognized qualifications; competency based training; quality assurance; accurate skills and labour market data; and competent TVET instructors and managers. Other elements in the policy are strengthened apprenticeships; recognition of prior learning; improved access for under-privileged groups; private training provision; industry training; TVET financing; and skills development for overseas employment.

One of the many important elements in the policy is the engagement of industry through the establishment of Industry Skills Councils (ISCs). The TVET reform project has helped establish ISCs in five sectors – agro-food processing, transport equipment (e.g. ship-building), leather and leather products, information technology and tourism. Meanwhile, the SDP has established similar councils (which they call sector working groups) for construction, light engineering, readymade garments and the informal economy.

The ISCs have been instrumental in helping identify the long and medium term skills demand for their sectors, and in identifying priority occupations where training is needed. They have also recommended technical experts as members on the Standards and Curriculum Development Committees (SCDCs). Competency based training courses will be aligned with the National Technical and Vocational Qualifications Framework (NTVQF).

Main features of the National Skills Development Policy

- ❖ National Technical & Vocational Qualification Framework (NTVQF)
- ❖ Competency Based Training & Assessment (CBT&A)
- ❖ Quality Assurance System (QAS)
- ❖ Strengthened role of Industry Sectors in Skills Development
- ❖ Competent & Certified Instructors and Trainers
- ❖ Effective & Flexible Institutional Management
- ❖ Strengthened Apprenticeships
- ❖ Recognition of Prior Learning (RPL)
- ❖ Access for Under-privileged groups
- ❖ Accurate Labour Market Information

NATIONAL TECHNICAL AND VOCATIONAL QUALIFICATION FRAMEWORK (NTVQF)

NTVQF is a set of principles and guidelines by which records of learners' achievement are registered to enable national recognition of acquired skills and knowledge. NTVQF also describes the competencies required to do a job at various levels according to industry need.

NTVQF shows clear learning pathways of the vertical mobility and progression within training and career paths which helps the learners to compare the levels of different qualification and identify different ways to progress. Learners are often more encouraged to improve their knowledge and skills to increase their employment opportunities so, NTVQF helps learners make decision about the qualification they need to pursue.

The National Technical and Vocational Qualification Framework has levels from 1 to 6, as well as two pre-vocational levels to allow easier access to formal TVET for poor

or underprivileged groups who might not have sufficient formal schooling. Figure 1 provides an outline of the Bangladesh NTVQF.

National Technical & Vocational Qualifications Framework (NTVQF)

NTVQ Level	Pre-Vocation Education	Vocational Education	Technical Education	Job Classification
NTVQ 6			Diploma in Engineering or equivalent	Middle Level Manager/ Sub Assistant Engineer.
NTVQ 5		National Skill Certificate 5 (NSC 5)		Highly Skilled Worker/ Supervisor
NTVQ 4		National Skill Certificate 4 (NSC 4)		Skilled Worker
NTVQ 3		National Skill Certificate 3 (NSC 3)		Semi-Skilled Worker
NTVQ 2		National Skill Certificate 2 (NSC 2)		Basic-Skilled Worker
NTVQ 1		National Skill Certificate 1 (NSC 1)		Basic Worker
Pre-Voc 2	National Pre-Vocation Certificate 2 (NPVC 2)			Pre-Vocation Trainee
Pre-Voc 1	National Pre-Vocation Certificate 1 (NPVC 1)			Pre-Vocation Trainee

Sample of Proposed Qualification Level Descriptors

NTVQ Level	Knowledge	Skill	Responsibility	Job Classification
5	Very board knowledge of the underlying concepts, principles and processes in a specified study area	Very broad range of cognitive and practical skills required to generate solutions to specific problems in one or more study areas	Take overall responsibility for completion of task at work or study area. Apply past experience in solving problems	Highly skilled worker/ supervisor
1	Elementary understanding of the underpinning concepts.	Limited range of skills required to carry out simple tasks	Work or study under direct supervision in a structured context	Basic skilled worker
Pre Voc 2	Limited general knowledge	Very limited range of skills and use of tools required to carry out simple tasks	Work or study under direct supervision in a well defined structured context	Re Vocation trainee
Pre Voc 1	Extremely limited general knowledge	Minimal range of skills required to carry out simple tasks	Simple work or study exercises under direct supervision in a clear and well defined structured context	Pre-Vocation Trainee

Self Check No 1: Work within TVET policy framework

1. What are the Main features of the National Skills Development Policy?

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2. What is the NTVQ level a person needs to attain to become a skilled worker?

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3. What is the reason of having pre-voc 1 and pre-voc 2 in the framework?

Answer Key No 1: Work within TVET policy framework

1. **Main features of the National Skills Development Policy**

   - ❖ National Technical & Vocational Qualification Framework (NTVQF)
   - ❖ Competency Based Training & Assessment (CBT&A)
   - ❖ Quality Assurance System (QAS)
   - ❖ Strengthened role of Industry Sectors in Skills Development
   - ❖ Competent & Certified Instructors and Trainers
   - ❖ Effective & Flexible Institutional Management
   - ❖ Strengthened Apprenticeships
   - ❖ Recognition of Prior Learning (RPL)
   - ❖ Access for Under-privileged groups
   - ❖ Accurate Labour Market Information

2. National Technical and Vocational Qualification Level 4 is required for becoming a skilled worker in any trade.

3. pre-voc 1 and pre-voc 2 allow easier access for poor or underprivileged groups to formal TVET, who might not have sufficient formal schooling.

Information 2: Work within organization's quality framework

COMPETENCY

Competencies refer to the measurable or observable knowledge, skills and attitude (KSAs), which are critical to successful job performance.

Competency Types

- Knowledge Competencies - practical or theoretical understanding of subjects.

- Skill Competencies - natural or learned capacities to perform acts.

- Attitude Competencies - patterns of action or conduct.

Key features of competency

- being able to do the job

- knowing how and why things are done

- knowing what to do if things go wrong

- having the right approach to do a job properly and safely.

Difference between Competency and Skills

Skill is a part of competency. Competency consists of three parameters (KSA) - Knowledge (K), Skills(S) and Attitude (A).

For example- One might be having very good welding skills, but s/he will not be competent to join a TVET Institute as TVET Teacher/Trainer unless s/he possesses adequate education/ experience (Knowledge) and the right temperament/ behaviour (attitude).

While rating skills, you have to determine what abilities are required to perform a job practically but while rating competency, you have to determine the set of abilities/ skills required along with the knowledge and attitude needed for the said job.

Dimensions of Competency
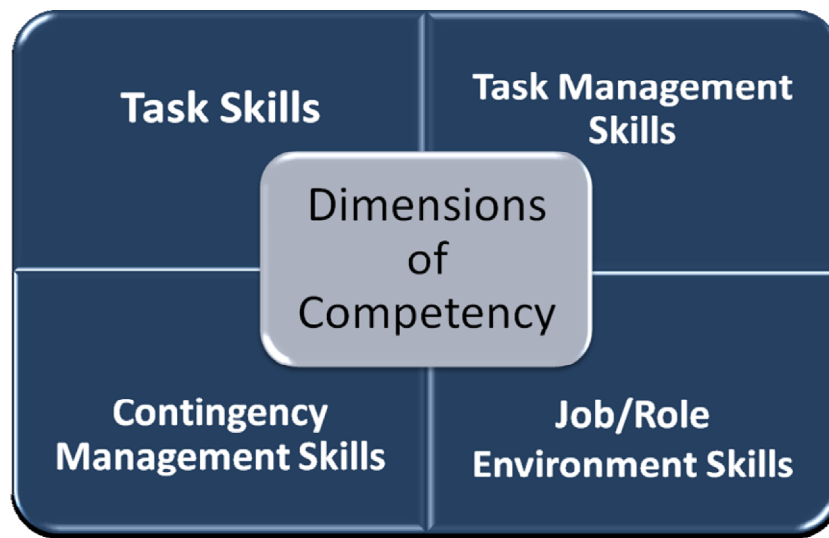
Task Skills

Task Skills require performance of the task/s according to the set standard as described in the unit of competency and expected in the workplace. Task skills are usually described in the elements and performance criteria.

Task Management Skills

Task Management Skills captures the skills people use to plan and integrate a number of potentially different tasks to achieve a complete work outcome. Task management skills involve carrying out tasks simultaneously or managing multiple tasks at the same time. Task management skills are found in the performance criteria, underpinning skills and knowledge. They may also appear in the range statements.

Contingency Management Skills

Contingency Management Skills mean the ability to respond to irregularities and breakdowns, imperfections and even to unknown in routines. Contingency skills are usually found in the critical aspects of evidence, performance criteria and underpinning skills and knowledge. They also appear in the range statements.

Job/Role Environment Skills

Job/Role Environment Skills is the capacity to work with others and adapt to different situations is central to successful performance. It is the requirement to deal with the responsibilities and expectations of the work environment. Job / role environment skills involve; following instructions and communicating with others. Job / role environment skills are mostly covered in the key competencies and underpinning skills and knowledge.

Let's consider a job of a **Photocopy Machine Operator** as an example to understand the dimensions better. In this job we will classify different skills of a Photocopier Operator under 4 dimensions of Competency:

Dimensions of Competency	Example of Job Tasks
Task Skills	Use a photocopier
Task Management Skills	Select the right paper and functions
Contingency Management Skills	Clear paper jams
Job/Role Environment Skills	Liaise with team members on print job requirements

COMPETENCY STANDARDS

Industry competency standards, often referred to as 'competency standards' are industry-determined specifications of performance, which set out the skills, knowledge and attitudes required to operate effectively in employment. Competency standards are made up of units of competency, which are themselves made up of elements of competency, together with performance criteria, a range of variables, and an evidence guide.

Industry competency standards documents specify the competencies required for work. They identify the key competencies that a worker needs to competently work in industry in a particular occupation. Thus, someone who is competent has the knowledge and skill associated with that competency and can apply their knowledge and skill in the workplace.

An industry competency standard includes:

- skills, knowledge and attitude requirements for the level of work

- quality indicators

- national qualifications that a person can receive who has been assessed as competent against the national standards

- learning strategies that provide guidance about the organisation of training, including implementation guidelines and training/learning materials

- assessment guidelines

- assessment methods and materials

Different components of an Industry competency standard

To be of value, each Competency Standard needs to include details of the skills, knowledge, attitude and performance criteria to indicate competence and specific evidence required to assess an individual's competence. The different components of a Competency standard are briefly discussed below. These will be followed by a sample Unit of competency taken from the Competency standards for teacher/trainers and assessors in the Bangladesh TVET sector.

Unit code and title

A unit title is assigned to each unit of competency as a distinguishing feature. Ideally a unit title should indicate the relevant industry, learning field and level of qualification that it corresponds to. The unit title refers to an area of competence required to perform a particular function.

In the given sample, *TVTENV402- Promote an Inclusive Learning Environment* describes an area of competence required by a trainer and assessor working in the reformed Bangladesh TVET sector.

Nominal hours

This provides with an approximate time line that should be required to complete the specified unit of competency.

Unit descriptor

The unit descriptor gives a short summary which specifies the scope and level of performance required.

In the given sample the unit descriptor *specifies the competency required to promote an inclusive learning culture which actively includes and supports individual differences, and integrates principles which underpin inclusivity into all training and/or assessment practices.*

Elements of competency

Elements of competency or simply elements refer to any of the basic components of a unit of competency which describe the key activities or elements of the work covered by the unit. They describe, in outcome terms, functions a person is able to perform in a particular aspect of work.
For example of elements of competency refer to the sample unit of competency that follows and the competency standard document included in your learner pack.

Performance criteria

Performance criteria specify the standards of performance in terms of a set of outcomes which need to be achieved in order to be deemed competent. It is also referred to as assessment criteria in curriculum documents used by assessors to judge whether the combined unit and elements have been performed to the required standard.

Sample performance criteria can be found in the competency standard document and the sample included in this guide.

Skills and knowledge requirement for the unit

Skills and knowledge requirements refers to the essential skills and knowledge and their level, required for this unit.

Range statement

The range statement also referred to as the range of variables specifies the range of contexts and conditions under which the competency is applicable.

Range statements information includes:

- Legislation such as *Occupational Safety and Health*

- The range of equipment, tools, processes and procedures

- Special characteristics and needs of learners group

- Particular locations

- The range of applications arising from particular quality assurance systems

Evidence guide

The evidence guide provides guidance to the interpretation and assessment of the unit of competency including
- the underpinning knowledge, skills and attitude requirements for the unit
- the aspects which need to be emphasised in assessment,
- relationships to other units, and
- the required evidence of competency

Accreditation requirements

This area refers to information that is relevant in terms of gaining national accreditation for the specified unit of competency and the organization that it is to be gained from. This also sets out the quality assurance requirements that have to be met nationally.

Sample of a Unit of competency for Bangladesh TVET teachers/ trainers and assessors

Unit Code and Title	TVTENV402 Promote an inclusive learning environment
Nominal Hours	16
Unit Descriptor	This unit specifies the competency required to promote an inclusive learning culture which actively includes and supports individual differences and integrates principles which underpin inclusivity into all training and/or assessment practices.
Elements of Competency	**Performance Criteria**
1. Practice inclusivity	1.1 ***Individual differences*** and ***clients with particular needs*** are acknowledged, respected and valued in accordance with existing work practices and learning culture. 1.2 Individual differences are examined and revised to improve communication and professionalism in accordance with existing work practices and learning culture. 1.3 ***Principles*** underpinning inclusivity are integrated into all work practices. 1.4 ***The training and/or assessment organization's*** access and equity policy is used in accordance to work practices. 1.5 ***Verbal and body language*** is sensitised considering different cultures and backgrounds and differences in physical and intellectual abilities and as appropriate. 1.6 Inclusiveness is modeled in work performance.
2. Develop and implement work strategies to support inclusivity	2.1 ***Documented resources*** to support and guide inclusive practices are identified and used to inform work strategies in accordance with existing guidelines and procedures. 2.2 ***Support persons*** are identified and included in the work and learning process where appropriate and agreed to. 2.3 Relevant professional support services are identified and accessed, as required. 2.4 Any ***physical environment support needs*** are acknowledge and incorporated into work practices, where practicable and approved by appropriate personnel. 2.5 ***OSH issues*** associated with inclusivity are identified and addressed in accordance with existing guidelines and procedures. 2.6 Multiple pathways to achieve own and others future learning goals are discussed in accordance with the work and/or learning environment.
3. Monitor and improve work practices	3.1 Effective work practices to enhance inclusivity and a learning culture are identified in accordance with the work and/or learning

	environment.
	3.2 Conscious actions are taken to modify and improve in accordance with work practices.
	3.3 Strategies and policies to support inclusivity are regularly reviewed in accordance with continuous improvement of work processes.

Special Notes

Skills and knowledge requirement for the unit

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge
- the principles underpinning inclusivity and how to integrate them into work practices
- the diversity of clients, client needs, client backgrounds and differing expectations for vocational education and training services
- ethical and inclusive behaviours 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 and national standards on:

  o disability, discrimination, inclusiveness, human rights, equal opportunity, racial discrimination
  o duty of care responsibilities
  o access and equity policies

- organisational work systems, practices
- OSH relating to the work role/work context, and OSH considerations when promoting an inclusive learning culture including:

  o internal policies and procedures to meet OSH requirements
  o hazards commonly found in the work environment

- duty of care of the training and/or assessment organisation and trainer for the learner and others who may be affected by actions of others within or attending the training and/or assessment organisation

Required skills
- language and communication skills that:

  o reflect inclusive language
  o address cross cultural communication, indirect communication, participation of others (family/ community/elders), appropriate time and communication protocols
  o involve consultation and liaison with clients, other colleagues, counsellors, experts and specialists on learning and/or assessment concerns/issues
  o reflect good practice in active listening, appropriate eye contact, friendly tone, appropriate volume, clarity of diction and plain English

     o encourage expression by all individuals
     o involve a variety of mediums

- recognising and being sensitive to individual difference and diversity, for example:

     o being sensitive to and valuing culture
     o acting without bias/discrimination
     o responding to individuals with particular needs
     o recognising the importance of religion

- research skills to identify and increase knowledge of individual differences and how these impact on individuals

- problem solving skills to:

     o identify specific needs
     o respond appropriately to cultural diversity

- perform OSH practices and maintain organizational work system, practice

Range statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording, if used in the performance criteria, is detailed below.

Training and/or assessment organisation refers to:
- Bangladesh Technical Education Board(BTEB)
- Relevant ministries and departments within the government including:
  - o Ministry of Education(MoE)
  - o Ministry of Expatriates' Welfare and Overseas Employment (MoEWOE)
  - o Ministry of labour and Employment (MoLE)
  - o Directorate of Technical Education (DTE)
  - o Bureau of Manpower Employment and Training (BMET)
- National Skills Development Council (NSDC)
- Technical Teacher Training College (TTTC)
- Vocational Teacher Training Institute (VTTI)
- Technical School and College (TSC)
- Technical Training Centre (TTC)
- Polytechnics Institute
- Textile Vocational Institutes
- Other Government VET providers
- NGOs & Private training institutes
- Registered Training Organisation (RTO), i.e. an organisation registered to provide recognised training and assessment services;
- An organisation working in a partnership arrangement with an RTO to provide recognised training and assessment services
- An organisation that provides non-recognised training and assessment services

Individual differences may include:
- Learning difficulties
- Literacy and numeracy needs
- Cultural background, images and perceptions
- Socio-economic background

- Age, gender, sexuality
- Religious practices
- Intellectual impairment or disability
- Medical conditions such as arthritis, epilepsy, diabetes and asthma
- Physical impairment or disability involving hearing vision, voice or mobility
- Psychological or psychiatric impairment

Clients with particular needs may include:
- Women where under-represented
- Rural and remote learners
- People with disabilities, either permanent or temporary
- People from non-english speaking backgrounds
- Youth at risk
- Survivors of torture and trauma

Principles may include:
- Supporting equal opportunity for participation
- Fostering and advocating independence
- Ensuring cooperative approaches to learning
- Using client-centred approaches to learning
- Supporting, encouraging and valuing individual contributions
- Motivating learners
- Creating opportunities for participation and success
- Making reasonable adjustments to procedures, activities and assessment for equity
- Acknowledging current strengths and skills as a basis for further learning

Access and equity means:
- Ensuring that vocational education and training is responsive to the diverse needs of all clients. These requirements are outlined in the NTVQF Standards for Registered Training Organisations

Verbal and body language may refer to:
- Language that recognises and values individual differences
- Language that supports inclusivity
- Language that is non-discriminatory
- Language that does not devalue, denote or derogate
- Language that does not suggest fear, mistrust or lack of understanding
- Language that does not label or suggest assumptions about capabilities

Documented resources may include:
- National guidelines and support materials on access, equity, disability and inclusive practice

Support persons may include:
- Family members
- Government officers in specialist support services
- Peer support
- Interpreters
- Community representatives
- Note takers
- Technical support

- Administrative personnel
- Student counsellors
- Equity liaison officers

Physical environment support needs may include:
- Modifications to layout of premises
- Equipment modifications
- Use of adaptive technologies
- Changes to work schedules
- Modifications to job design

OSH issues may include:
- Issues relating to the learner
- Issues relating to the OSH impact on others

Evidence guide

The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range statement. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.

Products and processes that could be used as evidence include:
- completed and implemented work strategies designed to support inclusivity
- third party reports that have incorporated activities/strategies to support inclusivity
- examples of work practices that have incorporated strategies to support inclusivity
- examples of reasonable adjustments to learning and assessment activities
- examples and recommendations involving structural changes
- how guidance was sought from colleagues and clients to identify where additional support is needed
- how and what changes were identified, considered appropriate and implemented in the workplace, and why
- how and when communication took place with learners, colleagues and clients and why
- analysis/report of the workplace environment

The collection of quality evidence requires that:
- assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills
- a range of appropriate assessment methods and evidence gathering

techniques is used to determine competency
- evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a Learning and Assessment Pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:
- provision of clear OSH information to learners and/or candidates(verbally or in writing during observation)
- demonstration of an inclusive learning environment during training completed OSH checklist and/or other OSH proforma reports

Accreditation Requirements

Training Providers must be accredited by Bangladesh Technical Education Board (BTEB), the national quality assurance body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any national qualification.
Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.

Comments on this Unit of Competency

If you wish to suggest changes to the content of this unit of competency, please, contact with Md. Serajul Islam, Programme Officer (serajul@ilo.org) or Ms. Sandra Chan, International Expert (chan@ilo.org) TVET Reform Project Bangladesh.

TASK ANALYSIS

The content of a learning session needs to reflect the learning outcomes and assessment criteria. Trainer needs to examine the learning outcomes carefully and identify the skills and information that the learner needs to demonstrate competence.

In order to do the above, a task analysis is carried out to identify:

- the real work practice (practical skills), and
- key or necessary information required to meet the session learning outcomes.

Task analysis involves taking a complex process and breaking it down into a series of simple steps to complete the task successfully.

Imagine a trainer had to tell someone who had never done it how to make a cup of tea. It might seem like a simple task to him because he has probably done it lots of times, but take a minute to think about all of the steps he needs to be competent at making tea.

He remembers to get a cup out of the cupboard before you put the tea into it? Take another look at the steps you have identified. Can some of them be broken down further? Would someone from another culture be able to follow your instructions?

Some of the points that a trainer needs to consider when carrying out a task analysis are:
- safety (must happen before the related step occurs – e.g. discuss safety aspects of hot water before they pick up the kettle)
- quality (will the task be carried out to a required standard?)
- include the appropriate amount of detail (not too much or too
- little)
- use simple language
- include hints and tips to make the task easier
- use any graphical aids that increase understanding (diagrams, photos, etc).

A trainer should not forget that he is probably quite familiar with the information he is discussing, whereas it may be quite new to the learners. A trainer needs to make sure that he does not make assumptions about what they already know.

CURRICULUM DOCUMENTS

A curriculum is a documented representation of a set of competencies. Under the National Technical and Vocational Qualification Framework (NTVQF), these competencies are usually written as Units of Competency (UoC) in the competency standards document. These standards are endorsed by the relevant Industry Skills Council (ISC).

As a beginning teacher/trainer you may not have to develop curriculum. You will be provided with a document, sometimes referred to as a syllabus for any modules or unit of competency that you are teaching. A curriculum document can relate to a whole program of study (referred to in institutions as a course), or it can relate to an element of that program (referred to in institutions as a subject or a module).

A curriculum document within a competency based training and assessment system provides the following information:

- The name and number of the module and/unit of competency
- Nominal delivery hours
- A general description of the purpose of the module and/or unit of competency
- Any prerequisite knowledge and skills
- Relationship to the industry competency standards (the industry competency standards)
- A summary of the content
- A summary of the assessment
- A detailed description of the learning outcomes that learners are expected to achieve, including each of the assessment criteria (these are the things that you can assess)
- A description of how the module and /or unit of competency might be delivered.

Do I need to follow everything in the curriculum document, or is it merely a guide?

The curriculum can seem like a pretty daunting document when you are beginning teaching/training. There is a lot of information and what appears to be a lot of rules and regulations impacting on how you deliver learning sessions. It can be tempting to view the curriculum as simply someone's idea about what you should teach. This is particularly true when the curriculum document you are working with is a little old and you feel it needs to be modified.
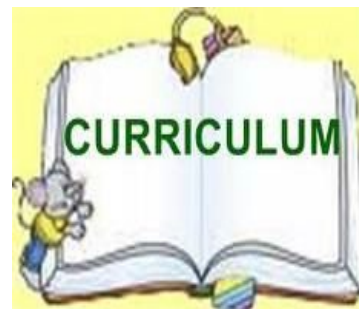
You should avoid at all costs the temptation to depart from the curriculum. This does not mean that you cannot add to the curriculum, but you must cover the learning outcomes specified. Be careful when you choose to add to the curriculum though. It may well be covered by another teacher/trainer on the

same course. If this happens you may be greeted by a chorus of "we've already learnt this" and your session plan could be ineffective!

When I first started teaching, I was given a syllabus and told to make sure that I followed it. I must admit that it *seemed a* bit hard to follow, and I thought for a long time about how I should teach the module.
Eventually I decided that some of the learning outcomes needed special attention, and there wouldn't be time to cover it all, so I left out two of the learning outcomes that I thought were less important, or that my group should know anyway.
The module went really well, and I felt that the learners really benefited from the module. A few weeks later a colleague asked me why the learners didn't seem to understand some of the fundamental concepts. I told him that I hadn't had time. He pointed out that his subject built on this fundamental knowledge, and while it might not have been important to the module that I had been teaching it was vital to his.

You need to ensure that the learners have met each of the learning outcomes specified in the curriculum, by addressing each of them in your session plans and by assessing each of them as specified in the curriculum document.

How does a curriculum document differ from industry competency standards?

As mentioned above, an industry competency standard provides information about the competencies associated with different occupations within a particular industry. They ideally lead to national qualifications and include assessment guidelines. A curriculum document serves as an implementation guide for a unit of competency or course or module of study. For a curriculum document to be accepted by the industries, it must be 'mapped' against the competencies in a industry competency standards. At this stage though, there are still many industries that do not have industry competency standards developed.

Basically, industry competency standards establish the skills, knowledge and attitude required for a particular industry. A curriculum interprets the industry competency standards so that it can be delivered as a course in TVET institutions.

SOME LINKAGES BETWEEN CURRICULUM AND INDUSTRY COMPETENCY STANDARD TERMS
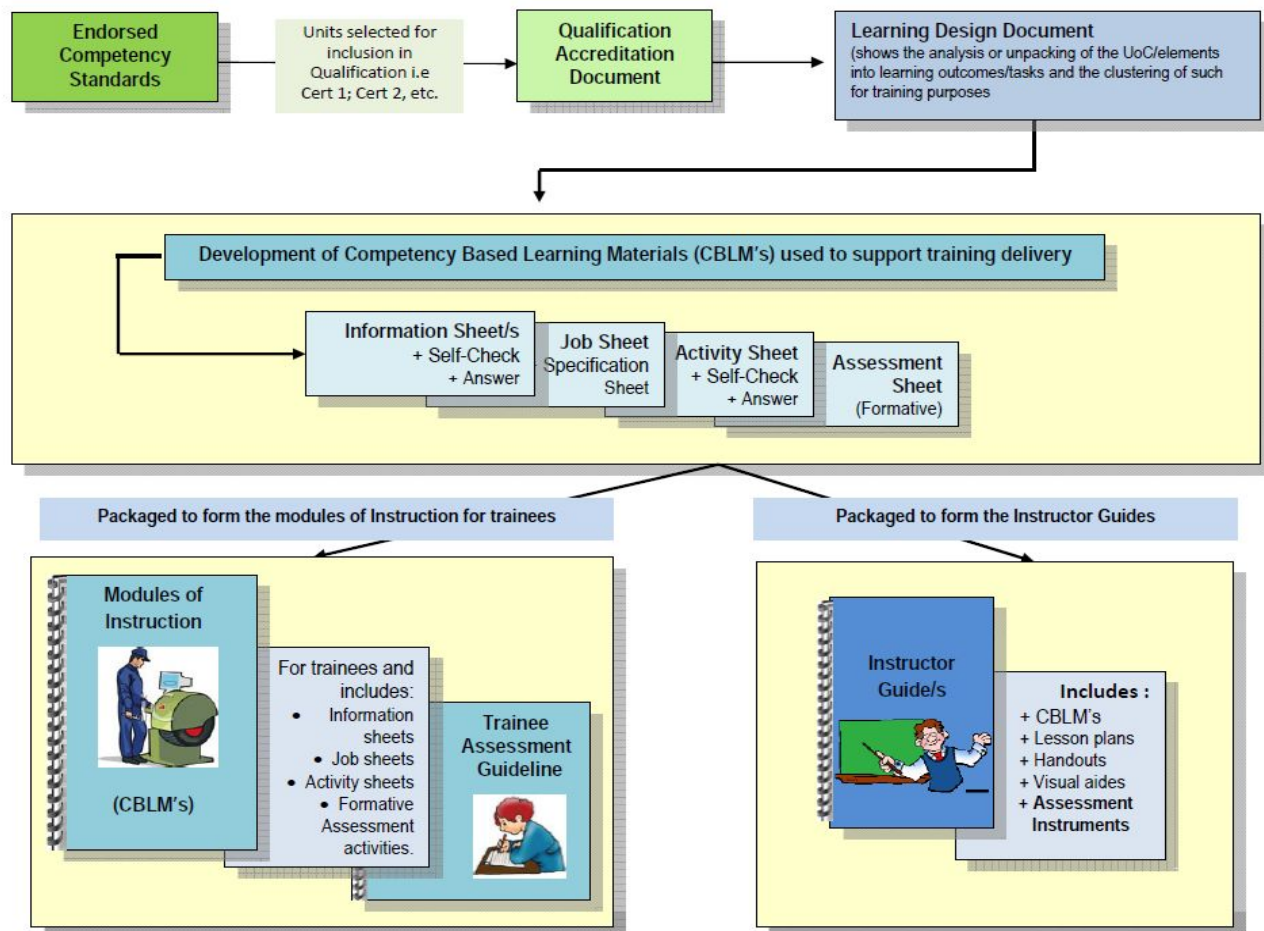
CBT Learning Design Process

What is the relationship between learning outcomes and elements?

A learning outcome
- Is a curriculum term
- States what a learner should be able to do towards achieving the purpose of the module/unit of competency
- Relates to standards of competency identified by industry
- Is written as an action statement from the learner's point of view.

An element of competency
- Is a industry competency standards term
- Is the basic building block of a unit of competence
- Describes the tasks that make up the broader function or job.

Each element of competence has a number of performance criteria which the learner can be evaluated against to determine whether or not they are competent. Sometimes it is possible to equate a industry competency standards element with a curriculum learning outcome. At other times, a single element of competency might equate to 3 or 4 learning outcomes.

What involvement in developing curriculum documents or industry competency standards do you think you will have?
This is quite a confusing area, so it would be a good idea to consult with your colleagues and your mentor to see what they understand are the main points of the move towards industry competency standards.

What is the relationship between assessment criteria and performance criteria?
Essentially assessment and performance criteria are the same thing expressed in different words. 'Performance criteria' is more of a competency based training and assessment terminology and comes from the industry competency standards. Assessment/performance criteria specify the performance that must be demonstrated by the learner in order for the learning outcome to be achieved.

I get a bit confused with the changes that are occurring and I haven't yet come to terms with the language. The strategy I've adopted is to read more on the topic, be open minded about the changes and when using the curriculum or competency standard document make sure I'm on track by asking lots of questions.

QUALITY ASSURANCE FRAMEWORK

A series of quality standards for TVET institutions covering internal Quality Assurance (QA) management, teaching, facilities, etc. are being fine-tuned. TVET institution principals will complete a self-assessment instrument based on the quality standards. These ratings will be compared with those on the assessment form completed by an external quality auditor. Both parties will agree on institutional strengths and weaknesses and agree on an improvement action plan. There will be regular quality assurance visits and quality assurance support documents such as a TVET institution management manual produced. TVET institutions will have to meet quality standards in order to offer NTVQF courses.

Objectives of the Quality Assurance Framework

The quality assurance framework offers effective mechanisms to establish quality criteria and standards. These mechanisms also prescribe consistent standards of good practice to the assessment of educational credentials. Consistent standards ensure similar assessments for similar cases. However, decisions may vary according to the territorial or provincial system of education.

The primary beneficiaries of this quality assurance framework are individuals who require an assessment of their foreign educational credentials, and organizations that use credential assessments. The major objectives of the quality assurance framework are:

- Assuring clients and organizations that use credential assessments (e.g., employers, professional regulatory bodies, immigration officers, and post-secondary institutions) that training institute follow quality criteria and standards.
- Ensuring fair and equitable treatment of all clients or trainees who use their services.
- Improving the portability of qualification and facilitating international recognition.
- Promoting the consistent application of fair and credible assessment standards.

REGISTERED TRAINING ORGANISATION (RTO)

A registered training organization (RTO) is a training organization registered and affiliated with BTEB that can deliver nationally recognised qualifications. RTO is a technical vocational education and training organisation that provides students with training that results in qualifications and statements of attainment that are recognised and accepted by industry and other educational institutions throughout the country.

RTO is a training organization that is authorized by government training authorities to deliver training packages or solutions for particular industries. RTO's maintain specific standards which ensure the high quality of technical vocational education and training services they provide.

Registration of the training organization distinguishes an RTO from other training centres and serves as an indicator of its quality and credibility. Students who obtain training from an RTO are assured that the skills they learn are of high quality and that their training can be accepted anywhere in the country.

Benefits of Training with a Registered Training Organisation
- **Update skills:** An employee needs to stay updated on the latest trends and techniques related to their work. RTO provides the most relevant training for specific jobs and industries. It can also be used to upgrade employee skills to a more advanced level.
- **Employee performance:** Acquiring the right knowledge and skills for the job can also lead to improved efficiency and increased productivity, which contribute to higher profits for the company.
- **Return on investment:** RTO training is a sound investment that often leads to good results that are measurable.

APPRENTICESHIP

The apprenticeship method of training—with a skilled worker passing on craft knowledge to another is almost as old as recorded history.

Since the middle ages, skills have been passed on through a master-apprentice system in which the apprentice was contracted to the master for a specified period of years. The apprentice usually received food, shelter, and clothing in return for the work the apprentice performed while under the apprentice indenture (contract). The indenture was a legally binding document, but there was no oversight or regulation of the agreement.

In the modern world apprenticeship is considered training and learning strategy that prepares a person through on and off the job training to perform work tasks according to industry standards.

In today's world-

- A single employer or a group of employers may choose to sponsor an apprenticeship program. Although sponsors define specific program standards, all registered programs must be aligned with industry competency standards to provide authenticity and consistency in certification.

- Industry standards describe the skills to be mastered by workers to qualify for beginning-to-expert level occupations in various sectors of our nation's economy. The more specific standards written by program sponsors also define the selection process, wages earned by apprentices as training progresses, length of time the employer will provide on-the-job training, and number of classroom instruction hours required.

- Sponsors can elect to provide classroom instruction privately or enter into agreements a local training provider. Sponsors select apprentices to participate in programs based on selection criteria that are defined in the program standards

Eight Essential Components of Apprenticeship Training

1. **Structured Training** Apprenticeship is a training strategy that:

   - Combines supervised, structured on-the job training with related instruction is
   - Sponsored by employers, employer associations or labor/management groups that have the ability to hire and train in a working environment. The employment opportunity is the most basic requirement for any

apprenticeship. Without the job, there is no on the job training. On the job training may represent approximately 90% of the program.

- Provides quality related instruction. Related instruction is integration of theoretical and technical, and it is usually provided nationally recognized training institutions or training centers.

2. **Skilled Training** Apprenticeship is a training strategy that prepares people for skilled employment by conducting training in bona fide and documented employment settings. The content of training, both on-the-job and related instruction, is defined by the industry.

3. **Apprenticeship Laws** Apprenticeship is a training strategy with requirements that should be clearly stated in national laws and regulations. The national legal framework should provide the guidance from the policy level. These laws and regulations establish minimum requirements for protecting the welfare of the apprentice, such as:
   a. The length of training,
   b. Type and amount of related instruction
   c. Supervision of the apprentice
   d. Appropriate ratios of apprentices to regular workers
   e. Apprentice selection and recruitment procedures, etc.

4. **Credentials** Apprenticeship is a training strategy that by virtue of a legal contract leads to a certificate of completion and official/recognized worker status. The contracts and completion certificates are issued by designated national authorities. These credentials have explicit meaning, recognition, and respect in the eyes of the government and relevant industries.

5. **Investment in Training** Apprenticeship is a training strategy that involves a tangible investment on the part of the apprentice, program sponsor, individual employer or labor/management group. The apprentice's investment is the time to learn skills and to perfect those skills on the job. The apprentice is expected to manage their time, keep their work records, attend classes, and to progress in their apprenticeship program. The apprentice may also be required to pay for tuition or books. The employer's investment includes paying wages while the apprentice is in related instruction and the wages of the skilled worker while training the apprentice on the job.

6. **Earn and Learn** Apprenticeship is a training strategy that pays wages to apprentices during the term of their apprenticeship. These wages are a portion of the skilled wage rate that increases throughout the training program in accordance with a predetermined wage scale. The wages must average to a percentage specified by government regulations, over the term of the apprenticeship and must not be less than minimum wage.

7. **Supervised Training** Apprenticeship is a training strategy in which participants learn by working directly under the supervision of skilled workers in the craft, trade or occupational areas.

8. **Apprentice Contract** Apprenticeship is a training strategy that involves a written agreement, or contract between the apprentice, the employer, and the state. This agreement specifies the length of the training, the related school requirements, an outline of the skills of the trade to be learned, and the wages the apprentice will receive.

RECOGNITION OF PRIOR LEARNING (RPL)

Some people have skills and knowledge that enable them to gain a qualification without completing a standard training program or course.

Recognition of prior learning (RPL) is one way to have current skills and knowledge assessed by a registered training organisation (RTO) regardless of where and when the learning occurred to see if they meet current industry standards. RPL assessment recognizes skills and knowledge, no matter how, when or where the learning occurred.

Benefits of RPL
- Students can finish their courses earlier

- Study loads and costs are reduced

- The student can take on additional study leading to a second qualification

- By identifying an individual's current competencies, RPL can effectively target training requirements.

- Avoids duplication of training, maximising the value of vocational education and training expenditure

- Provides pathways to higher qualifications for people who may not have access to further training

- Creates a learning culture by valuing and recognising learning that has occurred in the workplace.

RPL Evidence

Students will need to contact their institute for information on the RPL process. To apply for recognition of prior learning students will need to complete the RPL form and provide supporting evidence.
Evidence may include:

- Interview/professional conversation

- Observation and questioning including workplace visits

- Portfolio of work, which may include completed assessment items from previous study

- Supplementary assessment tasks or challenge test (oral, written or practical)

- Assessment where no training is involved

- Trade test

- Authentication of evidence by supervisor or employer.

Unsuccessful applicants have a right to formally appeal the RPL assessment, through the institute academic appeals process.

Self Check No 2: Work within organization's quality framework

1. What are the different components of competency standards?

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2. What is the relationship between learning outcomes and elements?

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3. What are the major objectives of Quality assurance framework?

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4. What is a Registered Training Organization (RTO) and what are the benefits of training with RTO?

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

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6. What do we mean by Recognition of Prior Learning (RPL) and what are evidences for RPL?

Answer Key No 2: Work within organization's quality framework

1. Competency standards have mainly 9 component; such as

    1. Unit code and title
    2. Nominal hours
    3. Unit descriptor
    4. Elements of competency
    5. Performance criteria
    6. Skills and knowledge requirement for the unit
    7. Range statement
    8. Evidence guide
    9. Accreditation requirements

2. Relationship between elements and learning outcomes

   A learning outcome
   - Is a curriculum term
   - States what a learner should be able to do towards achieving the purpose of the module/unit of competency
   - Relates to standards of competency identified by industry
   - Is written as an action statement from the learner's point of view.

   An element of competency
   - Is a industry competency standards term
   - Is the basic building block of a unit of competence
   - Describes the tasks that make up the broader function or job.

3. The major objectives of the quality assurance framework are:

   - Assuring clients and organizations that use credential assessments (e.g., employers, professional regulatory bodies, immigration officers, and post-secondary institutions) that Alliance members follow quality criteria and standards.
   - Ensuring fair and equitable treatment of all clients of Alliance member services.
   - Improving the portability of credential assessments and facilitating the recognition of quality services across the country.
   - Promoting the consistent application of fair and credible assessment standards.

4. A registered training organization (RTO) is a training organization registered and affiliated with BTEB that can deliver nationally recognised qualifications. RTO is a technical vocational education and training organisation that provides students with training that results in qualifications and statements of attainment that are recognised and accepted by industry and other educational institutions throughout the country.

   Benefits of Training with a Registered Training Organisation

   • Update skills: An employee needs to stay updated on the latest trends and techniques related to their work. RTO provides the most relevant training for specific jobs and industries. It can also be used to upgrade employee skills to a more advanced level.
   • Employee performance: Acquiring the right knowledge and skills for the job can also lead to improved efficiency and increased productivity, which contribute to higher profits for the company.
   • Return on investment: RTO training is a sound investment that often leads to good results that are measurable.

5. Eight essential components of apprenticeship training, as below:
   1. Structured Training
   2. Skilled Training
   3. Apprenticeship Laws
   4. Credentials
   5. Investment in Training
   6. Earn and Learn
   7. Supervised Training
   8. Apprentice Contract

6. Recognition of prior learning (RPL)

   Some people have skills and knowledge that enable them to gain a qualification without completing a standard training program or course.

   Recognition of prior learning (RPL) is one way to have current skills and knowledge assessed by a registered training organisation (RTO) regardless of where and when the learning occurred to see if they meet current industry standards. RPL assessment recognizes skills and knowledge, no matter how, when or where the learning occurred.

   RPL Evidence

   Students will need to contact their institute for information on the RPL process. To apply for recognition of prior learning students will need to complete the RPL form and provide supporting evidence.
   Evidence may include:

   • Interview/professional conversation

   • Observation and questioning including workplace visits

- Portfolio of work, which may include completed assessment items from previous study

- Supplementary assessment tasks or challenge test (oral, written or practical)

- Assessment where no training is involved

- Trade test

- Authentication of evidence by supervisor or employer.

Job 1: Work within TVET policy and organizations' quality framework

1.1. Identify relevant policy documents
1.2. Work within the policy framework
1.3. Identify the organization's quality assurance strategies, processes, policies and procedures relevant to the NTVQ levels.
1.4. Follow organizational quality assurance strategies, processes, policies and procedures.
1.5. Identify appropriate competency standards or conduct task analysis for the relevant task.

Specification Sheet 1: Work within TVET policy and organizations' quality framework

A. Policy and curriculum documents required
- National Technical and Vocational Qualifications Framework (NTVQF)
- National Skills Development Policy
- Equity Policy
- National/organisational policies and regulations on RPL
- National/organisational policies and regulations on traineeship and apprenticeship
- National Quality Assurance Document
- New Act of BTEB
- Competency Standard Document

B. Tools and material required
- Notebook
- Handbook
- Office Stationeries

C. Task analysis format

Task Analysis Form			
Job:			
Task:			
Elements	**Knowledge**	**Skills**	**Attitude**
1.			
2.			
3.			
4.			

Information 3: Managing work and work relation and client focused approach

WORKPLACE ISSUES

Many technical vocational training and education (TVET) institutions face issues concerning maintaining work practice; maintaining quality of employees and ensuring client focus approach. Workplace issues such as planning and prioritizing of works, organizational guidelines on workloads, maintain relevant technological skills, employees relationship, managing work and professional relationship are just a few of those. In this section we will discuss some important workplace issues regarding work and work relationship management, which will eventually increase the efficiency of the institutes and ensure client focus approach. To work in a TVET institute a teacher needs to ensure that he can manage work and work relationships properly, that includes:

- planning, prioritizing and organizing your work;

- working collaboratively with colleagues;

- seeking feedback on your work-management skills and professional relationships, and

- adopting client focus approach

Planning, prioritizing and organizing your work

In order to achieve the work outcomes that the teacher has agreed to and that are expected of him, he must plan, prioritize and organize his work. The ability to manage work tasks, timelines and priorities is actually one of the eight Employability Skills, and it can apply to time management, project management, resource allocation and research skills.

Planning and Organizing Skills	
Time management skills	• ability to meet time-based requirements and deadlines
	• ability to identify and adjust high and low priority tasks
	• ability to use time effectively (i.e. prevent irrelevant issues or distractions from interfering with the completion of your work)
	• ability to allocate appropriate amounts of time to complete your own work (while avoiding scheduling conflicts and meeting milestones)
	• ability to complete tasks assigned to you within agreed timelines

Project management skills	• ability to manage multiple tasks and resources simultaneously
Resource allocation skills	• ability to determine project requirements by breaking them down into tasks and identifying the equipment, materials and people needed • ability to take advantage of available resources (individuals, processes, departments and tools) to complete work tasks efficiently
Research skills	• ability to collect, analyze and organize information to inform your subsequent work practices and processes

To work effectively in a training and/or assessment organization, you must continually assess and re-assess your workload and seek guidance and support when work issues arise, especially those related to time pressures, work overload, competing demands, unexpected contingencies, technology problems and your relations with other personnel (including your clients).

Employability Skills

Employability skills are the skills required not only to gain employment, but also to progress within an enterprise. Employability skills are also sometimes referred to as generic skills, capabilities or key competencies.

Employability Skill	Industry requirements for this qualification include
Communication	• interpreting the needs of the client (and writing to these) • utilizing a range of communication skills such as listening, questioning, reading, interpreting and writing documents • writing hazard and incident reports • using effective facilitation and interpersonal skills (including verbal and body language) which are sensitive to the needs of others • applying mentoring, coaching and tutoring techniques
Teamwork	• working with colleagues to compare, review and evaluate assessment processes and outcomes • actively participating in assessment validation sessions • managing work relationships and seeking feedback from colleagues and clients on your professional performance • developing and evaluating with others • customizing learning programs for individual or group needs

Problem Solving	• identifying hazards and assessing risks in the learning environment • using time management skills in designing learning programs • calculating the cost of programs and the logistics of delivery (and accessing appropriate resources) • generating a range of options to meet client needs
Initiative and Enterprise	• interpreting the learning environment and selecting delivery approaches that motivate and engage learners • monitoring and improving work practices to enhance inclusivity and learning • being creative to meet the training needs of clients • applying design skills to develop innovative, flexible and cost-effective programs
Self-management	• working within policy and organizational frameworks • managing work and work relationships • adhering to ethical and legal responsibilities • taking a personal role and responsibility in the planning, delivery and review of training • being a role model for inclusiveness and demonstrating professionalism • examining personal perceptions and attitudes
Learning	• undertaking self evaluation and reflection practices • researching information and accessing policies and frameworks to maintain currency of knowledge and skills • promoting a culture of learning in the workplace • seeking feedback from colleagues • facilitating individual, group-based and work-based learning
Technology	• using technology to enhance outcomes (including online delivery and web- • based research) • using student information management systems to

	record assessments
	• identifying and organizing technology and equipment needs prior to training
	• using a range of software (including presentation packages)

MAINTAIN RELATIONSHIP WITH SUPERVISOR AND COLLEAGUES

In order to work effectively in a training and/or assessment organization, you will need to work collaboratively with your colleagues by:

- sharing information and ideas; and

- working together to achieve work outcomes

Team building

Teams work well when all the team members work together. This involves being committed to the team goals, cooperating and communicating with each other, trusting and supporting each other and being flexible.

Commitment means agreeing with the team goals; specifically, its outcomes and timeframes. If a member of the team doesn't agree with this, it can impact on the effectiveness of the team and perhaps on the outcomes for learners or the timeframes for a project.

Members of teams often have different skills and knowledge. This can be an advantage: team members can share ideas and learn from each other; people may be able to do the tasks they are most comfortable or familiar with; or they may be able to stretch themselves to do tasks they are less comfortable with if they have support and guidance from others.

Communication is invaluable in a team environment. For example, it may enable a problem to be solved before it becomes too difficult, and tasks and goals can be clarified so that the work schedules and demands of team members are on track.

Trust and support involves knowing that those you work with respect your work, and will encourage you and provide feedback. This ensures that goals are met, timeframes will be kept and decisions will be adhered to.

Finally, if you are working in a team, you need to be flexible. Something may come up that was not planned or thought about originally; the client may change their mind and this will need to be dealt with; new work may come in that may take you or another team member away from the team; or someone might be doing the work in a different way to how you would do it.

Seeking feedback on work-management skills and professional relationships

Ability to manage work relationships and seek feedback on your professional performance is an essential skill for everyone involved in training and assessment services. However, what is even more important is your ability to evaluate and act upon the feedback you obtain from colleagues and clients, who may include:
- colleagues from within your training and/or assessment organization

- colleagues from other training and/or assessment organizations

- clients from enterprises and industry sectors

- clients from government departments, agencies and other external organizations

- individual learners, employees, apprentices and trainees; and

- candidates for assessment

MAINTAIN CLIENT FOCUSED APPROACH

A teacher in TVET institute needs to demonstrate a client-focused approach to your work, and this will involve:

- ensuring the needs and expectations of clients form the basis for your work practices;

- developing effective communication strategies to maintain client relationships; and

- developing processes to evaluate and improve client satisfaction

In a TVET institute client can be

- individual learners, students, apprentices, trainees

- candidates for assessment

- enterprise or industry

- other parts of the training and/or assessment organization

- Government departments or agencies

It is also important to know what the needs and expectations of your clients. Clients of the TVET sector have a wide variety of needs and expectations, and these include:
- a focus on individual learner objectives, such as:

  o new skills

  o specific competencies

  o target qualifications

  o new career

  o career advancement

  o improved language, literacy and numeracy skills

- client-centered approaches;

- preferences for particular learning styles;

- individualized learning support systems;

- individualized organizational training; and

- information and advice on courses, learning programs, qualifications and assessment

While you must do everything within your power to ensure these needs and expectation are met, you can only do so within the operational limits of your training and/or assessment organisation, and these limits can include:

- your level of responsibility, autonomy and classification;

- staffing resource limitations;

- physical environment limitations;

- cost, time and scheduling difficulties; and

- OHS issues, considerations and implications.

An overview of client-centred approaches to learning style preferences, individualised learning support systems and individualised organisational training has been provided overleaf.

Self Check No 3: Managing work and work relation and client focused approach

1. What are the workplace issues a teacher needs to maintain to work efficiently?

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2. What are the key points of time management skills?

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3. What are the client focus approaches of TVET teachers?

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4. Who are the clients in TVET institute?

Answer Key No 3: Managing work and work relation and client focused approach

1. A teacher needs to maintain the below listed workplace issues to work efficiently:
   - planning, prioritizing and organizing your work;
   - working collaboratively with colleagues;
   - seeking feedback on your work-management skills and professional relationships, and
   - adopting client focus approach

2. Key points of time management skills are as below:
   - ability to meet time-based requirements and deadlines
   - ability to identify and adjust high and low priority tasks
   - ability to use time effectively (i.e. prevent irrelevant issues or distractions from interfering with the completion of your work)
   - ability to allocate appropriate amounts of time to complete your own work (while avoiding scheduling conflicts and meeting milestones)
   - ability to complete tasks assigned to you within agreed timelines

3. A teacher in TVET institute needs to demonstrate a client-focused approach to your work, and this will involve:
   - ensuring the needs and expectations of clients form the basis for your work practices;
   - developing effective communication strategies to maintain client relationships; and
   - developing processes to evaluate and improve client satisfaction

4. In a TVET institute client can be
   - individual learners, students, apprentices, trainees
   - candidates for assessment
   - enterprise or industry
   - other parts of the training and/or assessment organization
   - Government departments or agencies

Information 4: Assist learners to develop a strategy to address their needs and interests

SUPPORT TO THE INDIVIDUAL LEARNES TO ADDRESS NEEDS AND INTERESTS

When determining the needs, expectations and learning styles of clients, it is very important to have processes in place to help you identify whether they require additional support to enhance their leaning. These processes should include discussions with the client themselves, as well as an analysis of any information they provide to you. The additional support that you must identify involves the cultural, disability and language/literacy/numeracy needs of the client. The following processes reveal the way in which you can identify and respond to any additional support needs that may be required by your clients.

Pre-Training Support	In-Training Support
- Ensure learning objectives relate to work trends - Align training to organizational protocols - Provide advice on financial assistance - Allow client representation on committees - Build underpinning knowledge into materials - Develop materials in large print - Listen to problems and help within your limits - Provide flexibility in training scheduling - Use adaptive technology - Modify the tasks clients are expected to learn - Extend the time allowed for learning - Increase personal assistance to clients - Modify how clients can respond to instruction - Vary the extent to which clients can be involved	- Incorporate appropriate delivery methods - Ensure physical and communication support - Allow clients to learn from each other - Allow clients to provide direction - Build in diversity activities - Challenge subtle discrimination - Adapt the way instruction is delivered - Organize for interpreters to be present - Provide referrals to language, literacy and numeracy support units and programs - Provide referrals to disability support services - Provide referrals to counseling support services - Provide simulated workplaces

Adjust learning goals and outcomes Adapt the way clients can approach training	

Teachers' roles and requirements

As a teacher and/or assessor in TVET sector, one's role in supporting the learner is vital. To be able to support learners, a teacher will need to:

- know a little about the learner, including why they are doing the training and/or assessment
- help learners plan their learning
- describe qualification pathways
- take the initiative to generate and encourage communication
- advise learners of your availability for contact, including any limits and
- how you can be contacted, for example, by phone or email
- keep in touch with learners
- help learners monitor their own learning
- link learning to learners' experience
- give effective feedback
- motivate learners to keep them going
- encourage learners to learn from each other

Self Check No 4: Assist learners to develop a strategy to address their needs and interests

1. Discuss any five pre-training and in-training supports by a TVET teacher to his clients.

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2. Discuss five role and requirements of TVET teachers.

Answer Key No 4: Assist learners to develop a strategy to address their needs and interests

1. The pre-training and in-training supports by a TVET teacher to his clients are:

Pre-Training Support	In-Training Support
- Ensure learning objectives relate to work trends - Align training to organizational protocols - Provide advice on financial assistance - Allow client representation on committees - Build underpinning knowledge into materials - Develop materials in large print - Listen to problems and help within your limits - Provide flexibility in training scheduling - Use adaptive technology - Modify the tasks clients are expected to learn - Extend the time allowed for learning - Increase personal assistance to clients - Modify how clients can respond to instruction - Vary the extent to which clients can be involved - Adjust learning goals and outcomes - Adapt the way clients can approach training	- Incorporate appropriate delivery methods - Ensure physical and communication support - Allow clients to learn from each other - Allow clients to provide direction - Build in diversity activities - Challenge subtle discrimination - Adapt the way instruction is delivered - Organize for interpreters to be present - Provide referrals to language, literacy and numeracy support units and programs - Provide referrals to disability support services - Provide referrals to counseling support services - Provide simulated workplaces

2. As a teacher and/or assessor in TVET sector, one's role in supporting the learner is vital. To be able to support learners, a teacher will need to:
   - know a little about the learner, including why they are doing the training and/or assessment
   - help learners plan their learning
   - describe qualification pathways
   - take the initiative to generate and encourage communication
   - advise learners of your availability for contact, including any limits and
   - how you can be contacted, for example, by phone or email
   - keep in touch with learners
   - help learners monitor their own learning
   - link learning to learners' experience
   - give effective feedback
   - motivate learners to keep them going
   - encourage learners to learn from each other

Job 2: Manage work and work relationship and maintain client focus approach

2.1. Manage work and work relationships and demonstrate a client focused
- 2.1.1. Plan and carry out information sharing activities with fellow colleagues
- 2.1.2. Record, evaluate and use feedback received from colleagues
- 2.1.3. Communicate with the client
- 2.1.4. Identify needs and expectations of the client
- 2.1.5. Record clients needs
- 2.1.6. Consider operational limitation
- 2.1.7. Develop effective work practise

2.2. Assist learner to develop a strategy to address their needs and interest
- 2.2.1. Career counselling
- 2.2.2. Inform learners about their competencies required for the job
- 2.2.3. Assist the learners to develop career plan considering preferences, needs.
- 2.2.4. Maintain liaison with professional bodies, specialist agencies
- 2.2.5. Maintain organizational policies and procedures (e.g. confidentiality of learners)
- 2.2.6. Review the effectiveness of service and support provided to the learners

Specification Sheet 2: Manage work and work relationship and maintain client focus approach

A. Policy and curriculum documents required
- National Technical and Vocational Qualifications Framework (NTVQF)
- National Skills Development Policy
- Equity Policy
- National/organisational policies and regulations on RPL
- National/organisational policies and regulations on traineeship and apprenticeship
- National Quality Assurance Document
- New Act of BTEB
- Competency Standard Document

B. Tools and material required
- Notebook
- Handbook
- Office stationery

C. Peer feedback pro-forma

Name of trainee assessor: _____ Name of peer assessor: _____		Comments/ feedback
Session plan	Learning outcome statements ○ were written using active verb ○ Can be measured ○ Were realistic for the time allocated Performance criteria ○ Performance measured against given standard Structure ○ Learner activities/practise planned ○ Training aids listed ○ OSH issues covered where relevant	
Training Delivery	○ OSH issues discussed with students as appropriate and managed ○ Appropriate learning methods were used ○ Learning aids assisted learning ○ Practise activities were effectively	

	○ conducted	
	○ Review of key topics done	
	○ Appropriate time management demonstrated during the session	
	○ Theory and practise were integrated	
Assessment Plan	○ All PCs assessed	
	○ Choice of assessment tools valid	
	○ Adequate assessment is planned	
Feedback to student	○ Helpful feedback on performance was provided to student	
Evidence guide	○ The assessment methods chosen by the trainee teacher were suitable for collecting the evidence required to confirm competence	
	○ 2 appropriate evidence guides (assessment tools/instruments) are provided	
	○ Questions appropriate to PC were asked	
	○ Observation checklist matched PC	

Review of Competency

Below is your self assessment rating for module "Work effectively within Bangladesh TVET sector"

Assessment performance Criteria	Yes	No
1.1 Relevant policy and curriculum documents are accessed and applied to work practises.		
2.1 Work is done according to the training and/or assessment organisations/department's quality assurance strategies, processes, policies and procedures.		
2.2 Work is undertaken according to prevailing Industry competency standards and employee relations systems and practices as well as relevant ethical and legal responsibilities.		
3.1 Work is planned and undertaken in a collaborative way with colleagues through sharing of information and ideas and working together on agreed outcomes.		
3.2 Feedback from clients and colleagues are obtained, evaluated and acted upon on managing work and professional relationships.		
3.3 Clients and their needs and expectations are identified through effective communication and use them to form the basis for developing effective work practices and outcomes, within operational limits.		
4.1 Learners are provided with information about how their competencies relate to job profiles, educational and training pathway requirements and employment opportunities.		
4.2 Learner confidentiality is maintained according organisational policies and procedures.		

I now feel ready to undertake my formal competency assessment.

Signed:

Date: