

National Technical and Vocational Qualification Framework

NTVQF

Competency Standards

**CBT&A Methodology
for
Trainers & Assessors
Level– 4 & 5**



Bangladesh Technical Education Board

**Agargaon, Sher-E-Bangla Nagar
Dhaka-1207**

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Acronyms

BASIS	Bangladesh Association of Software and Information Services
BMET	Bureau of Manpower Employment and Training
BTEB	Bangladesh Technical Education Board
CAD	Course Accreditation Document
CARS	Competency assessment result summery
CBLM	Competency Based Learning Materials
CBT	Competency Based Training
CBT&A	Competency Based Training and Assessment
CD	Compact Disk
CEO	Chief Technical officer
DTE	Directorate of Technical Education
DVD	Digital Video Disk
e-book	electronic-book
EU	European Union
GOB	Government of Bangladesh
ICT	Information and Communication Technology
ILO	International Labour Organization
ISC	Industry Skills Council
IT	Information Technology
MAX	Maximum
MIN	Minimum
MOE	Ministry of Education
MOEWOE	Ministry of Expatriate Welfare and Overseas Employment
MOLE	Ministry of Labour and Employment
NEP	National Education Policy
NHTTI	National Hotel and Tourism Training Institute
NSDA	National Skills Development Authority
NSDC	National Skills Development Council
NSDP	National Skills Development Policy
NTVQF	National Technical and Vocational Qualification Framework
OER	Open Educational Resources
OSH	Occupational Safety and Health
PC	Personal Computer
PPE	Personal Protective Equipment
PWDs	Persons with Disabilities
QAMs	Quality Assurance Manuals
RMG	Ready Made Garment
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
SCDC	Standards and Curriculum Development Committee
SEIP	Skills for Employment Investment Program
SOPs	Standard Operating Procedures
SUM	Summation
TNA	Training Need Analysis
TSC	Technical School and College
TTC	Technical Training Centre
TTTC	Technical Teachers Training College
TVET	Technical Vocational Education and Training
TWG	Technical Working Group
UoCs	Units of Competency
VET	Vocational Education and Training

Introduction

These Competency Standards were developed by the Standards and Curriculum Development Committee (SCDC) for the Qualification of National Competency Standards for CBT&A Methodology for Trainers & Assessors Level-4 & Level-5 with the assistance of the Technical and Vocational Education and Training (TVET) Reform in Bangladesh project. This project was funded by the European Union (EU), the International Labour Organization (ILO) and the Government of Bangladesh (GOB).

The competency standards are reviewed and updated by a technical working group to meet the needs of CBT&A Methodology for Trainers & Assessors which will contribute to the development of qualified workforce for the industry and training providers resulting economic development of the country, supported by Skills 21 – Empowering citizens for inclusive and sustainable growth project, ILO and funded by European Union. The members of the Standards and Curriculum Development Committee (SCDC) of Bangladesh Technical Education Board (BTEB) recommend for approval. The members of Bangladesh Technical Education Board (BTEB) approved these competency standards. Persons who will complete the units of competency based on these competency standards successfully will be awarded CBT&A Methodology for Trainers & Assessors Level-4 & Level-5 under National Technical and Vocational Qualification Framework (NTVQF).

Approved by

Chairman
Bangladesh Technical Education Board (BTEB)


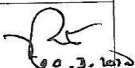
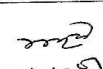
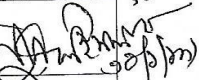

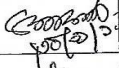
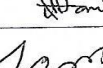
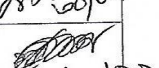
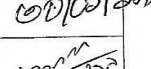
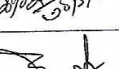
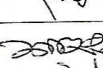
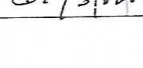
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List of Members of SCDC

Bangladesh Technical Education Board Standard and Curriculum Development Committee National Competency Standards & Course Accreditation Document

For

Teacher/ Trainer and Assessor, Level- 4-5, Manager and Implementer Course, Level-6
Meeting held on 30.01.2019

SL No.	Name & Designation of Members	Address and Contract number	Designation of (SCDC)	Signature	Remarks
01.	Mr. Md. Mostafizur Rahman,	Chairman, Bangladesh Technical Education Board, Dhaka.	Chairperson		CS Approved
02.	Mr. Md. Mizanur Rahman,	Director (PiW), Directorate of Technical Education, Agargaon, , Dhaka	Member		
03.	Mr. Md. Mahbubur Rahman,	Secretary, Bangladesh Technical Education Board, Dhaka.	Member		
04.	Dr. Md. Nurul Islam,	Director (Curriculum), Bangladesh Technical Education Board, Dhaka.	Member		
05.	Mir Md. Mossaraf Hossain,	Director (ITC), Bangladesh Technical Education Board, Dhaka.	Member		
06.	Mr. Md. Romjan Ali,	Principal, Technical Teacher Training College, Tejgaon, Dhaka.	Member		
07.	Mr. Md. Shahadat Hossain,	Principal, Bogra Polytechnic Institute, Bogra.	Member		
08.	Mr. Md. Nur-E-Alam,	Principal, Kurigram Polytechnic Institute, Kurigram	Member		
09	Mr. Md. Nazrul Islam,	Principal, Bangladesh-Korea Technical Training Centre (B-K TTC), Chittagonj.	Member		
10	Mr. S M Shahjahan,	Deputy Director (CA), Bangladesh Technical Education Board, Dhaka.	Member		
11	Mr. Mostafizur Rahman, Bogra.	Chief Instructor, Vocational Teacher's Training Institute	Member		
12	Dr. Md. Shah Alam Majumder,	Specilist (C.A), Bangladesh Technical Education Board, Dhaka.	Member		

Technical Working Group (TWG1) Members

Sl. No	Name and Designation	Institution/Department/Organization	Contacts
1	Mr. A M Zahirul Islam Workshop Super	Dhaka Polytechnic Institute, DTE	zahirdpi89@gmail.com. Mobile : 01740920809
2	Mr. SM Shahjahan Deputy Director	Bangladesh Technical Education Board (BTEB)	shahjahan_bteb@yahoo.com Cell :01712125765
3	Dr. Md. Shah Alam Majumder Specialist	Bangladesh Technical Education Board, Dhaka (BTEB)	ehlam1999@gmail.com Cell: 01815-424855
4	Mr. Md. Amir Hossain Certificate Trainer	Training Zone, Mirpur, Dhaka Private	razib6162@gmail.com Cell: 01631670445
5	Mr. Md. Matiul Karim Ex-Principal	NHTTI, Dhaka, Private	matiulkarim@gmail.com Cell: 01715393573
6	Ms. Shaheen Afroz General Manager (Retd.) Bangladesh Parjatan Corporation	Dhaka, Private	shaheenafroz57@gmail.com Cell: 01711261739
7	Mr. Md. Saif Uddin Certified Assessor	BASIS, Dhaka, Private	engrbd.saif@gmail.com Cell: 01723004419
8	Dr. Ligaya Dumaoang TVET, Skills Development Specialist	Skills 21 Project ILO Country Office for Bangladesh	dumaoang@ilo.org Cell: 01706365118
9	Dr. Md. Wazed Ali National Consultant	Skills 21 Project ILO Country Office for Bangladesh	wazed.dam@gmail.com Cell: 01715168725
10	Mr. Md. Anisuzzaman Programme Officer	Skills 21 Project ILO Country Office for Bangladesh	anisuzzaman@ilo.org Cell: 01912153859
11	Mr. Md. Aminul Islam Programme Assistant	Skills 21 Project ILO Country Office for Bangladesh	islama@ilo.org 01777743987

Members of Internal Validation Group

Sl. No	Name and Designation	Institution/Department/Or ganization	Contacts
1	Mr. A M Zahirul Islam Workshop Super	Dhaka Polytechnic Institute, DTE	zahirdpi89@gmail.com Mobile : 01740920809
2	Mr. SM Shahjahan Deputy Director	Bangladesh Technical Education Board (BTEB)	shahjahan_bteb@yahoo.com Cell:01712125765
3	Dr. Md. Shah Alam Majumder Specialist	Bangladesh Technical Education Board (BTEB)	ehlam1999@gmail.com Cell: 01815-424855
4	Mr. Md. Amir Hossain Consultant & Certified Trainer	Training Zone Consulting Firm, Mirpur, Dhaka Private	razib6162@yahoo.com Cell: 01631670445
5	Mr. Md. Matiul Karim Ex-Principal	NHTTI, Dhaka, Private	matiulkarim@gmail.com Cell: 01715393573
6	Ms. Shaheen Afroz Certified Assessor	Dhaka, Private	shaheenafroz57@gmail.com Cell: 01711261739
7	Mr. Md. Saif Uddin Certified Assessor	BASIS, Dhaka, Private	engrbd.saif@gmail.com Cell: 01723004419
8	Syed Azharul Haque BTEB Certified Assessors	SEIP Trainer and Assessors, Private	azharulhaque2008@gmail.com Cell: 01711047815
9	Mr. Md. Mustafizur Rahman CEO, Choukosh	House # 18 (2nd Floor), Road # 2, Mohammadia Housing Society, Mohammadpur, Dhaka, Private	01819201456, mustafiz@choukosh.com Cell: 01819201456
10	Md. Sayedur Rahman Competency Standard and assessment tool developer	Dhaka Ahsania Mission, Dhanmondi, Dhaka, Private	Cell: 01730372800 Sayedur1956@gmail.com
11	Mr. Md. Abdur Razzaque Specialist Competency Standards	SEIP Project, Dhaka Govt. Project	razzaque159@gmail.com Cell: 01713178902, 01742734313
12	Mr. Burhan Hamza, Certified Trainer, Dhaka.	Bangladesh Association of Construction Industry, Private	burhan.hamza@yahoo.com Cell : 01619998855
13	Dr. Ligaya Dumaoang TVET & Skills Development Specialist	Skills 21 Project ILO Country Office for Bangladesh	dumaoang@ilo.org Cell: 01706365118
14	Dr. Md. Wazed Ali National Consultant	Skills 21 Project ILO Country Office for Bangladesh	wazed.dam@gmail.com Cell: 01715168725
15	Mr. Md. Anisuzzaman Programme Officer	Skills 21 Project ILO Country Office for Bangladesh	anisuzzaman@ilo.org Cell: 01912153859
16	Mr. Md. Aminul Islam Programme Assistant	Skills 21 Project ILO Country Office for Bangladesh	islama@ilo.org Cell: 01777743987

Units of competency for CBT&A Methodology for Trainers & Assessors, Level-4& 5

Sl. No.	Unit Code	Units of Competency (UoC)	NTVQF Level	Unit Type	Nominal Hours
1	TVTENV401A1	Work effectively within Bangladesh TVET sector	4	TVET Sector Specific	40
2	TVTENV402A1	Promote inclusive learning in a CBT&A environment	4	TVET Sector Specific	20
3	TVTENV403A1	Apply OSH practices in a CBT&A environment	4	TVET Sector Specific	15
4	TVTENV407A1	Use ICT to Facilitate Teaching and Learning	4	TVET Sector Specific	45
5	TVTENV405A1	Maintain training equipment and facilities	4	TVET Sector Specific	15
6	TVTENV408A1	Maintain and enhance professional & technical competency	4	TVET Sector Specific	30
7	TVTDES401A1	Design and modify CBT learning materials and resources	4	Occupation Specific	40
8	TVTDEL 403A1	Organize competency-based training sessions	4	Occupation Specific	20
9	TVTDEL 402A1	Deliver competency-based training	4	Occupation Specific	40
10	TVTASL401A1	Design competency-based assessment	4	Occupation Specific	25
11	TVTASL403A1	Develop competency Based assessment tool	4	TVET Sector Specific	40
12	TVTASL402A1	Organize and conduct competency-based assessment	4	Occupation Specific	30
				Total	360
13	TVTTAS501A1	Conducting training need analysis (TNA)	5	Occupation Specific	40
14	TVTDES501A1	Design and develop competency-based learning programmes	5	Occupation Specific	30
15	TVTASL501A1	Validate competency-based assessment	5	Occupation Specific	20
16	TVTCMQ503A1	Coordinate training and assessment arrangements	5	Occupation Specific	30
17	TVTCMQ502A1	Evaluate competency-based training and assessment	5	Occupation Specific	30
18	TVTDEL501A1	Facilitate training of TVET teachers, trainers and Assessors	5	Occupation Specific	40
19	TVTDES502A1	Facilitate and develop competency standards	5	Occupation Specific	40
20	TVTDES503A1	Develop digital contents for face to face delivery	5	Occupation Specific	40
				Total	270
21	TVT DEL502A1	Facilitate e-learning (elective)	5	Occupation Specific	30

Course Structure for National Certificate in CBT&A Methodology for Trainers& Assessors, Level-4

Sl. No.	Unit Code	Units of Competency (UoC)	NTVQF Level	Unit Type	Nominal Hours
1	TVTENV401A1	Work effectively within Bangladesh TVET sector	4	TVET Sector Specific	40
2	TVTENV402A1	Promote inclusive learning in a CBT&A environment	4	TVET Sector Specific	20
3	TVTENV403A1	Apply OSH practices in a CBT&A environment	4	TVET Sector Specific	15
4	TVTENV407A1	Use ICT to Facilitate Teaching and Learning	4	TVET Sector Specific	45
5	TVTENV405A1	Maintain training equipment and facilities	4	TVET Sector Specific	15
6	TVTENV408A1	Maintain and enhance professional & technical competency	4	TVET Sector Specific	30
7	TVTDES401A1	Design and modify CBT learning materials and resources	4	Occupation Specific	40
8	TVTDEL 403A1	Organize competency-based training sessions	4	Occupation Specific	20
9	TVTDEL 402A1	Deliver competency-based training	4	Occupation Specific	40
10	TVTASL401A1	Design competency-based assessment	4	Occupation Specific	25
11	TVTASL403A1	Develop competency Based assessment tool	4	TVET Sector Specific	40
12	TVTASL402A1	Organize and conduct competency-based assessment	4	Occupation Specific	30
				Total	360

Course Structure for National Certificate in CBT&A Methodology for Trainers & Assessors, Level- 5

Sl. No.	Unit Code	Units of Competency (UoC)	NTVQF Level	Unit Type	Nominal Hours
13	TVTTAS501A1	Conducting training need analysis (TNA)	5	Occupation Specific	40
14	TVTDES501A1	Design and develop competency-based learning programmes	5	Occupation Specific	30
15	TVTASL501A1	Validate competency-based assessment	5	Occupation Specific	20
16	TVTCMQ503A1	Coordinate training and assessment arrangements	5	Occupation Specific	30
17	TVTCMQ502A1	Evaluate competency-based training and assessment	5	Occupation Specific	30
18	TVTDEL501A1	Facilitate training of TVET teachers and trainers	5	Occupation Specific	40
19	TVTDES502A1	Facilitate and develop competency standards	5	Occupation Specific	40
20	TVTDES503A1	Develop digital contents for face to face delivery	5	Occupation Specific	40
				Total	270
21	TVT DEL502A1	Facilitate e-learning (elective)	5	Occupation Specific	30

Units of Competency for CBT&A Methodology Trainers and Assessors, Level-4

Work effectively within Bangladesh TVET sector

Unit Title	Work effectively within Bangladesh TVET sector
Unit Code	TVTENV401A1
Unit Descriptor	This unit covers the knowledge, skills and attitude required to work effectively within Bangladesh TVET sector. It includes interpreting TVET scenario of Bangladesh and relevant policy documents, interpreting quality assurance system, working within the training organizations, managing work relationships with colleagues and clients and assisting learner to develop competency as per needs and interests.
Nominal Hours	40 hours
Elements of Competency	Performance Criteria <i>Bold and Italicized</i> terms are elaborated in the range of variables
1. Interpret TVET scenario of Bangladesh and relevant policy documents	1.1 <i>TVET terminologies</i> are listed and defined. 1.2 <i>Relevant policies and laws</i> are accessed and interpreted. 1.3 Courses and curriculum documents of TVET systems are accessed and identified. 1.4 Work practices are applied in line with policy framework.
2. Interpret quality assurance system	2.1. Quality issues of TVET are identified and illustrated. 2.2. Quality Assurance Manuals (QAMs) are identified and accessed. 2.3. Course Accreditation documents (CAD) are identified and accessed.
3. Work within the training organizations	3.1 TVET <i>providers and development organizations</i> 3.2 Work is undertaken according to prevailing competency standards 3.3 Employee / staff relations systems are followed 3.4 Ethical and legal responsibilities are maintained according to the organisational policies and procedures
4. Manage work relationships with colleagues and clients	4.1 Work is planned and undertaken in collaborative way with colleagues. 4.2 Information and ideas are shared and worked together on agreed outcomes. 4.3 Feedback from clients and colleagues are obtained, evaluated and acted. 4.4 <i>Clients</i> and their needs and expectations are identified through effective communication.
5. Assist learner to develop competency as per needs and interests	5.1 Information are provided to the learners about how their competencies relate to job profiles, educational and training pathway. 5.2 Training requirements and employment opportunities

	are explained. 5.3 Learner confidentiality is maintained according to organizational policies and procedures.
Range of Variables	
Variable	Range (May include but not limited to:)
1. TVET terminologies	1.1 TVET 1.2 NTVQF 1.3 VET 1.4 Skill 1.5 Knowledge 1.6 Attitude 1.7 Task element 1.8 Task 1.9 Job 1.10 Competency 1.11 RPL 1.12 Glossary of terms in CBT system 1.13 Competency based Training (CBT) 1.14 Performance based Education 1.15 Generic, Sector Specific and Occupational specific Competency
2. TVET policies and laws	2.1 TVET chapter of National Education Policy (NEP) 2.2 National Skills Development Policy (NSDP) 2.3 Equity Policy 2.4 apprenticeship act 2.5 Modified TVET legislations (Act of BTEB, NSDA) 2.6 National Technical and Vocational Qualifications Framework (NTVQF) & Level descriptor 2.7 TVET data system 2.8 RPL system
3. TVET providers and development organizations	3.1 Bangladesh Technical Education Board (BTEB) 3.2 Relevant ministries and departments within the government including: 3.2.1 Ministry of Education (MOE) 3.2.2 Ministry of Expatriates' Welfare and Overseas Employment (MOEWOE) 3.2.3 Ministry of labor and Employment (MOLE) 3.2.4 Directorate of Technical Education (DTE) 3.2.5 Bureau of Manpower Employment and Training (BMET) 3.3 Relevant Departments and/or Units 3.3.1 National Skills Development Council (NSDC) 3.3.2 Technical Teacher Training College (TTTC) 3.3.3 Vocational Teacher Training Institute (VTTI) 3.3.4 Technical School and College (TSC) 3.3.5 Technical Training Centre (TTC) 3.3.6 Polytechnics Institute 3.3.7 Textile Vocational Institutes 3.3.8 Other Government VET providers 3.4 NGOs & Private training institutes
4. Clients	4.1. Industry

	4.2. Institute 4.3. Employers 4.4. Guardians 4.5. Trainees
Evidence Guide The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:	
1. Critical Aspects	The assessment required evidence that the candidate: 1.1 accessed and interpreted TVET policies and laws 1.2 interpreted reformed TVET system 1.3 explained NTVQF 1.4 interpreted National Skills Development Policy 1.5 explained RPL systems 1.6 interpreted National Quality Assurance manual 1.7 presented skills data system 1.8 established effective industry-institute linkage
2. Underpinning knowledge	2.1. National Technical and Vocational Qualifications Framework (NTVQF) 2.2. National Skills Development Policy 2.3. Equity Policy 2.4. National policy for RPL and apprenticeship 2.5. Organization's quality assurance strategies, processes, policies and procedures 2.6. Industry competency standards relevant to trade area 2.7. TVET Employee relations systems and practices 2.8. National Quality Assurance System 2.9. TVET legislations 2.10. National TVET Data system
3. Underpinning Skills	3.1 Interpreting cognitive and interpretation skills on national and organizational policy documents and client needs 3.2 Language and literacy skills to read and interpret a range of documentation, including technical and subject matter documents, references and texts 3.3 Presenting interpersonal skills to communicate with clients and stakeholders 3.4 Teamwork skills to cultivate collaborative and participative work relationships
4. Required Attitude	4.1 Commitment to occupational safety and health 4.2 Environmental concerns 4.3 Tidiness and timeliness 4.4 Respect for rights of peers and seniors in workplace 4.5 Eagerness to learn 4.6 Promptness in carrying out activities 4.7 Sincere and honest to duties and responsibilities 4.8 Communication with peers, sub-ordinates and seniors in workplace
5. Resource Implication	The following resources must be provided: 5.1 Computer hardware, facilities and relevant accessories of the computer 5.2 Consumables materials to perform activities

	5.3 Required teaching aids 5.4 Learning Materials
6. Methods of Assessment	Competencies could be assessed by: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio
7. Context of Assessment	7.1 Competencies must be assessed in an accredited training centre/assessment centre or in an actual workplace or in a simulated workplace setting 7.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group 7.3 Trainee must be assessed by BTEB certified assessor or BTEB approved person.
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.	

Promote inclusive learning in a CBT&A environment

Unit Title	Promote inclusive learning in a CBT&A environment
Unit Code	TVTENV402A1
Unit Descriptor	This unit covers the knowledge, skills and attitude required to promote inclusive learning in a CBT&A environment. It includes practising inclusivity, developing and implementing work strategies to support inclusivity, promoting & responding to diversity, promoting a culture of inclusive learning and monitoring & improving work practices.
Nominal Hours	20 hours
Elements of Competency	Performance Criteria <i>Bold and Italicized</i> terms are elaborated in the range of variables
1. Practise inclusivity	<p>1.1 Inclusivity is described.</p> <p>1.2 <i>Individual differences</i> and <i>clients with particular needs</i> are acknowledged and integrated with existing work practices and learning culture.</p> <p>1.3 <i>Principles</i> of underpinning inclusivity are incorporated into all work practices.</p> <p>1.4 Access to inclusivity & equity policies are applied in training and/or assessment organization.</p>
2. Develop and implement work strategies to support inclusivity	<p>2.1 National guidelines and support materials on accessibility, equity, disability and inclusivity are identified and used.</p> <p>2.2 <i>Support persons</i> and services are identified and included in the work and learning process where appropriate and agreed to.</p> <p>2.3 <i>Physical environment support needs</i> are acknowledged and incorporated into work practices as required.</p> <p>2.4 <i>OSH issues</i> associated with inclusivity are identified and addressed in accordance with existing guidelines and procedures.</p> <p>2.5 <i>Multiple</i> pathways to achieve own and others future learning goals are discussed in accordance with the work and/or learning environment.</p>
3. Promote & respond to diversity	<p>3.1 The <i>ground rules</i> for participation and behavior with colleagues and clients are established in accordance with a cooperative and agreed process.</p> <p>3.2 Individuals are encouraged to express themselves and to contribute to the work and learning environment in accordance with a cooperative and agreed process.</p> <p>3.3 Individuals are provided with opportunities to indicate <i>specific needs</i> to support their participation in learning and work in accordance with a cooperative and agreed process.</p> <p>3.4 Relevant research, guidelines and resources are accessed to support inclusivity in accordance with existing guidelines and procedures.</p> <p>3.5 <i>Verbal and body language</i> are sensitized to different cultures.</p> <p>3.6 Backgrounds and differences in physical and intellectual abilities are sensitized.</p>
4. Promote a culture of inclusive learning	<p>4.1 Support and advice is provided to the persons with special needs, Persons with Disabilities (PWDs)</p>

	<p>/disadvantaged colleagues and clients to encourage new and ongoing participation in accordance with learning opportunities.</p> <p>4.2 The benefits of learning are explored with persons with special needs,PWDs /disadvantaged colleagues and clients in accordance with a culture of learning.</p> <p>4.3 Learning and competency achievement of persons with special needs,PWDs /disadvantaged are recognized and rewarded in accordance with the work and/or learning environment.</p> <p>4.4 Opportunities to develop generic skills of persons with special needs,PWDs /disadvantaged persons are identified in accordance with the work and/or learning environment.</p> <p>4.5 Multiple pathways to achieve own and others future learning goals are discussed in accordance with the work and/or learning environment.</p>
5. Monitor and improve work practices	<p>5.1 Effective work practices are identified to enhance inclusivity and a learning culture in accordance with the work and/or learning environment.</p> <p>5.2 Conscious actions are taken to modify and improve in accordance with work practices.</p> <p>5.3 Strategies and policies are regularly reviewed to support inclusivity in accordance with continuous improvement of work processes.</p>
Range of Variables	
Variable	Range (May include but not limited to:)
1. Individual differences	<p>1.1 Learning difficulties</p> <p>1.2 Literacy and numeracy needs</p> <p>1.3 Cultural background, images and perceptions</p> <p>1.4 Socio-economic background</p> <p>1.5 Age, gender, sexuality</p> <p>1.6 Religious practices</p> <p>1.7 Intellectual impairment or disability</p> <p>1.8 Medical conditions such as arthritis, epilepsy, diabetes and asthma</p> <p>1.9 Physical impairment or disability involving hearing vision, voice or mobility</p> <p>1.10 Psychological or psychiatric impairment</p>
2. Clients with particular needs	<p>2.1. Women where under-represented</p> <p>2.2. Rural and remote learners</p> <p>2.3. People with disabilities, either permanent or temporary</p> <p>2.4. People from non-English speaking backgrounds</p> <p>2.5. Youth at risk</p> <p>2.6. Survivors of torture and trauma</p>
3. Principles	<p>3.1 Supporting equal opportunity for participation</p> <p>3.2 Fostering and advocating independence</p> <p>3.3 Ensuring cooperative approaches to learning</p> <p>3.4 Using client-centered approaches to learning</p> <p>3.5 Supporting, encouraging and valuing individual contributions</p> <p>3.6 Motivating learners</p> <p>3.7 Creating opportunities for participation and success</p> <p>3.8 Making reasonable adjustments to procedures, activities</p>

	3.9	and assessment for equity Acknowledging current strengths and skills as a basis for further learning
4. Support persons	4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8	Family members Government officials in special support services Peers Interpreters Community representatives Technical support person Administrative personnel Student counsellors
5. Physical environment support needs	5.1 5.2 5.3 5.4 5.5	Modifications to layout of premises, reasonable accommodations. Modifications of equipment and learning materials Use adaptive technologies Changes to work schedules Modifications to job design
6. OSH issues	6.1. 6.2.	Issues relating to the learner at the training session Issues relating to the OSH impact on others
7. Ground rules	7.1 7.2 7.3 7.4 7.5 7.6 7.7	Guidelines of behavior and acceptance Common understandings between learners about group Interaction, respect and acceptance Expectations of working relationships Safety of learners and others Comfort of learners and others Agreed consequences for breaching ground rules
8. Specific needs	8.1 8.2 8.3 8.4 8.5 8.6 8.7	physical environment adjustments adjustments to learning and assessment activities OHS issues to be addressed language requirements literacy and numeracy issues more time/additional support to learners need for a broad general education
9. Verbal and body language	9.1 9.2 9.3 9.4 9.5 9.6 9.7 9.8	Facial expressions Body movement Posture Gesture Eye contact Touch Space Voice modulations
10. generic skills	10.1 10.2 10.3	Employability Skills including: 10.1.1 communication 10.1.2 teamwork 10.1.3 problem solving 10.1.4 initiative and enterprise 10.1.5 planning and organizing 10.1.6 self-management 10.1.7 learning 10.1.8 technology innovation language, literacy, numeracy and communication skills

Evidence Guide

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

To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:

1. Critical Aspects	The assessment required evidence that the candidate: 1.1 defined inclusivity. 1.2 acknowledged and integrated Individual differences and clients with particular needs 1.3 sensitized Verbal and body language 1.4 identified and used national guidelines, support materials on accessibility, equity, disability and inclusivity 1.5 promoted & responded to diversity 1.6 promoted culture of inclusive learning 1.7 taken conscious actions to modify and improve work practices
2. Underpinning knowledge	2.1 Definition of inclusivity 2.2 The principles inclusivity 2.3 Inclusive work practices 2.4 The diversity of clients, client needs, client backgrounds and differing expectations for TVET services 2.5 Sources of information to support inclusive practices 2.6 Types of supports for clients with specific needs 2.7 Relevant policies, legal requirements, codes of practice and national standards on: 2.7.1 disability, discrimination, inclusiveness, human rights, equal opportunity, racial discrimination 2.7.2 duty of care responsibilities 2.7.3 access and equity policies 2.8 OSH relating to the work role/work context, when promoting an inclusive learning culture
3. Underpinning Skills	3.1 Reflecting inclusive language 3.2 Addressing cross cultural communication, indirect communication, participation of others. 3.3 Involving consultation and liaison with clients, other colleagues, counsellors, experts and specialists 3.4 Reflecting good practice in active listening, appropriate eye contact, friendly tone, appropriate volume, clarity of diction and plain English 3.5 Encouraging expression by all individuals 3.6 Involving a variety of mediums 3.7 Being sensitive to and valuing culture 3.8 Acting without bias/discrimination 3.9 Responding to individuals with particular needs 3.10 Recognizing the importance of religion 3.11 Identifying specific needs 3.12 Responding appropriately to cultural diversity 3.13 Practicing OSH issues associated with inclusivity.
4. Required Attitude	4.1 Commitment to occupational safety and health 4.2 Environmental concerns 4.3 Tidiness and timeliness

	4.4 Respect for rights of peers and seniors in workplace 4.5 Eagerness to learn 4.6 Promptness in carrying out activities 4.7 Sincere and honest to duties and responsibilities 4.8 Communication with peers, sub-ordinates and seniors in workplace
5. Resource Implication	The following resources must be provided: 5.1 Computer hardware, facilities and relevant accessories of the computer 5.2 Consumables materials to perform activities 5.3 Required teaching aids 5.4 Learning Materials
6. Methods of Assessment	Competencies could be assessed by: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio
7. Context of Assessment	7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting 7.2 Assessment shall be observed while tasks are being under taken whether individually or in a group 7.3 Trainee must be assessed by BTEB certified assessor or BTEB approved person.
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.	

Apply OSH practices in a CBT&A environment

Unit Title	Apply OSH practices in a CBT&A environment
Unit Code	TVTENV403A1
Unit Descriptor	This unit covers the knowledge, skills and attitude required to apply OSH issues practices in a CBT&A environment. It includes identifying OSH issues relating to work environment, controlling and reporting OSH issues, conducting work safety, following emergency response procedures and maintaining& improving health and safety in the work place.
Nominal Hours	20 hours
Elements of Competency	Performance Criteria <i>Bold and Italicized</i> terms are elaborated in the range of variables
1. Identify OSH issues relating to work environment	1.1 Personnel responsible for <i>OSH standards</i> in the workplace is identified. 1.2 OSH standards that apply to the workplace are identified. 1.3 OSH issues are identified in the workplace.
2. Control and report OSH issues	2.1 <i>Appropriate Personnel</i> responsible for OSH in the workplace is identified 2.2 <i>Workplace</i> is routinely checked for OSH hazards prior to commencing and during training. 2.3 Issues or problems with the area are remedied or reported to the appropriate person. 2.4 <i>Hazards</i> and unacceptable performance are identified and corrective actions are taken within the level of responsibility. 2.5 Hazards and incidents are reported to appropriate personnel according to procedures.
3. Conduct work safely	3.1 <i>OSH practices</i> are applied in the training environment. 3.2 Appropriate <i>personal protective equipment's (PPE)</i> are selected and worn. 3.3 <i>Safety Signs and symbols</i> are identified and followed.
4. Follow emergency response procedures	4.1 Emergency situations are identified. 4.2 Emergency procedures are followed as appropriate to the nature of the emergency and according to workplace procedures. 4.3 Emergency situations are reported to concern person. 4.4 Workplace procedures are followed for dealing with accidents, fires and emergencies within the scope of responsibilities.
5. Maintain and improve health and safety in the work place	5.1 <i>Risks</i> are identified and appropriate control measures are implemented in the work area. 5.2 Recommendations arising from risk assessments are implemented within level of responsibility. 5.3 Opportunities for improving OSH performance are identified and raised with relevant personnel. 5.4 <i>Green Practices</i> area are identified. 5.5 Green skills are applied/maintained.

	5.6 Safety records are documented according to company policies.
Range of Variables	
Variable	Range (May include but not limited to:)
1. OSH standards	1.1 Correct posture 1.2 Lighting 1.3 Type of desk 1.4 Type of monitor 1.5 Style of chair 1.6 Typing position 1.7 Ventilation 1.8 Light position 1.9 Correct lifting method 1.10 Length of time in front of computer
2. Appropriate personnel	2.1 Safety representative 2.2 Occupational health and safety officer 2.3 First aid officer 2.4 Supervisor
3. Workplace	3.1 Training institute 3.2 Industry 3.3 Assessment centre
4. Hazards	4.1 Physical hazard 4.2 Chemical hazard 4.3 Electrical hazard 4.4 Agronomical hazard 4.5 Psychological hazard 4.6 Biological hazard
5. OSH practices	5.1 Job-related Standard Operating Procedures (SOPs) 5.2 Consultation and participation in emergency response 5.3 Response to specific hazards, incident investigation, risk assessment & reporting
6. Safety signs and symbols	6.1 Caution 6.2 Danger 6.3 Emergency 6.4 Fire 6.5 General safety instruction 6.6 Prohibition
7. Risk	7.1 Low 7.2 Medium 7.3 High
8. Green practice	8.1 Establish green and clean campus 8.2 Use solar energy 8.3 Reduce the use of consumable materials 8.4 Use organic materials 8.5 Recycling materials 8.6 Manage waste materials
9. Documentation	9.1 Report 9.2 Log 9.3 Schedule
Evidence Guide	
The evidence guide provides advice on assessment and must be read together with the	

performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.

To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:

1. Critical Aspects	The assessment required evidence that the candidate: 1.1 identified Personnel responsible for OSH standards in the workplace. 1.2 checked workplace hazards 1.3 reported OSH hazards and incidents. 1.4 identified and followed Safety Signs and symbols 1.5 identified Emergency situations 1.6 identified risks 1.7 implemented control measures in the work area. 1.8 documented safety record.
2. Underpinning knowledge	2.1 Use of Personal protective equipment 2.2 Identification of tools and equipment 2.3 Job-related Standard Operating Procedures (SOPs) and OSH-specific procedures 2.4 Hazardous events 2.5 Use tools, equipment, machineries and relevant accessories. 2.6 Reporting and document technique. 2.7 Green skills and practices
3. Underpinning Skills	3.1 Using appropriate PPE. 3.2 Identifying tools and equipment. 3.3 Responding to take safety precautions for different hazardous situations. 3.4 Operating and using tools, equipment, machineries and accessories properly as per sop 3.5 Communicating and reporting with peers and supervisors. 3.6 Applying green skills in workplace.
4. Required Attitude	4.1 Commitment to occupational safety and health 4.2 Environmental concerns 4.3 Tidiness and timeliness 4.4 Respect for rights of peers and seniors in workplace 4.5 Eagerness to learn 4.6 Promptness in carrying out activities 4.7 Sincere and honest to duties and responsibilities 4.8 Communication with peers, sub-ordinates and seniors in workplace
5. Resource Implication	The following resources must be provided: 5.1 Computer hardware, facilities and relevant accessories of the computer 5.2 Consumables materials to perform activities 5.3 Required teaching aids 5.4 Learning Materials
6. Methods of assessment	Competencies could be assessed by: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio
7. Context of Assessment	7.1 Competencies must be assessed in an accredited

	<p>training center/assessment center or in an actual workplace or in a simulated workplace setting</p> <p>7.2 Assessment shall be observed while tasks are being under taken whether individually or in a group</p> <p>7.3 Trainee must be assessed by BTEB certified assessor or BTEB approved person.</p>
<p>Accreditation Requirements</p> <p>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.</p> <p>Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.</p>	

Use ICT to facilitate Teaching and learning

Unit Title	Use ICT to facilitate teaching and learning
Unit Code	TVTENV407A1
Unit Descriptor	This unit covers the knowledge, skills and attitude required to use ICT to facilitate teaching and learning. It includes setting up work environment, utilizing word processing application, utilizing presentation application, utilizing spreadsheet application, using internet to communicate and collect information.
Nominal Hours	40 hours
Elements of Competency	Performance Criteria <i>Bold and Italicized</i> terms are elaborated in the range of variables
1. Setup work environment	1.1 Relevant <i>ergonomic requirements, PC and devices</i> requirements are checked and connected as required. 1.2 <i>Software requirements</i> are identified. 1.3 Folders and files are created, opened, moved, copied, renamed or deleted as per job requirements. 1.4 <i>Desktop appearance settings</i> are configured in-line with personal preference. 1.5 Connectivity to printer are checked and tested in accordance with equipment user guide. 1.6 <i>Naming and storing documents</i> are utilized.
2. Utilize word processing application	2.1 <i>Word processing documents</i> are created using appropriate <i>word processing software</i> . 2.2 <i>Document layout and formatting</i> are applied in line with document formatting requirements. 2.3 Document is formatted using various software functions and <i>page setup functions</i> . 2.4 <i>Application features</i> are utilized to enhance productivity in line with application guide/ help instructions. 2.5 Documents are saved as per instructions. 2.6 Printing of documents is performed in line with workplace requirements.
3. Utilize presentation application	3.1 Presentation slide is created as per job requirement. 3.2 Existing slides are <i>edited and formatted</i> . 3.3 <i>Presentation layout</i> , formatting and <i>themes</i> are applied in line with target audience requirements. 3.4 <i>Animation</i> and <i>slide transitions</i> are applied to enhance viewing and interactivity experience. 3.5 Slide master is used as required. 3.6 Printing of presentation materials are performed in line with user requirements.
4. Utilize spreadsheet application	4.1 <i>Spreadsheet</i> is created using appropriate application. 4.2 Workbook and worksheet settings and formatting are applied in line with printing requirements. 4.3 <i>Function, formula and conditional formatting</i> are utilised. 4.4 Charts are utilized to enhance data presentation. 4.5 <i>Printing</i> of worksheet is performed in line with document layout.
5. Use internet to communicate and collect Information	5.1 Internet and ICT facilities are arranged. 5.2 E-mail facility is utilised to exchange information and resources. 5.3 Web is accessed to search and download required information. 5.4 <i>Cloud storage facilities</i> are used.
Range of Variables	
Variable	Range (May include but not limited to:)

1. Ergonomic requirements	1.1 Chair height, seat and back adjustment 1.2 Keyboard and mouse position 1.3 Lighting 1.4 Posture 1.5 Screen position 1.6 Workstation height and layout
2. PC and devices	2.1 Personal Computer 2.2 Modem
3. Software Requirements	3.1 Operating System 3.2 Anti-virus Software 3.3 Microsoft Office application 3.4 Open Office 3.5 Browser 3.6 Internet
4. Desktop appearance settings	4.1. Background 4.2. Color 4.3. Theme 4.4. Fonts 4.5. Taskbar
5. Naming and storing documents	5.1 Appropriate file type 5.2 Authorized access 5.3 File names according to organizational procedure e.g. Numbers rather than names 5.4 File names which are easily identifiable in relation to the content 5.5 File/directory names which identify the operator, author, section, date etc. 5.6 Filing locations 5.7 Organizational policy for backing up files 5.8 Organizational policy for filing hard copies of documents 5.9 Security
6. Word Processing documents	6.1. Resume /Curriculum vitae. 6.2. Envelopes 6.3. Letters 6.4. Memos 6.5. Minutes 6.6. Short reports 6.7. Simple one-page flyers
7. Word Processing Software	7.1. Microsoft Word 7.2. OpenOffice 7.3. Corel Word Perfect
8. Document layout and formatting	8.1 Page settings 8.2 Font Settings 8.3 Formatting styles 8.4 Table utilization
9. Page setup functions	9.1 Default settings 9.2 Headers/footers 9.3 Indent 9.4 Line spacing 9.5 Page numbers 9.6 Page set up 9.7 Paragraph formatting 9.8 Spell check 9.9 Text formatting
10. Application features	10.1 Footer and header setting 10.2 Mail merge 10.3 Review and editing tools 10.4 Reference features 10.5 Form creation features

11. Editing	11.1 Add 11.2 Select 11.3 Copy 11.4 Paste 11.5 Delete 11.6 Move
12. Formatting	12.1. Alignment on page 12.2. Organization logo/letterhead 12.3. Enhancements to format – borders, patterns and colours 12.4. Enhancements to text – colour, size, orientation 12.5. Headers/footers 12.6. Margins 12.7. Page orientation
13. Presentation layout	13.1. Title slide 13.2. Title & Content 13.3. Section header 13.4. Two content 13.5. Comparison 13.6. Title only 13.7. Blank 13.8. Content with caption 13.9. Picture with caption
14. Themes	14.1 Architecture frame design 14.2 Travel crop design 14.3 Produce wood type design 14.4 Financial parcel design 14.5 Featured
15. Animation	15.1 Entrance 15.2 Appear 15.3 Fade 15.4 Fly In 15.5 Float In 15.6 Split
16. Slide transitions	16.1 Cut 16.2 Fade 16.3 Push 16.4 Wipe 16.5 Split 16.6 Fall over 16.7 Drape 16.8 Curtain
17. Spreadsheet	17.1 Microsoft Excel 17.2 OpenOffice Excel
18. Function	18.1 SUM 18.2 AVERAGE 18.3 MAX 18.4 MIN 18.5 RANK 18.6 COUNT 18.7 AND 18.8 OR
19. Formula	19.1 If formula 19.2 Count if formula 19.3 VLOOKUP formula 19.4 Sum if 19.5 Concatenate

20. Conditional formatting	20.1 Highlight cell rules 20.2 Top bottom rules 20.3 Data bars 20.4 Colour scale 20.5 Icon sets
21. Printing	21.1 Basic print settings 21.2 Multiple copies 21.3 Odd or even pages 21.4 Print preview 21.5 Printer selection 21.6 Specified pages 21.7 Whole document
22. Cloud storage facilities	22.1 Dropbox 22.2 Google Drive 22.3 Mega 22.4 OneDrive 22.5 iCloud
Evidence Guide The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:	
1. Critical Aspects	Assessment requires evidence that the candidate: 1.1. checked and arranged ergonomic requirements 1.2. created word processing documents 1.3. applied document layout and formatting 1.4. created Presentation slide 1.5. applied Presentation layout, formatting and themes 1.6. applied animation and slide transitions 1.7. performed printing of presentation materials 1.8. created spreadsheet 1.9. utilised Function, formula and conditional formatting 1.10. utilised Charts 1.11. utilised e-mail facility 1.12. used Cloud storage facilities
2. Underpinning knowledge	2.1. Relevant ergonomic requirements, pc and devices requirements 2.2. Software requirements identification. 2.3. Folders and files manipulation 2.4. Use word processing 2.5. List word processing software 2.6. Page setup functions 2.7. Application features of word processing software 2.8. Use of presentation application 2.9. Animation and slide transitions 2.10. Use of spreadsheet operation 2.11. Basic mathematical operation 2.12. Computer components and their function 2.13. E-mail facility 2.14. Cloud storage facilities
3. Underpinning Skills	3.1 Configuring desktop appearance settings 3.2 Creating word processing documents 3.3 Configuring document layout and formatting 3.4 Saving documents. 3.5 Printing documents

	3.6 Creating presentation slide 3.7 Working with presentation layout, formatting and themes. 3.8 Setting animation and slide transitions 3.9 Exchanging information and resources using e-mail 3.10 Accessing Internet and downloading required information. 3.11 Using cloud storage facilities
4. Required Attitude	4.1 Commitment to occupational safety and health 4.2 Environmental concerns 4.3 Tidiness and timeliness 4.4 Respect for rights of peers and seniors in workplace 4.5 Eagerness to learn 4.6 Promptness in carrying out activities 4.7 Sincere and honest to duties and responsibilities 4.8 Communication with peers, sub-ordinates and seniors in workplace
5. Resource Implication	The following resources must be provided: 5.1 Computer hardware, facilities and relevant accessories of the computer 5.2 Consumables materials to perform activities 5.3 Required teaching aids 5.4 Learning Materials
6. Methods of Assessment	Competencies could be assessed by: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio
7. Context of Assessment	7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting 7.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group 7.3 Trainee must be assessed by BTEB certified Assessor or BTEB approved person.
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.	

Maintain training equipment and facilities

Unit Title	Maintain training equipment and facilities
Unit Code	TVTENV405A1
Unit Descriptor	This unit covers the knowledge, skills and attitude required to maintain training equipment and facilities. It includes performing housekeeping activities and maintaining training equipment and tools.
Nominal Hours	20 hours
Elements of Competency	Performance Criteria <i>Bold and Italicized</i> terms are elaborated in the range of variables
1. Perform housekeeping activities	1.1 Regular inspections are carried out in the work area according to workplace procedures and standards. 1.2 <i>Facilities</i> are maintained in accordance with Occupational Safety and Health (OSH) standards. 1.3 <i>Equipment and tools</i> are secured in safe places in accordance with procedures. 1.4 Failed or unsafe equipment are removed or repaired in accordance with <i>organizational policies & procedures</i> . 1.5 Housekeeping documents are kept according to organizational procedure.
2. Maintain training equipment and Tools	2.1. Maintenance activities, <i>resources and schedule</i> are identified and prepared according to job requirements. 2.2. Performance of regular <i>maintenance activities</i> and routine servicing/ repair are ensured according to scheduled plan. 2.3. Maintenance procedures are followed in accordance with the manufacturers manual and organization policies. 2.4. Complex faults or repair requirements are reported for specialist assistance in accordance with organizational procedures. 2.5. Maintenance activities are documented and reported according to organizational policies & procedures.
Range of Variables	
Variable	Range (May include but not limited to:)
1. Facilities	1.1. Electrical system 1.2. Ventilation system 1.3. Water system 1.4. Workshops 1.5. Fixtures 1.6. Infrastructure 1.7. Laboratory 1.8. Workstations
2. Equipment and tools	2.1 Occupation related machineries 2.2 Occupation related equipment 2.3 Occupation related tools 2.4 Personal protective equipment
3. Organizational policies & procedures	3.1 Standard operating procedure 3.2 Health & hygiene policy 3.3 Fire safety rules 3.4 OSH policy and procedure 3.5 Waste management scheme 3.6 Inventory of tools and equipment

4. Resources and schedule	4.1 Manpower 4.2 Financial 4.3 Manufacturer's manual 4.4 Maintenance guide 4.5 Supplies and materials 4.6 Tools and equipment 4.7 Outsourcing services
5. Maintenance activities	5.1 Inspections of facilities and equipment 5.2 Cleaning and lubricating of tools and equipment 5.3 Tagging of defective tools and equipment 5.4 Disinfecting tools and equipment 5.5 Repairs
Evidence Guide The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:	
1. Critical Aspects	Assessment requires evidence that the candidate: 1.1. maintained facilities 1.2. secured equipment and tools 1.3. kept housekeeping documents 1.4. ensured regular maintenance activities 1.5. documented and reported maintenance activities
2. Underpinning knowledge	2.1. Organizational work systems, practices 2.2. internal policies and procedures to meet OHS requirements 2.3. Inventory procedures and practices 2.4. Work area inspection procedures and practices 2.5. Facilities maintenance procedures and practices 2.6. Waste and dangerous materials disposal procedures and practices 2.7. Instructional materials/equipment safe keeping 2.8. Manufacturers specification 2.9. Types of maintenance 2.10. Maintenance procedures and methodologies 2.11. Procedures for the recording, reporting
3. Underpinning Skills	3.1 Inspecting work area, tools & equipment 3.2 Monitoring work procedure and practices 3.3 Maintaining routine servicing/repairing of tools and equipment 3.4 Prioritizing maintenance works 3.5 Housekeeping work area, equipment and tools, 3.6 Keeping housekeeping documents 3.7 Disposing waste materials 3.8 Documenting and reporting
4. Required Attitude	4.1 Commitment to occupational safety and health 4.2 Environmental concerns 4.3 Tidiness and timeliness 4.4 Respect for rights of peers and seniors in workplace 4.5 Eagerness to learn 4.6 Promptness in carrying out activities 4.7 Sincere and honest to duties and responsibilities

	4.8 Communication with peers, sub-ordinates and seniors in workplace
5. Resource Implication	<p>The following resources must be provided:</p> <p>5.1 Computer hardware, facilities and relevant accessories of the computer</p> <p>5.2 Consumables materials to perform activities</p> <p>5.3 Required teaching aids</p> <p>5.4 Learning Materials</p>
6. Methods of Assessment	<p>Competencies could be assessed by:</p> <p>6.1 Written test</p> <p>6.2 Interview</p> <p>6.3 Demonstration with oral questioning</p> <p>6.4 Portfolio</p>
7. Context of Assessment	<p>7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting</p> <p>7.2 Assessment shall be observed while tasks are being under taken whether individually or in a group</p> <p>7.3 Trainee must be assessed by BTEB certified assessor or BTEB approved person.</p>
<p>Accreditation Requirements</p> <p>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.</p> <p>Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.</p>	

Maintain and enhance professional & technical competency

Unit Title	Maintain and enhance professional & technical competency
Unit Code	TVTENV408A1
Unit Descriptor	This unit covers the knowledge, skills and attitude required to maintain and enhance professional & technical competency. It includes practicing professionalism, modelling high standards of performance, determining professional development needs, determining technical skills development needs, participating in professional development activities, planning and developing technical competency and reflecting & evaluating professional and technical competencies.
Nominal Hours	30 hours
Elements of Competency	Performance Criteria <i>Bold and Italicized</i> terms are elaborated in the range of variables
1. Practice professionalism	1.1. Occupation profession and professionalism are defined. 1.2. <i>Characteristics of a professionals</i> are recognized and adopted.
2. Model high standards of performance	2.1 Personal performance is consistent with the <i>organization's goals and objectives</i> . 2.2 Appropriate <i>professional techniques and strategies</i> are modeled in accordance with existing organizational policies and guidelines. 2.3 Personal work goals and plans are reflected through individual responsibilities and accountabilities in accordance with <i>organizational and legal requirements</i> . 2.4 Ethical and inclusive practices are maintained in profession in accordance with existing organizational policies and guidelines.
3. Determine professional development needs	3.1 Personal skills and knowledge are assessed against industry competencies and other relevant benchmarks to determine development needs and priorities. 3.2 <i>Feedback</i> from colleagues and clients are identified and used for finding personal learning needs and areas of professional development. 3.3 Future career options are identified as appropriate. 3.4 Personal learning needs are documented and updated in accordance with existing policies and procedures. 3.5 <i>Development and trends</i> in TVET policy and operating environment are identified. 3.6 Impact of development and trends on the professional practices and personal development are determined. 3.7 Advice on <i>personal development plan</i> is sought from <i>relevant personnel</i> . 3.8 Personal needs are discussed with relevant personnel for inclusion in accordance with the professional development plan.
4. Determine technical skills development needs	4.1 <i>Sources</i> of competency standards documents are accessed for the <i>relevant sector</i> . 4.2 Self-assessment is planned and conducted to determine own technical competency in the relevant field based on relevant competency standards document. 4.3 Skills gaps are identified and documented with respect to the

	<p>self-assessment.</p> <p>4.4 Knowledge gaps are identified and documented with respect to the self-assessment.</p>
5. Participate in professional development activities.	<p>5.1 Development opportunities required for personal learning style are identified and pursued to support continuous learning and maintain updating of professional practice.</p> <p>5.2 Participation in professional networks is ensured and maintained to support continuous learning.</p> <p>5.3 emerging technology is used and maintained regular communication in accordance with relevant networks, organization and individuals.</p>
6. Plan and develop technical competency	<p>6.1 Learning outcomes required to achieve technical competencies are identified.</p> <p>6.2 Evidence requirements are identified to prove competency.</p> <p>6.3 Learning/ training strategies including location, duration and cost of the training are determined in consultation with relevant personnel.</p> <p>6.4 Relevant approval is gained to undertake training.</p> <p>6.5 Relevant competencies are achieved by participating in technical upskilling program.</p> <p>6.6 Evidence of competency are proved to assessment authority.</p> <p>6.7 Technical competency certification is completed and submitted to appropriate authority.</p>
7. Reflect and evaluate professional and technical competencies	<p>7.1 Developments and trends impacting on professional and technical practices are researched and integrated in accordance with work performance.</p> <p>7.2 Feedback from colleagues/clients is used to identify and introduce improvements in accordance work performance.</p> <p>7.3 Innovative and responsive approaches for improving competencies of professional and technical area are identified and used in accordance with continuous support to improve techniques and processes.</p> <p>7.4 Records, reports and recommendations for improvement are managed in accordance with the organization's systems and processes.</p>
Range of Variables	
Variable	Range (May include but not limited to:)
1. Characteristics of a professionals	<p>1.1 Appearance</p> <p>1.2 Demeanor</p> <p>1.3 Reliability</p> <p>1.4 Competence</p> <p>1.5 Ethics</p> <p>1.6 Maintaining Poise</p> <p>1.7 Etiquette</p> <p>1.8 Correspondence</p> <p>1.9 Organizational Skills</p> <p>1.10 Accountability</p>
2. Organization's goals and objectives	<p>2.1 Business plan</p> <p>2.2 Strategic plan</p> <p>2.3 Operational plan/s</p> <p>2.4 Organization's code of conduct</p> <p>2.5 Flexibility and client responsiveness</p> <p>2.6 Client satisfaction</p>

	2.7 Financial performance 2.8 People management 2.9 Marketing and client service 2.10 Quality and quality assurance
3. Professional techniques and strategies	3.1 Techniques for initiating action and directing decision making 3.2 Strategies for presenting a confident and assured manner in challenging situations 3.3 Maintaining ethical practice 3.4 Motivation strategies 3.5 Time management 3.6 Strategies for acknowledging and respecting the attitudes and beliefs of others 3.7 Techniques for promoting active participation
4. Organizational and legal requirements	4.1 Customer complaints, grievances and appeals 4.2 Risk identification and management, including ohs 4.3 Quality and continuous improvement processes and 4.4 Standards, including validation systems 4.5 Financial management, including refund policies and systems 4.6 To protect fees paid in advance (if appropriate) 4.7 Recognition of qualifications issued by other training 4.8 Organizations 4.9 Access and equity 4.10 Client selection, enrolment and induction/orientation 4.11 Staff recruitment, induction and ongoing development and 4.12 Monitoring 4.13 Availability of policies and procedures to all personnel and 4.14 Learners/clients 4.15 Collaborative/partnership arrangements 4.16 Confidentiality and privacy requirements 4.17 Ethical standards
5. Feedback	5.1 Formal/informal performance appraisals 5.2 Obtaining comments from supervisors and colleagues 5.3 Obtaining comments from trainees and/or clients 5.4 Personal reflections on performance 5.5 Routine organizational methods for monitoring service delivery
6. Developments and trends	6.1 New/revised competency standards in technical and vocational area of expertise 6.2 Legislative/regulatory changes in TVET 6.3 New developments/directions/trends in TVET 6.4 Policy changes in TVET
7. Personal development plan	7.1 Identified skills gap if relevant 7.2 Work and personal career objectives 7.3 Identified areas requiring development 7.4 Learning opportunities/activities 7.5 Relevant work activities/projects 7.6 Links to organizational training needs
8. Relevant personnel	8.1 Head of the institute 8.2 Centre manager 8.3 Responsible professionals from BTEB 8.4 Higher recruiting authority 8.5 Relevant persons professional body
9. Sources	9.1 Bangladesh Technical Education Board (BTEB) 9.2 International Labor Organization (ILO) website: www.ilo.org

10. Relevant sectors	10.1 Leather and leather goods 10.2 Agro- food processing 10.3 Transport equipment 10.4 Information Technology (IT) 10.5 RMG&Textile 10.6 Construction 10.7 Tourism and Hospitality 10.8 Light Engineering 10.9 Pharmaceuticals 10.10 Ceramic 10.11 Furniture 10.12 Informal 10.13 Trainers Methodology
11. Development opportunities	11.1 Undertaking further higher education/TVET qualification participating in skills gap training 11.2 Industry attachment 11.3 Undertaking professional development in specific areas of practice 11.4 Internal training/development programs 11.5 Relevant conferences, seminars and workshops 11.6 Reading relevant journals and literature 11.7 Networking with internal/external colleagues 11.8 Coaching and/or mentoring
12. Updating of professional practice	12.1 Vocational competency and/or technical expertise in Subject matter 12.2 Professional practice as a trainer/facilitator and assessor
13. Professional networks	13.1 Informal networks with: 13.1.1 other trainers/facilitators, assessors 13.1.2 people working in industry/vocational area 13.1.3 contacts in vocational education and training 13.2 Formal networks such as: 13.3 Local/interstate assessor/trainer networks 13.4 Regional, specialist associations 13.5 professional/occupation associations.
14. Evidences	14.1 Direct evidence 14.1.1 Work sample 14.1.2 Demonstration of skills 14.1.3 Work simulation 14.2 Indirect evidence 14.2.1 Employer reference 14.2.2 Third party report 14.2.3 Testimony of the colleagues 14.2.4 Client testimony 14.2.5 Portfolio 14.2.6 Logbook 14.3 Training certificate
Evidence Guide The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:	

1. Critical Aspects	<p>The assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 recognized Characteristics of a professionals 1.2 maintained consistent personal performance with the organization's goals and objectives 1.3 maintained ethical and inclusive practices 1.4 assessed personal skills and knowledge 1.5 identified and used feedback from colleagues and clients 1.6 determined Impact of development and trends on the professional practices and personal development 1.7 conducted self-assessment is planned 1.8 identified and documented skills and knowledge gaps 1.9 ensured participation in professional networks 1.10 used and maintained emerging technology 1.11 identified evidence requirements to prove competency 1.12 completed technical competency certification
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Characteristics of a professionals 2.2 Organization's goals and objectives 2.3 Professional techniques and strategies 2.4 Organizational and legal requirements 2.5 Development and trends in TVET policy and environment 2.6 personal development plan 2.7 Sources of competency standards documents 2.8 Relevant skills sector in Bangladesh 2.9 Development opportunities for personal learning style 2.10 Currency of professional practice 2.11 Professional networks 2.12 Self-Assessment techniques. 2.13 Technical upskilling opportunities. 2.14 Evidence gathering methods.
3. Underpinning Skills	<ul style="list-style-type: none"> 3.1 Recognising Characteristics of a professionals 3.2 Maintaining consistent personal performance with the organization's goals and objectives 3.3 Maintaining ethical and inclusive practices 3.4 Assessing personal skills and knowledge 3.5 Identifying and used feedback from colleagues and clients 3.6 Determining Impact of development and trends on the professional practices and personal development 3.7 Conducting self-assessment is planned 3.8 Identifying and documented skills and knowledge gaps 3.9 Ensuring participation in professional networks 3.10 Using and maintained emerging technology 3.11 Identifying evidence requirements to prove competency 3.12 Completing technical competency certification
4. Required Attitude	<ul style="list-style-type: none"> 4.1 Commitment to occupational safety and health 4.2 Environmental concerns 4.3 Tidiness and timeliness 4.4 Respect for rights of peers and seniors in workplace 4.5 Eagerness to learn 4.6 Promptness in carrying out activities 4.7 Sincere and honest to duties and responsibilities 4.8 Communication with peers, sub-ordinates and seniors in workplace.

5. Resource Implication	<p>The following resources must be provided:</p> <p>5.1 Computer hardware, facilities and relevant accessories of the computer</p> <p>5.2 Consumables materials to perform activities</p> <p>5.3 Required teaching aids</p> <p>5.4 Learning Materials</p>
6. Methods of Assessment	<p>Competencies could be assessed by:</p> <p>6.1 Written test</p> <p>6.2 Demonstration</p> <p>6.3 Oral questioning</p> <p>6.4 Portfolio</p>
7. Context of Assessment	<p>7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting</p> <p>7.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group</p> <p>7.3 Trainee must be assessed by BTEB certified assessor or BTEB approved person.</p>
<p>Accreditation Requirements</p> <p>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.</p> <p>Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.</p>	

Design and modify CBT learning materials and resources

Unit Title	Design and modify CBT learning materials and resources
Unit Code	TVTDES401A1
Unit Descriptor	This unit covers the knowledge, skills and attitude required to design and modify CBT learning materials and resources. It includes analyzing existing learning materials and relevant resources, adapting existing resources, developing new resources, reviewing learning materials and evaluating the design & development process.
Nominal Hours	40 hours
Elements of Competency	Performance Criteria <i>Bold and Italicized</i> terms are elaborated in the range of variables
1. Analyze existing learning materials and relevant resources	1.1 Existing learning materials and resources are collected and accessed. 1.2 <i>Learning outcomes</i> and <i>assessment criteria</i> of the existing learning materials are reviewed based on competency standard according to learning program requirements and specific needs of individual learners. 1.3 Existing learning materials and resources are, evaluated and assessed as per reviewed outcome for relevance and quality.
2. Adapt existing resources	2.1 Existing learning materials and resources are contextualised and modified to suit the learners need. 2.2 Draft learning materials and resources are reviewed with key stakeholders. 2.3 Draft learning materials and resources are adjusted to reflect the review outcomes.
3. Develop new resources	3.1 Format for designing Learning materials are collected and interpreted. 3.2 Relevant learning materials and resources are developed based on competency standard and set format. 3.3 Draft learning materials and resources are finalised and documented.
4. Review learning materials	4.1 Content of the developed materials is checked against content specifications. 4.2 Text, format and visual design are checked for clarity and focus. 4.3 Relevant personnel are identified and support is sought for the review and validation. 4.4 An external review is conducted using appropriate <i>methods, and feedback</i> is incorporated. 4.5 Final draft is reviewed against the brief and other relevant criteria prior to delivery to the client.
5. Evaluate the design and development process	5.1 The design and development process is reviewed against appropriate <i>evaluation criteria</i> . 5.2 Identified improvements are documented for future intervention.
Range of Variables	
Variable	Range (May include but not limited to:)
1. Learning outcomes	1.1 what the trainer will know or be able to do by the end of a defined training period

2. Assessment criteria	2.1 Standard of performance 2.2 Work process/steps 2.3 Working specification 2.4 Specific skills, knowledge and attitudes to be assessed.
3. Methods, and feedback	3.1 Evaluation by experts 3.2 Pilot 3.3 Focus groups 3.4 Questionnaires 3.5 Checklists 3.6 Workshops 3.7 Telephone interview
4. Evaluation criteria	4.1 Meeting the brief 4.2 Satisfaction of the client 4.3 Timelines 4.4 Cost 4.5 Design issues / modifications required 4.6 Blockages and responses 4.7 Team effectiveness / cohesion 4.8 Level of expertise required / available
Evidence Guide The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:	
1. Critical Aspects	The assessment required evidence that the candidate: 1.1 verified and analyzed the competency standard 1.2 finalized new learning materials and resources 1.3 evaluated existing learning materials and resources 1.4 adapted existing resources 1.5 collected and interpreted format for designing learning materials 1.6 checked content of the developed materials against content specifications 1.7 incorporated an external review is conducted using appropriate methods, and feedback 1.8 evaluated the design and development process
2. Underpinning knowledge	2.1 Learning outcomes and assessment criteria 2.2 Process of evaluation and assessment existing learning materials and resources 2.3 Understand format for designing Learning materials 2.4 Technique of reviewing learning materials 2.5 Relevant policy, legal requirements, codes of practice and national standards 2.6 Interpret required competency about relevant subject.
3. Underpinning Skills	3.1 Collecting and accessing existing learning materials and resources 3.2 Modifying training resources and aid. 3.3 Evaluating existing learning materials and resources 3.4 Reviewing draft learning materials and resources 3.5 Interpreting format for designing learning materials 3.6 Developing relevant learning materials and resources 3.7 Checking content of the developed materials

	3.8 Reviewing final draft 3.9 Evaluating the design and development process
4. Required Attitude	4.1 Commitment to occupational safety and health 4.2 Environmental concerns 4.3 Tidiness and timeliness 4.4 Respect for rights of peers and seniors in workplace 4.5 Eagerness to learn 4.6 Promptness in carrying out activities 4.7 Sincere and honest to duties and responsibilities 4.8 Communication with peers, sub-ordinates and seniors in workplace
5. Resource Implication	The following resources must be provided: 5.1 Computer hardware, facilities and relevant accessories of the computer 5.2 Consumables materials to perform activities 5.3 Required teaching aids 5.4 Learning materials
6. Methods of Assessment	Competencies could be assessed by: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio
7. Context of Assessment	7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting 7.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group 7.3 Trainee must be assessed by BTEB certified assessor or BTEB approved person.
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.	

Organise competency-based training sessions

Unit Title	Organise competency-based training session
Unit Code	TVTDEL 403A1
Unit Descriptor	This unit covers the knowledge, skills and attitude required to organise competency-based training session. It includes Identifying training requirements of trainees, modifying instructional materials, preparing programme delivery & relevant session plan and arranging learning-teaching resources.
Nominal Hours	20 hours
Elements of Competency	Performance Criteria <i>Bold and Italicized</i> terms are elaborated in the range of variables
1. Identify training requirements of trainees	1.1 <i>Curriculum document</i> is reviewed and analyzed. 1.2 Trainees' current competencies are identified and compared with competencies to be attained. 1.3 Results of comparison is used to determine training requirements where necessary. 1.4 Learning outcomes and assessment activities are refined according to trainees' training requirements. 1.5 Training requirements are discussed and validated with <i>appropriate people</i> where necessary.
2. Modify instructional materials	2.1 New requirements of <i>learning materials</i> are identified. 2.2 <i>Instructional materials</i> are revised focusing on the trainees need. 2.3 Instructional materials are revised and incorporated in such a way that text and illustration are clear, legible and appropriate to the <i>trainee's characteristics</i> and requirements. 2.4 Instructional materials are revised and incorporated in such a way that Language, style and format of the materials are appropriate to the trainee's characteristics and requirements.
3. Prepare program delivery plan and relevant session plan	3.1 <i>Program delivery</i> plan is developed outlining all the sessions and relevant timeframes required. 3.2 Training delivery modes appropriate for the training are outlined. 3.3 Sequence of training activities are determined based on elements within competency standards. 3.4 <i>Session plan</i> for each session of the learning program are developed and finalized.
4. Arrange learning and teaching resources	4.1 A checklist for the resources required for the training is developed. 4.2 Required resources are checked for availability. 4.3 Relevant learning materials is selected and prepared according to the need of the session. 4.4 Appropriate training locations/venue are identified and arranged according to training needs. 4.5 Training resource and aids requirements are documented and access is arranged in accordance with organization procedures and appropriate staff.
Range of Variables	
Variable	Range (May include but not limited to:)

1. Curriculum document	1.1 Competency standards 1.2 The name and number of the module and/unit of competency 1.3 Nominal delivery hours 1.4 A general description of the purpose of the module and/or unit of competency 1.5 Any prerequisite knowledge and skills 1.6 Content 1.7 Assessment method 1.8 A detailed description of the learning outcomes that learners are expected to achieve, including each of the assessment criteria 1.9 A description of how the module and /or unit of competency might be delivered.
2. Appropriate people	2.1 Trainers, Teachers and Assessors. 2.2 Supervisors/ or trainees' employers. 2.3 Participant Trainee/Learner who is advanced in skill. 2.4 Experts in the Trainees Trade Areas. 2.5 Government Regulatory bodies. 2.6 Consultative Committees. 2.7 Training Providers, employers and human resources departments. 2.8 Assessors/Assessment Centers.
3. Learning materials	3.1 CBLM 3.2 Website information 3.3 Handouts 3.4 e-book
4. Instructional materials	4.1 Non-print and print-based materials 4.2 Information/operation/job sheet 4.3 Learning guide. 4.4 Self-check / performance check list. 4.5 Model answer.
5. Trainee's characteristics	5.1 Age 5.2 Gender 5.3 Learning style 5.4 Religion 5.5 Culture 5.6 Ethnicity
6. Program delivery	6.1 Content of sessions as specified in the session plans 6.2 Individual/group learning objectives or outcomes for the segment of the learning program to be addressed 6.3 Identify delivery techniques to be used to cater for a range of learning styles 6.4 Learning resources, learning materials and learning activities to be used in sessions 6.5 Number of learners and their specific support requirements other resource requirements 6.6 Osh considerations, including: <ul style="list-style-type: none"> 3.6.1 safety requirements 3.6.2 emergency procedures 3.6.3 timelines/duration of activities within sessions
7. Session plan	7.1 Introductions 7.2 Outline of objectives/content to be addressed 7.3 Ice breakers to be used

	7.4 Delivery methods for each part of the session 7.5 Plan of learning activities to be used within the session 7.6 Timelines/duration for each learning activity 7.7 Formative assessment points/opportunities 7.8 Demonstration and practice session 7.9 Feedback 7.10 Link to the next session 7.11 Learning resources required 7.12 Summary/overview/wrap up.
Evidence Guide The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:	
1.Critical Aspects	The assessment required evidence that the candidate: 1.1 reviewed and analyzed curriculum document 1.2 identified trainees' current competencies 1.3 validated training requirements. 1.4 developed program delivery plan. 1.5 Identified relevant delivery method, training activities and training delivery modes. 1.6 identified and organized resources required for the training session. 1.7 prepared checklist for the resource required.
2.Underpinning knowledge	2.1 Knowledge on competency-based curriculum documents and learning materials 2.2 Characteristics and needs of individual learners in the group 2.3 Knowledge on program delivery and session delivery plan 2.4 Knowledge on organizing learning materials and resources 2.5 Sound knowledge of learning principles 2.6 Sound knowledge of learner styles 2.7 organizational record-management systems and reporting requirements 2.8 Knowledge on competency-based assessment methods and instruments 2.9 policies and procedures relevant to the learning environment 2.10 Knowledge on Occupational Safety and Health issues for organizing competency-based training.
3.Underpinning Skills	3.1 Analyzing trainees training requirements skills 3.2 Developing session and delivery plan 3.3 Modifying training resources and aid 3.4 Developing formative assessment plan 3.5 Organizing skills 3.5.1 Training organizing delivery skills 3.5.2 Venue selection skills 3.5.3 Training resources organizing skills 3.6 Verbal and non-verbal communication skills

	3.7 Literacy skills 3.7.1 complete and maintain documentation 3.7.2 read and follow learning programs and plans 3.7.3 read and analyse learner information 3.8 Environmental management skills 3.9 Interpreting skills
4. Required Attitude	4.1 Commitment to occupational safety and health 4.2 Environmental concerns 4.3 Tidiness and timeliness 4.4 Respect for rights of peers and seniors in workplace 4.5 Eagerness to learn 4.6 Promptness in carrying out activities 4.7 Sincere and honest to duties and responsibilities 4.8 Communication with peers, sub-ordinates and seniors in workplace
5. Resource Implication	The following resources must be provided: 5.1 Computer hardware, facilities and relevant accessories of the computer 5.2 Consumables materials to perform activities 5.3 Required teaching aids 5.4 Learning Materials
6. Methods of Assessment	Competencies could be assessed by: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio
7. Context of Assessment	7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting 7.2 Assessment shall be observed while tasks are being under taken whether individually or in a group 7.3 Trainee must be assessed by BTEB certified assessor or BTEB approved person.
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.	

Deliver competency-based training

Unit Title	Deliver competency-based training
Unit Code	TVTDEL 402A1
Unit Descriptor	This unit covers the knowledge, skills and attitude required to deliver competency-based training. It includes arranging training facilities and aids, facilitating training session and reviewing & evaluating training session delivery.
Nominal Hours	40 hours
Elements of Competency	Performance Criteria <i>Bold and Italicized</i> terms are elaborated in the range of variables
1. Arrange training facilities and aids	1.1 Suitable training facilities and aids are collected considering the learner's requirements. 1.2 Training <i>facilities and aids</i> are used and ensured to cover all the senses and learning styles of the trainers. 1.3 <i>Learning principles</i> and reasonable adjustments are maintained.
2. Facilitate training session	2.1 CBT&A system is explained to the trainees. 2.2 Appropriate training methods are used based on the level and characteristics of the learners. 2.3 Training session is conducted according to <i>session plan</i> . 2.4 Trainees are assisted to achieve session outcomes providing enough time to participate in learning activities. 2.5 <i>Inappropriate behavior</i> of the trainee's learners is managed to ensure effective training learning. 2.6 Tasks and learning activities are monitored based on training plan. 2.7 Feedback is provided to improve learner's competence. 2.8 Trainee's records are maintained and stored according to institutional policy.
3. Review and evaluate training session delivery	3.1 Appropriate evaluation tools are used to collect information about your own performance. 3.2 Own performance is reviewed in collaboration with relevant people against stated/ predetermined criteria. 3.3 Recommendations are gathered and documented based on the outcomes of the review processes 3.4 Results of the training session evaluation are interpreted appropriately. 3.5 Adjustments on training session are made based on the results of evaluation.
Range of Variables	
Variable	Range (May include but not limited to:)
1. Facilities and aids	1.1 Computer/Laptop 1.2 Multimedia projector 1.3 Pointer 1.4 White board 1.5 Marker 1.6 Flip chart 1.7 CBLM 1.8 Audio-visual equipment
2. Learning principles	2.1 Learners have a range of life experience, so connecting learning to experience is meaningful

	2.2 Learners have need to be self-directing 2.3 Training needs to be learner-centered to engage learners 2.4 The learning process needs to support increasing learner independence 2.5 Emphasis on experimental and participative learning use of modelling 2.6 The learning process should reflect individual circumstances
3. Session plans	3.1 Introductions 3.2 Learning outcomes 3.3 Ice breaking 3.4 Delivery methods 3.5 Plan of learning activities 3.6 Timelines/duration for each learning activity 3.7 Demonstration and practice session. 3.8 Formative assessment 3.9 Learning resources 3.10 Feedback 3.11 Summarization/overview/wrap up 3.12 Link to next session
4. Inappropriate behavior	4.1 Violent or inappropriate language 4.2 Verbal or physical abuse or bullying 4.3 Insensitive verbal or physical behavior towards other learners or the trainer/facilitator, including cultural, racial, disability or gender-based insensitivities 4.4 Dominant or overbearing behavior 4.5 Disruptive behavior 4.6 Non-compliance with safety instructions.
Evidence Guide The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:	
1. Critical Aspects	The assessment required evidence that the candidate: 1.1 used and ensured training facilities and aids. 1.2 conducted training session according to session plan. 1.3 managed inappropriate behavior of the trainee's 1.4 maintained and stored trainee's records. 1.5 reviewed own performance 1.6 made adjustments on training session.
2. Underpinning knowledge	2.1 Competency-based curriculum documents and learning materials 2.2 Pre-assessment 2.3 Program delivery and session delivery plan 2.4 Learning principles 2.5 Learner styles 2.6 Characteristics and needs of individual learners in the group 2.7 Session plan. 2.8 Delivery methods and techniques 2.9 Inappropriate behavior

	2.10 Trainee's records 2.11 Evaluation process of training session
3. Underpinning Skills	3.1. Arranging training facilities and aids 3.2. Using training facilities and aids 3.3. Using appropriate training methods. 3.4. Preparing session plan. 3.5. Conducting session 3.6. Providing feedback 3.7. Maintaining learner record 3.8. Using evaluation tools 3.9. Summarizing the session
4. Required Attitude	4.1 Commitment to occupational safety and health 4.2 Environmental concerns 4.3 Tidiness and timeliness 4.4 Respect for rights of peers and seniors in workplace 4.5 Eagerness to learn 4.6 Promptness in carrying out activities 4.7 Sincere and honest to duties and responsibilities 4.8 Communication with peers, sub-ordinates and seniors in workplace
5. Resource Implication	The following resources must be provided: 5.1 Computer hardware, facilities and relevant accessories of the computer 5.2 Consumables materials to perform activities 5.3 Required teaching aids 5.4 Learning Materials
6. Methods of Assessment	Competencies could be assessed by: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio
7. Context of Assessment	7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting 7.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group 7.3 Trainee must be assessed by BTEB certified assessor or BTEB approved person.
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.	

Design competency-based assessment

Unit Title	Design competency-based assessment
Unit Code	TVTASL401A1
Unit Descriptor	This unit covers the knowledge, skills and attitude required to design competency-based assessment. It includes determining the focus of the assessment tools/instruments, planning & organizing assessment processes and documenting the assessment plan.
Nominal Hours	20 hours
Elements of Competency	Performance Criteria <i>Bold and Italicized</i> terms are elaborated in the range of variables
1. Determine the focus of the assessment tools/instruments	1.1 Purpose and <i>context of assessment</i> are identified and confirmed according to legal, organizational and ethical requirements. 1.2 The relevant competency standard/criteria for assessment are accessed and interpreted. 1.3 Evidence requirements are established to demonstrate competence. 1.4 Trainee's assessment needs are identified and clarified.
2. Plan and organize assessment processes	2.1 Documentation is accessed and interpreted to support planning and implementation of the assessment process. 2.2 Assessment methods and types of assessment tools are finalized according to the rules of evidence and principles of assessment. 2.3 Required material and physical resources are identified and documented. 2.4 Roles and responsibilities of concern involved person in the assessment process are clarified and documented. 2.5 Timelines and time periods are determined for evidence collection. 2.6 Assessment arrangements information are confirmed with relevant personnel.
3. Document the assessment plan	3.1 Types of evidence needed to demonstrate competence, according to the <i>rules of evidence</i> are documented. 3.2 <i>Assessment methods</i> are documented which will support the collection of defined evidence. 3.3 Evidence requirements for units of competency are mapped and documented. 3.4 Documented <i>assessment evidence plan</i> is confirmed with relevant personnel.
Range of Variables	
Variable	Range (May include but not limited to:)
1. Context of assessment	1.1. Physical environment 1.2. Social environment 1.3. Relationship between units of competency and candidate's workplace 1.4. Time period over which assessment takes place
2. Rules of evidence	2.1 Valid 2.2 Sufficient 2.3 Authentic 2.4 Current

	2.5 Consistent 2.6 Recent
3. Assessment methods	3.1. Written test 3.2. Demonstration 3.3. Oral questioning 3.4. Portfolio 3.5. Review of product 3.6. Third party report 3.7. Evidence documents
4. Assessment evidence plan	4.1 Purpose and aims of assessment 4.2 Context of assessment 4.3 Relevant benchmarks for assessment 4.4 What, when, where and how assessment is take place
Evidence Guide The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:	
1. Critical Aspects	The assessment required evidence that the candidate: 1.1 identified and confirmed context of assessment 1.2 accessed the relevant competency standard 1.3 conformed evidence requirement 1.4 identified and clarified trainee's assessment needs 1.5 finalized assessment methods and types of assessment tools. 1.6 determined timelines and time periods. 1.7 mapped and documented evidence requirements for units of competency. 1.8 confirmed documented assessment evidence plan 1.9 confirmed assessment record keeping and reporting arrangements
2. Underpinning knowledge	2.1 Planning concept 2.2 Competency-based curriculum documents and learning materials 2.3 Characteristics and needs of individual learners in the group 2.4 Organizational record-management systems and reporting requirements 2.5 Competency-based assessment methods 2.6 Occupational Safety and Health issues and remedy plan.
3. Underpinning Skills	3.1. Planning for formative assessment 3.2. Planning for summative assessment. 3.3. Mapping competency standard for designing assessment tools. 3.4. Organizing assessment workshop plan.
4. Required Attitude	4.1 Commitment to occupational safety and health 4.2 Environmental concerns 4.3 Tidiness and timeliness 4.4 Respect for rights of peers and seniors in workplace 4.5 Eagerness to learn 4.6 Promptness in carrying out activities

	4.7 Sincere and honest to duties and responsibilities 4.8 Communication with peers, sub-ordinates and seniors in workplace
5. Resource Implication	The following resources must be provided: 5.1 Computer hardware, facilities and relevant accessories of the computer 5.2 Consumables materials to perform activities 5.3 Required teaching aids 5.4 Learning Materials
6. Methods of Assessment	Competencies could be assessed by: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio
7. Context of Assessment	7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting 7.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group 7.3 Trainee must be assessed by BTEB certified assessor or BTEB approved person.
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.	

Develop competency-based assessment tool

Unit Title	Develop competency-based assessment tool
Unit Code	TVTASL403A1
Unit Descriptor	This unit covers the knowledge, skills and attitude required to develop competency-based assessment tool. It includes establishing evidence requirements, determining suitable assessment methods, preparing assessment tools and validating assessment tools.
Nominal Hours	40 hours
Elements of Competency	Performance Criteria <i>Bold and Italicized</i> terms are elaborated in the range of variables
1. Establish evidence requirements	1.1. Required consumable items and equipment's are arranged. 1.2. Competency standards and curriculum are identified. 1.3. Relevant unit(s) of competency are read and interpreted. 1.4. <i>Required evidence</i> are identified covering all unit of competency. 1.5. Evidence matrix are prepared to identify the method of assessment.
2. Determine suitable assessment methods	2.1 Suitable <i>assessment methods</i> are identified that are consistent with the evidence requirements. 2.2 <i>Types of assessment questions</i> are decided considering the qualification levels to be assessed. 2.3 Evidence guide and relevant assessment guidelines are accessed and used. 2.4 Assessment methods are selected which are appropriate for the competency being assessed and in line with the <i>purpose and assessment context</i> .
3. Prepare assessment tools	3.1 Standard format of the assessment tools is followed. 3.2 <i>Units of competency</i> are considered and incorporated during the tool's development. 3.3 Assessment tools are prepared in accordance with the advice provided in the relevant assessment guidelines. 3.4 Clear and concise written instructions and materials are prepared for the assessor and the candidate which accurately describe the assessment activity. 3.5 Assessment tools are checked considering <i>principles of competency-based assessment</i> . 3.6 Safety and security of the tools are ensured by the developers maintaining moral and ethical point of views.
4. Validate assessment tools	4.1 Draft assessment tools are checked against <i>evaluation criteria</i> and amended. 4.2 Assessment tools are pilot tested with a small sample of assessors and industry practitioners. 4.3 Information gathered through the validation are analyzed to establish any changes that maybe required. 4.4 Assessment tools are finalized incorporating suggested changes.
Range of Variables	
Variable	Range (May include but not limited to:)
1. Required evidence	1.1 Answer scripts of written test 1.2 Observation checklist 1.3 Oral questioning checklist 1.4 Attitudinal checklist 1.5 Actual product 1.6 Assessment document 1.7 Portfolio 1.8 Third party report
2. Assessment Methods	2.1 Written Test

	2.2 Demonstration 2.3 Oral questioning 2.4 Portfolio
3. Types of assessment questions	3.1 Multiple choice 3.2 True/false 3.3 Completion/Fill in the blanks 3.4 Matching items 3.5 Short answer 3.6 Restricted essay 3.7 Extended essay 3.8 Oral
4. Purpose of assessment Context	4.1. Certify that an individual has achieved competency 4.2. Recruit and select trainees for a job 4.3. Monitor individual performance at work 4.4. Determine training needs 4.5. Conduct skills test
5. Units of competency	5.1 Generic 5.2 Sector specific 5.3 Occupation specific
6. Principle of competency-based assessment.	6.1 Validity 6.2 Reliability 6.3 Flexibility 6.4 Fairness
7. Evaluation criteria	7.1 Effectiveness and relevance to the competency standards 7.2 Whether the assessment tool: <ul style="list-style-type: none"> 7.2.1 meets the principles of assessment 7.2.2 meets the rules of evidence 7.2.3 select assessment methods 7.2.4 appropriate to the target group/assessment context 7.2.5 provides guidance on reasonable adjustments 7.2.6 enables the candidate to demonstrate current competency
Evidence Guide The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:	
1. Critical Aspects	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> 1.1 identified evidence requirements 1.2 prepared evidence plan matrix 1.3 identified assessment methods 1.4 decided appropriate types of assessment questions 1.5 selected evidence to be used for the assessment 1.6 accessed and used evidence guide and relevant assessment guidelines 1.7 checked assessment tools against evaluation criteria and amended 1.8 ensured safety and security of the assessment tools by the developers maintaining moral and ethical point of views
2. Underpinning knowledge	2.1 Interpret competency standards, including components of competency and dimensions of competency 2.2 Types of evidence and rules of evidence. 2.3 Purposes and contexts of assessment and the implications of

	<p>these for the person being assessed.</p> <p>2.4 Types of assessment methods,</p> <p>2.5 Suitability for gathering various types of evidence.</p> <p>2.6 Types of assessment tools</p> <p>2.7 Legal or ethical responsibilities associated with the assessment system and assessment procedures</p>
3. Underpinning Skills	<p>3.1 Operating word processing and relevant software</p> <p>3.2 Setting questions and questionnaires</p> <p>3.3 Designing assessment tools and methodology</p> <p>3.4 Maintaining strong ethical and moral willingness and confidentiality.</p>
4.Required Attitude	<p>4.1 Commitment to occupational safety and health</p> <p>4.2 Environmental concerns</p> <p>4.3 Tidiness and timeliness</p> <p>4.4 Respect for rights of peers and seniors in workplace</p> <p>4.5 Eagerness to learn</p> <p>4.6 Promptness in carrying out activities</p> <p>4.7 Sincere and honest to duties and responsibilities</p> <p>4.8 Communication with peers, sub-ordinates and seniors in workplace</p>
5.Resource Implication	<p>The following resources must be provided:</p> <p>5.1 Computer hardware, facilities and relevant accessories of the computer</p> <p>5.2 Consumables materials to perform activities</p> <p>5.3 Required teaching aids</p> <p>5.4 Learning Materials</p>
6. Methods of Assessment	<p>Competencies could be assessed by:</p> <p>6.1 Written test</p> <p>6.2 Demonstration</p> <p>6.3 Oral questioning</p> <p>6.4 Portfolio</p>
7. Context of Assessment	<p>7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting</p> <p>7.2 Assessment shall be observed while tasks are being under taken whether individually or in a group</p> <p>7.3 Trainee must be assessed by BTEB certified assessor or BTEB approved person.</p>
<p>Accreditation Requirements</p> <p>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.</p> <p>Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.</p>	

Organise and conduct competency-based assessment

Unit Title	Organise and conduct competency-based assessment
Unit Code	TVTASL402A1
Unit Descriptor	This unit covers the knowledge, skills and attitude required to organising and conduct competency-based assessment. It includes preparing the assessment venue, preparing the candidate, conducting assessment, gathering evidence, making the assessment decision, recording and reporting assessment decision and providing feedback to the candidates.
Nominal Hours	30 hours
Elements of Competency	Performance Criteria <i>Bold and italicized</i> terms are elaborated in the range of variables
1. Prepare the assessment venue	<p>1.1 Requirements for conducting assessment in <i>assessment venue</i> are identified and arranged in accordance with relevant evidence guide.</p> <p>1.2 Required tools, equipment, machines and materials are made available specified in the evidence guide and assessment tools.</p> <p>1.3 <i>Resources</i> are checked and arranged within safe and accessible assessment environment.</p> <p>1.4 Cost of assessment and assessment process are checked to ensure compliance with organization procedures.</p> <p>1.5 Appropriate personnel are informed for the assessment activity in line with institution policy and procedure.</p> <p>1.6 Assessment plan is interpreted and organizational/ legal/ethical requirements are confirmed for conducting assessment with relevant people.</p>
2. Prepare the candidate	<p>2.1 Details of the assessment plan and the assessment process are explained.</p> <p>2.2 <i>reasonableadjustment</i>, re-assessment and appeals are discussed and clarified with the trainee, including opportunities for assessment.</p> <p>2.3 <i>Context and purpose of assessment</i> are explained to candidates in line with the requirements of the relevant assessment guidelines.</p> <p>2.4 Legal and ethical responsibilities associated with the assessment are explained to the candidate in line with the requirements of the relevant assessment guidelines.</p> <p>2.5 Information is conveyed using verbal and non-verbal language which promote a supportive assessment environment.</p> <p>2.6 The competency to be assessed and evidence to be collected are clearly explained to the candidate.</p>
3. Conduct assessment	<p>3.1 Assessment tools are collected and used in accordance with the level and number of learners.</p> <p>3.2 Reasonable adjustments are ensured as and when required.</p> <p>3.3 Conduct assessment and gather evidence using the assessment tools specified in the assessment plan.</p> <p>3.4 Current competencies and prior learning are determined</p>

	and credited/recognized according to the standard. 3.5 Characteristics and profile of learners are documented.
4. Gather evidence	4.1 Principles of assessment and the rules of evidence are applied in gathering assessment evidence. 4.2 Agreed assessment methods and instruments are used to determine competency. 4.3 Reasonable adjustment is incorporated in the evidence gathering procedures in line with the assessment guidelines. 4.4 Evidence is gathered using specified assessment method in the relevant evidence guide. 4.5 Gathered evidence are documented in accordance with relevant assessment tools and assessment guide.
5. Make the assessment decision	5.1 Collected evidence is examined and assessment decision is made in line with agreed assessment plan. 5.2 The evidence is evaluated in terms of the rules of evidence and dimensions of competency. 5.3 Clear and constructive feedback is provided to the trainee regarding the assessment decision.
6. Record and report assessment decision	6.1 Assessment results are recorded in accordance with approved record keeping guidelines of the organization. 6.2 Records of the assessment procedure, evidence collected and confidentiality of assessment outcomes is maintained as per the approved policy guideline of the organisation. 6.3 Issuing of certificates is organized in line with approved policy guidelines of the organisation.
7. Provide feedback to the candidate's	7.1 Clear and constructive feedback on the assessment decision is given to the candidate in line with the relevant assessment guidelines. 7.2 Ways of overcoming any gaps in competency are explored with the candidate. 7.3 The candidate is advised of available reassessment in line with organizational policy and procedures. 7.4 Any assessment decision disputed by the candidate is recorded and reported promptly to appropriate personnel in line with organizational policy and procedures.
Range of Variables	
Variable	Range (May include but not limited to:)
1. Assessment venue	1.1. Workplace 1.2. Registered training organization (RTO) 1.3. Assessment center
2. Resources	2.1 Competency standards 2.2 Assessment tools 2.3 Tools, equipment and machine 2.4 Personal protective equipment (PPE) 2.5 Venue 2.6 Adaptive technologies
3. Reasonable adjustments	3.1 Language, literacy and numeracy requirements 3.2 Adaptive technology or special equipment 3.3 Flexible assessment sessions 3.4 Adjustments to the physical environment 3.5 Assessment methods and tools 3.6 Age and gender

	3.7 Cultural beliefs, traditional practices and religious observances
4. Context and purpose of assessment	4.1 Certify that an individual has achieved competency 4.2 Recruit and select trainees for a job 4.3 Monitor individual performance at work 4.4 Determine training needs 4.5 Conduct skills assessment 4.6 Recognise prior learning 4.7 Classify a person against industry 4.8 Provide feedback on progress during training
5. Principles of assessment	5.1 Fair 5.2 Valid 5.3 Reliable 5.4 Flexible
6. Rules of evidence	6.1 Valid 6.2 Sufficient 6.3 Authentic 6.4 Current 6.5 Consistent 6.6 Recent
7. Assessment methods	7.1. Written test 7.2. Demonstration 7.3. Oral questioning 7.4. Portfolio 7.5. Review of product 7.6. Third party report 7.7. Evidence documents
8. Evidence	8.1 Direct evidence 8.2 Indirect evidence
9. Record keeping	9.1 Forms designed for the specific assessment result 9.2 Checklist for recording 9.3 Observation / process 9.4 Combination of the above
Evidence Guide The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:	
1. Critical Aspects	The assessment required evidence that the candidate: 1.1 oriented the trainee 1.2 conducted assessment in accordance with competency requirements and assessment guidelines 1.3 evaluated gathered evidences and making sound decision 1.4 recorded assessment results in accordance with the approved assessment guidelines and record keeping procedures 1.5 recorded and reported assessment outcomes 1.6 provided feedback to the trainee including advise on ways of meeting training needs/gaps identified through the assessment
2. Underpinning knowledge	2.1 Prepare the assessment venue

	2.2 Use of Resources 2.3 Assessment plan 2.4 Reasonable adjustment 2.5 Context and purpose of assessment 2.6 Evidence gathering process, method and tools 2.7 Rules of evidence and dimensions of competency 2.8 Principles of assessment 2.9 Assessment criteria 2.10 Process of conduct assessment and gathered evidence 2.11 Learners Characteristics and profile documentations process. 2.12 Process of feedback. 2.13 Record keeping guidelines
3. Underpinning Skills	3.1 Preparing venue. 3.2 Making available required tools, equipment, machines and materials 3.3 Checking Resources. 3.4 Discussing reasonable adjustment re-assessment and appeals. 3.5 Explaining legal and ethical responsibilities associated with the assessment. 3.6 Collecting assessment tools 3.7 Communicating required message to the trainee 3.8 gathering evidence, recording assessment results and reporting on the conducting of assessment 3.9 Applying of various assessment methods 3.10 Evaluating evidences and making assessment decision 3.11 Building rapport with assesses and assessment center personnel. 3.12 providing constructive and supportive feedback
4. Required Attitude	4.1 Commitment to occupational safety and health 4.2 Environmental concerns 4.3 Tidiness and timeliness 4.4 Respect for rights of peers and seniors in workplace 4.5 Eagerness to learn 4.6 Promptness in carrying out activities 4.7 Sincere and honest to duties and responsibilities 4.8 Communication with peers, sub-ordinates and seniors in workplace
5. Resource Implication	The following resources must be provided: 5.1 Assessment Package (relevant competency Standard, forms, agreement sheets, instruction sheets etc.) 5.2 Computer hardware, facilities and relevant accessories of the computer 5.3 Consumables materials to perform activities
6. Methods of Assessment	Competencies could be assessed by: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio
7. Context of Assessment	7.1. Competencies must be assessed in an accredited training center/assessment center or in an actual

	<p>workplace or in a simulated workplace setting</p> <p>7.2. Assessment shall be observed while tasks are being under taken whether individually or in a group</p> <p>7.3. Trainee must be assessed by BTEB certified assessor or BTEB approved person.</p>
<p>Accreditation Requirements</p> <p>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.</p> <p>Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.</p>	

Units of Competency for CBT&A Methodology Trainers & Assessors, Level- 5

Conduct training needs analysis (TNA)

Unit Title	Conduct training needs analysis (TNA)
Unit Code	TVTTAS501A1
Unit Descriptor	This unit covers the knowledge, skills and attitude required to conduct training needs analysis (TNA). It includes identifying organizational/client needs, developing instruments for training needs analysis, administering training needs analysis, analysing TNA results, preparing report and providing advice & recommendation.
Nominal Hours	40 hours
Elements of Competency	Performance Criteria <i>Bold and Italicized</i> terms are elaborated in the range of variables
1. Identify organizational/ client needs	1.1 <i>Clients objectives and expectations</i> are identified through discussion with <i>clients</i> . 1.2 <i>Organizational requirements</i> are verified. 1.3 Issues are identified to be addressed. 1.4 TNA respondents / target group is established based on objectives and requirements. 1.5 <i>Resources</i> are identified and verified according to organizational requirements.
2. Develop instruments for training needs analysis	2.1 Reliable and appropriate <i>methods for collecting information and data</i> are selected. 2.2 Information and data on current emerging and future training needs and research plan is developed and finalized with <i>concern persons</i> . 2.3 TNA instruments are prepared according to prescribed format. 2.4 TNA instruments are validated.
3. Administer training needs analysis	3.1 Orientation regarding TNA is conducted. 3.2 Instruments are disseminated to the identified respondents. 3.3 Filled up TNA instruments are gathered in accordance with selected procedures appropriate method.
4. Analyse TNA results	4.1 Information is analyzed using reliable and valid <i>data analysis methods</i> . 4.2 Skill gaps are determined that can be addressed through training or other intervention. 4.3 Conclusions on training needs are prepared and supported by evidence and consistent with research objectives.
5. Prepare report	5.1 Conclusions on training needs are disseminated to the clients. 5.2 Clients are provided with <i>options</i> for meeting identified training needs. 5.3 Report is prepared on training needs.
6. Provide advice and recommendation	6.1 Clients are provided with clear <i>advice and recommendations</i> . 6.2 Feedback and comments are obtained with suitable and sufficient advice. 6.3 Recommendations are recorded and applied in future planning if required. 6.4 Final report is completed and presented to the client.
Range of Variables	
Variable	Range (May include but not limited to:)
1. Clients	1.1 Internal or external client 1.2 Enterprise

	1.3 Industrysector 1.4 Professionalassociation 1.5 Communityorganization 1.6 Governmentorganization
2. Client objectivesand Expectations	2.1 Focusonindividualtraineeobjectives: 2.1.1 newskills 2.1.2 specific competencies 2.1.3 targetqualifications 2.1.4 career advancement 2.2 Focusonproductivityimprovement 2.3 Focusonadministrativeandrecordsmanagementsystem 2.4 Focusonsatisfyinglegislativeorgovernmentregulatory requirements 2.5 Involvespecificlearningsupportsystems 2.6 Reflectindividualizedorganizationaltrainingandskill requirements 2.7 Beaffectedbynationalpolicyandfundingparameters
3. Organizational requirements	3.1 Goals, objectives, plans, systems and processes 3.2 Legal and organizational Policy/guidelines and requirements 3.3 Recording and reporting procedures 3.4 Business and performance plans 3.5 Occupational health and safety policies, procedures and programmes
4. Resources	4.1 People 4.2 Finances 4.3 Business/organizational needs 4.4 Equipment and technology 4.5 Analyzing software
5. Methods for collecting information and data	5.1 Surveys, interviews, discussions, focus groups 5.2 Observations of personnel at work 5.3 Accessing relevant government legislation, policies and practices 5.4 Analysing industry and/or enterprise skills audit reports 5.5 Analysing human resource management records/performance management records 5.6 Reviewing industry publications or reports 5.7 Job and task analysis 5.8 Analysing assessment and/or training records
6. Concern persons	6.1 Clients 6.2 Employees 6.3 Governmentagencies 6.4 Managers/supervisors 6.5 Trainingandassessmentcoordinators 6.6 Industrygroup/association 6.7 Employer/employee representatives 6.8 Externalconsultants
7. Data analysis methods	7.1 Qualitative/quantitative analysis 7.2 Feedback on results 7.3 Review of previous research 7.4 Peers review 7.5 Data sampling 7.6 Statistical analysis
8. Options	8.1 Developing in-house capacity to meet identified needs

	8.2 Identifying training and/or assessment organizations to meet needs 8.3 Identifying specific units of competency, qualifications/ courses to meet needs 8.4 Consultancy services 8.5 Timelines 8.6 Urgency
9. Advice and recommendations.	9.1 Short-term and/or long-term recommendations 9.2 Specified outcomes and strategies 9.3 Resource requirements 9.4 Provision of training and/or assessment services 9.5 Design or review of training programmes 9.6 Contextualization of competency standards to meet client goals 9.7 Administrative and management systems 9.8 Performance management systems 9.9 Training and professional development principles 9.10 Reporting and accountability requirements and processes
Evidence Guide The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:	
1. Critical Aspects	Assessment requires evidence that the candidate: 1.1 identified objectives, expectations and other requirements for conducting the study 1.2 identified appropriate study method 1.3 developed instruments for TNA 1.4 gathered data and analysed information using valid analysis method 1.5 prepared report with recommendations
2. Underpinning knowledge	2.1 National Technical and Vocational Qualification Framework (NTVQF) and its relevant levels 2.2 Competency standards and training packages/courses available 2.3 Industry and enterprise knowledge 2.4 Relevant assessment and training strategies 2.5 Client's organisation's culture and expectations 2.6 Underpinning knowledge and skills to be required in the industry 2.7 Changes likely to impact on the industry/sector and training implications of the changes 2.8 Range of evaluation and research methodologies (literature research, job/task analysis, interview techniques, etc.) 2.9 Principles of intellectual property 2.10 Ways to give credit when using other's ideas or work 2.11 Training and development strategies 2.12 Data retrieval and interpretation system (training needs analysis, functional analysis) 2.13 Policy, legislations, codes of practice and competency standards 2.14 Statistical analysis
3. Underpinning Skills	3.1 Research skills 3.2 Literacy skills 3.3 Integrative skills 3.4 Observation skills

	3.5 Communicationskills 3.6 Interpersonalskills 3.7 Numericalskills 3.8 Negotiationandfacilitationskills 3.9 Problem-solvingskills
4.Required Attitude	4.1 Commitment to occupational safety and health 4.2 Environmental concerns 4.3 Tidiness and timeliness 4.4 Respect for rights of peers and seniors in workplace 4.5 Eagerness to learn 4.6 Promptness in carrying out activities 4.7 Sincere and honest to duties and responsibilities 4.8 Communication with peers, sub-ordinates and seniors in workplace
5.Resource Implication	The following resources must be provided: 5.1 Computer hardware, facilities and relevant accessories of the computer, 5.2 Materials, consumables to perform activities
6. Methods of Assessment	Competencies could be assessed by: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio
7. Context of Assessment	7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting 7.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group 7.3 Trainee must be assessed by BTEB certified assessor or BTEB approved person.
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.	

Design and develop competency-based training programmes

Title	Design and develop competency-based training programmes
Unit Code	TVTDES501A1
Unit Descriptor	This unit covers the knowledge, skills and attitude required to design and develop competency-based training programmes. It includes identifying the scope of the training programmes, designing training programmes outline, developing training programmes contents and assessment criteria, evaluating designed training programmes and reviewing designed training programmes
Nominal Hours	30 hours
Elements of Competency	Performance Criteria <i>Bold and Italicized</i> terms are elaborated in the range of variables
1. Identify scope of training programmes	1.1 Purpose of training programme is clarified with <i>key stakeholders</i> . 1.2 Type and <i>scope of training programmes</i> are ascertained. 1.3 Competency standards and/or relevant <i>training specifications</i> are accessed based on existing training programme. 1.4 Training environment, operational resources and learner characteristics required to develop training programme are identified and considered.
2. Design training programmes outline	2.1 Training programmes outcomes are formulated based on training needs analysis 2.2 Time frames are allocated based on learning outcomes depending on learner characteristics 2.3 Learning outcomes are formulated to meet programmes outcomes 2.4 Training approaches are decided based on training needs analysis 2.5 <i>Resources required</i> for training are determined based on learning outcome and learner characteristics. 2.6 Training components and learning outcomes are sequenced to meet programmes outcomes. 2.7 Training programmes costs are estimated according to training programmes outline.
3. Develop training programmes contents and assessment criteria	3.1 Subject matters are determined based on learning outcomes. 3.2 Subject matters are sequenced considering the principles of teaching and learning process and learning outcomes. 3.3 <i>Delivery strategies</i> , required <i>assessment methods</i> and <i>instruments</i> for training programme are determined and confirmed. 3.4 Assessment and certification criteria are determined according to criterion reference method. 3.5 Completed learning programme is documented in line with <i>organizational and national qualifications requirements</i> .
4. Evaluate designed training programme	4.1 Feedback are obtained from client / relevant authority/ pilot programmes as per standard organisational procedures. 4.2 Necessary changes are made based on feedback to proceed training programmes.
5. Review designed training programmes	5.1 Drafts of training programmes and contents are reviewed with key stakeholders. 5.2 Drafts of training programme and content are adjusted to reflect the review outcomes. 5.3 Final approval of structure, contents and training programme are obtained from appropriate authority.
Range of Variables	
Variable	Range (May include but not limited to)
1. Key stakeholders	1.1 Industry experts

	1.2 Students/trainees 1.3 Colleagues/employee 1.4 Supervisors 1.5 Trainer
2. Scope of training programmes	2.1 An overview of content to be covered in each chunk/segment of learning programme 2.2 Assessment tools to be used to collect evidence of competency 2.3 Delivery methods for each segment of the learning programme 2.4 Identification of assessment points to measure learner progress 2.5 Learning resources, learning materials and activities for each chunk/segment of the learning programmes 2.6 Number and duration of training sessions/classes required and overall timelines 2.7 OSH issues to be addressed in delivery 2.8 Specific learning outcomes derived from the criteria for each chunk or segment of the training programmes
3. Training specifications	3.1 Competency standard 3.2 Curriculum specifications 3.3 Product specifications 3.4 Organizational work requirements and training needs 3.5 Induction needs 3.6 Language, literacy and numeracy development needs 3.7 Regulatory and licensing requirements
4. Resources required	4.1 Training venue 4.2 Teaching aids 4.3 Learning materials 4.4 Facilities
5. Delivery strategies	5.1 Focus of delivery in terms of size and type of group 5.2 Context of delivery: 5.2.1 workplace 5.2.2 training room/simulated environment 5.2.3 community setting 5.3 Mode of delivery: 5.3.1 face to face 5.3.2 distance learning 5.4 Delivery methods: 5.4.1 learner-paced and mixed 5.4.2 interactive 5.4.3 participative 5.4.4 collaborative 5.4.5 group discussion 5.4.6 blending
6. Assessment methods	6.1 Structured activities: 6.1.1 simulation exercises and role-plays 6.1.2 projects 6.1.3 presentations 6.1.4 activity sheets 6.2 Questioning: 6.2.1 written questions, 6.2.2 interviews 6.2.3 oral questioning 6.3 Portfolios of evidence: 6.3.1 collection of work samples compiled by candidate 6.3.2 product with supporting documentation 6.3.3 historical evidence 6.3.4 journal or log book 6.3.5 information about life experience

	6.4 Review of products: 6.4.1 testimonials and reports from employers and supervisors 6.4.2 evidence of training 6.4.3 authenticated prior achievements 6.4.4 interview with employer, supervisor, or peer
7. Assessment instruments	7.1 Self-assessment checklist 7.2 Assessment agreement 7.3 Questions 7.4 Instruction sheet 7.5 Job specification sheet 7.6 Observation checklist 7.7 Competency assessment result summery (CARS).
8. Organizational and national qualifications requirements	8.1 National Technical and Vocational Qualification Framework (NTVQF) 8.2 National Competency Standard Document 8.3 Level of Qualification Awarded
Evidence Guide The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:	
1. Critical Aspects	The assessment required evidence that the candidate: 1.1 ascertained type and scope of training programme 1.2 accessed Competency standards and/or relevant training specifications 1.3 determinedresources required for training 1.4 estimated training programme cost 1.5 determined subject matter 1.6 determined and confirmeddelivery strategies, assessment methodsandinstruments. 1.7 determinedassessment and certification criteria 1.8 evaluated designed training programme 1.9 reviewedtraining programme.
2. Underpinning knowledge	2.1 Learner characteristics 2.2 Different learning styles 2.3 Training techniques 2.4 Assessment Methods 2.5 Learning principles 2.6 Organisation polices 2.7 Methods of training needs analysis 2.8 Relevant subject matter 2.9 Competency standard 2.10 Purposes and focus of learning programmes 2.11 Delivery modes and methods 2.12 Learning process 2.13 Learning materials and teaching aids 2.14 Qualification framework.
3. Underpinning Skills	3.1 Ascertaining type and scope of training programme 3.2 Accessingcompetency standards and/or relevant training specifications 3.3 Determining resources required for training 3.4 Estimating training programme cost 3.5 Determining subject matter 3.6 Determining and confirmed delivery strategies, assessment methods and instruments. 3.7 Determining assessment and certification criteria 3.8 Evaluating designed training programme

	3.9 Reviewing training programme. 3.10 Interpreting the documents, including technical and subject matter, references and texts in appropriate Language.
4. Required Attitude	4.1 Commitment to occupational safety and health 4.2 Environmental concerns 4.3 Tidiness and timeliness 4.4 Respect for rights of peers and seniors in workplace 4.5 Eagerness to learn 4.6 Promptness in carrying out activities 4.7 Sincere and honest to duties and responsibilities 4.8 Communication with peers, sub-ordinates and seniors in workplace
5. Resource Implication	The following resources must be provided: 5.1 Computer hardware, facilities and relevant accessories of the computer 5.3 Materials, consumables to perform activities
6. Methods of Assessment	Competencies could be assessed by: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio
7. Context of Assessment	7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting. 7.2 Assessment shall be observed while tasks are being under taken whether individually or in a group. 7.3 Trainee must be assessed by BTEB certified assessor or BTEB approved person.
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.	

Validate competency-based assessment

Unit Title	Validate competency-based assessment
Unit Code	TVTASL501A1
Unit Descriptor	This unit covers the knowledge, skills and attitude required to validate competency-based assessment. It includes preparing for validation, validating assessment tools and contributing to validation process and outcomes.
Nominal Hours	20 hours
Elements of Competency	Performance Criteria <i>Bold and Italicized</i> terms are elaborated in the range of variables
1. Prepare for validation	1.1 <i>Purpose, context and scope</i> of validation process are discussed and confirmed within relevant assessment system policies and procedures. 1.2 Materials for validation activities are arranged. 1.3 <i>Relevant documents</i> used in validation process are checked for accuracy and version control. 1.4 Relevant <i>benchmarks for assessment</i> and units of competency are analysed and agreed on the evidence needed to demonstrate competence. 1.5 <i>Materials and Evidences</i> needed for <i>validation activities</i> are agreed and collected.
2. Validate assessment tools	2.1 Participation of appropriate representatives are ensured in validation sessions and activities using agreed communication methods and modes. 2.2 <i>Principles of assessment</i> and <i>rules of evidence</i> are applied during validation sessions and activities. 2.3 Context and conditions of assessment are checked. 2.4 Tasks to be administered are checked. 2.5 Assessment decision-making rules and benchmarks are checked for clear and enable consistent outcomes. 2.6 Recording mechanisms are checked for clear and sufficient information. 2.7 Assessment maps are reviewed and used to assist in determining validity of assessment instruments.
3. Contribute to validation process and outcomes	3.1 Review, comparison and evaluation are undertaken in accordance with the principles of assessment and rules of evidence. 3.2 Validation findings are collectively discussed, analyzed and agreed to support improvements in the quality of assessment. 3.3 <i>Recommendations</i> to improve assessment practice are discussed, agreed and recorded.
Range of Variables	
Variable	Range (May include but not limited to:)
1. Purpose, context and scope	1.1 Organisational quality assurance processes 1.2 Identified area of risk in assessment practice and quality 1.3 Compliance with the National Technical and Vocational Qualification Framework (NTVQF) 1.4 Assessments meet the evidence requirements of the competency standards or other assessment benchmarks 1.5 Improve assessment practices

	1.6 Quality of the assessment tools 1.7 Using same tools and same levels of evidence 1.8 Assessment decisions reflect the principles of assessment and rules of evidence 1.9 Licensing or similar body 1.10 Co-assessors 1.11 Peers/colleagues from other training and/or assessment organizations
2. Related documentation	2.1 Information from the competency standards about the resources required for assessment, the assessment context, appropriate assessment methods 2.2 Assessment activities identified in accredited modules derived from the relevant competency standards 2.3 Any requirements of OSH, legislation, codes of practice, standards and guidelines 2.4 Organizational requirements for demonstration of work performance 2.5 Competency standard document 2.6 Assessment plan 2.7 Assessment instrument 2.8 Assessment mapping document 2.9 Assessment Guidelines.
3. Benchmarks for assessment	3.1 Competency standard, 3.2 Unit of competency, 3.3 Assessment criteria 3.4 Performance specifications, 3.5 Product specifications
4. Materials and evidence	4.1 Assessment tools and plans 4.2 Documentation outlining the basis of assessment decisions 4.3 Validation templates 4.4 Validation checklists 4.5 Observation checklist 4.6 Answer scripts 4.7 Oral question answer scripts. 4.8 Final products. 4.9 Portfolio 4.10 Evidence document
5. Validation activities	5.1 Analyzing and reviewing: 5.2 Assessment tools 5.3 Collected evidence 5.4 Validation process 5.5 Assessment decisions 5.6 Recording evidence of validation processes
6. Principles of assessment	6.1 Validity 6.2 Reliability 6.3 Flexibility 6.4 Fairness
7. Rule of evidence	7.1. Valid 7.2. Sufficient 7.3. Authentic 7.4. Current 7.5. Consistent 7.6. Recent

8. Recommendations	8.1 Changes to assessment system policies and procedures 8.2 Changes to assessment strategies 8.3 Changes to assessment plans 8.4 Changes to selected assessment methods 8.5 Development of new assessment tools 8.6 Changes to assessment resources
Evidence Guide The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:	
1. Critical Aspects	The assessment required evidence that the candidate: 1.1 discussed and confirmed purpose, context and scope of the validation process 1.2 evaluations of the quality of assessment tools against the identified competency standards 1.3 ensured participation of appropriate representatives 1.4 checked context and conditions of assessment 1.5 applied principles of assessment and rules of evidence 1.6 reviewed and used assessment maps 1.7 recorded recommendations to improve assessment practice
2. Underpinning knowledge	2.1 Purpose, context and scope of the validation process 2.2 Materials for validation activities 2.3 Documents used in the validation process 2.4 Assessment guide 2.5 Principles of assessment 2.6 Rules of evidence 2.7 Context and conditions of assessment 2.8 Assessment decision-making rules 2.9 Recording mechanisms 2.10 Drafting validation findings 2.11 Legal and ethical requirements of assessors
3. Underpinning Skills	3.1 Interpreting competency standards and other related assessment information for determining the evidence needed to demonstrate competence 3.2 Participating in validation activities within agreed timeframes 3.3 Problem-solving and identifying information that is inconsistent, ambiguous or contradictory 3.4 Evaluating and determining evidence requirements from competency standards 3.5 Reviewing assessment process, methods, tools and collect evidence 3.6 Sharing information in validation meetings
4. Required Attitude	4.1 Commitment to occupational safety and health 4.2 Environmental concerns 4.3 Tidiness and timeliness 4.4 Respect for rights of peers and seniors in workplace 4.5 Eagerness to learn 4.6 Promptness in carrying out activities 4.7 Sincere and honest to duties and responsibilities

	4.8 Communication with peers, sub-ordinates and seniors in workplace
5. Resource Implication	<p>The following resources must be provided:</p> <p>5.1 Computer hardware, facilities and relevant accessories of the computer, assessment package</p> <p>5.2 Materials, consumables to perform activities</p>
6. Methods of Assessment	<p>Competencies could be assessed by:</p> <p>6.1 Written test</p> <p>6.2 Demonstration</p> <p>6.3 Oral questioning</p> <p>6.4 Portfolio</p>
7. Context of Assessment	<p>7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting.</p> <p>7.2 Assessment shall be observed while tasks are being under taken whether individually or in a group.</p> <p>7.3 Trainee must be assessed by BTEB certified assessor or BTEB approved person.</p>
<p>Accreditation Requirements</p> <p>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.</p> <p>Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.</p>	

Coordinate training and assessment arrangements

Unit Title	Coordinate training and assessment arrangements
Unit Code	TVTCMQ503A1
Unit Descriptor	This unit covers the knowledge, skills and attitude required to coordinate training and assessment arrangements. It includes establishing training and assessment requirements, planning training and assessment arrangements, organising training and assessment arrangements, monitoring training and assessment for RTO and RPL.
Nominal Hours	30 hours
Elements of Competency	Performance Criteria <i>Bold and Italicized</i> terms are elaborated in the range of variables
1. Establish training and assessment requirements	1.1 <i>Training and assessment types</i> are identified. 1.2 <i>Guidelines</i> for relevant training are accessed and interpreted. 1.3 Training requirements and outcomes are established.
2. Plan training and assessment arrangements	2.1 <i>Training Plan</i> is prepared according to agreed outcomes. 2.2 Training Plan is finalized, signed and processed according to standard training and assessment guidelines. 2.3 Information is provided and <i>relevant occupational safety and health (OSH) issues</i> are discussed with appropriate person and mitigated.
3. Organize training and assessment arrangements	3.1 Training and assessment requirements and <i>responsibilities of key parties</i> are discussed, negotiated and agreed. 3.2 Support services and probable funding sources are identified with <i>relevant stakeholders</i> and confirmed the <i>training contract</i> . 3.3 Areas to be trained are identified by referring programme structure. 3.4 Workplace is selected according to identified areas if required. 3.5 Relevant documentary work is performed following organizational procedures.
4. Monitor training and assessment for RTO and RPL	4.1. Monitoring Plan are prepared as per organizational guidelines. 4.2. Monitoring tools prepared/selected according to the accreditation authority/organisational guidelines. 4.3. Progress of the training, feedback and other relevant details are recorded in consultation with <i>concern persons</i> . 4.4. Recorded training details are provided to relevant parties by following organisational procedure.
5. Organise and monitor training and assessment for apprenticeship	5.1 <i>Legislation, policies</i> and guidelines for apprenticeship training are accessed and interpreted. 5.2 Networks and relationship between industry and institute are developed to identify apprenticeship opportunities. 5.3 Reporting and recording systems and requirements are identified and confirmed with <i>relevant personnel</i> . 5.4 Workplace visits are conducted according to legal/organizational requirements to ensure work/training arrangements are being met. 5.5 Progress of the apprentice/trainee is monitored and

	<p>recorded against the training Plan</p> <p>5.6 Identified apprentice/trainee support needs are monitored and addressed, where required.</p> <p>5.7 Risks/issues/irregularities are monitored and addressed as required.</p> <p>5.8 Linkages between 'on the job' and/ or assessment and 'off-the job' delivery are created.</p>
6. Assess and maintain training evidence	<p>6.1 Effectiveness of the training and assessment evaluated against objectives of selected areas.</p> <p>6.2 Organizational training and assessment and trainee performance evidence including reporting and recording requirements are completed and submitted as per standards.</p> <p>6.3 Performance evidence and relevant documents are recorded and stored as per standards.</p>
7. Review training and assessment arrangements	<p>7.1 Effectiveness of the planning and monitoring processes is reviewed.</p> <p>7.2 Effectiveness of meeting legal requirements is reviewed.</p> <p>7.3 Continuous improvement processes are identified and reported to relevant personnel, where appropriate.</p>
Range of Variables	
Variable	Range (May include but not limited to:)
1. Training and assessment types	<p>1.1 Institutional training and assessment</p> <p>1.2 Recognition of prior learning (RPL), orientation and assessment.</p> <p>1.3 Apprenticeship training and assessment</p>
2. Guidelines	<p>2.1 Training and assessment guideline for CBT&A</p> <p>2.2 RPL guideline</p>
3. Training Plan	<p>3.1 Training programme outline (TPO)</p> <p>3.2 Training schedule</p> <p>3.3 Competencies to be obtained</p> <p>3.4 Timeframe for achieving competencies</p> <p>3.5 Training to be undertaken</p> <p>3.6 Delivery modes</p> <p>3.7 Details and duties for structured training including removal of the apprentice/trainee from routine work duties</p> <p>3.8 Assessment details and arrangements</p> <p>3.9 Parties responsible for delivery and/or assessment</p>
4. Relevant occupational safety and health (OSH) issues	<p>4.1 Rights and obligations of the employer, training/assessment organization, trainer/facilitator and/or assessor and apprentice/trainee</p> <p>4.2 Hazards likely to be encountered in the workplace</p> <p>4.3 Actions and work practices expected of the apprentice/trainee</p> <p>4.4 Who to report to if there are OSH problems or questions</p>
5. Responsibilities of key parties	<p>5.1 Determining where and when the structured training will be delivered</p> <p>5.2 Outlining the key features of the Training Plan</p> <p>5.3 Customizing the training to the requirements of the organization</p> <p>5.4 Providing initial and ongoing support/guidance to both the employer and apprentice/trainee</p> <p>5.5 Outlining the purpose of ensuing face-to-face visits</p> <p>5.6 Negotiating assessment arrangements.</p>
6. Relevant stakeholders	<p>6.1 Apprentice/trainee</p> <p>6.2 Employer</p> <p>6.3 Workplace mentor/supervisor</p>

	6.4 Trainer/facilitator, assessor 6.5 Industry contacts
7. Training Contract	7.1. Prescribed training contract by relevant ministry e.g. ministry of labor and employment (MOLE) prescribed training contract 7.2. Bureau of Manpower Employment and Training (BMET) prescribed training contract.
8. Concern persons	8.1 Trainer 8.2 Trainees 8.3 Assesses 8.4 Supervisor 8.5 Head of the organization
9. Legislation and policies	9.1 Apprenticeship Act (latest) 9.2 NSDP 9.3 BTEB act 2018 9.4 NSDA act 2018
10. Relevant Personnel	10.1 Assistant director apprenticeship training (ADAT) 10.2 Industry owner 10.3 Management and administrative officer 10.4 Human resource personnel 10.5 Frontline manager
11. Support Needs	11.1 Psychological support 11.2 Emotional support 11.3 Academic support 11.4 Financial support 11.5 Social support 11.6 Logistics support
12. Risks/issues/irregularities	12.1 OSH safety and risks to the apprentice/trainee, trainer/facilitator and assessor, and/or any other employee 12.2 adverse behaviors towards the apprentice/trainee in the workplace 12.3 Training Plan not commenced or followed as planned 12.4 Lack of progress towards the achievement of competencies 12.5 Variation to the training contract
13. Trainee performance evidence	13.1 Trainee record book 13.2 Progress chart 13.3 Job/product/model 13.4 Job sheet
14. Reporting and recording requirements	14.1 Prescribed reporting and recording forms by relevant ministry e.g. ministry of labor and employment (MOLE). 14.2 Bureau of Manpower Employment and Training (BMET) prescribed reporting and recording forms.
Evidence Guide The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:	

1. Critical Aspects	The assessment required evidence that the candidate: <ul style="list-style-type: none"> 1.1 accessed and interpreted Guidelines for relevant training 1.2 prepared Training Plan 1.3 mitigate occupational safety and health (OSH) issues 1.4 identified support services and probable funding sources 1.5 prepared monitoring tools 1.6 organised and monitor training and assessment for apprenticeship 1.7 assessed and maintained training evidence 1.8 identified and reported continuous improvement processes
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Relevant qualifications and their corresponding levels at the NTVQF 2.2 Organizational guidelines relating to RTO training, RPL and apprenticeship 2.3 Contents and purpose of a Training Plan 2.4 Roles and responsibilities of stakeholders involved in apprenticeship/traineeship arrangement 2.5 Relevant policy, legislation, codes of practice 2.6 Contractual obligations and responsibilities of the employer and the apprentice/trainee 2.7 Industrial relations system and industry/workplace relations 2.8 Duty of care to ensure the provision of training services as identified in the formal agreement 2.9 Monitoring apprenticeship/traineeship training and assessment 2.10 OSH obligations of the training provider 2.11 Legislative requirements for information and consultation relevant to safety
3. Underpinning Skills	<ul style="list-style-type: none"> 3.1 Accessing and interpreting Guidelines for relevant training 3.2 Preparing Training Plan 3.3 Mitigating occupational safety and health (OSH) issues 3.4 Identifying support services and probable funding sources 3.5 Preparing monitoring tools 3.6 Organising and monitoring training and assessment for apprenticeship 3.7 Assessing and maintaining training evidence 3.8 Identifying and reporting continuous improvement processes 3.9 Negotiating and preparing a Training Plan for the apprentice/trainee 3.10 Providing and gathering information from apprentices/trainees and employers 3.11 Interpreting and understanding the needs of apprentices/trainees and employers 3.12 Interpreting legal requirements, analyze policies and procedures, and analyze compliance information 3.13 Documenting for a range of audiences and purposes 3.14 Maintaining currency of information and changes to legislative requirements that may have an impact on future allocations for apprenticeships/ traineeships
4. Required Attitude	<ul style="list-style-type: none"> 4.1 Commitment to occupational safety and health 4.2 Environmental concerns 4.3 Tidiness and timeliness 4.4 Respect for rights of peers and seniors in workplace 4.5 Eagerness to learn

	4.6 Promptness in carrying out activities 4.7 Sincere and honest to duties and responsibilities 4.8 Communication with peers, sub-ordinates and seniors in workplace
5. Resource Implication	The following resources must be provided: 5.1 Computer hardware, facilities and relevant accessories of the computer, assessment tools 5.2 Materials, consumables to perform activities
6. Methods of Assessment	Competencies could be assessed by: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio
7. Context of Assessment	7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting. 7.2 Assessment shall be observed while tasks are being under taken whether individually or in a group. 7.3 Trainee must be assessed by BTEB certified assessor or BTEB approved person.
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.	

Evaluate competency-based training and assessment

Unit Title	Evaluate competency-based training and assessment
Unit Code	TVTCMQ502A1
Unit Descriptor	This unit covers the knowledge, skills and attitude required to evaluate competency-based training and assessment. It includes identifying the basis for the evaluation, planning evaluation of training and assessment, conducting evaluation of training and assessment and determining & reporting evaluation outcomes
Nominal Hours	30 hours
Elements of Competency	Performance Criteria <i>Bold and Italicized</i> terms are elaborated in the range of variables
1. Identify the basis for the evaluation	1.1 The <i>purpose, objectives</i> and <i>scope</i> of the evaluation are determined and confirmed with <i>relevant persons</i> . 1.2 Previous <i>relevant</i> evaluations are accessed and reviewed. 1.3 <i>Framework</i> is identified 1.4 <i>Methods and criteria</i> for conducting the evaluation are interpreted.
2. Plan evaluation of training and assessment	2.1 The roles and responsibilities of persons to be involved in the <i>evaluation process</i> are determined 2.2 <i>Resources</i> to perform the evaluation are determined. 2.3 <i>Evaluation plan</i> is prepared and documented and approved by relevant personnel. 2.4 Involvement of appropriate persons are ensured
3. Conduct evaluation of training and assessment	3.1 <i>Specific Organizational documentation/ information</i> relevant to the focus of evaluation is analyzed in accordance with the evaluation criteria and <i>key points</i> are noted. 3.2 Relevant persons are interviewed to clarify points and to obtain further relevant information. 3.3 Training and assessment processes and operating systems is observed. 3.4 Documentary evaluation evidence is confirmed 3.5 Records and notes of all evaluation proceedings are documented.
4. Determine and report evaluation outcomes	4.1 Records and notes of evaluation process are analyzed that provide the basis for determining evaluation outcomes. 4.2 Evaluation outcomes are determined. 4.3 Final report is prepared. 4.4 Evaluation outcomes are communicated to the target audience on time. 4.5 Follow-up actions are noted.
Range of Variables	
Variable	Range (May include but not limited to:)

1. Purpose and objectives	1.1. Evaluate outcomes of a training and assessment process 1.2. Determine or trial new processes 1.3. Ensure the training and assessment management system is operating in accordance with legal/organizational requirements 1.4. Establish client satisfaction 1.5. Improve training and assessment systems 1.6. Ensure training and assessment strategies relevant to learner needs 1.7. Determine resource needs
2. Scope of the evaluation	2.1 Training and assessment organization 2.2 Specific training and assessment 2.3 Aspects of training and assessment 2.4 Partner organization arrangements.
3. Relevant persons	3.1. Authorised person of the organisation 3.2. Evaluator 3.3. Stakeholders 3.4. Beneficiaries
4. Framework	4.1 National standards/framework 4.2 Organisational standards/framework
5. Methods and criteria	5.1 Relevance 5.2 Efficiency 5.3 Effectiveness 5.4 Impacts 5.5 Sustainability
6. Evaluation process	6.1. Examining organization's documents and systems: 6.1.1 policies and procedures 6.1.2 student and staff handbooks 6.1.3 trainer/facilitator and assessor qualifications 6.1.4 training and assessment strategies 6.2. Examining training/assessment records 6.3. Examining a sample of student files 6.4. Analysing resources for delivery and assessment including assessment tools 6.5. Questioning appropriate personnel to further explore evidence Conducting interviews with management, trainers/ facilitators, assessors, learners, personnel and stakeholders 6.7. Observing training and assessment services including delivery, assessment practice, training and assessment activities or supervised training/facilitation 6.8. Determining information flows 6.9. Completing self-assessment checklist 6.10. Survey instruments: 6.10.1 questionnaires 6.10.2 diaries 6.10.3 log book
7. Resources	7.1 Documentation to support the evaluation: 7.1.1 Evaluation recording templates/checklists and

	<p>observation checklists/questionnaires</p> <p>7.1.2 Briefing documents for evaluation team/relevant persons</p> <p>7.2 Briefing documents for personnel participating in the evaluation</p> <p>7.3 Physical resources:</p> <p>7.3.1 Interview place</p> <p>7.3.2 Meeting room</p>
8. Evaluation plan	<p>8.1 Evaluation scope, objectives and outcomes</p> <p>8.2 Schedules/timelines</p> <p>8.3 Processes for gaining evidence</p> <p>8.4 Methods for collecting evidence</p> <p>8.5 Feedback and reporting strategies and timelines</p> <p>8.6 Contingency plans</p> <p>8.7 Reporting procedures including a final report to the Principal /Head of department and managers</p> <p>8.8 Confidentiality requirements</p> <p>8.9 Resource requirements</p>
9. Specific organizational documentation/information	<p>9.1 Previous evaluation reports/records/documentation</p> <p>9.2 Organizational policies, procedures and guidelines</p> <p>9.3 Organisational goals, objectives, plans, systems and processes</p> <p>9.4 Relevant components of business plans</p> <p>9.5 Trainee records</p> <p>9.6 Trainer/facilitator and assessor qualifications</p> <p>9.7 Assessment tools and assessment strategies</p> <p>9.8 Trainee/candidate outcomes/results and completion dates</p> <p>9.9 Enrolment details, including general trainee information</p> <p>9.10 Traineeship/apprenticeship records</p> <p>9.11 Information management system requirements and components, including recording and reporting outcomes</p> <p>9.12 Partnership agreements</p> <p>9.13 Quality assurance and procedures manuals</p> <p>9.14 Access and equity principles and practices</p> <p>9.15 Ethical standards</p> <p>9.16 Collaborative/partnership arrangements</p> <p>9.17 OSH policies, procedures and programmes</p> <p>9.18 Quality and continuous improvement processes and standards</p> <p>9.19 Defined resource parameters</p> <p>9.20 Certification systems and documentation</p> <p>9.21 Promotional/marketing materials</p>
10. Key points	<p>10.1 Issues required clarification</p> <p>10.2 Strengths</p> <p>10.3 Areas of compliance/non-compliance</p>
<p>Evidence Guide</p> <p>The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a</p>	

simulated workplace must be provided.

To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:

1. Critical Aspects	<p>The assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 determined and confirmed the purpose, objectives and scope of the evaluation 1.2 identified relevant framework 1.3 interpreted Methods and criteria for conducting the evaluation 1.4 determined the evaluation process 1.5 analyzed Specific organizational documentation/ information relevant to the focus of evaluation 1.6 documented records and notes of all evaluation proceedings 1.7 determined evaluation outcomes 1.8 prepared final report
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1 The purpose, objectives and scope of the evaluation 2.2 Relevant framework, methods and criteria for conducting the evaluation 2.3 The evaluation process and plan 2.4 Roles and responsibilities 2.5 Resources 2.6 Organisational documentation/ information 2.7 Training and assessment processes 2.8 Report on evaluation
3 Underpinning Skills	<ul style="list-style-type: none"> 3.1 Determining and confirming the purpose, objectives and scope of the evaluation 3.2 Identifying relevant framework 3.3 Interpreting Methods and criteria for conducting the evaluation 3.4 Determining the evaluation process 3.5 Analysing Specific organisational documentation/ information relevant to the focus of evaluation 3.6 Documenting records and notes of all evaluation proceedings 3.7 Determining evaluation outcomes 3.8 Preparing final report
4 Required Attitude	<ul style="list-style-type: none"> 4.1 Commitment to occupational safety and health 4.2 Environmental concerns 4.3 Tidiness and timeliness 4.4 Respect for rights of peers and seniors in workplace 4.5 Eagerness to learn 4.6 Promptness in carrying out activities 4.7 Sincere and honest to duties and responsibilities 4.8 Communication with peers, sub-ordinates and seniors in workplace
5 Resource Implication	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> 5.1 Computer hardware, facilities and relevant accessories of the computer 5.2 Materials, consumables to perform activities
6 Methods of Assessment	Competencies could be assessed by:

	6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio
7. Context of Assessment	7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting. 7.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group. 7.3 Trainee must be assessed by BTEB certified assessor or BTEB approved person.
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.	

Facilitate training of TVET teachers, trainers and assessors

Unit Title	Facilitate training of TVET teachers, trainers and assessors
Unit Code	TVTDEL501A1
Unit Descriptor	This unit covers the knowledge, skills and attitude required to facilitate training of TVET teachers, trainers and assessors. It includes selecting and using learning resources, conducting CBT&A sessions, managing adult learners and recording & maintaining trainees' achievement.
Nominal Hours	40 hours
Elements of Competency	Performance Criteria <i>Bold and Italicized</i> terms are elaborated in the range of variables
1. Select and use learning resources	1.1 <i>Diversity</i> of skills and background of participants are Identified. 1.2 Trainees' gap and <i>programme needs</i> are ascertained. 1.3 Appropriateness of the existing <i>curriculum documents</i> , accreditation, <i>competency-based learning materials</i> and resources are examined. 1.4 Content and format of CBLMs and resources are adapted in accordance with learner and programme needs. 1.5 <i>Lesson/session plans</i> are integrated with the activities to develop competency-based training and assessment skills. 1.6 Learner and programme needs and learning styles are incorporated in session plan. 1.7 Varied opportunities for trainees are planned to demonstrate achievement of skills/competencies.
2. Conduct CBT&A sessions	2.1 Appropriate training methodology are selected. 2.2 <i>Training approaches</i> that support the development of participants' knowledge, skills and attitude in CBT&A are Identified. 2.3 Training is facilitated in accordance with session plans, using appropriate learning strategies and adult <i>learning principles</i> . 2.4 Ongoing feedback and support are provided to enhance learner performance.
3. Manage adult learners	3.1 Fruitful relationships are established with learners using appropriate interpersonal skills. 3.2 Learners' current level of knowledge and skills are acknowledged and used during the training delivery 3.3 Learner independent strength are encouraged by recognising self-directed learning. 3.4 Guidance and mentoring support are provided 3.5 Follow up progress of the trainees are ensured with patience.
4. Record and maintain trainees' achievement	4.1 Available formative assessment instruments are analysed for usability and modification if necessary. 4.2 New assessment instruments are developed to meet target group needs. 4.3 Appropriate formative assessment tools and <i>achievement instruments</i> are used.

	<p>4.4 Achievement of trainees are recorded and maintained.</p> <p>4.5 Training session are evaluated using appropriate evaluation form / questionnaire.</p>
Range of Variables	
Variable	Range (May include but not limited to:)
1. Diversity	<p>1.1 Socio-economic and/or cultural backgrounds</p> <p>1.2 Physical abilities</p> <p>1.3 Technical expertise and the level of training in technical area</p> <p>1.4 Learning aptitude</p> <p>1.5 Individual's motivation to learn new skills</p>
2. Programme needs	<p>2.1 Academic</p> <p>2.2 Physiological</p> <p>2.3 Emotional</p> <p>2.4 Institutional</p> <p>2.5 Time and resource</p> <p>2.6 Logistics</p> <p>2.7 Occupational safety and health</p>
3. Curriculum documents	<p>3.1 The title and code number of module and unit of competency</p> <p>3.2 Nominal delivery hours</p> <p>3.3 General description of the purpose of the module and unit of competency</p> <p>3.4 Prerequisite knowledge and skills</p> <p>3.5 Relationship to the industry competency standards</p> <p>3.6 Summary of the content and assessment</p> <p>3.7 Detailed description of the learning outcomes that learners are expected to achieve, including each of the assessment criteria</p> <p>3.8 Description of delivering process.</p>
4. Competency based learning materials	<p>4.1 Information sheets</p> <p>4.2 Job sheets</p> <p>4.3 Specification sheets</p> <p>4.4 Handouts</p> <p>4.5 Visual materials</p> <p>4.6 Relevant online portals</p>
5. Lesson / session plans	<p>5.1 Introductions</p> <p>5.2 Outline of objectives/content to be addressed</p> <p>5.3 Ice breakers to be used</p> <p>5.4 Delivery methods for each part of the session</p> <p>5.5 Plan of learning activities to be used within the session</p> <p>5.6 Timelines/duration for each learning activity</p> <p>5.7 Formative assessment points/opportunities</p> <p>5.8 Learning materials required</p> <p>5.9 Summary/overview/wrap up</p>
6. Training approaches	<p>6.1 Multi-sensory approaches and activities and resources that build on learners existing competency to develop new competencies</p> <p>6.2 Sequencing activities to reflect increasing level of skill and responsibility development</p> <p>6.3 Using a variety of learning modalities to suit visual, kinesthetic and auditory learning styles</p> <p>6.4 Using a variety of learning activities including:</p>

	<ul style="list-style-type: none"> 7.3.1 Presentations 7.3.2 Simulations 7.3.3 Icebreakers 7.3.4 Hand-on- activities 7.3.5 Case studies 6.5 Encouraging learners to use own life experiences to illustrate and clarify learning 6.6 Exploring learners' previous experiences of training and assessment to develop positive perceptions about the CBT&A system
7. Learning principles	<ul style="list-style-type: none"> 7.1 Autonomous and self-directed. 7.2 Knowledge and experience to each learning activity. 7.3 Need learning to be relevant and practical. 7.4 Goal-oriented. 7.5 Problem-oriented and want to apply what they've learned. 7.6 Motivated by intrinsic and extrinsic factors. 7.7 Pressed for time. 7.8 Learning styles.
8. Achievement instruments	<ul style="list-style-type: none"> 8.1 Formative assessment tools 8.2 Progress / achievement chart 8.3 Trainees record book 8.4 Trainees personal profile
Evidence Guide The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:	
1.Critical Aspects	The assessment required evidence that the candidate: <ul style="list-style-type: none"> 1.1 identified diversity of skills and background of participants. 1.2 ascertained trainees' gap and programme needs 1.3 integrated lesson/session plans with CBT&A training 1.4 identified training approaches 1.5 facilitated training as per session plan 1.6 provided guidance and mentoring support 1.7 managed adult learners 1.8 documented delivery plan 1.9 used appropriate formative assessment tools and achievement instruments 1.10 evaluated training sessions.
2.Underpinning knowledge	<ul style="list-style-type: none"> 2.1 Diversity of skills and background of participants 2.2 Trainees' gap and programme needs 2.3 Existing curriculum documents, accreditation, competency-based learning materials and resources 2.4 Component of Lesson/session plans 2.5 Training approaches 2.6 Learning principles 2.7 Acquiring learners' current level of knowledge and skills 2.8 Types of achievement instruments 2.9 Characteristics and needs of individual learners in the

	group 2.10 Learners style 2.11 Organizational record-management systems and reporting requirements 2.12 Competency-based assessment methods and instruments 2.13 Policies and procedures relevant to the learning environment
3. Underpinning Skills	3.1 Analysing trainees training requirements 3.2 Planning for programme delivery plan development 3.3 Preparing session plans 3.4 Preparing training resources and aids 3.5 Conducting formative assessment 3.6 Organizing and selecting training venue 3.7 Demonstrating Interpreting skills
4. Required Attitude	4.1 Commitment to occupational safety and health 4.2 Environmental concerns 4.3 Tidiness and timeliness 4.4 Respect for rights of peers and seniors in workplace 4.5 Eagerness to learn 4.6 Promptness in carrying out activities 4.7 Sincere and honest to duties and responsibilities 4.8 Communication with peers, sub-ordinates and seniors in workplace
5. Resource Implication	The following resources must be provided: 5.1 Computer hardware, facilities and relevant accessories of the computer, PowerPoint presentation, flipchart, white board, white marker, log book. 5.2 Materials, consumables to perform activities
6. Methods of Assessment	Competencies could be assessed by: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio 6.5 Log book
7. Context of Assessment	7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting. 7.2 Assessment shall be observed while tasks are being under taken whether individually or in a group. 7.3 Trainee must be assessed by BTEB certified assessor or BTEB approved person.
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.	

Facilitate development of competency standards

Unit Title	Facilitate development of competency standards
Unit Code	TVTDES502A1
Unit Descriptor	This unit covers the knowledge, skills and attitude required to facilitate development of competency standards. It includes preparing workshop materials and venue, drafting competency standards, validating competency standards and finalising validated competency standards.
Nominal Hours	40 hours
Elements of Competency	Performance Criteria <i>Bold and Italicized</i> terms are elaborated in the range of variables
1. Prepare workshop materials and venue	<p>1.1 <i>Venue, supplies, materials and food</i> are arranged and coordinated in accordance with standard office procedures.</p> <p>1.2 <i>Documents/Records</i> are prepared in accordance with standard format.</p> <p>1.3 <i>Handouts</i> and presentation materials are prepared according to the need of workshop.</p> <p>1.4 Expert panel is identified and organized following <i>established procedures</i>.</p> <p>1.5 Panel members are invited and communicated for attending the workshop.</p>
2. Draft competency standards	<p>2.1 Experts are oriented on the process and methods of developing competency standard based on established procedures.</p> <p>2.2 Review of literature and adaptation of existing / comparable competency standard are carried out in consultation with industry partners and panel members.</p> <p>2.3 Appropriate <i>task analyzing methods</i> are performed in accordance with accepted procedures.</p> <p>2.4 Identified tasks are organised and formulated to units of competency.</p> <p>2.5 Units of competency are developed as per procedure.</p> <p>2.6 Competency standard are drafted in accordance with expert/working committee recommendations.</p> <p>2.7 Draft competency standard is packaged in accordance with approved format clustering the units into generic, sector specific and occupational specific.</p> <p>2.8 Draft competency standard is documented and preserved for validation.</p>
3. Validate competency standards	<p>3.1 Respondents in the validation are identified/targeted to ensure participation of broad range of stakeholders.</p> <p>3.2 Draft competency standards are validated with a representative group of industry experts/stakeholders.</p> <p>3.3 Validation results are documented and analyzed using required <i>criteria</i>.</p> <p>3.4 Judgment is made to modify, amend or maintain draft.</p>
4. Finalise validated competency standards	<p>4.1 Validated draft competency standard are presented to Standard and Curriculum Development Committee (SCDC)</p> <p>4.2 Validated competency standards are checked to ensure the revised/finalised standards meet relevant <i>requirements</i>.</p> <p>4.3 Competency standards are finalized in accordance with SCDC recommendations.</p>

Range of Variables	
Variable	Range (May include but not limited to:)
1. Venue, supplies and materials	1.1 Function room 1.1.1 Sound system 1.1.2 Projector 1.1.3 Computers/Laptop 1.1.4 Tables and chairs 1.2 Supplies and materials 1.2.1 Bond paper 1.2.2 Pen/pencil 1.2.3 Board marker 1.2.4 White board 1.2.5 Brown envelope
2 Documents/records	2.1 Attendance sheet 2.2 Experts' nomination form 2.3 Appointment of experts
3 Handouts	3.1 Paper-based handouts 3.2 Slide presentations 3.3 Sample unit/sof competency
4 Established procedures	4.1 Request nominations from industry associations/partners expert-panel members 4.2 Nominees fill out nomination forms 4.3 Convene expert panel into series of write shop-meeting to draft the competency standards 4.4 Validate and finalize the competency standards with expert panel
5 Task analysing methods	5.1 Functional analysis method 5.2 Developing a Curriculum (DACUM) Method
6 Criteria	6.1 Relevance of the feedback 6.2 Appropriateness of the feedback 6.3 Whether feedback adds value or meaning 6.4 Whether feedback adds new content 6.5 Whether feedback adds to quality of draft
7 Requirements	7.1 Guidelines of relevant body 7.2 Industry needs 7.3 Client requirements
Evidence Guide The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:	
1. Critical Aspects	The assessment required evidence that the candidate: 1.1 arranged venue, food, supplies and materials 1.2 prepared handouts and presentation materials 1.3 performed task analysis 1.4 developed units of competency 1.5 packaged draft competency standard 1.6 documented draft competency standard 1.7 validated draft competency standards 1.8 checked validated competency standards 1.9 finalised competency standards
2. Underpinning	2.1 Arrangement procedure of venue, food, supplies and materials

knowledge	2.2 Preparation of documents and records 2.3 Handouts and presentation materials 2.4 Established procedures of expert panel identification 2.5 Task analysing methods 2.6 Packaging procedure of competency standard 2.7 Clustering units of competency 2.8 Types of competency (Generic, Sector, Occupational) 2.9 Validation criteria 2.10 Standard and Curriculum Development Committee (SCDC) 2.11 Standards meet relevant requirements
3. Underpinning Skills	3.1 Preparing documents/Records 3.2 Preparing handouts and presentation materials 3.3 Performing task analysing methods 3.4 Developing units of competency 3.5 Packaging draft competency standard 3.6 Documenting draft competency standard 3.7 Validating draft competency standards 3.8 Checking validated competency standards 3.9 Finalising competency standards
4. Required Attitude	4.1 Commitment to occupational safety and health 4.2 Environmental concerns 4.3 Tidiness and timeliness 4.4 Respect for rights of peers and seniors in workplace 4.5 Eagerness to learn 4.6 Promptness in carrying out activities 4.7 Sincere and honest to duties and responsibilities 4.8 Communication with peers, sub-ordinates and seniors in workplace
5. Resource Implication	The following resources must be provided: 5.1 Computer hardware, facilities and relevant accessories of the computer 5.2 Materials, consumables to perform activities
6. Methods of Assessment	Competencies could be assessed by: 6.1 Written test 6.2 Oral question 6.3 Demonstration 6.4 Portfolio
7. Context of Assessment	7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting. 7.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group. 7.3 Trainee must be assessed by BTEB certified assessor or BTEB approved person.
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Develop digital contents for face to face delivery

Unit Title	Develop Digital contents for face to face delivery
Unit Code	TVTDES503A1
Unit Descriptor	This unit covers the knowledge, skills and attitude required to develop digital contents for face to face delivery. It includes arranging learning recourses to be digitized, planning development of digitally formatted learning contents, collecting media elements, preparingdigitally formatted contents, testing digitally formatted learning resources and uploading & using digital contents.
Nominal Hours	40 hours
Elements of Competency	Performance Criteria <i>Bold and Italicized</i> terms are elaborated in the range of variables
1. Arrange learning recourses to be digitized	1.1 Topics that will digitized are selected. 1.2 <i>Learning resources specifications</i> are established inline with target learners' requirements.
2. Plan for the development of digitally formatted learning contents	2.1 Written lesson plan is prepared incorporating <i>pedagogy aspect</i> . 2.2 Digital contents to be developed are structured and segmented according to <i>lesson/session plan steps and sequences</i> . 2.3 <i>Types of presentation</i> are planned. 2.4 <i>Content development software</i> and <i>content development tools</i> are selected and collected. 2.5 <i>Media elements</i> of the presentation are planned. 2.6 Technology, pedagogy and content knowledge (TPACK) principles are followed during the plan of content development.
3. Collect media elements	3.1 <i>Sources of media elements</i> for the presentation are selected and collected. 3.2 Media elements are downloaded or collected from appropriate source. 3.3 Media elements are <i>manipulated and edited</i> as required. 3.4 Video is cut and appended as required to use in presentation. 3.5 Open educational resources (OER) are collected and selected.
4. Prepare digitally formatted contents	4.1 Media elements are organized and appended with content development software as per developed lesson/ session plan. 4.2 Proper action verbs are used and maintained during the preparation of the objectives of the session / lesson. 4.3 Media elements used in digital content are formatted. 4.4 Appropriate <i>animation</i> is used to make the presentation attractive and interactive. 4.5 OER are accessed and used during the content development process if required.
5. Test digitally formatted learning resources	5.1 Test criteria and instruments are developed in line with learning material specification. 5.2 Test sites and reviewers are identified in line with established target users. 5.3 Testing of learning resources are undertaken in line with work plan. 5.4 Feedback and suggestions are addressed in line with

	<p>approved work plan and development cycle.</p> <p>5.5 Developed digital contents are preserved in appropriate storage.</p>
6. Upload and use digital contents	<p>6.1 Appropriate online media is selected for uploading digital contents.</p> <p>6.2 Digital content uploading formalities are done.</p> <p>6.3 Digital contents are uploaded in online media for users.</p>
Range of Variables	
Variable	Range (May include but not limited to:)
1. Learning resources specification	<p>1.1 Quality of the presentation</p> <p>1.2 Format of the lesson plan</p> <p>1.3 Presentation software to be used</p> <p>1.4 Software tools to be used for developing contents</p> <p>1.5 Type of the presentation</p> <p>1.6 Teaching aids to be used during delivery of the lesson</p>
2. Pedagogy aspect	<p>2.1 Use of appropriate lesson / session plan</p> <p>2.2 Use of appropriate action verb for writing instructional objectives /learning outcome</p> <p>2.3 Maintaining learning domains and their levels</p> <p>2.4 Sequencing the learning contents</p> <p>2.5 Using proper method, strategies and approach</p>
3. Lesson/session plan steps and sequences	<p>3.1 Introductions</p> <p>3.2 Outline of objectives/content to be addressed</p> <p>3.3 Ice breakers to be used</p> <p>3.4 Delivery methods for each part of the session</p> <p>3.5 Plan of learning activities to be used within the session</p> <p>3.6 Timelines/duration for each learning activity</p> <p>3.7 Formative assessment points/opportunities</p> <p>3.8 Learning materials required</p> <p>3.9 Summary/overview/wrap up</p>
4. Types of presentation	<p>4.1 Power Point/ Prezi Animation</p> <p>4.2 Video</p> <p>3.6 Mix of Power Point/ Prezi Animation and multimedia</p> <p>3.7 Simulation</p>
5. Content development software	<p>5.1 Power Point</p> <p>5.2 Prezi</p> <p>5.3 Design</p> <p>5.4 Animation</p>
6. Content development tools	<p>6.1 Survey Monkey</p> <p>6.2 GIPHY</p> <p>6.3 Meme Generator</p> <p>6.4 Thing Link</p> <p>6.5 Checklist</p>
7. Media elements	<p>7.1 English text</p> <p>7.2 Bangla Unicode text</p> <p>7.3 Picture / Image / Illustration</p> <p>7.4 Graph</p> <p>7.5 Video</p> <p>7.6 Audio</p> <p>7.7 Objects</p>
8. Source of media elements	<p>8.1 Text Book and other print media</p> <p>8.2 Google and other internet source</p> <p>8.3 You tube and other social media</p>
9. Manipulating and editing	<p>9.1 Cutting</p> <p>9.2 Appending</p> <p>9.3 Compressed</p> <p>9.4 Modify</p>
10. Animation	10.1 Entrance

	10.2 Emphasis/Trigger 10.3 Exit 10.4 Motion path
11. Storage	11.1. Laptop/ Computer 11.2. Flash Memory/DVD 11.3. Google drive 11.4. Cloud
12. Formalities	12.1. Create accounts 12.2. Registration 12.3. Log in
Evidence Guide The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:	
1. Critical Aspects	The assessment required evidence that the candidate: 1.1 established learning resources specifications 1.2 prepared written lesson plan incorporating pedagogy aspect 1.3 structured and segmented contents according to the lesson/session plan step and sequence 1.4 downloaded media elements from appropriate source. 1.5 manipulated and edited media elements as required. 1.6 formatted media elements used in digital content 1.7 organized and appended media elements. 1.8 used proper action verbs during the preparation of the objectives of the session / lesson. 1.9 used appropriate animation tools in presentation 1.10 tested the developed digital learning resources 1.11 uploaded digital contents to online media
2. Underpinning knowledge	2.1 Learning domains and level of cognitive, psychomotor and effective domain 2.2 Actions verbs for deferent level of learning domain 2.3 Methods, strategies and approach of teaching and learning 2.4 Use of teaching aids and multimedia projection accessories 2.5 Learning resources specifications 2.6 Pedagogy aspect for writing learning objectives 2.7 Lesson/session plan step and sequence 2.8 Types of presentations 2.9 Content development software 2.10 Content development tools 2.11 Media elements and sources of media elements 2.12 Manipulated and edited 2.13 Storage media for storing digital content 2.14 Procedure of account creation and registration in online portals
3. Underpinning Skills	3.1 Establishing learning resources specifications 3.2 Preparing written lesson plan incorporating pedagogy aspect 3.3 Structuring and segmenting according to the lesson/session plan step and sequence 3.4 Downloading media elements from appropriate source. 3.5 Manipulating and editing media elements as required. 3.6 Formatting media elements used in digital content 3.7 Organizing and appending media elements. 3.8 Using proper action verbs during the preparation of the objectives of the session / lesson. 3.9 Using appropriate animation tools in presentation

	3.10 Testing the developed digital learning resources 3.11 Uploading digital contents to online media
4. Required Attitude	4.1 Commitment to occupational safety and health 4.2 Environmental concerns 4.3 Tidiness and timeliness 4.4 Respect for rights of peers and seniors in workplace 4.5 Eagerness to learn 4.6 Promptness in carrying out activities 4.7 Sincere and honest to duties and responsibilities 4.8 Communication with peers, sub-ordinates and seniors in workplace
5. Resource Implication	The following resources must be provided: 5.1 Computer hardware, facilities and relevant accessories of the computer, CBLM, PowerPoint Presentation, Flipchart, whiteboard, whiteboard marker. 5.2 Materials, consumables to perform activities
6. Methods of Assessment	Competencies could be assessed by: 6.1 Written test 6.2 Oral question 6.3 Demonstration 6.4 Portfolio
7. Context of Assessment	7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting 7.2 Assessment shall be observed while tasks are being under taken whether individually or in a group. 7.3 Trainee must be assessed by BTEB certified assessor or BTEB approved person.
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Facilitate e-learning (elective)

Unit Title	Facilitate e-learning(elective)
Unit Code	TVT DEL502A1
Unit Descriptor	This unit covers the knowledge, skills and attitude required to facilitate e-learning. It includes preparing work plan to use e-learning resources, registering to e-learning platform, managing e-learning issues and resources, facilitating delivering e- learning materials and participating in testing &assessment for certification.
Nominal Hours	30 hours
Elements of Competency	Performance Criteria <i>Bold and Italicized</i> terms are elaborated in the range of variables
1. Prepare work plan to use e-learning resources	1.1 <i>Workplan</i> are prepared in line with the expected output. 1.2 <i>Learning resources specification</i> is identified in line with target user requirements. 1.3 e-learning resources platforms are accessed and analysed for selecting appropriate learning area.
2. Register to e-learning platform	2.1 Appropriate e-learning platform/portal is selected. 2.2 <i>Registration formalities</i> are completed for e-learning portals / platform. following the required criteria. 2.3 Learners profile is created.
3. Manage e-learning issues and resources	3.1 Authoring of learning resources is obtained in line with the intended delivery mode and established learning resource specification. 3.2 Technical and/or content issues that may result to deviation of actual resources from instructional design are discussed with related persons in line with the establishment policy. 3.3 Utilization guide are accessed in line with learning resources' features and design.
4. Facilitate delivering e-learning materials	4.1 e-learning resources are organised following the <i>steps of creating online courses</i> and <i>Instructional design</i> . 4.2 <i>Delivery mode</i> is selected as per availability and requirements. 4.3 <i>Media elements</i> of e-learning resources are accessed and practiced following e-learning process and procedure. 4.4 Courses is completed following the instructional design procedure.
5. Participate in testing and assessment for certification.	5.1 Test sites and reviewers are identified in line with the established target users. 5.2 Test criteria is interpreted and testing of learning resources are undertaken in line with work plan. 5.3 Assessment instruments are used by participating in quiz test, mock test and final assessment in line with learning materials specification. 5.4 Feedback and suggestions are addressed in line with approved work plan and development cycle. 5.5 Final assessment result is interpreted and Online certification is ensured.
Range of Variables	
Variable	Range (May include but not limited to:)
1. Workplan	1.1 Schedule of deliverable 1.2 Schedule of activities

2. Learningresources specification	2.1 Qualityofmediaelements 2.2 Filesize 2.3 Packagingrequirements
3. Registration formalities	3.1 Create accounts 3.2 Registration 3.3 Login
4. steps of creating online courses.	4.1 Identifying goals 4.2 Gathering contents 4.3 Storyboarding 4.4 Building Prototype 4.5 Getting feedback 4.6 Getting the codes to learners 4.7 Measuring success
5. Instructionaldesign	5.1 Storyboard 5.2 Script
6. Deliverymode	6.1 Onlinelearning 6.2 Offline(CD-based)learning
7. Mediaelements	7.1. Text 7.2. Pictureandillustration 7.3. Movie 7.4. Animation
Evidence Guide The evidence guide provides advice on assessment and must be read together with the performance criteria, required skills and knowledge and range of variable. Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. To achieve competency in this unit, a trainee must be able to provide evidence in the form of the following:	
1. Critical Aspects	Assessmentrequiresevidencethatthecandidate: 1.1 identifiedlearningresources specification 1.2 completed registration formalities for e-learning platform/portals 1.3 created learners' profile 1.4 obtained authoringof learningresources 1.5 accessed utilisationguide 1.6 organised e-learning resources 1.7 selected delivery mode 1.8 accessed and practiced media elements of e-learning resources 1.9 participated in testing and assessment for certification.
2. Underpinning knowledge	2.1 Activities and deliverable of workplan 2.2 Learningresources specification 2.3 Registration formalities for e-learning portals/platform 2.4 Steps of creating online courses 2.5 Types of instructionaldesign. 2.6 Online and offline delivery mode 2.7 Media elements of e-learning resources

3. Underpinning Skills	3.1 Identifying learningresources specification 3.2 Completing registration formalities for e-learning platform/ portals 3.3 Creating learners' profile 3.4 Obtaining authoringof learningresources 3.5 Accessing utilizationguide 3.6 Organising e-learning resources 3.7 Selecting delivery mode 3.8 Accessing and practicing media elements of e-learning resources 3.9 Participating in testing and assessment for certification.
4.Required Attitude	4.1 Commitment to occupational safety and health 4.2 Environmental concerns 4.3 Tidiness and timeliness 4.4 Respect for rights of peers and seniors in workplace 4.5 Eagerness to learn 4.6 Promptness in carrying out activities 4.7 Sincere and honest to duties and responsibilities 4.8 Communication with peers, sub-ordinates and seniors in workplace
5.Resource Implication	The following resources must be provided: 5.1 Computer hardware, facilities and relevant accessories of the computer 5.2 Materials, consumables to perform activities
6. Methods of Assessment	Competencies could be assessed by: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio
7. Context of Assessment	7.1 Competencies must be assessed in an accredited training center/assessment center or in an actual workplace or in a simulated workplace setting. 7.2 Assessment shall be observed while tasks are being under taken whether individually or in a group. 7.3 Trainee must be assessed by BTEB certified assessor or BTEB approved person.
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