

National Vocational Qualifications for TVET Instructional Staff

**National Vocational & Technical Training Commission (NAVTTTC)
Government of Pakistan**



TABLE OF CONTENTS

INTRODUCTION.....	3
PURPOSE OF THE QUALIFICATION	3
DATE OF VALIDATION	3
QUALIFICATIONS DEVELOPMENT COMMITTEE.....	4
QUALIFICATIONS VALIDATION COMMITTEE	5
CODE OF QUALIFICATION.....	6
ENTRY REQUIREMENTS.....	6
PACKAGING RULES	7
REGULATIONS FOR THE QUALIFICATION AND SCHEDULE OF UNITS	9
SUMMARY OF COMPETENCY STANDARDS	10
011300468 Provide Support to Trainers in Practical Activities.....	11
011300469 Establish and Maintain Learning Environment and Assessment Context ...	13
011500462 Design Assessment Package	16
011300470 Foster Support and Guidance in Setting up Learning Environment	20
011500464 Conduct Competency Assessment.....	22
011300471 Facilitate E-learning	25
011500466 Design Instructional Resources	27
011500467 Conduct Training Programme.....	29
011300472 Facilitate Work-Based Learning.....	31
011300473 Facilitate Learners in Vocational Guidance	33
011300474 Facilitate Training, Coaching and Mentoring of Instructional Staff and Workplace Supervisors	35
011300475 Facilitate Moderation Activities	38
011300476 Manage Training Plans and Schedules.....	40
011300477 Facilitate Coordination and Linkages for TVET Sector Activities	42
011300478 Conduct and Manage TVET Research.....	44
LIST OF TOOLS AND EQUIPMENT	46

INTRODUCTION

These are the National Competency Standards that define the minimum level of practice expected of TVET trainers. Aim of developing these standards is to guide professional learning and practice in order to improve the quality of training and learning and to contribute positively to the public standing of the profession. The key elements of quality training and learning are described in the Standards. They articulate what TVET trainers are expected to know and be able to practice at four career stages:

- Shop/Lab Assistants
- Instructors
- Master Trainers
- Chief Master Trainers

The National Competency Standards for TVET Trainers are a public statement of what constitutes teacher quality. They define the work of trainers and make explicit the elements of high-quality and effective training delivery that will improve the learning outcomes for the learners. The Standards support a career progression framework which makes clear the knowledge, practice and professional engagement required across different job roles of a trainer. Packaging rules for each qualification is provided based on the recommendations given by the Qualification Validation Committee.

PURPOSE OF THE QUALIFICATION

The purpose of these qualifications is to set high professional standards for TVET practitioners who will serve as key elements in enhancing quality of training and assessment. The specific objectives of developing these qualifications are as under:

- Improve the professional competence of TVET practitioners/instructional staff
- Capacitate the instructional staff in modern CBT&A tools, methodologies and processes as envisaged under NVQF
- Provide flexible pathways and progressions in training and assessment field
- Enable the TVET practitioners/instructional staff to perform their duties in efficient manner
- Establish a standardized and sustainable system of training for TVET practitioners/instructional staff in the country

DATE OF VALIDATION

These national qualifications have been validated by the Qualifications Validation Committee (QVC) on 26th January, 2018 and they will remain in currency until 25th January, 2020.

QUALIFICATIONS DEVELOPMENT COMMITTEE

The following members participated in the qualifications development and validation:

S.No.	Name & Designation	Organization
1.	Mr. Muhammad Ishaq, Deputy Director SS&C,	National Vocational & Technical Training Commission (NAVTTTC)
2.	Qazi Waheed Ahmed Chief Instructor	AJK Technical Education and Vocational Training Authority (AJK-TEVTA)
3.	Mr. Jahanzaib Hassan Senior Instructor	Punjab Vocational Training Council (PVTC), Lahore
4.	Mr. Azhar Waheed Jr. Instructor	Punjab Vocational Training Council (PVTC), Lahore
5.	Mr. Farrukh Bashir Manager (Trainings)	Punjab Vocational Training Council (PVTC), Lahore
6.	Mr. Mehar Ali Trainer	Hashoo Foundation
7.	Mr. Ehsan Danish Chief Instructor	AJK Technical Education and Vocational Training Authority (AJK-TEVTA)
8.	Syed Fawwad Ashraf Programme Manager	Amantech
9.	Mr. Mushtaq Ahmed Deputy Manager (ToT)	Punjab Technical Education and Vocational Training Authority (P-TEVTA)
10.	Mr. Fayyaz Mustafa Jr. Instructor GSTC FSD	Punjab Technical Education and Vocational Training Authority (P-TEVTA)
11.	Mr. Shabir Alam Sr. Instructor	Hunar Foundation
12.	Engr. Abdur Rasheed Principal GTTTC	Khyber Pakhtunkhwa Technical Education and Vocational Training Authority (KP-TEVTA)
13.	Ms. Uzma Idrees Master Trainer	Punjab Technical Education and Vocational Training Authority (P-TEVTA)
14.	Ms. Samina Kalsoom Jaffri Assistant Professor	Sindh Technical Education and Vocational Training Authority (S-TEVTA)
15.	Mr. Qamar Uddin Jr. Instructor	Sindh Technical Education and Vocational Training Authority (S-TEVTA)
16.	Ms. Mehrun Nisa Jr. Instructor	Sindh Technical Education and Vocational Training Authority (S-TEVTA)
17.	Ms. Kamila Mazhar Chief Instructor	Punjab Technical Education and Vocational Training Authority (P-TEVTA)
18.	Mr. Ghulam Raza Hussain Staff Trainer	Balochistan Technical Education and Vocational Training Authority (B-TEVTA)
19.	Mr. Abdul Majeed Instructor	Balochistan Technical Education and Vocational Training Authority (B-TEVTA)
20.	Mrs. Farzana Senior instructor	Khyber Pakhtunkhwa Technical Education and Vocational Training Authority (KP-TEVTA)
21.	Mr. Zameer Ahmad Dayo Assistant Professor	Sindh Technical Education and Vocational Training Authority (S-TEVTA)
22.	Ms. Kylie Kersel International Advisor (HRD/CBT&A)	TVET Sector Support Programme (TVET-SSP)
23.	Ms. Renuka Rodrigo International Advisor (HRD/CBT&A)	TVET Sector Support Programme (TVET-SSP)
24.	Mr. Atif Mahmood Technical Advisor/Group Facilitator	TVET Sector Support Programme (TVET-SSP)

QUALIFICATIONS VALIDATION COMMITTEE

The following members participated in the qualifications development and validation:

S.No.	Name & Designation	Organization
1.	Mr. Abdul Majid Associate Professor/Dy. DG	National Institute of Science and Technical Education (NISTE), Islamabad
2.	Ms. Nousheen Malik Director SS&C	National Vocational & Technical Training Commission (NAVTTTC), Islamabad
3.	Ms. Naila Amin Manager Academics	College of Tourism and Hospitality Management (COTHM), Islamabad
4.	Mr. Umar Saleem Trainer/Research Supervisor	College of Tourism and Hospitality Management (COTHM), Islamabad
5.	Dr. Choudhry Fahad Azim Head of Academics	Aman Institute for Vocational Training, Karachi
6.	Mr. Manzoor Ahmed Senior Staff Trainer	Staff Training Institute (STI), Quetta
7.	Mr. Ghulam Raza Hussain Assistant Staff Trainer	Staff Training Institute (STI), Quetta
8.	Mr. Muhammad Naeem Afzal Deputy Manager Trainings	Punjab Vocational Training Council (PVTC), Lahore
9.	Mr. Khuram Suhail Asghar Assistant Manager Curriculum	Punjab Vocational Training Council (PVTC), Lahore
10.	Mr. Mehar Ali CBT Trainer/National Assessor	Hashoo Foundation, Rawalpindi
11.	Dr. Muhammad Abdul Basit Programmer/National Assessor	National Institute of Electronics (NIE), Islamabad
12.	Mr. Abdul Basit Taj Engineer	National Institute of Electronics (NIE), Islamabad
13.	Mr. Faisal Rasheed Mughal Technical Assistant CBT	AJK TEVTA, Muzaffarabad
14.	Ms. Sana Ahmed Gilani Principal	Girls Vocational Centre, Kashmir Council, Muzaffarabad
15.	Engr. Hafeez Ur Rehman Assistant Professor	Khyber Pakhtunkhwa TEVTA, Peshawar
16.	Mr. Shabir Hussain Senior Instructor	Khyber Pakhtunkhwa TEVTA, Peshawar
17.	Mr. Muzaffar Ali Assistant Director	National Vocational & Technical Training Commission (NAVTTTC), Islamabad
18.	Ms. Kylie Kersel International Advisor (HRD/CBT&A)	TVET Sector Support Programme (TVET-SSP)
19.	Mr. Atif Mahmood Technical Advisor/Group Facilitator	TVET Sector Support Programme (TVET-SSP)

CODE OF QUALIFICATION

Qualification Title	Code
National Vocational Certificate in Training & Assessment Level-2 (Shop/Lab Assistant)	0113T&A01
National Vocational Certificate in Training & Assessment Level-3 (Trainer/Instructor)	0113T&A02
National Vocational Certificate in Training & Assessment Level-4 (Master Trainer)	0113T&A03
National Vocational Diploma in Training & Assessment Level-5 (Chief Master Trainer)	0113T&A04

ENTRY REQUIREMENTS

As a suggestion to be included in the entry requirements for;

National Vocational Certificate in Training & Assessment Level-3 (Trainer/Instructor)
National Vocational Certificate in Training & Assessment Level-4 (Master Trainer)
National Vocational Diploma in Training & Assessment Level-5 (Chief Master Trainer)

Those entering the above listed programs must be able to demonstrate vocational competency in their proposed teaching and assessing area. Vocational competency is defined as broad industry knowledge and experience.

PACKAGING RULES

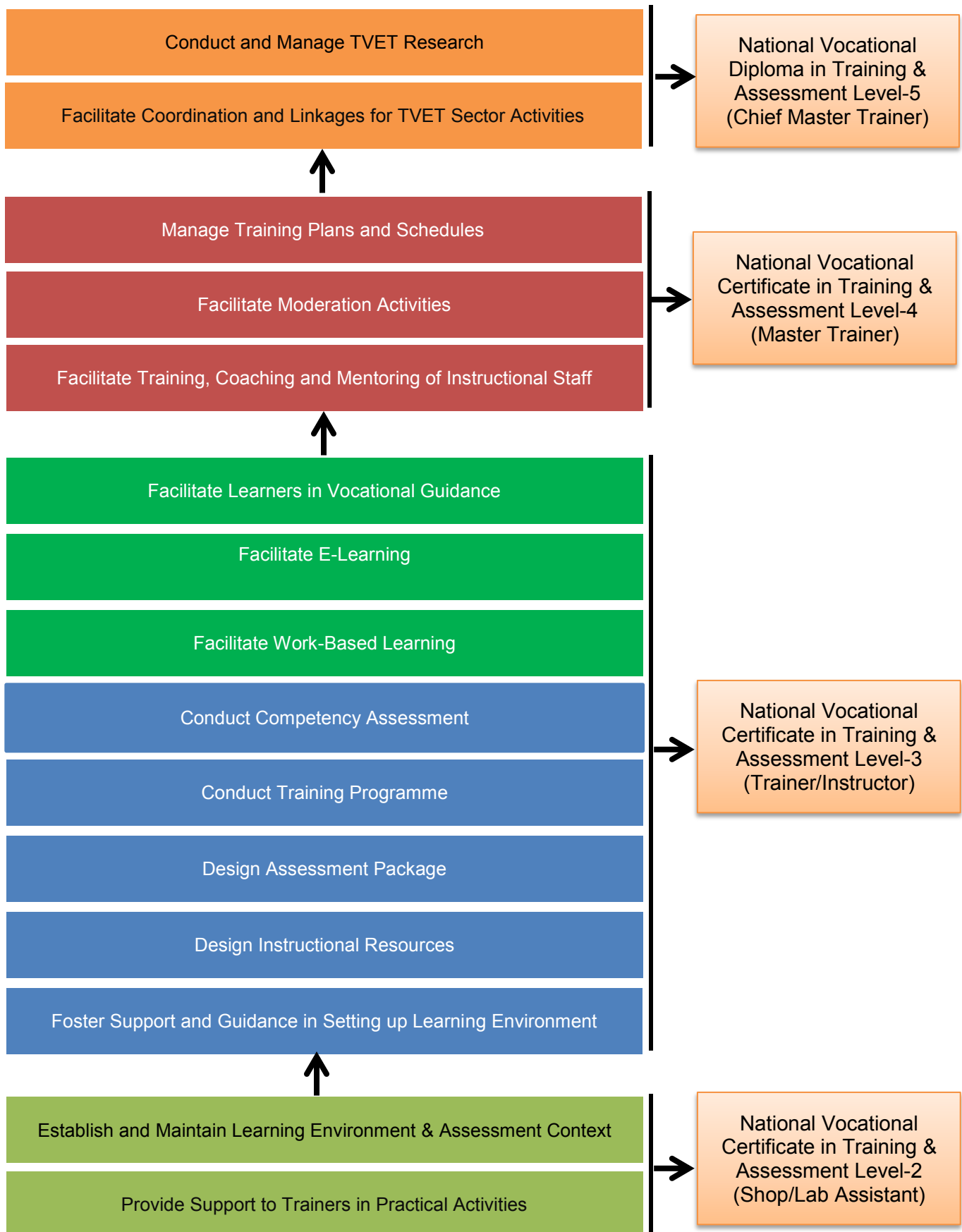
The packaging rules for national vocational qualifications for instructional staff are as under:

Qualification	0113T&A01 National Vocational Certificate in Training & Assessment Level-2 (Shop/Lab Assistant)
Credit(s)	05
Core Competency Standards	Provide support to trainers in practical activities Establish and maintain learning environment and assessment context
Elective Competency Standards	Not applicable

Qualification	0113T&A02 National Vocational Certificate in Training & Assessment Level- 3 (Trainer/Instructor)
Credit(s)	20
Core Competency Standards	Foster Support and Guidance in Setting up Learning Environment Design Instructional Resources Design Assessment Package Conduct Training Programme Conduct Competency Assessment
Elective Competency Standards	You can select one elective competency standard from the following: Facilitate E-learning Facilitate Work-Based Learning Facilitate Learners in Vocational Guidance

Qualification	0113T&A03 National Vocational Certificate in Training & Assessment Level-4 (Master Trainer)
Credit(s)	09
Core Competency Standards	Facilitate Training, Coaching and Mentoring of Instructional Staff Facilitate Moderation Activities Manage Training Plans and Schedules
Elective Competency Standards	Not applicable

Qualification	0113T&A04 National Vocational Diploma in Training & Assessment Level-5 (Chief Master Trainer)
Credit(s)	11
Core Competency Standards	Facilitate Coordination and Linkages for TVET Sector Activities Conduct and Manage TVET Research
Elective Competency Standards	Not applicable



REGULATIONS FOR THE QUALIFICATION AND SCHEDULE OF UNITS

Not Applicable

SUMMARY OF COMPETENCY STANDARDS

Code	Competency Standards	Level	Credits	Category
011300468	Provide support to trainers in practical activities	1	2	Functional
011300469	Establish and maintain learning environment and assessment context	2	3	Functional
011300470	Foster Support and Guidance in Setting up Learning Environment	2	2	Function
011500462	Design Assessment Package	4	3	Technical
011500464	Conduct Competency Assessment	3	3	Technical
011500466	Design Instructional Resources	4	4	Technical
011500467	Conduct Training Programme	4	5	Technical
011300471	Facilitate E-learning	3	3	Technical
011300472	Facilitate Work-Based Learning	3	3	Technical
011300473	Facilitate Learners in Vocational Guidance	2	3	Functional
011300474	Facilitate Training, Coaching and Mentoring of Instructional Staff	4	3	Technical
011300475	Facilitate Moderation Activities	3	2	Technical
011300476	Manage Training Plans and Schedules	4	4	Functional
011300477	Facilitate Coordination and Linkages for TVET Sector Activities	4	5	Functional
011300478	Conduct and Manage TVET Research	6	6	Technical

011300468 Provide Support to Trainers in Practical Activities

Overview

This competency standard covers the tasks a TVET shop/lab assistant performs in order to support the trainer/instructor in practical activities. The shop/lab assistant also ensures all tools and equipment are maintained and functioning according to manufactures specifications. The competency standard outlines the knowledge and understanding required to provide a conducive training environment according to delivery and training needs. Ensuring proper housekeeping, health, hygiene and setting up of training equipment, are also some of the tasks which he/she performs to support the trainer to impart training according to the organizational and academic requirements. He/she has to conduct preventive and routine maintenance as per agreed schedules and manufacturer's instructions.

Competency Units

Performance Criteria

1. Carry out preventive / routine maintenance of training facilities

- P1. Conduct regular inspections in the working area's according to organizational procedures and practices
- P2. Carry out preventive and routine maintenance of training equipment in accordance with the manufacturer and institution's guidelines
- P3. Inform the trainer/instructor, if maintenance activities cannot be completed or faults outside the planned maintenance schedule have been found
- P4. Report any potential health or safety risks directly to the superior and complete any required administrative processes as per organizational procedures.
- P5. Update and maintain logbooks and fault reports after each maintenance exercise
- P6. Store any potentially dangerous goods or equipment according to health and safety requirements.
- P7. Check the performance of equipment for satisfactory operation on completion of maintenance

2. Set up training facilities as per training requirements

- P1. Identify tools, equipment and materials as per requirement of the training programme to be delivered
- P2. Provide supportive amenities e.g. power, lighting, seating etc. for the functioning of the equipment

- P3. Assemble tools and equipment as per manufacturer's instructions, occupational health and safety considerations, and the needs of the learners
- P4. Carry out inspection for identification of the fault in equipment and take appropriate steps to avoid any accident or hazard during training

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Purpose of preparing and implementing equipment maintenance schedules
- Difference between preventive and routine maintenance
- Important considerations that need to be observed during preventive and routine maintenance of equipment
- Types of faults e.g. mechanical, electrical, structural etc. and fixing them
- Occupational safety and health (OSH) guidelines
- Types of hazards or accidents that can arise due to malfunctioning of the equipment
- Log-book/job report and their importance in maintenance
- Method of updating log-book after each maintenance
- Interpreting national vocational qualification for identification of tools, equipment and materials required for delivery of training
- Assessing requirements for supportive amenities e.g. power, space, lighting, ventilation, seating arrangement etc.
- Instructional requirements for setting up of training facility for learners
- Understanding manufacturer's manual/instructions for assembling the equipment correctly

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Interpret and follow equipment maintenance schedule correctly
- Set up equipment, tools and provide materials for a training session arranged for a group of learners

011300469 Establish and Maintain Learning Environment and Assessment Context

Overview

Establishing appropriate learning environments and assessment context are an integral part of the training and assessment processes. This competency standard defines the process in which to ensure all the learners are provided with equal access to tools, equipment, consumable materials and other resources. A well-established learning environment and assessment context enables the candidates to provide demonstration of the specified outcomes entailed in the training programme. Therefore, a shop/lab assistant must know and understand the requirements of the training sessions to be delivered by the trainer. The shop/lab assistant must have the skills and knowledge required to establish the learning environment according to the facilitation, training and learning needs of all participants. This competency standard would enable a shop/lab assistant to facilitate the trainer and assessor during training and assessment as per organizational and qualification requirements.

Competency Units

Performance Criteria

1. Provide support in group based training

- P1. Support trainer in establishing groups of the learners keeping in view the resources available for training and practice
- P2. Provide equal support and access to resources to each group member
- P3. Take measures to ensure the resources are used efficiently and only for the training/ assessment purposes

2. Assist trainer in demonstration of practical task

- P1. Provide support to the trainer in establishing the learning environment as per requirement of the session to be delivered
- P2. Take appropriate measures to ensure the learning environment is safe and hazard free
- P3. Foster support to trainers during demonstration of tasks or practical skill development sessions
- P4. Collect and maintain training and assessment records of the learner in consultation with the trainer/ assessor as per organizational requirement

3. Provide support in conduct of assessment

- P1. Facilitate the trainer or assessor in establishing assessment context as per requirement of the competency standards to be assessed
- P2. Assemble tools/equipment and provide materials for the conduct of assessment in consultation

- with the trainer or assessor
- P3. Provide support in maintaining and evaluating portfolios presented by the candidates
 - P4. Assist the trainer or assessor in maintaining discipline during the conduct of assessment
 - P5. Collect and maintain training and assessment record of the learner in consultation with the trainer/ assessor as per organizational requirement
4. Facilitate learners in practice sessions
- P1. Provide support to learners in using tools and equipment to avoid injury or accident during practice session
 - P2. Guide learners to use the equipment as per manufacturer's instructions
 - P3. Check and ensure the occupational safety and health (OSH) guidelines (including environmental considerations, chemical and waste disposal and storage etc.) have been observed by the learners during practice sessions

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Group dynamics and considering cultural values of individuals while establishing groups
- Basic adult learning principles
- Fulfilling the needs of the individuals for training and learning
- Importance of establishing learning environment and assessment context
- Requirements for establishing learning environment and assessment context
- Using checklist for establishing learning environment and assessment context
- Measures for efficient utilization of training equipment, tools and consumable materials
- Types of potential hazards and measures to avoid them
- Occupational safety and health (OSH) considerations and guidelines during training including chemical storage and waste disposal etc.
- Guidelines for demonstration or process of modeling of skills

- Teaching and learning process
- Assessment process
- Types of evidences required in assessment
- Maintaining portfolios of the learners

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Establish learning environment for at least one training session
- Establish assessment context for at least one assessment

011500462 Design Assessment Package

Overview

Designing assessment materials for competency based assessment requires knowledge of the assessment tools, instruments and requirements of the National Vocational Qualification Framework (NVQF). Developing relevant and reliable assessment packages based on the nationally approved competency standards and qualifications is the basic requirement for conduct of fair, flexible and current assessment.

This competency standard covers the professional attitude, skills and underpinning knowledge of the designing tools, guidelines, formats and other necessary considerations for developing assessment package for integrated assessment.

Competency Units

Performance Criteria

- | | |
|-----------------------------------|--|
| 1. Determine assessment tools | P1. Identify candidate, purpose of assessment tool and context in which assessment tool is to be used
P2. Identify and access relevant assessment benchmarks
P3. Interpret assessment benchmarks to establish evidence required to determine competency
P4. Identify, access and interpret legal and organizational requirements |
| 2. Design assessment instruments | P1. Select assessment methods keeping in view the requirements of the NVQ and or, competency standard
P2. Select and design appropriate tools for assessment of candidates
P3. Administer assessment tools in different contexts |
| 3. Develop assessment instruments | P1. Develop specific assessment instruments to collect identified evidence
P2. Apply and document clear and specific procedures for instructing assessor and candidate on assessment (including use of assessment instruments)
P3. Comply with the requirements (legal and organizational) of assessment system policies and procedures
P4. Review, evaluate and version control of |

assessment packages

4. Contribute in validation of assessment instruments
 - P1. Review draft assessment tools against evaluation criteria and competency standard
 - P2. Trial assessment tools to validate relevance
 - P3. Collect and document feedback on assessment tools
 - P4. Analyze feedback and amend the assessment instruments, accordingly
 - P5. Finalize assessment tools, format and file accordingly to assessment system policies and procedures

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Principles of competency assessment
- Different types of assessment tools/methodologies
- Requirements of assessment evidence
- Types of evidence (direct vs. indirect)
- Interpretation and relevance of competency standards to assessment evidence requirements
- Interpretation of legal and organizational requirements of assessment
- Different assessment methods, their uses and purpose
- Components of competency standards and dimensions of competency
- Requirements of RPL
- RPL process and guidelines
- Different assessment contexts and relationship to developing assessment tools
- Assessment guidelines and their importance to the assessment process
- Relationship between competency standard, learning activity and assessment
- Principles of reasonable adjustment
- Assessment reporting and administration requirements (under NVQF)
- Analysis techniques of feedback and collation of information
- Importance of reflection in assessment

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Develop at least three assessment packages that support different assessment methods, and address at least one unit of competency each. Each assessment package must include the instruments for collecting evidence and related instructions to the assessor/s and candidates
- Reporting on the trial and review of each assessment tool, including proposed changes

011300470 Foster Support and Guidance in Setting up Learning Environment

Overview

This competency standard covers the tasks a trainer has to perform before delivery of training session. The trainer provides guidance and support to shop/lab assistant in establishing the learning environment which includes setting up of equipment, arrangement of tools, training materials and consumable etc. National Vocational Qualifications (NVQs) provides the basis and guidance for establishing the learning environment for a training session. Therefore, understanding of the NVQ structure and contents is equally important for a trainer prior to providing guidance to the shop/lab assistant.

Competency Units

Performance Criteria

1. Identify training facility requirements

- P1. Prepare list of tools, equipment, consumable materials and other resources for the conduct of training for a group of learners as per requirements given in the qualification package
- P2. Provide support and advise shop/lab assistant for arranging the tools, equipment and consumable materials for the training session
- P3. Cross check the resources arranged are according to the requirements mentioned in the qualification package

2. Develop and implement maintenance schedule for training facility

- P1. Identify and prepare maintenance activities, resources and schedule according to job requirements
- P2. Ensure the performance of regular maintenance activities and routine servicing / repair are according scheduled plan
- P3. Report complex faults or repair requirements for specialist assistance in accordance with organizational procedures
- P4. Document and report maintenance activities as per organizational procedures

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Features of a well-organized training workshop or lab
- Occupational Safety and Health (OSH) requirements
- Factors for maintaining training equipment and facilities
- Requirements for workshop environment
- Uses of learning resources
- Important considerations for storage of training resources i.e. tools, equipment and consumable materials etc.
- Reporting and documentation procedures
- Structure and use of maintenance schedule

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Prepare a list of tools, equipment and consumable materials required for a training session
- Develop a maintenance schedule for a training facility/workshop/lab

011500464 Conduct Competency Assessment

Overview

Collection of evidence and its evaluation with nationally approved competency standard(s) are some of the key steps in competency based assessment that requires focus and due consideration to all evidences provided by the candidate. This can only be achieved when an assessor considers all the evidences and ensures that the evidences provided fulfill the requirements of the competency standards to be assessed.

Therefore, this competency standard provides the insight of the competencies needed by an assessor to conduct assessment according to National Vocational Qualifications Framework (NVQF). Successful achievement of the competencies included in this standard would enable the practitioner to conduct competency assessment as per approved national assessment packages.

Competency Units

Performance Criteria

1. Conduct pre-assessment meeting

- P1. Agree to competency standards to be assessed with the candidate
- P2. Advise candidate on types and quantity of evidence to collect for their assessment
- P3. Identify the timelines for assessment, records and/or any other requirements to be supplied by the candidate
- P4. Explain the appeals process to the candidate and the process by which results will be conveyed
- P5. Evaluate candidate evidence for validity, consistency, currency, authenticity and sufficiency to determine candidate's readiness for assessment
- P6. Determine candidate's readiness for assessment using open questioning regarding their intentions for the assessment
- P7. Inform candidate of outcome of assessment process and offer advice, if necessary, about further evidence or presentation requirements
- P8. Use appropriate communication and interpersonal skills to develop a professional relationship with the candidate that reflects sensitivity to individual differences and enables two-way feedback
- P9. Address requisite workplace health and safety

(WHS) risk to a person or equipment
immediately

2. Assess competence
 - P1. Conduct the assessment according to the agreed assessment plan, standard operating procedures and the assessment material requirements
 - P2. Use language appropriate to the target audience and level of the competency standard
 - P3. Apply the principles of assessment in gathering quality evidence
 - P4. Discuss and guide candidates in gathering their own evidence to support the recognition of prior learning (RPL)
 - P5. Assess the collected evidence, and to evaluate whether it reflects the evidence required to demonstrate competence
 - P6. Assess whether the candidate evidence is valid, authentic, current and sufficient
 - P7. Use judgement to infer whether competence has been demonstrated, based on the available evidence
 - P8. Make the assessment decision in line with agreed assessment procedures and according to the agreed assessment plan
 - P9. Ensure decisions are consistent with the Evidence and the assessment guide
3. Provide feedback to candidate
 - P1. Give feedback to candidate that is timely, direct and confined to the strengths and weaknesses of the performance
 - P2. Record feedback in prescribed form provided for that purpose
4. Complete assessment administration
 - P1. Record assessment results in accordance with Qualification Awarding Body and Assessment Centre requirements for accuracy and timeliness
 - P2. Complete and submit required assessment documentation, according to assessment procedures and confidentiality conventions
 - P3. Inform other relevant parties of the assessment decision, according to confidentiality conventions
 - P4. Meet all post-assessment moderation requirements, if any

5. Review Assessment Process

- P1. Review the assessment process in consultation with candidates and other relevant people to improve future practice
- P2. Document and record the review according to relevant assessment system policies and procedures

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Requirements for conduct of pre assessment meeting
- Effective communication skills
- Requirements for conduct of assessment
- Appropriate language for target audience and level of competency standard
- Evidence requirements for validity, authenticity, currency and sufficiency
- Decision-making consistent with evidence and assessment guide
- Methods for providing feedback to candidates on their performance in accordance with principles of assessment
- Recording feedback on forms
- NVQF guidelines on conducting the assessment
- Assessors code of conduct
- Qualification Awarding Body and Assessment Centre requirements for recording assessment results
- Post-assessment requirements for moderation

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Conduct assessment of at least five candidates on different competency standards according to the NVQF guidelines
- Conduct assessment using Recognition of Prior Learning (RPL) processes of at least one candidate (which may be one of the five candidates above)
- Conduct assessment of one candidate making reasonable adjustments in the assessment (which may be one of the five candidates above)

011300471 Facilitate E-learning

Overview

This competency standard covers the knowledge and skills required by a trainer in establishing the E-learning platform for delivery of vocational training. Achievement of the outcomes of this competency standard would enable the trainers to establish efficient and effective learning environments for the candidates via electronic media.

<i>Competency Units</i>	<i>Performance Criteria</i>
1. Establish e-learning environment	<ul style="list-style-type: none">P1. Determine the learning outcomes and objectives of the training programme to be offeredP2. Collect information on learning preferences of the group and individuals to plan effectivelyP3. Develop e-learning delivery plan to ensure logical progression of the contents and continuity of the learners progressP4. Identify technical and operational requirements for the e-learning environment
2. Guide learners on e-learning facilities	<ul style="list-style-type: none">P1. Introduce e-learning facilities to learners to support inclusivity and enable positive interactionP2. Demonstrate good practice in e-learning facilitation to ensure an effective learning experienceP3. Use relevant support mechanisms to address technical issuesP4. Provide opportunities for authentic learning, practice and formative assessment into the e-learning experience
3. Monitor e-learning environment	<ul style="list-style-type: none">P1. Monitor and document e-learner progress to ensure outcomes are being achieved and individual learner needs are being metP2. Provide support and guidance, inside and outside, the e-learning environment as appropriateP3. Continuously monitor e-learner interaction with others and participation in e-learning activities, and intervene where necessary to maintain

momentum and engagement
P4. Maintain, store and secure learner records according to organizational requirements

4. Review e-learning process
- P1. Evaluate effectiveness of e-learning delivery and facilitation
 - P2. Prepare improvement plans based on the performance as an e-learning facilitator and discuss with relevant personnel for future action

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Structure of NVQF qualifications
- Delivery modes and pathways
- Establishing E-learning platforms
- Learning preferences of individuals and groups for e-learning
- Preparing delivery plan for e-learning
- Technical and operational requirements for e-learning environment
- Use of monitoring tools for tracking the performance of e-learning environment
- Maintaining e-learning record of the learners
- Methods of evaluating e-learning delivery and facilitation

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Develop at least one training session using e-learning environment and introduce it with the group of learners

011500466 Design Instructional Resources

Overview

This competency standard focuses on the skills required to develop instructional resources for delivery of training. As it is well established that the quality and effectiveness of training depends upon the structure and relevance of the instructional resources, this competency standard will enable a trainer in designing need based learning resources that will support the training and learning in an interactive manner.

Competency Units

Performance Criteria

- | | |
|---|--|
| 1. Identify training needs of the learners | P1. Review and analyze competency standards to identify required competencies
P2. Identify learners need using available information and documentation
P3. Identify the gap between required competencies and the learners need to determine learners training requirements
P4. Validate training requirements with appropriate people |
| 2. Determine learning activities and contents | P1. Select learning contents and units based on the needs assessment of the learners
P2. Design learning activities suitable to achieve learning outcomes
P3. Select delivery methods and strategies appropriate to learning activities |
| 3. Design manuscript for learning resources | P1. Research, develop and document specific subject matter content, according to agreed design options
P2. Evaluate existing learning resources for content relevance and quality
P3. Provide appropriate and relevant learning opportunities in the resources
P4. Specify assessment requirements of the learning program
P5. Use appropriate and relevant pictures, illustrations, flow charts and shapes etc. |
| 4. Review learning resources | P1. Check and evaluate the learning resources against the NVQF requirements and the approved competency standards
P2. Ensure the learning resources are current, relevant |

- and meet the requirements of the training
- P3. Confirm the language of the learning resources is clear, precise, consistent and comprehensible for the learners

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Orientation on Instructional System Design (ISD), an approach towards training programme designing
- Learning theories and teaching methodologies
- Teaching and learning process
- Qualifications development process as laid down under NVQF
- DACUM/occupational analysis method
- Difference between CBT&A and traditional vocational training system
- Formats, guidelines, and parameters for developing and reviewing the teaching and learning materials
- Importance of teaching and learning materials in implementing NVQs
- Different types of learning activities, contexts and teaching aids
- Different delivery modes and methods
- Legal requirements of the occupation, industry norms and regional contexts that may affect training programme design and delivery
- Occupational health and safety consideration in designing instructional materials

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Design, develop and review instructional resources for at least one nationally approved competency standard

011500467 Conduct Training Programme

Overview

This standard covers the competence a trainer will need to provide training for national vocational qualification packages in accordance with NVQF and competency based training methodologies. The standard includes the planning for training, setting learning environments, delivery and evaluation of training activities. For achievement of the outcomes of this standard, the trainer will be required to demonstrate that he/she can plan and deliver training sessions for individuals as well as for groups in multiple learning contexts.

<i>Competency Units</i>	<i>Performance Criteria</i>
1. Develop plan for delivery of training	<p>P1. Adjust existing learning objectives according to program requirements and specific needs of individual learners</p> <p>P2. Develop session plans and document for each segment of the learning program</p> <p>P3. Use knowledge of learning principles and theories to generate ideas for managing session delivery</p> <p>P4. Determine and confirm training delivery strategies and requirements</p> <p>P5. Determine and confirm required assessment methods and tools</p> <p>P6. Review the complete program with key stakeholders, and adjust as required</p> <p>P7. Document the complete learning program in line with organizational requirements</p>
2. Prepare training facilities and aids	<p>P1. Establish, and agree upon, the objectives and scope of the class and work-based learning</p> <p>P2. Analyze work practices and routines to determine their effectiveness in meeting established learning objectives</p> <p>P3. Identify, and address any workplace health and safety (WHS) implications of using work as the basis for learning</p>
3. Deliver training session	<p>P1. Conduct each session according to the session plan, modified where appropriate to meet learner needs</p> <p>P2. Employ a range of delivery methods to optimise learner experiences</p> <p>P3. Demonstrate effective facilitation skills to ensure</p>

effective participation and group management

4. Evaluate training delivery session

- P1. Use measures to ensure learners are acquiring, and can use, new technical and generic skills and knowledge obtained
- P2. Monitor learner progress and outcomes in consultation with the learner
- P3. Use appropriate tools to get feedback on training session

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Learning theories and principles
- Teaching and learning processes
- Different learning styles
- Requirements of the learning program and/or delivery plan, and the content purpose
- Delivery methods and techniques
- Class management techniques and dealing with learner's behaviour
- Method of preparing lesson plans and training schedules
- Evaluation and revision techniques to be used to improve lesson plans
- Importance of prepare learning context and its considerations
- Occupational health and safety (OHS) considerations during training and learning activities
- Coaching and mentoring techniques
- Different training aids and their usage
- Group management skills
- Specific resources, equipment and support services requirements for learners with special needs
- Assessment tools, methods and processes
- Standards and requirements relevant to the learning environment

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Facilitating group-based learning by preparing and delivering at least three training sessions, including at least two consecutive sessions of at least 40 minutes duration, that follow one of the learning program designs, to a learner group of at least fifteen individuals

011300472 Facilitate Work-Based Learning

Overview

Work-based learning is an important pathway provided in the National Vocational Qualification Framework (NVQF) that enables a learner to learn and practice acquired skill and knowledge within a functional occupational working environment. For achievement of the required outcomes of this competency standard, the trainer will be required to demonstrate that he/she can plan, organize and deliver training sessions for individuals as well as for groups using real work activities as the learning platform in industry context.

Competency Units

Performance Criteria

- | | |
|---|---|
| 1. Establish work-base learning environment | P1. Collect information about learner characteristics and their needs
P2. Check and confirm the learning environment is safe for the learner(s)
P3. Check and review relevant learning materials for suitability, relevance and contextualize, if required
P4. Arrange access to required tools, equipment and other materials for training and learning |
| 2. Establish learning facility relationship | P1. Prepare training delivery plan in consultation with workplace supervisor
P2. Clarify and agree on the facilitation required from workplace management and address any contractual aspects.
P3. Use interpersonal skills to establish a safe and comfortable learning environment
P4. Inform learners regarding delivery plan as per organizational procedures |
| 3. Implement work base learning pathways | P1. Follow the agreed training program and/or delivery plan to cover all learning objectives
P2. Brief learners on any Occupational Health and Safety (OHS) guidelines and requirements prior to, and during, training
P3. Use appropriate training delivery methods to structure, pace and enhance learning
P4. Apply coaching techniques to assist learning
P5. Provide opportunities for practice during instruction and through work activities |

- | | |
|---|---|
| 4. Maintain and develop learning facilitation | P1. Provide and discuss feedback on learner performance to support learning |
| | P2. Use measures to ensure learners are acquiring, and can apply, new technical and generic skills and knowledge |
| | P3. Monitor supervisory measures and ensure learning arrangements are in accordance with the learners level of skills, knowledge and experience |
| | P4. Review relationship between the trainer/coach and the learner, and adjust to suit learner needs |
| | P5. Maintain, store and secure learner records, according to organisational requirements |

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Training and Coaching methods
- Team building techniques
- Learning psychology and developmental psychology
- Feedback tools and techniques
- Self-evaluation tools and techniques
- Learning theories, principles and different learning styles
- Workplace analysis processes, methods and tools
- Relevant standard procedures
- Technical updates relevant to workplace
- Requirements of the learning program and/or delivery plan, and the content purpose
- Method of preparing lesson plans and training schedules
- Importance of prepare work based learning context and its considerations
- Occupational health and safety (OHS) considerations during training and learning activities
- Assessment tools, methods and processes for work-based assessment

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Facilitating work-based learning by preparing and delivering at least two training sessions of at least 40 minutes duration, that follow one of the learning program designs, to a learner group of at least five individuals

011300473 Facilitate Learners in Vocational Guidance

Overview

This competency standard covers the knowledge and skills required by a trainer in providing vocational guidance to learners. The application of the below competencies will enable trainers to support learners to adopt appropriate strategies for their career selection and professional development. Assessing the needs of learners for career development and providing guidance for successful employment outcomes are some of the major functions included in this standard.

<i>Competency Units</i>	<i>Performance Criteria</i>
1. Foster career management strategies	<p>P1. Advise and provide guidance for candidates to develop the relevant skills and knowledge to effectively manage their careers</p> <p>P2. Encourage and promote candidate's independence and self-confidence</p> <p>P3. Increase individuals' awareness of opportunities and career options</p> <p>P4. Identify steps needed to analyses and implement a career path decision so that candidates achieve their career goals</p>
2. Refer individuals to appropriate sources	<p>P1. Facilitate candidates in selecting services and resources to meet their needs</p> <p>P2. Inform individuals of services (e.g. recruitment providers, interview skills, job search skills, CV writing skills, job placement services and entrepreneurship skills etc.) that are reliable and most relevant to their needs</p>
3. Assess needs of the individuals for career development	<p>P1. Provide guidance and support to candidates to identify their career development needs holistically in the context of their lives</p> <p>P2. Use appropriate strategies to assess the needs of the candidate for career development</p>
4. Facilitate individuals to identify work related interests	<p>P1. Identify and understand the needs of the candidates to enhance their self-understanding</p> <p>P2. Identify and explore possible options with the candidate</p>

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Purpose of assessment in career development work
- Assessment instruments and methods
- Labour market information and trends
- Communication skills
- Counselling and coaching skills
- Interviewing skills
- Resume writing skills
- Personal promotions skills
- Entrepreneurship skills

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Provide career counselling services to at least three candidate

011300474 Facilitate Training, Coaching and Mentoring of Instructional Staff and Workplace Supervisors

Overview

This competency standard covers the skills, knowledge and abilities required by those who are responsible to provide training, coaching and mentoring to trainers, other instructional staff and workplace supervisors. Aim of this competency standard is to identify skills gap, formulate and analyze training needs to meet the identified skills gap.

Mentoring of instructional staff is another important aspect covered in this standard that will address the issue of continuous professional development for TVET sector trainers.

Facilitate industrial exposure in the form on OJT to acquire current industry skill sets. This applies to workplace supervisors or other work colleagues who have the responsibility for mentoring one or more individuals in the workplace.

Competency Units

Performance Criteria

1. Assess skills gap for technical training

- P1. Design skills gap analysis tool(s) for assessment of candidates for technical training
- P2. Moderate skills gap tool(s) to ensure they meet the requirements of the qualification for which technical training is to be provided
- P3. Compile the skills gap assessment report and share findings/recommendations with appropriate quarters

2. Conduct technical skills upgradation training

- P1. Contextualize the training programme' s as per the identified skills gap assessment report and qualification requirements
- P2. Develop training delivery plan and seek agreement of the candidates on the contents and learning activities
- P3. Prepare learning context according to the agreed delivery plan
- P4. Facilitate training sessions on technical as well as pedagogical aspects
- P5. Conduct mentoring and coaching sessions with the candidates individually to address their professional development issues
- P6. Conduct assessment on the agreed competencies and provide feedback for further improvement of skills

- | | |
|-----------------------------------|--|
| 3. Facilitate industrial exposure | P1. Identify relevant industrial units and get agreement of the employers or industrial body to facilitate industrial exposure |
| | P2. Arrange industrial visits and attachments for candidates to upgrade their skills and knowledge in latest technologies |
| | P3. Collect feedback on team and /or individual performance |
| | P4. Evaluate the outcomes of the industrial visits and attachments |
| | P5. Provide workplace learning opportunities, and coaching and mentoring assistance to facilitate workplace practical skills development |

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Approach towards designing skills gap assessment tools/training needs assessment
- Moderation techniques and requirements for skills gap assessment tools
- Basic elements of the skills gap assessment report
- Principles of andragogy
- Barriers to learning
- Learning styles – visual, oral, read/write and kinesthetic (VARK)
- Important consideration for contextualization of training programme
- Preparing training delivery plan
- Assessment methods and procedures
- Understanding the importance of industrial exposures for skills upgradation training
- Provide mentoring and coaching assistance to teams and individuals
- Monitor and review workplace learning.
- Feedback methods
- Maintaining confidentiality during mentoring sessions

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Develop one skills gap assessment report
- Coaching and mentoring plan for at least one candidate
- Develop learning plans to match skill needs of individuals and groups which means a number of gap assessments tools could be included in the activities to identify needs
- Deliver training on one unit of competency and assess the performance of one candidate

011300475 Facilitate Moderation Activities

Overview

This competency standard covers competencies required by a trainer or manager to facilitate moderation activities pertaining to design, delivery and or evaluation of a national vocational qualification.

<i>Competency Units</i>	<i>Performance Criteria</i>
1. Design moderation activities	<p>P1. Initiate moderation activity in line with NVQF guidelines</p> <p>P2. Determine the purpose, focus and outcome of the moderation activity</p> <p>P3. Consider approaches for moderation activity that are relevant, applicable and efficient</p> <p>P4. Determine and confirm the participants in moderation and arrange any materials and resources needed</p>
2. Moderate the activity	<p>P1. Establish the purpose and seek agreement on the methodology of the moderation activity</p> <p>P2. Provide guidance to support participants throughout the moderation process</p>
3. Complete moderation requirements	<p>P1. Finalize moderation documentation in accordance with national guidelines, legal framework and organizational procedures, and present to the relevant participants</p> <p>P2. Identify recommendations from moderation activity and forward to the appropriate authority</p>

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Understanding of NVQF guidelines for moderation and validation of NVQs and assessment process
- Requirements for moderation
- Coordination requirements
- Determining resources and materials required for moderation activity
- Interpersonal skills

- Communication skills
- Understanding of the moderation tools and techniques
- Writing moderation report and sharing it with relevant authorities

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Develop a plan for the conduct of moderation activity either for validation of qualification package or for assessment
- Facilitate one moderation activity
- Compile and document identified recommendation with suggestions on the way forward.

011300476 Manage Training Plans and Schedules

Overview

This competency standard is concerned with the management of training delivery plans and schedules as a senior staff trainer. In addition, the standard contains the necessary competencies required to monitor the on-going training and evaluate the effectiveness of the training programme to firm up recommendations for review of the training programme for continuous improvement.

<i>Competency Units</i>	<i>Performance Criteria</i>
1. Develop training delivery plan	<p>P1. Identify requirements for delivery of a training programme</p> <p>P2. Develop training delivery plan as per requirements of the national qualification and in compliance with NVQF guidelines</p> <p>P3. Ensure the training delivery plan is effective and efficient in terms of implementation</p> <p>P4. Guide the trainers in developing instructional resources and in preparation of learning context</p>
2. Oversee the delivery of the training programme	<p>P1. Provide necessary instructions and guidance to the trainers in implementation of the training delivery plan</p> <p>P2. Continuously monitor the delivery of the training and assessment in line with the training schedule and guide the trainers, where improvements required</p> <p>P3. Ensure the delivery of the training programme is in line with the principles of competency based training</p>
3. Evaluate effectiveness of the training programme	<p>P1. Design and develop the tools for measuring the effectiveness of the training programmes</p> <p>P2. Collect feedback from the learners, trainers and any other persons (e.g. internal or external verifiers etc.)</p> <p>P3. Review the contents and delivery of the training programme based on the evaluation data analyzed and suggest improvements, where necessary and complete required documentation</p>

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Principles of competency-based training
- Factors that need to be considered while designing a training delivery plan
- NVQF guidelines for delivery of competency based training
- Importance of training schedule in vocational training
- Structure and guidelines of preparing training schedule
- Evaluating training delivery as per requirements of CBT
- Guidelines to develop instructional resources
- Requirements of preparing learning environment/context
- Monitoring parameters for training delivery
- Basic tools to measure the effectiveness of the training programme
- Methods of collecting and interpreting feedback on training programme evaluation
- NVQF guidelines on reviewing the training programme

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Prepare training schedule for at least one competency standard
- Develop monitoring tools and evaluation of training matrix

011300477 Facilitate Coordination and Linkages for TVET Sector Activities

Overview

This competency standard identifies the necessary competencies required to establish collaborative partnerships with business and industry stakeholders within the TVET sector. This competency standard describes the skills and knowledge required to facilitate, coordinate and promote linkages with, industry, enterprise and private sector training providers.

Skills upgradation practices, strategies and implementation methodologies can be undertaken with the involving of both public and private sector organizations. Established linkages can facilitate workplace based practical skills development and equip the practitioners with the current and relevant skills which are currently in demand in the market.

Competency Units

Performance Criteria

1. Foster inter-organizational coordination

- P1. Identify potential positive outcomes from working between and across TVET organizations
- P2. Support and encourage networks and partnerships to work together over issues of conflict and to achieve synergy
- P3. Promote collaborative work processes which support NVQF guidelines and NVQs
- P4. Use appropriate communication and interpersonal skills to facilitate and maintain a professional relationship with organizations

2. Establish linkage with training providers and industry

- P1. Maintain and update database of employers and training providers regularly
- P2. Arrange industrial visits, industrial placement/ internship or apprenticeship for the learners
- P3. Foster opportunities for training of learners within industry or workplace establishments suitable for skills development
- P4. Analyze and evaluate resources needed for identified partnership arrangement and determine what resources both parties will be contributing to the partnership

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Work process of public sector organizations and how they interact with each other
- The organization's industry sector, business structure and complexity
- TVET sector organizations and their functions
- Possible engagement strategies for different public sector bodies
- Strategies to establish networks, groups and partnerships for effective and efficient TVET delivery and management
- Importance of engaging industry in TVET delivery and management
- Strategies to engage and utilize industry facilities for capacity building of TVET HRD

Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Propose an idea for industry-institute linkages keeping in view the local context and discuss it within your group including:
 - preparing for a partnership with an organization
 - negotiating the partnership
 - implementing the partnership
 - maintaining the partnership
 - evaluate and review the partnership

011300478 Conduct and Manage TVET Research

Overview

This competency standard addresses two interlinked aspects; one is to conduct and manage TVET research and the other is to devise and implement knowledge management practices in the organization. It is relevant to people who lead or who are active in influencing the future direction of TVET. The focus of applied research is to ensure learning can enhance individual, team and TVET organizational performance.

The intended purpose and approach to applied research may vary across a range of contexts and organizations. In this competency standard, the focus is on applied research to attain improved organizational outcomes.

Competency Units

Performance Criteria

1. Carry out research on TVET system, policies and strategies

- P1. Review and demonstrate a range of applied research methods
- P2. Determine priorities for research that are consistent with existing TVET system, policies and strategies
- P3. Select the topic, problem or research questions after review of literature
- P4. Choose the appropriate research technique and data source
- P5. Evaluate the outcomes of research to determine the extent and limitations of current knowledge and practice, their scope, validity and reliability
- P6. Manage research projects effectively and in consistency with agreed objectives, methods, desired outcomes and ethical dimensions

2. Devise and implement strategies for knowledge management

- P1. Identify where key knowledge is developed, shared and transferred and how it adds value to the organization
- P2. Determine how knowledge management goals, processes, and tools can add value to the organization
- P3. Formulate activities, processes and standards that support knowledge creation, sharing and recording
- P4. Evaluate a range of applied data collection techniques and review according to organizational objectives

Knowledge & Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Research techniques and methods
- Types of data sources
- Defining a problem or issue into research question(s)
- Ethical issues and considerations in research
- Application of project management skills in conduct of research
- Checking the validity and reliability of research approach, data and analysis
- Research analysis techniques
- Drawing conclusions and recommendations from research
- Understanding organizational context, its stakeholders and environment
- How to develop knowledge and sharing it with the key persons in the organization
- Existing and emerging knowledge management theories, concepts, strategies, principles, techniques and good practice
- Using ICT tools for knowledge management

- Regulations and practices for institutional intellectual property rights

Critical Evidence(s) Required

The candidate needs to produce the following critical evidence(s) in order to be competent in this competency standard:

- Write a research paper/article on any topic related to current TVET sector developments and advancements in theory, practice or policy;
or
- Prepare a concept proposal to suggest at least one strategy for a knowledge management system which could be established within your organization and discuss it with your mentor

LIST OF TOOLS AND EQUIPMENT

S.No.	Items
1.	Laptops (students to provide and use own)
2.	Multimedia Projector
3.	White Board
4.	White Board markers/eraser
5.	Internet Connection (Wi-Fi)
6.	Printer (Portable if possible)
7.	USB sticks
8.	NVQF/Policy documentation
9.	Codes of conduct
10.	Notebooks
11.	Pens/Pencils
12.	Learning Platforms (online)