

SELF ASSESSMENT GUIDE

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| Qualification: | TRAINERS METHODOLOGY LEVEL II | | |
| COC 1: | • CONDUCT TRAINING NEEDS ANALYSIS (TNA) | | |
| Instruction: <ul style="list-style-type: none"> • Read each of the questions in the left-hand column of the chart. • Place a check in the appropriate box opposite each question to indicate your answer. | | | |
| Can I? | YES | NO | |
| • Hold discussions with clients to identify objectives, expectations, and other requirements * | | | |
| • Identify and analyze issues to be addressed to determine the impact on client's objectives and requirements | | | |
| • Identify the TNA respondents/target group based on objectives and requirements | | | |
| • Develop research plan based on objectives and requirements* | | | |
| • Present to concerned persons and finalize research plan using appropriate method for collecting information | | | |
| • Design TNA instruments following the prescribed format | | | |
| • Validate the TNA instrument to a select group of respondents to check on consistency and validity prior to actual use | | | |
| • Gather data and analyze information using valid analysis method* | | | |
| • Conduct orientation regarding the study | | | |
| • Disseminate TNA instruments to identified respondents | | | |
| • Gather filled out TNA instruments in accordance with procedures appropriate to the method selected | | | |
| • Analyze information using reliable valid data analysis methods to determine skills gaps that can be addressed through training or other intervention | | | |
| • Prepare conclusions on training needs supported by evidence and consistent with research objectives | | | |
| • Provide client with options for meeting identified training skills | | | |
| • Prepare report and provide client with advice and recommendations on training needs * | | | |
| Candidate's Name & Signature | Date | | |

SELF ASSESSMENT GUIDE

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| Qualification: | TRAINERS METHODOLOGY LEVEL II | | |
| COC 2: | • DEVELOP TRAINING CURRICULUM | | |
| Instruction: <ul style="list-style-type: none"> • Read each of the questions in the left-hand column of the chart. • Place a check in the appropriate box opposite each question to indicate your answer. | | | |
| Can I? | YES | NO | |
| 1. Identify training regulations appropriate for the course to be developed* | | | |
| 1.1. Identify and consult stakeholders to establish training aims and requirements | | | |
| 1.2. Identify, access, confirm the training regulation or other relevant specification on which to base learning program | | | |
| 1.3. Identify training requirements based on results of TNA | | | |
| 2. Develop Learners profiles and identify potential learners* | | | |
| 2.1. Prepare learner's profile needed upon entry to the course | | | |
| 2.2. Determine language and literacy requirements of the learner according to profile | | | |
| 3. Analyze and interpret competency standards in developing a curriculum module/learning outcome* | | | |
| 3.1. Analyze and interpret competency standards/other relevant specifications to determine specific learning objectives/outcomes/goals | | | |
| 3.2. Clearly specify competencies to be acquired by the learner | | | |
| 3.3. Develop and modify modules of instructions according to needs and procedures | | | |
| 3.4. Establish learning outcomes and assessment criteria according to procedures | | | |
| 3.5. Identify resources required to support the training curriculum | | | |
| 3.6. Design training curriculum based on the requirements of the competency standards | | | |

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| 4. Develop course design* | | |
| 4.1. Identify the modules of instruction based on the competency standard | | |
| 4.2. Link course entry and exit points with occupational and educational opportunities | | |
| 4.3. Identify and document prerequisites for the course and for specific units/modules within the course | | |
| 4.4. Incorporate adult learning theory and principles in designing the curriculum | | |
| 4.5. Use variety of delivery strategies appropriate for specific module/learning outcome | | |
| 4.6. Determine the assessment method appropriate to module of instruction | | |
| 4.7. Specify the trainers qualification who shall implement the course | | |
| 5. Validate training curriculum with other persons* | | |
| 6. Finalize training curriculum and submit to appropriate personnel * | | |
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SELF ASSESSMENT GUIDE

| | | | |
|---|--------------------------------------|-----------|--|
| Qualification: | TRAINERS METHODOLOGY LEVEL II | | |
| COC 3: | • DEVELOP LEARNING MATERIALS | | |
| Instruction: <ul style="list-style-type: none"> • Read each of the questions in the left-hand column of the chart. • Place a check in the appropriate box opposite each question to indicate your answer. | | | |
| Can I? | YES | NO | |
| • Verify the brief, type of learning materials with the client | | | |
| • Identify characteristics of the learners/end users of the learning resource | | | |
| • Gather, collate and analyze existing information which may be relevant | | | |
| • Identify and act upon ethical and legal considerations | | | |
| • Write and document a development work plan | | | |
| • Generate a range of design options using a variety of principles and techniques | | | |
| • Establish design concepts, taking into consideration process, material, quantity, cost and outcome requirement | | | |
| • Take time to reflect on the designs, identifying the implications of each | | | |
| • Research and embed the diversity of the learners and their learning styles into the design specifications | | | |
| • Develop and confirm an outline or prototype for the learning resource | | | |
| • Identify relevant personnel to support the development phase, if needed | | | |
| • Develop content and content specification accordance with the agreed design | | | |
| • Divide the learning materials into manageable chunks/segments of learning principles and techniques | | | |
| • Access and modify/customize existing learning materials to suit the learning purposes and audience and audience | | | |
| • Develop and document new, relevant and engaging learning activities and related materials based on application of learning principles | | | |
| • Use clear, concise, grammatically correct and appropriate text for the intended audience/s | | | |

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| • Format the resource using an appropriate style guide | | |
| • Use relevant, instructive and appropriate visuals for the intended audience/s | | |
| • Establish mechanisms for reviewing work in progress | | |
| • Make modifications to the design and/or content, to address changes in project parameters | | |
| • Develop Prototype systems and components in accordance with the agreed design | | |
| • Develop and confirm mock-up/simulator's plan and specification with the client | | |
| • Identify relevant personnel to support the development phase, if needed | | |
| • Develop manual for prototype, model/simulator | | |
| • Check content of the developed materials against content specifications | | |
| • Check text, format and visual design for clarity and focus | | |
| • Identify relevant personnel and seek support for the review and validation | | |
| • Conduct an external review and incorporates using appropriate methods, and feedback | | |
| • Review final draft against the brief and other relevant criteria prior to delivery to the client | | |
| • Review the design and development process against appropriate evaluation criteria | | |
| • Take time to reflect and identify areas for improvement | | |
| • Document identified improvements for future projects | | |
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| | | | |
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| Qualification: | TRAINERS METHODOLOGY LEVEL II | | |
| COC 4: | • DEVELOP COMPETENCY ASSESSMENT TOOLS | | |
| Instruction: <ul style="list-style-type: none"> • Read each of the questions in the left-hand column of the chart. • Place a check in the appropriate box opposite each question to indicate your answer. | | | |
| Can I? | YES | NO | |
| • Identify competency standards which describe the work activities to be assessed | | | |
| • Read and interpret relevant unit(s) of competency to identify the required evidence | | | |
| • Identify evidence requirements which show full coverage and consistent performance of the relevant work activities* | | | |
| • Identify suitable assessment methods that are consistent with the evidence requirements and the advice provided in the Evidence Guide and relevant Assessment Guidelines * | | | |
| • Select assessment methods which are appropriate for the competency being assessed, and in line with the purpose and assessment context * | | | |
| • Prepare assessment tools in accordance with the advice provided in the relevant Assessment Guidelines* | | | |
| • Prepare clear and concise written instructions and materials for the assessor and the candidate which accurately describe the assessment activity | | | |
| • Check assessment tools for validity, fairness, safety and cost effectiveness * | | | |
| • Check draft assessment tools against evaluation criteria and revise, when necessary | | | |
| • Pilot test assessment tools with a small group of assessors and industry practitioners | | | |
| • Analyse data gathered through the validation to establish any changes that maybe required * | | | |
| • Finalize assessment tools incorporating suggested changes as appropriate * | | | |
| • Explain the principles of reasonable adjustment | | | |
| • Explain legal and ethical responsibilities associated with the assessment procedures | | | |
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| | | | |
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| Qualification: | TRAINERS METHODOLOGY LEVEL II | | |
| COC 5: | • DESIGN AND DEVELOP MAINTENANCE SYSTEM | | |
| Instruction: <ul style="list-style-type: none"> • Read each of the questions in the left-hand column of the chart. • Place a check in the appropriate box opposite each question to indicate your answer. | | | |
| Can I? | YES | NO | |
| <ul style="list-style-type: none"> • Identify and comply with applicable Occupational Health and Safety (OHS), legislative and organizational requirements relevant to organizing maintenance programs | | | |
| <ul style="list-style-type: none"> • Recommend maintenance intervals of facility and equipment based on specifications, service requirements and workplace procedures | | | |
| <ul style="list-style-type: none"> • Separate special requirements for maintenance from routine /day-to-day maintenance schedules | | | |
| <ul style="list-style-type: none"> • Specify and develop an outline plan for maintenance and a related work schedule | | | |
| <ul style="list-style-type: none"> • Establish and maintain communication protocol in accordance with OHS requirements | | | |
| <ul style="list-style-type: none"> • Identify and confirm work requirements with appropriate parties or by site inspection | | | |
| <ul style="list-style-type: none"> • Identify and monitor relevant codes and standards throughout the work procedure | | | |
| <ul style="list-style-type: none"> • Identify, obtain and inspect resources and service providers in compliance with work plan and job specifications | | | |
| <ul style="list-style-type: none"> • Select and interpret relevant plans, drawings and text in accordance with the work plan | | | |
| <ul style="list-style-type: none"> • Prepares maintenance plan in detail including sequencing, prioritizing and considerations are made where appropriate for the maintenance of safety, security and capacity in accordance with system/site/organization requirements and reference information | | | |
| <ul style="list-style-type: none"> • Resolve coordination requirements, including requests for isolations where appropriate, with others involved, affected or required by the work | | | |
| <ul style="list-style-type: none"> • Select prevention and/or control measures based on identified potential hazards | | | |
| <ul style="list-style-type: none"> • Define work scope based on equipment and facility maintenance history, condition monitoring information, recent modifications and existing status | | | |
| <ul style="list-style-type: none"> • Prepare and assess impact cost of maintenance on budget | | | |
| <ul style="list-style-type: none"> • Access and interpret compliance documentation relevant to facilities and equipment maintenance management systems | | | |

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| • Develop maintenance strategy for facility and equipment according to organization requirements | | |
| • Identify data to be included in the reports on repair work | | |
| • Establish systems to ensure that the condition and performance of equipment and facilities are regularly reported and discussed within the organization | | |
| • Identify areas /items prone to defects, demonstrating frailty, or scheduled for regular maintenance | | |
| • Inform individuals in the organization responsible for performing regular or scheduled maintenance duties of the details of the plan | | |
| • Schedule and checks staff rosters to verify time when the maintenance process may be scheduled including optimum training for shut- down | | |
| • Develop detailed work plans to accord with training schedules, availability of expertise and scheduling of resource availability | | |
| • Complete maintenance work schedule following the work plan | | |
| • Establish systems and procedures to satisfy identified maintenance requirements | | |
| • Recommend appropriate procedures for further testing of equipment to appropriate personnel | | |
| • Make adjustments to the work schedule and plan based on experience and completed documentation | | |
| • Complete and forward maintenance records and reports to appropriate personnel | | |
| • Establish procedures to confirm the currency of and compliance with facility and equipment maintenance and safety standards | | |
| ▪ Establish procedures to evaluate and confirm system/equipment in compliance with organizational requirements | | |
| ▪ Establish system of recording and reporting facility and equipment information | | |
| ▪ Establish procedures incorporating feedback of the review system | | |
| ▪ Establish procedures for response to instances of non-compliance or other discrepancies/ deficiencies revealed by a review | | |
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| Qualification: | TRAINERS METHODOLOGY LEVEL II | | |
| COC 6: | • DEVELOP LEARNING MATERIALS FOR E-LEARNING | | |
| Instruction: <ul style="list-style-type: none"> • Read each of the questions in the left-hand column of the chart. • Place a check in the appropriate box opposite each question to indicate your answer. | | | |
| Can I? | YES | NO | |
| • Establish learning resource specifications in line with target user requirements and intended delivery mode* | | | |
| • Prepare instructional design in accordance with content and established specifications * | | | |
| • Prepare work plan in line with the expected output & the target deadline * | | | |
| • Prepare prototype in line with instructional design * | | | |
| • Prepare media elements in line with instructional design and learning resource specifications * | | | |
| • *Perform authoring of learning resources in line with the intended delivery mode and with established learning resource specifications * | | | |
| • Discuss with concerned personnel in line with establishment policy the technical and/or content issues that may result in deviations of actual resources from instructional design * | | | |
| • Develop utilization guide in line with learning resource features & design * | | | |
| • Develop test criteria and instrument in line with learning material specifications * | | | |
| • Identify test sites and reviewers in line with established target users * | | | |
| • Undertook testing of learning resources in line with work plan * | | | |
| • Address feedback and suggestions in line with approved work plan and development cycle * | | | |
| • Explain IT principles underlying the use of the Internet and the World Wide Web in e-learning | | | |
| • Explain principles of learning as applied to the use of internet technology | | | |
| • Explain the principles of instructional design as applied to e-learning | | | |
| • Describe learners' behavior and characteristics in an e-learning environment | | | |

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| • Explain the principles of research (as applied to e-learning materials development) | | |
| • Explain project management principles as applied to e-learning materials development | | |
| • Design instruction as appropriate to e-learning materials development | | |
| • Edit photos as appropriate to e-learning materials development | | |
| • Illustrate digital images and objects as appropriate to e-learning materials development | | |
| • Edit videos as appropriate to e-learning materials development | | |
| • Edit audio as appropriate to e-learning materials development | | |
| • Make use of authoring software as appropriate to e-learning materials development | | |
| • Practice facilitation as appropriate to e-learning materials development | | |
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