

## SELF-ASSESSMENT GUIDE

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| Qualification:  | <b>TRAINERS METHODOLOGY I</b>   |           |  |
| Project 1:  | <b>DELIVER TRAINING SESSION</b>   |           |  |
| Units of Competency Covered:  | <ul style="list-style-type: none"> <li>• <b>Plan Training Session</b></li> <li>• <b>Facilitate Training Session</b></li> <li>• <b>Utilize Electronic Media in Facilitating Training</b></li> <li>• <b>Maintain Training Facilities</b></li> <li>• <b>Supervise Work-Based Learning</b></li> </ul> |           |  |
| <b>Introduction:</b> <ul style="list-style-type: none"> <li>• Read each of the questions in the left-hand column of the chart.</li> <li>• Place a check in the appropriate box opposite each question to indicate your answer.</li> </ul> |   |           |  |
| <b>CAN I?</b>   | <b>YES</b>  | <b>NO</b> |  |
| <b>PLAN TRAINING SESSION</b>  |   |           |  |
| • Review and analyse relevant curriculum documents*   |   |           |  |
| • Determine competencies of target group*   |   |           |  |
| • Compare competencies to be attained with the current competencies of the target group   |   |           |  |
| • Use results of comparison to determine training requirements*   |   |           |  |
| • Validate the training requirements with appropriate people  |   |           |  |
| • Prepare instructional blueprint and learning engagement plan  |   |           |  |
| • Identify training delivery modes*   |   |           |  |
| • Address training methods that pertains to the required competencies   |   |           |  |
| • Determine sequence of training activities   |   |           |  |

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| • Identify resources to support learning  |  |  |
| • Finalize session plan according to required format  |  |  |
| • Prepare basic instructional materials that are focused on key concepts or ideas related to the work activity under consideration                              |  |  |
| • Prepare clear and appropriate presentation materials  |  |  |
| • Determine language, style and format of the materials appropriate to the trainee's characteristics and needs  |  |  |
| • Read and interpret relevant modules of instruction to identify the required evidence  |  |  |
| • Determine evidence requirements which show full coverage of the training module to be assessed and consistent performance of the relevant learning activities |  |  |
| • Identify and select suitable assessment methods appropriate with the learning outcome of a module   |  |  |
| • Prepare assessment instruments in accordance with the content and learning outcome specified under the assessment criteria of a module of instruction         |  |  |
| • Check assessment instruments for validity, fairness, safety and cost effectiveness  |  |  |
| • Check availability of resources required for training*  |  |  |
| • Identify and arrange appropriate training locations according to the training needs*  |  |  |
| • Document resource requirements and arrange access in accordance with the organization, procedures and appropriate staff                                       |  |  |
| <b>FACILITATE TRAINING SESSION</b>  |  |  |
| • Prepare appropriate training facilities/resources based on the session requirement *  |  |  |
| • Prepare and set up learning stations according to learning activities   |  |  |
| • Prepare and set up tools and equipment according to learning activities   |  |  |

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| • Prepare pre-assessment instruments in accordance with the number of applicants              |  |  |
| • Explain the context and procedures of pre-training assessment according to the guidelines   |  |  |
| • Gather evidence using the assessment tools specified in the evidence plan                   |  |  |
| • Evaluate evidences and discuss feedback based on the results of the pre-training assessment |  |  |
| • Determine and credit current competencies and prior learning                                |  |  |
| • Evaluate characteristics and profile of learners  |  |  |
| • Orient the learners on the CBT delivery system  |  |  |
| • Use appropriate training methods based on the level and characteristics of the learners     |  |  |
| • Assist learners to achieve session outcomes   |  |  |
| • Monitor work and learning activities based on training plan                                 |  |  |
| • Provide feedback to improve learners' competence  |  |  |
| • Orient learners on the evidence requirements relevant to the evidence plan                  |  |  |
| • Provide competency assessment tools, materials and equipment to learners                    |  |  |
| • Gather and document evidences using relevant assessment tools                               |  |  |
| • Record assessment results in accordance with the approved rating system                     |  |  |
| • Use appropriate feedback mechanism to inform learner of his/her progress                    |  |  |
| • Use appropriate training session evaluation instruments                                     |  |  |

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| <ul style="list-style-type: none"> <li>• Make interpretation on the results of evaluation on delivery of training session</li> </ul>                                 |  |  |
| <ul style="list-style-type: none"> <li>• Make adjustments on delivery of training session based on the results of evaluation</li> </ul>                              |  |  |
| <b>UTILIZE ELECTRONIC MEDIA IN FACILITATING TRAINING</b>   |  |  |
| <ul style="list-style-type: none"> <li>• Inspect electronic media equipment in accordance with specified checklist*</li> </ul>                                       |  |  |
| <ul style="list-style-type: none"> <li>• Identify abnormalities or faults and anticipates problem areas*</li> </ul>  |  |  |
| <ul style="list-style-type: none"> <li>• Identify health and safety hazards*</li> </ul>  |  |  |
| <ul style="list-style-type: none"> <li>• Set up equipment in accordance with health and safety standards*</li> </ul>   |  |  |
| <ul style="list-style-type: none"> <li>• Operate electronic media equipment in accordance with user's manual</li> </ul>  |  |  |
| <ul style="list-style-type: none"> <li>• Use equipment for optimum performance based on its capacity*</li> </ul>   |  |  |
| <ul style="list-style-type: none"> <li>• Implement teacher- and learner-centered learning principles as appropriate in the execution of the session plan*</li> </ul> |  |  |
| <ul style="list-style-type: none"> <li>• Periodically apply preventive maintenance procedures, diagnostic tools, and system checks*</li> </ul>                       |  |  |
| <ul style="list-style-type: none"> <li>• Maintain checklist in accordance with standard operating procedure*</li> </ul>  |  |  |
| <ul style="list-style-type: none"> <li>• Store audio visual and multimedia equipment in safe rack or cabinet*</li> </ul>   |  |  |
| <ul style="list-style-type: none"> <li>• Abide with safety practices related to electrical, radiation, and shock hazards</li> </ul>                                  |  |  |
| <ul style="list-style-type: none"> <li>• Refer to correct documentation regarding materials and tool uses and specifications</li> </ul>                              |  |  |
| <ul style="list-style-type: none"> <li>• Apply trade theory appropriately</li> </ul>   |  |  |
| <ul style="list-style-type: none"> <li>• Abide with the provisions of relevant licensing agreements</li> </ul>   |  |  |

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| • Adopt relevant industry and community practices and experiences  |  |  |
| • Maintain appropriate documents and records   |  |  |
| <b>MAINTAIN TRAINING FACILITIES</b>  |  |  |
| • Identify training facilities and equipment   |  |  |
| • Prepare requisition for instructional equipment, tools, supplies and materials according to established procedures   |  |  |
| • Prepare training equipment, tools, materials/supply inventory  |  |  |
| • Research thoroughly the equipment, tools, supplies and materials option and considers ergonomic requirements   |  |  |
| • Identify and justify the equipment, tools, supplies and materials  |  |  |
| • Document accurately the equipment and systems impact on learners according to procedures   |  |  |
| • Establish maintenance activities according to policies   |  |  |
| • Identify equipment to be maintained  |  |  |
| • Identify and prepare maintenance activities, resources and schedule according to job requirements  |  |  |
| • Identify technical support services as necessary   |  |  |
| • Carry out regular inspections in the work area according to workplace procedures and standards   |  |  |
| • Maintain facilities in accordance with Occupational Health and Safety regulations  |  |  |
| • Check disposal of waste and dangerous chemicals in accordance with Occupational Health and Safety, regulations and organizational policies and other regulations |  |  |
| • Secure instructional materials and /equipment in safe places in accordance with procedures   |  |  |

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| • Execute regular maintenance activities and routine servicing/repair according to scheduled plan  |  |  |
| • Follow maintenance procedures in accordance with the manufacturers manual and organization policies  |  |  |
| • Respond to failed or unsafe equipment in accordance with organizational policies & procedures  |  |  |
| • Secure equipment and tools according to safety standards   |  |  |
| • Report complex faults or repair requirements outside area of responsibility or competence for specialist assistance in accordance with organizational procedures |  |  |
| • Document and report maintenance activities according to procedures   |  |  |
| • Carry out regular inspections in the work area according to workplace procedures and standard  |  |  |
| • Document and report maintenance and repair activities according to organizational policies   |  |  |
| • Safe keep documents according to procedures  |  |  |
| <b>SUPERVISE WORK-BASED LEARNING</b>   |  |  |
| • Access and interpret relevant policies and guidelines to guide the development of work-based arrangements*   |  |  |
| • Identify and discuss with relevant personnel the goals for trainees' learning*   |  |  |
| • Prepare training plan in accordance with agreed outcomes*  |  |  |
| • Develop, discuss, and agree training schedule with relevant personnel*   |  |  |
| • Identify and arrange support mechanisms according to the needs of the trainees*  |  |  |
| • Confirm with relevant personnel the availability of materials within budget*   |  |  |
| • Explain to trainees the objectives for undertaking work-based training and the processes involved in this*   |  |  |

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| • Conduct visits to work-based training venue to ensure training arrangements are implemented*  |              |  |
| • Monitor and record trainee progress against the training plan and addresses contingencies*  |              |  |
| • Observe work performance and suggest alternative approaches*  |              |  |
| • Monitor OHS requirements to ensure health, safety, and welfare of trainees*   |              |  |
| • Provide feedback about work performance to trainees*  |              |  |
| • Analyze work performance and learning achievement in accordance with requirements*  |              |  |
| • Encourage trainees to provide feedback on their learning experience*  |              |  |
| • Evaluate effectiveness of work-based learning against the extent of attainment of the objectives*   |              |  |
| • Recommend improvements and changes to work-based learning based on the review process   |              |  |
| • Explain the principles of learning as applied to work-based learning  |              |  |
| • Explain learning styles as applied to work-based learning   |              |  |
| • Facilitate group discussion and interaction   |              |  |
| • Handle difficult trainees and situations  |              |  |
| • Manage group activities   |              |  |
| • Manage conflict in the session  |              |  |
| I agree to undertake assessment in the knowledge that information gathered will only be used for professional development purpose and can only be assessed by concerned assessment personnel and my manager / supervisor. |              |  |
| <b>Candidate's Signature:</b>   | <b>Date:</b> |  |

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|---|--------------------------------------|-----------|--|
| Qualification:  | <b>TRAINERS METHODOLOGY I</b>        |           |  |
| Project 2:  | <b>CONDUCT COMPETENCY ASSESSMENT</b> |           |  |
| <b>Introduction:</b> <ul style="list-style-type: none"> <li>• Read each of the questions in the left-hand column of the chart.</li> <li>• Place a check in the appropriate box opposite each question to indicate your answer.</li> </ul> |                                      |           |  |
| <b>CAN I?</b>   | <b>YES</b>                           | <b>NO</b> |  |
| <ul style="list-style-type: none"> <li>• Identify and organize activities in the workplace, training center or assessment center in accordance with the relevant Evidence Guide.</li> </ul>   |                                      |           |  |
| <ul style="list-style-type: none"> <li>• Obtain, check and arrange resources required for assessment as specified in the Evidence Guide and the assessment tools within a safe and accessible assessment environment.</li> </ul>          |                                      |           |  |
| <ul style="list-style-type: none"> <li>• Check cost of assessment and assessment process to ensure compliance with organizational policy and procedures.</li> </ul>   |                                      |           |  |
| <ul style="list-style-type: none"> <li>• Inform appropriate personnel on the assessment activity in line with organizational policy and procedures.</li> </ul>  |                                      |           |  |
| <ul style="list-style-type: none"> <li>• Explain the context and purpose of assessment to candidates in line with the requirements of the relevant Assessment Guidelines.</li> </ul>  |                                      |           |  |
| <ul style="list-style-type: none"> <li>• Determine the needs of the candidates to establish any allowable adjustments in the assessment procedure.</li> </ul>   |                                      |           |  |
| <ul style="list-style-type: none"> <li>• Convey information using verbal and non-verbal language which promotes a supportive assessment environment.</li> </ul>   |                                      |           |  |
| <ul style="list-style-type: none"> <li>• Explain legal and ethical responsibilities associated with the assessment to the candidates in line with the relevant Assessment Guidelines.</li> </ul>  |                                      |           |  |
| <ul style="list-style-type: none"> <li>• Explain clearly the competency standards to be assessed and the evidence to be collected to the candidate.</li> </ul>  |                                      |           |  |
| <ul style="list-style-type: none"> <li>• Explain the assessment procedure to the candidate in line with the relevant Assessment Guidelines.</li> </ul>  |                                      |           |  |
| <ul style="list-style-type: none"> <li>• Gather evidence using assessment methods specified in the relevant Evidence Guide.</li> </ul>  |                                      |           |  |



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| <ul style="list-style-type: none"> <li>• Gather and document evidence in accordance with the assessment procedures specified in the relevant Assessment Guidelines.</li> </ul>   |              |  |
| <ul style="list-style-type: none"> <li>• Incorporate reasonable adjustments in the evidence gathering procedures, where appropriate, in line with the procedures detailed in the Assessment Guidelines.</li> </ul>               |              |  |
| <ul style="list-style-type: none"> <li>• Gather and document evidence using the relevant assessment tools.</li> </ul>  |              |  |
| <ul style="list-style-type: none"> <li>• Evaluate the evidence in terms of the rules of evidence</li> </ul>  |              |  |
| <ul style="list-style-type: none"> <li>• Evaluate the evidence according to the dimensions of competency</li> </ul>  |              |  |
| <ul style="list-style-type: none"> <li>• Make the assessment decision based on evaluation of the evidence and requirements of the relevant unit(s) of competency</li> </ul>  |              |  |
| <ul style="list-style-type: none"> <li>• Record accurately the assessment results in accordance with approved record keeping guidelines of the organization</li> </ul>   |              |  |
| <ul style="list-style-type: none"> <li>• Maintain records of the assessment procedure, evidence collected and confidentiality of assessment outcomes according to the approved policy guidelines of the organization.</li> </ul> |              |  |
| <ul style="list-style-type: none"> <li>• Organize issuing of certificates in line with approved policy guidelines of the organization.</li> </ul>  |              |  |
| <ul style="list-style-type: none"> <li>• Give clear and constructive feedback on the assessment decision to the candidate in line with the relevant Assessment Guidelines.</li> </ul>  |              |  |
| <ul style="list-style-type: none"> <li>• Explore ways of overcoming any gaps in competency with the candidate</li> </ul>   |              |  |
| <ul style="list-style-type: none"> <li>• Advise the candidate of available reassessment in line with the organizational policy and procedures</li> </ul>   |              |  |
| <ul style="list-style-type: none"> <li>• Record and report promptly any assessment decision disputed by the candidate to appropriate personnel in line with organizational policy and procedures</li> </ul>                      |              |  |
| <p>I agree to undertake assessment in the knowledge that information gathered will only be used for professional development purpose and can only be assessed by concerned assessment personnel and my manager / supervisor.</p> |              |  |
| <b>Candidate's Signature:</b>  | <b>Date:</b> |  |