IT - ITeS SSC NASSCOM

N·S·D·C National Skill Development Corporation

Contents

What are Occupational Standards(OS)?

➢ OS describe what individuals need to do, know and understand in order to carry out a particular job role or function

➢ OS are performance standards that individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding

Contact Us:
SSC contact details

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Introduction

Qualification Pack - Lead Trainer

SECTOR: IT-ITES

SUB-SECTOR: IT Services

OCCUPATION: Lead Trainer

REFERENCE ID: SSC/Q1401

ALIGNED TO: NCO-2004/NIL

Brief Job Description: Lead Trainers provide leadership, advice and direction to Trainers. They have a key role in assuring the quality of training services in an organisation through monitoring training practices and systems and providing recommendations for continuous improvement.

Personal Attributes: An aptitude for training-related work; strong interpersonal skills, the ability to work as part of a team; a passion for quality and for developing others; well-organised and focused, eager to learn and update knowledge.

<table>
<tr><td rowspan="6">Job Details</td><td>**Qualifications Pack Code**</td><td colspan="3">SSC/Q1401</td></tr>
<tr><td>**Job Role**</td><td colspan="3">**Lead Trainer**</td></tr>
<tr><td>**Credits (NSQF)**</td><td>TBD</td><td>**Version number**</td><td>1.0</td></tr>
<tr><td>**Sector**</td><td>IT-ITES</td><td>**Drafted on**</td><td>04/03/2015</td></tr>
<tr><td>**Sub-sector**</td><td>**IT Services**</td><td>**Last reviewed on**</td><td>18/03/2015</td></tr>
<tr><td>**Occupation**</td><td>**Lead Trainer**</td><td>**Next review date**</td><td>18/03/2017</td></tr>
</table>

<table>
<tr><td>**Job Role**</td><td>**Lead Trainer**</td></tr>
<tr><td>**Role Description**</td><td>Lead Trainers provide leadership, advice and direction to Trainers and have a key role in assuring the quality of training services in an organisation..</td></tr>
<tr><td>**NSQF level**
Minimum Educational Qualifications*
Maximum Educational Qualifications*</td><td>5
Qualification Pack Lead Trainer
Not Applicable</td></tr>
<tr><td>**Training**
(Suggested but not mandatory)</td><td>As per the standards set by revelant SSC to practice in different industry sectors.</td></tr>
<tr><td>**Experience**</td><td>As per the standards set by revelant SSC to practice in different industry sectors.</td></tr>
<tr><td>**Applicable National Occupational Standards (NOS)**</td><td>**Compulsory:**
  1. SSC/N9014 (Provide advanced facilitation practice)
  2. SSC/N9017 (Evaluate a training program)
  3. SSC/N9013 (Train trainers)
  4. SSC/N9019 (Lead and coordinate training services)

Optional:
  N.A</td></tr>
<tr><td>**Performance Criteria**</td><td>As described in the relevant OS units</td></tr>
</table>

Keywords /Terms	Description
Assessment	The process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise occupational standard of a Qualification Pack..
Assessment Methods	The particular technique/s used to gather different types of evidence. This may include methods or techniques such as questioning, direct observation, structured activities, third party feedback, portfolios and review of products.
Assessment System	A controlled and ordered process designed to ensure that assessment decisions made in relation to many individuals, by many assessors, in many situations are consistent, fair, valid and reliable, and may include: grievances and appeals process, validation systems and processes, reporting/recording arrangements, acquisition of physical and human resources, administrative procedures, roles and responsibilities, partnership arrangements, quality assurance mechanisms, risk management strategies, and documented assessment processes.
Assessor	An assessor means an individual or organisation responsible for the assessment of NOS in accordance with the National Skills Qualifications Framework.
Client	A person (learner/candidate) or an organisation, that uses or purchases training and/or assessment services.
Code	The unique alpha-numeric identifier allocated to the NOS and QPs
Competency	Competency is the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.
Competency based assessment	Competency based assessment is a purposeful process of systematically gathering, interpreting, recording and communicating to stakeholders, information on candidate development against industry National Occupational Standards (NOS) and/or learning outcomes.
Contingency Management Skills	One of the four dimensions of competency. These skills involve the requirement to respond to irregularities and breakdowns in routine.
Core Skills/Generic Skills	Core Skills or Generic Skills are a group of skills that are key to learning and working in today's world. These skills are typically needed in any work environment. In the context of the OS , these include communication related skills that are applicable to most job roles
Credit	The value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications which reduces the amount of learning required to achieve a qualification.
Credit Transfer	A process that provides students with agreed and consistent credit outcomes based on identified equivalence in content and learning outcomes between matched qualifications
Currency in practice	Keeping up-to-date with the technical area of work which is the focus/subject area of delivery/assessment and keeping up-to-date as a trainer/VET practitioner/VET professional with developments in

Definitions

	training/assessment/VET practice.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Dimensions of Competency	Dimensions are part of the broad concept of competency, which includes all aspects of work performance as represented by task skills, task management skills, contingency management skills and job/role environment skills.
Elements	Elements of a NOS that describe actions or outcomes which are demonstrable and assessable.
Entry Requirements	Specified prior knowledge, skill, and experience, expressed in terms of competency, and may include licensing or industry recognised standards. Where entry requirements are identified, these are mandatory.
Evidence	Information gathered to support a judgement of competence against the specifications of the relevant unit or units of NOS.
Function	Function is an activity necessary for achieving the key purpose of the sector, occupation, or area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of NOS.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Job/Role Environment Skills	One of the four dimensions of competency. These skills involve demonstrating the ability to deal with responsibilities and expectations of the workplace, including working with others.
Knowledge	Conceptual and procedural forms of knowledge and the depositions (the values and attitudes) that underpin them. Conceptual knowledge comprises facts, information, propositions, assertions and concepts that range in levels of increasing complexity. Procedural knowledge comprises techniques, skills and the ability to secure goals.
Knowledge and Understanding	Knowledge and Understanding are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard
Language, Literacy and Numeracy (LLN)	Taken collectively, these are the skills to communicate in oral and written form. The term includes reading and use of written information; the ability to write appropriately and in a range of contexts, and the integration of speaking, listening, and critical thinking with reading and writing. LLN includes numeracy, such as the recognition and use of numbers and basic mathematical signs and symbols within text.
National Occupational Standards (NOS)	NOS are Occupational Standards which apply uniquely in the Indian context.
National Skills Qualification Framework (NSQF)	The policy framework that defines all qualifications recognised nationally in post-compulsory education and training in India.
National Skills Qualification Framework Alignment	Alignment to the National Skills Quality Framework: (NSQF): occurs when a group of NOS within a QP are a viable NSQF level (in line with the guidance provided in the current National Skills Quality Framework notification and National Skill Development Agency guidance)
Occupation	Occupation is a set of job roles, which perform similar/related set of

	functions in an industry.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Organisational Context	Organisational Context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Performance Criteria	Performance Criteria are statements that together specify the standard of performance required when carrying out a task.
Qualifications Pack (QP)	Qualifications Pack comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.
Recognition of Prior Learning (RPL)	An assessment process that involves assessment of the individual's relevant prior learning to determine the credit outcomes of an individual application for credit.
Rules of evidence:	Closely related to the assessment principles and provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current.
Sector	Sector is a conglomeration of different business operations having similar businesses and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sector Skills Councils (SSCs)	National bodies contracted by the NSDC to develop and maintain NOS and QPs specific to the industry area(s) for which they have coverage and to accredit training affiliates and assessment bodies.
Skills	An ability to perform a particular activity which may be developed by training or practice which may be intellectual, manual, motor, perceptual, social. Specified skills are identified as part of each NOS and competence usually requires a combination of skills in the application of cognitive and psycho-motor functions.
Sub-functions	Sub-functions are sub-activities essential to fulfill the achieving the objectives of the function.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Task Management Skills	One of the four dimensions of competency. These skills involve demonstrating the ability to manage a number of different tasks/operations/activities within the job role or work environment.
Task Skills	One of the four dimensions of competency. These skills encompass the ability to perform individual tasks.
Technical and Vocational Education and Training ()	The sector responsible for developing the skills and knowledge of individuals for work. It includes undertaken in industries, enterprises, government agencies, and community and school settings.
Technical Knowledge	Technical Knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Unit Code	Unit Code is a unique identifier for an Occupational Standard , which is denoted by an 'N'.

Unit Title	Unit Title gives a clear overall statement about what the incumbent should be able to do.
Vertical	Vertical may exist within a sub-sector representing different domain areas or the client industries served by the industry. In the column "
Vocational Competency	Broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the sector.
	Training and vocational education and training

SSC/N9014 Provide advanced facilitation to support learning

National Occupational Standard

Overview

This Occupational Standard describes the performance outcomes, skills and knowledge required to integrate and enhance delivery and facilitation practices to support learning of diverse learners in a range of contexts in the sector. It focuses on achieving continuous improvement through reflective practice.

National Occupational Standard

Unit Code	SSC/N9014
Unit Title (Task)	**SSC/N9014 Provide advanced facilitation practice**
Description	This occupational standard specifies performance outcomes, skills and knowledge required to integrate and enhance delivery and facilitation practices to support learning of diverse learners in a range of contexts in the sector. It also focuses on achieving continuous improvement through reflective practice. These skills are usually exercised by a Lead Trainer.
Scope	Advanced facilitation involves the trainer creating a conceptual and experiential framework of own professional practice that synthesises applied knowledge of learning theories and practical demonstration in a variety of training methodologies and delivery practices to suit different learner needs and learning contexts. Diversity in learner needs requires high levels of flexibility in training delivery practices that can support both generic and vocationally specific learner competency needs. This unit draws on the trainer's existing competency in delivery and facilitation to develop their own advanced facilitation skills, knowledge and practice. Successful achievement will depend on the trainer (who is the learner in this case) having acquired competency across a number of delivery and facilitation methods and modes to support individual and group learning. Lead Trainers often have a role supervising and mentoring other trainers. The unit covers sector requirements to: • Develop and enhance own training, facilitation and learning practices • Prepare to facilitate learning sessions • Prepare for learners with complex needs • Facilitate learning sessions • Reflect on, and improve practice

Elements and Performance Criteria(PC) w.r.t. the Scope

Element	Performance Criteria
1. Develop and enhance own training, facilitation and learning practices	PC1. Reflect on own practice and experiences as a facilitator to determine and document potential improvements to delivery approaches
2. Prepare to facilitate learning sessions	PC2. Design learning experiences to meet learner needs using appropriate learning theories, principles, inclusive practices and delivery methods appropriate to the learning environment PC3. Identify environmental conditions and their potential impact on training practice

	PC4.	Develop learner support and adjustment plans to address the impacts and constraints identified on training practice
3. Prepare for learners with complex needs	PC5.	Research the characteristics of learners with complex needs and identify potential barriers to learning, previous learning experiences, literacy and numeracy levels, language, culture, special needs and different learning styles
	PC6.	Develop and adjust training strategies and customise learning materials to meet identified needs and learning outcomes and to accommodate the expected range of learning styles
	PC7.	Structure session to aid the achievement of learning outcomes that match the identified learner needs
4. Facilitate learning sessions	PC8.	Discuss learning outcomes with group and identify possible learning barriers and support required to address them
	PC9.	Facilitate learning in a coherent manner using appropriate methodologies in line with selected methodologies
	PC10.	Use a variety of facilitation techniques, approaches and activities to promote individual participation, group interaction, and the opportunity to practice and to meet learner needs and learning outcomes
	PC11.	Observe learner cues and feedback and review and revise own facilitation skills to maintain learning momentum
	PC12.	Integrate activities to develop meta-cognition skills and generic skills into facilitation and learning practices
	PC13.	Manage groups in a manner that maximises the strengths of group learning while recognising the needs and requirements of individual members
	PC14.	Modify (if necessary) facilitation of the session as contingencies arise in the learning situation, resource availability, learner needs, and time constraints
	PC15.	Create opportunities to monitor learner's progress against the agreed outcomes
	PC16.	Use formative assessment to measure learners' achievement of the learning outcomes of the session.
5. Reflect on, and improve training, facilitation and learning practices	PC17.	Seek input from others about own training, facilitation and learning practices
	PC18.	Review own training, facilitation and learning practices to identify and document opportunities for improvement
	PC19.	Implement the documented improvement plan, review and adjust as required
Knowledge and Understanding (K)		
A. Organisational Context	The user/individual on the job needs to know and understand: KA1. Training Organisation's system policies and procedures such as:	

(Knowledge of the company / organisation and its processes)	a. candidate selection b. rational and purpose of competency-based assessment c. assessment records/data management/ information management d. recognition of prior learning/credit arrangements e. trainer - needs, qualifications, maintaining currency f. learner grievances/complaints g. evaluation h. costs/resourcing i. access and equity/reasonable adjustment KA2. links with overall quality management system KA3. organisational record-management systems and reporting requirements KA4. policies and procedures relevant to the learning environment KA5. Health Safety and Environment issues relating to delivery of competency based training

B. Technical Knowledge	The user/individual on the job needs to know and understand:
	KB1. The main branches of learning theory such as:
	    a. behavioural learning theory; cognitive learning theory; experiential learning theory
	    b. information processing theory
	    c. andragogy
	    d. vocational education and training pedagogy; and
	    e. current research on learning as it relates to training in an adult environment
	KB2. Different delivery modes and facilitation techniques and their appropriateness for different learners and learning situations
	KB3. Methodologies for facilitating learning such as:
	    a. learner-centred/teacher-centred
	    b. learner-directed/teacher-guided
	    c. situated learning
	    d. constructivist
	    e. problem-based
	    f. experiential
	    g. information processing
	    h. behaviourist
	KB4. A range of facilitation approaches and activities that:
	    a. enable learners to draw from and share their own experiences and work out and apply concepts for themselves.
	    b. contribute to the development of concepts through participation and provides opportunities to practise and consolidate learning
	    c. promote the achievement of agreed learning outcomes by individuals while maintaining an emphasis on the manner and quality of the learning experience
	KB5. A range of delivery methods, such as:

	a. lock step/learner-paced/mixed
	    b. interactive/participative/collaborative
	    c. trainer/facilitator-centred, learner-centred
	    d. time and place dependent/independent
	    e. demonstration
	    f. instruction
	    g. presentations
	    h. guided facilitation
	    i. learning-activity-based
	    j. guided work-based activities/applications/experiences
	    k. tutoring
	    l. project-based
	    m. individual facilitation techniques - coaching/mentoring
	    n. blended delivery methods
	KB6. A range of inclusive practices such as:
	    a. demonstrating probity in all areas of responsibility
	    b. modelling organisational/professional codes of conduct
	    c. reinforcing ethical conduct in interactions with and between other people
	    d. showing respect and sensitivity for individual diversity
	    e. recognising and utilising difference to develop both the individual
	    f. fostering a culture of inclusiveness
	KB7. The range of potential barriers to learning such as:
	    a. physical or intellectual disabilities
	    b. linguistic or cultural differences
	    c. language or communication issues
	    d. age
	    e. employment status
	    f. prior experience in an adult learning environment
	    g. poor educational experiences
	    h. health issues
	    i. issues arising from gender
	    j. psychiatric disabilities or mental health issues
	    k. learning problems
	    l. literacy and numeracy needs
	    m. location
	    n. access to resources
	KB8. Strategies, techniques and activities for using the kinds of support materials and/or equipment appropriate to facilitation methodologies
	KB9. Methods for evaluating learning and facilitation
	KB10. Psychology of group dynamics.
	KB11. Outcomes-based approach to learning.
	KB12. Ways in which QP-NOS, accredited curricula and learning resources can be contextualised to meet the needs of individual learners without compromising standards.

Skills (S)	

A. Core Skills/ Generic Skills	**Writing Skills**

	The user/individual on the job needs to demonstrate :
	SA1. literacy skills to:
	    • complete and maintain documentation
	    • plan facilitation

	Reading Skills

	The user/individual on the job needs to demonstrate :
	SA2. literacy skills to:
	    • select, read and interpret QP-NOS information
	    • read and interpret information from a range of sources to identify and respond to learner needs, goals, skills and learning styles
	    • research current issues

	Oral Communication (Listening and Speaking skills)

	The user/individual on the job needs to demonstrate :
	SA3. communication and interpersonal skills to:
	    • apply active and reflective listening
	    • adapt language to meet learner requirements
	    • listen perceptively to learners/clients/colleagues
	    • present information and explain concepts clearly
	    • provide sequenced, structured instructions
	    • apply effective questioning techniques and initiate response
	    • maintain appropriate relationships
	    • establish trust and build rapport
	    • be open to others' opinions
	    • interpret the verbal and non-verbal communication of learners, e.g. resistance/reluctance, uncertainty, enthusiasm, confusion and body language
	    • monitor group and individual interactions
	    • manage conflict/behavioural difficulties
	    • encourage the expression of diverse views and opinions
	    • negotiate complex discussions by establishing a supportive environment
	SA4. language skills to hypothesise, plan and influence others
	SA5. observation skills to:
	    • monitor learner progress
	    • monitor group and individual interactions
	    • manage conflict/behavioural difficulties
	    • monitor learner cues re concerns/difficulties in learning
	    • monitor learner readiness for assessment/new areas of learning

	Technology skills

	The user/individual on the job needs to demonstrate : SA6. technology skills to use appropriate equipment and software to communicate effectively
B. Professional Skills	**Decision Making**
	The user/individual on the job needs to demonstrate : SB1. How to identify learner readiness and undertake formative assessment
	Plan and Organize
	The user/individual on the job needs to demonstrate : SB2. skills in delivery for a range of learning methods such as: • group facilitation • individual facilitation, including coaching/mentoring • work-based learning • e-learning • action learning • flexible delivery • distance-based learning
	Customer Centricity
	The user/individual on the job needs to demonstrate : SB3. How to identify client and learner needs SB4. The application of the principles of learner centred delivery
	Problem Solving
	The user/individual on the job needs to demonstrate : SB5. problem solving skills to: • adjust strategies and address learning barriers • reliably evaluate alternative solutions.
	Analytical Thinking
	The user/individual on the job needs to demonstrate : SB6. Evaluation skills to: • identify gaps in skills or knowledge • systematically evaluate own or others' practice to improve performance or understanding
	Critical Thinking
	The user/individual on the job needs to demonstrate : SB7. reflection skills to: • systematically evaluate personal work practices to improve performance • identify gaps in skills or knowledge • ask critical questions about performance, problems, methods used and learner success

NOS Version Control

NOS Code	SSC/Q1401		
Credits (NSQF)	TBD	Version number	1.0
Industry	IT-ITES	Drafted on	14/03/2015
Industry Sub-sector	IT Services	Last reviewed on	18/03/2015
Occupation	Lead Trainer	Next review date	18/03/2015

SSC/N9017 Evaluate a training program

National Occupational Standard

Overview

This Occupational Standard describes the knowledge, understanding and skills required to evaluate a training program

Unit Code	SSC/N9017
Unit Title (Task)	**SSC/N9017 Evaluate a training program**
Description	This unit specifies performance outcomes, skills and knowledge required to evaluate a training program to measure the effectiveness of training in meeting workforce performance needs and capability requirements. It can contribute to the continuous improvement cycle within a training organisation.
Scope	This National Occupational Standard typically applies to the Lead Trainer or Training Coordinator role and to those who have responsibility for delivery strategies in the training programs of an organisation. The unit covers sector requirements to: • Plan and prepare evaluation • Collect and collate evaluation data and information for a training program • Analyse evaluation data and information and make conclusions • Report on the conclusions and recommendations of the evaluation

Elements and Performance Criteria(PC) w.r.t. the Scope

Element	Performance Criteria
1. Plan and prepare evaluation	PC1. Document the aim and scope of the evaluation study and select appropriate evaluation models and methods PC2. Identify the data and information required and how they will be sourced PC3. Establish a project plan and timelines which identify tasks and stakeholders in the evaluation process PC4. Select and brief staff to be involved PC5. Establish relationships with the identified stakeholders
2. Collect and collate evaluation data and information of a training program	PC6. Identify the most appropriate technique(s) for gathering quantitative and qualitative data and information PC7. Develop evaluation instruments to gather data and information PC8. Identify sources of data and information PC9. Collect data and information and store in compliance with the record keeping and privacy policies and procedures PC10. Identify and record potentially useful information which is not identified in the evaluation plan PC11. Collate and process data relevant to the evaluation PC12. Provide direction, advice and support to trainers on the scope of the evaluation study and the methods to be used
3. Analyse evaluation data and information and make conclusions	PC13. Analyse the data and information to identify the outcomes of training and their impact on workforce capability PC14. Cross-check findings where possible by comparing with the results from different evaluation instruments PC15. Develop conclusions about the effectiveness and efficiency of the training program, as per the evaluation aim and scope PC16. Document areas of training that are satisfactory and those

		requiring improvement
	PC17.	Identify factors affecting performance and suggest possible enhancements or alternatives to the training program
	PC18.	Identify professional development needs and opportunities for trainers and assessors and make recommendations to relevant personnel
4. Report on the conclusions and recommendations of the evaluation	PC19.	Document issues and conclusions arising from the analysis conducted
	PC20.	Make recommendations to stakeholders and instructional designers on areas of possible improvement
	PC21.	Discuss preliminary findings with stakeholders
	PC22.	Produce an evaluation report and distribute to all stakeholders

Knowledge and Understanding (K)		
B. Organisational Context (Knowledge of the company / organisation and its processes)	The user/individual on the job needs to know and understand: KA6. Organisational work systems, practices, policies and procedures relating to the evaluation of training programs	

B. Technical Knowledge	The user/individual on the job needs to know and understand:
	 KB13. competency-based training, including codes of practice and standards, for example:
	    a. Qualification Packs and National Occupational Standards, and what comprises quality training and assessment services
	    b. SSC affiliation requirements for training organisations and assessment bodies
	    c. SSC quality assurance systems for training organisations and assessment bodies
	    d. how training organisations and assessment bodies operate
	    e. terminology relating to quality evaluation processes
	    f. evaluation models/methods, including the Kirkpatrick Model
	    g. records management systems of the organisation
	 KB14. Relevant policy, codes of practice and standards, such as:
	    a. copyright and privacy laws
	    b. security of information and confidentiality requirements
	    c. duty of care, as it relates to coordinating personnel and learning
	    d. anti-discrimination legislation
	    e. technical and vocational education and training systems
	 KB15. Stakeholders in the evaluation process such as:
	    a. employers
	    b. employer representative organisations
	    c. training course graduates
	    d. workplace supervisors and managers
	    e. trainers and assessors
	    f. training and instructional designers	

g.   Human Resources managers.

KB16.   The various aims of evaluation studies such as:

    a.   evaluating the effectiveness of the training in meeting workforce needs

    b.   estimating the cost effectiveness of the training provided

    c.   evaluating outcomes of a learning or assessment process or product

    d.   determining or trialling new processes/products

    e.   establishing client satisfaction

    f.   ensuring learning/assessment strategies and programs are relevant to client needs and capability requirements

    g.   determining resource requirements

    h.   providing solutions to organisational performance problems.

KB17.   The various scopes of evaluation studies such as:

    a.   whole of training services of the organisation

    b.   specific training services

    c.   specific training products

    d.   specific aspects of training systems

    e.   formative assessment

    f.   workforce training needs.

KB18.   Components of the program being evaluated such as:

    a.   relevance to the labour market

    b.   structure and sequencing

    c.   outcomes

    d.   learning processes

    e.   delivery approaches

    f.   formative assessments

    g.   use of technology

KB19.   The various sources of data and information to be gathered such as:

    a.   work performance

    b.   workplace productivity

    c.   employer feedback

    d.   trainee feedback.

KB20.   The use and design of various types of evaluation instruments such as:

    a.   surveys

    b.   feedback forms

    c.   work performance specifications

    d.   questionnaires

    e.   diaries

    f.   logs

    g.   discussion group questions.

KB21.   Areas of possible improvement such as:

    a.   analysis of skills requirements and training needs

    b.   design of training or assessment strategies

    c.   training materials development

    d.   training delivery methods and resources

    e.   assessment methods and tools

		f. employer and learner liaison
Skills (S)		
C. Core Skills/ Generic Skills	**Writing Skills**	
	The user/ individual on the job needs to demonstrate: SA7. language and literacy skills to: • develop resources to support the evaluation process • communicate with key stakeholders • produce and maintain documentation • produce an evaluation report that addresses all phases of the evaluation process including recommendations on areas for improvement	
	Reading Skills	
	The user/ individual on the job needs to demonstrate: SA8. literacy skills to: • interpret training program requirements • read, interpret and evaluate policies and procedures to evaluate a training program	
	Oral Communication (Listening and Speaking skills)	
	The user/ individual on the job needs to demonstrate: SA9. communication skills to: • explain the evaluation process • give clear and precise instructions and advice • discuss the evaluation process with other relevant people • seek information relevant to the evaluation • discuss the evaluation outcome with the stakeholders	
	Technology skills	
	The user/ individual on the job needs to demonstrate: SA10. technology skills to use appropriate equipment and software to communicate effectively	
D. Professional Skills	**Decision Making**	
	The user/ individual on the job needs to demonstrate: SB1. Decisions making skills to: • Scope the evaluation studies • determine and implement appropriate improvements.	
	Plan and Organize	
	The user/ individual on the job needs to demonstrate: SB2. planning and organizing skills to: • plan projects • plan and sequence work programs • coordinate the work of self and others	
	Customer Centricity	

	The user/ individual on the job needs to demonstrate: SB3. N/A
	Problem Solving
	The user/ individual on the job needs to demonstrate: SB4. N/A
	Analytical Thinking
	The user/ individual on the job needs to demonstrate: SB5. analysis and interpretation skills to: • evaluate information management systems, policies and procedures of an organisation • select relevant evaluation information and documentation • access and interpret the organisation's standards and values • analyse data and form conclusions • analyse records/notes of the evaluation process SB6. research and evaluation skills to: • investigate training and workforce data • determine and implement appropriate improvements • evaluate a training program against workforce performance needs and capability requirements
	Critical Thinking
	The user/ individual on the job needs to demonstrate: SB7. Skills to critically review the evaluation process and approaches taken and propose changes to improve the process.

NOS Version Control

NOS Code	SSC/Q1401		
Credits (NSQF)	TBD	Version number	1.0
Industry	IT-ITES	Drafted on	14/03/2015
Industry Sub-sector	IT Services	Last reviewed on	18/03/2015
Occupation	Lead Trainer	Next review date	18/03/2017

SSC/N9022 Train and assess trainers

National Occupational Standard

<u>Overview</u>

This Occupational Standard describes the knowledge, understanding and skills required to train and assess trainer

National Occupational Standard

Unit Code	SSC/N9022
Unit Title (Task)	**SSC/N9022 Train and assess trainers**
Description	This occupational standard specifies the specifies performance outcomes, skills and knowledge required to select and adapt competency based learning materials (CBLM) and apply advanced facilitation skills to train and assess trainers
Scope	This occupational standard applies to the work role of Lead Trainers. Training Providers should consider co-delivery of this unit together with: • NOS 15 Provide advanced facilitation practice The unit covers sector requirements to: • Select and use appropriate CBLMs to support learning • Model appropriate competency-based assessment practices • Manage learning relationship with adult learners • Assess learners • Evaluate training practice

Elements and Performance Criteria(PC) w.r.t. the Scope

Element	Performance Criteria
1. Select and use appropriate CBLMs to support learning	PC1. Ascertain skills and backgrounds of participants to identify learner and program needs PC2. Examine relevant Qualification Packs for trainers, curriculum documents and existing competency based learning materials (CBLM) and resources for suitability PC3. Adapt content and format of CBLMs and resources in accordance with learner and program needs, to use in learning sessions PC4. Devise session/lesson plans that integrate activities to develop competency based assessment skills, appropriate to learner and program needs and learning styles PC5. Plan opportunities for learners to demonstrate achievement of occupational standards
2. Model appropriate competency-based training practices	PC6. Identify training approaches that support the development of participants' skills and knowledge in competency-based training practices PC7. Facilitate training in accordance with the session plans, using appropriate learning strategies and adult learning principles PC8. Undertake formative assessment by monitoring individual learning and using appropriate tools and instruments to provide ongoing feedback and support to learners to improve their learning and performance

3. Manage learning relationship with adult learners	PC9.	Establish productive relationships with learners
	PC10.	Acknowledge learners' current level of knowledge and skills and use that to inform training delivery
	PC11.	Encourage self-directed learning by fostering learner independence
	PC12.	Provide guidance and mentoring support to learners and follow up progress
5. Assess learners	PC13.	Prepare the assessment environment and candidates for assessment
	PC14.	Administer assessment instruments and tools and gather evidence as basis for decision
	PC15.	Make the assessment decision
	PC16.	Record and report on individual learner's progress and assessment decisions
	PC17.	Provide feedback to the learner and appropriate authority
5. Evaluate training practice	PC18.	Collect feedback on training delivery from relevant parties
	PC19.	Review training practices in light of feedback received and develop an action plan to make improvements

Knowledge and Understanding (K)		
C. Organisational Context (Knowledge of the company / organisation and its processes)	The user/individual on the job needs to know and understand:	
	KA7.	Training Organisation's system policies and procedures such as:
		a. candidate selection
		b. rational and purpose of competency-based assessment
		c. assessment records/data management/ information management
		d. recognition of prior learning/credit arrangements
		e. trainer - needs, qualifications, maintaining currency
		f. learner grievances/complaints
		g. evaluation
		h. costs/resourcing
		i. access and equity/reasonable adjustment
	KA8.	Organisation Code of Practice / Ethics / Conduct
B. Technical Knowledge	The user/individual on the job needs to know and understand:	
	KB1.	Competency based curriculum documents and learning materials
	KB2.	Characteristics and needs of individual learners in the group
	KB3.	Program delivery and session delivery plans
	KB4.	How to evaluate the appropriateness of learning materials and resources
	KB5.	A variety of training methods and group facilitation techniques and their appropriateness for different learners and learning situations
	KB6.	Theories and principles of adult learning and how to apply them in training delivery
	KB7.	The application of learning principles such as:

a. learners have a range of life experience, so connecting learning to experience is meaningful
b. learners have a need to know why they are learning something
c. learners have a need to be self-directing
d. training needs to be learner-centred to engage learners
e. the learning process needs to support increasing learner independence
f. emphasis on experimental and participative learning
g. use of modelling
h. the learning process should reflect individual circumstances

KB8. Theories adult learning and how to apply them in training delivery such as:
a. behavioural learning theory
b. cognitive learning theory
c. information processing theory
d. andragogy

KB9. Theories of learning styles and how to apply them in training delivery such as:
a. auditory
b. visual
c. kinaesthetic
d. left/right brain
e. global/analytical
f. theoretical
g. activist
h. pragmatist
i. reflective

KB10. Health Safety and Environment issues and implications for organizing training

KB11. Techniques to create and maintain a positive learning environment such as:
a. encouraging learner participation
b. using interactive learning approaches to transfer skills and knowledge to learners
c. using the diversity of the group as another resource to support learning
d. using effective facilitation skills to ensure effective participation and group management
e. using effective presentation skills to convey understanding of key concepts and central ideas
f. monitoring non-verbal and verbal communication of participants
g. using learning resources effectively to enhance the learning experience for all learners
h. delivering at appropriate pace

       i. ensuring and encouraging two-way communication including provide opportunities for learners to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences

       j. summarising key concepts and ideas at strategic points to facilitate learner understanding

       k. monitoring learner progress with tasks and learning activities based on session plan.

       l. measuring the achievement of learning outcomes by formative assessment

KB12. How to identify and meet diversity needs such as:
       a. Different socio-economic and/or cultural backgrounds
       b. Different physical abilities
       c. Different technical expertise and the level of training in technical area
       d. Difference in learning aptitude
       e. Individual's motivation to learn new skills

KB13. How to develop content for session plans such as:
       a. introductions
       b. outline of objectives/content to be addressed
       c. ice breakers to be used
       d. delivery methods for each part of the session
       e. plan of learning activities to be used within the session
       f. timelines/duration for each learning activity
       g. formative assessment points/opportunities
       h. learning materials required
       i. summary/overview/wrap up

KB14. A variety of training approaches such as:
       a. Multi-sensory approaches and activities and resources that build on learners existing competency to develop new competencies
       b. Sequencing activities to reflect increasing level of skill and responsibility development
       c. Using a variety of learning modalities to suit visual, kinaesthetic and auditory learning styles
       d. Using a variety of learning activities including:
            i. Presentations
            ii. Simulations
            iii. Icebreakers
            iv. Hands-on- activities
            v. Case studies
       e. Encouraging learners to use own life experiences to illustrate and clarify learning
       f. Exploring learners previous experiences of training and assessment to develop positive perceptions about the CBT&A system

KB15. How to interpret and apply the Principles of Assessment:

	a. Fairness
	b. Flexibility
	c. Validity (face, content, criterion (i.e. predictive and concurrent), construct and consequential
	d. Reliability (reliability: internal consistency; parallel forms; split-half; inter-rater; and, intra-rater)
	KB16. How to interpret and apply the Rules of Evidence:
	    a. Validity
	    b. Sufficiency
	    c. Authenticity
	    d. Currency
	KB17. Principles of reasonable adjustment

Skills (S)	
E. Core Skills/ Generic Skills	**Writing Skills**

	The user/ individual on the job needs to demonstrate:
	  SA11. literacy skills to:
	    • complete and maintain documentation
	    • write training documentation such as session plans
	    • complete assessment instruments and tools

	Reading Skills

	The user/ individual on the job needs to demonstrate:
	  SA12. literacy skills to:
	    • read and follow learning programs and plans
	    • read and analyse learner information
	    • read and use learning and assessment materials

	Oral Communication (Listening and Speaking skills)

	The user/ individual on the job needs to demonstrate:
	  SA13. verbal and non-verbal communication skills including:
	    • effective listening skills
	    • questioning skills
	    • use of appropriate body language
	  SA14. interpersonal skills :
	    • establishing a supportive environment and bringing together life experiences and points of view
	    • liaise effectively with participants at all levels of training and assessment

	Technology skills
	The user/individual on the job needs to know and understand how to: SA15. technology skills to use appropriate equipment and software (e.g. tablets and automated assessment systems including online) to communicate effectively and to collect and record evidence as required
F. Professional Skills	**Decision Making**

	The user/ individual on the job needs to demonstrate: SB8. How to undertake formative assessment SB9. How to weigh up the evidence and make summative assessment decisions SB10. How to consider and make reasonable adjustments
	Plan and Organize

	The user/ individual on the job needs to demonstrate:
	SB1. Planning skills
	    • to develop session plans
	    • prepare training resources and aids
	    • develop assessment plans
	SB2. Organizing skills
	    • To organize training
	    • Selection venues
	    • To organize training and assessment resources

	Customer Centricity
	The user/ individual on the job needs to demonstrate: SB3. How to identify and meet learner and candidate needs SB4. How to apply the principles of learner centred delivery SB5. How to observe candidate performance and use appropriate instruments to records behaviours against criteria SB6. How to identify when candidate may need assistance during the assessment processes
	Problem Solving

	The user/ individual on the job needs to demonstrate:
	SB1. problem solving skills to:
	    • Adjust strategies and address learning barriers
	    • Suggest alternative solutions
	    • Negotiate options

	Analytical Thinking

	The user/ individual on the job needs to demonstrate:
	SB2. How to analyse learners skill requirements
	SB11. analysis and interpretation skills to:
	    • interpret assessment tools and other assessment information, including those used in RPL
	    • identify candidate needs
	    • make judgements based on assessment of available evidence
	SB3. Evaluation skills to:
	    • Identify gaps in skills or knowledge
	    • Systematically evaluate own and other's practice to improve performance or understanding

	Critical Thinking
	The user/ individual on the job needs to demonstrate: SB4. N/A

NOS Version Control

NOS Code	SSC/Q1401		
Credits (NSQF)	TBD	Version number	1.0
Industry	IT-ITES	Drafted on	14/03/2015
Industry Sub-sector	IT Services	Last reviewed on	18/03/2015
Occupation	Lead Trainer	Next review date	18/03/2017

SSC/N9019 Lead and coordinate training services

National Occupational Standard

Overview

This Occupational Standard describes the knowledge, understanding and skills required to lead and coordinate training services

National Occupational Standard

Unit Code	SSC/N9019
Unit Title (Task)	**SSC/N9019 Lead and coordinate training services**
Description	This occupational standard specifies the performance outcomes, skills and knowledge to lead and coordinate training services within a training organisation.
Scope	Coordinating training services involves overseeing a training organisation's training operations in one or more areas of service delivery. This occupational standard may apply to the work role of a Lead Trainer or to a training coordination or management role. This National Occupational Standard includes confirming operational parameters for training; developing the training schedule; organising, guiding and supporting the organisations trainers; and monitoring the provision of training services (which may include multi-site delivery). The unit covers sector requirements to: • Organise and arrange training services • Organise and lead training personnel • Monitor training operations

Elements and Performance Criteria(PC) w.r.t. the Scope

Element	Performance Criteria
1. Organise and arrange training services	PC1. Identify, access and interpret documentation relating to scope and organisational requirements for training services PC2. Identify availability and suitability of trainers including across sites PC3. Confirm availability of learning and training materials and physical requirements with relevant personnel within budget PC4. Determine capacity to provide training services in accordance with scope and organisational requirements PC5. Develop the training schedule, and discuss and agree with relevant persons
2. Organise and lead training personnel	PC6. Confirm and document SSC accreditation requirements for trainers PC7. Determine and agree communication and reporting arrangements PC8. Use leadership skills to provide coaching and mentoring assistance to trainers PC9. Monitor and manage trainers' performance and identify and address issues/irregularities in a timely and appropriate manner PC10. Establish opportunities for professional/staff development and internal/external networking for trainers

3. Monitor training operations	PC11. Monitor the training schedule and address contingencies
	PC12. Monitor training records and reports to meet organisational requirements
	PC13. Initiate, monitor and address feedback from clients, learners and stakeholders
	PC14. Implement outcomes and recommendations of internal/external evaluations of training services and document and report changes in training services operations

Knowledge and Understanding (K)

D. Organisational Context (Knowledge of the company / organisation and its processes)	The user/individual on the job needs to know and understand:
	KA9. Organisational business plan
	KA10. organisational work systems and practices
	KA11. organisational policies and procedures relating to the scope of training services
	KA12. Industry sectors and markets related to the scope of training services
	KA13. organisation's quality management systems and processes
	KA14. Organisational policies and procedures related to the performance management of staff and contracted trainers
B. Technical Knowledge	The user/individual on the job needs to know and understand:
	KB22. content of relevant Qualification Packs, NOS or other organisational benchmarks for training services
	KB23. content of relevant documented training strategies to guide and support the provision of training services
	KB24. content of relevant documented learning programs to guide and support the provision of training services, where relevant
	KB25. how to develop delivery plans and training schedules
	KB26. delivery and facilitation methods and practices
	KB27. conflict resolution techniques
	KB28. coaching and mentoring techniques such as:
	a. identifying any gaps in training/facilitation skills/competency
	b. explaining organisational/policy requirements
	c. clarifying training/facilitation issues
	d. providing encouragement and direction
	e. providing feedback/advice/guidance
	f. promoting safety in training/facilitation
	g. solving problems
	KB29. evaluation techniques
	KB30. HSE relating to the provision of training services, including:
	• HSE obligations of the training and assessment organisation, the trainer/facilitator and learner
	• legislative requirements for information and consultation relevant to safety
	• elements of an HSE management system as it applies to a training and assessment organisation
	• nature of HSE risks that should be addressed by a training and assessment organisation

	KB31. Material and physical requirements such as: • required QPs for training services • documented learning strategies • documented learning programs • learning materials and learning resources • curriculum • organisational benchmarks • IT equipment and associated software/hardware • materials and equipment relevant to the NOS being delivered • venues KB32. The range of issues that may arise (and how do deal with them) such as: • competency gaps of trainers • difficulties trainers have in implementing effective group delivery plans/learning activities • difficulties trainers may have in managing professional relationships with each other or individual learners • difficulties trainers have in being able to address individual learner needs • difficulties trainers have in managing learners/learner interactions • technical difficulties especially in an e-learning environment • trainer performance issues
Skills (S)	
G. Core Skills/ Generic Skills	**Writing Skills**
	The user/ individual on the job needs to demonstrate : SB12. language and literacy skills to: • communicate written forms with a range of trainers / facilitators and clients in a training context • prepare reports and relevant documentation • skills to accurately calculate material and physical operational requirements • develop training schedules
	Reading Skills
	The user/ individual on the job needs to demonstrate : SB13. language and literacy skills to: • read and interpret legal/organisational requirements, policies and procedures
	Oral Communication (Listening and Speaking skills)
	The user/ individual on the job needs to demonstrate : SB14. language and literacy skills to: • communicate in spoken forms with a range of trainers and clients in a training context • establish and maintain professional working relationships with colleagues/staff and clients

	SB15. coaching and mentoring techniques, including how to: • provide encouragement, feedback, advice and guidance • deal with issues/problems SB16. leadership skills to: • set direction for others • influence and motivate others • guide and support others • manage conflict • present a confident, assured and unhesitant manner in response to challenging situations • model expected behaviour and personal presentation standards • acknowledge and respect the attitudes and beliefs of others • promote active and genuine participation
	Technology skills
	The user/ individual on the job needs to demonstrate : SB17. technology skills to use appropriate equipment and software to manage work and communicate effectively
H. Professional Skills	**Decision Making**
	The user/ individual on the job needs to demonstrate ability to : SB1. manage training delivery and contingencies SB2. make informed decisions and recommendations
	Plan and Organize
	The user/ individual on the job needs to demonstrate : SB3. planning and organisational skills to: • develop training schedules • organise trainers • organise material/physical requirements • develop and initiate support systems for trainers
	Customer Centricity
	The user/ individual on the job needs to demonstrate : SB4. observation skills to: • assess the effectiveness of the organisation's provision of training services • distinguish different types of problems, e.g. technical, people and theoretical SB5. skills to develop and initiate support systems for trainers
	Problem Solving
	The user/ individual on the job needs to demonstrate : SB6. problem solving skills to: • combine different modes of thinking such as creative and analytic for practical problem solving • anticipate future implications for own and others' decisions • reliably evaluate alternative solutions

	• manage continuous improvement processes • manage issues/irregularities
	Analytical Thinking

	The user/ individual on the job needs to demonstrate :
	SB7. analysis and interpretation skills to:
	    • evaluate delivery and facilitation practices
	    • access and interpret organisation's standards and values
	    • determine service provision requirements
	SB8. skills to accurately calculate material and physical operational requirements

	Critical Thinking
	The user/ individual on the job needs to demonstrate : SB9. N/A

CRITERIA FOR ASSESSMENT OF TRAINEES

Job Role: **Lead Trainer**
Qualification Pack: SSC/Q1401

Sector Skill Council: IT-ITES

Guidelines for Assessment

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
4. Individual assessment agencies will create unique evaulations for skill practical for every student at each examination/training center based on this criteria
5. To pass the Qualification Pack , every trainee should score a minimum of 70% in every NOS
6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

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The design of the Assessment of each QP (including individual weightings against each PC) will require further consideration in view of:

- The need for holistic assessment   - for example, one practical assessment per element, and question bank to test theory
- Design and deployment of assessment tools

NOS15 Provide Advanced Facilitation Practice

			Total Mark	Out Of[1]	Marks Allocation		
					Theory (Must achieve at least 70%)	Skills, Practical (Must achieve 100%	
1. Develop and enhance own training, facilitation and learning practices	PC1.	Reflect on own practice and experiences as a facilitator to determine and document potential improvements to delivery approaches	**100%**	100	70%	100%	
2. Prepare to facilitate learning sessions	PC2.	Design learning experiences to meet learner needs using appropriate learning theories, principles, inclusive practices and delivery methods appropriate to the learning environment	**100%**	40	70%	100%	
	PC3.	Identify environmental conditions and their potential impact on training practice		30			
	PC4.	Develop learner support and adjustment plans to address the impacts and constraints identified on training practice		30			
3. Prepare for learners with complex needs	PC5.	Research the characteristics of learners with complex needs and identify potential barriers to learning, previous learning experiences, literacy and numeracy levels, language, culture, special needs and different learning styles	**100%**	40	70%	100%	

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[1] both theory and practical assessments have a total possible score of 100.

	PC6.	Develop and adjust training strategies and customise learning materials to meet identified needs and learning outcomes and to accommodate the expected range of learning styles		30		
	PC7.	Structure session to aid the achievement of learning outcomes that match the identified learner needs		30		
4. Facilitate learning sessions	PC8.	Discuss learning outcomes with group and identify possible learning barriers and support required to address them	**100%**	10	70%	100%
	PC9.	Facilitate learning in a coherent manner using appropriate methodologies in line with selected methodologies		10		
	PC10.	Use a variety of facilitation techniques, approaches and activities to promote individual participation, group interaction, and the opportunity to practice and to meet learner needs and learning outcomes		10		
	PC11.	Observe learner cues and feedback and review and revise own facilitation skills to maintain learning momentum		10		
	PC12.	Integrate activities to develop meta-cognition skills and generic skills into facilitation and learning practices		10		

	PC13. Manage groups in a manner that maximises the strengths of group learning while recognising the needs and requirements of individual members		20		
	PC14. Modify (if necessary) facilitation of the session as contingencies arise in the learning situation, resource availability, learner needs, and time constraints		10		
	PC15. Create opportunities to monitor learner's progress against the agreed outcomes		10		
	PC16. Use formative assessment to measure learners' achievement of the learning outcomes of the session		10		
5. Reflect on, and improve training facilitation and learning practices	PC17. Seek input from others about own training, facilitation and learning practices	**100%**	30	70%	100%
	PC18. Review own training, facilitation and learning practices to identify and document opportunities for improvement		30		
	PC19. Implement the documented improvement plan, review and adjust as required		40		
		TOTAL	**500**		

NOS 18 Evaluate a Training Program

		Marks Allocation			
		Total Mark	**Out Of^2**	**Theory** (Must	**Skills,** **Practical**

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^{2} both theory and practical assessments have a total possible score of 100.

				achieve at least 70%)	(Must achieve 100%
1. Plan and prepare evaluation	PC1. Document the aim and scope of the evaluation study and select appropriate evaluation models and methods		20		
	PC2. Identify the data and information required and how they will be sourced		20		
	PC3. Establish a project plan and timelines which identify tasks and stakeholders in the evaluation process	**100%**	20	70%	100%
	PC4. Select and brief staff to be involved		20		
	PC5. Establish relationships with the identified stakeholders		20		
2. Collect and collate evaluation data and information of a training program	PC6. Identify the most appropriate technique(s) for gathering quantitative and qualitative data and information		10		
	PC7. Develop evaluation instruments to gather data and information		10		
	PC8. Identify sources of data and information		10		
	PC9. Collect data and information and store in compliance with the record keeping and privacy policies and procedures	**100%**	10	70%	100%
	PC10. Identify and record potentially useful information which is not identified in the evaluation plan		20		
	PC11. Collate and process data relevant to the evaluation		20		
	PC12. Provide direction, advice and support to trainers on the scope of the evaluation study and the methods to be used		20		

3. Analyse evaluation data and information and make conclusions	PC13.	Analyse the data and information to identify the outcomes of training and their impact on workforce capability		20	
	PC14.	Cross-check findings where possible by comparing with the results from different evaluation instruments		10	
	PC15.	Develop conclusions about the effectiveness and efficiency of the training program, as per the evaluation aim and scope		15	
	PC16.	Document areas of training that are satisfactory and those requiring improvement		15	
	PC17.	Identify factors affecting performance and suggest possible enhancements or alternatives to the training program	**100%**	20	70%	100%
	PC18.	Identify professional development needs and opportunities for trainers and assessors and make recommendations to relevant personnel		20	
4. Report on the conclusions and recommendations of the evaluation	PC19.	Document issues and conclusions arising from the analysis conducted		25	
	PC20.	Make recommendations to stakeholders and instructional designers on areas of possible improvement	**100%**	25	70%	100%
	PC21.	Discuss preliminary findings with stakeholders Produce an evaluation report and distribute to all stakeholders		25	
	PC22.	Produce an evaluation report and distribute to all stakeholders		25	
			TOTAL	**400**	

NOS 14 Train and assess trainers

				Marks Allocation	
		Total Mark	**Out Of[3]**	**Theory (**Must achieve at least 70%)	**Skills, Practical** (Must achieve 100%
1. Select and use appropriate CBLMs to support learning	PC1. Ascertain skills and backgrounds of participants to identify learner and program needs	**100%**	20	70%	100%
	PC2. Examine relevant Qualification Packs for trainers, curriculum documents and existing competency based learning materials (CBLM) and resources for suitability		20		
	PC3. Adapt content and format of CBLMs and resources in accordance with learner and program needs, to use in learning sessions		20		
	PC4. Devise session/lesson plans that integrate activities to develop competency based assessment skills, appropriate to learner and program needs and learning styles		20		
	PC5. Plan opportunities for learners to demonstrate achievement of occupational standards		20		
2. Model appropriate competency-based training practices	PC6. Identify training approaches that support the development of participants' skills and knowledge in competency-based training practices	**100%**	30	70%	100%
	PC7. Facilitate training in accordance with the session plans, using appropriate learning strategies and adult		35		

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[3] both theory and practical assessments have a total possible score of 100.

		learning principles				
	PC8.	Undertake formative assessment by monitoring individual learning and using appropriate tools and instruments to provide ongoing feedback and support to learners to improve their learning and performance		35		
3. Manage learning relationship with adult learners	PC9.	Establish productive relationships with learners	**100%**	25	70%	100%
	PC10.	Acknowledge learners' current level of knowledge and skills and use that to inform training delivery		25		
	PC11.	Encourage self-directed learning by fostering learner independence		25		
	PC12.	Provide guidance and mentoring support to learners and follow up progress		25		
4. Assess learners	PC13.	Prepare the assessment environment and candidates for assessment	**100%**	20	70%	100%
	PC14.	Administer assessment instruments and tools and gather evidence as basis for decision		20		
	PC15.	Make the assessment decision		20		
	PC16.	Record and report on individual learner's progress and assessment decisions		20		
	PC17.	Provide feedback to the learner and appropriate authority		20		
5. Evaluate training practice	PC18.	Collect feedback on training delivery from relevant parties	**100%**	50		
	PC19.	Review training practices in light of feedback received and develop an action plan to		50		

				make improvements				
				TOTAL	**500**			

NOS 21 Lead and Coordinate training service

			Total Mark	**Out Of[4]**	**Marks Allocation**	
					Theory (Must achieve at least 70%)	**Skills, Practical** (Must achieve 100%
1.Organise and arrange training services	PC1.	Identify, access and interpret documentation relating to scope and organisational requirements for training services		20		
	PC2.	Identify availability and suitability of trainers including across sites		20		
	PC3.	Confirm availability of learning and training materials and physical requirements with relevant personnel within budget	**100%**	20	70%	100%
	PC4.	Determine capacity to provide training services in accordance with scope and organisational requirements		20		
	PC5.	Develop the training schedule, and discuss and agree with relevant persons		20		
2.Organise and lead training personnel	PC6.	Confirm and document SSC accreditation requirements for trainers		20		
	PC7.	Determine and agree communication and reporting arrangements		20		
	PC8.	Use leadership skills to provide coaching and mentoring assistance to	**100%**	20	70%	100%

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[4] both theory and practical assessments have a total possible score of 100.

		trainers			
	PC9. Monitor and manage trainers' performance and identify and address issues/irregularities in a timely and appropriate manner			20	
	PC10. Establish opportunities for professional/staff development and internal/external networking for trainers			20	
3.Monitor training operations	PC11. Monitor the training schedule and address contingencies			25	
	PC12. Monitor training records and reports to meet organisational requirements		**100%**	25	70%	100%
	PC13. Initiate, monitor and address feedback from clients, learners and stakeholders			25	
	PC14. Implement outcomes and recommendations of internal/external evaluations of training services and document and report changes in training services operations			25	
		TOTAL	**300**		