Competency-Based Learning Materials

Facilitating Learning Sessions

Technical Education and Skills Development Authority

National TVET Trainers Academy

Marikina City

Competency-Based Learning Materials

Facilitating Learning Sessions

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TO GOD BE THE GLORY!

HOW TO USE THIS COMPETENCY BASED LEARNING MATERIALS

Welcome to the module in Facilitating Learning Sessions. This module contains training materials and activities for you to complete.

The unit of competency "Facilitate Learning Sessions" contains knowledge, skills and attitudes required for **TRAINERS METHODOLOGY LEVEL I**.

You are required to go through a series of learning activities in order to complete each learning outcome of the module. Information Sheets consists of learning contents that you need to learn. Each Information sheet has a learning objective that you need to attain while reading the Information Sheets. After each Information Sheet is a Self-Check that will help you test yourself if you have attained the learning objectives.

Task Sheets and Job Sheets are activity sheets that will help you practice the skills previously discussed in the Information Sheets or demonstrated by your trainer. A Performance Criteria Checklist is provided with the Task Sheets and Job Sheets which will allow for self evaluation or peer evaluation. This Performace Criteria may be used by your trainer to evaluate your performance. Follow these activities on your own. If you have questions, don't hesitate to ask your trainer for assistance.

The goal of this course is the development of practical skills. To gain these skills, you must learn basic concepts and terminology. For the most part, you'll get this information from the Information Sheets and TESDA Website, www.tesda.gov.ph

This module was prepared to help you achieve the required competency, in "Facilitating Learning Sessions".

This will be the source of information for you to acquire knowledge and skills in this particular competency independently and at your own pace, with minimum supervision or help from your instructor.

Remember to:

- Work through all the information and complete the activities in each section.
- Read information sheets and complete the self-check. Suggested references are included to supplement the materials provided in this module.
- Perform the Task Sheets and Job Sheets until you are confident that your outputs conform to the Performance Criteria Checklist that follows the sheets.
- Submit outputs of the Task Sheets and Job Sheets to your facilitator for evaluation and recording in the **Accomplishment Chart.** Outputs

shall serve as your portfolio during the Institutional Competency Evaluation. When you feel confident that you have had sufficient practice, ask your Trainer to evaluate you. The results of your assessment will be recorded in your Progress Chart and Accomplishment Chart.

You must pass the Institutional Competency Evaluation for this competency before moving to another competency. A **Certificate of Achievement** will be awarded to you after passing the evaluation.

TRAINERS METHODOLOGY LEVEL 1

COMPETENCY-BASED LEARNING MATERIALS

List of Competencies

No.	Unit of Competency	Module Title	Code
1.	Plan Training Sessions	Planning Training Sessions	TVT232301
2.	***Facilitate Learning Sessions***	***Facilitating Learning Sessions***	**TVT232302**
3.	Supervise Work-Based Learning	Supervising Work-Based Learning	TVT232303
4.	Conduct Competency Assessment	Conducting Competency Assessment	TVT232304
5.	Maintain Training Facilities	Maintain Training Facilities	TVT232305
6.	Utilize Electronic Media in Facilitating Training	Utilizing Electronic Media in Facilitating Training	TVT232306

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MODULE CONTENT

Qualification Title : Trainers Methodology Level I

Unit of Competency : Facilitate Learning Sessions

Module Title : Facilitating Learning Sessions

Introduction

This unit covers the knowledge, skills and attitude required in facilitating learning session in trainers methodology level I. This module includes facilitating learning session in the delivery of TM I, such as preparing the workshop venue and resources needed in facilitating learning session. This also include the learning on how to conduct effective learning session.

Learning Outcomes :

Upon completion of this module , you must be able to:

1. Prepare training facilities/resources
2. Conduct pre-assessment
3. Facilitate learning sessions
4. Conduct competency assessment
5. Review training delivery

Assessment Criteria:

1. Appropriate training facilities/resources are prepared based on the session requirement.
2. Learning stations are prepared & set-up according to learning activities.
3. Tools and equipment are prepared and set-up according to learning activities
4. Pre-assessment instruments are prepared in accordance with the number of learners.
5. Contents and procedures of pre-training assessment are explained according to guidelines.
6. Evidence is gathered using the assessment tools specified in the evidence plan.
7. Evidences are evaluated and feedback are discussed based on the

results of the pre-training assessment.

8. Current competencies and prior learning are determined and credited.
9. Characteristics and profile of learners are established.
10. CBT delivery system is explained to the learners
11. Appropriate training methods are used based on the level and characteristics of the learners.
12. Learning session is conducted according to session plan
13. Learners are assisted to achieve session outcomes.
14. Enough opportunities to participate in the session are provided for the learner
15. Works and learning activities are monitored based on training plan.
16. Feedback are provided to improve learners competence.
17. Learners records are maintained and stored according to institutional policy
18. Competency assessment procedures is explained to the learners according to guidelines
19. Competency assessment tools, materials and equipment are provided to the learners.
20. Evidences are gathered and documented using relevant assessment tools
21. Appropriate feedback mechanism is used to inform learner of his/her progress
22. Assessment results are documented and records are and kept in according to guidelines
23. Appropriate training session evaluation instruments are used.
24. Interpretations are made on the results of training session evaluation.
25. Adjustments on training session are made based on the results of evaluation.

LEARNING OUTCOME #1	PREPARE TRAINING FACILITIES/RESOURCES

CONTENTS:

1. The Principles of Competency Based Training
2. Characteristics of CBT
3. Principles of Adult Learning
4. Delivery Plans
5. Learning Stations
6. The Training Activity Matrix

ASSESSMENT CRITERIA:

1. Appropriate training facilities/resources are prepared based on the session requirement
2. Learning stations are prepared & set-up according to learning activities
3. Tools and equipment are prepared and set-up according to learning activities

CONDITION:

Students/Trainees must be provided with the following:

1. WORKPLACE LOCATION
   - Computer
   - LCD
2. TOOLS, ACCESSORIES AND SUPPLIES
   - White board
   - CD
   - Power point Presentation
3. TRAINING MATERIALS
   - Competency Based Learning Materials
   - Bond Paper
   - Competency Standards
   - Training Regulations
   - Competency Based Curriculum
   - Labels

ASSESSMENT METHOD:

Evaluation of Outputs(Portfolio)

Questioning

Written Test

Learning Experiences

Learning Outcome 1

Prepare Training Facilities/Resources

Learning Activities	Special Instructions
1. **Read** Information Sheet 2.1-1 on the Principles of Competency-Based Training	The Competency Facilitate Learning Sessions deals with the delivery of Competency-Based Training (CBT). This Learning Outcome will discuss the preparation of the workshop, training resources and the training activity matrix which are essential in the delivery of CBT. The Information Sheets gives you information on the training principles in the CBT delivery. The Training Activity Matrix is the output of this LO. This matrix should more or less how CBT will flow in your workshop. It shall be used as one of your portfolio for your Institutional Competency Evaluation for Facilitate Learning Sessions. Feel free to ask for the guidance of your facilitator as you undergo the learning activities outlined for you on the left column.
2. **Answer** Self-Check 2.1-1 **Compare** answers to Answer Key 2.1-1	
3. **Read** Information Sheet 2.1-2 on the Characteristics of CBT	
4. **Answer** Self-Check 2.1-2 **Compare** answers to Answer Key 2.1-2	
5. **Read** Information Sheet 2.1-3 on the Principles of Adult Learning	
6. **Answer** Self-Check 2.1-3 **Compare** answers to Answer Key 2.1-3	
7. **Read** Information Sheet 2.1-4 on Delivery Plans	
8. **Answer** Self-Check 2.1-4 **Compare** answers to Answer Key 2.1-4	
9. **Read** Information Sheet 2.1-5 on the Learning Stations	
10. **Answer** Self-Check 2.1-5 **Compare** answers to Answer Key 2.1-5	
11. **Read** Information Sheet 2.1-6 on the Training Activity Matrix	
12. **Answer** Self-Check 2.1-6 **Compare** answers to Self-Check 2.1-6	
13. **Perform** Task Sheet 2.1-6 on how to prepare the Training Activity Matrix **Evaluate** output using the Performance Criteria Checklist 2.1-6	

Information Sheet 2.1-1

The Principles of Competency Based Training

Learning Objectives:

After reading this Information Sheet, you should be able to:

1. enumerate the 10 principle of CBT
2. explain the principles of CBT

Competency Based Training (CBT) is a training delivery approach that focuses on the competency development of the learner as a result of the training.

Competency Based Training emphasizes on what the learner can actually do; focuses on outcomes rather than the learning process within specified time; is concerned with the attainment and application of knowledge, skills and attitude to a specific level of competency.

CBT is based on the following basic principles:

1. **The training is based on curriculum developed from the competency standards;**

The trainer should be aware that all training activities are done towards the attainment of the assessment criteria set in the competency based curriculum.

2. **Learning is modular in its structure**;

One competency is generally considered as one module. Since learning is modular in instruction, a trainee should be competent in the module currently being trained before going to the other competency. Competency Based Learning Materials are prepared per competency which shall serve as the main material and guide in training. Information in the attainment of knowledge and skills are provided for in the CBLM. In case other training materials such as videos, computer-based learning materials and other references are needed, the CBLM usually gives direction on how these materials can be accessed and used.

3. **Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;**

Trainees are treated as individual learners with different characteristics, learning styles and training needs. The sessions should therefore provide for varied activities, employing different methods of training. Considering that trainees are being trained simultaneously on different competencies, activities should always allow trainees to work independently or in small groups with minimum supervision. Learning Materials should provide for self-evaluation or peer evaluation so that immediate feedback on the performance of each trainee is sought for in every learning activity. Answer keys, model answers and performance criteria checklist are very important tools to attain these objectives.

4. **Training is based on work that must be performed;**

Training is always based on actual industry practices. Training should provide for a simulated work environment.

5. **Training materials are directly related to the competency standards and curriculum modules;**

The Competency Based Learning Materials used during the training should conform to the competency based curriculum and the competency standards. The trainer should always check his session plans and CBLMs to make sure that all assessment criteria are attained. The Competency Standards always provide the minimum requirements of the competency. A trainer should always aim for the attainment of every criteria. Enhancements are also encouraged.

6. **Assessment is based in the collection of evidence of the performance of work to the industry required standard;**

Assessment is done to test whether the trainee is able to perform the job based on the required criteria in the competency standards. This should be done before a trainee can advance to another competency. A carefully prepared Institutional Evaluation Tool should be used to assess the competency of the trainee. In CBT, grades are the not the basis of his competency; it is based on the satisfaction of the criteria/evidences which are collected through an institutional competency evaluation.

7. **Training is based both on and off the job components;**

Training is done in a simulated work environment (the laboratory) and/or in an actual work environment such as in training cum production, enterprise based training, supervised industry training and on-the-job training.

8. **Training program allows for recognition of prior learning(RPL) or current competencies;**

Current competencies acquired through training or work experience are recognized before training through a validation process so that the trainer can provide activities that match the learning level of each trainee. Prior learning is recognized by giving them a Certificate of Achievement for the competencies acquired previously. Data on other acquired skills should be carefully recorded to serve as data for planning the training activities of a particular trainee. A trainee who has prior experiences as a janitor but is not yet competent in “Providing Housekeeping Services to Guest”, for example, may not practice how to use cleaning equipment anymore but would concentrate on other activities that would help him satisfy the assessment criteria of the competency. This would shorten the training hours of the particular trainee.

9. **Training allows for multiple entry and exit;**

Trainees do not need to wait for others to be competent before he can exit either a competency or the qualification. Fast learners may graduate faster than others.

10. **Training programs are registered with the UTPRAS.**

All programs should be registered to the Unified TVET Program Registration and Accreditation System. UTPRAS registratrion assures the quality of training.

The competency-based TVET system recognizes various types of delivery modes, both on and off-the job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted when designing training programs:

The **dualized mode of training delivery** is preferred and recommended. Thus programs would contain in-school and in-industry training or fieldwork components. Details can be referred to the Dual Training System (DTS) Implementing Rules and Regulations.

Modular/self-paced learning is a competency-based training modality wherein the trainee is allowed to progress at his own pace. The trainer just facilitates the training delivery.

Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners.

Supervised industry training or on-the-job training is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies prescribed in the training regulations.

Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, or audio, video or computer technologies.

Project-based instruction is an authentic instructional model or strategy in which students plan, implement and evaluate projects that have real applications.

Self-Check 2.1-1

TRUE OR FALSE:

Write TRUE if the statement is correct and FALSE if the statement is not correct.

1. In CBT, the trainer is a facilitator.
2. Competency Based Learning Material is a must in CBT.
3. Supervised Industry Training is a must in CBT.
4. In peer teaching, fast learners are the trainer/facilitator of training.
5. Multiple entry and multiple exit means a trainee can enter a class in any time he wishes and learns in his own pace.
6. Assessment is always done after every activity.
7. The Job Sheet is a tool used to assess the competency of a trainee.

Answer Key 2.1-1

1. True
2. True
3. False
4. False
5. False
6. False
7. False

Information Sheet 2.1-2
Characteristics of CBT

Learning Objectives:

After reading this INFORMATION SHEET, you should be able to enumerate and explain the characteristics of CBT.

CBT has distinct characteristics as a delivery approach. These characteristics make it very appropriate in training skills. Information in this information sheet will serve as a guide for you when facilitating a learning session

Characteristics of CBT

According to Foyster (1990), Delker (1990) and Norton (1987) there are a number of characteristics of competency-based programs. Key characteristics are summarized as follows:

- Competencies are carefully selected.
- Supporting theory is integrated with skill practice. Essential knowledge is learned to support the performance of skills.
- Detailed training materials are keyed to the competencies to be achieved and are designed to support the acquisition of knowledge and skills.
- Methods of instruction involve mastery learning, the premise that all participants can master the required knowledge or skill, provided sufficient time and appropriate training methods are used.
- Participants' knowledge and skills are assessed as they enter the program and those with satisfactory knowledge and skills may bypass training or competencies already attained.
- Learning should be self-paced.
- Flexible training approaches including large group methods, small group activities and individual study are essential components.
- A variety of support materials including print, audiovisual and simulations (models) keyed to the skills being mastered are used.
- Satisfactory completion of training is based on achievement of all specified competencies.

Implications for Using CBT

In a 1990 study of three operating competency-based programs, Anthony Watson identified a number of implications for organizations considering implementing a CBT system:

- Organizations must be committed to providing adequate resources and training materials.
- Audiovisual materials need to be directly related to the written materials.
- Training activities need to match the objectives.
- Continuous participant interaction and feedback must take place.
- Trainers must be trained to conduct competency-based training courses.
- Individuals attending training must be prepared for CBT as this approach is likely to be very different from their past educational and training experiences.

Advantages and Limitations of CBT

One of the primary advantages of CBT is that the focus is on the success of each participant. Watson (1990) states that the competency-based approach "appears especially useful in training situations where trainees have to attain a small number of specific and job-related competencies" (page 18). Benefits of CBT identified by Norton (1987) include:

- Participants will achieve competencies required in the performance of their jobs.
- Participants build confidence as they succeed in mastering specific competencies.
- Participants receive a certificate of achievement for every competency they have achieved.
- Training time is used more efficiently and effectively as the trainer is a facilitator of learning as opposed to a provider of information.
- More training time is devoted to working with participants individually or in small groups as opposed to presenting lectures.
- More training time is devoted to evaluating each participant's ability to perform essential job skills.

While there are a number of advantages of competency-based training, there also are some potential limitations. Prior to implementing CBT, it is important to consider these limitations:

- Unless initial training and follow up assistance is provided for the trainers, there is a tendency to "teach as we were taught" and CBT trainers quickly slip back into the role of the traditional teacher.
- A CBT course is only as effective as the process used to identify the competencies. When little or no attention is given to identification of the essential job skills, then the resulting training course is likely to be ineffective.
- A course may be classified as competency-based, but unless specific CBT materials and training approaches (e.g., learning guides, checklists and coaching) are designed to be used as part of a CBT approach, it is unlikely that the resulting course will be truly competency-based.

Self-Check 2.1-2

TRUE OR FALSE:

Write TRUE if the statement is correct and FALSE if the statement is not correct.

1. In CBT, learning is self-paced.
2. CBT is dependent on the Training Regulations.
3. The availability of training materials limits the efficiency of CBT.
4. Learning activities in CBT is always individualized.
5. The trainer is the provider of information in CBT.

Answer Key 2.1-2

1. TRUE
2. TRUE
3. TRUE
4. FALSE
5. FALSE

Information Sheet 2.1-3
Principles of Adult Learning

Learning Objectives:

After reading this information sheet, you should be able to enumerate and explain the principles of adult learning.

Trainees of TVET are generally adults. In planning and delivery of training therefore, you should consider this principles so that appropriate activities and materials are prepared and used during the delivery of training.

Key Characteristics of Adult learner

Adult learners desire that learning be:

- relevant;
- task-oriented;
- participatory (two-way communication);
- friendly (controlled stress, positive feedback);
- varied (demonstrations, case-studies, role play; not just lectures); and
- built on past experience.

These characteristics are based on the following eight principles of adult learning (Sullivan et al 1995):

- Learning is most productive when the student is ready to learn. Although motivation is internal, it is up to the trainer to create a climate that will nurture motivation.
- Learning is most effective when it builds on what the student already knows or has experienced.
- Learning is most effective when students are aware of what they need to learn.
- Learning is made easier by using a variety of training methods and techniques.
- Opportunities to practice skills initially in controlled or simulated situations (e.g., through role play or use of anatomic

models) are essential for skill acquisition and for development of skill competency.

- Repetition is necessary to become competent or proficient in a skill.
- The more realistic the learning situation, the more effective the learning.
- To be effective, feedback should be immediate, positive and nonjudgmental

Training delivery is based on different principles of education and training. As a trainer, should have a clear understanding of these principles and the characteristics of your trainee so that you can provide activities most appropriate to them. Integrating these principles of education and training should make your training more efficeint and most effective.

Self-Check 2.1-3

TRUE OR FALSE

Write TRUE if the statement is correct and FALSE if the statement is not correct.

1. Repetition is needed when training adults.
2. Demonstration of skill is needed by adults in order to learn skills.
3. Demonstration is the only method appropriate for adult learners.
4. Adult learners do not like feedback coming from the trainer.
5. The trainer in CBT should be a person of authority.

Answer Key 2.1-3

1. TRUE
2. TRUE
3. FALSE
4. FALSE
5. FALSE

Information Sheet 2.1-4
Delivery Plans

Learning Objectives:

After reading this INFORMATION SHEET, you should be able to:

1. enumerate and explain important activities that a trainer should do to make facilitation of learning effective.
2. outline the 9 events of instruction and
3. describe how the nine events of instruction are being done to ensure efficient learning

CBT is a learner-centered and a learner based approach to training. The delivery should, however, be well-prepared and well-planned for it to become effective since it is different from the traditional approach that trainees experienced from their education outside of TVET.

This information sheet provides you with trainers' guides to make teaching and learning more effective using the Competency-Based Training delivery approach. These guides will help you plan the delivery of training.

Your role as a trainer in CBT is more of a facilitator. More than a presenter of contents, you serve as a guide that teaches trainees how to learn. You should seek and provide suitable opportunities, resources and guidance to your trainees. The success of the teaching-learning activities depends very much on how you have prepared and how you delivered. "If the learner have not learned, it's because you have not prepared and failed to perform your role."

The following activities will useful guides for a facilitator like you:

Explain the objectives and the outcomes of the training

The participants of your training activities should know where they are going, what goals they need to achieve and what outcomes they are supposed attain. By sharing understanding of the objectives, they will better understand the relevance of the activities they will undergo.

Explain the learning and assessment process

As a part of the orientation process, the CBT process flow, the use of the CBLM and other learning materials should be explained extensively to the trainees. Since trainees came from a traditional way of learning, they would expect the same activities like sitting down while listening to their teacher who is expected to be always in front of them explaining every lesson that they should learn. It is your role to explain to them how they would learn in your workshop.

Trainees would also expect for a grade. The evaluation or assessment process should be fully explained to make them understand that every competency requires for an institutional competency evaluation which consists of a written test, a performance test and an interview.

This explanation would empower your trainees because they deserve to know they will learn and how they shall be assessed.

Ensure that presentation and training methods are appropriate

The TNA forms you developed in the module Plan Training Sessions should be used to know the learning styles, capabilities and aptitudes of your individual trainees. This will help you select the right methods and materials to be used by the individual trainee. Since CBT is individualized learning, a method for one trainee may not be appropriate for the other. Inappropriate method used may have adverse effects on your trainees.

Use training equipment and materials correctly

Training equipment when used correctly adds value and efficiency in the learning experiences. When they see and actually practice proper use of these equipment, their learnings will be enhanced. Visuals and other learning materials should be properly used and reviewed so that they can be enhanced periodically.

Provide frequent advice and feedback to facilitate the learning process

Facilitators should be in constant contact with the trainees. Continuous and immediate feedback is critical to the acquisition of knowledge and skills. The CBLM is designed to provide this kind of feedback. Answer keys to self-checks are provided so that immediate feedback on knowledge practice is offered. Performance criteria checklist always goes with task sheets, job sheets and operation sheet to provide for self-evaluation and peer-evaluation while the task is being practiced. But ultimately, the trainer should always evaluate the performance of trainees so that corresponding feedback is provided and trainees are guided through the learning process.

Provide ample practice opportunities

Competency-based training is teaching what to do, how and why to do it and then being given the opportunity for guided practice. The task sheets, job sheets and the operation sheets provided in the CBLMs provide guides for the practice of skill. The performance objectives should be carefully stated so that the objectives of the practice are specific for the learning situation.

Before the practice, however, the trainee should actually see how the skill is being done so that the practice reinforces the correct approach to the task. The procedures should be stated so that it can be understood and followed easily.

While trainees are practicing skills, feedback and diagnostic aspects of guidance should be properly managed so as to ensure both confidence and competence.

Monitor trainees' readiness for assessment

Monitoring achievements of trainees is a very important aspect of the delivery of training. Your role as a trainer here is to see to it that the activities and requirements are properly sequenced and accomplished to achieve outcomes desired. Recording of accomplishments would motivate trainees to achieve learning outcomes based on standards set. If the trainees sees that you are closely monitoring their achievements, this will give them the signal that you are serious about your set goals and standards in the training program.

You can establish the trainee's readiness for assessment only if you monitor achievements of your individual trainee.

As a guide, the nine events of instruction should be considered when planning for delivery of training.

The Nine Events of Instruction

In 1965, Robert Gagné published *The Conditions of Learning*, which identified the mental conditions for learning. These were based on the information processing model of the mental events that occur when adults are presented with various stimuli. Gagné's theory stipulates that there are several different types or levels of learning and that each specific type requires unique types of instruction.

1. Gain attention

The first step is to arouse the student's interest with novelty or surprise. You may also want to appeal to the learner by asking questions, so that they will be further motivated to engage with the content.

In CBT, it is then essential to gather trainees every morning to achieve this purpose. Orientation every start of the competency is also an essential part of the training in order to motivate trainees to learn and achieve learning outcomes.

2. Inform learner of objectives

It is important to inform the learner of the expectations that you have of them. This will help reduce anxiety in students who would otherwise not know what they should be studying.

During the morning activities trainees are reminded of the overall goal of their training as well as the objectives of the days activities. Since they are working on different competencies and different activities, the Competency Based Learning Material should have objectives, learning objectives for Information Sheets and Performance Objectives for the activities that need practice of skill.

3. Stimulate recall of prior learning

Trainees, especially adult learners, retain concepts and new information better if the concepts are related to something they already know. In this way, they can make the connection to their personal experiences and the learning will be more meaningful.

This step is essentially the recall and rejoinder. The facilitator should be able to point out the interconnection between the concepts previously learned to the skill that needs to be practiced and the importance of single tasks with the bigger Job that needs to be honed. Relationship of the competency to the overall qualification should also be emphasized to motivate trainees to learn all concepts and skills of the qualification.

4. Present stimulus material

At this point in the learning process, the content is presented to the students. For the student to retain information it is preferable that the content be organized into meaningful chunks, and that a variety of methods appealing to all learning styles be used. Using examples and real-life situations is also a great way to enhance the retention of information, as learners can apply the material to their own life experiences and internalize the content.

Contents that are directly related to the attainment of the learning outcomes are carefully selected.

5. Provide learner guidance

Communication between the instructor and the learner is an essential means of providing guidance. Not only does communication help the learner stay on track, but it also ensures that the instructor has an idea of how the trainees are doing.

This step is the development of the lesson. Different methodologies should be prepared by the trainer to capture the trainees with different learning styles. Trainers should provide every opportunity for trainees to actually see how skills are done. Actual demonstration of skills either by the trainer, by advanced students or through video presentations are essential methods in the acquisition of skills.

Step number 4 and 5 are carefully planned in the session plan. These steps are dependent on what content is presented and what method of training is employed. It is recommended that methods should vary depending on the learning styles of the trainee. These would allow learning to fit to the trainee and would provide for self-paced learning.

6. Elicit performance

The contents in your session plan is classified as knowledge based and skills based. Contents that are classified as knowledge are practiced through the self-checks or through face to face questioning depending on the the method used. For modular self-paced method, self-shecks are provided every after Information Sheet to provide frequent and immediate practice.

Skills that need to be practiced are presented in the CBLM as Task Sheets for single Tasks, Operation Sheet for the operation of equipment and Job Sheets for combination of tasks and operations required in performing a Job which usually requires an output or a service.

7. Provide feedback

Immediate, frequent and continuous feedback is essentially additional guidance. If the learner has not yet grasped a concept or idea, this is the time to provide more information and different examples.

In CBT, you provide feedback for the practice of knowledge using the self-check answer keys. Asking trainees to check their own answers against a key would allow self-paced learning of knowledge.

While practicing skills, the trainees should be able to check against standards whether he is doing the skill as required. The performance criteria checklist is a list of required standards for judging both performance and outputs. Instruct your trainees to always check the criteria while they are practicing. When they are confident that they can perform the task based on set criteria, the trainee should be instructed to let you check his performance. During this time, additional feedback can be provided by you.

8. Assess performance

Assessment should be a very important step in the teaching learning process. In CBT it is recommended that written test, performance test and interview are the methods of assessment for every competency learned. Assessment should cover the four dimensions of competency – task skills, task management skills, job role and environment and contingency management skills.

9. Enhance retention and transfer

Learning should not stop with the institutional competency evaluation. Integration of knowledge learned from other competencies to skills in the other competencies of the qualification should be provided to enhance retention and transfer.

Providing for supervised industry training or On-the-Job training would be a very important practice.

Self-Check 2.1-4

Ordering: Arrange the following events in its correct sequence by rewriting them on your answer sheet.

1. Gaining attention
2. Stimulating recall of prior learning
3. Informing the learner of the objective
4. Providing learner guidance
5. Providing Feedback
6. Assessing performance
7. Eliciting performance
8. Presenting the stimulus
9. Enhancing retention and transfer

Answer Key 2.1-4

1. Gaining attention
2. Informing the learner of the objective
3. Stimulating recall of prior learning
4. Presenting the stimulus
5. Providing learner guidance
6. Eliciting performance
7. Providing Feedback
8. Assessing performance
9. Enhancing retention and transfer

Information Sheet 2.1-5
Learning Stations

Learning Objective:

After reading this INFORMATION SHEET, you should be able to identify different set-up appropriate for the competencies of your qualification.

Learning station set-up is essential in training. In this lesson you will identify learning stations appropriate for the acquisition of skills in each competency of your qualification. Learning station set-up will depend on the skills to be practiced and the activities to be performed.

Reading Area

Reading modules to acquire knowledge, for example, would only need the CBLM, a table and chairs which are located in the components of the your workshop such as the Learning Resource Area. The Computer Area may also provide additional reading materials which can be searched from the internet or a part of your e-Learning Materials.

Simulators

Norton (1987) believes that participants in a competency-based training course should learn in an environment that duplicates or simulates the work place. Richards (1985) in writing about performance testing indicates that assessment of skills requires tests using simulations (e.g., models and role plays) or work samples (i.e., performing actual tasks under controlled conditions in either a laboratory or a job setting). Finally, Delker (1990) in a study of business and industry found that the best approach for training involved learner-centered instruction using print, instructional technology and simulations.

Training simulators or mock-ups – this learning stations should closely micmic or model the equipment and materials that are usually in a work area. You should be able to identify what simulators needs to be set-up so as to provide actual practice of skills within a competency.

The number of simulators or mock-ups will depend on the number of machines used in your qualification.

Role-play Area

Role-play areas should mimic the actual work area. As in a restaurant, the essential parts and workstation arrangements should be a prime consideration in setting-up the role-play area. The role-play area may not be the set-up of a whole restaurant but the area where a Task is being done, as in serving a guest, including the furnitures and other utensils should be physically present in order that the performance of the trainee will not be limited by the absence of these materials.

Benchwork Area

Some qualifications would require a benchwork area to be set-up. This maybe the common area where benchwork maybe done before the actual performance of a task, operation or a job.

Other learning stations maybe set-up depending on the need of the qualification you are teaching. Always consider setting-up at least one learning station particularly for each competency. As much as possible avoid using the same station for two or more competencies. Duplication of workstations or mock-ups is recommended to allow trainees to have more practice of the skills.

Self-Check 2.1-5

Multiple Choice:

1. Which of the following learning station is used when the use of a machine is necessary?

   Role-play area

   Reading area

   Simulation area

   Bench work area

2. Which of the following area is most appropriate when you need to practice customer service?

   Role-play area

   Reading area

   Simulation area

   Bench work area

3. Which of the following learning stations will you set-up when a trainee needs to learn the knowledge aspect of your competency?

   Role-play area

   Reading area

   Simulation area

   Bench work area

Answer Key 2.1-5

1. C
2. A
3. B

Information Sheet 2.1-6
Training Activity Matrix

Learning Objectives:

After reading this Information Sheet you should be able to:

1. Plan the activities of each trainee using the training activity matrix
2. Prepare training facilities and resources for training sessions

Training Facilities/Resources

In LO 5 of the Module on Planning Training Session you learned how to make an inventory of your training resources and how to layout your workshop and your training facilities. You also learned how to organize these resources for easy access and maintenance. In this module, you will learn how to prepare training facilities and resources based on session requirements.

In this section we will discuss how you will prepare the training facilities and resources for your sessions for ease of access and use.

Your shop layout specified locations for your CBT areas and the learning stations for each competency. Resources were also specified in your Job Sheets. These are your reference materials in preparing them for your training sessions. Since your trainees are working with different competencies at the same time, you should design a way such that materials needed by trainees for their learning activities can easily be accessed. This is the reason why each instructional sheet should have a list of training Facilities and Resources. This will be the main basis for the preparation of training materials for the day or the session.

Proper scheduling and management is the answer for the use of limited equipment. The trainer should therefore schedule training activities based on both current competencies of trainees and the availability of training resources making sure that no trainee is idle.

The following Training Activity Matrix is recommended to schedule and monitor the use of the facilities and resources. This Training Activity Matrix should work hand in hand with your session plan. The session plan is a plan for the whole qualification and for trainees with different learning styles while the training activity matrix is a daily plan which will show the activities of each trainee.

This Matrix is a monitoring tool of trainees' activities for the trainer. The Vocational Instruction Supervisor and the administrators may also look for this matrix when monitoring competency based trainings. This matrix, along with a well-prepared session plan, is a good indicator that the training being implemented is using the CBT approach. The trainer may print a copy of this plan or he may keep it to his computer. It is recommended that this matrix is updated daily.

Training Activity Matrix

Training Activity	Trainee	Facilities/Tools and Equipment	Venue (Workstation/ Area)	Date & Time	Remarks
Prayer Recap of Activities Unfreezing Activities Feedback of Training Rejoinder/Motivation	**All trainees**			**8:00 AM to 8:30 AM**	
(Specific Activities of each Trainee for the day here)		(List down all Facilities/Tools and Equipment needed for the workstation and activities here)	Name of Workstation1		observations on the progress of each trainee for the day will be written here
(Specific Activities of each Trainee here)		(List down all Facilities/Tools and Equipment needed for the workstation and activities here)	Name of Workstation 2		observations on the progress of each trainee for the day will be written here
(Specific Activities of each Trainee for the day here)		(List down all Facilities/Tools and Equipment needed for the workstation and activities here)	Name of Workstation 3		observations on the progress of each trainee for the day will be written here
(Specific Activities of each Trainee for the day here)		(List down all Facilities/Tools and Equipment needed for the workstation and activities here)	Name of Workstation 4		observations on the progress of each trainee for the day will be written here

Guidelines in making the Training Activity Matrix

1. Write the training activities for the session based on training needs and on trainee's chosen competency.
2. Based on the instructional sheet needed in the activity (Job Sheet, Task Sheet, and Information Sheet) list down the facilities/Tools and Equipment needed for the activity. The inventory of training supplies, tools, equipment and facilities is very useful when planning for the activities of trainees in a class.
3. Instructional Sheet number should be specific.
4. Trainees should not be crowding in a workstation/area. Limit the number of trainees to 5 and below per work station/learning area.
5. Ensure full utilization of equipment/work area. Avoid limited number of equipments to be idle to prevent crowding of trainees.
6. Date and time of use should be specified.
7. Remarks should be made on the activity of each trainee. This will be your guide in planning for the activities of your trainees the next sessions. You may include the following remarks "for assessment", "to be assisted by (name of a peer mentor)", "needs more practice of Job Sheet #" and any other comments pertaining to the training of each trainee.
8. The number workstations will vary depending on the number of workstations in the CBT Layout. Number of workstations may also be dependent on the number of mock-ups per competency.

It is recommended that this training matrix be accomplished as guide in scheduling trainees every training session. This is an additional tool in monitoring trainee's activities and the use of facilities, tools, supplies and materials.

Self-Check 2.1-6

TRUE OR FALSE:

Write TRUE if the statement is correct and FALSE if the statement is not correct. Write your answers in your answer sheet.

1. The Training Activity Matrix is updated daily.
2. The session plan is a plan prepared daily.
3. Activities in the Matrix are different from the activities in the session plan.
4. The Matrix is a monitoring tool for the trainees.
5. The Matrix is used to schedule the use of equipment.
6. Limited number of equipment maybe allowed to idle when no trainees need the equipment.
7. More than 5 trainees maybe scheduled in a workstation during a group work.

Answer Key 2.1-6

1. True
2. False
3. False
4. False
5. True
6. False
7. False

Task Sheet 2.1-6

Title:	**Prepare Training Matrix**
Performance Objective: Given a qualification of your choice, you should be able to prepare a training matrix for a day of Competency-Based Training session.	
Supplies/Materials :	a template for Training Matrix
Equipment :	**PC, printer with ink**

Steps/Procedure:

This activity is an implementation of the materials you prepared in Plan Training Session. You should have the following with you when preparing this Matrix.

a. CBT layout
b. Inventory of Training Materials
c. Session plans

1. Determine the workstations in your workshop.
2. Secure a copy of the template of the Training Activity Matrix.
3. Fill-up the column on Workstations.
4. Determine the activities to be done on each workstation. Write them down on the column for activities.
5. Fill-up the column of Materials needed based on the activity and the inventory of training materials. Be sure that materials are available. In case materials are needed in 2 different workstations, you should schedule the time of its use. Write the time down on the column for date and time.
6. Consider the use of the material in case the same is used for assessment. Assessment should also be an activity to be scheduled.
7. Write the names of the trainees on the column for Trainees. You should have at least 15 to 25 trainees.
8. Fill-up remarks column.

Assessment Method:

Portfolio Evaluation using the Performance Criteria Checklist, Questioning

Performance Criteria Checklist 2.1-6

CRITERIA	YES	NO
Training activities are based on the activities in the session plan		
Instructional sheets needed for the activity have specific number		
All equipment, facilities, supplies and materials listed in the instruction sheets are reflected in the specified column		
Not more than 5 trainees are in a station/area at one time		
Total number of facilities listed should not exceed the number of the specific tool, materials or facilities in the inventory		
Date and time of use is specified		
Number of workstations reflects that in the CBT Layout		

LEARNING OUTCOME #2	CONDUCT PRE-ASSESSMENT

CONTENTS:

Recognition of Prior Learning

Pre-assessment

ASSESSMENT CRITERIA:

1. Pre-assessment instruments are prepared in accordance with the number of applicants
2. Context and procedures of pre-training assessment are well explained according to guidelines.
3. Evidence is gathered using the assessment tools specified in the evidence plan.
4. Evidences are evaluated and feedbacks are discussed based on the results of the pre-training assessment.
5. Current competencies and prior learning are determined and credited.
6. Characteristics and *profile of learners* are evaluated.

CONDITION:

Students/Trainees must be provided with the following:

1. WORKPLACE LOCATION

   EQUIPMENT

   Computer

   LCD
2. TOOLS, ACCESSORIES AND SUPPLIES

   White board

   CD
3. TRAINING MATERIALS

   RPL Materials

   Bond Paper

   Competency Standards

   Training Regulations

ASSESSMENT METHOD:

1. Demonstration & Oral Questioning
2. Written Test

Learning Experiences

Learning Outcome 2

Conduct Pre-assessment

Learning Activities	Special Instructions
1. **Read** Information Sheet 2.2-1 on the Recognition of Prior Learning	This learning outcome will deal with your practice on how to use the forms prepared in Plan Training Sessions to recognize prior learning of trainees and to establish their training needs and characteristics.
2. **Answer** Self-Check 2.2-1 Compare answers to Answer Key 2.1-1	
3. **Read** Information Sheet 2.1-2 on Pre-assessment	
4. **Answer** Self-Check 2.2-2 **Compare** answers to Answer Key 2.2-2	You will be asked to use a hypothetical data to produce your output in Job Sheet 2.2-2.
5. **Perform** Job Sheet 2.2-2 on how to Conduct Pre-assessment **Evaluate** performance using Performance Criteria Checklist	Demonstration of this skill will be a part of your performance test during the Institutional Competency Evaluation for Facilitate Learning Session.

Information Sheet 2.2-2

Recognition of Prior Learning

Learning Objectives:

After reading this INFORMATION SHEET, you should be able to:

1. define RPL;
2. enumerate the advantages of RPL;
3. determine evidences of competency; and
4. identify the criteria for assessing evidences of prior learning.

Before starting training, you should recognize prior learning of your trainees so that skills previously learned will not be trained anymore. Training should focus on the things that are not yet known by the trainee. This will make CBT more interesting to your trainees.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) refers to the acknowledgement of skills and knowledge held as a result of formal training, work experience and/or life experience.

Recognition of prior learning or experience is a form of assessment used to determine whether a person has achieved, through informal and formal learning and experience, the required competence for entry and/or credit in a recognised course or training program. (Rumsey 1994, p.15)

RPL is an essential component of competency-based training. It focuses on current competency standards gained by individuals through:

- Work experience
- Life experience
- Formal training
- Informal training

Advantages of RPL

- RPL allows you to complete formal education in a shorter period of time and at less cost.
- RPL means that you do not have to repeat or waste time learning what you have already learned.
- RPL increases your career and education options through recognized skills and knowledge.

- RPL allows for fairer access to studies that you wish to undertake.

Evidences for RPL

A trainee needs to provide sufficient evidence of his knowledge and skills by submitting relevant documents and/or materials. The integrity of the RPL process cannot be compromised, therefore the burden is on the trainee to supply as much evidence as possible but it is with the trainer to confirm trainee's competence.

Evidence could consist of any or all of the following:

- formal statements of results
- examples of work or resources which you have produced
- performance appraisal reports
- references from current or previous employers
- position descriptions/job role
- details of formal training, seminars, conferences and workshops you have attended
- which are relevant to this qualification
- certificates of participation/achievements/awards/letters of commendation
- video tapes, tape recordings and/or photographs of work activities
- specific details of work and/or participation in projects
- written testimonials from managers or colleagues
- written validation from workplace supervisor
- documented workplace demonstration

RPL assessment

The process includes an assessment of skills and knowledge against the elements and performance criteria of the relevant unit. Trainee's competence will be assessed against the following six criteria.

- **Authenticity** Does the trainee have evidence of his skills and knowledge? (Include formal qualifications, position descriptions, references and any other material to support the claim. The evidence must be authenticated by the appropriate authority.)
- **Currency** Are the skills and knowledge used in the work force now?

- **Quality** Are the skills and knowledge at a standard appropriate for current requirements as per Competency Standards?
- **Relevance** Are the skills and knowledge relevant to the particular qualification?
- **Transferability** Are the skills and knowledge gained elsewhere relevant to the particular qualification?
- **Validity** Can the applicant demonstrate a skill required for the course? (This may be necessary for practical units.)

The perceived benefits of RPL for participants:

- formal recognition of work and life skills
- elimination of redundant learning
- reduction in time spent in college
- boosted self-esteem
- more rapid access to higher paid and higher status jobs

The perceived benefits for the Training Institution:

- avoid wasting resources on retraining students who already
- possess relevant skills and experience
- maximising places for those people who need training
- in the longer term, closer liaison with industry

The perceived benefits for employers:

- speedier training of employees
- continuity of staff
- more effective and efficient use of skills in the industry resulting in a balance between labour supply and demand
- employees' study leave requirements and time away from the workplace being kept to a minimum

Self-Check 2.2-1

Matching Type:

Match the questions on the column A to the criteria for assessing evidences on the Column B. Write the letter of your choice on your answer sheet.

Column A	Column B
1. Are the skills and knowledge used in the work force now?	A. Authenticity
2. Are the skills and knowledge gained elsewhere relevant to the particular qualification?	B. Relevance
3. Are the skills and knowledge at a standard appropriate for current requirements as per Competency Standards?	C. Transferability
4. Can the trainee demonstrate a skill required for the competency?	D. Quality
5. Does the trainee have evidence of his skills and knowledge?	E. Currency
6. Are the skills and knowledge relevant to the particular qualification?	F. Validity
	G. Reliability

Answer Key 2.2-1

1. A
2. C
3. D
4. F
5. A
6. B

Information Sheet 2.2-2
Pre-assessment

Learning Objectives:

After reading this information sheet you should be able to:

1. identify and explain the purposes of pre-assessment;
2. enumerate the materials needed for pre-assessment.

In LO 1 of the module for Planning Training Sessions you were able to prepare the gathering tools to determine trainee's characteristics and their training needs. In this module you will use the pre-assessment tools you prepared in Plan Training Session.

Pre-assessment is a very important process in CBT. This is very critical for the identification of training needs and appropriate methods of training for each individual trainee.

Purposes of pre-assessment

The following are some of the purposes of pre-assessment:

1. **To determine trainee's characteristics**

   Trainee's characteristics are inputs in the preparation and scheduling of the activities of each trainee. Training methods appropriate for the trainee will be dependent on his characteristics and learning styles. In the Plan Training Session, you were asked to prepare the Data Gathering Instrument for Trainees Characteristics. This should be administered to each trainee for reference.

2. **To recognize prior learning**

CBT recognizes prior learning. This is especially important when planning the learning activities of each trainee. A pre-assessment is necessary to recognize the skills that are already learned previously through training or experience of the trainee. Before recognizing the prior learning however, pre-assessment should be done. It is recommended that the following methods of assessment shall be done to ensure that prior knowledge are recognized:

a. Self-assessment (use Form 4.1)

b. Portfolio assessment (use Form 4.2)

c. Interview (use the institutional competency evaluation tools)

After the self-assessment and portfolio assessment, it is necessary to make sure the trainee has a prior learning for recognition. If in doubt about the portfolio submitted, the ultimate test is to let him demonstrate the skill. Before the demonstration however, it is more cost efficient to interview the trainee to establish the possibility that he can demonstrate. The Institutional Competency Evaluation Tool is the best source of the interview questions since these questions were based on the evidence plan.

d. Demonstration method (use the institutional evaluation tools)

The ultimate test of competency is demonstration of skills. The Institutional Competency Evaluation Tool is most appropriate for this purpose.

Note: A Certificate of Achievement should be awarded to a trainee who has prior learning. The Certificate is the proof of recognizing the prior learning.

3. **To determine training needs (**use Form 4.3 & Form 4.4**)**

   After assessing the skills of the trainee, Forms 4.3 and 4.4 are used. This will summarize the training needs of each trainee.

Pre-assessment Activities

1. Determine the time for each student to accomplish all forms. Write them down on the board before the pre-assessment starts.

Nitko(2001, p.117) provides some estimates of time to complete various types of questions for junior and senior high school students. Oosterhof(2001, p. 117), gives similar estimates but indicates poor readers might need more time.

Type of Test	Time to finish a question
True-False	15-30 seconds
Multiple Choice(recall questions that are brief)	30-60 seconds
More complex multiple choice	60-90 seconds
Multiple choice problems with calculations	2-5 minutes
Short answer(one word)	30-60 seconds
Short answer(longer than one word)	1-4 minutes
Matching(5 premises, 6 responses)	2-4 minutes
Short essays	15-20 minutes
Data analyses/graphing	15-25 minutes
Drawing models/labeling	20-30 minutes
Extended essays	35-50 minutes

2. Explain the purpose of the pre-assessment which are the following:
   a. To determine the learner's characteristics
   b. To determine current competencies
   c. To recognize prior learning
   d. To determine training needs
   e. The data gathered will be used to adjust learning methods, facilities/resources to fit individual training needs
3. Plan adjustments for trainees special needs such as the following:
   i. Providing written instructions for students with hearing problems
   ii. Using large print, reading or recording the questions on audiotape (The student could record the answers on tape.)
   iii. Having an aide or assistant write/mark the answers for the student who has coordination problems, or having the student record the answers on audiotape or type answers
   iv. Using written assessments for students with speech problems
   v. Administering the test in sections if the entire test is too long.
   vi. Asking the students to repeat the directions to make sure they understand what to do
   vii. Starting each sentence on a new line helps students identify it as a new sentence Including an example with each type of question, showing how to mark answers
4. Check to see that directions for marking or scoring (point values, etc.) are included with each type of item.
5. Decide if students are to mark answers on the test, use a separate answer sheet, or use a blank sheet of paper.
6. Make an answer key. (This is easy to do as you write the questions.)
7. Prepare the following forms for the pre-assessment for each student:
   - Form 4.1
   - Form 4.2
   - Form 4.3

- Form 4.4
- Questionnaire for determining learner's characteristics

Pre-assessment

Before the pre-assessment

- Written Pre-assessment Instrument (pre-test)

A trainer's test administration procedures can have great impact on trainee's test performance. As you will see in the guidelines below, test administration involves more than simply handling out and collecting the test.

1. Avoid instilling anxiety
2. Give as many of the necessary oral directions as possible before distributing the tests, but keep them to a minimum.
3. Explain the purpose of the test.
4. Give test-taking hints about guessing, skipping and coming back, etc.
5. Tell students the amount of time allowed for the test. You may want to put the length of time remaining for the test on the board. This can be changed periodically to help students monitor their progress. If a clock is prominently available, an alternative would be to write the time at which they must be finished.
6. Tell the students how to signal you if they have a question.
7. Tell the students what to do with their papers when they are finished (how papers are to be collected).
8. Tell the students what they are to do when they are finished, particularly if they are to go on to another activity (also write these directions on the chalkboard so they can refer back to them).
9. Rotate the method of distributing papers so you don't always start from the left or the front row.
10. Make sure the room is well lighted and has a comfortable temperature.
11. If a student is absent, write his/her name on a blank copy of the test as a reminder that it needs to be made up.

During Pre-assessment

1. Distribute the following:

a. Data Gathering Tool for Trainees Characteristics

b. Form 4.1

c. Form 4.2

2. Ask trainees to fill-up the questionnaire and forms. Time allotment is to be determined by the trainer.
3. Administer the pre-test.

After the Test

1. Collect the test paper and answer sheets immediately after a trainee finishes.
2. Check the answers of the pre-test. This will be one of your basis in assigning trainees in their work stations. This is also an input for the RPL.
3. Base on the data collected from Form 4.2 and the pre-test scores, determine trainees who possibly have RPL.
4. Set a schedule for interview and demonstration for trainees who are candidates for RPL.
5. After the interview and demonstration of skill, recognize prior learning by awarding Certificate of Achievement.
6. Record results to the progress chart.
7. Identify individual training needs using Form 4.3 and 4.4.

Self-check 2.2-2

Identification: Identify the words or group of words described by the phrases. Write your answers on your answer sheet.

________________1. The form that is used to determine learners characteristics which is adminstered during pre-assessment

________________2. The form that is used for self- assessment

________________3. The form used to collect data on the profile of the trainee

________________4. The form where the trainee writes the evidences of his competency.

________________5. The test given during pre-assessment to measure prior learning of trainees.

________________6. The form that summarizes the trainee's training needs

________________7. Three forms that are needed as bases for recognition of prior learning.

________________8. It is the proof that prior learning was recognized.

Enumeration: Enumerate the purposes of pre-assessment

1. _______
2. _______
3. _______

Answer Key 2.2-2

Identification:

1. Gathering Tool for Trainees Characteristics
2. Form 4.1(Self Assessment Form)
3. Trainee's Profile
4. Form 4.2
5. Pre-assessment
6. Form 4.4
7. Form 4.1, 4.2, 4.3
8. Certificate of Achievement

Enumeration:

1. recognition of prior learning
2. gather trainees characteristics
3. establish training needs

Job Sheet 2.2-2

Title:	**Conduct Pre-assessment**
Performance Objective:	Given the TNA instruments, you must be able to: 1. conduct pre-training assessment and 2. produce the following: a. Pre-assessment result b. Individual trainee's characteristics c. Individual Trainee's training needs
Supplies/Materials :	TR and CBC
Equipment :	PC, printer with ink

Steps/Procedure:

1. Get copies of the pre-assessment instrument of the qualification assigned to you, Forms 1-4 you developed in LO1 of Plan Training and the Gathering Instrument of Trainees' Characteristics.
2. Prepare copies enough for every trainee.
3. Distribute the following:

a. Data gathering tool for trainee's characteristics

b. Form 4.1 and 4.2

4. Orient the trainees on the following:
   b. Purpose for collecting the data through these forms and questionnaire
   c. Instruction on how to accomplish the form
5. Let trainees accomplish the forms.
6. Collect the forms for analysis.
7. Administer the pre-test
   7.1 Distribute the test papers and answer sheets.
   7.2 Orient the trainees on the following:
      a. Purpose of the test
      b. Type of test

c. Test instructions

d. Time allotment

e. Scoring

7.3 Solicit feedback from trainees about instructions to ensure of their understanding.

7.4 Be at the testing room all the time as the test is going on to assist trainees.

7.5 Collect the test papers and the answer sheet.

8. Check the answers for pre-test.
9. Score each paper.
10. Secure 3 filled-up forms (Form 4.1 & 4.2) from your trainer. This will be the basis for your analysis in preparing the training needs of your trainees.
11. Based on the Self-assessment Form (Form 4.1) and the Validation of Competency Evidences (Form 4.2) decide who among the trainees are qualified for recognition of prior learning (RPL).
12. Recommend actions on how RPL should be administered to trainees who are candidates for RPL as per your analysis.
13. Prepare the summary of Current Competencies versus required competencies(Form 4.3) and the Training Needs Form(4.4) for each trainee
14. Present your work to your trainer.

Assessment Method:

Portfolio Assessment, Questioning

Performance Criteria Checklist 2.2-2

CRITERIA Did you	YES	NO
Orient the trainees on the following:		
• Purposes of the pre-assessment?		
• Type of test?		
• Instructions		
• Time allotted for the test?		
• Scoring?		
Prepare the answer key before the assessment?		
Check and score the test immediately?		
Analyze Forms 4.1 and 4.2?		
Identify trainees who are candidate for RPL?		
Recommend methods of assessment for trainees who are candidate for RPL?		
Prepare Form 4.3 and 4.4 for each trainee?		

LEARNING OUTCOME #3	Facilitate Training Session

CONTENTS:

1. Competency Based Training Delivery
2. Feedback Mechanism
3. CBT Monitoring Tools
4. Competency-Based Training Procedures
5. Focused Group Discussion

ASSESSMENT CRITERIA:

1. CBT delivery system is explained to the learners
2. Appropriate training methods are used based on the level and characteristics of the learners.
3. Learning session is conducted according to session plan
4. Learners are assisted to achieve session outcomes.
5. Enough opportunities to participate in the session are provided for the learner
6. Works and learning activities are monitored based on training plan.
7. Feedback are provided to improve learners competence.
8. Learners records are maintained and stored according to institutional policy

CONDITION:

Students/Trainees must be provided with the following:

1. WORKPLACE LOCATION

   EQUIPMENT

   Computer

   LCD

2. TOOLS, ACCESSORIES AND SUPPLIES

   White board

   CD

   Tapes

3. TRAINING MATERIALS

   Learning Packages

   Bond Paper

   Ball pens

Manuals Competency Standards Training Regulations
ASSESSMENT METHOD: Demonstration & Oral Questioning Portfolio Written Test

Learning Experiences

Learning Outcome 3

Facilitate Training Session

<table>
<tr><th>Learning Activities</th><th>Special Instructions</th></tr>
<tr><td>1. Read Information Sheet 2.3-1 on the Competency-Based Training Delivery</td><td rowspan="9">This learning outcome deals on your practice in delivering competency-based training.

You shall use the tools and plans that you prepared in Plan Training Sessions to be able to deliver CBT.

Your delivery shall consist of the following:
✓ Pre-assessment
✓ Orientation
✓ Training
✓ monitoring
✓ Evaluation

A video of a sample demonstration shall be provided to you by your facilitator. You may view it on your laptop or on the LCD projector.

Outputs of this LO aside from the actual delivery shall be the following:
✓ achievement chart
✓ progress chart
✓ minutes of the meeting for the FGD

In some learning activities you need to</td></tr>
<tr><td>2. Answer Self-Check 2.3-1
Compare answers with Answer Key 2.3-1</td></tr>
<tr><td>3. Perform Job Sheet 2.3-1 on how to prepare a Demonstration-Performance Method Training Session

Evaluate performance using the performance criteria checklist</td></tr>
<tr><td>4. Read Information Sheet 2.3-2 on Feedback Mechanism</td></tr>
<tr><td>5. Answer Self-Check 2.3-2

Compare answers to Answer Key 2.3-2</td></tr>
<tr><td>6. Read Information Sheet 2.3-3 on CBT Monitoring Tools</td></tr>
<tr><td>7. Answer Self-Check 2.3-3

Compare answers to Answer Key 2.3-3</td></tr>
<tr><td>8. Perform Task Sheet 2.3-3a on how to prepare the progress chart of your qualification

Evaluate performance using performance criteria checklist</td></tr>
<tr><td>9. Perform Task Sheet 2.3-3b on how to prepare the achievement chart of your qualification</td></tr>
</table>

Evaluate performance using the performance criteria checklist	create a small group of at most 5 members who shall alternately act as trainees and trainers. You will need your overall understanding of CBT approach in all of the learning activities of this Learning Outcome. Feel free to consult your facilitator for guidance.
10. **Read** Information Sheet 2.3-4 on Competency-Based Training Procedures	
11. **Answer** Self-Check 2.3-4 Compare answers to Answer Key 2.3-4	
12. **Perform** Job Sheet 2.3-4 on how to facilitate training session Evaluate performance using the performance criteria checklist	
13. **Read** Information Sheet 2.3-5 on Focused Group Discussion	
14. **Answer** Self-Check 2.3-5 Compare answers to Answer Key 2.3-5	
15. **Perform** Job Sheet 2.3-5 on how to undergo focus group discussions Evaluate performance using performance criteria checklist	

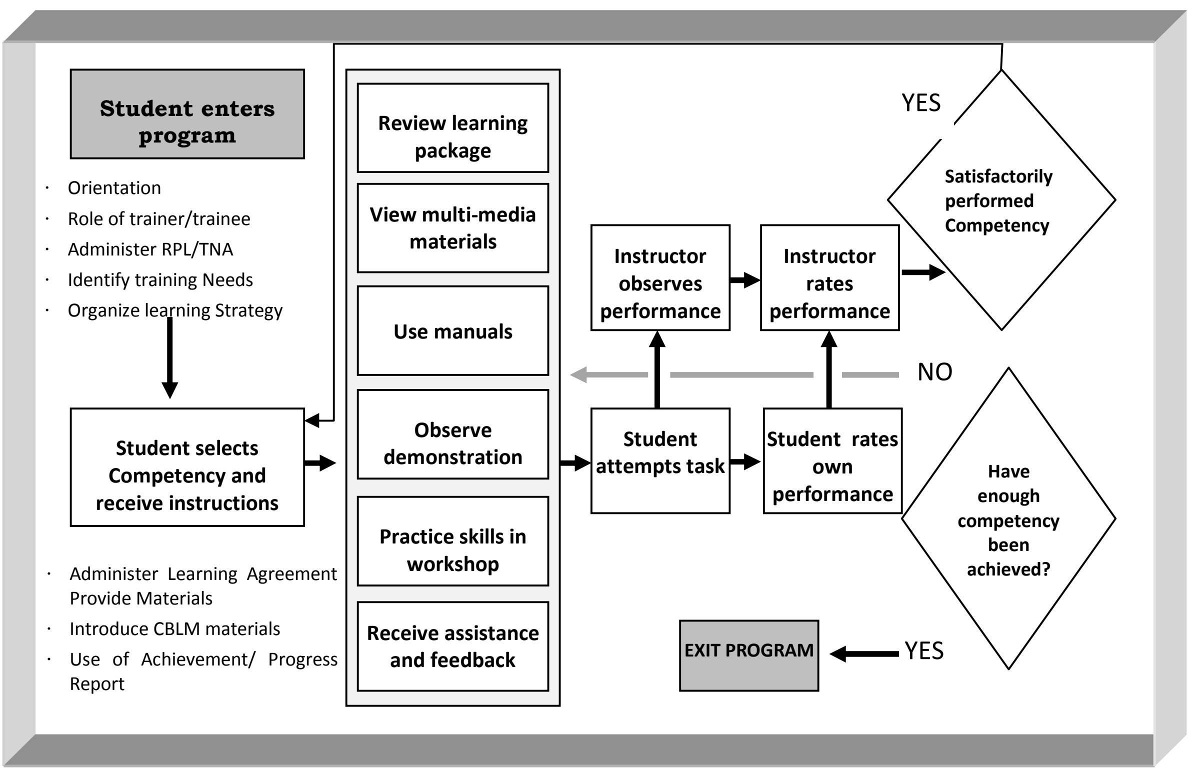
Information Sheet 2.3-1
Competency Based Training Delivery

Learning Object: After reading this INFORMATION SHEET, YOU MUST be able to:

1. illustrate the sequence of activities in a CBT workshop;
2. enumerate the roles of the trainer;
3. enumerate the roles of a trainee; and

The Module on *Planning Training Session* presents your session plan which is a documentation of how you will be undergoing the training. In this module, *Facilitating Learning Session* you will be implementing your plan. However, before the sessions, different learning management tools should be prepared to help you manage your learning session.

In CBT approach the trainees are given opportunities to learn in their own pace but the trainer, like in any teaching-learning approach, is still an integral part in the success of the trainees. All trainees may require guidance and support to actively participate in the learning process. It is, therefore, very important for the trainee to know exactly what you expect them to do.



Competency Based Training Delivery

The Competency Based Training Delivery approach should be explained so that the trainee will know exactly what activities he needs to undergo to acquire the required competencies. The diagram above shows the CBT process.

Managing CBT versus Traditional Programs

There is always a tendency for you, the trainer, to go back to the traditional approach of teaching because of the Law or Primacy in learning. That is, the things that are learned first are very difficult to re-learn but if you are aware of the advantages of CBT you would be more conscious about this tendency.

The following table differentiates Traditional Approach and CBT Approach.

Traditional Approach	CBT Approach
Instructors focus on managing instruction	Trainers focus on managing learning
Most students enter at about the same time	Trainees enter various times throughout the year
Students all cover the same material	Different trainees may be training for different occupations within the same program
Students all proceed from one topic to the next at the same time	Each trainee moves on to next task only after mastering the task he she is currently working on.
The instructor controls the learning pace	Each trainee progresses at his or her own pace
All students are usually tested once	Each trainee is tested when ready to demonstrate mastery
Very little continuous feedback is given	Immediate feedback is given to each trainee at critical points in the learning process.
The instructor is involved in teaching only one topic at a time	The trainer must be able to answer questions on many different tasks each day.
Retesting is discouraged or not allowed at all	Retesting is encouraged for mastery

Traditional Approach	CBT Approach
Materials, tools and supplies for only one topic are needed at a time.	The trainer must see that all materials needed for many tasks are readily available.
The number of students enrolled is maximum capacity at the beginning of the year or term and declines to half or less toward the end	As vacancies are filled, trainees enrollment remains at maximum capacity all year long.
Most instruction is delivered by or dependent upon the instructor	The trainer must manage the use of a wide variety of instructional media and materials each day
The program is usually closed down or shortened during the summer months.	The program usually operates year round
The instructor controls the sequence in which topics will be covered.	If possible, trainees determine the sequence of tasks.
The evening program is usually separate and distinct from day program.	Day and evening programs both have access to all learning guides and resources.

Role of the CBT Trainer

Your major role as the trainer is one of "coordinating learning activities" other than traditional "dispensing of information". Trainer in a CBT system spend the major portion of training time giving demonstrations, assigning tasks to students, providing individual and small group assistance, evaluating trainee's progress and providing individual consultation. The following functions outline the role of the trainer in learner-centered instructional situations.

1. Serves as a team member to determine what is to be learned
2. Stimulates trainees' motivation.
3. Manages learning: a consultation rather than a provider of information; a facilitator of the of the facilitator of the learning
4. Diagnose and solves learning problems
5. Evaluates student achievement
6. Assist learners to obtain individualized rewards
7. Assist each trainee in designing a personalized plan of study.
8. Installs confidence in the learner by providing experiences where

learners may succeed

9. Serves as a model for desirable work habits, attitudes and tasks performance in the occupational field
10. Spends more time interacting with students on a 1:1 or small group basis
11. Helps those students who really need help
12. Accepts responsibility along with the student for the tasks learned or not learned.

Role of the CBT Trainee

Competency Based Training is individualized and "Learner-centered". Trainees, therefore, pursue instructions for their personal goals and objectives. The trainee spends most of his time in directed self-study and practice, supervised by the trainer who can provide immediate assistance and feedback.

In CBT, Trainees have the following roles:

1. Trainees may select what they want to learn and when they want to learn it, within reason.
2. Trainees learn at their own rate within program guidelines. They may speed up, slow down, stop or even repeat a task.
3. Trainees may request to receive credit for what they already know. This is done either through pre-testing or through a review o a task list completed at another training site.
4. Trainees may choose how they want to learn-individually, on a one-to-one basis, in small group, in large groups or with audio-visuals.
5. Trainees are responsible for what they learn and when they learn it.
6. Trainees decide when they are ready to perform each task or demonstrate mastery of learning to a job-like level of proficiency before receiving credit for the task.
7. Trainees help develop personalized prescription for learning worked out cooperatively and based upon what the students already knows, his preference for learning, learning style and other needs.
8. Trainees compete against pres job standards and not against other students and are graded on achievement of the standards or criteria of each task.
9. Trainees know "up front", before instruction begins what they are expected to know and do to complete the program.
10. Trainees evaluate their own progress to see how well they are

doing.

11. Trainees move freely in the workshop, laboratory and or training center.

12. Trainees know they will be rated mainly on performance, while paper and pencil tests will be used mainly to check their knowledge of the task.

13. Trainees learn according to their interest, needs and abilities – not

14. according to teacher timelines and expediency.

The diagram on the Competency Based Training Delivery would show how learning in a CBT approach is undergone. After discussing the Trainer's and the Trainee's Role in the acquisition of learning, the trainee should be oriented on his training environment which include the workshop, the facilities and the training resources available.

SELF-CHECK 2.3-1

Identification: Identify which of the following statement is a characteristic of a CBT approach. On your answer sheet, write down the number of the item which characterizes CBT.

1. Trainers focus on managing learning
2. Very little continuous feedback is given.
3. As vacancies are filled, trainees' enrollment remains at maximum capacity all year long.
4. Retesting is discouraged or not allowed at all
5. The trainer must be able to answer questions on many different tasks each day.
6. All trainees are usually tested once.
7. Each trainee progresses at his or her own pace
8. Trainees enter various times throughout the year
9. If possible, trainees determine the sequence of tasks.
10. Trainees all proceed from one topic to the next at the same time

Answer Key 2.3-1

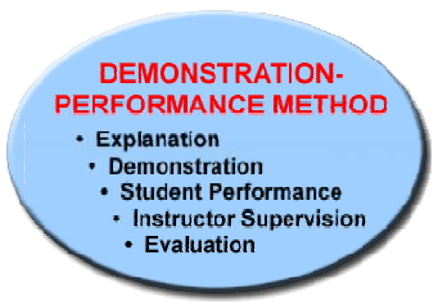
1, 3, 5, 7, 8, 9

Job Sheet 2.3-1

Title: Prepare a Demonstration-Performance Method Training Session
Performance Objective: Given a skill in the qualification assigned to you, you should be able to demonstrate how to use demonstration method in training following recommended steps.
Supplies/Materials : TR and CBC
Equipment : PC, printer with ink

Steps/Procedure:

1. Select a skill for demonstration from the skills of the qualification assigned to you.
2. Using the following steps, prepare the plan:



4. Prepare the equipment, facilities, supplies and materials needed for the demonstration.
5. Demonstrate the skill. Explain to trainees how to use the Performance Criteria Checklist as a self-evaluation tool or a peer-evaluation instrument.
6. Select a trainee or a pair of trainees to perform the same skills.
7. Evaluate their performance using the Performance Criteria Checklist.

Assessment Method:

Portfolio Assessment, Questioning, Demonstration

Information Sheet 2.3-2
Feedback Mechanism

Learning Objective:

After reading this INFORMATION SHEET, YOU MUST be able to:

1. explain the importance of feedback in effective learning process;
2. enumerate and explain feedback strategies.

What is Feedback?

Feedback is a dialogue between people which reflects back how another person sees someone else behavior or performance. As people we get feedback from the way people react to us. As managers, coaches, trainers and peers we may have more formal conversations about performance, or how someone could carry out an aspect of their job role more effectively.

Types of Feedback

Positive Feedback – serves to sustain behavior that is appropriate and effective.

Negative or coercive Feedback – serves to change behavior that is inappropriate or ineffective.

Principles in Giving Effective Feedback

- Give feedback only when asked to do so or when your offer is accepted.
- Give feedback as soon after the event as possible.
- Focus on the positive.
- Feedback needs to be given privately wherever possible, especially more negative feedback.
- Feedback needs to be part of the overall communication process and 'developmental dialogue'. Use skills such as rapport or mirroring, developing respect and trust with the learner.
- Stay in the 'here and now' don't bring up old concerns or previous mistakes, unless this is to highlight a pattern of behaviors.
- Focus on behaviors that can be changed, not personality traits.
- Talk about and describe specific behaviors, giving examples where possible and do not evaluate or assume motives.

- Use 'I' and give your experience of the behavior ('when you said…, I thought that you were…').
- When giving negative feedback, suggest alternative behaviors.
- Feedback is for the recipient, not the giver – be sensitive to the impact of your message.
- Consider the content of the message, the process of giving feedback and the congruence between your verbal and non-verbal messages.
- Encourage reflection. This will involve posing open questions such as:
  - (a) Did it go as planned? If not why not?
  - (b) If you were doing it again what would you do the same next time and what would you do differently? Why?
  - (c) How did you feel during the session? How would you feel about doing it again?
  - (d) How do you think the patient felt? What makes you think that?
  - (e) What did you learn from this session?
- Be clear about what you are giving feedback on and link this to the learner's overall professional development and/or intended programme outcomes.
- Do not overload – identify two or three key messages that you summarize at the end.

Feedback Strategies

Characteristics	Purpose
Timing	For students to get feedback while they are still mindful of the learning target. For student to get feedback while there is still time for them to act on it.
Amount	For students to get enough feedback so that they understand what to do but not so much that the work has been done for them (differs case by case). For students to get feedback on "teachable moment" points but not an overwhelming number.
Mode	To communicate the feedback message in the most appropriate way. The following tools provides written feedback about a trainee's performance: Answer Key Accomplished Performance Criteria Checklist Evaluative Feedback(Examination Result) Progress chart Achievement chart Trainees record book
Audience	To reach the appropriate students with specific feedback. To communicate, through feedback, that student learning is valued.
Focus	To describe specific qualities of the work in relation to the learning targets. To make observation about students' learning processes and strategies that will help them figure out how to improve. To foster student-efficacy by drawing connections between students' work and their mindful, intentional efforts. To avoid personal comments.

Characteristics	Purpose
Comparison	Usually, to compare student work with established criteria. Sometimes, to compare a student's work with his or her own past performance. Rarely, to compare a student's work with the work of other students.
Function	To describe student work. To avoid evaluating or "judging" student work in a way that would stop students from trying to improve.
Valence	To use positive comments that describe what is well done. To make suggestions about what could be done for improvement.

Barriers in Giving Feedback

- A fear of upsetting the trainee or damaging the trainee–trainer relationship
- A fear of doing more harm than good
- The trainee being resistant or defensive when receiving criticism. Poor handling of a reaction to negative feedback can result in feedback being disregarded thereafter
- Feedback being too generalized and not related to specific facts or observations
- Feedback not giving guidance on how to rectify behavior
- Inconsistent feedback from multiple sources
- A lack of respect for the source of feedback.

The Role of Feedback in Learning

Learning involves the interaction of new information provided by instruction with existing information already in the trainee's memory. Feedback's role in the learning process is not simply information processing, but a more complex milieu with feedback having an influence on the learner's affective and motivational processes, along with cues, participation, and reinforcement as one of his four elements to determine the quality of instruction. It is an important construct for improving instruction and performance.

Feedback is an essential part of education and training programmes. It helps learners to 1) maximize their potential at different stages of training, 2) raise their awareness of strengths and areas for improvement, and 3) identify actions to be taken to improve performance. It is part of the overall dialogue or interaction between trainer and trainee and not a one-way communication. Feedback can be seen as informal (e.g. day to day encounters between trainer and trainee, between peers or colleagues) or formal (for example as part of written or clinical assessment). It is very important to ensure that the feedback given to the learner is aligned with the overall learning outcomes of the programme/teaching session in which the learner is engaged.

Feedback in Competency-Based Learning

Feedback is vital to success of competency-based training, we all know that this is a self-paced approach, continuous and instantaneous. The learning materials provide the means for continuous progress checks. Results are known quickly, correction and reinforcement are immediate. It is giving specific information about a trainee's current behaviour in order to help him/her either continue the behaviour or modify the behavior.

Providing regular feedback to the trainee regarding his/her work with you is the most powerful teaching tool a trainer has. It is also the area most commonly cited as lacking when trainees evaluate trainers. Quite simply, feedback is the sharing of information about the trainee's performance. The feedback should be specific enough that the trainee understands which behaviours are appropriate and which ones need to be changed. It is most meaningful when it is based on solid data obtained while observing or interacting with the trainee. An experienced trainer who has worked on developing this skill can incorporate feedback comfortably and quickly into regular interactions with a trainee.

Tools in providing feedback

In CBT, feedback should be immediate and continuous. When using the modular self-paced method, the trainer is not always there to give face-to-face feedback but the following tools are used so that the trainee can evaluate the progress of his learning:

1. ***Answer key*** – the answer key in the module is a way of checking whether the trainee is learning what he has to learn from the Information Sheet. You should instruct your trainees to always compare his answers to self-checks with the answer key provided in the CBLM. Apprehensions on developing dishonesty will be

resolved if your trainees know that there will be a written test given as a part of your institutional competency evaluation. Motivate them to learn knowledge on their own through this process.

2. ***Performance criteria checklist*** – this tool is provided in the CBLM. This is a tool that a trainee can use to evaluate his own performance when practicing skill. This is a list of criteria which you should see in the performance of the task or job. Motivate your trainee to use this as a tool for self-evaluation, peer evaluation and ultimately for trainer evaluation. Self-evaluation is only good if the criteria is well-written and well planned.

   The Performance Criteria Checklist should include on the list the four dimensions of competency so that Knowledge, Skills and Attitude is checked against this list while the task/job is being practiced.

3. ***Evaluative feedback*** – this are feedback given by the trainer as a result of evaluation. This can be given in a written form as in the use of the Competency Assessment Result or giving back the checked and scored test papers. This can also be given orally while evaluating the performance of a task or job or after a competency evaluation.

   Feedback about the result of competency assessment such as scores and acquired competency are very important information which the trainee should be notified of as soon as possible. Immediate feedback is very critical in learning. The trainee should, therefore, be informed about his performance, his mistakes and the gaps in his performance just after the assessment.

4. ***Other monitoring tool*** – monitoring tools such as the progress chart, achievement chart, trainees record book can also be effective feedback and constant reminders on the learning activities of a trainee.

Characteristics of Effective Feedback

- It is specific and performance based.
- It is descriptive, not labeling.
- It focuses on the behavior, not the trainee.
- It is based on observations, repeated if possible.
- It begins with "I" statements.
- It balances negative and positive comments.
- It is well timed.

- It is anchored to common goals (for example, the trainee's learning or performance).
- It provides for two-way communication, soliciting, and considering the receiver's input.
- It is brief. (Be alert to signs of resistance).
- It is based on trust, honesty, and concern.
- It is private, particularly if it is negative.
- It is part of your regular teaching process, not an exception to the norm.
- It provides for follow-up.

Guidelines for Providing Constructive Feedback

- All comments should be based upon observable behavior and not assumed motives or intents.
- Positive comments should be made first in order to give the trainee confidence and gain his/her attention.
- Language should be descriptive of specific behaviors rather than general comments indicating value judgments.
- Feedback should emphasize the sharing of information. There should be opportunities for both parties to contribute.
- Feedback should not be so detailed and broad. It should not "overload" the trainee.
- Feedback should deal with the behaviors the trainee can control and change.
- Feedback requires the ability to tolerate a feeling of discomfort.

Self-Check 2.3-2

Enumeration:

Enumerate the following:

Importance of Feedback in Training

1.

2.

3.

Modes of Providing Feedback

4.

5.

6.

7.

Explain the purpose of the following feedback characteristics

1. Timing
2. Amount
3. Focus
4. Function

Answer Key 2.3-2

Enumeration:

Importance of Feedback in Training

1. maximize their potential at different stages of training,
2. raise their awareness of strengths and areas for improvement,
3. identify actions to be taken to improve performance.

Modes of providing feedback:

4. Oral
5. Answer key
6. Performance criteria checklist
7. Evaluation Results
8. Monitoring tools such as the
   progress chart
   achievement chart
   trainees record book

Purpose of feedback characteristics

Characteristic	Purpose
Timing	For students to get feedback while they are still mindful of the learning target. For student to get feedback while there is still time for them to act on it.
Amount	For students to get enough feedback so that they understand what to do but not so much that the work has been done for them (differs case by case). For students to get feedback on “teachable moment” points but not an overwhelming number.
Focus	To describe specific qualities of the work in relation to the learning targets.

	To make observation about students' learning processes and strategies that will help them figure out how to improve. To foster student-efficacy by drawing connections between students' work and their mindful, intentional efforts. To avoid personal comments.
Function	To describe student work. To avoid evaluating or "judging" student work in a way that would stop students from trying to improve.

Information Sheet 2.3-3
CBT Monitoring Tools

Learning Objectives:

After reading this INFORMATION SHEET, you should be able to:

1. Enumerate the monitoring tools used in CBT;
2. Differentiate a progress chart from an achievement chart; and
3. Identify the contents that should be in the monitoring tools.

Monitoring is a very important activity in CBT. As a trainer, you should be able to monitor daily activities of each trainee so that their training progress is recorded. In this lesson, you will learn how to make and use the monitoring tools.

Monitoring Tools used in CBT

1. **Progress chart** – This chart is a monitor of the Learning Outcomes and competencies achieved by each trainee. It is displayed on a place within the training area frequented by the trainees.
2. **Achievement chart** – This chart is a monitor of the required projects and activities usually in the job sheets of the CBLM. These requirements are needed in the attainment of the skills of the competency.

   The achievement chart is most recommended specially for qualifications that requires many activities and requirements to finish a learning outcome. Oftentimes, if this happens your trainees will not see progress on the progress chart. The achievement chart is made so that you can monitor daily accomplishments of trainees.
3. **Trainees Record Book –** this is the monitoring tool for trainees in the Supervised Industry Training or On-the-Job training. This monitoring tool is kept by the trainee but the supervisor signs the TRB for every accomplishment he has within the training period.
4. **Trainees Progress Sheet -** this is also a monitoring sheet for industry training. It is however, kept by the industry coordinator as a of the trainee's accomplishment reflected from the TRB. This monitor is accomplished during the monitoring visits.

Guidelines in Making the Progress Chart

1. Recommended dimensions of the chart is 4 feet by 6 feet in dimension so that it can be glanced at by the trainee from any corner of the workshop
2. The Qualification Title should be written on top
3. It should contain all the Learning Outcomes as reflected in the Training Regulation.
4. The names of the trainees are reflected on the second column in alphabetical order.
5. The training duration reflects the nominal duration of the qualification.
6. All trainers involved in the training are reflected in space provided.
7. Write the legend for recording the accomplishments of trainees.
8. To accomplish the chart, put a check on every learning outcome finished and a letter "C" on the column for the competency if the trainee passes the Institutional Competency Evaluation.

Guidelines in making the Achievement Chart

1. Recommended dimensions of the chart is 4 feet by 6 feet in dimension so that it can be glanced at by the trainee from any corner of the workshop
2. The qualification title should be written on top.
3. Instead of the Learning Outcomes, the required activities and outputs are written.
4. The names of the trainees are reflected on the second column in alphabetical order.
5. The training duration reflects the nominal duration of the qualification.
6. All trainers involved in the training are reflected in space provided.
7. Write the legend for recording the accomplishments of trainees.
8. To accomplish the chart, put a check on every requirement satisfied by the trainee and a letter "C" on the column for the competency if the trainee passes the Institutional Competency Evaluation.

Note: The guidelines in making the Trainees Record Book and the Trainees Progress Sheet shall be discussed in the competency Supervise Work-based Learning.

PROGRESS CHART TEMPLATE

(Name of the Qualification)

(Duration here)

	NAME OF TRAINEE	(Name of Competency 1)	(Name of Learning Outcome # 1)	(Name of Learning Outcome # 2)	(Name of Learning Outcome # 3)	(Name of Learning Outcome # 4)	(Name of Learning Outcome # 5)	(Name of Competency 2)	(Name of Learning Outcome # 1)	(Name of Learning Outcome # 2)	(Name of Learning Outcome # 3)	(Name of Learning Outcome # 4)	(Name of Learning Outcome # 5)	(Name of Competency 3)	(Name of Learning Outcome # 1)	(Name of Learning Outcome # 2)	(Name of Learning Outcome # 3)	(Name of Competency 4)	(Name of Learning Outcome # 1)	(Name of Learning Outcome # 2)	(Name of Learning Outcome # 3)	(Name of Learning Outcome # 4)	(Name of Learning Outcome # 5)	(Name of Competency 5)	(Name of Learning Outcome # 1)	(Name of Learning Outcome # 2)	(Name of Learning Outcome # 3)	(Name of Learning Outcome # 4)	(Name of Competency 6)	(Name of Learning Outcome # 1)	(Name of Learning Outcome # 2)	(Name of Learning Outcome # 3)
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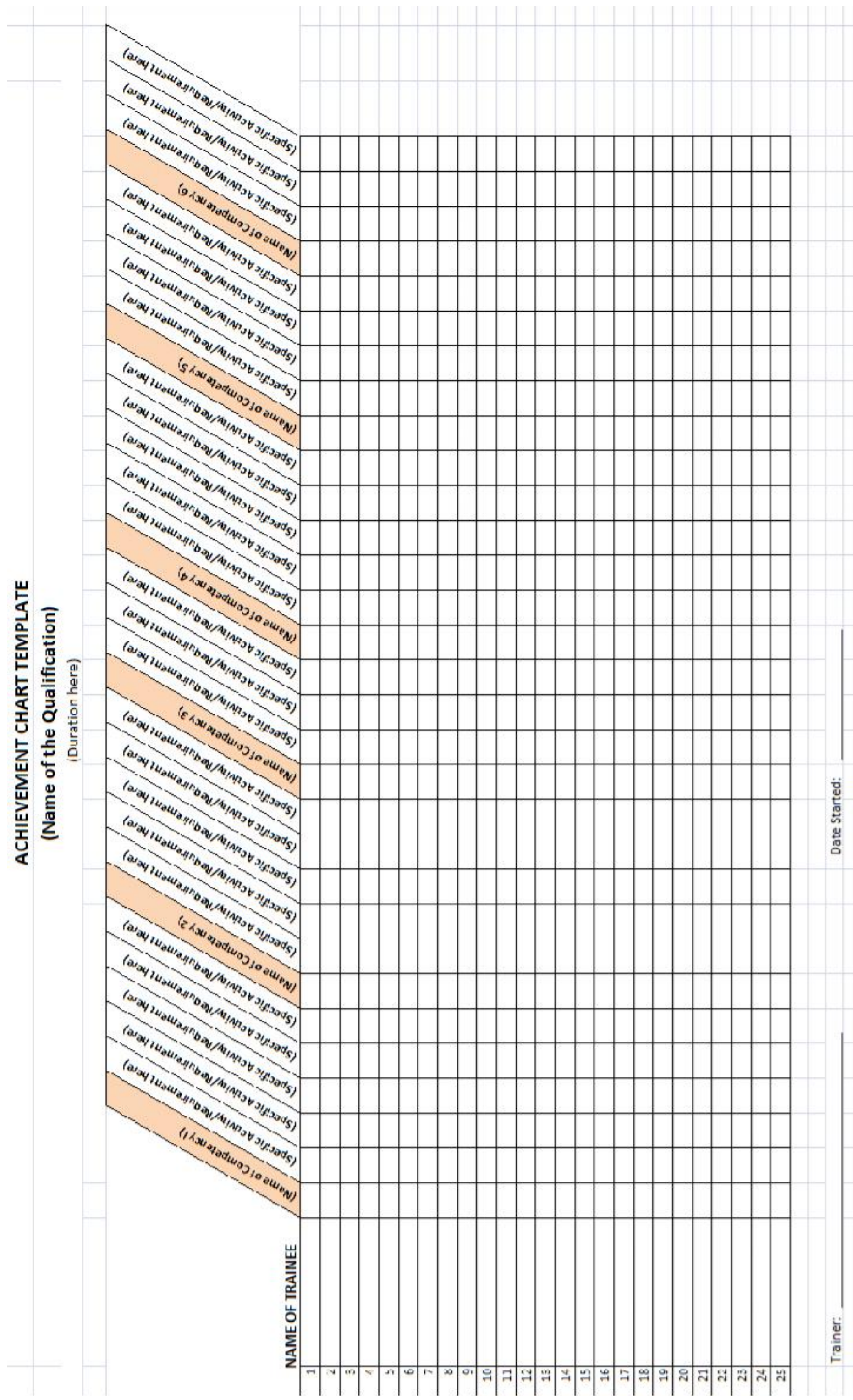

Achievement Chart

Self-Check 2.3-3

Multiple Choice:

Choose the letter of the best answer. Write the letter of your choice on your answer sheet.

1. Which of the following does not belong to the group?

    Progress Chart

    Achievement Chart

    Session Plan

    Trainee's Record Book

2. What monitoring tool is used when monitoring the outputs of learning?

    Progress Chart

    Achievement Chart

    Session Plan

    Trainee's Record Book

3. What chart contains the learning outcomes of a competency?

    Progress Chart

    Achievement Chart

    Session Plan

    Trainee's Record Book

Answer Key 2.3-3

1. C
2. B
3. A

Task Sheet 2.3-3a

Title:	**Prepare Progress Chart**
Performance Objective: Given the TR of the qualification assigned to you, you should be able to prepare the progress chart following the guidelines for preparing a progress chart.	
Supplies/Materials	: TR, CBC, Bond papers
Equipment	**:** PC, printer with ink
Steps/Procedure: 1. Acquire the TR or CBC of the qualification assigned to you. 2. Prepare the Progress Chart of the qualification including the LOs of the Basic and Common Competencies using the recommended format. 3. Follow the guidelines in Information Sheet 2.3-3 in preparing the progress chart. 4. Evaluate your work using the Performance Criteria Checklist. 5. Present your work to your trainer.	
Assessment Method: Portfolio	

Performance Criteria 2.3-3a

CRITERIA **Did you..**	YES	NO
lift the Competencies from the TR or the CBC?		
include basic competencies in the chart?		
include Common competencies in the chart?		
include Core competencies in the Progress Chart?		
reflect all LOs of the Core Competencies in the chart?		
write a legend for recording achievements to the progress chart?		

Task Sheet 2.3-3b

Title:	**Prepare Achievement Chart**
Performance Objective: Given the CBLM of the qualification assigned to you, you should be able to prepare the progress chart.	
Supplies/Materials	: TR, CBC, Bond papers
Equipment	: PC, printer with ink

Steps/Procedure:

1. Acquire the TR or CBC of the qualification assigned to you.
2. Prepare the Achievement Chart of the qualification using the recommended format.
3. Follow the guidelines discussed in Information Sheet 2.3-3.
4. Write all outputs and Tasks/Jobs to be performed in a competency.
5. Evaluate your work using the Performance Criteria Checklist.
6. Present your work to your trainer.

Assessment Method:

Portfolio

Performance Criteria 2.3-3b

CRITERIA **Did you..**	YES	NO
lift the Competencies from the TR or the CBC		
include required tasks/Job to be performed as a part of the learning activities?		
include required outputs/projects for the competency?		
lift base the outputs and tasks/Jobs to be performed from your CBLM?		
write a legend for recording accomplishments?		
base your chart on recommended format?		

Information Sheet 2.3-4
The Competency Based Training Procedures

Learning Objectives:

After reading this INFORMATION SHEET, YOU MUST be able to

1. discuss the procedures in managing CBT;
2. enumerate the aspects of the training that needs to be discussed during the orientation.

In the previous discussions, you gathered information about the characteristics of trainees, their current competencies and their training needs. You were also presented with different modes and methods of teaching in the first competency of the Teaching Methodology course.

Our main concern now is how to make use of this information in actual training. How do we handle trainees with varied characteristics and different training needs considering the Principles of Competency Based Training?

Delivery and Evaluation Activities

To effectively carry out the delivery of learning the following steps are hereby recommended:

Pre-training activities

1. Construct pre-assessment instruments
2. Prepare TNA instruments
3. Prepare session plan
4. Develop CBLM for your qualification
5. Layout your workshop by workstation following the CBT Principles
6. Organize training resources
7. Monitoring of attendance

Although attendance is not a basis in evaluating trainees in CBT, the trainer should still monitor the attendance of his trainees. This serves as a basis for the planning of the activities for the day specially if there are limited training resources. Monitoring attendance need not use the traditional way of checking attendance but the trainer can devise a way in which attendance (time-in and time-out) are recorded. Log books, biometric system or Bundy clock are some ways of recording.

Conduct TNA and pre-assessment

Training Need Analysis (TNA) reveals important data such as the current competencies and trainees' characteristics. These are basis for the planning and scheduling of training sessions.

Schedule training sessions

Training schedule is based on trainees' characteristics and current competencies. Trainer should be creative enough to maximize use of available resources to facilitate learning. Training methodologies may vary trainee by trainee. Small group maybe formed for some competencies wherein fast learners may serve as leaders. In some cases a trainee may opt to learn alone.

Trainees choose competency

For TM, Plan Training Session is a prerequisite to all other competencies except the competency Utilize Multi-Media Materials in Facilitating Session. It is, therefore, the first competency that trainees should learn. You have to design your first training sessions for the attainment of the learning outcomes of Plan Training Sessions.

Prepare training facilities and resources

Assign Trainees in their workstations

Assign trainees depending on Trainees current competencies and the availability of training resources

Orient Trainees

Orientation of Trainees to Competency Based Training

To acquaint trainees of the environment in Competency Based Training, an orientation program is very important. It is during orientation that trainers motivate students about the program and its benefits to trainees. This is the time when you get trainees excited about the prospects of getting real occupational training and confident that they can succeed in the training program.

There are two levels of the orientation program, the orientation about the institution and the orientation about your particular qualification.

Orientation about the institution

Usually, training institutions that start qualifications at the same time orient students about the institution during the Trainees' Induction Program. It is during this time that trainees get acquainted with the school faculty and staff, facilities, programs and services. If arrangements warrants, this orientation is a responsibility of an orientation committee preferably headed by the guidance counselor. But if schedules do not allow for a mass orientation, it is your responsibility as the assessor to orient them about the institution.

Orientation about the qualification or training program

Aside from orienting the trainees about the Competency Based Training System, the following elements of CBT needs to be discussed before the start of any training program:

1. The role of the trainee
2. The role of the trainer
3. Basic operations in which the training operates
4. The competencies that has to be covered based on TR
5. The use of the CBLM
6. The CBLM basically has instructions in itself but trainees need to be acquainted with its parts to ensure that every part will not be neglected. Orient trainees on the importance of each part in the training.
7. Instructional Facilities and Resources
8. A tour of the workshop during the orientation maybe needed to familiarize the students about facilities existing in the workshop and how they will be accessed and returned. Their role in the maintenance of the tools is reiterated during this time
9. The workshop and its stations
10. The evaluation system
11. The trainees will always be interested on how they will be rated. They should know what to be and how they will be evaluated, how achievements will be recorded and what credits to get after the training.

Guide Trainees in doing the activities of the session

The trainee is guided by the CBLM about the activities to be undertaken through the learning activities page. All instruction sheets are also provided with necessary sections which will serve as a guide in undertaking the activities such as the Occupational Health and Safety practices, tools and materials needed, standards to be met and speed.

Provide feedback on the on-going activities

Self-Checks, Task/Job Sheet, Operation Sheets, and assignment sheets are provided with Performance Criteria Checklist or Procedural Checklist to serve as a guide for trainees in checking their own work but it is also important that trainers check the performance of each trainee. *Always remember that immediate feedback is critical in training.*

Provide remedial activities such as lecture/discussions for knowledge or additional Task/Job Sheets for practice as the need arises.

Since learning is self-paced, trainees are expected to finish at different times and maybe doing different things at a time. Slow learners would need more guidance than the others. The trainer should be very sensitive about the needs of trainees with special needs such that of the slow learners. In some cases, several task sheets to practice would be needed before they are ready for more complex activities such that in the Job Sheet. The trainer should use his judgment and ingenuity in providing these to his trainees. This would eventually increase the materials in the CBLM and improve the efficiency of the training program.

Record achievement of trainees on the Progress Chart and Accomplishment Chart

A Progress Chart and an Accomplishment Chart is a record of all the accomplished activities and acquired Learning Outcomes of the trainee. They are essentially references for both the trainer and the trainee about the on-going training. The progress chart and the Accomplishment chart reflect important feedback which may be bases for the adjustments in the teaching learning process. If the progress chart shows that a trainee is too slow, for example, the trainee would be motivated to catch up with the others. The trainer, on the other hand, could be alarmed and find ways in guiding the trainee to achieve better.

Evaluate trainees' performance

The performance of the task and job sheets are venues for practicing a task or a skill based on the criteria in the Performance Criteria Checklist. The Performance checklist for the particular Job/Task Sheet is likewise the basis for formative evaluation of the trainee's performance. A well prepared Competency Assessment (Institutional) for each competency is however, encouraged for summative evaluation.

Provide Feedback on the result of the evaluation

Results of evaluation should be immediately communicated to the trainees.

Decide whether the trainee advances to the next competency or to do more practice activities

In doing the activities above, take note of the following principles:

Effective facilitation involves acquiring relevant knowledge about students and using that knowledge to develop our course design and training session.

Effective facilitation involves aligning the three major components of instruction: learning objectives, assessments and instructional activities.

The CBLM as the primary learning material is provided with the following to allow self-paced learning:

- Information sheet – learning objectives are stipulated at the start of each information sheet.
- Job/task/operation Sheets - provides opportunity for trainees to practice skills related to the learning objective.
- Performance Criteria/Procedural Checklist – provides feedback on the performance of the activities in the Instructional Sheets. It is a benchmark of performance criteria for the trainee for self-assessment and for the trainer to assess trainee's performance.

Effective facilitation involves articulating explicit expectations regarding learning objectives and policies.

Being clear about the objectives of learning and communicating them explicitly to the trainees learn more and perform better. It gives trainees a clear target to aim and to monitor.

Effective facilitation involves prioritizing the knowledge and skills we choose to focus on.

Too many topics work against learning so you have to decide what you will not include in the course. This involves (a) recognizing the parameters of the course (b) setting priorities (c) determining course content that will be useful in attaining objectives set by the Competency Standards.

Effective facilitation involves recognizing and overcoming our expert blind spots.

We are not our trainees. Experts tend to perform acquired skills unconsciously that they tend to become inherent in the trainer so we tend to skip or combine critical steps when we teach. The trainer should be keen enough to break skills into smaller tasks so that trainees can practice them well before they can combine them with other tasks.

Effective facilitation involves adopting appropriate teaching roles to support our learning goals.

Self-Check 2.3-4

Enumeration:

Enumerate the aspects of the training that needs to be explained during the orientation.

Self-Check 2.3-4

Your answers should include the following:

1. CBT Procedures
2. The role of the trainer
3. The role of the trainee
4. The competencies that has to be covered based on TR
5. The use of the CBLM
6. Instructional Facilities and Resources
7. Workshop and its stations
8. The evaluation system

Job Sheet 2.3-4

Title:	**Facilitate Training Session**
Performance Objective: Given trainees for your qualification, YOU MUST be able to facilitate one training session using the Competency Based Training delivery approach.	
Supplies/Materials : TR, CBC, CBLM, Bond papers,	
Equipment : PC, printer with ink	
Steps/Procedure: 1. Prepare training facilities and resources 2. Monitor the attendance of trainees 3. Orient Trainees on a condition that this is the first time you meet a group of trainees and TNA has been previously conducted. 4. Assign trainees in their workstations 5. Guide trainees in undergoing the activities 6. Provide feedback as the training is going on 7. Evaluate performance of trainees based on Performance Criteria Checklist 8. Record trainees' achievement on Progress Chart and Accomplishment Chart.	
Assessment Method: Demonstration, Portfolio Assessment, Questioning	

Performance Criteria Checklist 2.3-4

Facilitate Training Session

Criteria	YES	NO
Did the Trainer prepare		
• Workstations?		
• Facilities/resources?		
Was attendance monitored?		
Was there a full utilization of work areas/resources?		
Did the trainer orient the trainees on		
• CBT?		
• The role of the trainer?		
• The role of the trainee?		
• The competencies that has to be covered based on TR		
• The use of the CBLM		
• Instructional Facilities and Resources		
• Workshop and its stations		
• The evaluation system		
Did the trainer conduct pre-assessment (RPL)?		
Did the trainer schedule individual and small-group activities as appropriate?		
Did the trainer use a variety of teaching techniques, designed to match learner capabilities with the requirements of the task?		
Did the trainer monitor the activities?		
Did the trainer allow students to assume individual responsibility for learning?		
Did the trainer evaluate the performance of the trainees based on Performance Criteria Checklist?		
Did the trainer record the achievements of the trainees in the		
• Progress chart?		
• Accomplishment chart?		
Did the trainer personally provide continual feedback to trainees.		
Were slow learners assisted in their activities?		

Information Sheet 2.3-5

Focused Group Discussion

Learning Objective:

After reading this INFORMATION SHEET, YOU MUST be able to:

1. explain how focus group discussion can be useful in processing observation results;
2. enumerate ways of encouraging members of the focus group to participate in the discussion;
3. identify the important parts of the minutes of the meeting; and
4. explain how focus group discussion can be helpful in the program evaluation.

As expert trainers in TVET and through the knowledge and skills you acquired from the other competencies of TM1, you can now evaluate the performance of others in facilitating learning sessions.

In this lesson, you will learn how to use Focus Group Discussion as a tool in evaluating the demonstration of a trainer.

Observation Results and Focus Group Discussion

The observation results are best discussed by the observer, oftentimes the VIS, and the trainers who were observed. The purpose of the discussion is to be able to identify the strengths and weaknesses of the trainers in facilitating sessions and to improve the resources, materials and facilities so that CBT is continuously enhanced. It will also help in standardizing maintenance systems and other processes involved in training within an institution.

In our quest for quality, it is always a good practice to sit together, discuss the processes and set course of actions towards the improvement of CBT.

Focus Group Discussion

The purpose of focus group discussions is to gain knowledge about a particular topic or need by interviewing a group of people directly affected by the issue. Focus group data can be used to collect information for many purposes, such as conducting a needs assessment or evaluating a program.

In training, we would like to use this method to discuss the result of evaluation on the demonstration of trainers, to improve their skills in facilitating training sessions, the training resources, Shop layout and CBT implementation as a whole.

Approaching Focus Group Facilitation

For this activity you should have a moderator and a secretaty. The moderator leads the discussion, keeps the conversation flowing and takes a few notes to remember comments that you may want to use later. The secretary takes comprehensive notes, handles the environmental conditions and logistics, responds to unexpected interruptions and keeps track of time.

Two approaches are essential to facilitating focus groups.

- The first is being a "blank slate." This means approaching the focus group with an open mind and as few preconceptions as possible about what participants are likely to say or not say.
- The other essential approach is to be aware of potential biases as a moderator. Differences in race/ethnicity, qualification handled and education levels between the moderator and participants can bring unforeseen biases to how a facilitator runs a focus group.

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Anticipate running out of time—think about what you would do to modify the agenda.

Encourage discussion

To facilitate useful, free-flowing discussion during the focus group, follow some of these tips:

- Ask participants to think about an issue for a few minutes and write down their responses.
- Ask each participant to read, and elaborate on, one of their responses.
- Note the responses on a whiteboard.
- Once everyone has given a response, participants will be asked for a second or third response, until all of their answers have been noted.
- These responses can then be discussed.
- Don't ask more than one question at a time, even if the questions go together. Participants usually cannot remember several questions at one time, and asking multiple questions makes it hard for them to know where to start.

- Frequently repeat key phrases from the question. Participants tend to lose focus on the question after 2-3 other participants have responded to it. Repeating key phrases from the question at strategic times, or asking participants to link their response to key terms in the question will help participants stay focused.
- Be Comfortable with Silence. It is also important that moderators be comfortable with silence and “pregnant pauses.” Some participants may participate more if they have more time to consider the question before they speak.
- Use probes when you need more information.

When participants are not providing enough information, try the following probes:

a. Would you explain further?
b. Would you give me an example of what you mean?
c. Would you say more?
d. Tell us more.
e. Is there anything else?
f. Please describe what you mean.
g. I don’t understand.
h. Does anyone see it differently?
i. Has anyone had a different experience?

Managing risks

A number of potential problems could arise during focus groups, which will all need addressing:

- If one participant tries to dominate the session, the moderator should invite each person to speak in turn
- Avoid interviewing friends in the same group as they can form cliques - if cliques do form, suggest taking a break and changing seating positions upon returning from the break
- Avoid personal confrontation - allow the group to police itself (e.g. "do others in the group agree?")
- Respect someone's right to be quiet, but do give them a chance to share their ideas 1-to-1 (e.g. during a break)
- Use differences of opinion as a topic of discussion - the moderator should avoid taking sides
- In order to avoid “leading” participants with any reaction to their comments, we suggest that reactions should be warm but value-neutral. Ways to be value-neutral are: informationseeking

(e.g. “tell me more about that…”), clarifying (e.g. “Can you explain what you mean?”) and *acknowledging* (“I hear what you are saying…”).

To evaluate the performance of a trainer, demonstration observation is usually done by the Vocational Instruction Supervisor (VIS). After the demonstration, a meeting which will discuss the result of evaluation should follow. It is recommended that a focus group discussion will be used to discuss demonstration observations. The focus of the discussion is primarily to improve CBT implementation which shall include improvements on the skills of the trainers and the resources of the training, and the layout of the workshop.

To discuss the results of the observations the following should be observed:

1. The VIS should act as the moderator.
2. Assign a secretary who will take the minutes.
3. Use the Performance Criteria Checklist on Facilitate Training Session as a basis. Other observation items maybe included but discussions should focus on how CBT is implemented.
4. Avoid referring to a particular person. Refer to the performance of the items included in the criteria.
5. After discussing the observation, focus on how the performance of the item should be improved.
6. After the discussions, always make it a practice to have agreements on the topics discuss. Course of actions to improve on the CBT implementation should be agreed upon by the participants.

Minutes of the meeting

Minutes of the meeting is a documentation of the discussions and agreements/resolutions on topics discussed in a meeting.

Meeting minutes are important. They capture the essential information of a meeting – decisions and assigned actions. They keep attendees on track by reminding them of their role in a project/endeavor and clearly define what happened in a group session.

Meeting minutes shouldn’t be an exact recording of everything that happened during a session. Minutes are meant to record basic information such as the actions assigned and decisions made. Then, they can be saved and used for reference or background material for future meetings relating to the same topic.

The following instructions will help you take useful and concise meeting minutes.

Before the Meeting

If you are recording the minutes, make sure you aren't a major participant in the meeting. You can't perform both tasks well.

Create a template for recording your meeting minutes and make sure you leave some blank space to record your notes. Include the following information:

- Date and time of the meeting
- The purpose of the meeting
- The meeting lead or chair's name
- Assigned action items
- Decisions made

Before the meeting, gather as much information from the host as you can. Ask for a list of attendees, as well as some information on the purpose of the meeting. This way you won't need to scramble to understand what's going on while you're recording notes.

Decide how you want to record your notes. If you aren't comfortable relying on your pen and notepad, try using a tape recorder or, if you're a fast typist, take a laptop to the meeting.

During the Meeting

Check the attendance. Ask the meeting moderator to introduce you to meeting attendees you aren't familiar with. This will be helpful later when you are recording assigned tasks or decisions.

Don't try to record notes verbatim – it's not necessary. Minutes are meant to give an outline of what happened in the meeting, not a record of who said what. Focus on understanding what's being discussed and on recording what's been assigned or decided on.

Record action items and decisions in your template as they happen – don't wait until after the meeting to pull them out of your notes or you could make a mistake. If you don't understand exactly what decision has been made or what action has been assigned, ask the meeting lead to clarify.

After the Meeting

Review the notes and add additional comments, or clarify what you didn't understand right after the meeting. Do this while the information is fresh in everyone's mind. Type your notes out in the template you created before the meeting – this will make the notes easier for everyone to read and use.

When you're writing out your notes, use some of the following tips from the International Association of Administrative Professionals (IAAP).

- Number the pages as you go so you aren't confused later. Remember, though, that the minute-taker is responsible for providing good flow. Don't force yourself to write the minutes in the actual chronological order of the discussion - it may not work.
- Focus on action items, not discussion. The purpose of minutes is to define decisions made and to record what actions are to be taken, by whom and when.
- Be objective. Write in the same tense throughout and avoid using people's names except for motions or seconds. This is a business document, not about who said what.
- Avoid inflammatory or personal observations. The fewer adjectives or adverbs you use, the better. Dull writing is the key to appropriate minutes.
- If you need to refer to other documents, attach them in an appendix or indicate where they may be found. Don't rewrite their intent or try to summarize them.

When you finish typing the minutes, ask the meeting moderator to review the document for errors. Send the final copy of the minutes to attendees right away. Keep a copy of the notes (and the template) for yourself in case someone wants to review them later.

Recording meeting minutes ensures that the decisions and actions resulting from a meeting aren't lost or forgotten. By taking the time to record proper meeting notes you'll make sure the time and effort that goes into a meeting isn't wasted. *(Effective Meetings.com)*

Self-Check 2.3-5

Multiple Choice:

Choose the letter of the best answer. Write the letter of your choice on your answer sheet.

1. In a focus group discussion, he leads the discussion.

    Moderator

    Secretary

    Trainer

    Assistant leader

2. A member of the focus group who takes notes of the discussions and decisions made.

    Moderator

    Secretary

    Trainer

    Assistant leader

3. The documentation of the discussions and decisions made in a focus group discussion is the

    Minutes of the meeting

    Observation result

    Moderator's notes

    Pictures

II. Enumeration:

Enumerate the following:

1. Tips on how to encourage a member's participation in a focus group discussion. (give at least 5)

2. Questions which may be asked to get more information on the responses of a member. (give at least 5)

Answer Key 2.3-5

Multiple Choice:

1. A
2. B
3. A

Enumeration

1. Tips on how to encourage a member's participation in a focus group discussion.

- Ask participants to think about an issue for a few minutes and write down their responses.
- Ask each participant to read, and elaborate on, one of their responses.
- Note the responses on a whiteboard.
- Once everyone has given a response, participants will be asked for a second or third response, until all of their answers have been noted.
- These responses can then be discussed.
- Don't ask more than one question at a time, even if the questions go together. Participants usually cannot remember several questions at one time, and asking multiple questions makes it hard for them to know where to start.
- Frequently repeat key phrases from the question. Participants tend to lose focus on the question after 2-3 other participants have responded to it. Repeating key phrases from the question at strategic times, or asking participants to link their response to key terms in the question will help participants stay focused.
- Be Comfortable with Silence. It is also important that moderators be comfortable with silence and "pregnant pauses." Some participants may participate more if they have more time to consider the question before they speak.

2. Questions which may be asked to get more information on the responses of a member.

a. Would you explain further?
b. Would you give me an example of what you mean?
c. Would you say more?
d. Tell us more.
e. Is there anything else?
f. Please describe what you mean.
g. I don't understand.
h. Does anyone see it differently?
i. Has anyone had a different experience?

Minutes of the Meeting Template

Minutes of the Meeting

Focus Group Discussion

Date: ______________________

Agenda:

Competency-based Training Delivery

Present:

1. ___________
2. ___________
3. ___________
4. ___________

CBT Concerns	Discussions	Resolutions/Agreement
1. CBT Layout		
2. Monitoring of Attendance		
3. Utilization of work area		
4. Orientation a. CBT b. Roles c. TR d. CBLM e. Facilities f. Evaluation system		
5. RPL		
6. Teaching methods and technique		
7. Monitoring of learning activities a. Achievement chart b. Progress chart		
8. Feedback		
9. Slow learners		
10. Other concerns		

Job Sheet 2.3-5

Title:	Undergo Focus Group Discussion on Facilitate Training Session
Performance Objective: After observing the Job Sheet 2.3-4 (Facilitate Training Session), you should be able to undergo a focus group discussion with a group of trainees and list down observations about the activity	
Supplies/Materials	: CBLM, Bond papers
Equipment	: PC, printer with ink

Steps/Procedure:

1. Form a group of five.
2. Observe the demonstration of each member on Job Sheet 2.4-4 (Facilitate Training Session).
3. As the demonstration is going on each member shall act as a trainee and at the same time an evaluator. You should fill-up the Performance Criteria Checklist and list down observations about the demonstration.
4. After the demonstration, assign a leader and a secretary from among the trainees to facilitate the discussion.
5. Use the Performance Criteria Checklists as a guide during the discussion.
6. The secretary shall take the minutes of the meeting.
7. The secretary should list down common observations and recommendations that arise during the group discussion.
8. Submit the minutes of the meeting to your trainer.

Assessment Method:

Questioning

Performance Criteria Checklist 2.3-5

CRITERIA	YES	NO
Were all the members of the group present during the discussion?		
Did each member have the performance criteria checklist filled-up?		
Is there a maximum participation of all members?		
Are the members encouraged and motivated in giving their observations?		
Is there a minutes of the meeting?		
Is the template for minutes of the meeting used?		
Did all members sign the minutes to agree on the contents?		
Are the courses of action or decisions made properly stated in the specified column?		
Are suggestions and recommendations included in the summary?		

LEARNING OUTCOME #4	Conduct Competency Assessment

CONTENTS:

Institutional Competency Evaluation

ASSESSMENT CRITERIA:

1. Competency assessment procedures is explained to the learners according to guidelines
2. Competency assessment tools, materials and equipment are provided to the learners.
3. Evidences are gathered and documented using relevant assessment tools
4. Appropriate feedback mechanism is used to inform learner of his/her progress
5. Assessment results are documented and records are and kept in according to guidelines

CONDITION:

Students/Trainees must be provided with the following:

1. WORKPLACE LOCATION
2. EQUIPMENT

Computer

LCD

3. TOOLS, ACCESSORIES AND SUPPLIES

White board

4. TRAINING MATERIALS

Learning Packages

Bond Paper

Manuals

Competency Standards

Training Regulations

ASSESSMENT METHOD:

1. Demonstration & Oral Questioning
2. Portfolio
3. Written Test

Learning Experiences

Learning Outcome 4

Conduct Institutional Competency Assessment

Learning Activities	Special Instructions
Read information sheet 2.4-1 on the Institutional Competency Evaluation	This Learning Outcome deals with conducting the institutional competency evaluation. This evaluation is done every after a trainee finishes all learning activities of a competency using the Institutional Competency Evaluation Tool you prepared in LO4 of Plan Training Session. The learning activities on the right will guide you through learning this LO.
Answer Self-Check 2.4-1 Compare answers to Answer Key 2.4-1	
Perform Job Sheet 2.4-1 on how to conduct institutional competency evaluation Evaluate performance using the performance criteria checklist	

Information Sheet 2.4-1

Institutional Competency Evaluation

Learning Objective:

After reading this INFORMATION SHEET, YOU MUST be able to outline the steps in conducting learning evaluation.

Learning evaluation's primary goal is to assess trainee's performance with the purpose of adjusting the training process so that it meets the trainees' training needs. Learning evaluation may take place anytime during the training. Self-evaluation is done by the trainee based on the performance criteria for each activity, formative evaluation is done by the trainers to check the accomplishments and to evaluate the level of competencies for purposes of adjustments in the training and a summative evaluation is done at the end of the training to assess trainees' performance and knowledge of trainees.

In this Information Sheet we shall be discussing about the Institutional Competency Evaluation which is done for every competency. Remember that in CBT, you are training trainees by competency. Before he advances to another competency or before assigning him to another competency you should test his current competency using the Evaluation Tools previously prepared.

In competency based training, learning evaluation essentially measures the sufficiency of trainees' performance, knowledge and attitudes compared to a set competency standard. Institutional Competency Evaluation is done to check whether the competencies set in the Training Regulations and the Competency Based Curriculum is met by the trainee. It is one of the bases for giving the Certificate of Achivement to the trainee.

Since training is self-paced, institutional assessment may be done anytime a trainee is ready to be assessed.

The Assessment Logbook

The assessment logbook is a schedule of trainees ready to be assessed for the day. You should prepare this logbook and have it accomplished by your trainees anytime they are ready to be assessed. This tool will help you schedule the limited equipment that you have in your workshop. In case your equipment is used for both training and institutional assessment, trainees should be assigned to other learning areas of the competency they are training on to give way for assessment.

This tool is very important when more than one trainee is to be assessed in a particular day considering that normally the trainer is also the assessor of the institutional competency evaluation and you are doing training and assessment at the same time.

Preparations for Institutional Competency Assessment

Prior to institutional assessment, the trainer should prepare the following:

- Competency Evaluation tool
- Answer sheet for written test
- Marking sheets
- Tools, materials and equipment needed for assessment
- A well lighted and well-ventilated assessment area within the workshop

Methods used in Institutional Competency Evaluation

1. **Written test –** the written test is usually given to test the knowledge aspect of the competency. This type of test is therefore a must in the evaluation. It is usually administered first before the performance test. It is recommended that the passing score for the written test is 70% of the total test items. This is to ensure that trainees learn the concepts of the competency as they learn the skills.
2. **Demonstration with questioning** – this method is viewed to be the most appropriate method of evaluation for institutional competency evaluation as long as the materials, supplies and equipment mimic those that are in the actual work area. This method allows you to set the procedures of the performance test, the time allotment and the assessment activities so that all criteria in the evidence plan will be observed.

   You should follow-up the performance with questions. In case, you are not sure that the criteria in the evidence plan are substantially evident, you should ask follow-up questions using your questioning tools. Usually, there is a need for you to ask questions on Job Role and environment and contingency management skills. You are not required to ask all questions in the assessment tool.
3. **Observation with questioning** – this is a method used in the actual work area. This method maybe applicable to some competencies especially if assessment cannot be done within the workshop. If your materials and equipment are not appropriate or insufficient, it is wiser to use this method.

   An example of an assessment which may use this method is "laying brick/blocks for structure". Assessment for this competency can never be done inside the workshop since you cannot lay blocks then remove it after. You have do the assessment in an area where there is a need to lay blocks. In this way you will be able to observe the trainee perform the competency and gather the evidences in the evidence guide.

Sometimes Observation method has an advantage over demonstration method because you can directly observe Job Role and environment management skills because the customer, the boss(the owner), and the environment are there. Adjustments maybe needed because of factors of the inclination of the ground and customer's request which will eventually test the contingency management skill of the trainee.

Other methods of assessment maybe used as you deem more applicable and may vary from competency to competency.

Before the test

1. Give a short description of the assessment
2. Orient the trainees about:
   - the evidence requirements that has to be observed during the assessment process
   - what type of tests will be given
   - how the evidences of competencies will be gathered
   - time allotted for each activity
3. Give specific instruction as slowly and as clearly
4. Specify the do's and don'ts specially on concerns of safety
5. Issue tools and materials in orderly manner.
6. Assign each trainee to an assessment area.

During the test

1. Make all necessary announcements just before the test.
2. Help trainees overcome their nervousness, distractions and irritation.
3. Administer the written test. A passing score should be attained by the trainee before he proceeds to the performance test.
4. Ensure that trainees are in appropriate working attire during the performance test.
5. Explain thoroughly the procedures of the performance test.
6. Be present at the test area during the entire test.
7. Observe carefully the specified time limits.

8. Stop the trainee if they destroy equipment or work in hazardous manner.
9. Give follow up questions in case a performance criteria is not demonstrated.
10. Closely watch the demonstration of critical aspects of competency
11. Tick on the performance criteria on the rating sheets observed as demonstrated as the performance test is going on.

After the test

1. Provide immediate feedbacks starting with positive feedback to the performance that needs improvement.
2. In case the trainee is not yet competent on an area, advice him to go back to the particular task he failed to perform for more practice.
3. Re-assess the candidate on the competency that he did not perform well.
4. Record the result to the Institutional Evaluation Record Sheet and the Progress Chart.
5. You may award the Certificate of Achievement the following day.

Job Sheet 2.4-1

Title:	Conduct Institutional Competency Evaluation
Performance Objective: Given an assessment package and the materials needed for assessment, you should be able to conduct institutional competency evaluation following the standard procedures.	
Supplies/Materials	: CBLM, Bond papers
Equipment	: PC, printer with ink

Steps/Procedure:

1. Secure Institutional Competency Evaluation Tool.
2. Prepare the supplies and materials.
3. Orient the trainees based on the given guidelines above.
4. Conduct the assessment

a. Check Portfolio (if applicable)

b. Administer and score written test

c. Conduct performance test

d. Interview the trainee using the questioning tools in the package

5. Analyze assessment result
6. Provide feedback to the trainees
7. If not yet competent, ask trainee to go back to corresponding work station for the tasked not performed satisfactorily.
8. If competent, record the result of the assessment on progress chart.
9. Award the Certificate

Assessment Method:

demonstration with questioning

Performance Checklist 2.4-1

Conduct Institutional Competency Assessment

CRITERIA Did the trainer…	YES	NO
monitor the attendance?		
prepare enough supplies and materials for each candidate?		
orient the trainees being assessed on the following:		
• the evidence requirements that has to be observed during the assessment process		
• what type of tests will be given		
• how the evidences of competencies will be gathered		
• time allotted for each activity		
specify safety precautions during the assessment?		
observe trainee in his activity?		
record observations on the rating sheets?		
check the written test?		
ask follow-up questions?		
give immediate feedback?		
notify the trainee about the result of the assessment?		
record the result of the assessment on the progress chart?		
notify the trainee about the other requirements of the course such as the National Competency Assessment and the SIT/OJT?		

Other Observations:

____
____
____
____
____
____

Comments/suggestions about the performance of the trainer:

____
____
____
____

LEARNING OUTCOME #5	Review Delivery of Training Session

CONTENTS:

1. Competency Based Training Review and Evaluation
2. Pre-Test Posttest Analysis
3. Training Evaluation Analysis
4. Training Session Adjustments

ASSESSMENT CRITERIA:

1. Appropriate Training session evaluation instrument is used.
2. Interpretations are made on the results of training session evaluation.
3. Adjustments on training are made on the results of evaluation.

CONDITION:

Students/Trainees must be provided with the following:

1. WORKPLACE LOCATION
2. EQUIPMENT

   Computer, LCD
3. TOOLS, ACCESSORIES AND SUPPLIES

   White board
4. TRAINING MATERIALS

   Learning Packages

   Bond Paper

   Manuals

   Competency Standards

   Training Regulations

ASSESSMENT METHOD:

1. Demonstration & Oral Questioning
2. Portfolio
3. Written Test

Learning Experiences

Learning Outcome 5

Review Delivery of Training Session

<table>
<tr><th>Learning Activities</th><th>Special Instructions</th></tr>
<tr><td>Read Information Sheet 2.5-1 on Competency-Based Training Review and Evaluation</td><td rowspan="9">The review of the training session for purposes of evaluating the success of CBT for purposes of improving the methods and processes involved is the focus of this learning outcome.

The evaluation of Knowledge, Skills and attitude as a result of the training and the implementation of the training program will be discussed and practiced by going through the learning activities outlined in the left column.

Your outputs for this LO shall be the following:
1. Analysis of a hypothetical data on pre-test posttest result.
2. Analysis of hypothetical data for program evaluation
3. sample write-up of a program evaluation report</td></tr>
<tr><td>Answer Self-Check 2.5-1
Compare answers to Answer Key 2.5-1</td></tr>
<tr><td>Read Information Sheet 2.5-2 on Pre-test Posttest Analysis</td></tr>
<tr><td>Answer Self-Check 2.5-2
Compare answers to Answer Key 2.5-2</td></tr>
<tr><td>Read Information Sheet 2.5-3 on Training Evaluation Analysis</td></tr>
<tr><td>Perform Job Sheet 2.5-3 on how to Analyze Training Evaluation
Evaluate output using performance criteria checklist</td></tr>
<tr><td>Answer Self-Check 2.5-3
Compare answers to Answer Key 2.5-3</td></tr>
<tr><td>Read Information Sheet 2.5-4 on Training Session Adjustment</td></tr>
<tr><td>Answer Self-Check 2.5-4
Compare answers to Answer Key 2.5-4</td></tr>
</table>

Information Sheet 2.5-1
CBT Review and Evaluation

Learning Objectives: After reading this INFORMATION SHEET, YOU MUST be able to:

1. determine the components of training that needs to be evaluated;
2. enumerate and describe ways of reviewing and evaluating training sessions

Competency based Training, like any training, should evolve dynamically. The drive for continuous improvement will only be possible if training is reviewed, measured and evaluated. Adjustments can be made based on the results of the evaluation.

In this lesson you will learn how to evaluate training session.

Training Evaluation

The evaluation of training refers to any attempt to obtain information or feedback on the effects of a training program and to assess the value of the training in the light of that information. The primary purpose evaluation is to improve training by determining which training processes achieved their objectives.

It is important after you deliver a training session that you review your delivery and look at what went well and what might be improved.

In your review, the following components shall be included:

a. Knowledge – refers to what we know. It is the cognitive domain of human behavior
   - the acquisition of knowledge is measured through the pre-test and post test. A pre-test posttest analysis is a very effective and objective method of analysis.

b. Skills – refers to what we do correctly and accurately. It is also the psychomotor domain of human behavior.
   – the acquisition of skills is measured through the performance test. But since we do not have a grading system, rating the performance of trainees for purposes of program evaluation will not be as effective. An evaluation of how the training enhanced their skills shall be used to analyze the effectivity of the training program.

c. Attitude – refers to what we feel. It is also known as the affective domain of human behavior.

– positive attitude towards work, co-workers and the environment is a very important component of training that needs to be evaluated. A rating system on how the training program developed their positive work attitude maybe helpful in evaluating the effectiveness the training program.

d. Program Implementation – the approach of implementing the training program.

– CBT implementation review and evaluation will be most effective if the methods on how the following categories of program implementation are analyzed:

d.1 Program Design and implementation

d.2 Course Content

d.3 Training Methodology

d.4 Program Adminstration and Management

d.5 Trainer's Competence

We will be using pre-test/post test method to test for knowledge and Questionnaire will be used to gather data for skill, attitude and program implementation.

Feedback

In order to review your training you will need to gather feedback. It is useful to gather this feedback at the end of each session so that you can think about whether you need to make any changes to your next session. For reporting

Feedback can be obtained from participants, other people like other trainers or supervisor and yourself.

Sometimes you need to report feedback in order to help management make decisions about whether to continue the program as it was, change it or stop it. Feedback can be gathered in a number of ways. The table lists the most commonly used methods, their advantages and disadvantages.

Method	Advantages	Disadvantages
Evaluation sheets	Cheap and easy to use Identifies areas for improvement	Cannot identify skills acquired Gives limited information
Interviews with trainees or supervisor	Provides useful information Explores problems in depth	Time consuming Effectiveness depends on the skills of the interviewer
Supervisor's observation	Can use checklist Provides expert opinion	May influence performance Time consuming
Evaluation workshops	Provides useful in-depth information Provides opportunity for open discussion	Time consuming, costly Results difficult to report Need an experienced facilitator

CBT Evaluation Tools

The table below shows some information gathering tools:

Information Required	Evaluation Tool
1. seek expression of satisfaction with the training process from the trainees	Rating scale Written comments
2. examine his/her own perceptions of the success of the training process	Rating scale (self-evaluation) Written comments from trainees
3. examine success of the training program in the light of the subject criteria	Focus group discussion on specific criteria
4. examine success of the training program in light of the area of the objective criteria	Passing rates in assessments Average training time to achieve satisfactory level performance
5. review success of training program in meeting enterprise goals	Rating scale on applicability of competencies acquired Written comments Impact of evaluation
6. examine own performance	Evaluation of preparation, timeliness, thoroughness, attitude towards trainees, closing training session.

Rating Sheets

In preparing a rating sheet to evaluate competency based training, a trainer must recall the characteristics of an ideal competency based training (CBT). Group the characteristics into the following aspects, preparation, delivery, support system and facilities. For ease of analysis a recommended rating scale should be used such as the Likert scale.

A sample evaluation tool and an analysis follow in the succeeding pages. The rating sheet will however depend on what the trainer need to know or verify about his performance as a trainer or the appropriateness of the methodologies that are used.

Focus Group Discussion

To use a focus group discussion as a form of evaluation, you will have to list down discussion questions, which focuses on the areas you want to evaluate. Examples or questions for discussion are the following:

1. What are the competencies you have acquired from the training that are very useful?
2. Do you think the training prepared you with the competencies required in the workplace?
3. What do you think are the weaknesses and strength of the CBT program?
4. What improvements can you suggest for the program?

Once questions are prepared you can organize a meeting where all respondents will be present to give their opinions and come up with a concession.

Document review

This is done to gather information relating to the average training time of learners to acquire the desired level of competency, to identify the success rates in national and institutional assessment, and to summarize the written comments of participants, supervisor and other stakeholders. Available data such as the individual records of trainees, national assessment results as in RWAC and results of focus group discussion or satisfaction surveys and other related researches that covers a certain period of time.

Self Evaluation

An important part of the evaluation process is self evaluation. Self evaluation can take place during your training session as you reflect on how things are going. This will help you make any instant changes to your plan in response to the situation.

Self evaluation can also take place after training session when you ask yourself in-depth questions about whether there are things to be changed or problems to be solved.

The following strategies can be used for evaluating your own training and help you improve:

1. Take a video of the CBT and look for ways to improve yourself
2. Ask for feedback from colleagues and other trainers
3. Compare your training methods and techniques with other trainers.

A template below is used as instruments for self evaluation

During the session did I	YES	NO
Establish an atmosphere of trust?		
Encourage all trainees to speak and contribute ideas?		
Assist the less articulate to express their ideas?		
Consider all contributions to be worthwhile?		
Remain aware of non verbal communication?		
Praise/appreciate effort?		
Summarize key points?		
Used varied activities and task		
Provide opportunities for practice?		
Achieve the stated learning objectives?		

Questions to answer

1. Were there any parts of the session which did not run as expected? Why?
2. Did any unexpected problem arise?
3. Were the session outcomes achieved? If not why?
4. Should anything be changed for the next session?

Self-Check 2.5-1

Enumeration:

Enumerate the 5 ways of evaluating and reviewing the effectivity of training sessions

Answer Key 2.5-1

1. Training Evaluation
2. Focus Group Discussion
3. Document Review
4. Self-Evaluation
5. Feedback

Information Sheet 2.5-2
PRE-TEST POST-TEST Analysis

Learning Objective:

After reading this INFORMATION SHEET, YOU MUST be able to:

1. explain the advantage of using a pre-test/post test in testing knowledge;
2. determine the statistical tool used to analyze pre-test and post test scores.

The acquisition of knowledge is one of the most important components of training. To test the effectiveness of a competency-based training program this component should be evaluated.

In this lesson, you will be introduced to this method of evaluation which is one important aspect of program review and evaluation.

Pre-Test Post Test

Tests administered upon an agreed upon "entry point" and "exit point." These tests can be standardized or locally-developed.

Pre-test is a preliminary test administered to determine a student's baseline knowledge or preparedness for an educational experience, course or qualification.

Posttest is a test given to trainees after completion of the course or qualification and used in conjunction with a pre-test to measure their achivement and the effectiveness of the training program.

Pre-Test/Post test is not limited to written test. Performance test can also be used. But for our purpose, we will use the written test as a measure of knowledge.

To serve our purpose, we shall be using a trainer-made test that is item-analyzed. True or False and Multiple Choice Type of written test is therefore most appropriate.

Advantages:

- Useful method for measuring the "value-added" by a program of study
- The "after-only" design of documenting learning is a weak approach because positive change cannot necessarily be attributed to the effectiveness of a program.

- Pre-tests serve several purposes: knowledge of the current status of a group may provide guidance for future activities as well as the basis of comparison for a post-test results; administering a test of entry behavior can determine whether assumed prerequisites have been achieved.

Disadvantages:

- Hard to discern if the positive change charted in a pre-post test is due to learning in the workshop or simply natural maturation.
- Due to trainee's dropping out, the post-test results may be higher because those who remain are more successful or persistent.
- Problems with statistics: if the control group scored so low that they can only go up, or the control group that scored so high little improvement will be indicated in the post-test scores.
- If using the same test for both the pre- and post-test, some argue that trainees will absorb knowledge just from taking the test and will attend more readily to the content. To avoid this, we shall be using other evaluation instruments to back-up our analysis.
- Concentrates on value-added rather than outcomes assessment.
- Tendency to teach to the post-test

Statistical Analysis

The statistical tool which is most appropriate to analyze data on pre-test and post test shall be paired t-test.

T-test is an inferential test that determines if there is a significant difference between the means of two data sets.

t-test (For Paired Samples) - Use this test to compare two small sets of quantitative data when data in each sample set are related in a special way.

Criteria

- The number of points in each data set must be the same, and they must be organized in pairs, in which there is a definite relationship between each pair of data points
- If the data were taken as random samples, you must use the independent test even if the number of data points in each set is the same

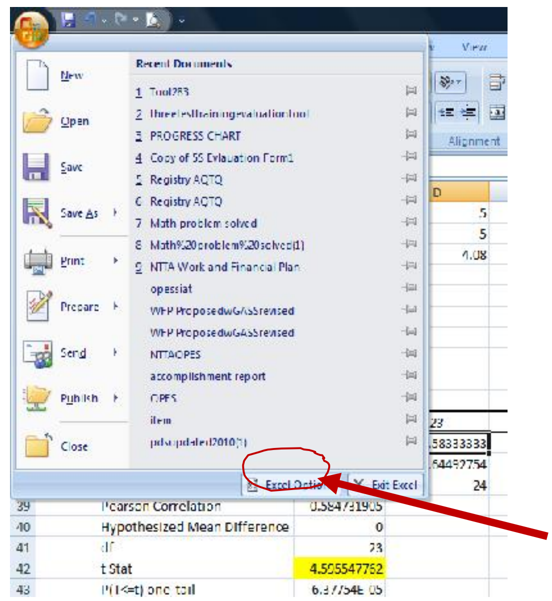
- Even if data are related in pairs, sometimes the paired t is still inappropriate
- Here's a simple rule to determine if the paired t must not be used - if a given data point in group one could be paired with any data point in group two, you cannot use a paired t test

Since statistical software are now ready available, we shall be using the computer to compute for the p-value which shall be basis of our analysis.

Since majority of the trainers are using Microsoft Office Applications, we shall be using Microsoft Excel Analysis Toolpak to analyze our data.

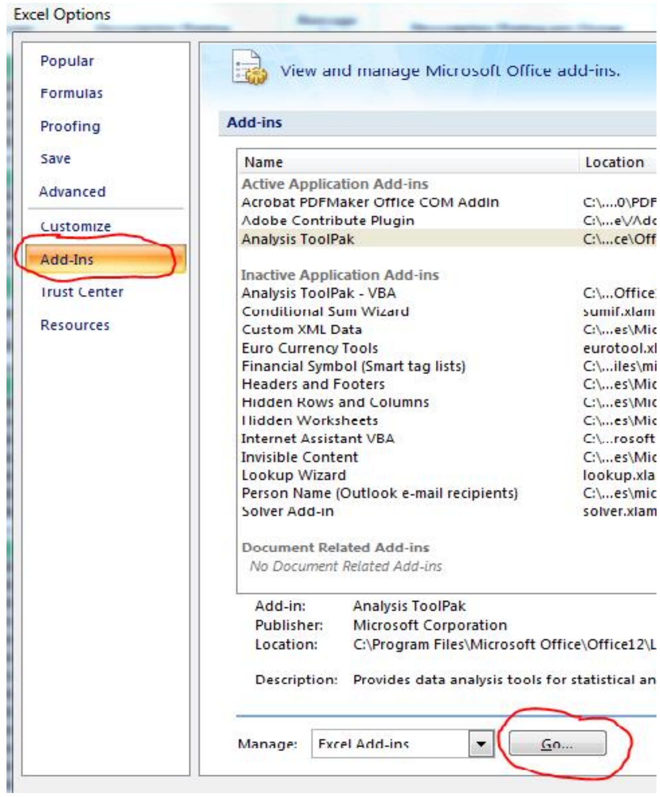
At this point, you shall now install the application on your computer. Please have your computer around while you do the following steps:

1. Click the Microsoft Office Button ,
2. then click Excel Options.

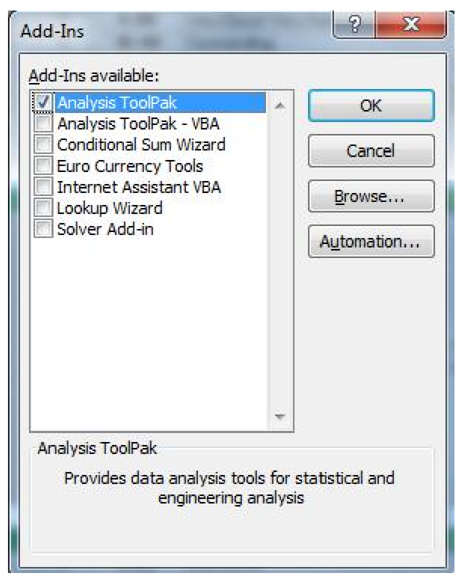


Note: These steps are for a Microsoft Office 2007 version, if you are using another version, please consult your trainer.

3. Click Add-ins, and then in the Manage box, select Excel Add-ins.
4. Click Go.



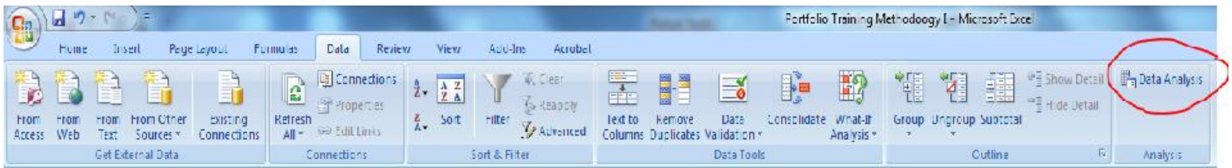
5. In the Add-Ins available box, select the Analysis ToolPak check box, and then click OK.



Tip If Analysis ToolPak is not listed in the Add-Ins available box, click Browse to locate it.

6. If you are prompted that the Analysis ToolPak is not currently installed on your computer, click Yes to install it.

After installing Analysis Toolpak you will see the data analysis icon on your Data Toolbar



The Statistical Table

The analysis table of the pre-test and posttest using paired t-test will look like the table below:

t-Test: Paired Two Sample for Means

	POST-TEST	*PRE-TEST*
Mean	60.36842105	53.73684211
Variance	20.02339181	68.98245614
Observations	19	19
Pearson Correlation	0.572280623	
Hypothesized Mean Difference	0	
df	18	
t Stat	4.240504413	
P(T<=t) one-tail	0.000245961	
t Critical one-tail	2.552379618	
P(T<=t) two-tail	0.000491922	
t Critical two-tail	2.878440471	

If your statistic is higher than the critical value from the table:

- Your finding is significant.
- You reject the null hypothesis.
- The probability is small that the difference or relationship happened by chance, and p is less than the critical alpha level (p < alpha).

If your statistic is lower than the critical value from the table:

- Your finding is not significant.
- You fail to reject the null hypothesis.
- The probability is high that the difference or relationship happened by chance, and p is greater than the critical alpha level (p > alpha).

In our example above, the average for post test is equal to 60.37 and 53.74 for pre-test. The t-statistic is equal to 4.24 and t-crical value = 2.55. Since t-statistic is greater than t-critical value, we reject the null hypothesis.

In this case the null hypothesis is “the are no significant differences between pre-test and posttest scores” and the alternate hypothesis is “there are significant differences between pre-test and post test scores”. Stated in layman’s language the null hypothesis means that pre-test score is equal to the posttest scores or the scores did not increase. The alternate hypothesis on the other hand, means that pre-test scores are not equal to the post test scores or the scores increased.

Analyzing the result of the above example, since the null hypothesis is rejected, we accept the alternate hypothesis which is “there are significant differences between the pre-test and post test scores”. Conclusion is the scores increased.

Instead of comparing the t-critical and t-statistical values to determine significant difference, you may also compare the alpha level and p-values. In our example, because the p-value is less than the alpha level, the alternate hypothesis is accepted. However, if the p-value was greater than the alpha level, $p>\alpha$, the null hypothesis would be retained. If your alpha is .01 and your p-value = 0.00025 there are significant differences between treatment means at .01 level of significance.

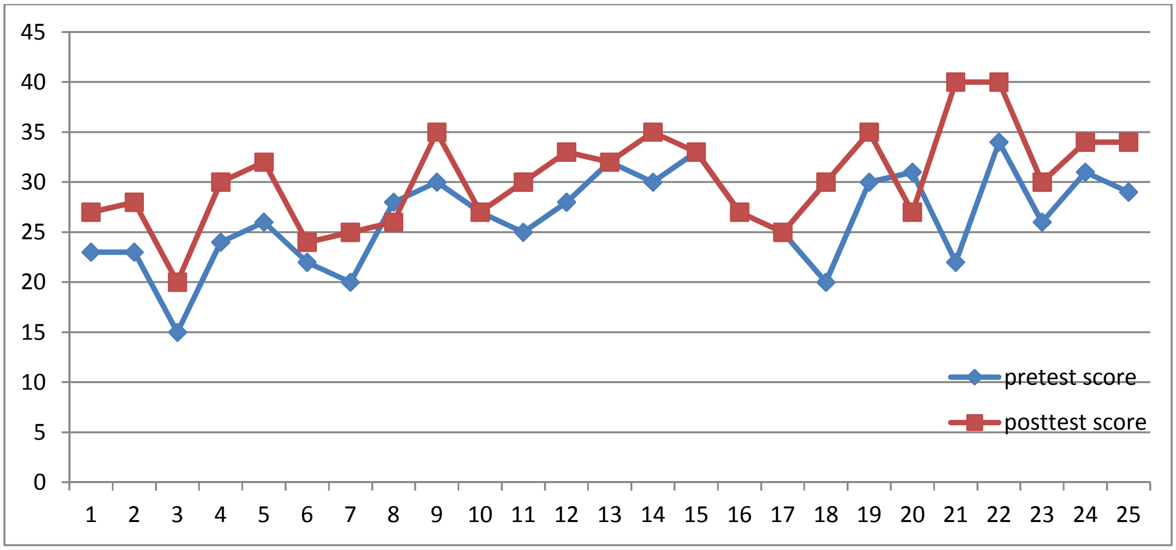
An alpha level represents the number of times out of 100 you are willing to be incorrect if you reject the null hypothesis. If you choose an alpha level of 0.05, 5 times out of 100 you will be incorrect if you reject the null hypothesis. Those five times, both means would equal, but that's about it. 95 times out of 100, you will be correct because it is more likely that the means are not equal.

Sample Analysis

Presented below is a hypothetical data of the pretest and posttest scores which will be the basis of our discussions and example for analyzing the results of a pretest and post test.

Student	pretest score	posttest score
1	23	27
2	23	28
3	15	20
4	24	30
5	26	32
6	22	24
7	20	25
8	28	26
9	30	35
10	27	27
11	25	30
12	28	33
13	32	32
14	30	35
15	33	33
16	27	27
17	25	25
18	20	30
19	30	35
20	31	27
21	22	40
22	34	40
23	26	30
24	31	34
25	29	34

Graph of the Pretest and Post Test Scores



From the pretest and post test scores above, the graph is generated. The blue line represents the pretest scores of the trainees and the red line represents posttest scores. Generally, the red line is higher that the blue line which means that post test scores are generally higher than the pretest scores although some students did not show an increase in score like in the case of trainee 15, 16 and 17.

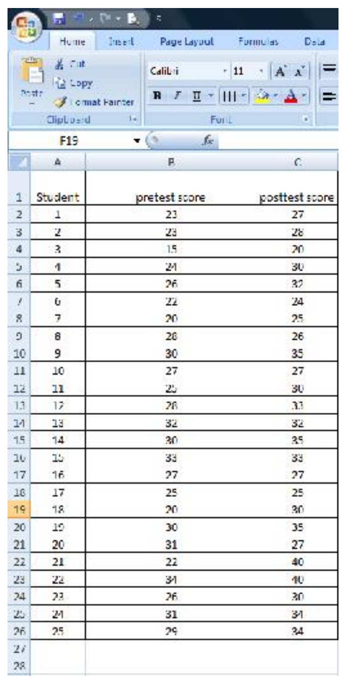
To establish that there is an increase in scores statistically, we test the null hypothesis "there are no significant differences between the pre and post test scores" using paired t-test.

Note: An average, say 25 and 26 may obviously be different but may not differ statistically. There is a need to statistically analyze data, to test whether test scores are statistically different.

Microsoft Excel provides statistical tools to do this

Using Excel to analyze data

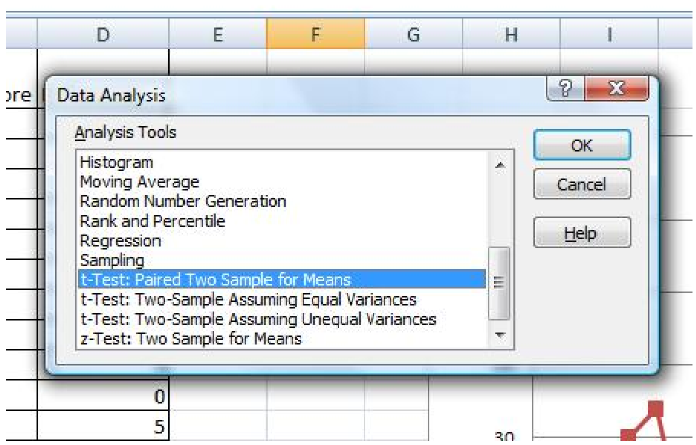
1. Type your data in excel



Student	pretest score	posttest score
1	23	27
2	23	28
3	15	20
4	24	30
5	26	32
6	22	24
7	20	25
8	28	26
9	30	35
10	27	27
11	25	30
12	26	33
13	32	32
14	30	35
15	33	33
16	27	27
17	25	25
18	20	30
19	30	35
20	31	27
21	22	40
22	34	40
23	26	30
24	31	34
25	29	34

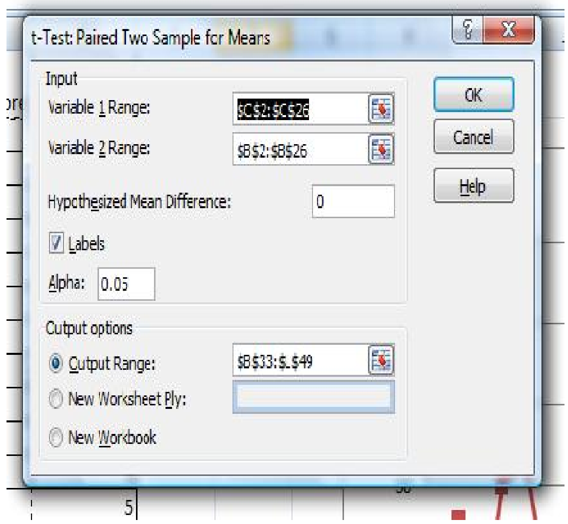
To perform paired t-test, select Data

1. Click on the icon Data Analysis (the dialog box on Analysis Tools will appear)



2. Click t-Test: paired Two sample for means

   Then click OK
3. Click on the red arrow beside the blank area for Variable 1 Range, select the range of scores for posttest, then click on the arrow again.
4. Click on the red arrow beside the blank area for Variable 2 Range, select the range for pretest scores, then click on the red arrow to go back to the dialog box.
5. On the blank area for Hypothesized Mean Difference type 0.
6. Select the output range(or the range where the table will appear)
7. Then click OK



Note: In case you cannot do this on your own ask the assistance of your trainer. A sample analysis is provided in your CD.

Self-Check 2.5-2

Multiple Choice:

Choose the letter of the best answer. Write the letter of your choice on the space provided before the number.

1. The test or examination that is used to get data on the baseline knowledge of a trainee is the

    pre-test

    post-test

    performance test

    written test

2. The test given to test the achievement of trainees is the

    pre-test

    post-test

    performance test

    written test

3. The statistical tool that is used to test the significant differences between two treatment means.

    Paired t-test

    T-test

    Analysis of variance

    Alpha

4. Which of the following is a null hypothesis?

    There are significant differences between the pre-test and post test score

    There is an increase in the yield of a variety of rice organic fertilizer is used.

    There are no significant differences between the growth rate of sample A and sample B.

    The average scores of group A is not equal to the average scores of group B

Answer Key 2.5-2

1. A
2. B
3. B
4. C

Task Sheet 2.5-2

Title:	**Analyze pre-test/post test results**
Performance Objective: Given a set of hypothetical pre-test and post test score, you should be able to analyze the data using paired t-test.	
Supplies/Materials	: CBLM, Bond papers
Equipment	: PC, printer with ink

Steps/Procedure:

1. Acquire a hypothetical data from your trainer.
2. Graph the data using the line graph.
3. Using the analysis tool pak of MS Excel or any other statistical software, generate the t-test table.
4. Prepare an analysis with the following parts:
   a. Interpretation of data
   b. Statistical analysis
   c. Conclusions
   d. recommendations
5. Present your work to your trainer

Assessment Method:
Portfolio

Performance Criteria Checklist 2.5-2

CRITERIA **Did you…**	YES	NO
get the hypothetical data from your trainee?		
draw a graph showing the line for pre-test and post test score?		
use t-test as the statistical analysis?		
did you use a statistical software to generate you t-test table?		
did you write an analysis of the computed values with the following parts: a. Interpretation of data b. Statistical analysis c. Conclusions d. recommendations		

Information Sheet 2.5-3
Training Evaluation Analysis

Learning Objectives:

After reading this INFORMATION SHEET, YOU MUST be able to:

1. describe how to use the 5 point Likert scale in analyzing data from a questionnaire;
2. enumerate the data of a training evaluation that can be measured by the questionnaire suggested.
3. explain how the acquisition of skills and attitudes maybe measured using a questionnaire

In the previous Information Sheet we discussed how to analyze the effectivity of the training program in terms of the knowledge domain using the pre-test/posttest analysis.

In this lesson we will discuss how to use a questionnaire in measuring the effectivity of a program in training skills and attitude. The training program evaluation form prepared herein also measures how CBT was implemented.

Training Evaluation

Training evaluation is designed to determine the effectiveness of the training in achieving its objectives.

Among the importance of having a training evaluation are the following:

1. Training evaluation tells us about the effectiveness or quality of training in terms of achieving its effects, outcomes and impacts.
2. Training evaluation tells us if a training activity needs to be continued, redesigned, or discontinued.
3. Knowing the effects of training is very important in objective setting
4. The expected effects found in the objectives help us decide on the choice of method, design and tool to use in evaluating training

Training Evaluation Objectives

Training evaluation objective is a statement of what changed in the trainees are expected to be achieved and the cause of such change. The training objective should be SMART(Specific, Measurable, Achievable, Realistic and Timebound). It should also possess the "cause and effect". The cause maybe one of the indicators of the input(budget), activity(training) or output(trained staff), and the effort may be one of the effects like knowledge, attitude or skills.

The practical purpose of training evaluation is to verify if the training objectives were achieved at the end of a training activity.

The training evaluation objective may use the following verbs:

- To determine + cause + effect + subject
- To find out + cause + effect + subject
- To assess + cause + effect + subject
- To evaluate + cause + effect + subject
- To investigate + cause + effect + subject

Example:

1. To determine if CBT approach effectively enhance the skills of the trainees in Computer Hardware servicing
2. To assess if the use of computer based learning materials effectively enhance the knowledge of trainees in Trainers methodology

Parts of a Training Evaluation Report

1. *Title of the Report*

   The title should be explicit and concise. It should give the general idea about what the training evaluation is all about. The title should give interest on the content of the report.

2. *Executive summary*

   This part of the report is a summary of the objectives, methods used, results of the evaluation, conclusions and the recommendations.

3. *Rationale*

   The purpose of evaluating the training program is written on this part of the report.

4. *Objectives*

   The general objective and the specific objectives should contain this part of the report.

5. *Methodology*

   The research method used in evaluating the training program is usually discussed here. The number of participants and how they were selected should also be included in the report.

6. *Results and discussion*

   This is the body of the report. It should contain the following parts:

   a. Data interpretation – data that are presented in tables and graphs are interpreted. Interpretation is a verbal documentation of the numerical and graphical data.

   b. Data analysis

      The results of the statistical treatment are interpreted and explained.

   c. Conclusion

      The statements of the results which answer the objectives of the training evaluation are summarized here.

7. *Recommendation*

   As a result of the conclusions derived from the evaluation, recommendations are then clearly stated. These are the course of actions that arises from the results and conclusions.

Training Evaluation Instrument

The attached training program evaluation form was developed by the National TVET Trainers' Academy (NTTA) as a part of their Training Program Evaluation for purposes of improving the training programs using the CBT approach.

This instrument aims to evaluate how effectively the training program enhanced the capability of the trainer participants in Trainer's Methodology I in terms of the following:

1. The perception of the trainees on the effectiveness of the training program in enhancing their:

   a. skill

   b. work attitude

2. How well the programs were implemented was divided into the following program components:

   A. Program Design and Organization

   B. Course Content

   C. Training Methodology

   D. Program Administration and Management

   E. Facilitator/Trainer

A sample questionnaire that follows is recommended but revisions and enhancement is allowed depending on the training programs offered and on the objectives of your training evaluation.

NATIONAL TVET TRAINERS ACADEMY
Training Program Evaluation

OBJECTIVE:

This evaluation instrument aims to gather remarks and comments of the participants related to the conduct of the ***Trainers Methodology Level I*** . This will serve as a tool in the improvement and strengthening of the program.

Part I. Program Evaluation

INSTRUCTIONS:

Please rate the following program components in terms of the indicators provided below by ticking (√) the column that best describes your evaluation of each program component. Your rating will be treated confidentially.

Adjectival Rating	Numerical Rating
Outstanding	5
Very Good/Very Adequate	4
Good/Adequate	3
Fair/Satisfactory/Average	2
Inadequate/Unsatisfactory/Poor	1

NAME: ______________________

POSITION/DESIGNATION: ______________________

ORGANIZATION/INSTITUTION: ______________________

DATE:

PROGRAM COMPONENT INDICATORS	RATING				
	5	4	3	2	1
A. Program Design and Organization					
1. Clarity of program objectives					
2. Organization of course activities					
3. Scheduling of activities and time allotment					
4. Attainment of program objectives					
B. Course Content					
1. Course content vis-a-vis the program objectives					
2. Sequencing of the course contents					
3. Sufficiency of information					

4. Relevance of course content vis-à-vis need					

PROGRAM COMPONENT INDICATORS	**RATING**				
	5	4	3	2	1
C. Training Methodology					
1. Effectiveness of selected method					
2. Appropriateness to the course activities					
D. Program Administration and Management					
1. Adequacy of provided supplies and materials					
2. Timeliness of provision of supplies and materials					
3. Availability of training equipment and materials					
4. Conduciveness of the training venue to learning					
5. Appropriateness of the physical layout of the venue					
6. Overall accommodation					
7. Secretariat service					
E. Facilitator/Trainer					
Instructions: Write the corresponding number to rate each Facilitator/Trainer: **5** Outstanding **4** Very Good **3** Good **2** Average **1** Poor **NA** Not Applicable	(Name of trainer)	(Name of trainer)	(Name of trainer)	(Name of trainer)	(Name of trainer)
1. Knowledge of the subject matter					
2. Ability to communicate ideas					
3. Ability to arouse interest					
4. Ability to encourage participation					
5. Ability to organize lecture					
6. Ability to answer questions					
7. Openness to suggestions and comments					
8. Ability to encourage critical and/or creative thinking					
9. Spontaneity in expression of ideas					
10. Use of training equipment					
11. Comprehensiveness of lecture					
12. Ability to provide adequate feedback					
13. Ability to provide practical exercises					

Part II. Skills

Instruction:

Please rate your acquired skills on the following learning outcomes as a result of this training program:

Use the following rating scales:

5 – Excellent

4 – Very good

3 – Good

2 – Fair

1 – Poor

Learning Outcomes	**Rating**				
Common Competency	**1**	**2**	**3**	**4**	**5**
Operate word processing software?					
Operate spreadsheet processing software?					
Operate presentation software?					
Core Competency					
Plan Training Session					
1.1 Identifying learner's training requirements?					
1.2 Prepare session plans?					
1.3 Prepare instructional materials?					
1.4 Prepare assessment instruments?					
1.5 Organize teaching and learning resources?					
Facilitate Learning Session					
2.1 Prepare training facilities/resources?					
2.2 Conduct pre-assessment?					
2.3 Facilitate training session?					
2.4 Conduct competency assessment?					
2.5 Review delivery of training session?					

Learning Outcomes	Rating				
Core Competency	**1**	**2**	**3**	**4**	**5**
Supervise Work-Based Learning					
3.1 Establish training requirements for trainees?					
3.2 Monitor work-based training?					
3.3 Review and evaluate work-based learning effectiveness?					
Maintain Training Facilities					
4.1 Plan Maintenance activities?					
4.2 Prepare schedule of maintenance?					
4.3 Implement housekeeping activities?					
4.4 Maintain training equipment and tools?					
4.5 Document maintenance inspections?					
Utilize electronic media in facilitating training					
5.1 Present a lesson through direct video footage/capture					
5.2 Present lesson via film viewing method?					
5.3 Utilize computer and multi-media technology to present a lesson?					
Conduct Competency Assessment					
6.1 Organize assessment Activities?					
6.2 Prepare the candidates?					
6.3 Gather evidence?					
6.5 Record assessment result?					
6.4 Make the assessment decision?					
6.6 Provide feedback to candidates?					

Part III. Attitude

Instructions:

Please rate your attitude towards work as a trainer resulting from the activities of this training program. Use the following rating scale:

5 – Excellent

4 – Very good

3 – Good

2 – Fair

1 – Poor

	Rating				
Work Attitudes	**1**	**2**	**3**	**4**	**5**
punctuality/attendance					
resourcefulness/creativity					
Obedience, respect to authority, rules and regulations					
commitment to work					
adaptability to change					
cooperation with co-workers					
concern to environmental preservation					

Feedback

Please indicate your recommended training programs to be offered by this training Institution

____

____

____

THANK YOU FOR YOUR COOPERATION

The above sample of rating sheet for the evaluation of training session uses the 5 point Likert Scale

Adjectival Ratings corresponding to the numeric ratings were described as follows:

5 – Outstanding/Excellent

4 – Very Good/ Very Satisfactory

3 – Good/Adequate

2 – Fair/ Satisfactory

1 – Poor/Unsatisfactory

For purposes of analysis, the following ratings will be used

4.5	- 5.00	- Outstanding/Excellent
3.5	- 4.49	- Very Good/ Very Satisfactory
2.5	- 3.49	- Good/ Adequate
1.5	- 2.49	- Fair/Satisfactory
0.0	- 1.49	- Poor/ Unsatisfactory

Note that we chose a 5 point Likert scale to allow the evaluator to have a neutral stand about the items being rated.

For the analysis of the data, an excel template is made for you. All you have to do is enter the data from the rating sheets and the template will compute averages and are linked to adjectival ratings.

The use of this template shall be explained to you by your trainer. Please ask the assistance of your trainer when you reach this part of the module.

Self-Check 2.5-3

Multiple Choice:

Choose the letter of the best answer. Write the letter of your choice on your answer sheet.

1. Which of the following are evaluated in training program evaluations?
   A. Attitude
   B. Knowledge
   C. Skill
   D. All of the above

2. Which of the following parts of the report state the purpose of evaluating the training program?
   A. executive summary
   B. methodology
   C. objectives
   D. rationale

3. What part of the training evaluation report contains a brief of the objectives, methods, conclusions and recommendations?
   A. Conclusions
   B. Executive summary
   C. Rationale
   D. Results and discussion

4. In what part of the report will the tables and graphs be presented?
   A. Conclusions
   B. Executive summary
   C. Rationale
   D. Results and discussion

Answer Key 2.5-3

1. D
2. D
3. B
4. D

Job Sheet 2.5-3

Title: Analyze Training Evaluation
Performance Objective: Given a set of hypothetical ratings, you must be able: 1. to interpret and analyze the data; 2. prepare a training evaluation report following the recommended procedures.
Supplies/Materials : CBLM, Bond papers
Equipment : PC, printer with ink
Steps/Procedure: 1. Acquire a hypothetical data from your trainer. 2. Compute for the average ratings of each item. 3. Make a table of averages for each item. 4. In the last column, write the corresponding adjectival ratings based on the suggested table of values. 5. Make generalizations about the following areas of evaluation: Part I. Program Evaluation Part II. Skill Part III. Attitude 6. Prepare the training evaluation report with the following parts: *Title of the Report* *Executive summary* *Rationale* *Objectives* *Methodology* *Results and discussion* a. Data interpretation b. Data analysis c. Conclusion *Recommendation* 7. Present your work to your trainer
Assessment Method: Portfolio Evaluation

Performance Criteria Checklist 2.5-3

CRITERIA **Did you…**	YES	NO
get the filled-up forms from your trainer?		
encode the data from the filled-up forms to the excel template?		
compute the average of each item?		
compute the average of each category?		
use the corresponding table of values following the Likert Scale for the adjectival ratings?		
interpret the results?		
summarize and analyze the results by parts?		
prepare a training evaluation report with the following parts:		
Specific and concise title?		
Executive summary with objectives, methods, interpretation of results, conclusion and recommendations?		
Rationale stating the purpose of evaluating?		
General and specific objectives?		
Methods?		
Results and discussions with tables/graphs and their interpretation?		
Conclusions?		
Recommendations?		

Information Sheet 2.5-4

Training Session Adjustment

Learning Objectives:

After reading the INFORMATION SHEET, YOU MUST be enumerate the sources of data for decisions in training adjustments.

In the previous lessons, you learned to evaluate training sessions through different methods such as the self evaluation, focus group discussions, Training Program Evaluation and pretest posttest.

The results from these methodologies are legitimate sources of information and basis for adjusting training sessions. Self assessment and self reflections, if properly recorded, in the provided space in the session plan would give the trainer an idea what to adjust to improve the attainment of knowledge and skills.

Trainee's satisfaction on the training session, activities that are unsuccessful, feedback from trainees among others are sources of important information which will lead to a successful adjustment in the training sessions.

Proper documentation and analysis of these important data should be done to serve as a basis for more scientific modifications in training.

Documentations should be submitted to proper authorities to serve as a basis for decision making about training methodologies and curriculum. These documents maybe very useful to the following:

1. Other instructors
2. The research team
3. The Vocational Instruction Supervisor
4. The administrators
5. Industry partners

Self-Check 2.5-4

Enumerate at least 5 sources of information which could be a basis for adjusting training session.

1.
2.
3.
4.
5.

Answer Key 2.5-4

1. Analysis of Pretest and Posttest scores
2. Training Program Evaluation
3. Trainee's Feedback on Training Session
4. Instructors' Self Evaluation of the training
5. Trainees' Satisfaction Survey results

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Other Materials

National TVET Trainers Academy (2007), Presentation Materials of AM/TM 1

Attachments

Attachment: 1. Sample Training Activity Matrix

2. Questionnaire for the Validation of this CBLM

Sample

Training Activity Matrix

Training Activity	Trainee	Facilities/Tools and Equipment	Venue (Workstation/ Area)	Date & Time	Remarks
	Eduardo Suarez	Modules for Plan Training Sessions (10)			for assessment
Do Jobsheets	Pepito V. Suba	Internet			
Prepare the requirements	Kathrine R. Angeles	References(Library)			for assessment
	Artemio A. Gatmaitan	Laptops			
	Conrado L. Mendoza	Workbooks		MAY 31, 2011	
	Eugene I. Penaranda	Templates	Plan Training Session		for assessment
		Sample Templates			
	Noli V. Bautista	Training Regulations			
	Norman C. Garcia	CBC			
	Jeffrey P. Kinkito	Soft Copy of Workbooks			
	Neil G. Santioque				
	Nestor T. Mercado	5 Modules		MAY 31, 2011	
Read the Information Sheets/Make requirements	Olive E. Abasta	Laptops			
	Lazaro B. Solis Jr.				FOR ASSESSment
	Guerlie G. Espina				
		Soft Copy of Workbooks			
		TR, CBC			
Prepare the requirements		5 Modules			
	Junjon L. Santuyo	Laptops			
		Workbook			
		Soft Copy of Workbooks			
	Ma. Lourdes L. Herrera			MAY 31, 2011	
Practice using the equipments	Rexie D. Argonza	LCD, Computer, DVD Player, Laptops, Modules workbook, Videos, powerpoint presentation, Video Cameras	Utilize Electronic Media in Facilitating Session		for assessment
	Florina R. Gaddi				for assessment
Do Jobsheets	Herwina C. Buenaventura				for assessment
	Alvin T. Castro			MAY 31, 2011	for assessment
	Jenica D. Dunglao				
	Ruby R. Villanueva				
		Soft copy of workbook, 15 modules	Facilitate Learning Sessions		

Technical Education and Skills Development Authority

National TVET Trainers Academy

VALIDATION OF COMPETENCY-BASED LEARNING MATERIALS (CBLMs)

QUESTIONNAIRE

Introduction:

The National TVET Trainers Academy (NTTA) of the Technical Education and Skills Development Authority (TESDA) is undertaking continuous validation of the herein contained Competency-Based Learning Materials (CBLMs), through their actual use, for purposes of improving the CBLMs.

The users of these CBLMs are encouraged to give their valuable comments and recommendations to meet the given purpose. The patience and diligence of the users in answering every item of the questionnaire are requested. All responses shall be treated with confidentiality. As found acceptable, the indicated comments and recommendations would be considered in the process of improvement of the materials.

Instruction:

The questionnaire is divided into two parts. **Part I** requires a more detailed and in-depth analysis of the materials in order to obtain important notes which would greatly contribute to their improvement. **Part II** is more general in approach in gathering comments on the CBLMs.

Please tick the box corresponding to your answer. If you tick NO, please write your comments, suggestions and observations on the space provided.

Please accomplish the Validation Instrument and submit to your trainer/facilitator at the end of the training.

Module Title :____

Name:____

Last First M.I.

Position/Designation:_________No. of Years of Experience as Trainer ___________

Title of Qualifications Earned:____

Educational Attainment:____

Training Institution/ Company____

Address: ____

Tel/CP Nos. __________________ E-mail Address: _________________________

Signature:______________________________Date:________________________

PART I

*Please check the appropriate box. Aside from the correctness and orderliness of the materials, please write on the space provided your specific comments, suggestion and observation especially when you check the box corresponding to the **NO** reply.*

1) COVER PAGE:

Does the Cover Page supplies enough information to immediately recognize that the material is a CBLM?

YES	NO

If the answer is **NO**, please indicate your suggestion/observation.

COVER PAGE:____

____

____

____

____

	YES	NO
2) Table of Content: Are all the materials inside the package listed down in correct sequential order ? ____ ____		
3) CBLM User's Guide: Does the CBLM User's Guide give clear direction on how to use the CBLM? ____ ____	YES	NO
4) List of Competency: Does this page inform and guide you on the scope of the material and give you a comprehensive top down perspective of the whole program? ____ ____	YES	NO

5) Module Content: Does this page help you understand the different activities of the module which conforms to the requirement of the competency standard/competency-based curriculum?

YES	
NO	If NO, please specify which part of the Module Content NOT helpful to you and give us your suggestion.

____
____
____

6) Competency Summary: Does this material give you clear introduction and description of the unit of competency you are about to learn, including the Learning Outcomes and Assessment Criteria?

YES	
NO	If NO, please specify which part of the Competency Summary not clear to you and give us your suggestion.

____
____
____

7) Learning Outcome Summary: Does the content of the Learning Outcome Summary give you a clear outline of the Contents, Performance Criteria, Condition and Assessment Method that would take place in a given Learning Outcome?

YES	
NO	If NO, please specify which part of the Learning Outcome Summary is not clear to you and give us your suggestion.

____
____
____

8) Learning Experience: Does the content of this page give you a clear and sequential guide to the activities in a specific Learning Outcome?

YES	
NO	If NO, please specify which part of the Learning Experience is not clear and in order.

____

____

9) Are the **Information Sheets** readable, easy to understand and address the knowledge requirements of the specific Learning Outcome?

YES	
NO	If **NO**, please specify which Information Sheet is not an appropriate learning content.

____

____

____

10) Are the **Information Sheets** sufficient to attain the knowledge required in the assessment criteria of the specific Learning Outcome? If not, please write the missing content on the spaces provided below.

YES	NO

LO1:____

LO2:____

LO3:____

LO4:____

LO5:____

11) Are the prepared **Self-Checks** have clear direction and relevant test items to measure the knowledge learned in the information sheet?

YES	
NO	If NO, please specify which Self-check do not have clear direction and relevant test items.

____

____

____

____

12) Are the **Task/Operation/Job Sheets** in appropriate sequence, easy to understand and would help in the attainment of the skills necessary for the learning outcome?

YES NO	If NO, please specify which Task/Operation/Job Sheet is:

NOT In appropriate sequence.____

____

____

NOT easy to understand____

____

____

would NOT help in the attainment of the skills necessary for the learning outcome

____

____

____

13) Are the **Task/Operation/Job Sheets** sufficient to attain the skills required in the assessment criteria of each learning outcome?

YES NO	If NO, please specify which Task/Operation/Job Sheet should be included in the LOs below:

LO1:____

LO2:____

LO3:____

LO4:____

LO5:____

14) Are the **Procedural/Performance Criteria Checklists** valid, sufficient and available for every Operation/Task/Job Sheets?

YES NO	If **NO**, please specify the appropriate Procedural/Performance Criteria Checklist.

____

____

____

15) Is the list of references/ bibliography of materials for further readings or Acknowledgement page included in this package?	
	If **NO**, please specify which module does NOT have the Bibliography or Acknowledgement page
____ ____	

PART II

Competency-Based Learning Materials Checklist **Directions:** Rate the CBLM against each of the following criteria. Place a tick [**/**] in the NO or YES box beside each item to indicate how well the materials meet the criterion.	Unit of Competency:
	Title of Module:
	Title of LO:

	Yes	**No**	**Comments**
1. The learning materials contain the following basic components:			
a. clear directions for using the learning materials or self explanatory format			
b. a rationale or introduction explaining the purpose and importance of the skill or knowledge being covered.			
c. a competency statement of learning outcomes			
d. clear, complete explanations of the activities to be completed in order to achieve each learning outcomes			
e. instructions sheet or reference to other resources/references containing the needed information			
f. device for immediate feedback			

g. a performance checklist designed to measure actual student performance of the competency			
2. The learning materials also contain the following components:			
a. listing of prerequisites			
b. definition of terms			
c. Job sheets/Task Sheets			
d. Self-checks			
d. assessment instrument			
3. The learning material either includes all necessary materials or clearly specifies what outside materials are needed			
4. The learning material contains a variety of activities to suit a range of learning abilities and style			
5. The learning materials provides opportunities for trainees to interact with peers, trainer, and others			
6. Supplementary enrichment activities are provided to meet the needs and interest of the trainees.			

Other Comments/Suggestions:

____

____

____

____

Thank you for your patience and diligence in answering every item
of the questionnaire, as requested.

- from the NTTA Family -

Director

Dir. F. B. Zurbano

NATIONAL TVET TRAINERS ACADEMY

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The Competency-Based Learning Materials contained herein support the development of the competency **Facilitate Learning Sessions,** which is one of the competencies of a Technical Education and Skills Development trainer under the Deliver Training Session competency of the Trainers Methodology Level I Qualification, in reference to the Philippine TVET Trainers Qualification Framework.

The PTTQF is the system that establishes the structure and specifies the competency standards, as bases for certification of TESD trainers given different roles and qualification levels as follows: TM Level I: Trainer/Assessor; TM Level II: Training Designer/Developer; TM Level III: Training Mentor; and TM Level IV: Master Trainer.

The competencies under the TM Level I Qualification include the following:

Deliver Training Session

- Plan Training Sessions;
- Facilitate Learning Sessions;
- Supervise Work-Based Learning;
- Utilize Electronic Media in Facilitating Training;
- Maintain Training Facilities; and

Conduct Competency Assessment.

Technical Education and Skills Development Authority

National TVET Trainers Academy

The National TVET Trainers Academy of the Technical Education and Skills Development Authority leads in training and development of TESD trainers aligned to industry requirements. The NTTA is highly recognized for its global expertise, state-of-the-art training technologies and innovative programs and services, whose graduates are sought for employment both local and overseas.

The NTTA serves the TESD trainers by providing them with continuous and integrated programs that help them attain the appropriate qualification. By doing this, it helps TESDA achieves its purpose of providing quality TESD; and drives the Authority's economic model through proactively responding to TESD trainers' training needs based on industry demands.

Continuously, the NTTA improves its programs to exceed its customers' satisfaction level. Its programs are also explicitly designed such that other than graduates, secondary output training materials are produced resulting to savings tantamount to materials development cost. In addition, the NTTA empowers its regional

For inquiries, please contact:

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