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QUALIFICATIONS PACK - OCCUPATIONAL STANDARDS FOR TRAINING AND ASSESSMENT

What are Occupational Standards(OS)?

- OS describe what individuals need to do, know and understand in order to carry out a particular job role or function
- OS are performance standards that individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding

Contact Us:

SSC contact details

E-mail: write the email address



Contents

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Introduction Arial Bold 16

Qualifications Pack- TVET Trainer

SECTOR: [INSERT SECTOR NAME ,FONT: CALIBRI(BODY),UPPER CASE,FONT SIZE 12]

SUB-SECTOR: [Insert Sub-sector name here, Font: Calibri(Body), size 12]

OCCUPATION: TVET Trainer

REFERENCE ID: [Insert QP code, Font: Calibri(Body), Font size 12]

ALIGNED TO: NIL

TVET Trainer: TVET Trainers deliver accredited training services in the training and vocational education and training (VET) sector.

Brief Job Description: TVET Trainers deliver accredited training services in the training and vocational education and training (TVET) sector. They deliver training in an industry area or area of subject matter expertise in a range of contexts in accordance with scope of their certification by the relevant Sector Skills Council. Training may be delivered in a class room in the facilities of a training organisation or in the workplace.

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

Job Details	Qualifications Pack Code	[Insert QP code, Font: Calibri(Body), Font size 12,Bold]		
	Job Role	TVET Trainer		
	Credits(NSQF)	To be determined	Version number	[Insert Version number, Font: Calibri(Body), Font size 12,Bold]
	Sector	[Insert Industry name, Font: Calibri(Body), Font size 11,Bold]	Drafted on	[Insert dd/mm/yy, Font: Calibri(Body), Font size 11,Bold]
	Sub-sector	[Insert Sub-sector name, Font: Calibri(Body), Font size 11,Bold]	Last reviewed on	[Insert dd/mm/yy, Font: Calibri(Body), Font size 11,Bold]
	Occupation	TVET Trainer	Next review date	[Insert dd/mm/yy, Font: Calibri(Body), Font size 11,Bold]

Job Role	TVET Trainer
Role Description	TVET Trainers deliver accredited training services in the training and vocational education and training (VET) sector.
NSQF level	4
Minimum Educational Qualifications*	Year 10 or equivalent standard in literacy and numeracy
Maximum Educational Qualifications*	Not Applicable
Training (Suggested but not mandatory)	As per the standards set by relevant SSC to practice in different industry sectors.
Experience	As per the standards set by relevant SSC to practice in different industry sectors.
Applicable National Occupational Standards (NOS)	<p>Compulsory:</p> <ol style="list-style-type: none"> 1. NOS 01 Work effectively within Indian TVET sector 2. NOS 03 Maintain and enhance professional practice and technical competency 3. NOS 06 Deliver competency based training 4. NOS 26 Support and coach learners
Performance Criteria	As described in the relevant OS units]

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

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

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

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Qualifications Pack For TVET Trainer



Unit Code	Unit Code is a unique identifier for an Occupational Standard , which is denoted by an 'N'.
Unit Title	Unit Title gives a clear overall statement about what the incumbent should be able to do.
Vertical	Vertical may exist within a sub-sector representing different domain areas or the client industries served by the industry. In the column “
Vocational Competency	Broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the sector.

Definitions

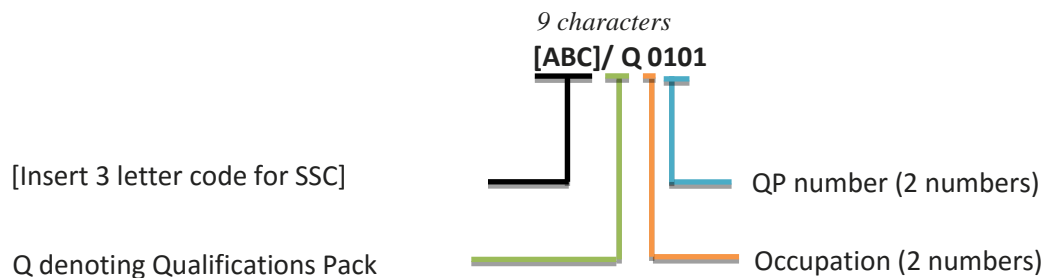
Keywords /Terms	Description
[Insert applicable acronyms used in the document here, Font: Calibri(Body) Font size 11]	[Insert applicable full-forms against acronyms listed here, Font: Calibri (Body) Font size 11].
TVET	Training and vocational education and training

Acronyms

Annexure

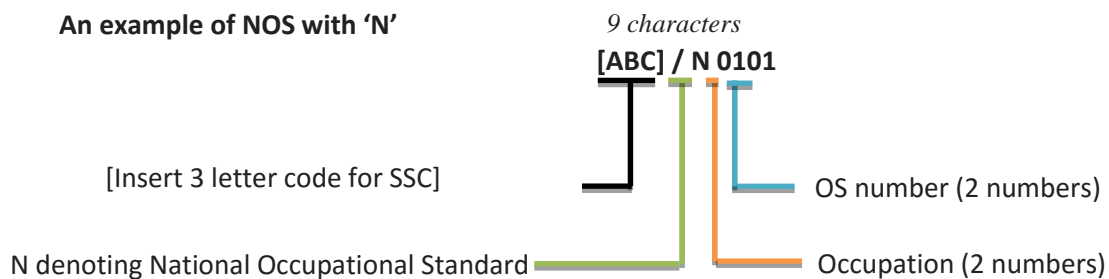
Nomenclature for QP and NOS

Qualifications Pack



Occupational Standard

An example of NOS with 'N'



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The following acronyms/codes have been used in the nomenclature above:

Sub-sector	Range of Occupation numbers
[Insert Name of Sub-sector1, Font: Calibri (Body), size 11, Bold]	[Insert range]
[Insert Name of Sub-sector2, Font: Calibri (Body), size 11, Bold]	[Insert range]
[Insert Name of Sub-sector3, Font: Calibri (Body), size 11, Bold]	[Insert range]
[Insert Name of Sub-sector4, Font: Calibri (Body), size 11, Bold]	[Insert range]
...	...

Sequence	Description	Example
Three letters	Industry name	[ABC, Font: Calibri (Body), size 11]
Slash	/	/
Next letter	Whether QP or NOS	N
Next two numbers	Occupation code	01
Next two numbers	OS number	01

NOS 1 Work effectively within Indian TVET sector

National Occupational Standard

Overview

This Occupational Standard describes the knowledge, understanding and skills required to work effectively within Technical and Vocational Education (TVET) sector

Unit Code	Code as per protocol for NOS development
Unit Title (Task)	Work effectively within TVET sector
Description	This unit specifies the performance outcomes, skills and knowledge required to work effectively within Indian TVET sector
Scope	<p>This unit is common to many job roles in the Indian skills system.</p> <p>The unit covers sector requirements to:</p> <ul style="list-style-type: none"> • Work within the Indian skills system • Work within the organisation’s quality framework • Manage work and work relationships and work effectively in the workplace • Apply a client focused approach • Work ethically • Apply Health, Safety and Environment (HSE) practices in a training / assessment environment
Elements and Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
1. Work within the Indian skills system	PC1. Access information and advice on policies and programs in the Indian skills system on a regular basis and apply knowledge to work performed in accordance with organisational procedures
2. Work within the organisation’s quality framework	PC2. Undertake work according to the organisation’s quality assurance policies, procedures, processes and codes of conduct. PC3. Undertake work according to relevant ethical and legal responsibilities.
3. Manage work and work relationships and work effectively in the workplace	PC4. Plan and undertake work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes. PC5. Obtain, evaluate and act upon feedback from clients and colleagues PC6. Perform tasks to the required workplace standard PC7. Complete administrative duties accurately, systematically and within required timeframes PC8. Effectively use established communication systems and protocols in the workplace
4. Apply a client focused approach	PC9. Identify clients and their needs through effective communication and use this information to develop effective work practices and outcomes.
5. Work ethically	PC10. Protect the rights of the client/learner when delivering services PC11. Ensure services are delivered equally to all clients regardless of personal and cultural beliefs PC12. Recognise potential ethical issues in the workplace and discuss with an appropriate person PC13. Recognise unethical conduct and report to an appropriate person PC14. Apply organisational guidelines and legal requirements on disclosure and confidentiality PC15. Demonstrate awareness of personal values and attitudes to ensure non-

	judgemental practice PC16. Recognise, avoid and/or address any conflict of interest
6. Apply HSE practices in a training / assessment environment	PC17. Promote a safe working environment and adhere to risk management strategies for clients, colleagues and others who enter the workplace, in accordance with duty of care requirements PC18. Identify, control and report HSE issues relating to immediate work environment according to procedures PC19. Work safely and apply HSE practices in the training environment including using appropriate personal protective equipment (PPE) where required PC20. Follow emergency response procedures PC21. Document safety records according to organisational policies.
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA1. Organisation’s quality assurance, policies and procedures such as: a. enrolment and induction/orientation b. complaints, grievances and appeals c. assessment, including skills recognition, pre- assessment and appeals d. training support requirements, for example, language, literacy, numeracy and disability needs e. fees f. access and equity g. welfare and guidance h. issuance of qualifications i. risk management j. continuous improvement k. Health Safety and Environment (HSE) l. staff disciplinary procedures m. financial and records management n. management processes for learning resources and learning materials o. recruitment and induction of personnel p. staff qualifications KA2. the training and/or assessment organisation's systems, policies and procedures KA3. relevant vocational education and training terminology appropriate to the work role KA4. the diversity of clients, client needs, client expectations for technical and vocational education and training services KA5. Organisation procedures relating to: • how to report and minimise risks • dealing with conflict and poor working relationships • resource usage and financial responsibility • established communications systems and protocols • workplace safety and risk management KA6. techniques of effective time management, workload management and contingency management KA7. Organisational performance standards and timeframes KA8. Purpose of quality assurance and quality improvement practice and processes

	by which improvements to protocols, guidelines, programmes, services and organisational systems/requirements should be reported
B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Key principles of the National Skills Qualification Framework (NSQF) and National Skills Development Policy 2009</p> <p>KB2. Processes and techniques to recognise, utilise, support and develop the skills and expertise of team members and support staff</p> <p>KB3. The principles of team work and the characteristics of high performing teams and how to apply them to own and team work outcomes</p> <p>KB4. Equity, social inclusion and anti-discrimination policy</p> <p>KB5. Industry national occupational standards relevant to area</p> <p>KB6. Current national quality assurance arrangements for training organisations and assessing bodies</p> <p>KB7. The principles of competency-based training and assessment, for example:</p> <ol style="list-style-type: none"> a. National Occupational Standards define performance outcomes, applied knowledge and skills needed for work b. National Occupational Standards form the basis for teaching and learning and training delivery in recognised TVET c. learning is outcomes focused not inputs driven d. National Occupational Standards establish requirements for assessment e. assessment is criterion referenced/not norm referenced f. assessment is reported as competent/not yet competent g. National Occupational Standards are industry defined and have a national focus <p>KB8. Ethical practice such as:</p> <ol style="list-style-type: none"> a. Distinction between ethical and legal problems b. Importance of ethics in practice c. Principles and practices for upholding the rights of the client d. Principles and practices of confidentiality e. Relevant standards and codes of practice in the sector f. Rights and responsibilities of clients g. Rights and responsibilities of workers h. Specific principles underpinning duty of care and associated legal requirements i. Strategies for addressing common ethical issues j. Principles of ethical decision-making k. Reporting mechanisms for suspected unethical conduct <p>KB9. Health Safety and Environment practices including</p> <ol style="list-style-type: none"> a. The appropriate use of personal protective equipment- hand gloves, safety shoes, safety goggles, masks, apron b. Safe use of tools and equipment c. Taking action and reporting hazardous events d. Communication protocols for reporting risks and hazardous events e. Organisational job roles, responsibilities and compliance accountabilities
Skills (S)	
A. Core Skills/ Generic	Writing Skills

Skills	The user/ individual on the job needs demonstrate ability to: SA1. write documents for a range of vocational education and training audiences and purposes SA2. report hazardous events and risks
	Reading Skills
	The user/individual on the job needs: SA3. language and literacy skills to read and interpret a range of documentation, including technical and subject matter documents, references and texts
	Oral Communication (Listening and Speaking skills)
	The user/individual on the job needs to demonstrate how to: SA1. communicate with personnel across all levels of the organisation and with clients SA2. understand and use vocabulary and terminology specific to the vocational education and training environment SA3. actively listen and summarise key points, make evaluative judgements and articulate verbally to a client or colleague SA4. facilitate discussions to encourage problem solving, sharing of strategies, and exploring different solutions to problems SA5. work effectively as a team member to cultivate collaborative and participative work relationships
	Technology skills
	The user/individual on the job needs to demonstrate how to: SA6. Use computer hardware and relevant software SA7. Use office/business equipment SA8. Use the appropriate personal protective equipment (PPE) SA9. Operate and use tools and equipment properly as per Standard Operating Procedures (Company standards).

B. Professional Skills	Decision Making
	The user/individual on the job needs to demonstrate : SB1. How to identify and access relevant sources of national vocational education and training policies, frameworks, legislation and guidelines and apply to own work SB2. Respond quickly and to take safety precautions for different hazardous situations.
	Plan and Organize
	The user/individual on the job needs to demonstrate : SB1. How to plan and organise own work SB2. How to manage work and work relationships
	Customer Centricity
	The user/individual on the job needs demonstrate: SB3. How to identify and meet client and student needs
	Problem Solving

	The user/individual on the job needs to demonstrate: SB4. cognitive and interpretation skills to interpret and apply national and organizational policy documents and client needs SB5. application of problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
	Analytical Thinking
	The user/individual on the job needs to demonstrate : SB6. N/A
	Critical Thinking
	The user/individual on the job needs to demonstrate : SB7. N/A

NOS Version Control

NOS Code			
Credits(NVEQF/NVQF/NSQF) [OPTIONAL]		Version number	
Industry		Drafted on	
Industry Sub-sector		Last reviewed on	
		Next review date	

NOS 3 Maintain and enhance professional practice and technical competency

National Occupational Standard

Overview

This Occupational Standard describes the knowledge, understanding and skills required to maintain and enhance professional practice and technical competency

Unit Code	Code as per protocol for NOS development
Unit Title (Task)	Maintain and enhance professional practice and technical competency
Description	This unit specifies the performance outcomes, skills and knowledge required for individuals to manage their personal professional performance and to take responsibility for their professional development in relation to the provision of training and/or assessment services.
Scope	<p>Application of this unit should be contextualised to reflect specific workplace requirements and practices.</p> <p>The unit covers sector requirements to:</p> <ul style="list-style-type: none"> • Model high standards of performance • Determine professional development needs and prepare development plan • Participate in professional development and up skilling activities. • Reflect on and evaluate professional practice
Elements and Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
1. Model high standards of performance	<p>PC1. Perform consistently in accordance with the organisation's goals and objectives and organisational/professional codes of conduct</p> <p>PC2. Demonstrate behaviours that promote professionalism in the learning environment</p> <p>PC3. Reflect individual responsibilities and accountabilities in work goals and plans in accordance with organizational and legal requirements.</p> <p>PC4. Apply ethical and inclusive practices in professional practice</p>
2. Determine professional development needs and prepare development plan	<p>PC5. Receive feedback on own performance at different levels</p> <p>PC6. Use feedback from colleagues and clients to identify personal learning needs and areas of professional development.</p> <p>PC7. Research industry and skills sector trends and skill needs to identify personal development needs according to career goals.</p> <p>PC8. Prepare a personal development plan in consultation with relevant colleagues and associates.</p>
3. Participate in professional development and up skilling activities.	<p>PC9. Identify and pursue development opportunities to support continuous learning and maintain currency of professional practice.</p> <p>PC10. Participate in formal and informal professional networks to support continuous learning.</p> <p>PC11. Undertake training and assessment to achieve relevant identified competencies in line with personal development plan.</p>
4. Reflect on and evaluate professional practice	<p>PC12. Research developments and trends impacting on professional practice and integrate into work performance</p> <p>PC13. Use feedback from colleagues/clients to identify and introduce continuous improvements in work performance</p> <p>PC14. Contribute to continuous improvement of systems and processes in the</p>

	workplace.
Knowledge and Understanding (K)	
B. Organizational Context (Knowledge of the company / organization and its processes)	The user/individual on the job needs to know and understand: KA9. The goals and objectives of the organisation/workplace KA10. The organisational code of conduct KA11. How to determine professional development needs and develop development plan processes, procedures and opportunities relating to professional development and ongoing skill development within and outside the organisation
B. Technical Knowledge	The user/individual on the job needs to know and understand: KB10. How to use professional techniques and strategies such as: a. presenting a confident and assured manner in challenging situations b. maintaining ethical practice c. using motivation strategies d. managing time prudently e. acknowledging and respecting the attitudes and beliefs of others f. promoting active participation KB11. Behaviours that promote professionalism in the learning environment such as: a. maintaining professional relationships with learners b. setting and maintaining boundaries between trainer/assessor and learner c. respecting the individuality of the learner d. being respectful; honest; non-judgemental; positive and encouraging; diplomatic e. motivating and inspiring learners KB12. How to use feedback obtained from: a. formal/informal performance appraisals b. comments from supervisors and colleagues c. comments from trainees and/or clients d. personal reflections on performance e. routine organisational methods for monitoring service delivery KB13. The application of ethical and inclusive practices such as: a. demonstrating probity in all areas of responsibility b. modelling organisational/professional codes of conduct c. reinforcing ethical conduct in interactions with others d. showing sensitivity and respect for individual diversity and culture e. recognising and utilising difference to develop individuals f. fostering a culture of inclusiveness KB14. The components of a Personal Professional Development plan such as: a. identified skills gap if relevant b. work and personal career objectives c. identified areas requiring development d. learning opportunities/activities e. relevant work activities/projects f. links to organisational training needs

	<p>KB15. The variety of development opportunities such as:</p> <ol style="list-style-type: none"> a. undertaking further higher education/TVET qualifications b. participating in skills gap training c. industry attachment d. undertaking professional development in specific areas of practice e. internal training/development programs f. relevant conferences, seminars and workshops g. reading relevant journals and literature h. networking with internal/external colleagues i. coaching and/or mentoring <p>KB16. How to access professional networks such as:</p> <ol style="list-style-type: none"> a. informal networks with: <ol style="list-style-type: none"> i. other trainers/facilitators, assessors ii. people working in industry/vocational area iii. contacts in vocational education and training b. formal networks such as: <ol style="list-style-type: none"> i. local/interstate assessor/trainer networks ii. regional, specialist associations iii. professional/occupation associations <p>KB17. Continuous improvement techniques and processes such as:</p> <ol style="list-style-type: none"> a. evaluation b. records review and maintenance c. self-assessment d. business/operational planning e. ongoing education and training f. team meetings and networking <p>KB18. Social and education trends and changes impacting on the technical and vocational education and training(TVET) environment, for example:</p> <ol style="list-style-type: none"> a. policy changes b. technological changes c. cultural changes d. socio-economic changes <p>KB19. Relevant policies, codes of practice and national standards including key principles of the National Skills Qualification Framework (NSQF) and National Skills Development Policy 2009</p>
Skills (S)	
C. Core Skills/ Generic Skills	Writing Skills
	The user/ individual on the job needs to demonstrate how to:
	SA4. document personal learning needs SA5. complete and maintain records related to professional development
	Reading Skills
	The user/individual on the job needs to demonstrate:
	SA6. literacy skills to:
	<ul style="list-style-type: none"> • read and interpret vocational education and training information such as legal/ organisational policy documents • read relevant industry and TVET journals and literature

	Oral Communication (Listening and Speaking skills)
	The user/individual on the job needs to demonstrate: SA1. communication skills to: <ul style="list-style-type: none"> • obtain feedback from colleagues and clients • participate in professional networks • consult with colleagues and clients • participate in industry events and activities • build professional relationships
	Technology skills
	The user/individual on the job needs to demonstrate how to: SA10. Use computer hardware and relevant software SA11. Use office/business equipment
D. Professional Skills	Decision Making
	The user/individual on the job needs to demonstrate: SB3. N/A
	Plan and Organize
	The user/individual on the job needs to demonstrate: SB4. How to plan and conduct self-assessment to determine own technical competencies. SB5. How to organise professional development activities
	Customer Centricity
	The user/individual on the job needs to demonstrate: SB6. N/A
	Problem Solving
	The user/individual on the job needs to demonstrate: SB7. N/A
	Analytical Thinking
	The user/individual on the job needs to demonstrate how to: SB8. systematically evaluate personal work practices to improve performance or understanding SB9. undertake a self-evaluation to identify gaps in skills or knowledge SB10. analyse and identify career options SB11. apply research skills to: <ul style="list-style-type: none"> • keep up with trends in vocational education and training to obtain current information • identify relevant industry affiliations • Identify and keep up with trends/changes/developments in the vocational area of competency and relevant sectors
Critical Thinking	
The user/individual on the job needs to demonstrate:	

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	SB12. N/A
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NOS Version Control

NOS Code			
Credits(NVEQF/NVQF/NSQF) [OPTIONAL]		Version number	
Industry		Drafted on	
Industry Sub-sector		Last reviewed on	
		Next review date	

NOS 6 Deliver competency based training

National Occupational Standard

Overview

This Occupational Standard describes the knowledge, understanding and skills required to deliver competency based training

Unit Code	Code as per protocol for NOS development
Unit Title (Task)	Deliver competency based training
Description	This National Occupational Standards specifies the performance outcomes, skills and knowledge to deliver competency based training. It typically applies to a TVET trainer and applies to group based delivery.
Scope	<p>Application of this unit should be contextualised to reflect specific workplace requirements and practices.</p> <p>The unit covers sector requirements to:</p> <ul style="list-style-type: none"> • Organise and check training facilities and aids • Assist learner to develop a strategy to address their needs and interests • Conduct training session • Collect and review learner feedback • Undertake post-training activities
Elements and Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
1. Organise and check training facilities and aids	<p>PC15. Prepare and set up suitable training facilities, training equipment, aids and tools considering the learners’ requirements, learning styles and preferences, and the specifications of the session plan.</p> <p>PC16. Carry out a risk assessment of the learning environment</p>
2. Conduct training session	<p>PC17. Explain competency-based training and assessment system to the learners and provide learners with information about how the competencies to be achieved relate to job profiles, educational and training pathway requirements and employment opportunities</p> <p>PC18. Conduct learning session according to session plan including demonstration of work skills where appropriate</p> <p>PC19. Deliver training using a range of training processes such as delivering information, explanation, demonstration, interaction, learner practice and consolidation to optimise learner experiences</p> <p>PC20. Apply learning principles and appropriate training methods and make reasonable adjustments to delivery - and session plans if required - according to individual and group learner needs</p> <p>PC21. Provide additional assistance to individual learners as required to achieve session outcomes</p> <p>PC22. Create and maintain a positive learning environment</p> <p>PC23. Maintain professional relationships with learners and manage learner behaviour to maintain a positive learning environment</p> <p>PC24. Maintain and store learners records according to organisational policy and procedures</p>

<p>3. Undertake formative assessment</p>	<p>PC25. Undertake formative assessment by using appropriate tools and instruments to provide ongoing feedback and support to learners to improve their learning and performance</p> <p>PC26. Use assessment tools to:</p> <ul style="list-style-type: none"> • monitor learner progress against program and session objectives • identify learner learning needs against required curriculum • assess learning styles • assess learner soft skills • provide feedback to learners on progress <p>PC27. Complete learner assessment records accurately and submit or process as required in the required timeframes</p>
<p>4. Collect and review learner feedback</p>	<p>PC28. Distribute feedback forms to learners and encourage learners to complete them without undue influence</p> <p>PC29. Collect and review feedback forms to identify any implications for own practice</p> <p>PC30. Summarise the feedback and transmit all forms and the summary to supervisor / evaluation or instructional design team</p> <p>PC31. Maintain learner confidentiality according policies and procedures.</p> <p>PC32. Evaluate own planning and delivery skills</p>
<p>5. Undertake post-training activities</p>	<p>PC33. Perform housekeeping activities such as:</p> <ul style="list-style-type: none"> • monitoring the cleanliness and tidiness of the training room • notifying maintenance requirements of any damaged items to appropriate personnel • securing equipment and tools in safe places in accordance with procedures <p>PC34. Ensure that training equipment and tools are maintained by:</p> <ul style="list-style-type: none"> • Checking that training equipment and tools are in good operating order • Reporting training equipment and tools that are not in good operating order in accordance with organisational procedures • Where training equipment and tools are identified as a safety hazard, taking immediate action to remediate the hazard including removing from the room and report in accordance with organisational procedures <p>PC35. Complete learner records accurately and submit or process and in the required timeframes</p>
<p>Knowledge and Understanding (K)</p>	
<p>C. Organizational Context (Knowledge of the</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA12. Training Organisation’s system policies and procedures such as:</p> <ol style="list-style-type: none"> a. candidate selection

<p>company / organization and its processes)</p>	<ul style="list-style-type: none"> b. rational and purpose of competency-based assessment c. assessment records/data management/ information management d. recognition of prior learning/credit arrangements e. trainer - needs, qualifications, maintaining currency f. learner grievances/complaints g. evaluation h. costs/resourcing i. access and equity/reasonable adjustment <p>KA13. links with overall quality management system</p> <p>KA14. organizational record-management systems and reporting requirements</p> <p>KA15. policies and procedures relevant to the learning environment</p> <p>KA16. Health Safety and Environment issues relating to delivery of competency based training</p> <p>KA17. Work area inspection procedures and practices</p> <p>KA18. Waste and dangerous materials disposal procedures and practices</p> <p>KA19. Procedures for the recording, reporting and maintenance of workplace equipment</p>
<p>B. Technical Knowledge</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB20. Principles of adult learning and how to apply them in training delivery such as:</p> <ul style="list-style-type: none"> a. training needs to be learner-centred to engage learners b. adults have a need to be self-directing and decide for themselves what they want to learn c. adults have a range of life experience, so connecting learning to experience is meaningful d. adults have a need to know why they are learning something e. the learning process needs to support increasing learner independence f. emphasis on experimental and participative learning g. use of modelling h. the learning process should reflect individual circumstances <p>KB21. Theories adult learning and how to apply them in training delivery such as:</p> <ul style="list-style-type: none"> a. behavioural learning theory b. cognitive learning theory c. information processing theory d. andragogy <p>KB22. Theories of learning styles and how to apply them in training delivery such as:</p> <ul style="list-style-type: none"> a. auditory b. visual

	<ul style="list-style-type: none">c. kinaestheticd. left/right braine. global/analyticalf. theoreticalg. activisth. pragmatisti. reflective <p>KB23. How to set up training facilities, training equipment and tools such as:</p> <ul style="list-style-type: none">a. Room appropriate to the style of deliveryb. Data projector and laptop computer and speakers (or overhead projector with relevant PowerPoint slides)c. Projection screend. Flip charts with butchers paper and markerse. Whiteboard and whiteboard markersf. Facilitator’s Guideg. Learner’s Guide and any other learning materials and resourcesh. Other equipment specified in session plan <p>KB24. Competency based curriculum documents and learning materials</p> <p>KB25. The use of assessment tools to identify individual learning needs such as:</p> <ul style="list-style-type: none">a. one-to-one discussionb. self-assessmentc. formal assessment tools <p>KB26. How to identify and meet individual learner needs and styles such as:</p> <ul style="list-style-type: none">a. Visualb. Auditoryc. Kinaestheticd. Physicale. Languagef. specific learning difficulties. <p>KB27. How to apply assessment tools (in a formative assessment context) such as:</p> <ul style="list-style-type: none">• the instrument and the procedures for gathering and interpreting evidence in accordance with designated assessment methods• instruments to be used for gathering evidence, such as:<ul style="list-style-type: none">▪ profile of acceptable performance measures▪ templates and proformas▪ specific questions or activities▪ evidence and observation checklists▪ checklists for evaluating work samples▪ candidate self-assessment materials▪ procedures, information and instructions for the
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	<p>assessor and candidate relating to the use of assessment instruments and assessment conditions.</p> <p>KB28. factors that affect learning such as:</p> <ol style="list-style-type: none"> a. physical e.g. temperature, health, hunger, personal concerns; b. social, emotional e.g. attitude, motivation, behaviour, cognitive, environmental <p>KB29. Techniques to create and maintain a positive learning environment such as:</p> <ol style="list-style-type: none"> a. encouraging learner participation b. using interactive learning approaches to transfer skills and knowledge to learners c. using the diversity of the group as a resource to support learning d. using facilitation skills to ensure effective participation and group management e. using presentation skills to convey understanding of key concepts and central ideas f. monitoring non-verbal and verbal communication of participants g. using learning resources to enhance the learning experience for all learners h. delivering at appropriate pace i. ensuring and encouraging two-way communication including provide opportunities for learners to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences j. summarising key concepts and ideas at strategic points to facilitate learner understanding k. monitoring learner progress with tasks and learning activities based on session plan. l. measuring the achievement of learning outcomes by formative assessment <p>KB30. Techniques to provide constructive feedback to improve learner’s competence.</p> <p>KB31. How to administer and interpret formative assessment tools and instruments</p> <p>KB32. How to implement program delivery and session delivery plans</p> <p>KB33. Industry area and subject matter of the delivery</p> <p>KB34. Characteristics and needs of individual learners in the group</p> <p>KB35. Different delivery methods and techniques appropriate to face-to-face group delivery</p>
Skills (S)	
E. Core Skills/	Writing Skills

Generic Skills	The user/ individual on the job needs to demonstrate how to: SA7. Complete and maintain student records and documentation SA8. Use writing on white boards and flip charts as a training tool
	Reading Skills
	The user/individual on the job needs to demonstrate how to: SA9. read and follow learning programs and session plans SA10. read and analyse learner information
	Oral Communication (Listening and Speaking skills)
	The user/individual on the job needs to demonstrate: SA11. Presentation skills to ensure delivery is engaging and relevant, including: <ul style="list-style-type: none"> • speaking with appropriate tone and pitch • using language appropriate to audience • presenting in a confident and enthusiastic manner • demonstrates a sound knowledge of the subject matter • delivering information in a clear, concise, and logical manner • encouraging and dealing appropriately with questions • using active listening techniques such as paying attention, observing behaviour and body language, interpreting body language, paraphrasing, reflecting and respectful responding • effectively using various audio-visual media to enhance presentations SA12. Group facilitation skills to ensure that: <ul style="list-style-type: none"> • every individual has an opportunity for participation and input including drawing out the quiet participants and controlling the domineering ones • ground rules are established • group cohesion is maintained • information is captured in people’s own words • instructions are given clearly and briefly • appropriate communication skills are modelled: listening; repeating and summarizing • behaviours being taught are modelled • time and pace are taken care of • time is managed to ensure content is covered • discussion is kept on track and balanced among participants by monitoring time spent • disrupters are managed effectively • behaviour that puts others at risk is observed, interpreted and addressed • discussion and group interaction are enhanced

	<p>SA13. The application of active listening techniques such as:</p> <ul style="list-style-type: none"> • Appropriate brief encouragers • Reflection of feelings /thoughts, behaviours and experience (content) • Hearing the learner’s concerns • Paraphrasing (reflection of content) • Using open and closed questions to expand or clarify understanding • Understanding the learner’s context • Summarising and closure • Open and closed questions • Balancing the frequency of questions <p>SA14. How to:</p> <ul style="list-style-type: none"> • motivate learners to transfer skills and knowledge • engage with the learner • maintain appropriate relationships and ensure inclusivity
	<p>Technology skills</p> <p>The user/individual on the job needs to demonstrate how to:</p> <p>SA15. use computers to produce documents, prepare PowerPoint presentations, and communicate through email and the web</p>
<p>F. Professional Skills</p>	<p>Decision Making</p> <p>The user/individual on the job needs to demonstrate how to:</p> <p>SB13. N/A</p> <p>Plan and Organize</p> <p>The user/individual on the job needs to demonstrate:</p> <p>SB14. Time management skills to:</p> <ul style="list-style-type: none"> • determine time allocations for each part of the session plan • determine overall session time • determine how many sessions may be required • schedule training sessions <p>Customer Centricity</p> <p>The user/individual on the job needs to demonstrate:</p> <p>SB15. Observation skills to monitor individual and group progress</p> <p>Problem Solving</p> <p>The user/individual on the job needs to demonstrate:</p> <p>SB16. Use of conflict resolution and negotiation skills to:</p> <ul style="list-style-type: none"> • identify critical points, issues, concerns and problems • identify options for changing behaviours <p>SB17. Managing inappropriate behaviour such as:</p> <ul style="list-style-type: none"> • violent or inappropriate language • verbal or physical abuse or bullying • insensitive verbal or physical behaviour towards other

	<p>learners or the trainer/facilitator, including cultural, racial, disability or gender-based insensitivities</p> <ul style="list-style-type: none"> • dominant or overbearing behaviour • disruptive behaviour • non-compliance with safety instructions.
	<p>Analytical Thinking</p>
	<p>The user/individual on the job needs to demonstrate how to:</p> <p>SB18. Recognise and be sensitive to individual difference and diversity, for example:</p> <ul style="list-style-type: none"> • being sensitive to and valuing culture • acting without bias/discrimination • responding to individuals with particular needs
	<p>Critical Thinking</p>
	<p>The user/individual on the job needs to demonstrate:</p> <p>SB19. The applications of reflection skills to:</p> <ul style="list-style-type: none"> • identify areas for improvement • maintain own skill development

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NOS Version Control

NOS Code			
Credits(NVEQF/NVQF/NSQF) [OPTIONAL]		Version number	
Industry		Drafted on	
Industry Sub-sector		Last reviewed on	
		Next review date	

NOS 26 Support and coach learners

National Occupational Standard

Overview

This Occupational Standard describes the knowledge, understanding and skills required to support and coach learners

Unit Code	Code as per protocol for NOS development
Unit Title (Task)	NOS 26 Support and coach learners
Description	This unit describes the performance outcomes, skills and knowledge required to provide support and coaching to learners. It describes the skills to identify issues that may impact on learner’s progression and to provide then with the additional support for success.
Scope	<p>This unit applies to individuals providing TVET Trainers who provide support to students, with some supervision and guidance, in a training provider context.</p> <p>The unit covers sector requirements to:</p> <ul style="list-style-type: none"> • Identify support needs of learners • Provide support to learners to meet identified needs, within scope of role • Support individual students with additional needs in the training session • Provide coaching and motivation
Elements and Performance Criteria(PC) w.r.t. the Scope	
Element	Performance Criteria
1. Identify support needs of learners	<p>PC36. Identify limitations in scope of own role in providing support to learners</p> <p>PC37. Establish rapport and a trusting relationship with learners to identify learner</p> <p>PC38. Seek information about issues of concern with sensitivity and respect for the physical, emotional and cultural safety and security of those affected</p> <p>PC39. Observe learner to identify any signs of emotional stress</p> <p>PC40. Seek additional related information from family and/or others as required and with consent of the learner</p> <p>PC41. Record learner background information obtained according to principles of confidentiality and organisational procedures</p>
2. Provide support to learners to meet identified needs, within scope of role	<p>PC42. Show respectful, empathic understanding to clarify the nature and depth of learner feelings</p> <p>PC43. Help learners clarify options, identify support needs and decide on next steps to address problems and/or meet immediate needs</p> <p>PC44. Provide information about student support programs and services and refer learner to specialist support as indicated and agreed with learner</p> <p>PC45. Manage student information and records in compliance with privacy and confidentiality standards</p> <p>PC46. Debrief issues that may arise when providing support with</p>

	colleagues to care for self
3. Support individual students with additional needs in the training session	<p>PC47. Show respect, empathy and acceptance for individual differences and encourage learners in ways which promote their positive self-concept and self-esteem</p> <p>PC48. Use language, equipment, materials and strategies suited to the learner</p> <p>PC49. Apply simple task analysis to assist learners with additional needs and modify general activities to meet particular needs where necessary</p> <p>PC50. Provide additional assistance with individual or small group activities as required</p>
4. Provide coaching and motivation	<p>PC51. Prepare for coaching by:</p> <ul style="list-style-type: none"> • Identifying individual and specific coaching needs • organising with learner a specific time and place for coaching <p>PC52. Provide coaching by:</p> <ul style="list-style-type: none"> • Explaining the purpose of coaching • Assisting the learner to set personal goals and explore personal change strategies • Explaining and demonstrating skills to be coached • Communicating essential knowledge required • Checking the learner’s understanding • Providing opportunity for learner to practise the skill and ask questions • Providing feedback in a constructive manner <p>PC53. Follow up coaching including:</p> <ul style="list-style-type: none"> • Monitoring progress with new skills and provide supportive assistance as required • Reporting progress to appropriate person as required • Identifying performance problems or difficulties with the coaching and rectify them or refer them to the appropriate person for follow up
Knowledge and Understanding (K)	
D. Organizational Context (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA20. organisational policies and procedures in relation to:</p> <ol style="list-style-type: none"> a. learner support and welfare b. learner confidentiality c. referral procedures, including various levels of urgency, and follow-up of client d. limits of own ability and authority e. reporting procedures f. documentation <p>KA21. Scope of own work role in relation to student support</p>

	KA22. position and work roles of organisational personnel
B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB36. Common significant problems presented by learners and appropriate avenues of further assessment or action</p> <p>KB37. Common signs/indicators of:</p> <ol style="list-style-type: none"> a. mental illness b. depression c. alcohol and other drug use d. suicide risk e. child abuse/sexual assault <p>KB38. Availability of and, referral criteria and processes for support services</p> <p>KB39. Student back ground that may impact on performance such as:</p> <ol style="list-style-type: none"> a. living conditions (including physical, social, environmental, political, spiritual/cultural, mental aspects) b. any health, legal, family and/or lifestyle issues c. financial and employment status d. relationships and family of origin e. critical events/ incidents f. nature and history of any presenting problem(s) g. learner concerns and beliefs regarding their problems <p>KB40. Empowering processes such as:</p> <ol style="list-style-type: none"> a. Active listening b. Identifying and affirming learner strengths and opportunities c. Reframing, summary and closure d. Helping contain overwhelming feelings to facilitate coping e. Using questions and concreteness to focus the learner on identifying immediate needs and concerns f. Setting realistic achievable goals for the support session g. Brainstorming consequences h. Exploring options and informed learner choices i. Identify achievable tasks to be addressed after the session <p>KB41. Strategies to deal with client issues and emotions such as:</p> <ol style="list-style-type: none"> a. Managing tone, pitch and pace of voice b. Externalise learner emotions c. Awareness of personal vulnerabilities which may be triggered during a support session d. Containment skills e. Supervision and debriefing <p>KB42. Scope of trainer’s role in providing learner support</p> <p>KB43. Debriefing processes and their importance</p>

	<p>KB44. Range of self-care strategies such as:</p> <ol style="list-style-type: none"> a. Debriefing and defusing b. Self-monitoring c. Reflection on practice d. Knowing when and how to ask for back-up support e. Constructive feedback about learner support practice <p>KB45. How values, attitudes and beliefs impact on support processes</p> <p>KB46. Active listening techniques such as:</p> <ol style="list-style-type: none"> a. Appropriate brief encouragers which help the learner relate their story and concerns b. Reflection of feelings /thoughts, behaviours and experience (content) c. Hearing the learner’s concerns d. Paraphrasing (reflection of content) e. Using open and closed questions to expand or clarify understanding f. Understanding the learner’s context g. Recognising when higher levels of support may be indicated h. Summarising and closure i. Open and closed questions j. Balancing the frequency of questions <p>KB47. Additional needs and their possible impact on learning such :</p> <ol style="list-style-type: none"> a. Cultural background b. Education background c. Family issues d. Giftedness e. Intellectual disabilities f. Language impairment g. Learning difficulties h. Other medical conditions i. Physical difficulties j. Psycho-emotional disorders k. Sensory disabilities l. Socio-cultural disadvantage <p>KB48. Basic principles of coaching and adult learning principles (e.g. explanation, demonstration, review, trainee explanation, trainee demonstration, feedback)</p> <p>KB49. Coaching session procedures including planning, conducting and reviewing session</p> <p>KB50. Planning procedures for learner practice opportunities</p>
Skills (S)	
G. Core Skills/ Generic Skills	Writing Skills
	The user/ individual on the job needs to demonstrate: SB1. How to record learner support needs and other documentation and maintain confidentiality of records
	Reading Skills

	The user/individual on the job needs to demonstrate: SB2. How to read organisational policies and procedures
	Oral Communication (Listening and Speaking skills)
	The user/individual on the job needs to demonstrate: SB3. How to: <ul style="list-style-type: none"> • Maintain client confidentiality whilst obtaining necessary information • Elicit relevant information effectively • Listening skills to take and record accurate, sufficiently comprehensive and relevant learner background • Interact effectively in an intercultural context with learners • Effectively gather, convey and receive information; • Use effective questioning and active listening techniques; • Apply appropriate cross-cultural communication techniques, • Overcome communication barriers, and give and receive feedback • Handle sensitive issues and matters • Use advanced communication techniques to develop trust and elicit sensitive information
	Technology skills
	The user/individual on the job needs to demonstrate: SB4. technology skills to use a computer and other office equipment to access information, to produce documents and to communicate e.g. maintaining records, preparing reports
H. Professional Skills	Decision Making
	The user/individual on the job needs to demonstrate: SB1. How to recognise when referrals are needed to specialist resources and how to make timely and appropriate referrals
	Plan and Organize
	The user/individual on the job needs to demonstrate how to: SB2. Initiate appropriate support services and information for the learner SB3. Develop, implement and evaluate coaching programs to achieve identified outcomes SB4. Provide individual support with a training session
	Customer Centricity
	The user/individual on the job needs to demonstrate: SB5. How to observe, note and recognise unusual physical, behavioural and body language indicators SB6. How to conduct a learner support needs assessment SB7. How to provide supportive on job coaching with constructive

	and supportive feedback SB8. How to create a positive learning environment
	Problem Solving
	The user/individual on the job needs demonstrate: SB9. How to clarify learner support needs and options, seek support and decide on next steps to address problems and/or meet current needs
	Analytical Thinking
	The user/individual on the job needs to demonstrate: SB10. How to assess the learner’s status, issues and needs
	Critical Thinking
	The user/individual on the job needs to demonstrate: SB11. N/A

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NOS Version Control

NOS Code			
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Industry		Drafted on	
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