



**COMPETENCY FRAMEWORK FOR TVET and Zorig TRAINERS**

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## Aim:

The main objective of this paper is to seek approval of the RCSC and the management to:

1. Implement the Competency-Based Framework for TVET & Zorig Trainers.
2. Prioritize training for Entry, Experience and Expert-level Trainers for continued professional development.
3. Certify all the existing Trainers with NC2 & NC3.

## Background and rationale:

The Royal Civil Service Commission (RCSC) launched the Competency Based Framework (CBF) for Civil Service in collaboration with Singapore Polytechnic International (SPI), with funding support from Temasek Foundation International, Singapore.

The project aims to strengthen the capacity and capabilities of the civil servants based on their role specific competency to enhance professionalism, growth and development in the civil service and strengthen the capabilities of civil servants based on their role specific competency. The TVET & Zorig trainer is one of the positions identified among other seven positions. The Competency-Based Framework (CBF) focuses on the public TVET institutions for professional development and to deliver relevant quality training. However this could also be adopted by private Technical and Vocational Training Institutions.

Since the launch of the programme on 6th August 2018, in a series of workshops, the CBF of TVET & Zorig has been developed. It includes 3 role profiles, 7 competency areas, 23 competencies & 73 Behavior Indicators (*refer Annexure-1*). Thus, this framework defines the role of the TVET trainers, quality training explicit and set what trainers are expected to know and demonstrate to become highly skilled & professional trainers.

This CBF will focus on delivering quality and relevant training to the TVET trainers to achieve the vision to *“become a leader in Technical and Vocational Education and Training (TVET) in the region”* and the mission *“to achieve a globally competitive workforce through a holistic TVET that creates a more cohesive society and secures a stable economic future for all citizens.”*

### **The rationale of this initiative is to achieve the following objectives:**

- Deliver quality TVET training relevant to the needs of the labour market,
- Deliver quality Zorig training relevant to the needs of the labour market and upholding the values of 13 traditional arts and crafts,
- Enhance the competencies of TVET and Zorig Trainers,
- Create competency-based workforce in TVET

## Progress Undertaken:

Through a rigorous, consultative and inclusive process, the role profile, competency areas, competencies, behavioral indicators and the proficiency levels were developed.

## 1. Output 1: Role profile

Three (3) role profiles were developed and validated. Feedback on the role profiles was seek online and meetings from all Public TVET Institutions. To further validate the role profiles, presentation and consultation was done with the TVET Professional Services Division (TPSD), Department of Technical Education (DTE) and final presentation to the Ministry.

## 2. Output 2: Competency area, Competencies, Behavioral Indicators (BIs) and Proficiency levels.

The 7 competency areas, 23 competencies and 73 Behavior Indicators (BIs) for Zorig and 70 BIs for TVET Trainer across 3 proficiency levels were developed and validated through consultations with the Department of Technical Education (DTE) and Department of Occupational Standards (DOS).

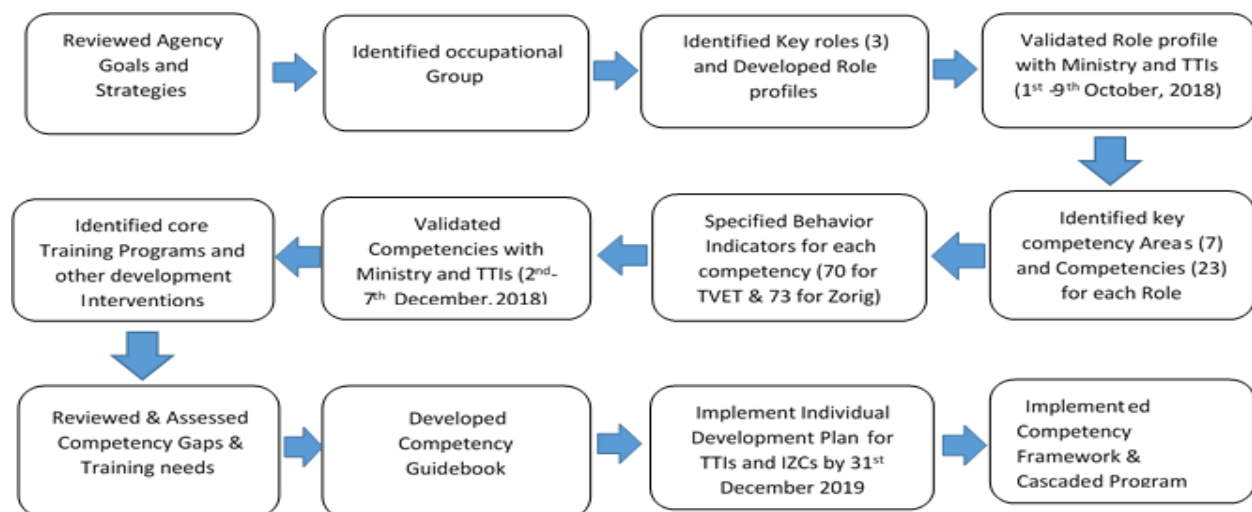
Some of the key validation activities undertaken were:

- a) Focus group discussion,
- b) Presentation on the outputs was made to the Ministry,
- c) Online feedback through google forms from TVET Instructors,

The validation was also carried out against the Competency Frameworks of similar agencies from university of California, European Centre for the development of vocational training, Karlsruhe Institute of Technology and Faculty of educational studies, University Putra Malaysia.

The progress of Competency-Based Framework for the TVET Sector is detailed below:

**Figure 1: TVET Progress Status**



The core purpose for the Zorig and TVET are *“To deliver high quality Zorig training relevant to the needs of the labour market upholding the unique Bhutanese arts and crafts”* and *“To deliver high quality TVET training relevant to the needs of the labour market”* respectively. In line with the core purpose of the framework, **Facilitator, Evaluator and Role Model** are identified key roles of the TVET trainers as detailed Annexure-II:

TVET Trainers are categorized into three Proficiencies levels depending upon the required competencies and definition as detailed:

**1: Entry:**

An entry level competency is targeted for the B-Tech graduates entering in the TVET system. Apart from the degrees obtained from college graduate must have the following competencies to enter as TVET Trainer.

**Level Competencies:**

- Understands all important concepts, impacts of changes in policies and processes,
- Implications on related areas of work,
- Owns work area,
- Undertakes tasks with increasing complexity and independency.

**2: Experienced:**

An experienced-level TVET Trainer may work independently or under supervision. This position requires some problem-solving skills, ingenuity and responsibility. Work-related experience, specific skills and professional degrees are often required.

**Level Competencies:**

- Demonstrates knowledge and carryout all important concepts, impacts of changes in policies and processes and implications on related areas of work,
- Owns work area.
- Performs and initiates tasks with increasing complexity and independency.

**3: Expert:**

An expert TVET Trainer has the required inventory of what to Teach, how to teach, and what he or she does or achieve with an ability to demonstrate competency of the job considering all three domains (Cognitive, Psychological and Affective) in training delivery.

**Level Competencies:**

- Shows highest level of knowledge,
- Guru or subject matter expert and go to person,
- Provides functional input to strategy and policy creation, development and changes.

## Assessment of Current Situation

### **Absence of competency framework for TVET and Zorig Trainers,**

In TVET and Zorig Sector, the trainers are the main player in delivering skills training and producing competent workforce in the country. In gearing towards the quality and competent trainers, the Department of Technical Education (DTE) had been striving towards providing the trainings on Training Delivery Methodologies and other trainings related to TVET. Despite many attempts in building competent trainer through this programs proved to be incomplete one without competency framework for the Trainers. Had there been a competency framework since the inception of the TVET concept in the country, there wouldn't be any challenge in identifying the core competencies required for the trainers.

### **Training Needs Analysis (TNA) not conducted for TVET and Zorig Trainers,**

Due to the absence of Competency Framework, identifying and setting the minimum level competencies for the trainer has become a challenge. The training areas are not clearly defined to be a trainer. Currently, trainings are given on a rotational basis, and some perceive trainings are incentives for them and some claims trainings are their rights. This happens due to the absence of Training Needs Analysis in TVET and Zorig sector. Having Training Need Analysis (TNA) in place will ensure effective development of Individual Development Plan (IDP) and also it will help in changing the perception of training as a whole. Above all, TNA will help in finding the training areas and closing the performance gaps of the trainers.

### **Key Considerations**

Prioritization of TVET sector is one of the core considerations to be made by the Royal Civil Service Commission, Ministry of Labour and Human Resources and other related stakeholders. Currently the absence of proper Training Need Analysis (TNA), Competency- Based Framework and Individual Development Plan (IDP) for TVET and Zorig Trainers have been a major concern. In addition, the absence of proper HRD plan for TVET sector, inadequate effort towards strengthening and financing TVET human resources for both the existing and new entrants are areas of concern where Government's intervention is required.

1. Need for a systematic HRD plan for TVET sector
2. Adequate financial and HRD resources
3. Proper recruitment and selection of trainers (BCSE pass score)
4. Retention and motivation of existing trainers after qualification up-gradation

## Recommendations

Therefore, to implement the Competency-Based Framework (CBF) for TVET and Zorig Trainers, the Task Force members proposes the following recommendations:

### Recommendations for immediate action:

- Training Intervention methods:
  - Workshops/Seminars/Conferences (*TVET & Zorig strategic planning, Information Analysis, critical thinking and problem solving*)
  - Coaching and mentoring (critical thinking, self-confidence, learner centered teaching & learning, Action Research skills)
  - Individual profile to be developed for all trainers
  - Training Needs Analysis (TNA) to be conducted for TVET and Zorig Trainers
  - Individual Development Plan (IDP) for the TVET and Zorig Trainer
  - All existing trainers to be certified with NC2 & NC3 certificates.

### Recommendations on policy level and operational issues (long-term)

1. New recruits of TVET and Zorig trainers to possess bachelor's qualification (skill level equivalent to bachelor's degree for Zorig Instructors) with pass score in Bhutan Civil Service Examination (BCSE)
2. Entry position level of new recruits to be at P4.  
The instructors entering the TVET and Zorig institutions shall be placed at P4. This is mainly to encourage and attracts more qualified trainers in TVET and Zorig sector.
3. All new recruits to undergo NC2 & NC3 certification, and industry attachment and ToT at probation period.  
During the probation period, all the newly recruits instructors will have to undergo 3 months of industrial attachment and complete 3 modules of TOT followed by certification of National Certificate
4. Incentives (study leave with pay and default promotion) for in-service up-gradation of TVET & Zorig trainers.  
To those who upgrades the qualification (in-service) shall be granted study leave with pay and default promotion. This will uplift the morale and status of the trainers. This will also protect the experienced TVET manpower.
5. Establish Zorig Skills Certification body in consultation with Bhutan Accreditation Council (BAC) and award qualification commensurate with level of skills

The main functions of Zorig skill Certification Body is to recognize the skill level of the Zorig Trainers and award qualifications based on the hierarchy of Skills level. Existing Zorig trainer possess highest skill level but they don't have qualifications that's why they were placed at low grades. Their master level skills were remained unrecognized.

6. Establish Institute for TVET Trainers.

There is a need of separate institute for TVET trainers like Paro College of Education (PCE) and Samtse college of Education

7. Promote positive public perception of TVET and Zorig Trainers/ Institutes

High Salary package and establishment of Bhutan Vocational Qualifications Authority will uplift the image and improve the quality of TVET in the country.

## Conclusion

The Competency Framework presented in this concept paper are descriptions of Key Roles, Competency Area, Competencies and Behavioral Indicators. TVET Trainers must possess to enable and strengthen Technical and Vocational Educational training with high quality training delivery. Further, Competency Framework can contribute to the Royal Civil Service Commission in Promoting the TVET practitioners.

Finally the Competency Framework are valuable tools for developing, continuing HR capacity development for the TVET Trainers with rapidly changing world of skills that are required to update:

- Institutionalize Competency Based Framework for TVET and Zorig Trainers
- Develop systematic HR Plan for TVET & Zorig Sector
- Institute need based system of training for TVET and Zorig
- Commitment to mobilization fund.

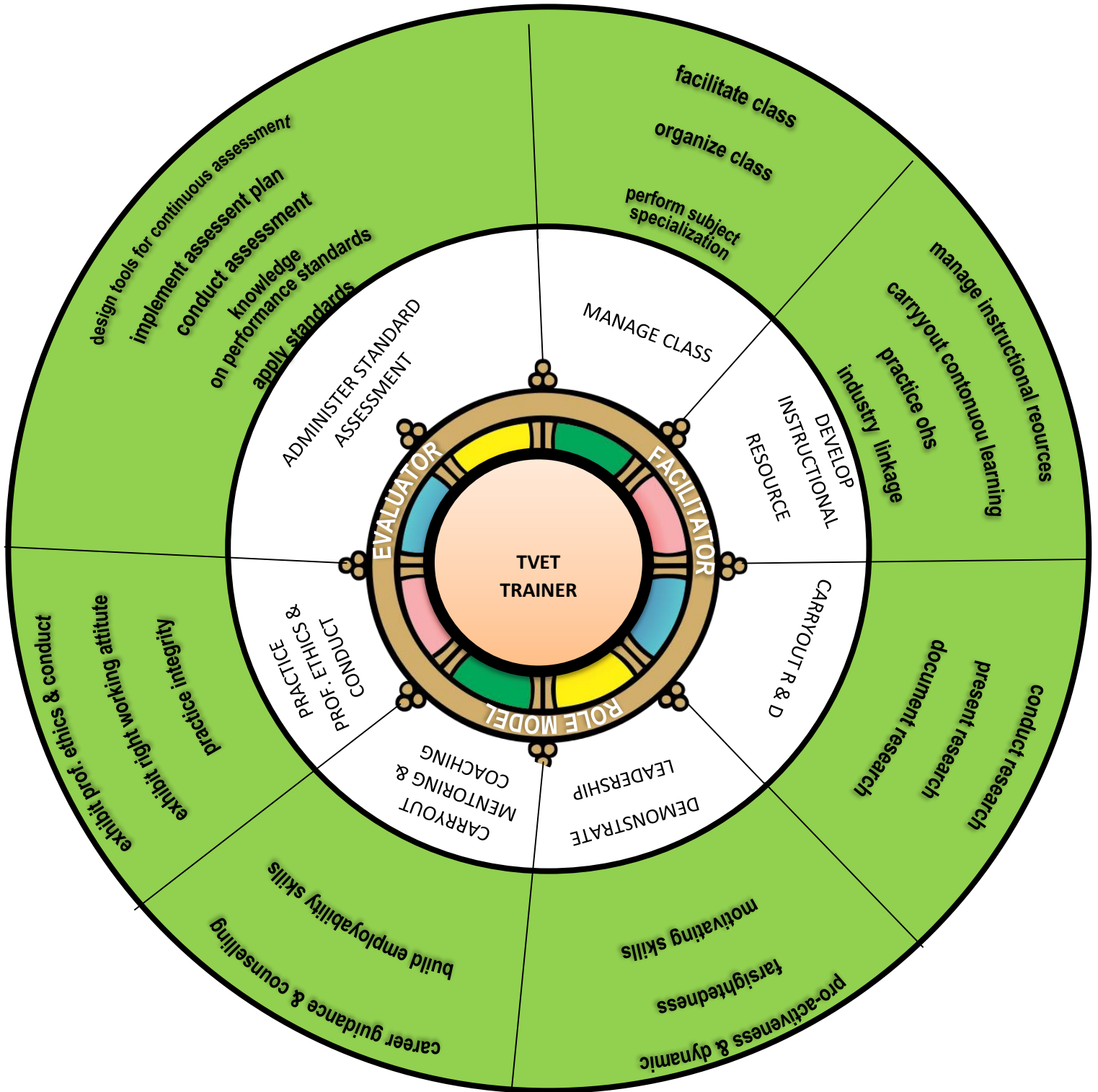


## Appendices

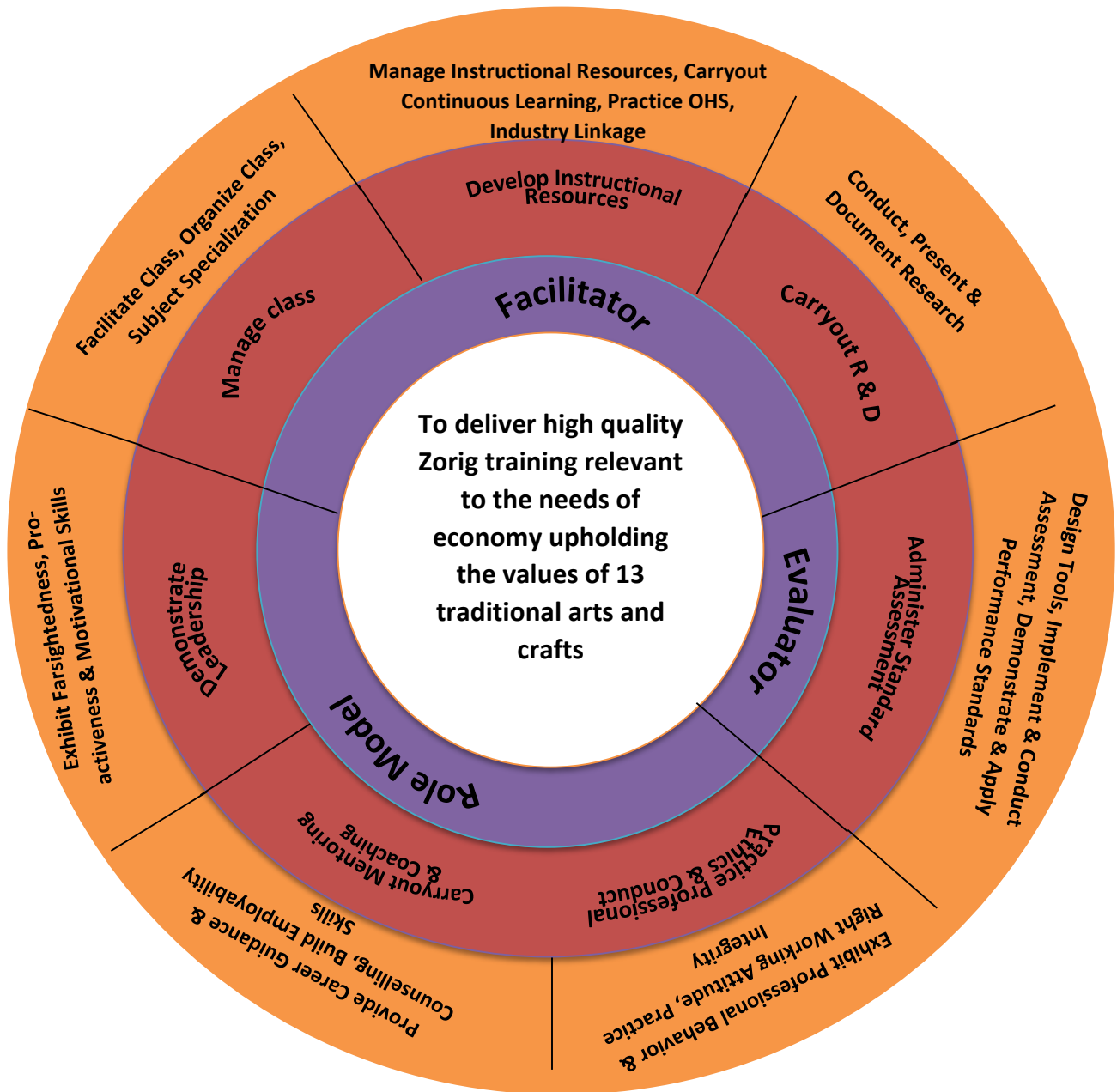
- Annexure I: Competency Structure for TVET and Zorig Trainer
- Annexure II: Competency Areas, Competencies, Behavioral Indicators(BIs) and Proficiency Levels for TVET Trainer
- Annexure III: Assessing Performance Gaps, Training Need Analysis (TNA) and Learning Objectives for Proficiency Levels of TVET Trainer
- Annexure IV: Budget estimate and Work Plan for 2019.

Annexure I

I. Competency Structure for TVET Trainers



## II. Competency Structure for Zorig Trainers



## Annexure II

### I. Overview

TVET Trainer	
Key Roles Identified	3
Competency Areas Identified	7
Competencies Identified	23
Behavioral Indicators	70
Proficiency Levels	3

Zorig Trainer	
Key Roles Identified	3
Competency Areas Identified	7
Competencies Identified	23
Behavioral Indicators	73
Proficiency Levels	3

### II. Competency Areas, Competencies and Behavioral Indicators under Three Key Roles ( TVET Trainers)

Role 1: FACILITATOR			
Key Roles	Competency Area	Competency	Behavior Indicators
FACILITATOR	Manage Classes	Facilitate class	<ol style="list-style-type: none"> <li>1. Create conducive physical learning environment for active participation of learners</li> <li>2. Engage trainee through different training approaches to enhance learning</li> <li>3. Identify the learners' capabilities to provide additional assistance to the learners with learning difficulties</li> </ol>
		Organize Class	<ol style="list-style-type: none"> <li>1. Develop training plans to meet the set target to complete on time</li> <li>2. Develop instructional plans to conduct class effectively and efficiently</li> <li>3. Adapt contingency plans for adverse training</li> <li>4. Identify the gaps and review the schedule periodically for effective implementation of plans</li> </ol>

		<b>Perform Subject specialization</b>	<ol style="list-style-type: none"> <li>1. Explain subject knowledge to enhance teaching learning environment</li> <li>2. Apply technical skills to current and new situations</li> <li>3. Apply best practices of teaching and learning processes to enhance learning</li> </ol>
	<b>Develop Instructional Resource</b>	<b>Manage Instructional Resource</b>	<ol style="list-style-type: none"> <li>1. Develop relevant and innovative instructional aid to match the learning objectives</li> <li>2. Allocate resources judiciously without compromising the quality of training</li> <li>3. Document instructional resources for future references</li> </ol>
		<b>Carryout Continuous learning</b>	<ol style="list-style-type: none"> <li>1. Update current subject knowledge &amp; Skills to meet the changing market needs</li> <li>2. Update instructional delivery methodologies for effective training delivery</li> <li>3. Exchange knowledge &amp; Skills to peers to enhance learning</li> </ol>
		<b>Practice OHS</b>	<ol style="list-style-type: none"> <li>1. Identify the areas of health hazards within the training premises to avoid accidents</li> <li>2. Prepare personal protective equipment to be issued to individual trainees</li> <li>3. Train trainees with basic first aid treatment methods &amp; OHS to provide immediate attention during accidents</li> <li>4. Demonstrate knowledge and skills to trainees on usage of PPE to inculcate safe work culture</li> </ol>

		<b>Establish linkage with Industries (networking, stakeholder collaboration)</b>	<ol style="list-style-type: none"> <li>1. Establish industry linkages to implement trainees attachment program</li> <li>2. Coordinate in campus recruitment and trainees attachment in collaboration with industry</li> <li>3. Assist establishment of regional and international linkages with ministry for transnational standards and exchange programs</li> <li>4. Collate with Industry on training relevancy and preparedness of the trainees to world of work</li> </ol>
	<b>Carryout Research &amp; Development</b>	<b>Conduct Research</b>	<ol style="list-style-type: none"> <li>1. Develop research proposals/plan to enhance training</li> <li>2. Mobilize resources to carryout effective research</li> <li>3. Apply research methodologies to carryout effective research</li> <li>4. Create prototype for effective action research</li> </ol>
		<b>Present Research</b>	<ol style="list-style-type: none"> <li>1. Present the statistical tools to support the findings</li> <li>2. Interpret the analyzed data for recommendation and incorporation to enhance training</li> <li>3. Select the appropriate media for effective presentation</li> </ol>
		<b>Implement research</b>	<ol style="list-style-type: none"> <li>1. Write report and Recommendations on R &amp; D</li> <li>2. Implement research findings for future planning and development</li> <li>3. Use appropriate ICT for effective training delivery</li> </ol>

<b>Role 2: EVALUATOR</b>			
<b>Key Roles</b>	<b>Competency Area</b>	<b>Competency</b>	<b>Behavior Indicators</b>
<b>EVALUATOR</b>	<b>Administer Standard Assessment</b>	<b>Design tools for continuous assessment</b>	<ol style="list-style-type: none"> <li>1. Encourage trainees for self-performance evaluation to strengthen learning</li> <li>2. Develop practical questionnaires holistically to assess the learners performance at the end of module</li> <li>3. Develop theoretical questionnaires to assess the learners knowledge at the end of every module</li> </ol>
		<b>Implement Assessment plan</b>	<ol style="list-style-type: none"> <li>1. Develop assessment plans for assessing the trainees</li> <li>2. Interpret regulations of the assessment process to the trainees for fair and just assessment</li> <li>3. Communicate to the trainees the criteria that will be implemented during the performance assessment for practical and theory assessment</li> </ol>
		<b>Conduct Assessment</b>	<ol style="list-style-type: none"> <li>1. Identify the venue for assessment of both for theory and practical to carryout effective assessment</li> <li>2. Arrange required tools, equipment and materials for effective assessment</li> <li>3. Administer assessment to ensure fair and smooth conduct</li> </ol>
		<b>Demonstrate the Knowledge on Performance standards</b>	<ol style="list-style-type: none"> <li>1. State the performance standards to carry out the effective assessment</li> <li>2. Liaise with regulatory/enforcing bodies to ensure revision of assessment process</li> <li>3. Collect feedback from stakeholders on assessment criteria to strengthen industry specific needs</li> </ol>

		<b>Apply performance standards</b>	<ol style="list-style-type: none"> <li>1. Align assessment with the competency based assessment</li> <li>2. Implement set standards during the assessment processes to ensure fair assessment</li> <li>3. Implement set standards during the assessment processes to ensure fair assessment</li> </ol>
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<b>Role 3: ROLE MODEL</b>			
<b>Key Roles</b>	<b>Competency Area</b>	<b>Competency</b>	<b>Behavior Indicators</b>
<b>ROLE MODEL</b>	<b>Practice Professional ethics &amp; conduct</b>	<b>Exhibit professional behavior and conduct</b>	<ol style="list-style-type: none"> <li>1. Demonstrate physical presentation in accordance with etiquettes (Driglam Namzha)</li> <li>2. Communicate effectively to deliver precise message</li> <li>3. Communicate effectively to deliver precise message</li> </ol>
		<b>Exhibits right working attitude</b>	<ol style="list-style-type: none"> <li>1. Demonstrate good interpersonal skills to maintain good relationship with leaders, peers, and trainees</li> <li>2. Exhibit team work to achieve organizational goals</li> <li>3. Respond positively to change, embracing and using new practices or values to accomplish to goals and solve problems</li> </ol>
		<b>Practice integrity</b>	<ol style="list-style-type: none"> <li>1. Maintain training standards to impart quality training</li> <li>2. Uphold the principles of Teaching learning processes to have unbiased training delivery</li> <li>3. Utilize the training resources effectively to avoid wastage of materials</li> <li>4. Represent the position of self to avoid misuse of authority for personal gain</li> </ol>



	<b>Carryout Mentoring and Coaching</b>	<b>Provide Career Guidance &amp; Counselling</b>	<ol style="list-style-type: none"> <li>1. Demonstrate exemplary behavior to motivate and encourage the trainees</li> <li>2. Review counselling and career development programs in collaboration with stakeholders</li> <li>3. Identify counselling techniques in accordance to trainees needs</li> </ol>
		<b>Build Employability Skills</b>	<ol style="list-style-type: none"> <li>1. Identify trainee needs to develops career guidance plan</li> <li>2. Provide knowledge on the importance of life skills education to the trainees</li> <li>3. Assist the trainees to acquire a set of employability skills</li> </ol>
	<b>Demonstrate Leadership</b>	<b>Present pro-activeness and zing</b>	<ol style="list-style-type: none"> <li>1. Display multidimensional approaches/ strategies to enhance effective teaching-learning delivery</li> <li>2. Collect diverse opinions to address relevant concerns for promoting harmony in work place</li> <li>3. Channel time, skills and resources towards meeting the mandates and goals</li> </ol>
		<b>Exhibit Farsightedness</b>	<ol style="list-style-type: none"> <li>1. Prepare the trainees for the immediate and long term emerging skills as per the market &amp; technological dynamics</li> <li>2. Analyze stakeholder's upcoming plans and programs to align with the training delivery</li> </ol>
		<b>Demonstrate motivating skills</b>	<ol style="list-style-type: none"> <li>1. Demonstrate positive attitude and enthusiasm to perform duties daily</li> <li>2. Face challenges with open mindedness to motivate trainees</li> <li>3. Demonstrate willingness to learn continuously to motivate self and the trainees</li> </ol>

### III. Proficiency Levels (TVET Trainers)

Proficiency Descriptions	
Levels	Level Descriptors:
Entry (L1)	• Understands all important concepts, impacts of changes in policies and processes and implications on related areas of work.
	• Owns work area. Performs tasks with increasing complexity and independently.
Experienced (L2)	• Understands more complex concepts
	• Able to define and adapt approaches
	• Manages a function or specializes in a subject matter area
Expert (L3)	• Shows highest level of knowledge
	• Guru or subject matter expert and go to person
	• Provides functional input to strategy and policy creation, development and changes.

Key Role	No. of Behavior Indicators under Proficiency Levels		
	Entry (L1)	Experienced (L2)	Expert (L3)
Facilitator	10	29	35
Evaluator	3	10	14
Role Model	17	21	24
<b>Total BI</b>	<b>30</b>	<b>60</b>	<b>73</b>

## Role 1: FACILITATOR

		<b>Proficiency Levels</b>		
<b>Competency Area</b>	<b>Competency</b>	<b>Entry (L1)</b>	<b>Experienced (L2)</b>	<b>Expert (L3)</b>
<b>Manage Classes</b>	<b>Facilitate class</b>	<ol style="list-style-type: none"> <li>1. Create conducive physical learning environment for active participation of learners.</li> <li>2. Engage trainee through different training approaches to enhance learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Create conducive physical learning environment for active participation of learners.</li> <li>2. Engage trainee through different training approaches to enhance learning</li> <li>3. Identify the learners' capabilities to provide additional assistance to the learners with learning difficulties</li> </ol>	<ol style="list-style-type: none"> <li>1. Create conducive physical learning environment for active participation of learners.</li> <li>2. Engage trainee through different training approaches to enhance learning</li> <li>3. Identify the learners' capabilities to provide additional assistance to the learners with learning difficulties</li> </ol>
	<b>Organize Class</b>	<ol style="list-style-type: none"> <li>1. Develop training plans to meet the set target to complete on time</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop training plans to meet the set target to complete on time</li> <li>2. Identify the gaps and review the schedule periodically for effective implementation of plans</li> <li>3. Develop instructional plans to conduct class effectively and efficiently</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop training plans to meet the set target to complete on time</li> <li>2. Identify the gaps and review the schedule periodically for effective implementation of plans</li> <li>3. Develop instructional plans to conduct class effectively and efficiently</li> </ol>

				4. Adapt contingency plans for adverse training.
	<b>Perform Subject expert</b>	1. Explain subject knowledge to enhance teaching learning environment.	2. Explain subject knowledge to enhance teaching learning environment. 3. Apply technical skills to current and new situations. 4. Apply best practices of teaching and learning processes to enhance learning	1. Explain subject knowledge to enhance teaching learning environment. 2. Apply technical skills to current and new situations. 3. Apply best practices of teaching and learning processes to enhance learning
<b>Develop Instructional Resource</b>	<b>Manage Instructional Resource</b>	1. Document instructional resources for future references	2. Document instructional resources for future references 3. Develop relevant and innovative instructional aid to match the learning objectives	1. Document instructional resources for future references 2. Develop relevant and innovative instructional Aid to match the learning objectives 3. Allocate resources judiciously without compromising the quality of training
	<b>Carryout Continuous learning</b>	1. Update current subject knowledge & Skills to meet the changing market needs 2. Update instructional delivery methodologies for effective training delivery	1. Update current subject knowledge & Skills to meet the changing market needs 2. Update instructional delivery methodologies for effective training delivery 3. Exchange knowledge & Skills to peers to enhance learning	1. Update current subject knowledge & Skills to meet the changing market needs 2. Update instructional delivery methodologies for effective training delivery 3. Exchange knowledge & Skills to peers to enhance learning

	<b>Practice OHS</b>	3. Prepare personal protective equipment to be issued to individual trainees	4. Prepare personal protective equipment to be issued to individual trainees	4. Prepare personal protective equipment to be issued to individual trainees
		1. Demonstrate knowledge and skills to trainees on usage of PPE to inculcate safe work culture	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge and skills to trainees on usage of PPE to inculcate safe work culture</li> <li>2. Identify the areas of health hazards within the training premises to avoid accidents</li> <li>3. Train trainees with basic first aid treatment methods &amp; OHS to provide immediate attention during accidents</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge and skills to trainees on usage of PPE to inculcate safe work culture</li> <li>2. Identify the areas of health hazards within the training premises to avoid accidents</li> <li>3. Train trainees with basic first aid treatment methods &amp; OHS to provide immediate attention during accidents</li> </ol>
	<b>Establish linkage with Industries</b>			<ol style="list-style-type: none"> <li>1. Establish industry linkages to implement trainees attachment program</li> <li>2. Coordinate in campus recruitment and trainees attachment in collaboration with industry</li> <li>3. Assist establishment of regional and international linkages with ministry for transnational standards and exchange programs</li> </ol>

				4. Collate with Industry on training relevancy and preparedness of the trainees to world of work
<b>Carryout Research &amp; Development</b>	<b>Conduct Research</b>		<ol style="list-style-type: none"> <li>1. Develop research proposals/plan to enhance training</li> <li>2. Mobilize resources to carryout effective research</li> <li>3. Apply research methodologies to carryout effective research</li> <li>4. Create prototype for effective action research</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop research proposals/plan to enhance training</li> <li>2. Mobilize resources to carryout effective research</li> <li>3. Apply research methodologies to carryout effective research</li> <li>4. Create prototype for effective action research</li> </ol>
	<b>Present Research</b>		<ol style="list-style-type: none"> <li>1. Present the statistical tools to support the findings</li> <li>2. Interpret the analyzed data for recommendation and incorporation to enhance training</li> <li>3. Present the statistical tools to support the findings</li> <li>4. Select the appropriate media for effective presentation</li> </ol>	<ol style="list-style-type: none"> <li>1. Present the statistical tools to support the findings</li> <li>2. Interpret the analyzed data for recommendation and incorporation to enhance training</li> <li>3. Present the statistical tools to support the findings</li> <li>4. Select the appropriate media for effective presentation</li> </ol>

	<b>Implement research</b>	1. Use appropriate ICT for effective training delivery	Use appropriate ICT for effective training delivery Write report and recommendation on R &D Implement research findings for future planning and development	Use appropriate ICT for effective training delivery Write report and recommendation on R &D Implement research findings for future planning and development
<b>Behavior Indicators</b>		<b>10</b>	<b>29</b>	<b>35</b>

### Role 2: EVALUATOR

		<b>Proficiency Levels</b>		
<b>Competency Area</b>	<b>Competency</b>	<b>Entry (L1)</b>	<b>Experienced (L2)</b>	<b>Expert (L3)</b>
<b>Administer Standard Assessment</b>	<b>Design tools for continuous assessment</b>	<ol style="list-style-type: none"> <li>1. Encourage trainees for self-performance evaluation to strengthen learning</li> <li>2. Develop practical questionnaires holistically to assess the learners performance at the end of module</li> <li>3. Develop theoretical questionnaires to assess the learners knowledge at the end of every module</li> </ol>	<ol style="list-style-type: none"> <li>1. Encourage trainees for self-performance evaluation to strengthen learning</li> <li>2. Develop practical questionnaires holistically to assess the learners performance at the end of module</li> <li>3. Develop theoretical questionnaires to assess the learners knowledge at the end of every module</li> </ol>	<ol style="list-style-type: none"> <li>1. Encourage trainees for self-performance evaluation to strengthen learning</li> <li>2. Develop practical questionnaires holistically to assess the learners performance at the end of module</li> <li>3. Develop theoretical questionnaires to assess the learners knowledge at the end of every module</li> </ol>

	<b>Implement Assessment plan</b>		<ol style="list-style-type: none"> <li>1. Develop assessment plans for assessing the trainees</li> <li>2. interpret regulations of the assessment process to the trainees for fair and just assessment</li> <li>3. Communicate to the trainees the criteria that will be implemented during the performance assessment for practical and theory assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop assessment plans for assessing the trainees</li> <li>2. Interpret regulations of the assessment process to the trainees for fair and just assessment</li> <li>3. Communicate to the trainees the criteria that will be implemented during the performance assessment for practical and theory assessment</li> </ol>
	<b>Conduct Assessment</b>		<ol style="list-style-type: none"> <li>1. Identify the venue for assessment of both for theory and practical to carryout effective assessment</li> <li>2. Arrange required tools, equipment and materials for effective assessment</li> <li>3. Administer assessment to ensure fair and smooth conduct</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the venue for assessment of both for theory and practical to carryout effective assessment</li> <li>2. Arrange required tools, equipment and materials for effective assessment</li> <li>3. Administer assessment to ensure fair and smooth conduct</li> </ol>



	<b>Demonstrate the Knowledge on Performance standards</b>		State the performance standards to carry out the effective assessment	<ol style="list-style-type: none"> <li>1. State the performance standards to carry out the effective assessment</li> <li>2. Liaise with regulatory/enforcing bodies to ensure revision of assessment process</li> <li>3. Collect feedback from stakeholders on assessment criteria to strengthen industry specific needs</li> </ol>
	<b>Apply performance standards</b>			<ol style="list-style-type: none"> <li>1. Implement set standards during the assessment processes to ensure fair assessment</li> <li>2. Align assessment with the competency based assessment</li> </ol>
<b>Behavior Indicators</b>		<b>3</b>	<b>10</b>	<b>14</b>

### Role 3: ROLE MODEL

		Proficiency Levels		
Competency Area	Competency	Entry (L1)	Experienced (L2)	Expert (L3)
<b>Practice Professional ethics &amp; conduct</b>	<b>Exhibit professional behavior and conduct</b>	<ol style="list-style-type: none"> <li>1. Demonstrate physical presentation in accordance with etiquettes (Driglam Namzha)</li> <li>2. Communicate effectively to deliver precise message</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate physical presentation in accordance with etiquettes (Driglam Namzha)</li> <li>2. Communicate effectively to deliver precise message</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate physical presentation in accordance with etiquettes (Driglam Namzha)</li> <li>2. Communicate effectively to deliver precise message</li> </ol>
	<b>Exhibits right working attitude</b>	<ol style="list-style-type: none"> <li>1. Demonstrate good interpersonal skills to maintain good relationship with leaders, peers, and trainees</li> <li>2. Exhibit team work to achieve organizational goals</li> <li>3. Respond positively to change, embracing and using new practices or values to accomplish to goals and solve problems</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate good interpersonal skills to maintain good relationship with leaders, peers, and trainees</li> <li>2. Exhibit team work to achieve organizational goals</li> <li>3. Respond positively to change, embracing and using new practices or values to accomplish to goals and solve problems</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate good interpersonal skills to maintain good relationship with leaders, peers, and trainees</li> <li>2. Exhibit team work to achieve organizational goals</li> <li>3. Respond positively to change, embracing and using new practices or values to accomplish to goals and solve problems</li> </ol>

	<b>Practice integrity</b>	<ol style="list-style-type: none"> <li>1. Maintain training standards to impart quality training</li> <li>2. Uphold the principles of Teaching learning processes to have unbiased training delivery</li> <li>3. Utilize the training resources effectively to avoid wastage of materials.</li> <li>4. Represent the position of self to avoid misuse of authority for personal gain</li> </ol>	<ol style="list-style-type: none"> <li>1. Maintain training standards to impart quality training</li> <li>2. Uphold the principles of Teaching learning processes to have unbiased training delivery</li> <li>3. Utilize the training resources effectively to avoid wastage of materials.</li> <li>4. Represent the position of self to avoid misuse of authority for personal gain</li> </ol>	<ol style="list-style-type: none"> <li>1. Maintain training standards to impart quality training</li> <li>2. Uphold the principles of Teaching learning processes to have unbiased training delivery</li> <li>3. Utilize the training resources effectively to avoid wastage of materials.</li> <li>4. Represent the position of self to avoid misuse of authority for personal gain</li> </ol>
<b>Carryout Mentoring and Coaching</b>	<b>Provide Career Guidance &amp; Counselling</b>		<ol style="list-style-type: none"> <li>1. Identify counselling techniques in accordance to trainees needs.</li> <li>2. Identify trainee needs to develops career guidance plan</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify counselling techniques in accordance to trainees needs.</li> <li>2. Identify trainee needs to develops career guidance plan</li> <li>3. Review counselling and career development programs in collaboration with stakeholders</li> </ol>
	<b>Build Employability Skills</b>		<ol style="list-style-type: none"> <li>1. Identify trainee needs to develops career guidance plan</li> <li>2. Assist the trainees to acquire a set of employability skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify trainee needs to develops career guidance plan</li> <li>2. Assist the trainees to acquire a set of employability skills</li> <li>3. Provide knowledge on the importance of life skills education to the trainees</li> </ol>

<b>Demonstrate Leadership</b>	<b>Present pro-activeness and enthusiasm</b>	<ol style="list-style-type: none"> <li>1. Display multidimensional strategies to enhance effective teaching-learning delivery</li> <li>2. Collect diverse opinions to address relevant concerns for promoting harmony in work place</li> <li>3. Channel time, skills and resources towards meeting the mandates and goals</li> </ol>	<ol style="list-style-type: none"> <li>1. Display multidimensional strategies to enhance effective teaching-learning delivery</li> <li>2. Collect diverse opinions to address relevant concerns for promoting harmony in work place</li> <li>3. Channel time, skills and resources towards meeting the mandates and goals</li> </ol>	<ol style="list-style-type: none"> <li>1. Display multidimensional strategies to enhance effective teaching-learning delivery</li> <li>2. Collect diverse opinions to address relevant concerns for promoting harmony in work place</li> <li>3. Channel time, skills and resources towards meeting the mandates and goals</li> </ol>
	<b>Exhibit Farsightedness</b>	<ol style="list-style-type: none"> <li>1. Prepare the trainees for the immediate and long term emerging skills as per the market &amp; technological dynamics</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare the trainees for the immediate and long term emerging skills as per the market &amp; technological dynamics</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare the trainees for the immediate and long term emerging skills as per the market &amp; technological dynamics</li> <li>2. Analyze stakeholder's upcoming programs to align with the training delivery</li> </ol>
	<b>Demonstrate motivating skills</b>	<ol style="list-style-type: none"> <li>1. Demonstrate positive attitude and enthusiasm to perform duties daily</li> <li>2. Face challenges with open mindedness to motivate trainees</li> <li>3. Demonstrate willingness for continuously learning to motivate the trainees</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate positive attitude and enthusiasm to perform duties daily</li> <li>2. Face challenges with open mindedness to motivate trainees</li> <li>3. Demonstrate willingness for continuously learning to motivate the trainees</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate positive attitude and enthusiasm to perform duties daily</li> <li>2. Face challenges with open mindedness to motivate trainees</li> <li>3. Demonstrate willingness for continuously learning to motivate the trainees</li> </ol>
<b>Behavior Indicators</b>		<b>17</b>	<b>21</b>	<b>24</b>

Annexure III

**Assessing Performance Gaps, Identifying Methods of interventions & Training Needs Analysis (TNA)  
and Defining Learning Objectives for Three Proficiency Levels.**

**I. For Entry Level (L1)**

<b>Job Role 1</b>	<b>Facilitator</b>					
<b>Competency Area 1</b>	<b>Manage Classes</b>					
<b>Competencies</b>	<b>Proficiency Level</b>	<b>Behavior Indicator</b>	<b>Current Performance (Adequate/Not adequate)</b>	<b>Likely reason for performance gap</b>	<b>Method of Intervention</b>	<b>Learning Objectives</b>
Facilitate class	Level 1 (Entry)	Create conducive physical learning environment for active participation of learners.	NA	Inadequate teaching aids and teaching skills	Action learning & Peer networking, Coaching	The Entry level TVET trainer will be able to: 1. State the importance for active participation of learners 2. Create conducive learning environment in training delivery as per the set standards

	Level 1 (Entry)	Engage trainee through different training approaches to enhance learning	NA	lack Learner engagement skills	Learner Involvement techniques, Questioning Techniques, Action Learning, Mentoring & Coaching	The Entry level TVET trainer will be able to: 1. Analyze the learners' profile to enhance active participation and engagement as per the set standards
Organize Class		Develop training plans to meet the set target to complete on time	NA	Inadequate skills to develop Training Plan	Action learning & Peer networking, Coaching	The Entry level TVET trainer will be able to: Develop Training plan as per the set standards.
Perform Subject specialization		Explain subject knowledge to enhance teaching learning environment.	NA	Inadequate knowledge and practical Skills	Stretch assignments in current job role, Industry attachment	The Entry level TVET trainer will be able to: Demonstrate complete understanding of subject. Demonstrate the skills to the trainees in a conducive environment.

Competency Area 2	Develop Instructional Resources					
Competencies	Proficiency Level	Behavior Indicator	Current Performance (Adequate/Not adequate)	Likely reason for performance gap	Method of Intervention	Learning Objectives
Carryout Continuous learning	Level 1 (Entry)	Update current subject knowledge & Skills to meet the changing market needs	NA	Inadequate information on current market trends	Action learning , Industry attachment (OJT)	Maintain record of the teaching documents for future reference/implementation as per the established quality assurance system.
		Update instructional delivery methodologies for effective training delivery	NA	Lack of skills on instructional delivery	Action Learning and peer Networking	Keep abreast with the latest instructional methodologies for effective training delivery.
Practice OHS		Prepare personal protective equipment to be issued to individual trainees	A	Not Required since current Performance is Adequate		
		Demonstrate knowledge and skills to trainees on usage of PPE to inculcate safe work culture	NA	Lack of knowledge, skills and equipment	Action learning, Industry attachment and provision of adequate equipment	Demonstrate the usage of PPE to trainees as per the labor and safety regulation.

<b>Role 2</b>	<b>EVALUATOR</b>					
<b>Competency Area</b>	<b>Administer Standard Assessment</b>					
<b>Competencies</b>	<b>Proficiency Level</b>	<b>Behavior Indicator</b>	<b>Current Performance (Adequate/Not adequate)</b>	<b>Likely reason for performance gap</b>	<b>Method of Intervention</b>	<b>Learning Objectives</b>
Design tools for continuous assessment	Level 1 (Entry)	Encourage trainees for self-performance evaluation to strengthen learning	NA	Lack of motivation skills	Mentoring and Coaching	Demonstrate self-performance evaluation to trainees as per the set standards.
		Develop practical questionnaires holistically to assess the learners performance at the end of module	NA	Lack of Test item development skills	Action Learning	Develop holistic practical test items as per the set standards.
		Develop theoretical questionnaires to assess the learners knowledge at the end of every module	NA	Lack of Test item development skills	Action Learning	Develop various types of theoretical test items to assess the knowledge as per the set standards.



Implement Assessment plan		Communicate to the trainees the criteria that will be implemented during the performance assessment for practical and theory assessment	NA	Incomplete information on National Assessment	Mentoring and Coaching	Communicate the criteria of assessment for performance and theory as per the standards
Apply performance standards		Implement set standards during the assessment processes to ensure fair assessment	NA	Inherent biasness	Mentoring and Coaching	Demonstrate implementation of set standards as per the standards.
		Align assessment with the competency based assessment	NA	Lack of Knowledge	Mentoring and Coaching	Demonstrate alignment of assessment as per the competency based training.

<b>Role 3</b>	<b>ROLE MODEL</b>					
<b>Competency Area 1</b>	<b>Practice Professional ethics &amp; conduct</b>					
<b>Competencies</b>	<b>Proficiency Level</b>	<b>Behavior Indicator</b>	<b>Current Performance (Adequate/Not adequate)</b>	<b>Likely reason for performance gap</b>	<b>Method of Intervention</b>	<b>Learning Objectives</b>
Exhibit professional behavior and conduct	Level 1 (Entry)	Demonstrate physical presentation in accordance with etiquettes (Driglam Namzha)	NA	Resistance to Mindsets & Behaviors. inadequate knowledge and skills	Action learning, Mentoring and Coaching	Demonstrate practice of Driglam Namsha as per the standards.
		Communicate effectively to deliver precise message	NA	Inadequate communication skills	Action learning, Mentoring and Coaching	Communicate effectively using various channel for effective communication
Exhibits right working attitude		Demonstrate good interpersonal skills to maintain good relationship with leaders, peers, and trainees	NA	Inadequate employability skills	Action learning, Mentoring and Coaching	Maintain good interpersonal relationship.
		Exhibit team work to achieve organizational goals	NA	Inadequate team work skills	Action learning, Mentoring and Coaching	Demonstrate team work as per the set standards

		Respond positively to change, embracing and using new practices or values to accomplish to goals and solve problems	NA	Resistance to change and problem solving skills & commitment to career-long learning	Action learning, Mentoring and Coaching	Demonstrate embracing new practices to accomplish goals.
		Maintain training standards to impart quality training	NA	Inadequate knowledge and skills	Action learning, Mentoring and Coaching	Maintain training standards in training and learning process as per the set standards.
Practice integrity		Uphold the principles of Teaching learning processes to have unbiased training delivery	A	Not Required since current Performance is Adequate		
		Utilize the training resources effectively to avoid wastage of materials.	A			
		Represent the position of self to avoid misuse of authority for personal gain	A			

<b>Competency Area 3</b>	<b>Demonstrate Leadership</b>					
<b>Competencies</b>	<b>Proficiency Level</b>	<b>Behavior Indicator</b>	<b>Current Performance (Adequate/Not adequate)</b>	<b>Likely reason for performance gap</b>	<b>Method of Intervention</b>	<b>Learning Objectives</b>
Present pro-activeness and enthusiasm	Level 1 (Entry)	Display multidimensional strategies to enhance effective teaching-learning delivery	NA	Inadequate skills and knowledge	Action learning, Mentoring and Coaching	Demonstrate strategies to enhance effective teaching - learning delivery
		Collect diverse opinions to address relevant concerns - promoting harmony in work place	NA	Inadequate skills and knowledge	Action learning, Mentoring and Coaching	Promote harmony in work place to address concerns as per the standards.
		Channel time, skills and resources towards meeting the mandates and goals	NA	Inadequate Foundational Competencies on resource management	Mentoring , Coaching	Network time, skills and resources in meeting the goals.
Exhibit Farsightedness		Prepare trainees for the immediate and long term emerging skills as per Market technological dynamics	NA	Inadequate skills and knowledge on structured practices	Action learning, Mentoring and Coaching	Demonstrate near and far transfer to learning to the trainees.

Demonstrate motivating skills	Demonstrate positive attitude and enthusiasm to perform duties daily	A	Not Required since current Performance is Adequate		
	Face challenges with open mindedness to motivate trainees	NA	Resistance to acceptance and inadequate knowledge and skills	Action learning, Mentoring and Coaching	Counter challenges to motivate learners and self.
	Demonstrate willingness to learn continuously to motivate self and the trainees	A	Not Required since current Performance is Adequate		

## II. For Experienced Level (L2)

Role 1	FACILITATOR					
Competency Area 1	Manage Classes					
Competencies	Proficiency Level	Behavior Indicator	Current Performance (Adequate/Not adequate)	Likely reason for performance gap	Method of Intervention	Learning Objectives
Facilitate class	Level 2 (Experienced)	Create conducive physical learning environment for active participation of learners.	A	Not Required since the current Performance is Adequate		
		Engage trainee through different training approaches to enhance learning	NA	Will-Potential of Trainees and dearth of motivation from Trainers	Action learning, Mentoring and Coaching	Producing TVET Trainers qualified and proficient in pedagogy and technology.
		Identify the learners' capabilities to provide additional assistance to the learners with learning difficulties	NA	Inadequate Emotional Intelligence and skillset to determine Trainees' difficulty in learning.		

Organize Class	Develop training plans to meet the set target to complete on time	A	Not Required since the current Performance is Adequate		
	Identify the gaps and review the schedule periodically for effective implementation of plans	A			
	Develop instructional plans to conduct class effectively and efficiently	A			
Perform Subject specialization	Explain subject knowledge to enhance teaching learning environment.	NA	Trainer inadequately trained on the particular subject.	Action learning, Mentoring and Coaching	Producing TVET Trainers qualified and proficient in pedagogy and technology.
	Apply technical skills to current and new situations.	NA	Missing practical knowledge for its practical implementation		
	Apply best practices of teaching and learning processes to enhance learning	NA	Availability of information (exposure) and required resources for acquiring know-how about the best practices.		

<b>Competency Area 2</b>	<b>Develop Instructional Resource</b>					
<b>Competencies</b>	<b>Proficiency Level</b>	<b>Behavior Indicator</b>	<b>Current Performance (Adequate/Not adequate)</b>	<b>Likely reason for performance gap</b>	<b>Method of Intervention</b>	<b>Learning Objectives</b>
Manage Instructional Resource	Level 2 (Experienced)	Document instructional resources for future references	A	Not Required since the current Performance is Adequate		
		Develop relevant and innovative instructional aid to match the learning objectives	NA	Missing skillset for developing ideas, resource constraints and support from the management.	Action learning, Mentoring, OJT and Coaching	Enhancing TVET Trainers with additional HRD(training) in application of ICT in teaching and Industrial training
Update current subject knowledge & Skills to meet the changing market needs		NA	Lacking in Industrial practice and exposure			
Update instructional delivery methodologies for effective training delivery		NA	Delay in curriculum validation with passing time and HRD requirement for Trainers.			
Carryout Continuous learning	Exchange knowledge & Skills to peers to enhance learning	NA	No special time allocated for group activities			



Practice OHS	Prepare personal protective equipment to be issued to individual trainees	A	Not Required since the current Performance is Adequate		
	Demonstrate knowledge and skills to trainees on usage of PPE to inculcate safe work culture	A	Not Required since the current Performance is Adequate		
	Identify the areas of health hazards within the training premises to avoid accidents	NA	Negligence of small accidents which might later have huge health implication.	Action learning, Mentoring, OJT and Coaching	Enhancing TVET Trainers with additional HRD(training) in application of ICT in teaching and Industrial training
	Train trainees with basic first aid treatment methods & OHS to provide immediate attention during accidents	NA	Not having resource person for teaching First Aid methodologies.		
Establish linkage with Industries	Establish industry linkages to implement trainees attachment program	NA	Not getting robust support from the Management and the linked Industry.		
	Coordinate in campus recruitment and trainees attachment in collaboration with industry	NA	Not getting robust support from the Management and the linked Industry.		

		Assist establishment of regional and international linkages with ministry for transnational standards and exchange programs	NA	Not getting robust support from the Management and the linked Industry.		
		Collate with Industry on training relevancy and preparedness of the trainees to world of work	NA	Not getting robust support from the Management and the linked Industry.		
<b>Competency Area 3</b>	<b>Carryout Research &amp; Development</b>					
<b>Competencies</b>	<b>Proficiency Level</b>	<b>Behavior Indicator</b>	<b>Current Performance (Adequate/Not adequate)</b>	<b>Likely reason for performance gap</b>	<b>Method of Intervention</b>	<b>Learning Objectives</b>
Conduct Research	Level 2 (Experienced)	Develop research proposals/plan to enhance training	NA	Inadequate knowledge(theoretical and practical) about research methodologies	Action learning, Mentoring and Coaching	TVET trainer not only a better trainer but also a better researcher
		Mobilize resources to carryout effective research	NA	No allocated resource for carrying out research and no robust support from the Management.		

		Apply research methodologies to carryout effective research	NA	Inadequate knowledge(theoretical and practical) about research methodologies		
		Create prototype for effective action research	NA	Inadequate knowledge(theoretical and practical) about research methodologies		
Present Research		Present the statistical tools to support the findings	NA	Inadequate knowledge(theoretical and practical) about research methodologies		
		Interpret the analyzed data for recommendation and incorporation to enhance training	NA	Inadequate knowledge(theoretical and practical) about research methodologies		
		Present the statistical tools to support the findings	NA	Inadequate knowledge(theoretical and practical) about research methodologies		
		Select the appropriate media for effective presentation	NA	Not keeping abreast with technologies/ software		

Implement research report	Use appropriate ICT for effective training delivery	NA	Not keeping abreast with technologies/ software		
	Write report and recommendations on R & D.	NA	Trainer being novice especially about report writing.		
	Implement research findings for future planning and development.	NA	Inadequate documentation skills		

<b>ROLE 2</b>	<b>EVALUATOR</b>					
<b>Competency Area</b>	<b>Administer Standard Assessment</b>					
<b>Competencies</b>	<b>Proficiency Level</b>	<b>Behavior Indicators</b>	<b>Current Performance (Adequate/Not adequate)</b>	<b>Likely reason for performance gap</b>	<b>Method of Intervention</b>	<b>Learning Objectives</b>
Design tools for continuous assessment	Level 2 (Experienced)	Encourage trainees for self-performance evaluation to strengthen learning	NA	The skills, knowledge and attitudes of TVET trainers does not align with current job requirements, technological changes, pedagogy and processes.	Action Learning, Classroom Training, Mentoring, OJT and Coaching	TVET Trainers are able to develop the best Delivery Modes

		Develop practical questionnaires holistically to assess the learners performance at the end of module	A	Not Required since the current Performance is Adequate		
		Develop theoretical questionnaires to assess the learners knowledge at the end of every module	A			
		Develop assessment plans for assessing the trainees	A			
Implement Assessment plan		Interpret regulations of the assessment process to the trainees for fair and just assessment	NA	The skills, knowledge and attitudes of TVET trainers does not align with current job requirements, technological changes, pedagogy and processes.	Action learning, Classroom Training, Mentoring, OJT and Coaching	TVET Trainers are able to develop the best Delivery Modes

		Communicate to the trainees the criteria that will be implemented during the performance assessment for practical and theory assessment	A	Not Required since the current Performance is Adequate		
Conduct Assessment		Identify the venue for assessment of both for theory and practical to carryout effective assessment	A			
		Arrange required tools, equipment and materials for effective assessment	A			
		Administer assessment to ensure fair and smooth conduct	A			
Demonstrate the Knowledge on Performance standards		State the performance standards to carry out the effective assessment	NA	The skills, knowledge and attitudes of TVET trainers does not align with current job requirements, technological changes, pedagogy and processes.	Action learning, Classroom Training, Mentoring, OJT and Coaching	TVET Trainers are able to develop the best Delivery Modes
Apply performance standards		Implement set standards during the assessment processes to ensure fair assessment	NA			
		Align assessment with the competency based assessment	NA			

<b>ROLE 3</b>	<b>ROLE MODEL</b>					
<b>Competency Area 1</b>	<b>Practice Professional ethics &amp; conduct</b>					
<b>Competencies</b>	<b>Proficiency Level</b>	<b>Behavior Indicators</b>	<b>Current Performance (Adequate/Not adequate)</b>	<b>Likely reason for performance gap</b>	<b>Method of Intervention</b>	<b>Learning Objectives</b>
Exhibit professional behavior and conduct	Level 2 (Experienced)	Demonstrate physical presentation in accordance with etiquettes (Driglam Namzha)	A	Not Required since the current Performance is Adequate		
		Communicate effectively to deliver precise message	A			
Exhibits right working attitude		Demonstrate good interpersonal skills to maintain good relationship with leaders, peers, and trainees	A			

		Exhibit team work to achieve organizational goals	NA	Missing of Good presentation (physical) and good interpersonal skills with right working attitude.	Action learning, Classroom Training, Mentoring and Coaching	TVET Trainer with diverse knowledge including national etiquettes besides specific subject knowledge.
		Respond positively to change, embracing and using new practices or values to accomplish to goals and solve problems	NA			
		Maintain training standards to impart quality training	NA			
Practice integrity		Uphold the principles of teaching learning processes to have unbiased training delivery	A	Not Required since the current Performance is Adequate		
		Utilize the training resources effectively to avoid wastage of materials.	A			
		Represent the position of self to avoid misuse of authority for personal gain	A			



Competency Area 2	Practice Professional ethics & conduct					
Competencies	Proficiency Level	Behavior Indicators	Current Performance (Adequate/Not adequate)	Likely reason for performance gap	Method of Intervention	Learning Objectives
Provide Career Guidance & Counselling	Level 2 (Experienced)	Identify counselling techniques in accordance to trainees needs.	NA	1. Inadequate Emotional Intelligence and skillset to determine Trainees' difficulty in learning. 2. Not providing required support for trainees 3. Not being open to opinions of trainees.	Action learning, Mentoring and Coaching	Professionalizing of TVET trainers aligned with cultural values
		Identify trainee needs to develops career guidance plan	NA			
Build Employability Skills		Identify trainee needs to develops career guidance plan	NA			
		Assist the trainees to acquire a set of employability skills	NA			

Competency Area 3	Demonstrate Leadership					
Competencies	Proficiency Level	Behavior Indicators	Current Performance (Adequate/Not adequate)	Likely reason for performance gap	Method of Intervention	Learning Objectives
Present pro-activeness and enthusiasm	Level 2 (Experienced)	Display multidimensional strategies to enhance effective teaching-learning delivery	NA	<ol style="list-style-type: none"> <li>1. Inadequate Emotional Intelligence and skillset to determine Trainees' difficulty in learning.</li> <li>2. Not providing required support for trainees</li> <li>3. Not being open to opinions of trainees.</li> </ol>	Action learning, Classroom Training, Mentoring and Coaching	Professionalizing of TVET trainers aligned with cultural values
		Collect diverse opinions to address relevant concerns for promoting harmony in work place	A	Not Required since the current Performance is Adequate		

		Channel time, skills and resources towards meeting the mandates and goals	NA	1. Inadequate Emotional Intelligence and skillset to determine Trainees' difficulty in learning. 2. Not providing required support for trainees  3. Not being open to opinions of trainees.	Action learning, Classroom Training, Mentoring and Coaching	Professionalizing of TVET trainers aligned with cultural values
Exhibit Farsightedness		Prepare the trainees for the immediate and long term emerging skills as per the market & technological dynamics	NA			
Demonstrate motivating skills		Demonstrate positive attitude and enthusiasm to perform duties daily	A	Not Required since the current Performance is Adequate		
		Face challenges with open mindedness to motivate trainees	A			
		Demonstrate willingness to learn continuously to motivate the trainees	NA	1. Inadequate Emotional Intelligence and skillset to determine Trainees' difficulty in learning. 2. Not providing required support for trainees 3. Not being open to opinions of trainees.	Action learning, Classroom Training, Mentoring and Coaching	Professionalizing of TVET trainers aligned with cultural values

**IV. For Expert Level**

<b>Role 1</b>	<b>FACILITATOR</b>					
<b>Competency Area 1</b>	<b>Manage Classes</b>					
<b>Competencies</b>	<b>Proficiency Level</b>	<b>Behavior Indicator</b>	<b>Current Performance (Adequate/Not adequate)</b>	<b>Likely reason for Performance gap</b>	<b>Method of Intervention</b>	<b>Learning Objectives</b>
Facilitate class	Level 3 (Expert)	Create conducive physical learning environment for active participation of learners.	A	Not Required since current Performance is Adequate		
		Engage trainee through different training approaches to enhance learning	A			
		Identify the learners' capabilities to provide additional assistance to the learners with learning difficulties	A			
Organize Class		Develop training plans to meet the set target to complete on time	A			

		Identify the gaps and review the schedule periodically for effective implementation of plans	A			
		Develop instructional plans to conduct class effectively and efficiently	A			
		Adapt contingency plans for adverse training.	A			
Perform Subject specialization		Explain subject knowledge to enhance teaching learning environment.	NA	Inadequate knowledge and skills on emerging teaching-learning	Action Learning, Mentoring and Coaching	Demonstrate Knowledge and skills for effective teaching and learning
		Apply technical skills to current and new situations.	NA	Inadequate knowledge and skills on current technologies		Adapt with the current technologies
		Apply best practices of teaching and learning processes to enhance learning	NA	Inadequate knowledge and skills in training delivery		Adopt and Demonstrate Knowledge and skills for effective teaching delivery

<b>Competency Area 2</b>	<b>Develop Instructional Resource</b>					
<b>Competencies</b>	<b>Proficiency Level</b>	<b>Behavior Indicator</b>	<b>Current Performance (Adequate/Not adequate)</b>	<b>Likely reason for performance gap</b>	<b>Method of Intervention</b>	<b>Learning Objectives</b>
Manage Instructional Resource	Level 3 (Expert)	Document instructional resources for future references	A	Not Required since current Performance is Adequate		
		Develop relevant and innovative instructional aid to match the learning objectives	NA	Inadequate exposure in ICT	Action Learning, Mentoring and Coaching	Develop relevant and innovative instructional aid
		Allocate resources judiciously without compromising the quality of training	A	Not Required since current Performance is Adequate		
Carryout Continuous learning		Update current subject knowledge & Skills to meet the changing market needs	NA	Inadequate exposure of labour market	Action Learning and OJT	Updated with the current knowledge and skills
		Update instructional delivery methodologies for effective training delivery	NA	Not exposed to new training delivery methodologies	Action Learning, Mentoring and Coaching	Updated with the current knowledge and skills
		Exchange knowledge & Skills to peers to enhance learning	NA	Resistance to acceptance of Peer learning	Mentoring and Coaching	Apply peer learning strategy to enhance training delivery
Practice OHS		Prepare personal protective equipment to be issued to individual trainees	A	Not Required since current Performance is Adequate		

	Demonstrate knowledge and skills to trainees on usage of PPE to inculcate safe work culture	A			
	Identify the areas of health hazards within the training premises to avoid accidents	A			
	Train trainees with basic first aid treatment methods & OHS to provide immediate attention during accidents	NA	Inadequate training on OHS	Action Learning	Exhibit OHS and Basic aid treatment to the Trainees
Establish linkage with Industries	Establish industry linkages to implement trainees attachment program	A	Not Required since current Performance is Adequate		
	Coordinate in campus recruitment and trainees attachment in collaboration with industry	A			
	Assist establishment of regional and international linkages with Ministry for transnational standards and exchange programs	NA	Inadequate exposures and trainings on Institutional linkages	Action Learning, Mentoring and Coaching	Assist in establishing Institutional Linkages
	Collate with Industry on training relevancy and preparedness of the trainees to world of work	NA	Inadequate Knowledge and skills on Industry Partnering for effective training delivery	Action Learning, Mentoring and Coaching	Collate with Industry for effective training delivery

Competency Area 3	Carry out Research & Development							
Competencies	Proficiency Level	Behavior Indicator	Current Performance (Adequate/Not adequate)	Likely reason for performance gap	Method of Intervention	Learning Objectives		
Conduct Research	Level 3 (Expert)	Develop research proposals/plan to enhance training	NA	Inadequate Knowledge on action research	Action Learning, Mentoring and Coaching	Develop good research proposal		
		Mobilize resources to carryout effective research	NA	Inadequate knowledge on resource mobilizing		Mobilize resources efficiently for effective research		
		Apply research methodologies to carryout effective research	NA	Inadequate knowledge and skills on research methodologies		Enhance knowledge and skills on research methodologies		
		Create prototype for effective action research	NA	Inadequate Skills to create prototype for action research		Enhance skills to create prototype for action research		
Present Research		Level 3 (Expert)	Present the statistical tools to support the findings	NA		Inadequate Skills to apply statistical tools		Enhance skills to apply statistical tools
			Interpret the analyzed data for recommendation and incorporation to enhance training	NA		Inadequate Skills and knowledge to analyze data		Enhance skills to analyze data with relevant tools



		Select the appropriate media for effective presentation	NA	Inadequate Skills and knowledge on media		Enhance skills and knowledge on Media
Implement research report		Use appropriate ICT for effective training delivery	A	Not Required since current Performance is Adequate		
		Write report and recommendations on R & D.	NA	Inadequate Knowledge and Skills on writing report	Action Learning	Enhance Skills on proper report writing
		Implement research findings for future planning and development	A	Not Required since current Performance is Adequate		

ROLE 2	EVALUATOR						
Competency Area	Administer Standard Assessment						
Competencies	Proficiency Level	Behavior Indicator	Current Performance (Adequate/Not adequate)	Likely reason for performance gap	Method of Intervention	Learning Objectives	
Design tools for continuous assessment	Level 3 (Expert)	Encourage trainees for self-performance evaluation to strengthen learning	NA	Inadequate skills	Action Learning, Mentoring and Coaching	Encourage trainees for self-Performance evaluation	
		Develop practical questionnaires holistically to assess the learners performance at the end of module	A	Not Required since current Performance is Adequate			
		Develop theoretical questionnaires to assess the learners knowledge at the end of every module	A				
		Develop assessment plans for assessing the trainees	A				
Implement Assessment plan		Interpret regulations of the assessment process to the trainees for fair and just assessment	NA	Inadequate knowledge on national assessment	Action Learning, Mentoring and Coaching	Interpret regulations of assessments	

		Communicate to the trainees the criteria that will be implemented during the performance assessment for practical and theory assessment	A	Not Required since current Performance is Adequate		
Conduct Assessment		Identify the venue for assessment of both for theory and practical to carryout effective assessment	A			
		Arrange required tools, equipment and materials for effective assessment	A			
		Administer assessment to ensure fair and smooth conduct	A			
Demonstrate the Knowledge on Performance standards		State the performance standards to carry out the effective assessment	NA	Inadequate knowledge on performance standards	Action Learning, Mentoring and Coaching	State Performance standards to carry out effective assessment
		liaise with regulatory/enforcing bodies to ensure revision of assessment process	NA	Inadequate knowledge and skills on liaising with regulatory	Action Learning, Mentoring and Coaching	liaise with regulatory
		Collect feedback from stakeholders on assessment criteria to strengthen industry specific needs	NA	Inadequate knowledge on developing Feedback tools	Action Learning, Mentoring and Coaching	Develop feedback tools

Apply performance standards	Implement set standards during the assessment processes to ensure fair assessment	A	Not Required since current Performance is Adequate
	Align assessment with the competency based assessment	A	

ROLE 3		ROLE MODEL				
Competency Area 1		Practice Professional ethics & conduct				
Competencies	Proficiency Level	Behavior Indicator	Current Performance (Adequate/Not adequate)	Likely reason for performance gap	Method of Intervention	Learning Objectives
Exhibit professional behavior and conduct	Level 3 (Expert)	Demonstrate physical presentation in accordance with etiquettes (Driglam Namzha)	A	Not Required since current Performance is Adequate		
		Communicate effectively to deliver precise message	A			
Exhibits right working attitude		Demonstrate good interpersonal skills to maintain good relationship with leaders, peers, and trainees	A			

		Exhibit team work to achieve organizational goals	A			
		Respond positively to change, embracing and using new practices or values to accomplish to goals and solve problems	NA	Resistance to change	Action Learning, Mentoring and Coaching	Embrace change and implement new best practices
		Maintain training standards to impart quality training	NA	Inadequate Knowledge on Training Standards	Action Learning, Mentoring and Coaching	Maintain Training Standards for quality Training
Practice integrity		Uphold the principles of Teaching learning processes to have unbiased training delivery	A	Not Required since current Performance is Adequate		
		Utilize the training resources effectively to avoid wastage of materials.	A			
		Represent the position of self to avoid misuse of authority for personal gain	A			

Competency Area 2	Carry out Mentoring and Coaching					
Competencies	Proficiency Level	Behavior Indicator	Current Performance (Adequate/Not adequate)	Likely reason for performance gap	Method of Intervention	Learning Objectives
Provide Career Guidance & Counselling	Level 3 (Expert)	Identify counselling techniques in accordance to trainees needs.	NA	Inadequate Knowledge and skills	Action Learning, Mentoring and Coaching	Identifying counselling techniques
		Identify trainee needs to develops career guidance plan	NA			Develop tools for career guidance
		Review counselling and career development programs in collaboration with stakeholders	NA			Revise counselling and career development
		Assist the trainees to acquire a set of employability skills	NA			Assist Trainee to identify employability skills
		Provide knowledge on the importance of life skills education to the trainees	NA			Provide knowledge on Life skills

<b>Competency Area 3</b>	<b>Demonstrate Leadership</b>					
<b>Competencies</b>	<b>Proficiency Level</b>	<b>Behavior Indicator</b>	<b>Current Performance (Adequate/Not adequate)</b>	<b>Likely reason for performance gap</b>	<b>Method of Intervention</b>	<b>Learning Objectives</b>
Present pro-activeness and zing		Display multidimensional strategies to enhance effective teaching-learning delivery	NA	Inadequate Knowledge and skills	Action Learning	Display multidimensional Strategies for effective teaching-learning
		Collect diverse opinions to address relevant concerns for promoting harmony in work place	A	Not Required since current Performance is Adequate		
		Channel time, skills and resources towards meeting the mandates	NA	Inadequate Knowledge and skills	Action Learning, Mentoring and Coaching	Channel resources efficiently
Exhibit Farsightedness		Prepare the trainees for the immediate and long term emerging skills as per the market & technological dynamics	NA			Formulate long term emerging skills as per the labour dynamics
		Analyze stakeholder's upcoming plans and programs to align with the training delivery	NA	Align training delivery as per the plans and programs		

Demonstrate motivating skills		Demonstrate positive attitude and enthusiasm to perform duties daily	A	Not Required since current Performance is Adequate
		Face challenges with open mindedness to motivate trainees	A	
		Demonstrate willingness to learn continuously to motivate self and the trainees	A	



Annexure IV

**Budget estimates for Training Priorities for the year 2019 for TVET and Zorig Sector**

Sl. no	Training Priority	Target Group	No. of Participants	Training Duration/ Description	Training Provider	Budget Estimates	Dateline
1.	Trainer National certification program	Existing Instructors of TVET and Zorig Trainers in the following priority occupation: <ol style="list-style-type: none"> <li>1. Automobile (22 trainer)</li> <li>2. Electrical (18)</li> <li>3. Jimzo (5)</li> <li>4. Lhadri (12)</li> <li>5. Mason (9)</li> <li>6. Mechanical Fitter (9)</li> <li>7. Carpentry (11)</li> </ol>	86 Trainer	The DTE will prepare and facilitate the existing instructors for National certification for 7 identified occupations.  Duration of 10 days for each occupation including assessment resources development, assessment and certification.	DTE, TPSD and Assessment and certification Division (ACD), DOS, MoLHR	-advocate and prepare instructor for National Assessment = 0.5M  -Development of Assessment resources, Conduct National Assessment and Award of Skill certification program = @.02/candidate= 1.72M  <b>Total = 2.22M</b>	Feb-31st March 2019   March-31st May 2019
2.	TVET Management and Leadership	TTI & Zorig Principals & Vice Principal	20	Five days of training will focus on developing the capacity of principals and vice principals the following:  <ol style="list-style-type: none"> <li>1. Leadership of self</li> <li>2. Best Practices of TVET Management and Leadership</li> <li>3. Strategic thinking</li> </ol>	Department of Technical Education, TPSD	<b>DSA = 0.5M</b> , Logistic ( working lunch with two time tea and snacks, hall charges) = 0.2M  Expert/Resource fees (regional/International) = .55M  <b>Total = 1.25M</b>	Aug-Sept 2019

3.	Individual Development Plan (IDP)	All the trainers	138	2 days of Training on development of IDP facilitated by CF taskforce visiting respective Institute.	CF task force	DSA = .121M Working lunch and two time tea= 0.26M <b>Total = 0.381M</b>	Sept 2019
4	Establishment of Zorig Skills Certification Body	For Zorig Trainers	40	Formation Task Force to develop Framework for Zorig Skills Certification Body.	DTE and DOS	Logistic ( working lunch with two time tea and snacks, hall charges) = 0.1M Expert/Resource fees (regional/International) = .2M <b>Total = 0.3</b>	May- June 2019