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Department of Skills Development (DSD)
Federal Government Administrative Centre
62530 PUTRAJAYA, MALAYSIA

NATIONAL COMPETENCY STANDARD

LATIHAN TENAGA PENGAJAR

TRAIN THE TRAINER

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Abbreviation

1. AdA Ausbildung der Ausbilder
2. AVA Audio Visual Aids
3. BiBB Federal Institute for Vocational Education and Training
4. CIAST Centre for Instructor & Advanced Skills Training
5. CQI Continual Quality Improvement
6. GIZ Deutsche Gesellschaft für Internationale Zusammenarbeit
7. HRDF Human Resource Development Fund
8. KIT Karlsruher Institut für Technologie
9. KSA Knowledge, Skills, Attitude
10. NASDA National Skills Development Act 2006 (Act 652)
11. NDTS National Dual Training System
12. NSDC National Skills Development Council
13. OSHA Occupational Safety and Health Act
14. PDPA Personal Data Protection Act
15. PSMB Pembangunan Sumber Manusia Berhad
16. SOP Standard Operating Procedure
17. TEM Tools, Equipment and Materials
18. TVET Technical Vocational Education and Training

Glossary

1. Assessment Process of finding information about the achievement of learning outcomes by the learners, participants, employees, etc.
2. Competency The combination of observable and measurable knowledge, skills, abilities and personal attributes that contribute to enhanced employee performance and ultimately result in organizational success.
3. Competency Gap The difference between the current competency level of the workforce and the competency level needed to achieve a certain outcome.
4. Convergent thinking Convergent thinking is the type of thinking that focuses on coming up with the single, well-established answer to a problem. It is oriented toward deriving the single best, or most often correct answer to a question. Convergent thinking emphasizes speed, accuracy, and logic and focuses on recognizing the familiar, reapplying techniques, and accumulating stored information. It is most effective in situations where an answer readily exists and simply needs to be either recalled or worked out through decision making strategies. A critical aspect of convergent thinking is that it leads to a single best answer, leaving no room for ambiguity.
5. Divergent thinking Divergent thinking is a thought process or method used to generate creative ideas by exploring many possible solutions. Divergent thinking typically occurs in a spontaneous, free-flowing, 'non-linear' manner, such that many ideas are generated in an emergent cognitive fashion. Many possible solutions are explored in a short amount of time, and unexpected connections are drawn. After the process of divergent thinking has been completed, ideas and information are organized and structured using convergent thinking.
6. Evaluation A systematic process for the collection and use of information from many sources in making value judgments and decisions
7. Facilitation A process in which a facilitator diagnoses and intervenes to help a group improve how it identifies and solves problems and makes decisions to increase the group's effectiveness (Schwarz, 2005).
8. Learning Process of acquiring knowledge, skills and attitude that will bring about a relatively permanent change in behaviour
9. Learning Outcomes Learning outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program. Learning outcomes identify what the learner will know and be able to do by the end of a course or program.
10. Mnemonic Any learning technique that aids information retention in the human memory.
11. Training Organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill.
12. Training Strategies, techniques and activities used by trainers during the training process to assist learners achieve the intended learning outcomes. Examples include

- Method discussion, role play and demonstration.
13. Training Needs Analysis The process of identifying training and development needs of its employees so that they can do their job effectively. Training needs analysis is the first stage in the training process and involves a procedure to determine whether training will indeed address the problem which has been identified.
14. Training Resources Tools, equipment and materials used in a training course. Training resources include printed materials, audio visual aids and multimedia.

Acknowledgement

The Director General of DSD would like to extend his gratitude to the organisations and individuals who have been involved in developing this standard including:

- i. National Skills Development Council (NSDC)
- ii. Standard Technical Committee (STC)
- iii. Standard Technical Evaluation Committee (STEC)
- iv. Standard Development Committee (SDC)
- v. Facilitator
- vi. Secretariat
- vii. SLDN
- viii. CIAST
- ix. German-Malaysian Institute (GMI)
 - x. GMI Technical & Consultancy Services Sdn Bhd
 - xi. Global Institute of Safety Management (GISM) Sdn Bhd
 - xii. Teamcoach International Sdn Bhd
- xiii. Academy of Sciences Malaysia
- xiv. Amsteel Marketing Sdn Bhd

STANDARD PRACTICE
NATIONAL COMPETENCY STANDARD (NCS) FOR:
TRAIN THE TRAINER

1. Introduction

1.1. Competency Overview

This NCS document provides a structured framework with a set of activities to enable individuals to be certified as a trainer.

1.2. Rationale of NCS Development

To date, several standards and programmes are being used for certifying trainers in Malaysia. These standards include the National Competency Standard (NCS) Pembangunan Sumber Manusia Berhad (PSMB) Certified Trainer, AdA International – Vocational Trainer Qualification, Vocational Training Operation (VTO) and Cert. IV Training and Assessment. In addition, programmes such as NIOSH Train The Trainer, National Dual Training System (NDTS) Coach Training Programme, NDTS Trainer Training Programme and City & Guilds Teaching, Training and Assessing Learning are also offered in certifying trainers.

At the regional level, the “Standard for In-company Trainers in ASEAN Countries” (July, 2016) was recently introduced as an agreed upon common standard for in-company trainers. The standard was developed by six participating ASEAN countries (Cambodia, Laos, Myanmar, Philippines, Thailand and Vietnam) in collaboration with Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), Federal Institute for Vocational Education and Training (BiBB) and Karlsruher Institut für Technologie (KIT) to encourage effective in-company vocational training in the Mekong Region. The ASEAN standard supports a better cohesion between education and training systems and the labour market by synchronizing education standards and work demands in the ASEAN countries. Central to the in-company trainer’s activities is to plan and conduct Technical Vocational Education and Training (TVET) competently and effectively. Thus, the standard was recommended as a blueprint for other ASEAN countries with further development and adaptation to the situation of these countries. Table 1 summarizes the available standards and programmes in Malaysia and ASEAN.

The Malaysian standards and programmes offered are similar to the ASEAN and AdA International standards. The existing NCS PSMB Certified Trainer was endorsed in 2011 and due for revision. The NDTS Coach Training Programme and NDTS Trainer Training Programme need to be upgraded to a standard equivalent to ASEAN and AdA International standards. This NCS is developed as an overarching standard that encompasses the existing standards and programmes.

Table 1 Train The Trainer Standards and Programmes

Module	Standards			Programmes	
	Standard for In-Company Trainers in ASEAN Countries (2016)	NCS Certified Trainers PSMB TTT	AdA International – Vocational Trainer Qualification	NDTS Coach Training	NDTS Trainer Training
1.	Analyzing Work Tasks and Defining Learning Requirements	Plan Adult Learning	Check training requirements and plan training	Introduction to the NDTS	Introduction to the NDTS
2.	Planning and Preparing Training	Conduct Training Needs Analysis (TNA)	Prepare training and participate in selecting apprentices and trainees	Development and Application of NDTS Curriculum (Practical)	Development and Application of NDTS Curriculum (Theory)
3.	Conducting Training	Design Competency Based Training Programme	Conduct training	Instructional Method	Dynamic Presentation Skills
4.	Evaluation and Further Development (20%)	Conduct Competency Based Training Programme	Complete training	NDTS Assessment System	NDTS Assessment System
5.		Assess Participants' Competence			
Duration	80 hours or 10 days	5 days	10 days + 1 day (for assessment)	4 days	4 days

1.3. Regulatory / Statutory Body Requirements Related to Competency

N/A

2. Award of Certificate

The Director General may award Statements of Achievement, to any person upon conforming to the Standards as stipulated under the National Skills Development Act (NASDA) 2006 (Act 652).

3. List of Competencies

The Train the Trainer personnel is competent in performing the following core competencies:

- a. Determine Training Requirements
- b. Design Training Course
- c. Conduct Training
- d. Conduct Training Evaluation

4. Work Conditions

Trainers work in a myriad of organisational setting such as companies, factories, manufacturing, universities/colleges, service organisations and public service. They are responsible for determining training requirements of their organisations/prospective trainees, and expected to design appropriate training course for them. They need to balance between theoretical and practical applications and are expected to inculcate high ethics and safety practice with green environment principles.

In many cases, they are also expected to develop and deliver the training content/curriculum and do assessment on the training to ascertain Return of Training Investment. These training activities may take place at the workplace either in classrooms, workshops, laboratories or at allocated sites such as training centres or external venues. So Train The Trainer is supposed to equip the prospective trainers with the competencies to carry out these activities.

5. Organisation Reference for Sources of Additional Information

The following organisations can be referred as sources of additional information which can assist in defining the document's contents.

a. CIIAST

Pusat Latihan Pengajar dan Kemahiran Lanjutan (CIIAST)
Jalan Petani 19/1
Seksyen 19, 40900 Shah Alam
Selangor Darul Ehsan
www.ciiast.gov.my

b. PSMB

Pembangunan Sumber Manusia Berhad (PSMB),
Wisma HRDF, Jalan Beringin,
Damansara Heights,
50490 Kuala Lumpur
www.hrdf.com.my

6. Standard Technical Evaluation Committee

NO	NAME	POSITION & ORGANISATION
1.	Zulkifli bin Mohd Sidi	Head of Department Unit Peningkatan Pengajaran dan Penyeliaan CIAST
2.	Muhammad Ghazali bin Abd Aziz	Chief Special Purpose Vehicle (CSPV) Human Resource Development Fund (HRDF)
3.	Zaki bin Mohamad	Head of Rapid Rail Academy Rapid Rail Sdn Bhd
4.	Wan Ezrin bin Wan Zahari	Chief People Officer TIME dotcom Berhad
5.	Mazlina binti Ahmad	Head of Department General & Pre-University Studies German-Malaysian Institute
6.	Kumaran Nair a/l Shanmugam	Project Officer – Dual Vocational Training Malaysian-German Chamber of Commerce and Industry

7. Standard Development Committee

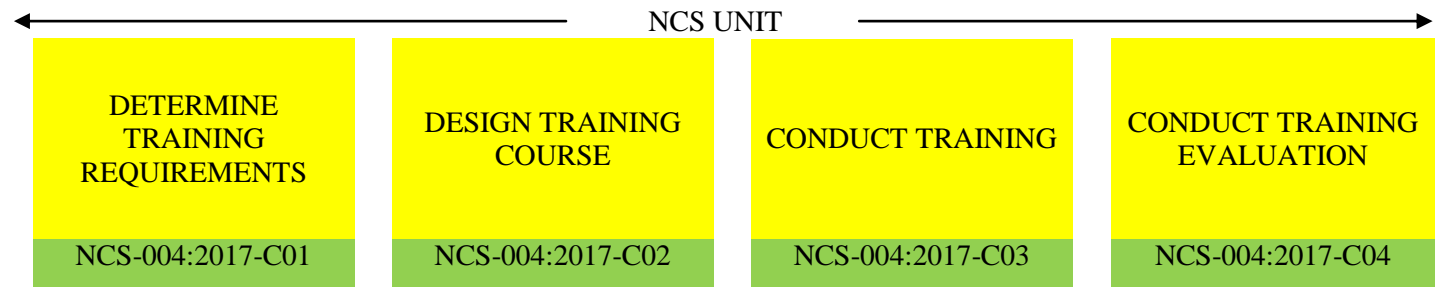
TRAIN THE TRAINER

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2.	Ahmad Azran bin Ranaai	Facilitator JPK
3.	Syazwani binti Azmi	Facilitator JPK

STANDARD CONTENT
NATIONAL COMPETENCY STANDARD (NCS) FOR:
TRAIN THE TRAINER

8. Competency Profile Chart (CPC)

NCS TITLE	Train The Trainer
NCS CODE	NCS-004:2017



Note: NCS Units are NOT equivalent to a NOSS Competency Units

9. Competency Profile (CP)

NCS TITLE	Train The Trainer
NCS CODE	NCS-004:2017

UNIT TITLE & UNIT CODE	UNIT DESCRIPTOR	WORK ACTIVITIES	PERFORMANCE CRITERIA
1. Determine Training Requirements NCS-004:2017-C01	<p>Determine Training Requirements is a stage to identify needs for training based on identified competency gap.</p> <p>The person who is competent in this unit title shall be able to define training needs, obtain information on participant background and ascertain information regarding legal provision, policy and standard requirements.</p> <p>The outcome of Determine Training Requirements is a list of specified competencies to be addressed in the training based on stakeholder, legal provision, policy and standard requirements.</p>	1. Define training needs	1.1. Purpose of training confirmed according to stakeholder requirements. 1.2. Type of training aligned with purpose of training. 1.3. Competency gap identified according to established TNA procedures. 1.4. Type of competency to be addressed confirmed according to stakeholder's needs.
		2. Obtain information on participants' background	2.1 Participants' information requested from stakeholder according to training needs. 2.2 Accuracy and completeness of participants' information confirmed. 2.3 Confidentiality of participants' information maintained according to Personal Data Protection Act.
		3. Ascertain information regarding legal provision, policy and standard requirements	3.1 Relevant legal provision, policy and standard confirmed according to industrial practices. 3.2 Specific legal provision, policy and standard adopted according to training needs.
2. Design Training Course NCS-004:2017-C02	Design Training Course is a stage where the course is designed and developed according to identified training needs.	1. Construct learning outcomes	1.1 Learning outcomes written encompass cognitive, psychomotor and affective domains. 1.2 Learning outcomes written is specific, measurable, relevant and achievable

UNIT TITLE & UNIT CODE	UNIT DESCRIPTOR	WORK ACTIVITIES	PERFORMANCE CRITERIA
	<p>The person who is competent in this unit title shall be able to formulate/construct learning outcomes, develop training course outline, select training methods and organise training resources.</p> <p>The outcome of Design Training Course is a comprehensive course blueprint based on training needs and stakeholder requirements.</p>	<p>2. Develop training course outline</p> <p>3. Select training methods</p> <p>4. Organise training resources</p>	<p>within a given timeframe.</p> <p>1.3 Learning outcomes written specify performance standard according to type of competency to be addressed.</p> <p>2.1 Scope of contents tailored according to training needs.</p> <p>2.2 Course contents developed according to learning outcomes.</p> <p>2.3 Course contents scheduled according to learning priorities.</p> <p>2.4 Course outline reviewed and confirmed in consultation with stakeholders.</p> <p>3.1 Selected training methods aligned with learning outcomes.</p> <p>3.2 Learning and training activities strategized according to training and learners' needs.</p> <p>4.1 Training resources selected according to training methods.</p> <p>4.2 Suitable, sufficient and functioning training resources prepared according to selected training methods.</p>
<p>3. Conduct Training</p> <p>NCS-004:2017-C03</p>	<p>Conduct Training is a stage to implement the training course blueprint to facilitate learning.</p> <p>The person who is competent in this unit title shall be able to prepare session plan, set the learning stage, deliver training contents and facilitate training session.</p>	<p>1. Prepare session plan</p> <p>2. Set the learning stage</p>	<p>1.1. Selected learning and training activities aligned with learning outcomes.</p> <p>1.2. Selected learning and training activities sequenced in a logical manner within allocated time frame.</p> <p>1.3. Selected assessment task aligned with learning outcomes.</p> <p>2.1 Conducive learning environment created according to learning and training needs</p> <p>2.2 Learning stage set using relevant</p>

UNIT TITLE & UNIT CODE	UNIT DESCRIPTOR	WORK ACTIVITIES	PERFORMANCE CRITERIA
	The outcome of Conduct Training is participants' acquisition of identified knowledge, skills and attitude based on stakeholder requirements.	<p>3. Deliver training contents</p> <p>4. Facilitate participants' learning</p>	<p>activities.</p> <p>2.3 Learning stage conducted according to session plan.</p> <p>2.4 Learning stage activities involved all participants.</p> <p>3.1 Training contents presented using various delivery techniques.</p> <p>3.2 Learners' engagement obtained using verbal and non-verbal communication techniques.</p> <p>3.3 Suitable, sufficient and functioning training resources used according to selected training methods.</p> <p>3.4 Q & A session handled using various techniques.</p> <p>3.5 Achievement of learning outcomes confirmed using various assessment tools.</p> <p>3.6 Training session concluded using relevant activities.</p> <p>4.1. Group participation achieved using various facilitation tools.</p> <p>4.2. Group dynamics managed using various facilitation techniques based on observed situation.</p>
4. Conduct Training Evaluation NCS-004:2017-C04	<p>Conduct Training Evaluation is a stage to assess participants' learning and training effectiveness.</p> <p>The person who is competent in this unit title shall be able to specify assessment</p>	<p>5. Specify assessment requirements</p> <p>6. Develop assessment tools</p>	<p>1.1. Selected assessment methods aligned with learning outcomes.</p> <p>1.2. Assessment duration and time confirmed according to assessment guidelines.</p> <p>2.1 Assessment tools prepared according to learning outcomes and established assessment principles.</p> <p>2.2 Marking scheme prepared according to</p>

UNIT TITLE & UNIT CODE	UNIT DESCRIPTOR	WORK ACTIVITIES	PERFORMANCE CRITERIA
	<p>requirements, develop assessment tools, assess participants competence and evaluate training effectiveness.</p> <p>The outcome of Conduct Training Evaluation is confirmation of competency acquisition according to stakeholder's needs and requirements.</p>	<p>7. Assess participants' competence</p> <p>8. Evaluate training effectiveness</p>	<p>agreed assessment criteria</p> <p>3.1 Assessment administered according to established procedures.</p> <p>3.2 Participants performance assessed and decisions made according to agreed assessment criteria.</p> <p>3.3 Feedback provided to participants regarding assessment decisions in a timely manner.</p> <p>4.1. Training effectiveness measured using various post training assessment methods.</p> <p>4.2. Post training assessment administered according to stakeholder requirements.</p> <p>4.3. Next course of action proposed according to analysed post assessment results.</p>

CURRICULUM OF COMPETENCY UNIT
NATIONAL COMPETENCY STANDARD (NCS) FOR:
TRAIN THE TRAINER

10. Curriculum of NCS Unit

10.1. Determine Training Requirements

NCS TITLE	Train The Trainer
UNIT TITLE	Determine Training Requirements
LEARNING OUTCOMES	<p>The outcome of this unit is a list of specified competencies to be addressed in the training based on stakeholder, legal provision, policy and standard requirements.</p> <p>Upon completion of this unit, trainees must be able to:-</p> <ol style="list-style-type: none"> 1. Define training needs 2. Obtain information on participants' background 3. Ascertain information regarding standard, policy and legal act requirements
UNIT CODE	NCS-004:2017-C01

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
1. Define training needs	1.1 Definition of learning and training 1.2 Purpose of training such as:- <ul style="list-style-type: none"> • Certification • Upgrading • Re-skilling • Awareness • Recognition 1.3 Benefits of training <ul style="list-style-type: none"> • Performance improvement • Self development • Increased productivity 1.4 Types of training <ul style="list-style-type: none"> • Classroom training • Off/On the job 	1.1. Identify purpose of training 1.2. Identify type of training 1.3. Identify desired competency level 1.4. Identify current/actual competency level 1.5. Measure competency gap (KSA) 1.6. Specify competency to be addressed	<u>ATTITUDE</u> <ul style="list-style-type: none"> • Specific in determining training needs • Objective in measuring competency gap <u>SAFETY</u> <ul style="list-style-type: none"> • Adhere to safety guidelines in relation to work hazards <u>ENVIRONMENT</u> <ul style="list-style-type: none"> • Practice Reduce, Reuse, Recycle 	1.1 Learning and training defined. 1.2 Purpose of training listed. 1.3 Benefits of training explained. 1.4 Types of training described. 1.5 Competency defined. 1.6 Competency gap defined. 1.7 Methods to identify competency level described. 1.8 Purpose of training aligned according to specified requirements. 1.9 Type of training aligned with purpose of training. 1.10 Competency gap identified according to established TNA procedures. 1.11 Type of competency to be addressed confirmed according to specified requirements.

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	training <ul style="list-style-type: none"> • E-learning • Coaching • Mentoring 1.5 Definition of competency 1.6 Methods to identify competency level <ul style="list-style-type: none"> • Observation • Test • Interview • Focus group 1.7 Definition of competency gap			
2. Obtain information on participants' background	2.1 Types of participant information <ul style="list-style-type: none"> • Demographic • Working experience • Years of experience • Nature of job • Numbers of participants • Objectives for attending training • Competency level 2.2 Sources of participant information such as:- <ul style="list-style-type: none"> • Human Resource • Stakeholder 2.3 Methods of finalising information <ul style="list-style-type: none"> • Email/fax • Acknowledgement 	2.1. Compile required participants' information 2.2. Request participants' list 2.3. Check participants' information 2.4. Finalise participants' information	<u>ATTITUDE</u> <ul style="list-style-type: none"> • Adhere to Personal Data Protection Act (PDPA) • Meticulous in checking participants' information <u>SAFETY</u> <ul style="list-style-type: none"> • Adhere to safety guidelines in relation to work hazards <u>ENVIRONMENT</u> <ul style="list-style-type: none"> • Practice Reduce, Reuse, Recycle 	2.1 Types of participants' information listed. 2.2 Sources of participants' information listed. 2.3 Methods of finalising information described. 2.4 Participants' information compiled according to training needs. 2.5 Participants' information accurate and complete. 2.6 Importance of maintaining participants' confidentiality explained according to PDPA requirements.

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	2.4 PDPA and participants' confidentiality			
3. Ascertain information regarding standard, policy and legal act requirements	3.1 Occupational standard <ul style="list-style-type: none"> • National • Industrial • International 3.2 Related acts and regulation such as:- <ul style="list-style-type: none"> • NASDA • OSHA • Environment • Professional body • Licensing body 3.3 Company requirements <ul style="list-style-type: none"> • Policy • Vision & Mission • rules and regulation • SOP 3.4 Importance of compliance with standard policy and legal act	3.1. Identify relevant standard, policy and legal act 3.2. Match with learning requirements 3.3. Select relevant standard, policy and legal act 3.4. List required standard, policy and legal act	<u>ATTITUDE</u> <ul style="list-style-type: none"> • Read documentation details thoroughly. • Conforming to Professional Body Codes and Practices such as nursing codes <u>SAFETY</u> <ul style="list-style-type: none"> • Adhere to safety guidelines in relation to work hazards <u>ENVIRONMENT</u> <ul style="list-style-type: none"> • Practice Reduce, Reuse, Recycle 	3.1 Occupational standard listed. 3.2 Related acts and regulation described. 3.3 Company requirements explained. 3.4 Importance of compliance with standard policy and legal act explained. 3.5 Types of relevant legal provision, policy and standard complied. 3.6 Specific legal provision, policy and standard applied.

10.2. Design Training Course

NCS TITLE	Train The Trainer
UNIT TITLE	Design Training Course
LEARNING OUTCOMES	<p>The outcome of this unit is a comprehensive course blueprint based on training needs and stakeholder requirements.</p> <p>Upon completion of this unit, trainees must be able to:-</p> <ol style="list-style-type: none"> 1. Construct learning outcomes 2. Develop training course outline 3. Select training methods 4. Organise training resources
UNIT CODE	NCS-004:2017-C02

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
1. Construct learning outcomes	1.1. Definition of learning outcomes 1.2. Learning outcomes domain <ul style="list-style-type: none"> • Knowledge (cognitive) • Skill (psychomotor) • Attitude (affective) 1.3. Rationale for writing learning outcomes 1.4. SMART learning outcomes 1.5. Components of learning outcomes <ul style="list-style-type: none"> • Audience • Behaviour • Condition • Degree 	1.1. Identify learning domain 1.2. Identify type of behaviour to be developed 1.3. Check relevancy of learning outcomes 1.4. Identify desired performance standard 1.5. Write course learning outcomes	<u>ATTITUDE</u> <ul style="list-style-type: none"> • Specific in determining learning outcomes • Objective in measuring competency gap <u>SAFETY</u> <ul style="list-style-type: none"> • Adhere to safety guidelines in relation to work hazards <u>ENVIRONMENT</u> <ul style="list-style-type: none"> • Practice Reduce, Reuse, Recycle 	1.1. Learning outcomes defined. 1.2. Learning outcomes domain described. 1.3. Rationale for writing learning outcomes explained. 1.4. Characteristic of learning outcomes explained. 1.5. Components of learning outcomes listed. 1.1. SMART learning outcomes constructed.

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
2. Develop training course outline	2.1 Scope of contents <ul style="list-style-type: none"> • Breadth • Depth • Must know, good to know, nice to know 2.2 Principles of sequencing contents such as:- <ul style="list-style-type: none"> • Job performance order • Known to unknown • Critical sequence • Easy to difficult • Simple to complex 2.3 Factors to be considered in determining training duration <ul style="list-style-type: none"> • Learner type • Complexity of competency • Criticality of competency • Type of learning and training activities 2.4 Factors to consider in naming module <ul style="list-style-type: none"> • Catchy • Content related • Sensitivity 2.5 Training course outline format <ul style="list-style-type: none"> • Title • Course description • Duration 	2.1. Obtain learning outcomes 2.2. Identify scope of contents 2.3. Sequence contents 2.4. Determine training duration 2.5. Name training module 2.6. Produce training course outline 2.7. Prepare training schedule	<u>ATTITUDE</u> <ul style="list-style-type: none"> • Specific in determining course outline • Systematic in arranging training sequence • Creative in developing course outline <u>SAFETY</u> <ul style="list-style-type: none"> • Adhere to safety guidelines in relation to work hazards <u>ENVIRONMENT</u> <ul style="list-style-type: none"> • Practice Reduce, Reuse, Recycle 	2.1 Scope of contents described. 2.2 Principles of sequencing contents explained. 2.3 Factors to be considered in determining training duration explained. 2.4 Factors to consider in naming module explained. 2.5 Training course outline details listed. 2.6 Training schedule details listed. 2.7 Scope of contents determined. 2.8 Course contents aligned to learning outcomes. 2.9 Detailed training schedule produced.

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	<ul style="list-style-type: none"> • Course Outcome • Target audience • Delivery methods • Assessment methods • Trainer's profile 2.6 Training schedule format <ul style="list-style-type: none"> • Module • Time • Trainer • Venue 			
3. Select training methods	3.1 Methods of training delivery <ul style="list-style-type: none"> • Lecture • Demonstration • Role play • Simulation • Q & A • Discussion 3.2 Factors to consider in selecting training method such as:- <ul style="list-style-type: none"> • Learning outcomes • Learner type • Availability of resources • Time factor 	3.1. Obtain learning outcomes 3.2. Choose delivery method 3.3. Identify learning and training activities	<u>ATTITUDE</u> <ul style="list-style-type: none"> • Creative in designing training activities • Mindful of participants' background <u>SAFETY</u> <ul style="list-style-type: none"> • Adhere to safety guidelines in relation to work hazards <u>ENVIRONMENT</u> <ul style="list-style-type: none"> • Practice Reduce, Reuse, Recycle 	3.1 Training delivery methods described. 3.2 Factors to consider in selecting training method explained. 3.3 Training methods selected according to learning outcomes. 3.4 Learning and training activities designed according to learning outcomes.

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
4. Organise training resources	4.1 Types of training resources <ul style="list-style-type: none"> • Physical (classroom, lab) • Internet connectivity • TEM • AVA • Subject matter expert • Support personnel 4.2 Training venue <ul style="list-style-type: none"> • In-house • External • In-company training centres 4.3 Guidelines for effective use of AVA	4.1. Confirm training method 4.2. Select type of training resources 4.3. Identify training venue 4.4. Prepare training resources	<u>ATTITUDE</u> <ul style="list-style-type: none"> • Resourceful in preparing training resources • Creative in selecting training resources • Mindful of participants' background <u>SAFETY</u> <ul style="list-style-type: none"> • Adhere to safety guidelines in relation to work hazards <u>ENVIRONMENT</u> <ul style="list-style-type: none"> • Practice Reduce, Reuse, Recycle 	4.1. Types of training resources described. 4.2. Training venue determined. 4.3. Guidelines for effective use of AVA explained. 4.4. Training resources prepared.

10.3. Conduct Training

NCS TITLE	Train The Trainer
UNIT TITLE	Conduct Training
LEARNING OUTCOMES	<p>The outcome of this unit is acquisition of identified knowledge, skills and attitude based on stakeholder requirements.</p> <p>Upon completion of this unit, trainees must be able to:-</p> <ol style="list-style-type: none"> 1. Prepare session plan 2. Set the learning stage 3. Deliver training contents 4. Facilitate participants' learning
UNIT CODE	NCS-004:2017-C03

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
1. Prepare session plan	1.1 Definition of session plan 1.2 Rationale of preparing session plan 1.3 Factors to consider in preparing session plan <ul style="list-style-type: none"> • Aligning learning outcome, training method and assessment • Sequencing of learning activities • Session duration and time • Session stages • AVA • Learner background 1.4 Session plan format	1.1. Set session learning outcomes 1.2. Select training method 1.3. Create learning activities 1.4. Sequence learning activities 1.5. Select training resources 1.6. Create assessment tool 1.7. Produce session plan	<u>ATTITUDE</u> <ul style="list-style-type: none"> • Mindful of participants' background • Creative in designing learning activities • Resourceful in preparing training resources <u>SAFETY</u> <ul style="list-style-type: none"> • Adhere to safety guidelines in relation to work hazards <u>ENVIRONMENT</u> <ul style="list-style-type: none"> • Practice Reduce, Reuse, Recycle 	1.1. Session plan defined. 1.2. Rationale of preparing session plan justified. 1.3. Factors to consider in preparing session plan explained. 1.4. Session plan details listed. 1.5. Learning and training activities aligned with learning outcomes. 1.6. Learning and training activities sequenced in a logical manner. 1.7. Assessment task aligned with learning outcomes.

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	<ul style="list-style-type: none"> • Title • Duration • Venue • Resources • AVA • learning outcomes • Content • Activities • Assessment • References 			
2. Set the learning stage	<p>2.1 Rationale for setting learning stage</p> <ul style="list-style-type: none"> • Prepare learner mindset • Establish expectation • Build rapport • Create conducive and inclusive environment <p>2.2 Elements of a conducive learning environment:</p> <ul style="list-style-type: none"> • Physiological • Psychological • Emotional • Social/ Cultural • Nutrition • Physical • Technology • Learning Strategies <p>2.3 Seating arrangements such as:</p> <ul style="list-style-type: none"> • Team style 	<p>2.1. Create conducive learning environment</p> <p>2.2. Provide briefing on safety and housekeeping</p> <p>2.3. Carry out activities to build rapport</p> <p>2.4. Provide session overview</p> <p>2.5. Link to prior experiences or knowledge</p>	<p><u>ATTITUDE</u></p> <ul style="list-style-type: none"> • Mindful of participants' background • Creative in designing learning stage • Lead participants with an inclusive mindset • Address participants' personal goals <p><u>SAFETY</u></p> <ul style="list-style-type: none"> • Adhere to safety guidelines in relation to work hazards <p><u>ENVIRONMENT</u></p> <ul style="list-style-type: none"> • Practice Reduce, Reuse, Recycle 	<p>2.1 Rationale for setting learning stage justified.</p> <p>2.2 Main activities of learning stage described.</p> <p>2.3 Relevant elements of a conducive learning environment (within trainers' control) visible</p> <p>2.4 Seating arrangement applied according to type of learning and training activities</p> <p>2.5 Learning stage set using relevant activities.</p> <p>2.6 Learning stage carried out involved all participants.</p>

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	<ul style="list-style-type: none"> • U-shape • Theatre style • Single round • Classroom <p>2.4 Main activities of learning stage</p> <ul style="list-style-type: none"> • Briefing on safety and housekeeping • Ice-breaking/ warm-up/energizer/ story telling • Session overview (learning outcomes, session structure) • aligning learner’s expectation to course learning outcomes 			
3. Deliver training contents	<p>3.1 Aspects of presentation</p> <ul style="list-style-type: none"> • Body language • Voice projection • Language • Usage of multimedia • Overcoming stage fear <p>3.2 Feedback and feedforward techniques</p> <p>3.3 Q & A Session</p> <ul style="list-style-type: none"> • Questioning technique • Ways of handling learners’ questions <p>3.4 Ways to engage learners</p>	<p>3.1. Handle training resources</p> <p>3.2. Present training contents</p> <p>3.3. Supervise practice session</p> <p>3.4. Handle Q&A session</p> <p>3.5. Assess participants’ learning</p> <p>3.6. Provide feedback</p> <p>3.7. Review achievement of learning outcomes</p> <p>3.8. Carry out activities to foster post session application</p> <p>3.9. Conclude training session</p>	<p><u>ATTITUDE</u></p> <ul style="list-style-type: none"> • Mindful of participants’ background • Creative in presenting contents • Responsive to participants’ learning needs • Lead participants with an inclusive mindset • Address participants’ personal goals <p><u>SAFETY</u></p> <ul style="list-style-type: none"> • Adhere to safety guidelines in relation to 	<p>3.1 Aspects of presentation described.</p> <p>3.2 Feedback and feedforward techniques explained.</p> <p>3.3 Questioning techniques described.</p> <p>3.4 Ways of handling learners’ questions described.</p> <p>3.5 Ways to engage learners described.</p> <p>3.6 Ways to intensify retention described.</p> <p>3.7 Activities to foster post session application listed.</p> <p>3.8 Type and rationale of session conclusion justified.</p>

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	<ul style="list-style-type: none"> • Foster inclusive environment • Foster conducive environment • Develop challenging but attainable activities • Align learners learning outcomes with course learning outcomes • Encourage social learning <p>3.5 Ways to intensify retention</p> <ul style="list-style-type: none"> • Active practice • Mnemonic • Multi-sensory learning • Application in new situations <p>3.6 Activities to foster post session application such as:-</p> <ul style="list-style-type: none"> • Action plan • Assignment • Project <p>3.7 Type and rationale of session conclusion activities such as:-</p> <ul style="list-style-type: none"> • Affirmation • Reflection • Shared experiences 		<p>work hazards</p> <p><u>ENVIRONMENT</u></p> <ul style="list-style-type: none"> • Practice Reduce, Reuse, Recycle 	<p>3.9 Training contents delivered using various techniques.</p> <p>3.10 Suitable, sufficient and functioning training resources used according to training methods</p> <p>3.11 Learners' engagement obtained using verbal and non-verbal communication techniques.</p> <p>3.12 Questioning techniques applied.</p> <p>3.13 Learners' questions handled using various techniques.</p> <p>3.14 Achievement of learning outcomes measured.</p> <p>3.15 Training session summarised.</p>

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	<ul style="list-style-type: none"> Celebrate success 			
4. Facilitate participants' learning	<p>4.1 Definition of facilitation process</p> <p>4.2 Key facilitator competencies such as:-</p> <ul style="list-style-type: none"> Guide group to achieve learning outcomes Managing group dynamic Handling challenging behaviour <p>4.3 Divergent and convergent tools such as:-</p> <ul style="list-style-type: none"> Clustering technique Scaling Prioritizing technique World cafe Open space <p>4.4 Behavioural dimensions such as:-</p> <ul style="list-style-type: none"> Extrovert Introvert People oriented Task oriented 	<p>4.1. Select facilitation tools</p> <p>4.2. Lead facilitation process</p> <p>4.3. Manage group dynamic</p> <p>4.4. Conclude facilitation session</p>	<p><u>ATTITUDE</u></p> <ul style="list-style-type: none"> Mindful of participants' background Lead participants with an inclusive mindset Address participants' personal goals Responsive to participants' learning needs Respect participants' ideas and views Non-judgemental towards participants <p><u>SAFETY</u></p> <ul style="list-style-type: none"> Adhere to safety guidelines in relation to work hazards <p><u>ENVIRONMENT</u></p> <ul style="list-style-type: none"> Practice Reduce, Reuse, Recycle 	<p>4.1. Facilitation process defined.</p> <p>4.2. Key facilitator competencies explained.</p> <p>4.3. Divergent and convergent tools described.</p> <p>4.4. Behavioural dimensions described.</p> <p>4.5. Various facilitation techniques applied.</p>

10.4. Conduct Training Evaluation

NCS TITLE	Train The Trainer
UNIT TITLE	Conduct Training Evaluation
LEARNING OUTCOMES	<p>The outcome of this unit is confirmation of competency acquisition according to stakeholder’s needs and requirements.</p> <p>Upon completion of this unit, trainees must be able to:-</p> <ol style="list-style-type: none"> 1. Specify assessment requirements 2. Develop assessment tools 3. Assess participants’ competence 4. Evaluate training effectiveness
UNIT CODE	NCS-004:2017-C04

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
1. Specify assessment requirements	<p>1.1 Introduction to assessment and evaluation</p> <ul style="list-style-type: none"> • Definition • Training evaluation models • Purpose of assessment • Principles of assessment (validity, reliability, fairness, flexibility, sufficiency) • Rules of assessment evidences (valid, sufficient, current, authentic) <p>1.2 Assessment structure</p> <p>1.3 Assessment methods</p>	<p>1.1. Obtain learning outcome</p> <p>1.2. Choose assessment method</p> <p>1.3. Identify assessment duration and time</p> <p>1.4. Schedule assessment</p>	<p><u>ATTITUDE</u></p> <ul style="list-style-type: none"> • Specific in determining assessment requirements • Systematic in scheduling training assessment <p><u>SAFETY</u></p> <ul style="list-style-type: none"> • Comply with safety requirements in relation to work hazards <p><u>ENVIRONMENT</u></p> <ul style="list-style-type: none"> • Practice Reduce, Reuse, Recycle 	<p>1.1. Assessment and evaluation defined.</p> <p>1.2. Training evaluation models explained.</p> <p>1.3. Purpose of assessment described.</p> <p>1.4. Principles of assessment explained.</p> <p>1.5. Rules of assessment evidences explained.</p> <p>1.6. Assessment structure explained.</p> <p>1.7. Assessment methods described.</p> <p>1.8. Factors to consider in selecting assessment explained.</p> <p>1.9. Factors to consider in determining assessment duration explained.</p> <p>1.10. Assessment schedule details listed.</p> <p>1.11. Assessment methods selected</p>

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
	<p>such as:-</p> <ul style="list-style-type: none"> • Written assessment • Practical assessment • Oral assessment • Observation • Presentation • Project work <p>1.4 Factors to consider in selecting assessment method such as:-</p> <ul style="list-style-type: none"> • Learning outcome • Availability of resources • Time factor <p>1.5 Factors to consider in determining assessment duration such as:-</p> <ul style="list-style-type: none"> • Level of difficulty • Type of assessment task • Number of participants • Availability of resources <p>1.6 Assessment schedule format</p> <ul style="list-style-type: none"> • Type of assessment • Venue • Duration • Time • Assessor 			<p>according to learning outcomes.</p> <p>1.12. Assessment schedule prepared.</p>

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
2. Develop assessment tools	2.1. Types of assessment tools <ul style="list-style-type: none"> • Checklist • Rubric • Multiple Choice Question • Alternate choice • Short answer • Matching items • Case study • Extended essay • Practical assessment • Portfolio 2.2. Marking scheme requirements <ul style="list-style-type: none"> • Assessment criteria • Marks allocation • List of accepted responses 	2.1 Obtain learning outcomes 2.2 Select assessment method 2.3 Prepare assessment tools 2.4 Prepare marking scheme 2.5 Compile assessment tools and marking scheme	<u>ATTITUDE</u> <ul style="list-style-type: none"> • Objective in preparing assessment tools • Meticulous in preparing marking scheme <u>SAFETY</u> <ul style="list-style-type: none"> • Comply with safety requirements in relation to work hazards <u>ENVIRONMENT</u> <ul style="list-style-type: none"> • Practice Reduce, Reuse, Recycle 	2.1 Types of assessment tools described. 2.2 Marking scheme requirements described. 2.3 Assessment tools prepared according to learning outcomes. 2.4 Marking scheme prepared according to agreed assessment criteria
3. Assess participants' competence	3.1. Assessment administration requirements <ul style="list-style-type: none"> • Briefing • Conducive physical and psychological environment for assessment • Sufficient assessment tools 3.2. Marking techniques 3.3. Recording of assessment results	3.1 Administer assessment 3.2 Mark participants' responses 3.3 Interpret assessment results 3.4 Provide assessment feedback	<u>ATTITUDE</u> <ul style="list-style-type: none"> • Objective in assessing participants' performance • Demonstrate fairness in assessing participants' performance <u>SAFETY</u> <ul style="list-style-type: none"> • Comply with safety requirements in relation to work hazards <u>ENVIRONMENT</u> <ul style="list-style-type: none"> • Practice Reduce, Reuse, 	3.1 Assessment administration requirements explained. 3.2 Assessment administered according to established procedures. 3.3 Marking techniques applied. 3.4 Assessment results recorded. 3.5 Assessment feedback provided.

WORK ACTIVITIES	RELATED KNOWLEDGE	RELATED SKILLS	ATTITUDE/ SAFETY/ ENVIRONMENT	ASSESSMENT CRITERIA
			Recycle	
4. Evaluate training effectiveness	<p>4.1. Rationale for post training evaluation</p> <ul style="list-style-type: none"> To evaluate suitability of training design To monitor behavioural changes To evaluate impact on the organisation To determine return of investment <p>4.2. Post training assessment methods such as:</p> <ul style="list-style-type: none"> Observation Focus group Survey Interview <p>4.3. Descriptive statistics such as:</p> <ul style="list-style-type: none"> frequency percentage mean/ average range <p>4.4. Importance of continual quality improvement (CQI)</p>	<p>4.1. Select post training assessment method</p> <p>4.2. Administer post training assessment</p> <p>4.3. Collate post training assessment results</p> <p>4.4. Analyse post training assessment results</p> <p>4.5. Propose next course of action</p>	<p><u>ATTITUDE</u></p> <ul style="list-style-type: none"> Objective in evaluating training effectiveness <p><u>SAFETY</u></p> <ul style="list-style-type: none"> Comply with safety requirements in relation to work hazards <p><u>ENVIRONMENT</u></p> <ul style="list-style-type: none"> Practice Reduce, Reuse, Recycle 	<p>4.1. Rationale for post training assessment justified.</p> <p>4.2. Post training assessment method described.</p> <p>4.3. Statistical data described.</p> <p>4.4. Post training assessment methods applied.</p> <p>4.5. Importance of continual quality improvement (CQI) explained.</p>

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11. Delivery Mode

The following are the **recommended** training delivery modes:-

DELIVERY MODE FOR KNOWLEDGE	DELIVERY MODE FOR SKILL
<ul style="list-style-type: none">• Lecture• Group discussion• E-learning, self-paced• E-learning, facilitated• Case study or Problem based learning (PBL)• Self-paced learning, non-electronic• One-on-one tutorial• Shop talk• Seminar	<ul style="list-style-type: none">• Demonstration• Simulation• Project• Scenario based training (SBT)• Role play• Coaching• Observation• Mentoring

12. Tools, Equipment and Materials (TEM)

TRAIN THE TRAINER

Unit No.	UNIT CODE	UNIT TITLE
Unit 1	NCS-004:2017-C01	Determine Training Requirements
Unit 2	NCS-004:2017-C02	Design Training Course
Unit 3	NCS-004:2017-C03	Conduct Training
Unit 4	NCS-004:2017-C04	Conduct Training Evaluation

* Items listed refer to TEM's **minimum requirement** for skills delivery only.

No	ITEM*	RATIO (TEM : Trainees)	Unit 1	Unit 2	Unit 3	Unit 4
A. Tools			Tick (√) where relevant			
1	Participant Profile	1:1	√		√	
2	Participant List	As per required	√			
3	Competency Gap Analysis Form	1:1	√		√	
4	Learning Style Questionnaire	1:1		√		
5	Supporting References	1:25	√	√	√	√
6	Programme Schedule	1:1	√		√	√
7	Legal Provision, Policy and Standard	As per required	√	√	√	√
8	Related NOSS	1:1	√	√	√	√
9	Instructional Material (Notes)	1:1	√	√	√	√
10	Session Plan Template	1:1			√	
11	Sample Assessment Tools	1:1				√
12	Sample Course Evaluation Form	1:1				√
B. Equipment			Tick (√) where relevant			
1	Audio & Visual Aids	1:25	√	√	√	√
2	Computer and peripherals	1:25	√	√	√	√
3	Printer	1:25	√	√	√	√
4	Timing Device	1:25	√	√	√	√
C. Materials			Tick (√) where relevant			
1	Stationery	As per required	√	√	√	√

13. Training Hour Summary

The following table shows the nominal training hours based on recommendations made by the Standard Development Committee (SDC). For purpose of Malaysian Skills Certification through accredited centre training, the program duration is subject to Malaysian Skills Certification System.

TRAIN THE TRAINER

UNIT CODE	UNIT TITLE	WORK ACTIVITIES	RELATED KNOWLEDGE (HOURS)	RELATED SKILLS (HOURS)	TRAINING DURATION (HOURS)	SKILLS CREDIT
NCS-004:2017-C01	Determine Training Requirements	Define training needs	0.5	2	4	0.4
		Obtain information on participants' background	0.25	0.25		
		Ascertain information regarding legal provision, policy and standard requirements	0.25	0.75		
NCS-004:2017-C02	Design Training Course	Formulate learning outcomes	0.5	1	8	0.8
		Develop training course outline	0.5	1		
		Select training methods	0.5	2.5		
		Organise training resources	0.5	1.5		
NCS-004:2017-C03	Conduct Training	Prepare session plan	0.5	1.5	20	2
		Set the learning stage	0.5	1.5		

		Deliver training contents	2	6		
		Facilitate training session	2	6		
NCS-004:2017-C04	Conduct Training Evaluation	Specify assessment requirements	0.25	0.75	8	0.8
		Develop assessment tools	1	3		
		Assess participants' competence	0.25	0.75		
		Evaluate training effectiveness	0.25	1.5		
TOTAL HOURS			10	30	40	4