

Competency Standard

Competency-Based Learning Resource Material Developer

ASQF Level 2

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Course Structure

SL	Unit Code	Unit Title	Nominal Hours
1	CBLRM001	Develop Competency Standards	45
2	CBLRM002	Design Competency-Based Curriculum	40
3	CBLRM003	Develop Competency-Based Learning Materials (CBLM)	50
4	CBLRM004	Analyze Training Needs and Develop Training Packages	35
5	CBLRM005	Adapt Learning Resources to Local and Global Contexts	30
6	CBLRM006	Evaluate and Review Training Resources and Materials	30
7	CBLRM007	Develop Industry-Aligned Competency Standards for Emerging Roles	35
8	CBLRM008	Create Delivery and Session Plan, Lesson Plan	30
9	CBLRM009	Develop Assessment Guidelines and Tools	35
10	CBLRM010	Develop Training Aids Using Technology	30
		Total Hours	360

Unit of Competency: Develop Competency Standards

Unit Code	CBLRM001
Unit Title	Develop Competency Standards
Nominal Hours	45
Unit Descriptor	This unit involves the skills and knowledge required to develop competency standards that define the skills, knowledge, and attitudes required for effective job performance in various industries. The competency standards will guide the design of training programs, assessment, and qualifications.

Elements & Performance Criteria

Elements	Performance Criteria
1. Identify job roles and competencies	1.1. Conduct job analysis to identify key <u>Job Roles</u> and required competencies for specific roles 1.2. Work with industry <u>stakeholders</u> to ensure the accuracy and relevance of identified competencies.
2. Develop competency standards	2.1. Develop clear and measurable competency standards based on industry requirements and <u>types</u> . 2.2. Ensure that competency standards are aligned with national qualifications and industry standards. 2.3. Ensure that the standards aligned with the <u>workplace context</u> .
3. Align standards with industry requirements	3.1. Ensure that the <u>competency standards components</u> align with emerging <u>industry trends</u> and technological advancements in the industry. 3.2. Verify that the standards reflect the skills and knowledge required by employers and other key stakeholders.
4. Review and validate competency standards	4.1. Work with subject matter experts, industry representatives, and regulatory bodies to validate the competency standards. 4.2. Revise and update the competency standards based on feedback and validation outcomes.

5. Develop documentation and reporting	5.1. Prepare the documentation for the competency standards, including detailed descriptions and assessment guidelines following assessment methods. 5.2. Report the final competency standards to relevant stakeholders and organizations.
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Range of Variables

Variables	Range
1. Job Role	1.1. Operator 1.2. Technician 1.3. Manager 1.4. Tradesperson 1.5. Administrative Assistant.
2. Competency Standard Components	2.1. Knowledge 2.2. Skills 2.3. Attitudes 2.4. Tasks 2.5. Performance criteria.
3. Stakeholders	3.1. Industry representatives 3.2. Subject matter experts 3.3. Regulatory bodies.
4. Assessment Methods	4.1. Written tests 4.2. Practical demonstrations 4.3. Case studies 4.4. Interviews.
5. Industry Trends	5.1. Automation 5.2. Digitization 5.3. Sustainability practices 5.4. New technology.
6. Workplace Context	6.1. On-site 6.2. Off-site 6.3. Virtual environments.
7. Competency Standard Types	7.1. Core, elective 7.2. Industry-specific 7.3. Qualification-based standards.

Evidence Guide

Area	Details
1. Critical Aspects of Competency	1.1. Ability to accurately identify key job roles and their associated competencies.

	1.2. Competency standards must meet the specific needs of industry and stakeholders. 1.3. The competency standards must be clear, measurable, and align with national qualifications frameworks.
2. Underpinning Knowledge	2.1. Knowledge of competency-based training principles, national qualification frameworks, and industry standards. 2.2. Understanding labor market trends and workforce development needs.
3. Underpinning Skills	3.1. Skills in researching industry needs, conducting job analysis, and developing standards. 3.2. Ability to work with stakeholders to design relevant and comprehensive competency standards.
4. Underpinning Attitudes	4.1. Strong attention to detail and accuracy in developing standards. 4.2. Ability to collaborate effectively with industry professionals.
5. Resource Implications	5.1. Access to industry reports, subject matter experts, and consultation with relevant bodies.
6. Methods of Assessment	6.1. Direct observation, feedback from industry stakeholders, validation of draft standards, and review of documentation.
7. Context of Assessment	7.1. Assessment can occur in a simulated environment or real-world industry context.

Foundation Skills

Skills	Description
Communication	Ability to engage with industry stakeholders to gather information, explain concepts, and seek feedback.
Critical Thinking	Ability to analyze data and trends, identifying key competencies required for different job roles.
Problem-Solving	Ability to adjust standards based on feedback and changing industry needs.
Planning and organizing	Ability to structure and document competency standards clearly and logically.
Technology Use	Ability to use technology for research, documentation, and communication.

Target Audience

Target Audience	Description
Competency Developers	Individuals involved in the creation of competency standards in various sectors.
Training Providers	Organizations or individuals responsible for delivering training programs based on the competency standards.
Industry Experts	Professionals responsible for validating the relevance and effectiveness of competency standards.

Recognition of Prior Learning (RPL)

RPL Available	Yes/No
RPL Available	Yes
RPL Process	Individuals with prior experience in competency development or training design may apply for Recognition of Prior Learning (RPL). Evidence such as portfolios, previous work samples, or formal challenges will be considered during assessment.

Pre-Requisite

Pre-Requisite	Details
Unit Code	CBT&A Level IV
Industry Experience	Prior experience in training, assessment, or instructional design role is recommended.

Unit of Competency: Design Competency-Based Curriculum

Unit Code	CBLRM002
Unit Title	Design Competency-Based Curriculum
Nominal Hours	40
Unit Descriptor	This unit involves the skills and knowledge required to design a competency-based curriculum (CBC). The curriculum is developed with a focus on aligning learning objectives, content, and assessment methods to the competencies needed by learners to perform in a specific occupation or industry. The unit includes the design of various curriculum components such as learning outcomes, assessment strategies, and instructional materials.

Elements & Performance Criteria

Elements	Performance Criteria
1. Analyze training requirements	1.1. Conduct needs analysis to identify key competencies required for the target job roles. 1.2. Consult with industry stakeholders to ensure that the training needs are accurate and up to date.
2. Develop curriculum components	2.1. Design learning outcomes that align with the identified competencies. 2.2. Develop a structured curriculum that includes modules, learning objectives, and assessment criteria. 2.3. Ensure the curriculum design is flexible to accommodate different learning styles and modes of delivery.
3. Integrate assessment methods	3.1. Incorporate formative and summative assessments to evaluate learner competence at various stages. 3.2. Develop clear, valid, and reliable assessment criteria for each learning outcome.
4. Review and validate the curriculum	4.1. Seek feedback from industry experts and stakeholders on the relevancy of the curriculum.

	4.2. Revise the curriculum based on feedback and ensure it meets accreditation standards and industry needs.
5. Document the curriculum design	5.1. Prepare curriculum documentation, including detailed course outlines, unit plans, and learner guides. 5.2. Ensure documentation meets relevant regulatory and industry requirements.

Range of Variables

Variables	Range
1. Training Needs	1.1. Technical skills 1.2. Soft skills 1.3. Regulatory compliance 1.4. Emerging industry trends.
2. Curriculum Components	2.1. Learning objectives 2.2. Content outline 2.3. Teaching strategies 2.4. Assessment tools.
3. Assessment Methods	3.1. Written tests 3.2. Practical demonstrations 3.3. Case studies 3.4. Peer reviews 3.5. Simulations.
4. Learning Environment	4.1. Classroom-based 4.2. Online learning 4.3. Blended delivery 4.4. On-the-job training.
5. Stakeholders	5.1. Employers 5.2. Industry bodies 5.3. Regulatory authorities 5.4. Subject matter experts.
6. Curriculum Review	6.1. Continuous or periodic review based on feedback from students, trainers, and industry professionals.

Evidence Guide

Area	Details
1. Critical Aspects of Competency	1.1. Ability to analyze the needs of the industry and target job roles accurately.

	1.2. Design curriculum components (learning outcomes, assessments, etc.) that are aligned with competency standards. 1.3. Ensure assessment methods are valid and reliable for measuring competencies.
2. Underpinning Knowledge	2.1. Understanding of curriculum development principles and processes. 2.2. Knowledge of assessment design, competency frameworks, and industry-specific requirements.
3. Underpinning Skills	3.1. Skills in curriculum design, assessment development, and learning outcome specification. 3.2. Ability to engage stakeholders to validate the curriculum and adjust based on feedback.
4. Underpinning Attitudes	4.1. Attention to detail in developing clear and measurable learning outcomes and assessments. 4.2. Ability to work collaboratively with industry stakeholders.
5. Resource Implications	5.1. Access to subject matter experts, training delivery platforms, and software tools for curriculum documentation.
6. Methods of Assessment	6.1. Portfolio of curriculum designs, feedback from stakeholders, learner performance data from pilot runs.
7. Context of Assessment	7.1. Curriculum design can be assessed in a real-world context through actual or simulated course development scenarios.

Foundation Skills

Skills	Description
Communication	Ability to communicate effectively with industry stakeholders, including gathering feedback and explaining curriculum designs.
Critical Thinking	Ability to analyze training needs and develop a curriculum that aligns with competencies.
Planning and Organizing	Ability to plan and organize curriculum structures, including scheduling and resource allocation.
Learning and Technology Use	Ability to use technological tools for curriculum design and assessment planning.
Collaboration	Ability to work with a team, including trainers, industry experts, and stakeholders, to design and validate the curriculum.

Target Audience

Target Audience	Description
Curriculum Designers	Professionals responsible for developing competency-based curriculum for various industries.
Training Providers	Trainers and training institutions who will implement the developed curriculum.
Industry Experts	Subject matter experts involved in validating the relevance of the curriculum design.

Recognition of Prior Learning (RPL)

RPL Available	Yes/No
RPL Available	Yes
RPL Process	Candidates with prior experience in curriculum development, training design, or instructional design may apply for Recognition of Prior Learning (RPL). The RPL process involves reviewing portfolios, conducting assessments, and validating prior knowledge.

Pre-Requisite

Pre-Requisite	Details
Competency Standard Components	CBLRM001: Understand Competency-Based Education and Training Principles.
Competency Standard Components	At least 1 year of experience in a training or instructional design role is recommended.

Unit of Competency: Develop Competency-Based Learning Materials (CBLM)

Unit Code	CBLRM003
Unit Title	Develop Competency-Based Learning Materials (CBLM)
Nominal Hours	50
Unit Descriptor	This unit covers the skills and knowledge required to develop Competency-Based Learning Materials (CBLM) for various training contexts. The unit focuses on the design and creation of effective learning resources, including instructional guides, learner activities, and assessment tools, all of which align with the defined competency standards.

Elements & Performance Criteria

Elements	Performance Criteria
1. Analyze learning requirements	1.1. Identify learning objectives based on competency standards and training needs. 1.2. Determine the appropriate instructional strategies and assessment methods to achieve learning outcomes.
2. Develop learning materials	2.1. Design and develop a range of learning materials including learner guides, activities, and multimedia content. 2.2. Ensure materials are inclusive, accessible, and suit various learning styles and preferences.
3. Align learning materials with competency standards	3.1. Ensure that all learning materials meet the requirements of the competency standards and training package. 3.2. Align learning resources with the identified job roles and industry requirements.
4. Integrate assessment tools	4.1. Develop assessment tools that are valid, reliable, and aligned with the learning objectives. 4.2. Ensure assessment criteria match the competencies being assessed.
5. Review and evaluate learning materials	5.1. Evaluate the effectiveness of learning materials through feedback from trainees and stakeholders. 5.2. Revise and update materials based on feedback, emerging trends, and technological advancements.

Range of Variables

Variables	Range
1. Learning Materials	1.1. Learner guides 1.2. Handouts 1.3. eLearning modules 1.4. practical exercises 1.5. multimedia content.
2. Delivery Modes	2.1. Face-to-face 2.2. online learning 2.3. blended learning 2.4. self-paced learning.
3. Learning Styles	3.1. Visual 3.2. Auditory 3.3. Kinesthetic 3.4. read/write.
4. Competency Standards	4.1. Industry-specific competencies 4.2. core and elective units 4.3. skill sets.
5. Assessment Types	5.1. Formative 5.2. Summative 5.3. practical demonstrations 5.4. case studies 5.5. quizzes.
6. Stakeholders	6.1. Trainers 6.2. Trainees 6.3. industry representatives 6.4. subject matter experts.

Evidence Guide

Area	Details
1. Critical Aspects of Competency	1.1. Ability to design learning materials that are aligned with competency standards and industry requirements. 1.2. Development of clear, measurable, and engaging learning materials for various delivery modes.
2. Underpinning Knowledge	2.1. Knowledge of instructional design principles and learning theories. 2.2. Understanding of competency-based training and assessment frameworks.

3. Underpinning Skills	3.1. Skills in designing and developing inclusive, accessible, and engaging learning materials. 3.2. Ability to use various software and technology tools for creating learning resources.
4. Underpinning Attitudes	4.1. Attention to detail in ensuring materials are relevant, current, and meet industry needs. 4.2. Flexibility in adapting materials based on feedback and changing requirements.
5. Resource Implications	5.1. Access to design software, multimedia tools, subject matter experts, and technology platforms.
6. Methods of Assessment	6.1. Review of learning materials, feedback from learners and industry experts, assessment of learning outcomes.
7. Context of Assessment	7.1. Assessment can occur in a simulated or real training environment where the learner designs and develops CBLM for a specified course or training program.

Foundation Skills

Skills	Description
Communication	Ability to convey ideas clearly and effectively through various media, including written, spoken, and digital communication.
Critical Thinking	Ability to analyze training needs, learning objectives, and competency standards to design effective learning materials.
Technology Use	Proficiency in using multimedia tools, eLearning platforms, and design software to create learning resources.
Planning and Organizing	Ability to organize and structure learning materials logically and efficiently.
Collaboration	Ability to work collaboratively with stakeholders (e.g., subject matter experts, trainers) to design and validate learning resources.

Target Audience

Target Audience	Description
Learning Designers	Individuals responsible for developing curriculum and learning materials in various training settings.

Trainers and Educators	Professionals who use or implement learning materials in training programs.
Industry Experts	Subject matter experts involved in providing input and validating learning materials for accuracy and relevance.

Recognition of Prior Learning (RPL)

RPL Available	Yes/No
RPL Available	Yes
RPL Process	Candidates with prior experience in learning material development, instructional design, or curriculum creation may apply for Recognition of Prior Learning (RPL). The process involves submitting evidence of previous work, such as portfolios, completed projects, or assessments, and may include a practical demonstration or interview.

Pre-Requisite

Pre-Requisite	Details
Unit Code	CBLRM003: Design Competency-Based Curriculum.
Industry Experience	At least 1 year of experience in instructional design, curriculum development, or similar roles is recommended.

Unit of Competency: Analyze Training Needs and Develop Training Packages

Unit Code	CBLRM004
Unit Title	Analyze Training Needs and Develop Training Packages
Nominal Hours	35
Unit Descriptor	This unit focuses on the skills and knowledge required to analyze the training needs of an industry, sector, or organization. It includes designing and developing training packages that align with the identified competencies and skill gaps. These packages include curriculum design, competency standards, assessments, and other resources required for effective training delivery.

Elements & Performance Criteria

Elements	Performance Criteria
1. Identify training needs	1.1. Gather data on current workforce skills and competencies from various sources (e.g., job analysis, surveys, feedback). 1.2. Analyze labor market trends, industry forecasts, and emerging skills. 1.3. Define the target audience and identify specific training needs based on data analysis.
2. Develop the training package	2.1. Develop competency standards, curriculum outlines, and learning objectives. 2.2. Design and produce assessment tools, instructional materials, and delivery methods. 2.3. Align the package with current industry standards and regulations.
3. Collaborate with stakeholders	3.1. Engage with employers, industry experts, and training providers to validate training needs and package content. 3.2. Collect and integrate feedback from key stakeholders on the training package.
4. Pilot and validate the training package	4.1. Implement a pilot program to assess the effectiveness and relevance of the training package. 4.2. Revise the package based on feedback, observations, and learner performance data.

5. Monitor and evaluate the training package	5.1. Develop mechanisms for monitoring the implementation of the training package. 5.2. Evaluate training effectiveness and make recommendations for improvements.
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Range of Variables

Variables	Range
1. Training Needs	1.1. Skills gap analysis 1.2. Workforce performance 1.3. Labor market trends 1.4. Emerging competencies.
2. Training Package Components	2.1. Competency standards 2.2. Curriculum content 2.3. Instructional materials 2.4. Assessments, resources.
3. Assessment Methods	3.1. Written tests 3.2. Practical assessments 3.3. Project-based assessments 3.4. Online assessments.
4. Delivery Methods	4.1. Face-to-face 4.2. Online learning 4.3. Blended delivery 4.4. Workshops 4.5. On-the-job training.
5. Stakeholders	5.1. Employers 5.2. Industry bodies 5.3. Subject matter experts 5.4. Regulators, learners.
6. Implementation Guidelines	6.1. Trainer qualifications 6.2. Equipment 6.3. Venue 6.4. Resources 6.5. Delivery schedules.

Evidence Guide

Area	Details
1. Critical Aspects of Competency	1.1. The training package must effectively address identified skills gaps and be relevant to industry needs.

	1.2. The package must be piloted and validated with stakeholders. 1.3. Assessment tools must be aligned with training outcomes and be valid and reliable.
2. Underpinning Knowledge	2.1. Knowledge of industry-specific competencies, training design principles, and educational frameworks. 2.2. Understanding of assessment principles, including validity, reliability, and fairness.
3. Underpinning Skills	3.1. Ability to analyze and interpret data on skills gaps and training needs. 3.2. Skills in curriculum design, development of assessment tools, and training resource creation.
4. Underpinning Attitudes	4.1. Commitment to high-quality training and continuous improvement. 4.2. Ability to work collaboratively with industry and training stakeholders.
5. Resource Implications	5.1. Access to industry data, subject matter experts, training software, and delivery platforms.
6. Methods of Assessment	6.1. Formative and summative assessments, peer reviews, feedback from stakeholders, pilot testing results.
7. Context of Assessment	7.1. Assessments can occur in a simulated or real workplace setting, or through online platforms where training packages are implemented.

Foundation Skills

Skills	Description
Communication	Ability to communicate clearly with stakeholders to gather information, explain concepts, and provide feedback.
Problem-Solving	Ability to identify training needs, address gaps in skills, and design effective learning solutions.
Learning	Ability to design and structure training to ensure that learners can meet the defined competencies.
Technology Use	Competence in using software tools for designing training resources, conducting assessments, and tracking learner progress.
Planning and Organizing	Ability to develop and manage training plans, ensuring resources, timelines, and evaluations are in place.

Collaboration	Ability to work with a variety of stakeholders, including employers, learners, and training providers, to ensure the training package meets industry needs.
Adaptability	Ability to modify training packages based on feedback, new industry trends, or learner needs.

Target Audience

Target Audience	Description
Training Developers	Individuals involved in the design and development of training programs, including instructional designers, curriculum developers, and trainers.
Industry Trainers	Trainers and assessors who will deliver the training package once it has been developed.
Learning and Development Specialists	Professionals responsible for identifying training needs and designing appropriate solutions within an organization.

Recognition of Prior Learning (RPL)

RPL Available	Yes/No
RPL Available	Yes
RPL Process	Learners with prior experience in training needs analysis or training package development may apply for Recognition of Prior Learning (RPL). Assessment of prior skills and knowledge will be based on evidence such as portfolios, work samples, or a challenge test.

Pre-Requisite

Pre-Requisite	Details
Unit Code	CBLRM001: Understand Competency-Based Education and Training Principles
Industry Experience	At least 1 year of experience in a role related to training, assessment, or instructional design is recommended.

Unit of Competency: Adapt Learning Resources to Local and Global Contexts

Unit Code	CBLRM005
Unit Title	Adapt Learning Resources to Local and Global Contexts
Nominal Hours	30
Unit Descriptor	This unit covers the skills and knowledge required to adapt existing learning resources to suit the local and global contexts of learners. It involves the analysis of cultural, social, and economic factors that may influence learning, and modifying materials to ensure their relevance, accessibility, and effectiveness in diverse environments.

Elements & Performance Criteria

Elements	Performance Criteria
1. Analyze local and global contexts	1.1. Identify cultural, social, and economic factors that influence learning needs in the local and global context. 1.2. Assess the diversity of learners and their specific needs in different contexts.
2. Adapt learning materials	2.1. Modify existing learning materials to be relevant to the specific cultural and contextual needs of learners. 2.2. Ensure that the learning resources are accessible, inclusive, and appropriate for different learning environments.
3. Integrate local and global perspectives	3.1. Incorporate global best practices, local knowledge, and community input into learning resources. 3.2. Ensure learning materials reflect the global and local trends, standards, and expectations.
4. Ensure compliance with local and global standards	4.1. Verify that adapted learning resources comply with local education regulations and global training standards. 4.2. Align the content with industry-specific competencies and cultural relevance.

Range of Variables

Variables	Range
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1. Cultural contexts	1.1. Local traditions 1.2. Beliefs 1.3. Languages 1.4. Values that affect learning styles and preferences.
2. Social contexts	2.1. Community structures 2.2. Gender norms 2.3. Family roles 2.4. Socioeconomic status 2.5. Other factors that affect learning.
3. Economic contexts	3.1. Availability of resources 3.2. Access to technology 3.3. Economic development 3.4. The impact on training opportunities.
4. Global contexts	4.1. International training standards 4.2. Trends 4.3. Technological advancements that affect global learning environments.
5. Educational contexts	5.1. National education policies 5.2. Curriculum standards 5.3. Accreditation requirements.

Evidence Guide

Area	Details
1. Critical Aspects of Competency	1.1. Ability to modify learning materials in response to identified local and global contextual factors. 1.2. Demonstrating cultural sensitivity and adaptability in the development of learning resources.
2. Underpinning Knowledge	2.1. Knowledge of global and local education systems, cultures, and socio-economic factors that affect learning. 2.2. Understanding of instructional design and adaptation techniques for diverse learning environments.
3. Underpinning Skills	3.1. Skills in analyzing and identifying contextual needs and adapting learning materials accordingly. 3.2. Ability to assess the effectiveness of adapted materials through feedback and evaluations.
4. Underpinning Attitudes	4.1. Open-mindedness and sensitivity towards cultural diversity and varying learning needs. 4.2. Ability to balance local relevance with adherence to global standards in learning materials.

5. Resource Implications	5.1. Access to various learning resources, technology, and cultural data for adaptation. 5.2. Availability of feedback from local and international stakeholders to guide adaptation.
6. Methods of Assessment	6.1. Review and critique of adapted learning resources, evaluation of their impact, and feedback from learners and stakeholders.
7. Context of Assessment	7.1. The assessment may occur in a simulated or real-world environment where learning resources are adapted to fit local and global contexts.

Foundation Skills

Skills	Description
Communication	Ability to communicate and explain the rationale behind the adaptation of learning materials to various audiences.
Cultural Sensitivity	Understanding and respecting the cultural nuances and values that affect the learning environment.
Technology Use	Proficiency in using technological tools to adapt and distribute learning resources globally.
Critical Thinking	Ability to evaluate local and global factors and their impact on learners, then make adjustments to resources accordingly.
Collaboration	Working with local and global stakeholders to ensure that resources are effective and relevant to the target audiences.

Target Audience

Target Audience	Description
Instructional Designers	Professionals responsible for designing learning resources that are inclusive, accessible, and relevant to the context of the learners.
Trainers and Educators	Individuals who need to adapt training materials to reflect the local and global needs of learners.
Cultural Consultants/Experts	Specialists involved in ensuring that learning resources are culturally appropriate and effective in various contexts.

Recognition of Prior Learning (RPL)

RPL Available	Yes/No
RPL Available	Yes
RPL Process	RPL is available for candidates who can demonstrate prior knowledge and experience in adapting learning resources to diverse cultural, social, and economic contexts. This may involve submitting evidence of past work or projects, undergoing a skills assessment, or completing a practical demonstration.

Pre-Requisite

Pre-Requisite	Details
Unit Code	CBLRM003: Design Competency-Based Curriculum.
Prior Experience	At least 1 year of experience in developing, adapting, or delivering learning resources in diverse settings.

Unit of Competency: Evaluate and Review Training Resources and Materials

Unit Code	CBLRM006
Unit Title	Evaluate and Review Training Resources and Materials
Nominal Hours	30
Unit Descriptor	This unit focuses on the skills and knowledge required to evaluate and review training resources and materials, ensuring they are effective, relevant, and meet the intended learning outcomes. It includes analyzing feedback, assessing the quality of materials, and recommending improvements based on evaluations.

Elements & Performance Criteria

Elements	Performance Criteria
1. Evaluate training resources	1.1. Gather feedback from stakeholders, trainers, and learners on the effectiveness of training resources. 1.2. Assess the clarity, accuracy, and relevance of the materials to ensure they meet the learning objectives. 1.3. Identify areas for improvement or modification based on feedback and outcomes.
2. Review the materials for compliance	2.1. Ensure that training materials adhere to organizational, industry, and regulatory standards. 2.2. Check the materials for alignment with competency standards and desired learning outcomes.
3. Implement a review cycle	3.1. Develop and apply a structured review cycle to evaluate materials periodically. 3.2. Use data from evaluations and reviews to make informed decisions on resource improvements.
4. Recommend improvements	4.1. Propose modifications or updates to training resources based on evaluations and learner needs. 4.2. Collaborate with content developers and subject matter experts to improve materials.

Range of Variables

Variables	Range
1. Feedback Sources	1.1. Learners 1.2. Trainers 1.3. Subject matter experts 1.4. External stakeholders.
2. Training Materials	2.1. Participant guides 2.2. Facilitator guides 2.3. Multimedia resources 2.4. Online modules 2.5. Assessments.
3. Review Cycle	3.1. Quarterly 3.2. Semi-annual 3.3. Annual reviews
4. Evaluation Criteria	4.1. Relevance 4.2. Accuracy 4.3. Clarity 4.4. Engagement 4.5. Effectiveness
5. Compliance Standards	5.1. National or international standards 5.2. Industry regulations, accreditation bodies.

Evidence Guide

Area	Details
1. Critical Aspects of Competency	1.1. Ability to analyze feedback and assess the quality and relevance of training resources. 1.2. Capacity to recommend meaningful improvements and implement changes based on evaluations.
2. Underpinning Knowledge	2.1. Knowledge of the evaluation process, including tools and techniques for assessing the effectiveness of training resources. 2.2. Understanding of relevant compliance standards, industry practices, and learning outcomes.
3. Underpinning Skills	3.1. Skills in interpreting feedback, reviewing training materials, and applying evaluation techniques. 3.2. Ability to collaborate with stakeholders and implement resource improvements.
4. Underpinning Attitudes	4.1. Commitment to continuous improvement and adaptability in the face of feedback. 4.2. Openness to criticism and willingness to enhance training resources.

5. Resource Implications	5.1. Availability of tools for collecting feedback (surveys, interviews, observation). 5.2. Access to trainers, learners, and experts for feedback and review.
6. Methods of Assessment	6.1. Practical review of existing training materials, feedback analysis, and reports. 6.2. Written or oral submission demonstrating the analysis and proposed improvements.
7. Context of Assessment	7.1. The assessment may occur in a simulated environment with realistic feedback or in a real-world setting with actual training materials.

Foundation Skills

Skills	Description
Communication	Ability to communicate findings, recommend improvements, and collaborate with stakeholders.
Problem Solving	Ability to identify issues in training resources and develop solutions for improvement.
Technology Use	Proficiency in using evaluation tools, digital feedback forms, and resource management software.
Critical Thinking	Ability to assess the effectiveness of training materials and make informed decisions about improvements.
Collaboration	Ability to work with a variety of stakeholders, including subject matter experts, learners, and trainers.

Target Audience

Target Audience	Description
Training Coordinators	Individuals responsible for the oversight and evaluation of training programs and resources.
Instructional Designers	Professionals involved in developing and adapting training resources to meet learner needs.
Trainers and Educators	Those who deliver training and rely on high-quality materials to ensure effective learning.
Quality Assurance Personnel	Professionals tasked with ensuring the adherence of training materials to organizational and industry standards.

Recognition of Prior Learning (RPL)

RPL Available	Yes/No
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RPL Available	Yes
RPL Process	RPL is available for individuals who can demonstrate previous experience in evaluating or reviewing training resources. Evidence may include past work, reports, or assessments related to the development or evaluation of training materials.

Pre-Requisite

Pre-Requisite	Details
Unit Code	CBLRM004: Design Competency-Based Curriculum.
Prior Experience	Experience in creating or delivering training materials, with at least 1 year of involvement in a training or instructional role.

Unit of Competency: Develop Industry-Aligned Competency Standards for Emerging Roles

Unit Code	CBLRM007
Unit Title	Develop Industry-Aligned Competency Standards for Emerging Roles
Nominal Hours	35
Unit Descriptor	This unit focuses on the development of competency standards for emerging roles within industries. It includes identifying industry trends, engaging stakeholders, analyzing new job roles, and developing competency standards to ensure alignment with future workforce needs.

Elements & Performance Criteria

Elements	Performance Criteria
1. Identify emerging roles	1.1. Conduct research on industry trends and forecasts to identify emerging job roles. 1.2. Engage with industry experts and stakeholders to validate the emergence of new roles.
2. Analyze job role requirements	2.1. Analyze the skills, knowledge, and attributes required for emerging roles. 2.2. Map the competencies required for the emerging roles in line with industry needs.
3. Develop competency standards	3.1. Develop competency standards that align with identified emerging roles. 3.2. Ensure the standards reflect industry practices, regulatory requirements, and anticipated changes in the workforce.
4. Consult with stakeholders	4.1. Work with industry stakeholders, including employers and training organizations, to ensure the relevance of the competency standards. 4.2. Facilitate discussions to integrate industry input into the competency standards.
5. Validate and finalize competency standards	5.1. Pilot the competency standards with industry partners to ensure they meet current and future needs. 5.2. Revise and finalize the standards based on feedback from validation.

Range of Variables

Variables	Range
1. Emerging Roles	1.1. Digital technology roles, green economy roles, healthcare innovation, data analytics, etc.
2. Industry Stakeholders	2.1. Employers, industry associations, regulatory bodies, training providers, workers.
3. Industry Trends	3.1. Technological advancements, regulatory changes, market demands, economic shifts.
4. Competency Standards Development	4.1. Written descriptions of skills and knowledge, performance indicators, assessment criteria, and qualifications frameworks.

Evidence Guide

Area	Details
1. Critical Aspects of Competency	1.1. Ability to identify emerging roles through industry research and stakeholder consultation. 1.2. Capability to design competency standards that are aligned with the needs of emerging roles and industry trends.
2. Underpinning Knowledge	2.1. Understanding of current industry trends, emerging technologies, and evolving job roles. 2.2. Knowledge of the principles and methodologies used in developing competency standards.
3. Underpinning Skills	3.1. Research and analytical skills to assess industry trends and job role requirements. 3.2. Communication skills to consult with industry stakeholders and integrate their feedback.
4. Underpinning Attitudes	4.1. Proactiveness in identifying future needs and designing standards that reflect emerging industries. 4.2. Collaborative mindset to engage stakeholders and ensure industry alignment.
5. Resource Implications	5.1. Access to industry reports, labor market forecasts, and trend analysis tools. 5.2. Stakeholder engagement tools such as surveys, interviews, and focus groups.
6. Methods of Assessment	6.1. Review of developed competency standards against industry alignment. 6.2. Evaluation of feedback from industry stakeholders and pilot testing of competency standards.
7. Context of Assessment	7.1. The assessment can take place in a simulated or real-world context where emerging industry roles

	are identified and competency standards are developed.
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Foundation Skills

Skills	Description
Research and Analytical Skills	Ability to identify trends in emerging roles and analyze the skills needed for these roles.
Communication Skills	Ability to effectively engage with industry stakeholders and communicate findings and recommendations.
Collaborative Skills	Ability to work with diverse industry experts and employers to design and validate competency standards.
Critical Thinking	Ability to assess future industry needs and align competency standards accordingly.
Project Management Skills	Ability to manage the process of developing competency standards, including timelines, resources, and stakeholder engagement.

Target Audience

Target Audience	Description
Industry Analysts	Individuals who are responsible for understanding and predicting workforce trends in emerging sectors.
Curriculum Developers	Professionals responsible for developing competency standards and curriculum to align with new industry roles.
Training Providers	Organizations that deliver education and training programs based on competency standards.
HR Professionals	Human resources experts responsible for identifying and developing new job roles within organizations.

Recognition of Prior Learning (RPL)

RPL Available	Yes/No
RPL Available	Yes
RPL Process	RPL is available for individuals with prior experience in competency standards development or workforce planning in emerging sectors. Evidence may include reports, projects, or documentation of past work.

Pre-Requisite

Pre-Requisite	Details
Unit Code	CBLRM003: Develop Competency Standards.
Prior Experience	At least 2 years of experience in industry research, workforce development, or competency standards development.

Unit of Competency: Create Delivery and Session Plan, Lesson Plan

Unit Code	CBLRM008
Unit Title	Create Delivery and Session Plan, Lesson Plan
Nominal Hours	30
Unit Descriptor	This unit covers the skills and knowledge required to design, develop, and create delivery and session plans as well as detailed lesson plans for competency-based training. It involves structuring content, defining learning outcomes, integrating assessment methods, and ensuring alignment with the overall training objectives.

Elements & Performance Criteria

Elements	Performance Criteria
1. Define learning outcomes and objectives	1.1. Clearly identify and articulate the learning outcomes and objectives of the session or lesson. 1.2. Ensure alignment with the overall training goals and industry standards.
2. Structure delivery and session plans	2.1. Organize content logically, ensuring smooth flow and appropriate timing. 2.2. Break down training into sessions with clear start, middle, and end points.
3. Develop lesson plans for each session	3.1. Break down sessions into detailed lesson plans, including materials, resources, and activities. 3.2. Define specific teaching methods and strategies for engaging learners.
4. Integrate assessment and feedback strategies	4.1. Include formative assessments within each lesson plan to track learner progress. 4.2. Develop strategies for providing feedback to learners during the session.
5. Ensure flexibility for diverse learner needs	5.1. Adapt lesson and session plans for different learning styles and needs. 5.2. Provide opportunities for learners to engage in active and participatory learning.

6. Review and refine the plans	6.1. Review the plans for clarity, alignment with outcomes, and feasibility. 6.2. Revise plans based on feedback from trial runs or peer reviews.
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Range of Variables

Variables	Range
1. Training Program Content	1.1. Technical skills, 1.2. Soft skills 1.3. Industry-specific training 1.4. Management.
2. Learning Styles	2.1. Visual 2.2. Auditory 2.3. Kinesthetic 2.4. A combination of these.
3. Assessment Methods	3.1. Written tests 3.2. Quizzes 3.3. Role-plays 3.4. Practical tasks 3.5. Group work.
4. Training Delivery Methods	4.1. Face-to-face 4.2. Blended 4.3. Online 4.4. Workplace-based training.
5. Target Learners	5.1. Entry-level trainees 5.2. Experienced workers 5.3. Advanced learners.

Evidence Guide

Area	Details
1. Critical Aspects of Competency	1.1. Ability to develop and structure effective delivery and session plans. 1.2. Competency in creating detailed lesson plans that align with learning outcomes. 1.3. Effective integration of assessment and feedback strategies within plans.
2. Underpinning Knowledge	2.1. Knowledge of instructional design principles, adult learning theories, and competency-based training. 2.2. Understanding of industry standards and learner needs.

3. Underpinning Skills	3.1. Skills in content organization, writing clear instructions, and using various teaching methods. 3.2. Ability to assess learner progress and adjust teaching methods accordingly.
4. Underpinning Attitudes	4.1. Openness to feedback and continuous improvement. 4.2. Commitment to creating engaging and learner-centered training.
5. Resource Implications	5.1. Access to instructional materials, teaching tools, technology, and resources for delivery and assessment.
6. Methods of Assessment	6.1. Evaluation of the delivery and session plans, including feedback from trial runs or peer reviews. 6.2. Review of lesson plans for alignment with outcomes, content quality, and engagement strategies.
7. Context of Assessment	7.1. Assessment could occur in a real or simulated training environment. Trainers may be required to apply the plans in a classroom or training scenario for evaluation.

Foundation Skills

Skills	Description
Organizational Skills	Ability to structure and manage training content and resources within a planned time frame.
Communication Skills	Ability to develop clear and concise plans and provide effective instructions to learners.
Analytical Skills	Ability to assess learner needs, adapt plans for diverse learning styles, and ensure session alignment with learning outcomes.
Problem-Solving Skills	Ability to adapt lesson and session plans to address any issues or challenges that arise during delivery.

Target Audience

Target Audience	Description
Instructional Designers	Individuals responsible for creating training programs and materials.
Trainers and Facilitators	Professionals delivering competency-based training and requiring structured plans for sessions and lessons.

Curriculum Developers	Professionals developing training curricula and ensuring effective delivery strategies are in place.
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Recognition of Prior Learning (RPL)

RPL Available	Yes/No
RPL Available	Yes
RPL Process	Individuals with experience in designing or delivering training programs may be eligible for RPL. Evidence may include work samples, prior training or certifications, or documented professional experience in the field.

Pre-Requisite

Pre-Requisite	Details
Unit Code	CBLRM005: Develop Competency-Based Learning Materials.
Prior Experience	At least 1 year of experience in a training or instructional design role.

Unit of Competency: Develop Assessment Guidelines and Tools

Unit Code	CBLRM009
Unit Title	Develop Assessment Guidelines and Tools
Nominal Hours	35
Unit Descriptor	This unit covers the skills and knowledge required to develop assessment guidelines and tools for competency-based training. The unit focuses on creating appropriate assessment strategies, developing assessment criteria, and designing tools that align with training outcomes and industry standards.

Elements & Performance Criteria

Elements	Performance Criteria
1. Identify assessment requirements	1.1. Review unit of competency or training package to determine assessment requirements. 1.2. Define assessment methods, criteria, and tools to meet the identified requirements.
2. Develop assessment guidelines	2.1. Create clear and concise guidelines for conducting assessments. 2.2. Ensure that assessment guidelines are aligned with industry standards and learning outcomes.
3. Design assessment tools	3.1. Develop tools that are valid, reliable, and fair for all learners. 3.2. Ensure assessment tools reflect the skills, knowledge, and competencies required by learners.
4. Develop assessment criteria	4.1. Create criteria that define the standards for acceptable performance. 4.2. Ensure criteria are clear, measurable, and aligned with the assessment methods.
5. Review and refine assessment tools	5.1. Review tools for clarity, accuracy, and effectiveness. 5.2. Revise tools based on feedback or trial use to ensure validity and reliability.

Range of Variables

Variables	Range
1. Assessment Methods	1.1. Written tests 1.2. Practical demonstrations

	1.3. Case studies 1.4. Role-plays 1.5. Observations 1.6. Workplace assessments.
2. Assessment Tools	2.1. Questionnaires 2.2. Checklists 2.3. Rubrics 2.4. Portfolios 2.5. Practical tasks
3. Learner Group	3.1. Individual learners 3.2. Groups of learners 3.3. Workplace teams.
4. Training Context	4.1. On-the-job 4.2. Off-the-job 4.3. Blended 4.4. Fully online training environments.
5. Training Package	5.1. Industry-specific standards 5.2. Accredited qualifications 5.3. Tailored organizational training programs.

Evidence Guide

Area	Details
1. Critical Aspects of Competency	1.1. Ability to develop assessment guidelines that meet industry standards. 1.2. Skill in designing tools that accurately measure learner competency. 1.3. Capability to ensure assessment tools are fair, valid, and reliable.
2. Underpinning Knowledge	2.1. Knowledge of assessment principles and techniques. 2.2. Understanding of competency-based training and assessment strategies. 2.3. Familiarity with industry-specific standards, qualifications, and regulations.
3. Underpinning Skills	3.1. Ability to create clear, measurable, and effective assessment tools. 3.2. Skills in reviewing, revising, and improving assessment tools based on feedback.
4. Underpinning Attitudes	4.1. Commitment to fairness, equity, and transparency in assessments.

	4.2. Openness to feedback and continuous improvement of assessment processes.
5. Resource Implications	5.1. Access to relevant training packages, industry standards, and assessment frameworks. 5.2. Availability of tools or software to develop and evaluate assessment tools.
6. Methods of Assessment	6.1. Review of designed tools for alignment with training outcomes and industry standards. 6.2. Use of feedback from pilot assessments and peer reviews to validate tools.
7. Context of Assessment	7.1. Assessment can be conducted in a variety of contexts, including real or simulated training environments.

Foundation Skills

Skills	Description
Problem-Solving Skills	Ability to develop assessment tools that effectively evaluate learner performance.
Critical Thinking	Capacity to evaluate the quality, validity, and fairness of assessment tools.
Communication Skills	Skill in writing clear assessment guidelines and tools that are easily understood by all stakeholders.
Technology Skills	Ability to use assessment design software or tools for creating assessment materials.

Target Audience

Target Audience	Description
Instructional Designers	Individuals responsible for creating competency-based assessments and training resources.
Trainers and Assessors	Professionals who are involved in assessing learners and developing assessment tools.
Curriculum Developers	Those involved in the development and refinement of competency-based training programs.

Recognition of Prior Learning (RPL)

RPL Available	Yes/No
RPL Available	Yes
RPL Process	Individuals with relevant experience in assessment design or in conducting competency-based assessments may be

	eligible for RPL. Evidence may include documentation of prior work, training qualifications, or demonstration of assessment tool development.
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Pre-Requisite

Pre-Requisite	Details
Unit Code	CBLRM007: Design Competency-Based Curriculum.
Prior Experience	At least 1 year of experience in assessment or instructional design.

Unit of Competency: Develop Training Aids Using Technology

Unit Code	CBLRM010
Unit Title	Develop Training Aids Using Technology
Nominal Hours	30
Unit Descriptor	This unit focuses on the skills and knowledge required to develop effective training aids using technology. Learners will explore a range of digital tools and technologies to create visually engaging and interactive training aids that align with learning outcomes and enhance the learning experience.

Elements & Performance Criteria

Elements	Performance Criteria
1. Identify training aid requirements	1.1. Assess learner needs, training outcomes, and the context of delivery. 1.2. Define the objectives and outcomes of the training aid based on learning needs.
2. Select appropriate technology tools	2.1. Research and select suitable software or technology tools for creating training aids. 2.2. Consider the audience's technological capabilities and learning preferences.
3. Design training aids	3.1. Design visual, auditory, or interactive components that align with learning outcomes. 3.2. Ensure that training aids are user-friendly and accessible to all learners.
4. Develop and test training aids	4.1. Create prototypes or drafts of training aids using selected technology tools. 4.2. Test and refine training aids based on feedback or trial use with learners.
5. Review and finalize training aids	5.1. Revise training aids based on evaluation results to enhance effectiveness. 5.2. Ensure that final training aids meet quality standards, learner needs, and learning outcomes.

Range of Variables

Variables	Range
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1. Technology Tools	1.1. Multimedia software 1.2. Authoring tools 1.3. Online platforms 1.4. Interactive simulations 1.5. E-learning tools 1.6. Mobile apps 1.7. Virtual classrooms 1.8. Video editing software 1.9. Presentation tools (e.g., powerpoint, Canva, Adobe Suite).
2. Learning Outcomes	2.1. Knowledge-based 2.2. Skills-based 2.3. Competency-based 2.4. Blended learning outcomes.
3. Training Context	3.1. Classroom-based, online 3.2. Blended learning 3.3. On-the-job training environments.
4. Learner Characteristics	4.1. Learners with varying levels of technological literacy 4.2. Accessibility needs 4.3. Preferred learning styles.

Evidence Guide

Area	Details
1. Critical Aspects of Competency	1.1. Ability to design and develop effective training aids that meet the identified learning outcomes. 1.2. Competence in using technology tools to create accessible and engaging training aids. 1.3. Skill in testing, evaluating, and refining training aids for effectiveness.
2. Underpinning Knowledge	2.1. Knowledge of different types of training aids and technologies. 2.2. Understanding of design principles for effective learning aids. 2.3. Familiarity with learner needs and how technology can support diverse learning styles.
3. Underpinning Skills	3.1. Proficiency in selecting and using relevant technology tools. 3.2. Ability to create clear, engaging, and interactive digital content.

	3.3. Skill in evaluating the effectiveness of training aids based on learner feedback.
4. Underpinning Attitudes	4.1. Openness to experimentation and feedback to improve the quality of training aids. 4.2. Commitment to making training aids inclusive and accessible to all learners.
5. Resource Implications	5.1. Access to relevant technology tools, training software, and hardware. 5.2. Availability of internet access, computing devices, and content creation software.
6. Methods of Assessment	6.1. Review of developed training aids for alignment with learning outcomes and effectiveness. 6.2. Evaluation based on learner feedback and usability testing.
7. Context of Assessment	7.1. Assessments will occur in real or simulated environments where learners are expected to create digital training aids.

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Foundation Skills

Skills	Description
Technology Literacy	Ability to use a variety of technology tools to create multimedia training aids.
Design Thinking	Understanding how to design training aids that meet learner needs and are aligned with training objectives.
Communication Skills	Ability to communicate ideas clearly and effectively through training aids.
Problem-Solving Skills	Ability to identify issues with training aids and modify them to improve effectiveness.

Target Audience

Target Audience	Description
Instructional Designers	Individuals responsible for designing and developing training materials using technology.
Trainers and Educators	Those who use or are involved in the creation of digital training aids for their teaching.
Curriculum Developers	Professionals who design training programs and need to incorporate technology in the learning process.

Recognition of Prior Learning (RPL)

RPL Available	Yes/No
RPL Available	Yes
RPL Process	Individuals with relevant experience in using technology for instructional purposes may be eligible for RPL. Evidence may include portfolios, examples of previously developed training aids, or work-based projects demonstrating the use of technology in educational settings.

Pre-Requisite

Pre-Requisite	Details
Unit Code	CBLRM008: Design Competency-Based Curriculum.
Prior Experience	Experience in basic instructional design or content creation.