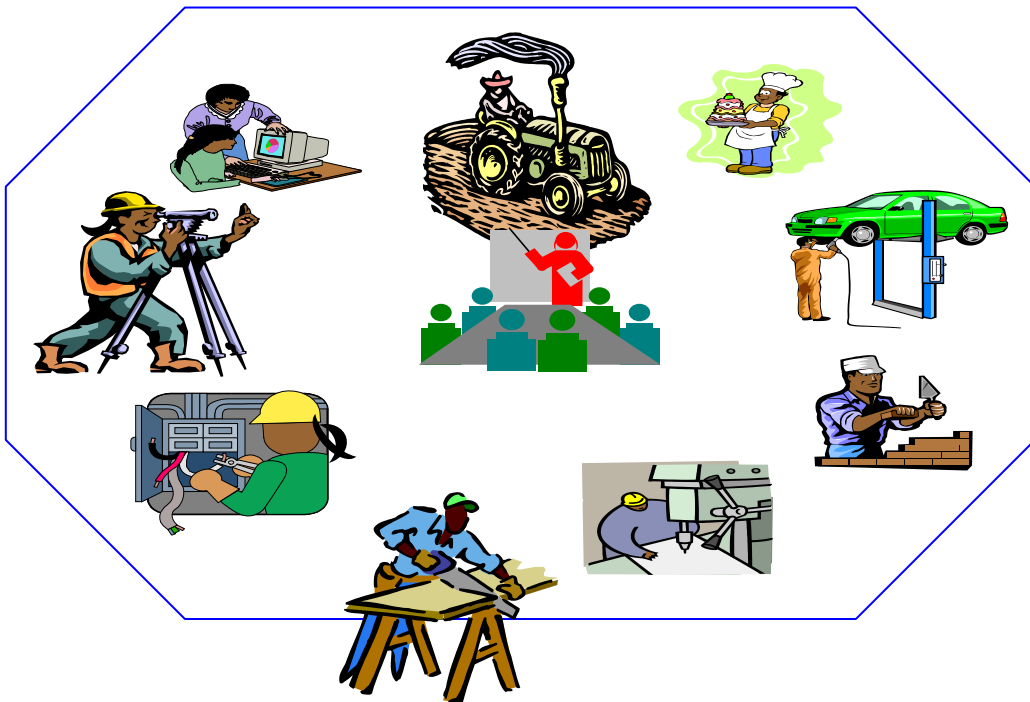


Intermediate Communication & Multimedia Equipment Servicing Level III

Based on May, 2011 V2 OS and Dec, 2020 V1 Curriculum



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Lo 32 LO #1. Plan and prepare training activities

Instruction sheet

This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- Preparing required tools, materials and equipment in the worksite.
- Determining stage of development
- Taking measures to ensure OSH requirement and safe working procedure
- Undertaking preparation for particular training
 - seeing Confirmation from the service technician

This guide will also assist you to attain the learning outcomes stated in the cover page.

Specifically, upon completion of this learning guide, you will be able to:

- Prepare required tools, materials and equipment in the worksite.
- Determine stage of development
- Take measures to ensure OSH requirement and safe working procedure
- Undertake preparation for particular training
- See Confirmation from the service technician

Learning Instructions:

Read the specific objectives of this Learning Guide.

1. Follow the instructions described below.
2. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them
3. Accomplish the “Self-checks” which are placed following all information sheets.
4. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-checks.
5. If you earned a satisfactory evaluation proceed to “Operation sheets
6. Perform “the Learning activity performance test” which is placed following “Operation sheets” ,
7. If your performance is satisfactory proceed to the next learning guide,
8. If your performance is unsatisfactory, see your trainer for further instructions or go back to “Operation sheets”.



Information sheet 1: Preparing required tools, materials and equipment in the worksite

1.1 Preparing required tools, materials and equipment in the worksite

There are several major steps in training session preparation. These areas include the importance of promoting the program to top management, preparing training materials, the training space, trainers, and trainees. The most successful training sessions are well-planned and well-prepared

Prepare Training Materials

With a logically organized filing and storage system, you will have training sessions that are reusable and easy to update as equipment or procedures change. You will have complete control over what is trained in your company.

you can put together a solid training session. Writing training materials requires several steps:

1. Specify training goals and objectives. List your objectives and refer to them often as you prepare subject matter so that you keep on message and achieve your training goals.

For example, listed goals for a back injury training program could include:

- Teach trainees safe lifting techniques.
- Provide trainees with a greater understanding of how the discs function in relation with the vertebra.
- Provide trainees with information about strains and sprains and how they relate to back injuries.



- Provide trainees with hands-on, supervisor-monitored opportunities to practice correct lifting methods.
2. Present subject matter in a logical order. Explain the basics of the topic—and make sure trainees understand them—before going on to more detailed and technical information.
 3. Emphasize the points that are most important. What facts or practices do trainees absolutely need to have or need to know how to do? Plan to spend most of your training time on these. Allocate less time to less important but still pertinent training points.
 4. Customize training materials to your company's situation. Relate information to your company's policies, procedures, tools, equipment, machines, personal protective equipment, etc. Update this section as tools or equipment is replaced or procedures are changed.
 5. Incorporate interactive methods into your training. Find ways to keep trainees involved.
 6. Write a training session plan. Some plans may be less detailed than others depending on the subject matter, but a plan should be written for every training session. Why?
 - Written plans help ensure that all required information is presented.
 - They document what is covered.
 - They provide a library of customized training materials for your company's training program. By retaining every plan in your training files, you make sure that no matter who does training, they will cover the objectives and goals that you have indicated need to be covered.
 7. Plan for a question-and-answer session. Compose a list of potential questions and prepare answers. Sometimes planned material turns out to be only half the session. Good information is often passed both ways through Q&A sessions—trainees can clarify points or make trainers aware of current practices that may need updating; trainers can use this interactive method as a good indicator of how well trainees understand the material.



General Outline of a Lesson Plan

- Title of the training program
- General goal of the training
- Specific goal(s) of the training
- Key points to be covered during the training
- Company specifics (tools, machines, personal protective equipment, policies, procedures)
- Audience makeup (beginners, refresher trainees, computer-literate, Spanish speaking)
- Training materials required for classroom instruction (videos, flip charts)
- Training materials required for “hands on” training (mannequins, tools, materials)
- Interactive activities
- Anticipated questions along with correct answers

Prepare the Training Space

Prepare classroom and hands-on training areas by checking for:

- Adequate seating arrangements
- Comfortable environmental conditions
- Sufficient lighting
- Required equipment, such as video player/monitor, slide projectors, flip charts and other media, are available

Classroom preparation is extremely important. Even if your training space is a cordoned off part of the plant, cafeteria, or other work area, you need to get it ready for training. For example, make sure the area will accommodate the number of trainees for the session. If trainees have to stand or if they are packed uncomfortably tight, they will not be as receptive as possible to the material you present.

Make sure you have enough handouts or other materials for trainees. Ensure tools, equipment, machines, or other props for demonstration or practice are working properly. The need for proper preparation cannot be overstated. Trainees will gather first



impressions in the first few minutes of the session, and they will judge the material and the trainer on how prepared the training environment is. Everything should run smoothly at the start of the session.

As the person in charge of training, it's up to trainer to develop standard preparation procedures to ensure a high standard of training. Every detail counts.

Prepare Yourself

Each trainer has different qualifications, experience, expertise, and methodology of training. Even trainers who are intimately familiar with a subject must properly prepare for the training session. The following guidelines are designed to review the basics of preparing trainers for learning sessions.

Practice Makes Perfect

Practice your presentation. The best instructors always do at least one dry run before the training session. Practicing improves presentation skills and confidence levels. It allows trainers to fore see any technical or logistical difficulties and prepare back-up plans for any contingencies.

Overcome Presentation Phobia

Many times, especially with lectures, trainers conduct sessions in front of large groups. Many people are uncomfortable with public speaking even when they have a well-prepared presentation.

Here's a two-step process for overcoming stage fright:

1. Prepare the mind by putting everything in perspective. Trainees are here to learn from you, they want you to be a good trainer, because they'll learn more that way. Focus on them and making sure they understand the material. Don't worry about your performance, you're just the messenger. Deliver the message. Accept the fact that you will be nervous and, in fact, put that nervous energy into an energetic delivery.



2. Prepare the body. Trainers need to familiarize themselves with the training environment, including the lighting, temperature, and layout of the classroom. You can do this during your practice session and also by arriving early on the day of training to check that everything is in order. Drink nondairy fluids to soothe your vocal cords and prevent a dry or sore throat from extensive talking during the session. You may also want to learn relaxation techniques and develop a standard ritual before training sessions to relax and prepare yourself.

Prepare Trainees

You've taken the time to prepare the training materials, the training space, and yourself.

To ensure the most productive training session, you also need to prepare trainees.

You want trainees to be highly motivated before they walk through the training doors.

Consider using some of these retraining techniques to put trainees in a receptive frame of mind, get them geared up for the topic, and prepare them to learn.

- Distribute a session outline or agenda before the meeting. Trainees who might be anxious about training will be put at ease when they know ahead of time what will be covered. And since knowledge is power, all trainees benefit from knowing what's on the agenda. You benefit when trainees enter the room already thinking about the topic.
 - Distribute precession activities. Along with the outline, include fun and simple open-ended questions or situations, such as these:
 - General questions:
 - ✓ What do you already know on the training topic?
 - ✓ Why do you think this training is needed?
 - ✓ How will this training benefit you and the company?
 - Case studies involving the upcoming training followed by debriefing questions:
 - ✓ In this case, what would you do?
 - ✓ What would you have done differently than the characters?
- Ask trainees to be prepared for a brief class discussion on the case study. Take a few minutes at the beginning of the session to ask trainees for their answers.



- Distribute an expectation questionnaire. Via survey, e-mail, group meeting, etc., ask what trainees expect from the session. Use the results to customize the session as much as possible to the audience while still meeting all training objectives.

Identify a program to host the training that:	
	Have enough young trainees on site, ranging in age, so that each participant can practice screening at least 5 train each.
	Is accessible to all potential participants, individuals with disabilities
	Has access to restrooms
	Permits refreshments/lunch to be served on site
	Has a relatively quiet, distraction-free environment for the meeting (conference room, empty classroom with moveable chairs, etc.) with sufficient space, tables, chairs and electrical outlets available for plugging in equipment if necessary
	Has a TV-DVD or Laptop, Projector, speakers and screen that can be used during the training (note that if using a TV-DVD the tracking tool and the review of additional online resources portions of the workshop will not be able to be completed)
Schedule the training workshop:	
	On a day acceptable to the host site and participants
Schedule and plan specific workshop activities:	
	Arrange for morning breakfast snacks/drinks
	Arrange for lunch/drinks
	“Hands on” screening practice to occur approximately 2.5 hours after the beginning of the training and at a time.
Obtain screening equipment	



	Arrange for sufficient equipment so that no more than 4 participant trainees are sharing a single piece of equipment. Also have 1 demonstration unit available. Be sure that batteries in the equipment are charged or fresh.
Prepare teachers, staff and other participants	
	Provide host site with information about preparing teachers
	Ask about any special procedures screeners will need to follow such as the use of foot covers in infant areas, where participants should park, etc.
	Provide participants with general information on the agenda, hours of the workshop, and that a light breakfast and lunch will be provided
	Provide participants attending the training with maps on how to find the training location
	Advise participants they will be doing “hands-on” screening of trainees and need to Dress comfortably to be able to interact.



Self-Check 1	Short answer
---------------------	---------------------

Name: _____

Date: _____

Time start: - _____

Time finished:- _____

Directions: write the correct answer for the following question

Write the General Outline of a Lesson Plan

Note: Satisfactory rating - 3

Unsatisfactory - below 3 points

Answer sheet

Title of the training program

General goal of the training

- Specific goal(s) of the training
- Key points to be covered during the training
- Company specifics (tools, machines, personal protective equipment, policies, procedures)
- Audience makeup (beginners, refresher trainees, computer-literate, Spanish speaking)
- Training materials required for classroom instruction (videos, flip charts)
- Training materials required for “hands on” training (mannequins, tools, materials)
- Interactive activities

- Anticipated questions along with correct answers



Information sheet 2: Determining stage of development

1.2 Determining stage of development formal

Evaluation is a process to determine the relevance, effectiveness, and impact of activities in light of their objectives. In evaluating an extension training programme, one needs to consider that most training activities exist in a larger context of projects, programmers, and plans. Definition of training evaluation is "a systematic process of collecting information for and about a training activity which can then be used for guiding decision making and for assessing the relevance and effectiveness of various training components."

suggested four criteria to evaluate training programmer: (1) reaction, (2) learning, (3) behavior, and (4) results. Each criterion is used to measure the different aspects of a training program. *Reaction* measures how the trainees liked the program in terms of content, methods, duration, trainers, facilities, and management. *Learning* measures the trainees' skills and knowledge which they were able to absorb at the time of training. *Behavior* is concerned with the extent to which the trainees were able to apply their knowledge to real field situations. *Results* are concerned with the tangible impact of the training program on individuals, their job environment, or the organization as a whole.

Types of Evaluation

On the basis of the time dimension, evaluation may be classified as (1) formative evaluation and (2) summative evaluation. *Formative evaluation* involves the collection of relevant and useful data while the training program is being conducted. This information can identify the drawbacks and unintended outcomes and is helpful in revising the plan and structure of training program to suit the needs of the situation. *Summative evaluation* is done at the end of the program and makes an overall assessment of its effectiveness in relation to achieving the objectives and goals, however, classified



evaluation into four major types: (1) evaluation for planning, (2) process evaluation, (3) terminal evaluation, and (4) impact evaluation.

Evaluation for planning provides information with which planning decisions are made. Training contents and procedures (methods and materials) are usually planned at this stage in order to choose or guide the development of instructional aids and strategies. *Process evaluation* is conducted to detect or predict defects in the procedural design of a training activity during the implementation phase. Through this process the key elements of the training activities are systematically monitored, problems are identified, and attempts are made to rectify the mistakes before they become serious. Process evaluation is periodically conducted throughout the entire period of the program.

Terminal evaluation is conducted to find out the effectiveness of a training program after it is completed. The objectives of terminal evaluation are to determine the degree to which desired benefits and goals have been achieved, along with the causes of failure, if any. *Impact evaluation* assesses changes in on-the-job behavior as a result of training efforts. It provides feedback from the trainees and supervisors about the outcomes of training. It measures how appropriate the training was in changing the behaviour of participants in real-life situations.



Self-Check 2	Short answer
---------------------	---------------------

Name: _____

Date: _____

Time start: - _____

Time finished:- _____

Directions: write the correct answer for the following question

What is the advantage of Terminal evaluation

Note: Satisfactory rating - 3

Unsatisfactory - below 3 points

Answer

is conducted to find out the effectiveness of a training program after it is completed



Information sheet 3	Taking measures to ensure OSH requirement and safe working procedure
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1.3 Taking measures to ensure OSH requirement and Safe working procedure

Safe work practices are generally written methods outlining how to perform a task with minimum risk to people, equipment, materials, environment, and processes.

Safe job procedures are a series of specific steps that guide a worker through a task from start to finish in a chronological order. Safe job procedures are designed to reduce the risk by minimizing potential exposure.

Development

Safe work practices should be developed as a result of completing a job safety analysis (JSA) or a hazard risk assessment (HRA) and should closely reflect the activities most common in the company's type or sector of construction.

Safe job procedures are usually developed by management and workers as a result of a JSA/HRA, accident or incident investigation, and/or as a supplement to a safe work practice.

Delivery

All safe work practices should be kept in a location central to the work being performed and readily available to the workforce. Some safe work practices will require specific job procedures, which clearly set out in a chronological order each step in a process.

Safe work procedures should be included in the company's "Worker Orientation" program. All workers should be aware of the fact that safe job procedures have been established, are in effect, are written down, and must be followed.



IHSA suggests that you build your collection of safe practices/procedures

Safe Job Procedures	Development				Review				Review			
	Date			By Who m	Date			By Who m	Date			By Who m
	M	D	Y		M	D	Y		M	D	Y	

incrementally—start with a few major items and add to them as needed. Avoid simply repeating clear regulatory requirements. Rather, if needed, provide direction on how your company will implement/apply those requirements.

How to write an effective checklist for documentation

Don't take a chance you'll miss something, big or small, when you release documentation. Here's how to write an effective checklist to minimize mistakes.

In the rush to release your documentation, you have a lot to do. Chances are, you'll miss something. That could be a little something, or a big something. But why take that chance?

A release checklist can help you avoid making mistakes. It can help make your release process more efficient. A properly crafted checklist, whether on paper or on screen, can ensure that your documentation release goes smoothly and that you don't miss anything.

A simple list with a lot of power



Checklists should be part of any technical writer's toolkit. It is far from obvious that something as simple as a checklist could be of substantial help. We may admit to errors and oversights, But we believe that our jobs are too complicated to reduce to a checklist.

The key benefit of a checklist, especially for a technical writer, is that it helps you avoid as many errors and oversights as possible.

Elements of an effective checklist

An effective checklist sounds easy to create, but it isn't. An effective checklist isn't a simple list of tasks. It's a much focused list of what you need to do. In this case, it's what you need to do to release your documentation to your users. Your checklist should contain only the information that you need and can absorb at a glance.

What should go into a release checklist? That will depend on several factors, including the number and types of documentation you're releasing, the formats you're publishing the documentation in, and how you're delivering the documentation.

For example, if you deliver your documentation on a wiki, you won't need to include items about checking the documentation into version control or generating a PDF. You will, however, want to have items on your list to check links and formatting.

You should keep your checklists as short as possible. How short? A page or less. The items on the list shouldn't be full sentences. Instead, write in sentence fragments—for example, Find missing punctuation *or* Fix broken links.

Why keep your checklist short? A shorter checklist is easier to understand and easier to read. You can see what you need to do at a glance instead of reading through two or more lines. Gawande offers a great example from the world of aviation:

Test pilots made their lists simple, brief, and to the point—short enough to fit on an index card, with step-by-step checks for takeoff, flight, and taxiing. It has the kind of stuff that pilots know how to do.



When creating your checklist, remember that it isn't a how-to. The checklist is there to *remind* you of what you need to do. You should already know how to carry out the tasks on the list. If not, you should learn how to do them or divide the tasks among your team.

Self-Check 3	Short answer
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Name: _____

Date: _____

Time start: - _____

Time finished:- _____

Directions: write the correct answer for the following question

The key benefit of a checklist is_____.

Note: Satisfactory rating - 3

Unsatisfactory - below 3 points

Answer

Especially for a technical writer, is that it helps you avoid as many errors and oversights as possible



Information sheet 4: Undertaking preparation for particular training

1.4 Undertaking preparation for particular training

Prepare Yourself

Each trainer has different qualifications, experience, expertise, and methodology of training. Even trainers who are intimately familiar with a subject must properly prepare for the training session. The following guidelines are designed to review the basics of preparing trainers for learning sessions.

Practice Makes Perfect

Practice your presentation. The best instructors always do at least one dry run before the training session. Practicing improves presentation skills and confidence levels. It allows trainers to fore see any technical or logistical difficulties and prepare back-up plans for any contingencies.

Overcome Presentation Phobia

Many times, especially with lectures, trainers conduct sessions in front of large groups. Many people are uncomfortable with public speaking even when they have a well-prepared presentation. Here's a two-step process for overcoming stage fright:



3. Prepare the mind by putting everything in perspective. Trainees are here to learn from you, they want you to be a good trainer, because they'll learn more that way. Focus on them and making sure they understand the material. Don't worry about your performance, you're just the messenger. Deliver the message. Accept the fact that you will be nervous and, in fact, put that nervous energy into an energetic delivery.
4. Prepare the body. Trainers need to familiarize themselves with the training environment, including the lighting, temperature, and layout of the classroom. You can do this during your practice session and also by arriving early on the day of training to check that everything is in order. Drink nondairy fluids to soothe your vocal cords and prevent a dry or sore throat from extensive talking during the session. You may also want to learn relaxation techniques and develop a standard ritual before training sessions to relax and prepare yourself.

Prepare Trainees

You've taken the time to prepare the training materials, the training space, and yourself. To ensure the most productive training session, you also need to prepare trainees.

You want trainees to be highly motivated before they walk through the training doors. Consider using some of these pertaining techniques to put trainees in a receptive frame of mind, get them geared up for the topic, and prepare them to learn.

- Distribute a session outline or agenda before the training. Trainees who might be anxious about training will be put at ease when they know ahead of time what will be covered. And since knowledge is power, all trainees benefit from knowing what's on the agenda. You benefit when trainees enter the room already thinking about the topic.
- Distribute precession activities. Along with the outline, include fun and simple open-ended questions or situations, such as these:
- General questions:
 - ✓ What do you already know on the training topic?
 - ✓ Why do you think this training is needed?
 - ✓ How will this training benefit you and the company?



- Case studies involving the upcoming training followed by debriefing questions:
 - ✓ In this case, what would you do?
 - ✓ What would you have done differently than the characters?

Ask trainees to be prepared for a brief class discussion on the case study.
Take a few minutes at the beginning of the session to ask trainees for their answers.
- Distribute an expectation questionnaire. Via survey, e-mail, group meeting, etc., ask what trainees expect from the session. Use the results to customize the session as much as possible to the audience while still meeting all training objectives.

Identify a program to host the training that:	
	Has enough young trainees on site, ranging in age, so that each participant can practice screening at least 5 train each.
	Is accessible to all potential participants, individuals with disabilities
	Has access to restrooms
	Permits refreshments/lunch to be served on site
	Has a relatively quiet, distraction-free environment for the meeting (conference room, empty classroom with moveable chairs, etc.) with sufficient space, tables, chairs and electrical outlets available for plugging in equipment if necessary
	Has a TV-DVD or Laptop, Projector, speakers and screen that can be used during the training (note that if using a TV-DVD the tracking tool and the review of additional online resources portions of the workshop will not be able to be completed)
Schedule the training workshop:	
	On a day acceptable to the host site and participants
Schedule and plan specific workshop activities:	



	Arrange for morning breakfast snacks/drinks
	Arrange for lunch/drinks
	“Hands on” screening practice to occur approximately 2.5 hours after the beginning of the training and at a time.
Obtain screening equipment	
	Arrange for sufficient equipment so that no more than 4 participant trainees are sharing a single piece of equipment. Also have 1 demonstration unit available. Be sure that batteries in the equipment are charged or fresh.
Prepare teachers, staff and other participants	
	Provide host site with information about preparing teachers
	Ask about any special procedures screeners will need to follow such as the use of foot covers in infant areas, where participants should park, etc.
	Provide participants with general information on the agenda, hours of the workshop, and that a light breakfast and lunch will be provided
	Provide participants attending the training with maps on how to find the training location
	Advise participants they will be doing “hands-on” screening of trainees and need to dress comfortably to be able to interact.



Self-Check 4	Short answer
---------------------	---------------------

Name: _____

Date: _____

Time start: - _____

Time finished:- _____

Directions: write the correct answer for the following question

- What are the general question asked during open class.

Note: Satisfactory rating - 3

Unsatisfactory - below 3 points

Answer

- What do you already know on the training topic?
- Why do you think this training is needed?
- How will this training benefit you and the company.?



Information sheet 5	Seeing Confirmation from the service technician
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1.5 seeing Confirmation from the service technician

Development of training objectives, outputs, topics, contents and inputs of a training workshop

This session provides an introduction to focusing a workshop towards certain training objectives and to planning and designing training inputs.

Key Issues

- training objectives
- planning the contents of a training workshop
- elaborating the schedule of a training workshop

Proposed Training Strategy:

This is a complex session. It may be useful to repeatedly refer back to the outline of the session to help the participants stay on track.

Introduction

It is probably best to begin this session with a brief introduction about the importance of having an 'objective'. The text below may be a good opener.

"You may wonder why it is important to clearly define the objectives of a training workshop. Try to compare the workshop with a walk that somebody has to take in order to reach a particular place. As long as the person does not know what particular place to aim for, he or she will not know in which direction to walk. The same applies to the workshop - as long as you don't know what you want to achieve, you and your trainees may work for some time without reaching what you wanted to reach."



What are Objectives

Participants are divided into three groups. Each group is asked to come up with their definition of the term 'objective' and three reasons each why it is important to define the objectives of a training workshop. The working results are presented in a plenary session, discussed briefly, and if necessary complemented by the trainers.

The objectives of a training workshop describe the desired changes which the participants hope to achieve in the training program, the purpose for which the training is conducted.

Examples of reasons why it is important to clarify objectives of a training workshop:

- objectives are the basis for determining a training strategy
- objectives help to determine the necessary outputs and contents of the training
- objectives provide a direction for all training activities
- objectives help give a structure to the training
- objectives help trainers and participants to stick to their common goal

Input Formulation of objectives

Once participants have a common understanding of what objectives are and why they are important, they face the problem of how to formulate them. This can be more difficult than one might think. One way to define the objectives is by asking "What is going on now?" and "What should be different after the training?". If this method is too abstract, you may introduce the "Helpers" for the formulation of objectives listed below. Remind participants to be aware of the information they have on their trainees and the present level of knowledge these trainees possess. The objectives they can realistically reach in a training workshop depend upon on the level they start from.

Input: Introduction of an example on outputs, topics, contents, inputs

Summaries, what your participants have learned about how to assess training needs and how to formulate objectives of a training workshop. The next step in preparing a training workshop is to think about how to fulfill training needs and how to reach the training objectives. In other words, one has to plan for the content and the procedure of the training workshop.

Explain in simple words to your participants what this means. They have to think about:

What results their training workshop should achieve (produce) in order to meet the objective they have decided upon (**outputs**),



The problems they have to address (**topics**) during the training in order to get these results

The exact information they have to provide (**contents**) in order to cover the topic and fulfill the training needs of their trainees

The form in which they want to present this information (**training input**)

Concluding the session

Conclude the session by discussing the complexity of planning a training workshop. Encourage your participants to undergo this process nevertheless, because it is the basis for the success of the training effort. It will save trainers a great deal of trouble during the implementation of a workshop, if they have properly planned it beforehand.

Despite the importance of sound planning, emphasize also the fact that a training agenda and the connected training contents should never be used in a dogmatic fashion. Good trainers always remain open and flexible and respond to the mood, feedback and interests of their trainees.



Self-Check 5	Short answer
---------------------	---------------------

Name: _____

Date: _____

Time start: - _____

Time finished:- _____

Directions: write the correct answer for the following question

Why it is important to clarify objectives of a training workshop:

Note: Satisfactory rating - 3

Unsatisfactory - below 3 points

Answer

- objectives are the basis for determining a training strategy
- objectives help to determine the necessary outputs and contents of the training
- objectives provide a direction for all training activities
- objectives help give a structure to the training
- objectives help trainers and participants to stick to their common goal



Instruction sheet

L #22 LO #1. Guide/mentor service technicians

This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- Providing Service technician with clear instructions
- Guiding/monitoring Service technician
- Taking Measures on documentation of the work

This guide will also assist you to attain the learning outcomes stated in the cover page. Specifically, upon completion of this learning guide, you will be able to:

- Provide Service technician with clear instructions
- Guiding/monitor Service technician
- Take Measures on documentation of the work

Learning Instructions:



Information sheet 1	Providing Service technician with clear instructions
----------------------------	---

Read the specific objectives of this Learning Guide.

1. Follow the instructions described below.
2. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them
3. Accomplish the “Self-checks” which are placed following all information sheets.
4. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-checks.
5. If you earned a satisfactory evaluation proceed to “Operation sheets
6. Perform “the Learning activity performance test” which is placed following “Operation sheets ” ,
7. If your performance is satisfactory proceed to the next learning guide,
8. If your performance is unsatisfactory, see your trainer for further instructions or go back to “Operation sheets”.

2.1 Providing Service technician with clear instructions responsibility

Conducting the Workshop

Basic approaches, techniques and skills

This session introduces basic approaches, techniques and skills which help create a positive training atmosphere and learning process.



Key Issues

- participatory training
- conducive working atmosphere
- variety of techniques

Proposed Training Strategy:

Discussion: Participatory versus top-down training

Ask participants to discuss differences between participatory training and top-down teaching. Encourage them to express their opinions and get them to discuss the advantages and disadvantages of both approaches. Introduce the overhead "traditional teaching and participatory training".

Participatory Training versus Traditional Training

Traditional Teaching

teacher's role is to tell students what they need to know

teacher is more knowledgeable and experienced than students

teacher shares her/his knowledge with the students by lecturing

students are passive, just listening and taking notes

students learn the right answer from their teachers

Participatory Training

trainer's role is to ask questions, and to facilitate discussions

both trainers and trainees are knowledgeable and experienced

everyone must reflect on her/his own, then share their ideas, experiences, and expertise

trainees are active and analytical, asking questions and exploring alternatives

trainees develop their own answers - indeed, there may be many different answers

Ask the participants to discuss what kind of skills and personality traits make a good participatory trainer. Distribute handouts with background information on good trainers, on participatory training, and on the stages of control in the training process

Positive working atmosphere

Start a discussion about which features influence the atmosphere of a training workshop and how to create a positive working atmosphere. Use a flip chart to write up the ideas and encourage additional inputs, if you feel that important points are missing. Introduce some tools and techniques to help create a positive working atmosphere. In the Let participants decide on their own activities as trainers, i.e. which of the features listed



they would want to control or influence and at which stages of a workshop. Organize the suggestions into a useful sequence. In this way you will have created a hypothetical checklist. Have it typed and distributed to the participants

Variety of training techniques

Give a brief introduction as to the advantages of a wide variety of training techniques and give a number of examples.

As all of us know, routine activities become boring after a while. The same applies to training inputs: if the training is always using the same kind of methods, trainees will lose their interest. Therefore it is very helpful to use a wide range of methods and techniques in order to introduce different topics, such e.g. eye-openers, energizers, brainstorming, short inputs, pre-elaborated reports from trainees, exchange of experiences, group exercises, case studies, slide shows, films, brain-training-games, creativity techniques, drawings, guests' talks etc.

Concluding the session

Emphasize the importance of good training conditions and encourage your participants to reflect on their own good and poor training experiences before they attempt to set up any workshop themselves. This will help them to develop a better idea about their trainees' perceptions of the workshop approach and adapt it accordingly.

Many of the principles of participatory training draw on theories of adult learning. Adults learn more by doing, than by listening. Adult learning theory stresses that adult learners need opportunities to *think*, to *understand*, and to *apply*.

- **To learn by thinking**, trainees need to have responsibility to work out their own conclusions
- **To learn by understanding**, trainees need to relate the learning experience to their own values, beliefs, and previous experiences.
- **To learn by applying**, trainees need to use and test new skills and receive feedback on their performance.

Learning is accompanied by change - changes in behavior, knowledge, understanding, skills, interests, values, awareness, and attitudes. To facilitate these changes in adult learners, experiential activities, during which participants work out their own conclusions, are more effective than lectures. Thus, participatory workshop trainers need to match learning activities with learning outcomes. Good training courses include



a broad variety of learning activities, including presentations, games, and role play, each with its merits and uses.

During participatory training, activities are selected specifically to encourage trainees to engage with the materials and become active and animated - trainees offer ideas, raise questions, build on one another's statements and challenge one another's opinions. They learn from, and with, other participants and work together on a collective analysis.

The trainers are also active and mobile. During participatory training, the trainers' job is to structure and facilitate rather than deliver information, explain, or provide answers. Trainers initiate discussion and then draw in the trainees. They amplify some trainees' comments and summarize others'; they compare and connect separate remarks and point out opposing views. They draw the threads of discussion together and relate them to the workshop's objectives.

Participatory training is structured around the ability of the trainees to reason, to analyse problems, and to work out their own solutions. It emphasizes the process of inquiry, and therefore participatory training workshops often end with questions as well as conclusions.

2. What makes a good trainer

Many of the problems that appear in groups are ultimately related to the personality and skills of the trainer or facilitator. Jenny Rogers put it this way:

"Thinking back to my own schooldays and to the teaching I have encountered since, the outstanding teachers all shared an enthusiastic, open, relaxed style while teaching."

To be a good facilitator requires time and experience, and learning by doing is the best way. The most effective trainers and facilitators have a range of key characteristics (adapted from Jenny Rogers, 1989):

- a warm personality, with an ability to show approval and acceptance of trainees
- social skill, with an ability to bring the group together and control it without damaging it
- a manner of teaching which generates and uses the ideas and skills of participants
- organizing ability, so that resources are booked and logistical arrangements smoothly handled
- skill in noticing and resolving participants' problems
- enthusiasm for the subject and capacity to put it across in an interesting way
- flexibility in responding to participants' changing needs



- knowledge of the subject matter

Some of these characteristics can be attributed to people's personality. Others can be learned or improved through experience and practice. Still others can be developed by using specific exercises which are structured to provide some of the conditions for learning by participation. Most importantly, though, good facilitation requires you to be self-critical about your performance at each stage of the session or workshop. Rather than asking yourself whether you could have done better, ask what and when you could have done better. Constructive criticism from colleagues or peers is an important addition. When doing this do remember that you will never be able to fully satisfy every participant. If you have managed to encourage learning amongst the majority of your participants, then you have done your job well.

Stages of control in the training process (Source: PL&A)

FIGURE 1:1 STAGES OF CONTROL IN THE TRAINING PROCESS

Examples of tools and techniques to create a conducive working atmosphere

Actively support the process of knowing each others

Assess expectations of trainees and respond accordingly

Training-team-contract (e.g. leave your title outside) working environment and sitting arrangement (see background text)

Basic rules of collaboration, e.g. "every idea counts"

Granting of mutual respect (give everybody a right and space to express his/her opinion, protect this right against others who try to interrupt, shout down or joke about contributions)

Social observation (induce a process of awareness for mutual respect, try to point out, when a comment is destructive or constructive without blaming participants for their behavior)

Sufficient breaks and energizers

monitor trainees' mood (see session x) and react accordingly

Summary of Training Approaches



Participatory Training

It is more conducive for learning and more exciting for trainees to have participatory training instead of top-down frontal teaching. This is particularly the case in the context of promoting participatory processes. Participatory training reduces lectures to a minimum and gives broad space to learning situations. Trainees are actively involved and contribute to the learning process.

2. Self-image of the trainer

Your self-image as a trainer is closely connected to the approach of providing training in a participatory way. Try to see yourself as a service provider instead of a teacher. Your role is not to push certain facts into the heads of your trainees, but to encourage and facilitate a mutual process of exchanging knowledge and experience amongst your trainees and between them and you. Acknowledge that their contributions to the training are as important as yours, and interact accordingly.

3. Conducive Training Atmosphere

A conducive working atmosphere ensures that trainees are committed to the training process and that they concentrate completely on the training contents. Distraction through negative feelings as well as through uncomfortable working and sitting arrangements can be minimized, if the trainers apply a number of simple tools and techniques. Prepare a checklist of important points and go through it repeatedly during a training workshop.

4. Learning Support

Some trainers unwittingly act in a way which confuses trainees instead of helping them to follow the training process. However there are some basic training activities, institutions and techniques, which when applied help in avoiding some of the major sources of confusion.

5. Variety of Training Techniques

Routine activities become boring after a while. The same applies to training inputs. Therefore it is very helpful to use a wide range of methods and techniques in order to introduce different topics, such e.g. eye-openers, energisers, brainstorming, short inputs, pre-elaborated reports from trainees, exchange of experiences, group exercises, case studies, slide shows, films, brain-training-games, creativity techniques, drawings, guests' talks etc.



6. Energizers as Training Helpers

Energizers are small games, tasks or exercises which usually bring together a high "fun-factor" with a number of important physical, social and didactical functions at the same time. They are often helpful, as well, as a break or interruption between two sessions or as introduction to a new one.

Possible functions of Energizers:

physical functions

- A relax
- B move the body and muscles
- C refresh and awaken the person

social functions

- C. build a feeling of equality and break down hierarchies
- D. break the ice within a group
- E. improve a heavy atmosphere by having fun together

didactical functions

- introduce to a new topic
- create awareness of a problem
- awaken interest for the following inputs

Seating Arrangements

Seating arrangements have a big influence on a workshop session. Although these can vary greatly, there are six main types (see illustrations):

1. Rows of tables and/or chairs
2. Hollow U-shape
3. Banquet or fish-bone style
4. Conference table
5. Circle of chairs
6. Table trios

Training activities



This session provides a theoretical understanding of what is meant by the term facilitation. It also gives participants an idea of the role of facilitators within the context of training activities.

Key Issues

- Understanding facilitation
- Roles of a facilitator
- Closing down a session

Proposed Training Strategy:

Introduction: the term "Facilitation"

Invite participants to recall their own practical experiences with participatory research tools and ask them for their interpretations of the term "facilitation". Collect all ideas on a flip chart and ask the participants to compose a definition of facilitation which covers as many of these ideas as possible.

Example for a definition of the term "Facilitation":

Facilitation, in the context of participatory processes, means the provision of support and, if necessary, guidance in different situations. These may include, for example, doing analysis procedures, undergoing social processes, applying certain tools, conducting participatory workshops, enhancing medium or long-term processes towards increased participation.

Having composed a definition of facilitation, then discuss with the participants the role and performance of the person who undertakes the facilitation, that is, the facilitator.

Input: Facilitation of Training Activities

Facilitation of training activities is less complex than that of 'real life activities'. It also has a slightly different focus. The latter is primarily goal-oriented. Facilitating training activities, however, is mainly oriented towards achieving an understanding amongst trainees of certain tools and the processes.

Facilitation of training activities

Facilitation in a training context has a special focus. Instead of being mainly output-oriented (like facilitation in real-life situations), the facilitation of training activities is



mainly focused on participants' understanding of certain activities, tools and exercises. It is also concerned with connected processes and the lessons to be learned from them.

The first step towards successful facilitation of training activities is the provision of clear working instructions. Visual aids and handouts repeating the tasks of an exercise are very helpful.

When you facilitate an exercise, encourage your trainees to organize the process of working together as team. That means, for example, clarifying the task and the working steps which are necessary to fulfill an objective. It also means setting a realistic time management plan. Remind participants to think about whether or not they want to chose a moderator and assign other roles to the team members. Encourage them to write out their working steps and processes. And ask them to prepare their work for presentation to the group.

During exercises remain with the group, but keep a low profile. Let the group start on their own. Mix in only when you feel that the working process has not started, or the group is lost and needs your support, or alternatively, when the group asks you for additional inputs.

Give participants enough space for discussions. It is more important for them to be clear about where there are difficulties and problems in mapping than for them to create a perfect map exercise.

Within a training situation you should allow a group to take unusual working steps (e.g. interrupt the working process to discuss with a resource person), deviations or even decisions which may be problematic in terms of fulfilling the task they were given. Such experiences can turn out to be very useful learning experiences and trainees may remember them much more clearly than had you simply talked about them.

Discussion: Importance of having a debriefing

Invite participants to discuss what they feel is helpful/needed from the trainer at the end of an exercise or a training session. Ask them to consider why it may be important to have some kind of final evaluation. Collect their ideas and list them on a flip chart as a reminder for your trainees.

Closing down a session

The closing down part of a session is the momentum to:

- summaries key findings of the training session



- link the findings of the session to the training objectives
- link the findings of the session to those of past sessions
- add additional important points, hints, or warnings, which are going beyond the actual message of the session

Self-Check 1	Short answer
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Concerning the overall-flow of the training, the closing down of the session has similar functions as the debriefing of a training activity - it is an official conclusion of the respective session, which prepares trainees for the following ones.

Name: _____

Date: _____

Time start: - _____

Time finished:- _____

Directions: write the correct answer for the following question

The closing down part of a session is the momentum to:

Note: Satisfactory rating 1

Unsatisfactory - below 1 points



Answer

- summaries key findings of the training session
- link the findings of the session to the training objectives

Information 2: Guiding/monitoring Service technician

- link the findings of the session to those of past sessions
- add additional important points, hints, or warnings, which are going beyond the actual message of the session

2.2 Guiding/monitoring Service technician

Monitoring and Evaluation of Training Workshops

This session provides tools to monitor the run of training workshops with an eye to adapting training activities to the actual requirements of the workshop. It also provides techniques to evaluate the results of a workshop so as to make improvements in future training measures.

Key Issues

- Importance of Monitoring and Evaluation
- Monitoring tools
- Evaluation techniques
- Follow up



Relevance of monitoring and evaluation in a training context

Monitoring and evaluation techniques are an important and vital part of any successful and professionally conducted training workshop. These tools help trainers to constantly check and adapt:

- whether the training meets the needs of the participants
- whether the mood of the trainees is conducive to a positive a learning process

The earlier you know whether or not your training is what the participant are hoping, the better your chances of reacting to the situation and adapting the training context accordingly

Furthermore, the feedback from trainees can be a precious source of information to improve **your own capacities** as a trainer. If you receive critical remarks, try to avoid taking a defensive, offended stance. Deal with these comments openly and honestly. You will find, in most cases that the feedback you received was right-to-the-point, and offers you the chance to learn from your mistakes.

Using a flip chart, work out with the participants a common definition for "monitoring" and for "evaluation".

Definitions: Monitoring and Evaluation

Monitoring a training workshop means to constantly observe and analyse what is happening during the workshop in terms of learning and social processes. This is vital in order to be able to react and adapt as early as possible to tensions or problems. It can also be used to become aware of particularly successful phases in the workshop, where the mood and learning processes are especially good in order to replicate them in the future.

Evaluation is an activity which is carried out 'ex post facto', after the event. It can help to establish:

what was good or bad within the workshop (for example, your performance as trainer, the topics discussed, the atmosphere, etc).

an analysis of why it turned out as it did.

conclusions about what has been learned and how it can be applied in future work

.Tools and Techniques

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		Author: Federal TVET Agency



Add to the results of the brainstorming exercise by introducing additional tools and techniques for monitoring and evaluation. Mention, that there are many informal ways of monitoring and evaluating. Among them are sorrow observation of trainees, informal chats during breaks, and critical self-assessment.

Critical Self-Assessment

Conducting training sessions or workshops in participatory methods is always exhausting. If you are new to training, then you will be surprised at how tired you feel at the end. Make sure that you have space and time to recover.

Do not organize workshops back to back. Immediately after the workshop is a critical time to learn from the experience, even though you will be tired. If you wait, you will forget many learning points. You can learn through self-reflection or by asking participants for comments.

It is an excellent habit to make notes on your performance as soon as possible so you can improve next time. Analyze the good and bad points by reviewing each session thoroughly. How could it be done better next time? How accurate was the time-keeping? Were you able to maintain the interest of the trainees?

Focus in particular on the weak points of your performance. It is from mistakes that we can learn most. Why did some parts not work well? Would a change of style or substance have helped? Were you responding to the participants' needs? Or were there peculiar conditions or factors involved? Think carefully about the detail. Your audience was learning from you; and you can now learn from them how to do an even better job next time.

You may also want to leave space for any additional comments people would like to make.

However you structure the evaluation form, ensure that you leave sufficient time for the participants to consider and respond to the questions. It is generally advisable to distribute the forms a day or two before the end of training. If you wait until the very end, the responses will be hastily written and less thoughtful. Ask them to fill it in the forms before they leave, otherwise you may never see their comments.

Attitudes & Behavior in Participatory Processes

Creating awareness of attitudes and behavior

This session introduces information on attitudes and behavior which can help or hinder the participatory processes.



Key Issues

- positive attitudes and behavior
- personal level challenges

Self-Check 2	Short answer
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- enhancing processes of changing attitudes and behavior

The trainers perform 6 different short role-plays. They should show six different attitudes and behaviors:

Intolerance,
inflexibility,
top-down-attitude,
passive
dominant
poor listening behavior.

communication

attitude,
behavior

Name: _____

Date: _____

Time start: - _____

Time finished:-_____

Directions: write the correct answer for the following question

What is Evaluation?

Note: Satisfactory rating 1

Unsatisfactory - below 1 points

Answer

Is an activity which is carried out 'ex post facto', after the event. It can help to establish



Information 3: Taking Measures on documentation of the work

2.3 Taking Measures on documentation of the work

Introduction

The elements of training accomplished report

Include names and designations of trainers and briefly describe progress on the train service resilience program and how the training relates to the timing of the planning and implementation of the program .Context Include the location and context for the training, the organizations and communities represented, the number of participants (giving details of how many will be facilitators and how many field coordinators), and the time frame of the training. Objectives and expected outputs. These are provided in the facilitator and field coordinator training materials. Please document any additional outputs that you planned before the training began.Programme.Give an overview of the



three day program, highlighting points where sessions were particularly useful for participants or where there were difficulties and how these were addressed. Were you able to cover all the materials? Were any changes necessary to the program? Give details of changes and the rationale for the changes .Evaluation Summarize participants' evaluation of the training. Use this evaluation and your own to work out whether the expected outputs were achieved. Reflections and recommendations Conclude with reflections on the training (for example, consider if there are gaps that need to be filled) and give recommendations to support the implementation of the local children's resilience program, and to improve future training. Here is the sample

Table 3.1 sample for report accomplished training

Training & Workshop Completion Report	
Training Title	
Training Venue	
Duration	From To
Nos of Participants	Male + Female = Total



Observer if any	Male + Female = Total
Objectives	<ol style="list-style-type: none"> 1. 2. 3.
Expected Outcomes	<ul style="list-style-type: none"> ▪ ▪ ▪ ▪
Description of Content (Head Topics)	<p>Day (1)</p> <p>Day (2)</p> <p>Day (3)</p> <p>Day (4)</p> <p>Continued</p>
Evaluation by Trainees	The most interesting Topics:



	The least interesting Topics:
--	-------------------------------

Self-Check 3	Short answer
---------------------	---------------------

Suggestions for further improve-ments by trainees			
Total Expenses			
Per Unit			
Prepared by	Name	Designation	Date

Name: _____

Date: _____

Time start: - _____

Time finished:- _____

Directions: write the correct answer for the following question



Write the elements of the training accomplished report.

Note: Satisfactory rating - 1

Unsatisfactory - below 1 points

Instruction sheet

Answer

Include names and designations of trainers and briefly describe progress on the train service resilience program and how the training relates to the timing of the planning and implementation of the program

#22

LO #1 Document and provide feedback



This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- Monitoring Service technician's progress in accordance with established procedures and documentation requirements
- Documenting and verifying Work activities and assessment
- Providing assessment feedback

Providing assessment feedback This guide will also assist you to attain the learning outcomes stated in the cover page. Specifically, upon completion of this learning guide, you will be able to:

- Monitore Service technician's progress in accordance with established procedures and documentation requirements
- Document and verifying Work activities and assessment
- Provide assessment feedback

Learning Instructions:

Read the specific objectives of this Learning Guide.

1. Follow the instructions described below.
2. Read the information written in the "Information Sheets". Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them
3. Accomplish the "Self-checks" which are placed following all information sheets.
4. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-checks.
5. If you earned a satisfactory evaluation proceed to "Operation sheets
6. Perform "the Learning activity performance test" which is placed following "Operation sheets" ,
7. If your performance is satisfactory proceed to the next learning guide,
8. If your performance is unsatisfactory, see your trainer for further instructions or go back to "Operation sheets".



3.1 Monitoring Service technician's progress in accordance with established

The main purpose of evaluating a training program is to gain knowledge about whether

Information sheet 1	Monitoring Service technician's progress in accordance with established
--------------------------------	--

it has achieved or failed its objectives. Analyzing the training event by using appropriate evaluation tools can improve the outcome of future trainings to a considerable extend. Even if the evaluation process of training is essential, it must always be incorporated within the available framework of time and cost. Defining the appropriate questions is the key starting point of every evaluation.

Advantages

- Reflection about the training among participants and lecturers
- Identification of new and different perspectives on the training
- Gaining insight in the weaknesses of the training
- Improvement and optimization of the training
- Enhanced legitimating and rationality of the training
- Disadvantages
- Enhanced legitimating and rationality of the training
- Requirement of considerable time and cost efforts for valid evaluation
- Difficulty of analyzing the subjective perspectives
- Difficulty of analyzing the subjective perspectives
- No definite and closed action but continuous process

Introduction

Fact sheet Block Body

Evaluation is considered as being an important process of a training event in order to reflect, analyze and improve its effectiveness and efficiency. Evaluation can be defined as the following:

Evaluation is the collection, analysis and interpretation of information about any aspect of a program of education or training as part of a recognized process of judging its



effectiveness, its efficiency and any other outcomes it may have. Neglecting to make any attempt of evaluation reflects disinterest and lack of professionalism. Evaluation is a must and therefore an integral part of effective. The effort that is put into the design of any evaluation will pay rich dividends, but defining the right questions is always the key starting point. There are degrees of correctness of definition but this should always be something that is measurable and possible within the time and cost frame you actually have.

Evaluation Levels

Fact sheet Block Body

The following key questions should be covered within the evaluation process

Have the participants achieved the course objectives?

- Have the participants learned what they were supposed to learn?
- What unexpected positive outcomes have occurred that can be incorporated in future courses?
- What are the courses strengths and weaknesses?
- Has the job performance improved after training?

Evaluation is often considered as taking place at four different levels. The further down you go in the evaluation process, the more valid the evaluation.

Reaction: What does the learner feel about the training? (Oral/written feed-back, open ended questions/close ended questions)

1. **Learning:** What facts, knowledge and experiences did the learner gain? (Observation/reviewing data from simulated reports, plans, exercises etc.)
2. **Behaviours:** What skills did the learner develop and what new information can the learner use on the job?
3. **Results or effectiveness:** What results occurred; did the learner apply the new skills to the necessary tasks and what results were achieved?



Even though reaching level 4 is the most desired result from an evaluation process, it is usually the most difficult to accomplish. Evaluating effectiveness often involves the use of key performance measures.

Evaluation Advice

Fact sheet Block Body

Be selective! Do not hand out the learner a huge list of questions. Work out what you really want to know and the best way of finding this out.

Be realistic! Form-filling is never fun. So do not expect people to conscientiously work their way through a long and complex evaluation form.

Be creative! Why not evaluating with an activity that is itself engaging and enjoyable! Create evaluative processes that will engage participants and provide you at the same time with a valid feedback.

Be balanced! You may develop a standardised evaluation process in order to monitor results over time. However, by asking the same questions, you are always looking at courses from the same perspective. Try to combine a standardised element that allows you to make comparisons over time, with a random/changing element which shows you a new perspective.

Be holistic! After a course in which people have gained a whole range of experiences, it is not realistic to expect anyone to express their true evaluation of a course on a piece of paper. Paper exercises can be very useful but it should be seen as part of a much wider evaluation process that includes dimensions of learning that are less easy to capture on paper.

Applicability

Training should always incorporate an evaluation process in order to analyze and to learn which elements have successfully achieved their objectives and which have failed their purpose. The process can cover only the first level of evaluation, when time and costs are restricted for conducting a comprehensive evaluation (means including all the 4 levels). Regarding the applicability of the evaluation, you should consider which techniques and methods are the most appropriate for the



intended purpose. It is important to keep in mind the advantages and challenges of the chosen tools, before applying them in the evaluation process.

Self-Check 1	Short answer
---------------------	---------------------



Name: _____

Date: _____

Time start: - _____

Time finished:- _____

Directions: write the correct answer for the following question

Stage of training Activities:

Note: Satisfactory rating 1

Unsatisfactory - below 1 points

Answer



3.2 Documenting and verifying Work activities and assessment

Self-Check 2	Short answer	nd
Sheet 2	assessment	

Good practice in training activities

This category details what should be seen in training activities conducted at each of the stages. It is broken down into three sub-categories: Planning, Conducting and Evaluating:

- Planning describes how training activities should be visible to trainees and evaluators in clearly articulated aims, activity structures and development paths.
- Conducting describes a number of indicators of good practice in training activities at the different stages.
- Evaluating looks at whether the training is having, or has had, any impact on the trainees.

Activities are not restricted to workshops, sessions and courses. They could include demonstrations, conferences, assisted planning, sharing sessions and teacher development workshops.



Name: _____

Date: _____

Time start: - _____

Time finished:- _____

Information sheet 3: Providing assessment feedback

Directions: write the correct answer for the following question

Stage of training Activities:

Note: Satisfactory rating 1

Unsatisfactory - below 1 points

Answer

Planning, Conducting and Evaluating



3.3 Providing assessment feedback

Feedback has a significant effect on student learning and has been described as the most powerful single moderator that enhances achievement.

The main objectives of feedback are to:

- justify to trainees how their mark or grade was derived
- identify and reward specific qualities in trainees work
- guide trainees on what steps to take to improve
- motivate them to act on their assessment
- develop their capability to monitor, evaluate and regulate their own learning

To benefit student learning, feedback needs to be:

Constructive:

As well as highlighting the strengths and weaknesses of a given piece of work, it should set out ways in which the student can improve the work. For the student encourages them to think critically about their work and to reflect on what they need to do to improve it

- helps them see their learning in new ways and gain increased satisfaction from it
- helps promote dialogue between staff and trainees.

Timely:

Give feedback while the assessed work is still fresh in a student's mind, before the student moves on to subsequent tasks.

Meaningful:

It should target individual needs, be linked to specific assessment criteria, and be received by a student in time to benefit subsequent work.

Effective feedback:

- guides students to adapt and adjust their learning strategies



- guides teachers to adapt and adjust teaching to accommodate students' learning needs
- guides students to become independent and self-reflective learners, and better critics of their own work
- stimulates reflection, interaction and dialogue about learning improvement
- is constructive, so that students feel encouraged and motivated to improve
- has consequences, so that it engages students by requiring them to attend to the feedback as part of the assessment
- is efficient, so that staff can manage it effectively.

Feedback is valuable when it is received, understood and acted on. How students analyze, discuss and act on feedback is as important as the quality of the feedback itself . Through the interaction students have with feedback, they come to understand how to develop their learning.

Help your students benefit from formative feedback

Marking has been identified as an area of excessive workload for teachers, but feedback is crucial for students to improve their understanding.

On this course, you'll learn evidence-based approaches for using written and oral feedback to support student learning, without increasing your workload.

You'll learn how to develop a classroom culture that encourages formative dialogue and prepares students to receive, act upon, and learn from teacher feedback.

The course adopts a reflective approach and will encourage changes in classroom practice that will have a direct impact on student learning.

What topics will you cover?

- Effective feedback as part of formative assessment.
- Feedback that enables students to move forward in their learning.
- Forms of written feedback and oral feedback.
- Empowering students to receive and act on feedback.



This course provides evidence-based practices to use formative assessment purposefully in your teaching. The course adopts a reflective approach, allowing you to contextualize the ideas from this course with tasks to undertake in your classroom.

What will you achieve?

By the end of the course, you'll be able to...

- Apply approaches that use students' errors to maximise learning as part of classroom culture.
- Identify different types of feedback interaction within your teaching.
- Develop a range of strategies to involve students in oral and written feedback.
- Develop a formative classroom culture that prepares students to be responsive to



Name: _____

Date: _____

Reference Self-Check 3	Short answer
-----------------------------------	---------------------

Time start: - _____

Time finished:- _____

Directions: write the correct answer for the following question

Effective feedback:

Note: Satisfactory rating 1

Unsatisfactory - below 1 points

Answer

- guides students to adapt and adjust their learning strategies
- guides teachers to adapt and adjust teaching to accommodate students' learning needs
- guides students to become independent and self-reflective learners, and better critics of their own work
- stimulates reflection, interaction and dialogue about learning improvement
- is constructive, so that students feel encouraged and motivated to improve
- has consequences, so that it engages students by requiring them to attend to the feedback as part of the assessment
- is efficient, so that staff can manage it effectively.



1. Simplify Compliance | 100 Winners Circle, Suite 300 | Brentwood, TN 37027 | 1-800
2. FIST 4-1A Maintenance Scheduling for Mechanical Equipment
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5. Prepare and deliver training sessions D1.HRD.CL9.04 D1.HHR.CL8.04 Trainee Manual
6. Abdul Halim and Md. Mozahar Ali
7. Training and professional development



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