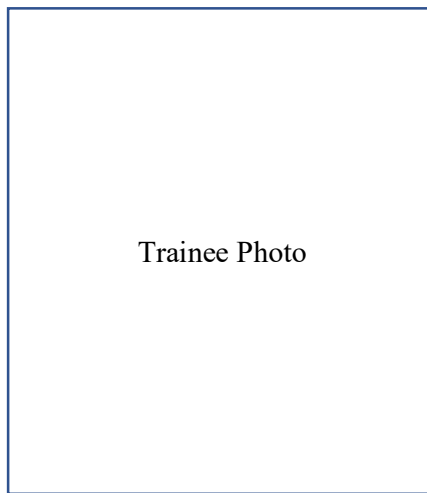


Training Record Book (TRB)

CBT&A Methodology, Level-4.

Trainee's Name:



The Centre of Excellence in
Teacher Education
Centre of Excellence in Teacher Education (CETE)
<https://cetebangladesh.com/>

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Part-A: Training Information

Trainee's ID	:	
Trainee's Name	:	
Mother's Name	:	
Father's Name	:	
Trainee's Contact Number	:	
Emergency Contact Number	:	

Part-B: Skills Training Provider (STP) Information

Name of TSP	:	
TSP Contact Person	:	
TSP Contact Number	:	
Trainer's Name	:	
Trainer's Contact Number	:	

Part-C: Instruction

Purpose of the Book

This book tracks everything you do during your training at the institute and the workplace. It acts as proof of the skills you have learned and will be used to assess your progress. Both the trainer and the trainee must fill it out together.

What is Inside

This book lists all the skills you need to earn the **National Skills Certificate in CBT&A Methodology, Level-4**.

How to Fill It Out

- **Trainees:** With your trainer's help, write the date you finish each activity in the "Date Accomplished" column.
- **Trainers:** Write your feedback about how well the trainee did in the "Trainer Remarks" column.

Important Rules

- Write clearly using a pen (ink).
- Do not erase or cross things out.
- Keep the book neat and clean.

After Training

Your trainer will collect this book and give it to the supervisor. It will be kept safely as part of your permanent training record.

Part D: Module Outline

SL	Unit Code	Unit Title / Module Title	UoC Level	Nominal Duration (Hours)
Sector Specific Competencies				152
1	SUTAM001L4V1	Work effectively within TVET sector	4	32
2	SUTAM002L4V1	Apply Occupational Safety and Health (OSH) in CBT&A environment	4	16
3	SUTAM003L4V1	Apply ICT to facilitate training and assessment	4	24
4	SUTAM004L4V1	Practice inclusivity in CBT&A environment	4	32
5	SUTAM005L4V1	Maintain training equipment and facilities	4	20
6	SUTAM006L4V1	Maintain and enhance professional & technical competencies	4	28
Occupation Specific Competencies				208
7	OUTAM001L4V1	Design and modify competency-based learning materials	4	44
8	OUTAM002L4V1	Organize competency based training sessions	4	48
9	OUTAM003L4V1	Deliver competency based training	4	52
10	OUTAM004L4V1	Design competency based assessment	4	36
11	OUTAM005L4V1	Organize and conduct competency based assessment	4	28
Total Nominal Hours				360

Part E: Competency Log Sheets

Module: Work Effectively Within TVET Sector

Nominal Duration (Hours): 32

Training Progress Record

Learning Outcome	Task Required	Date Accomplished	Trainer's Remarks
1: Interpret TVET scenario and relevant policies in Bangladesh	Define TVET terminology, interpret relevant policies, describe the TVET system, and explore career opportunities.		
2: Describe quality assurance system	Identify QA issues and read/interpret the Quality Assurance Manuals (QAM), Course Accreditation Document (CAD), and NTVQF manuals.		
3: Work in a training organization	Follow skill standards, maintain employee relationship systems, plan collaboratively, and apply ethical/legal duties.		
4: Assist in skill development according to trainees' needs and interests	Provide information on job profiles and training opportunities, and maintain trainee confidentiality.		

Specific Jobs/Tasks/Activities

Please accomplish this portion by writing the specific job/s, task/s or activities performed by the trainee during off-the-job training or on-the-job training.

From the CBLM (Competency Based Learning Materials)/Competency Based Curriculum (CBC):

Job sheet/Task sheet/CBC	Yes	No
Draft a comprehensive glossary of local and international TVET terminology.	<input type="checkbox"/>	<input type="checkbox"/>
Present a breakdown of the National Skill Qualification Framework (NSQF) levels to peers.	<input type="checkbox"/>	<input type="checkbox"/>
Map local TVET providers and development organizations in a specific geographic sector.		

Other activities/jobs/tasks relevant to the performance criteria performed during off-the-job or on-the-job training:

Trainee's Signature

Trainer's Signature

Module: Apply Occupational Safety and Health (OSH) in CBT&A Environment

Nominal Duration (Hours): **16 Hours**

Training Progress Record

Learning Outcome	Task Required	Date Accomplished	Trainer's Remarks
1: Identify OSH standards	Define OSH objectives/procedures and identify workplace OSH standards.		
2: Control and report OSH issues	Inspect workplace for hazards, resolve/report issues, and take corrective actions for unacceptable performance.		
3: Conduct work safely	Apply OSH practices, wear proper PPE, and comply with safety signs and symbols.		
4: Follow emergency response procedures	Identify emergencies, notify designated personnel, and follow evacuation/fire protocols.		
5: Maintain and improve workplace health and safety	Implement risk control measures, integrate green practices, and maintain safety records.		

Specific Jobs/Tasks/Activities

Please accomplish this portion by writing the specific job/s, task/s or activities performed by the trainee during off-the-job training or on-the-job training.

From the CBLM (Competency Based Learning Materials)/Competency Based Curriculum (CBC):

Job sheet/Task sheet/CBC	Yes	No
Conduct a Hazard Identification and Risk Assessment (HIRA) in a simulated workshop environment.	<input type="checkbox"/>	<input type="checkbox"/>
Draft a formal OSH incident and hazard report following standard operating procedures.	<input type="checkbox"/>	<input type="checkbox"/>

Other activities/jobs/tasks relevant to the performance criteria performed during off-the-job or on-the-job training:

Trainee's Signature

Trainer's Signature

Module: Apply ICT to Facilitate Training and Assessment

Nominal Duration (Hours): 24

Training Progress Record

Learning Outcome	Task Required	Date Accomplished	Trainer's Remarks
1: Create a working environment	Check computer/devices, ensure ergonomic requirements, run software, and manage custom folders.		
2: Use word processing software	Create, format, apply page setups, and print word documents.		
3: Use presentation application	Create slides, apply design themes, insert animations/transitions, and print handouts.		
4: Use spreadsheet software	Create worksheets, enter data, use functions/formulas, and generate charts.		
5: Use internet for information	Access websites, scan documents, use email to send/receive files, and close applications securely.		

Specific Jobs/Tasks/Activities

Please accomplish this portion by writing the specific job/s, task/s or activities performed by the trainee during off-the-job training or on-the-job training.

From the CBLM (Competency Based Learning Materials)/Competency Based Curriculum (CBC):

Job sheet/Task sheet/CBC	Yes	No
Create a formatted, two-page Session Plan template using MS Word (incorporating tables and specific margins).	<input type="checkbox"/>	<input type="checkbox"/>
Develop an automated trainee attendance and grading sheet using MS Excel functions (SUM, AVERAGE, IF).	<input type="checkbox"/>	<input type="checkbox"/>
Design a 10-slide interactive multimedia presentation using PowerPoint with custom transitions and embedded video.	<input type="checkbox"/>	<input type="checkbox"/>
Draft a professional email, attach a scanned PDF document, and send it to a simulated supervisor.	<input type="checkbox"/>	<input type="checkbox"/>

Other activities/jobs/tasks relevant to the performance criteria performed during off-the-job or on-the-job training:

Trainee's Signature

Trainer's Signature

Module: Practice Inclusivity in CBT&A Environment

Nominal Duration (Hours): 32

Training Progress Record

Learning Outcome	Task Required	Date Accomplished	Trainer's Remarks
1: Describe inclusivity	Assess individual differences, identify needs of Persons with Disabilities (PWDs), and integrate inclusive principles.		
2: Develop and implement work strategies supporting inclusivity	Utilize equity guidelines, identify support services, and include physical environmental support for learners.		
3: Respond to diversity and integrate it	Establish ground rules for participation and remain sensitive to cultural, physical, and intellectual differences.		
4: Promote inclusive learning practices	Provide support to disadvantaged learners, recognize skill acquisition, and review inclusivity policies.		

Specific Jobs/Tasks/Activities

Please accomplish this portion by writing the specific job/s, task/s or activities performed by the trainee during off-the-job training or on-the-job training.

From the CBLM (Competency Based Learning Materials)/Competency Based Curriculum (CBC):

Job sheet/Task sheet/CBC	Yes	No
Draft a "Reasonable Adjustment" plan modifying a standard assessment for a trainee with a visual or hearing impairment.	<input type="checkbox"/>	<input type="checkbox"/>
Document participatory classroom ground rules that promote respect for cultural diversity.	<input type="checkbox"/>	<input type="checkbox"/>

Other activities/jobs/tasks relevant to the performance criteria performed during off-the-job or on-the-job training:

Trainee's Signature

Trainer's Signature

Module: Maintain Training Equipment and Facilities

Nominal Duration (Hours): 20

Training Progress Record

Learning Outcome	Task Required	Date Accomplished	Trainer's Remarks
1: Perform housekeeping activities	Inspect workplace, maintain facilities per OSH standards, replace unsafe aids, and maintain housekeeping documents.		
2: Use teaching aids	Select teaching aids according to the session plan, use them properly, and clean/store them after use.		
3: Maintain training equipment and tools	Prepare maintenance schedules, perform routine servicing, and document maintenance activities per manufacturer's manuals.		

Specific Jobs/Tasks/Activities

Please accomplish this portion by writing the specific job/s, task/s or activities performed by the trainee during off-the-job training or on-the-job training.

From the CBLM (Competency Based Learning Materials)/Competency Based Curriculum (CBC):

Job sheet/Task sheet/CBC	Yes	No
Execute a daily workshop inspection using a standard 5S/housekeeping checklist.	<input type="checkbox"/>	<input type="checkbox"/>
Prepare a formal equipment repair requisition report for a simulated broken tool.	<input type="checkbox"/>	<input type="checkbox"/>

Other activities/jobs/tasks relevant to the performance criteria performed during off-the-job or on-the-job training:

Trainee's Signature

Trainer's Signature

Module: Maintain and Enhance Professional & Technical Competencies

Nominal Duration (Hours): **20 Hours**

Training Progress Record

Learning Outcome	Task Required	Date Accomplished	Trainer's Remarks
1: Practice professionalism	Define professionalism, align personal performance with organizational goals, and model professional techniques.		
2: Determine the need for professional and technical skill development	Assess skill gaps against industry standards, use feedback to identify learning needs, and update development plans.		
3: Participate in professional development activities	Engage in professional networks, attend upskilling programs, and utilize emerging technologies.		
4: Evaluate and reflect professional and technical skills in work	Research industry trends, integrate client/peer feedback, and apply innovative/responsive approaches to work.		

Specific Jobs/Tasks/Activities

Please accomplish this portion by writing the specific job/s, task/s or activities performed by the trainee during off-the-job training or on-the-job training.

From the CBLM (Competency Based Learning Materials)/Competency Based Curriculum (CBC):

Job sheet/Task sheet/CBC	Yes	No
Conduct a personal Skill Gap Analysis against the NSQF Level 4 Competency Standards.	<input type="checkbox"/>	<input type="checkbox"/>
Develop a 1-year Personal Development Plan (PDP) targeting specific technical and pedagogical skills.	<input type="checkbox"/>	<input type="checkbox"/>

Other activities/jobs/tasks relevant to the performance criteria performed during off-the-job or on-the-job training:

Trainee's Signature

Trainer's Signature

Module: Design and Modify Competency-Based Learning Materials

Nominal Duration (Hours): 44

Training Progress Record

Learning Outcome	Task Required	Date Accomplished	Trainer's Remarks
1: Analyze existing learning materials and relevant resources	Review existing Competency Based Learning Materials (CBLM) against learning outcomes and assessment criteria.		
2: Utilize existing resources	Contextualize/modify existing materials for trainee needs and review drafts with key stakeholders.		
3: Create new resources and learning materials	Design new materials based on competency standards and finalize the drafts.		
4: Review learning materials	Check visual design/formatting, conduct external reviews, and incorporate feedback into the final draft.		
5: Evaluate and finalize competency-based learning materials	Evaluate designed materials and document identified improvements for future revisions.		

Specific Jobs/Tasks/Activities

Please accomplish this portion by writing the specific job/s, task/s or activities performed by the trainee during off-the-job training or on-the-job training.

From the CBLM (Competency Based Learning Materials)/Competency Based Curriculum (CBC):

Job sheet/Task sheet/CBC	Yes	No
Contextualize a generic Information Sheet to reflect local industry practices and terminology.	<input type="checkbox"/>	<input type="checkbox"/>
Design a brand-new Task Sheet and Specification Sheet, Information Sheet and related documents, complete with clear step-by-step instructions and safety warnings.	<input type="checkbox"/>	<input type="checkbox"/>

Other activities/jobs/tasks relevant to the performance criteria performed during off-the-job or on-the-job training:

Trainee's Signature

Trainer's Signature

Module: Organize Competency Based Training Sessions

Nominal Duration (Hours): **48 hours**

Training Progress Record

Learning Outcome	Task Required	Date Accomplished	Trainer's Remarks
1: Set training requirements	Compare current competencies with targets, determine training needs, and validate requirements.		
2: Modify instructional materials	Identify new material needs and modify instructional resources to suit trainee characteristics.		
3: Develop training delivery plan and session plans	Create a program delivery plan, sequence training activities, and finalize individual session plans.		
4: Arrange teaching and learning resources	Create resource checklists, select relevant materials, and identify/prepare the training venue.		

Specific Jobs/Tasks/Activities

Please accomplish this portion by writing the specific job/s, task/s or activities performed by the trainee during off-the-job training or on-the-job training.

From the CBLM (Competency Based Learning Materials)/Competency Based Curriculum (CBC):

Job sheet/Task sheet/CBC	Yes	No
Perform a trainee needs assessment to map existing skills against a target qualification.	<input type="checkbox"/>	<input type="checkbox"/>
Formulate a comprehensive Training Delivery Plan spanning an entire competency module.	<input type="checkbox"/>	<input type="checkbox"/>
Draft a highly detailed Session Plan (Lesson Plan) including time allocations, training methods, and required resources.	<input type="checkbox"/>	<input type="checkbox"/>

Other activities/jobs/tasks relevant to the performance criteria performed during off-the-job or on-the-job training:

Trainee's Signature

Trainer's Signature

Module: Deliver Competency Based Training

Nominal Duration (Hours): 52

Training Progress Record

Learning Outcome	Task Required	Date Accomplished	Trainer's Remarks
1: Arrange training facilities and aids	Set up facilities according to skill standards, trainer's style, and apply reasonable adjustments.		
2: Deliver training	Explain CBT&A methods, deliver sessions using appropriate methods, manage misconduct, and monitor activities.		
3: Review and evaluate training delivery	Use evaluation tools to gather feedback, review personal performance, and adjust future sessions.		

Specific Jobs/Tasks/Activities

Please accomplish this portion by writing the specific job/s, task/s or activities performed by the trainee during off-the-job training or on-the-job training.

From the CBLM (Competency Based Learning Materials)/Competency Based Curriculum (CBC):

Job sheet/Task sheet/CBC	Yes	No
Deliver a 15-minute micro-teaching session utilizing the Demonstration-Performance method.	<input type="checkbox"/>	<input type="checkbox"/>
Apply a physical "reasonable adjustment" to the workspace to accommodate a specific learner requirement.	<input type="checkbox"/>	<input type="checkbox"/>
Manage a simulated classroom disruption (misconduct) using positive reinforcement and ground rules.	<input type="checkbox"/>	<input type="checkbox"/>
Track and update a Trainee Progress Chart based on daily task completion.	<input type="checkbox"/>	<input type="checkbox"/>

Other activities/jobs/tasks relevant to the performance criteria performed during off-the-job or on-the-job training:

Trainee's Signature

Trainer's Signature

Module: Design Competency Based Assessment

Nominal Duration (Hours): 36

Training Progress Record

Learning Outcome	Task Required	Date Accomplished	Trainer's Remarks
1: Plan and organize assessment processes	Identify assessment purpose, relevant competency standards, evidence requirements, and physical resources.		
2: Document assessment plan	Document assessment methods, map evidence requirements, and gather feedback on the plan.		
3: Prepare assessment tools	Develop tools based on guidelines, write clear instructions, and ensure security/ethics of the tools.		
4: Validate assessment tools	Trial assessment tools with a sample group, analyze trial data, and incorporate changes to finalize the tool.		

Specific Jobs/Tasks/Activities

Please accomplish this portion by writing the specific job/s, task/s or activities performed by the trainee during off-the-job training or on-the-job training.

From the CBLM (Competency Based Learning Materials)/Competency Based Curriculum (CBC):

Job sheet/Task sheet/CBC	Yes	No
Draft an Assessment Plan detailing the context, methods, and timeline for a specific unit of competency.	<input type="checkbox"/>	<input type="checkbox"/>
Develop an Evidence Matrix mapping specific assessment methods (e.g., written, observation) to performance criteria.	<input type="checkbox"/>	<input type="checkbox"/>
Design a Multiple-Choice Question (MCQ) knowledge test with clear instructions and an answer key.	<input type="checkbox"/>	<input type="checkbox"/>
Create an Observation Checklist with explicit criteria for evaluating a practical demonstration.	<input type="checkbox"/>	<input type="checkbox"/>
Conduct a trial run (validation) of a newly created assessment tool with peers and perform an item analysis	<input type="checkbox"/>	<input type="checkbox"/>

Other activities/jobs/tasks relevant to the performance criteria performed during off-the-job or on-the-job training:

Trainee's Signature

Trainer's Signature

Module: Organize and Conduct Competency Based Assessment

Nominal Duration (Hours): 36

Training Progress Record

Learning Outcome	Task Required	Date Accomplished	Trainer's Remarks
1: Prepare assessment venue	Identify requirements, arrange tools/materials, test resources for safety, and notify relevant personnel.		
2: Prepare candidate for assessment	Explain the assessment process, discuss reasonable adjustments/appeals, and clarify legal/ethical responsibilities.		
3: Conduct assessment	Apply reasonable adjustments, use assessment tools to gather evidence, and determine current competency.		
4: Gather evidence	Apply rules of evidence, utilize approved assessment methods, and document gathered evidence securely.		
5: Make assessment decision with feedback	Evaluate evidence, make the competency decision, and provide constructive feedback to the candidate.		
6: Record and report assessment decision	Record results according to guidelines, maintain confidentiality, and report decisions to appropriate authorities.		

Specific Jobs/Tasks/Activities

Please accomplish this portion by writing the specific job/s, task/s or activities performed by the trainee during off-the-job training or on-the-job training.

From the CBLM (Competency Based Learning Materials)/Competency Based Curriculum (CBC):

Job sheet/Task sheet/CBC	Yes	No
Inspect and set up an assessment workstation, ensuring all tools and materials match the Evidence Guide requirements.	<input type="checkbox"/>	<input type="checkbox"/>

Conduct a formal Pre-Assessment Briefing, explaining the appeals process and Rules of Evidence to candidates.	<input type="checkbox"/>	<input type="checkbox"/>
Observe a candidate performing a task and actively document findings using the prepared Observation Checklist.	<input type="checkbox"/>	<input type="checkbox"/>
Deliver constructive, face-to-face feedback to a candidate following a "Not Yet Competent" decision.	<input type="checkbox"/>	<input type="checkbox"/>
Complete, sign, and securely file a Competency Assessment Result Summary (CARS) form maintaining data privacy.	<input type="checkbox"/>	<input type="checkbox"/>

Other activities/jobs/tasks relevant to the performance criteria performed during off-the-job or on-the-job training:

 Trainee's Signature

 Trainer's Signature

Completion of Trainee's Record Book

Trainer or Supervisor Statement

I,, confirm that I trained and tested at my workplace. This Record Book correctly shows the skills and knowledge the trainee has learned.

Trainer/Supervisor Signature:

Date:

Trainee Statement

I,, confirm that I finished this Record Book at the:

- Training Institute (Sign here:))
- Workplace (Sign here:))

Everything written in this Record Book is true. It honestly shows the skills and knowledge I gained during my training.

Trainee's Signature:

Date: