Etihad AIS
SERIES **Of** SOLUTIONS

Etihad AIS
الإتحـــاد المتقـدمــة للحلـول المتكـاملـة
ETIHAD ADVANCED INTEGRATED SOLUTIONS

2 SERIES

First Edition 2023

TRAINING MANAGEMENT

Etihad AIS 7 Series of Solutions

CONTENT

SOLUTION PROVIDER

CONSULTATION + DEVELOPMENT + TRAINING

Etihad AIS
ETIHAD ADVANCED INTEGRATED SOLUTIONS

ORGANIZATIONAL TRAINING

ORGANIZATIONAL WORKFORCE

ORGANIZATIONAL SAFETY & SECURITY

Etihad AIS

Etihad Advanced Integrated Solutions is shaping the future of the organization challenge resolution consultancy industry by actively engaging with clients and investors across all continents. Within a span of over 10 years Etihad AIS has helped industries in Military, Aviation, and other civilian sectors reach their fullest potential. In proven expertise of training consultancy and aiding in managing recognition of institutions. Etihad AIS aims to become the market leader in the management consultancy industry by leveraging our strengths in offering consultation, development, and training for any organization to face their organizational challenge. Etihad AIS have managed to be the premier specialized training provider, consultant, and solutions provider globally. Etihad AIS has attained many renowned partners internationally and work alongside industry players to reshape the recognition of the training programs and institutions. Etihad AIS aims to expand their expertise and resources by promoting niche developed specialized organizational challenge resolutions globally.

VISION
The leading company in innovating and developing qualified capabilities and competencies in different fields

MISSION
To provide world-class professional training services and solutions, for our clients which will accelerate the achievement of strategic goals and improve operational performance

ERP

Inventory
Service
Purchasing
Human Resources
Financials
Manufacturing
Sales
CRM

CONSULTATION

We provide top-notch consultation for your organization to improve your organization including:

- Business Development
- Training Center Establishment
- Training Management
- Workforce Development
- Business Process Reengineering
- Safety & Security Enhancement
- Outreach Marketing

Military Consultancy

Aviation Consultancy

DEVELOPMENT

We develop solutions for your organization's challenges to improve your organization including:

- Management System Development
- Learning Management System (LMS)
- Enterprise Resource Planning (ERP)
- Governance, Risk & Compliance (GRC)
- Business Plan
- Curriculum Development
- Career Development Plan (CDP)

TRAINING

We equip your organization with relevant training tailored to your organization's uniqueness to improve organization including:

- Training Management
- System Approach to Training (SAT)
- Train & Qualify Staff
- Safety & Security Training
- Airworthiness Program

CONSULTANCY PROJECT DEVELOPMENT

RISK
Managing risk protection

GOVERNANCE
Setting-up governance accountability

COMPLIANCE
Ensuring compliance correction
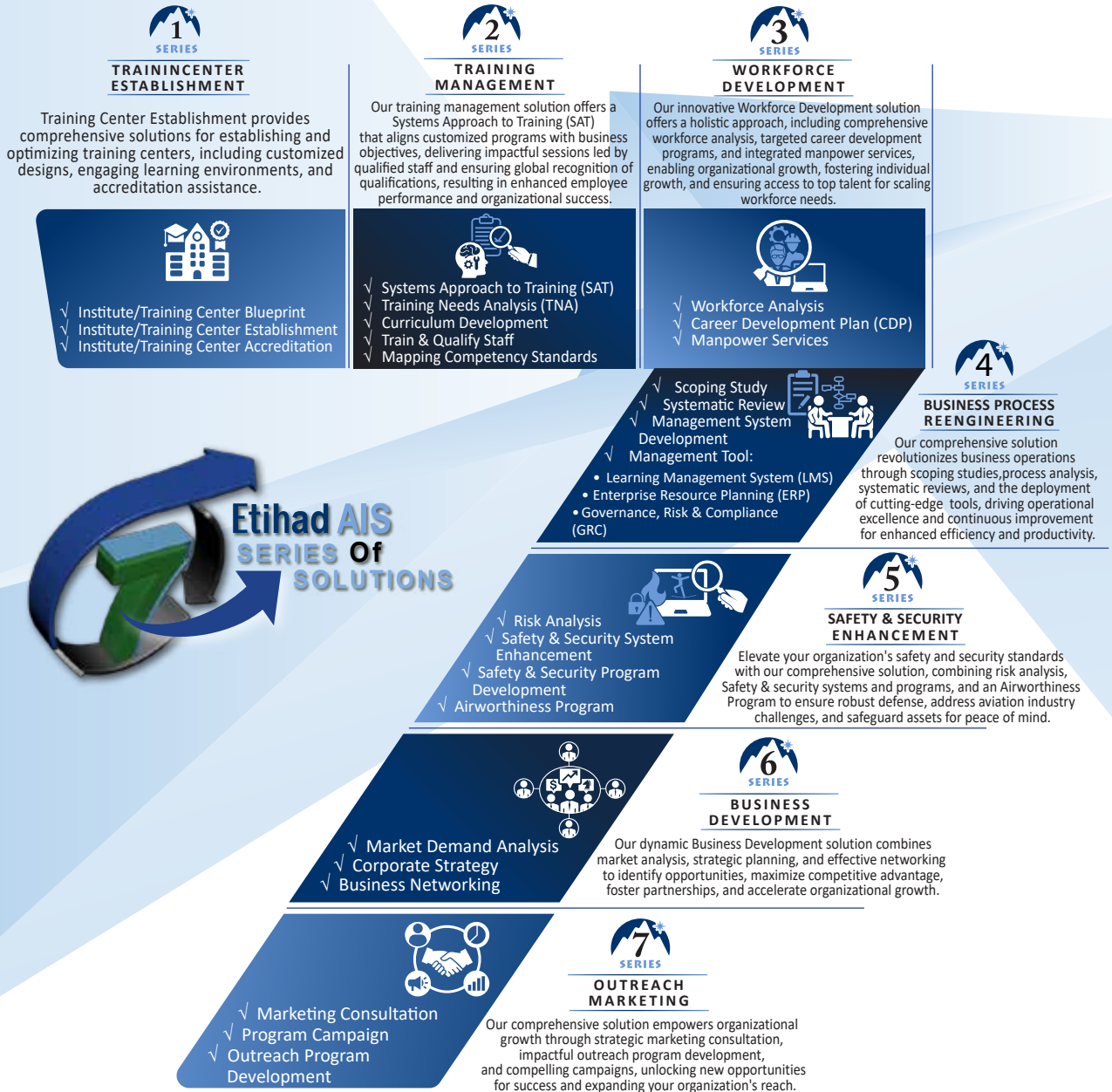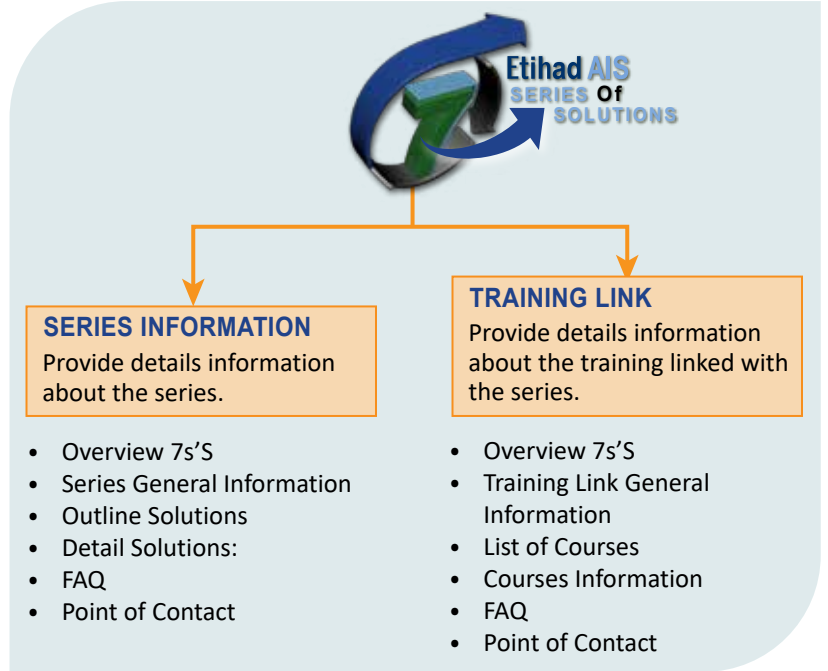
SECURITY & SAFETY TRAINING

ADMINISTRATIVE BUSINESS TRAINING

Overview Etihad AIS 7s'S

Etihad AIS 7s'S (Etihad AIS Seven Series of Solutions) is a solution package in a series for any organization that wants to transform the organizations by improving their performance toward achieving their goals. The sequence of the series is not a criterion for selection. Hence, organizations can choose any series based on their organizational challenges. These packages of *Etihad AIS 7s'S come with the Etihad AIS 7s'S Series Information (SI) and Etihad AIS 7s'S Training Link (TL)*. The *Series Information (SI)* provide details information about the series, whereas the *Training Link (TL)* provide details information about the training linked with the series.

Overall, Etihad AIS 7s'S offer a wide range of solutions and services to help organizations improve their performance and achieve their goals.
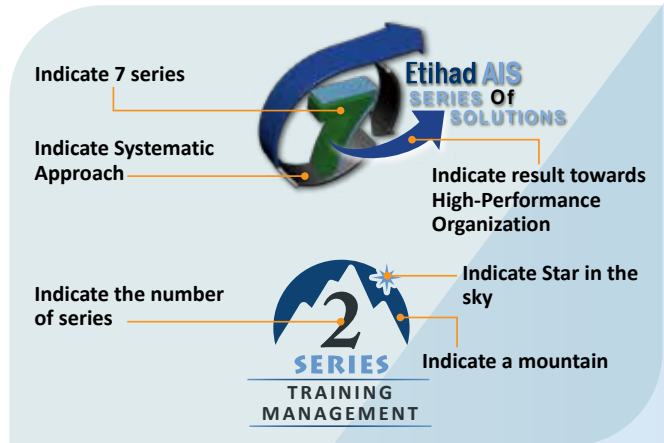
Etihad AIS SERIES Of SOLUTIONS

SERIES INFORMATION
Provide details information about the series.

- Overview 7s'S
- Series General Information
- Outline Solutions
- Detail Solutions:
- FAQ
- Point of Contact

TRAINING LINK
Provide details information about the training linked with the series.

- Overview 7s'S
- Training Link General Information
- List of Courses
- Courses Information
- FAQ
- Point of Contact

1 SERIES
TRAININCENTER ESTABLISHMENT

Training Center Establishment provides comprehensive solutions for establishing and optimizing training centers, including customized designs, engaging learning environments, and accreditation assistance.

√ Institute/Training Center Blueprint
√ Institute/Training Center Establishment
√ Institute/Training Center Accreditation

2 SERIES
TRAINING MANAGEMENT

Our training management solution offers a Systems Approach to Training (SAT) that aligns customized programs with business objectives, delivering impactful sessions led by qualified staff and ensuring global recognition of qualifications, resulting in enhanced employee performance and organizational success.

√ Systems Approach to Training (SAT)
√ Training Needs Analysis (TNA)
√ Curriculum Development
√ Train & Qualify Staff
√ Mapping Competency Standards

3 SERIES
WORKFORCE DEVELOPMENT

Our innovative Workforce Development solution offers a holistic approach, including comprehensive workforce analysis, targeted career development programs, and integrated manpower services, enabling organizational growth, fostering individual growth, and ensuring access to top talent for scaling workforce needs.

√ Workforce Analysis
√ Career Development Plan (CDP)
√ Manpower Services

√ Scoping Study
√ Systematic Review
√ Management System Development
√ Management Tool:
- Learning Management System (LMS)
- Enterprise Resource Planning (ERP)
- Governance, Risk & Compliance (GRC)

4 SERIES
BUSINESS PROCESS REENGINEERING

Our comprehensive solution revolutionizes business operations through scoping studies, process analysis, systematic reviews, and the deployment of cutting-edge tools, driving operational excellence and continuous improvement for enhanced efficiency and productivity.

√ Risk Analysis
√ Safety & Security System Enhancement
√ Safety & Security Program Development
√ Airworthiness Program

5 SERIES
SAFETY & SECURITY ENHANCEMENT

Elevate your organization's safety and security standards with our comprehensive solution, combining risk analysis, Safety & security systems and programs, and an Airworthiness Program to ensure robust defense, address aviation industry challenges, and safeguard assets for peace of mind.

√ Market Demand Analysis
√ Corporate Strategy
√ Business Networking

6 SERIES
BUSINESS DEVELOPMENT

Our dynamic Business Development solution combines market analysis, strategic planning, and effective networking to identify opportunities, maximize competitive advantage, foster partnerships, and accelerate organizational growth.

√ Marketing Consultation
√ Program Campaign
√ Outreach Program Development

7 SERIES
OUTREACH MARKETING

Our comprehensive solution empowers organizational growth through strategic marketing consultation, impactful outreach program development, and compelling campaigns, unlocking new opportunities for success and expanding your organization's reach.

Etihad AIS SERIES Of SOLUTIONS

The brand logo shows our aspiration that the *Etihad AIS 7s'S* is the solution package that can bring the organization to another level of their performance in terms of the business, operation, safety, and security. The brand logo meaning as below:

COLOR	MEANING
	Intelligence and strength in consultation - the capability to provide the best solution.
	Growth - Indication of the change in state from Good to Great organization.
	Trustworthy and dependable - The client trust for our Series and Etihad AIS.
	Solidarity - The success of the series depends on the commitment to work together between Etihad AIS and the client.

Indicate 7 series

Indicate Systematic Approach

Etihad AIS SERIES Of SOLUTIONS

Indicate result towards High-Performance Organization

Indicate Star in the sky

Indicate the number of series

2 SERIES

TRAINING MANAGEMENT

Indicate a mountain

The logo is like a metaphor meaning that is hard for an organization to change and seems like climbing a mountain. However, by applying the series the result will be above the stars.

Series General Information

Based on Etihad AIS experienced more than 10 years in industry and our SME's (Subject Matter Expert) invention we would like to offer this premium service as the specification below:

Series Title:	1-Series: Training Center Establishment Series Information
Series Description:	Training Center Establishment involves the whole process to develop the training center starting from designing, planning, and organizing the institute's infrastructure, and facilities to support its educational objectives, operational requirements, and overall learning experience that outlines the various aspects of establishing and operating an educational institute or training center with the accreditation from the accreditation bodies. It includes various activities such as identifying regulatory requirements, designing the training center, built the training facilities, obtaining the curricula accreditation, recruit and develop instructors and support staff and meet regulatory compliance for accreditation. This series provides a wide range of solutions for the organization to overcome the challenges to establish the training center and obtain the training center accreditation.
Product/Services Offered:	• Institute/Training Center Blueprint • Institute/Training Center Establishment • Institute/Training Center Accreditation
Segment:	• Institute/Training Center/Academy. • Any government sector and medium to large businesses that want to improve their organizational training.
Common Organizational Challenges:	• Struggle to meet regulatory compliance. • Infrastructure and facilities acquire/development. • Obtain curriculum accreditation. • Develop effective training system. • Change and challenge in managing training center development project
The Values Provided:	• World-class training center design. • Excellency of wide range of training center development • Experienced and credential consultation for training center Accreditation

Client's Commitment:	The commitment required from the client can vary depending on the scope and nature of the consulting engagement. However, here are some common commitments that typically request from the client:
	    • Time and availability
	    • Transparency and openness
	    • Timely Decision-Making
	The specific commitments may be outlined in the agreement or engagement contract. The details and expectations can be further customized based on the specific needs and objectives of the project.

Deliverable:	• Institute Floor Plan and Layout • Training Facilities and Equipment List • Training Facilities & Equipment Technical Proposal • Institute Development Project Plan • Training Course/ Programme Accreditation • Licensed Training Provider
Training Link:	1-Series: Training Center Establishment Training Link

Outline Solutions

SAT (Systems Approach to Training)

A Systems Approach to Training (SAT) is a comprehensive process that identifies what is performed on the job, what should be instructed, and how this instruction should be developed and conducted. It takes a holistic view of the training process, considering various interrelated elements and their interactions to achieve desired learning outcomes. Generally, SAT is the continuous iterations process that goes by many names; however, SAT has remained the standard. SAT is sometimes referred to as *ADDIE (Analysis, Design, Development, Implement, Evaluate)* or *ISD (Instructional System Design)*. Although there are minor differences among the various SAT models, most systematic learning design models follow an approach like ADDIE model. In a nutshell, SAT provides a method for analyzing, designing, developing, implementing, and evaluating cost-effective, results oriented training programs.
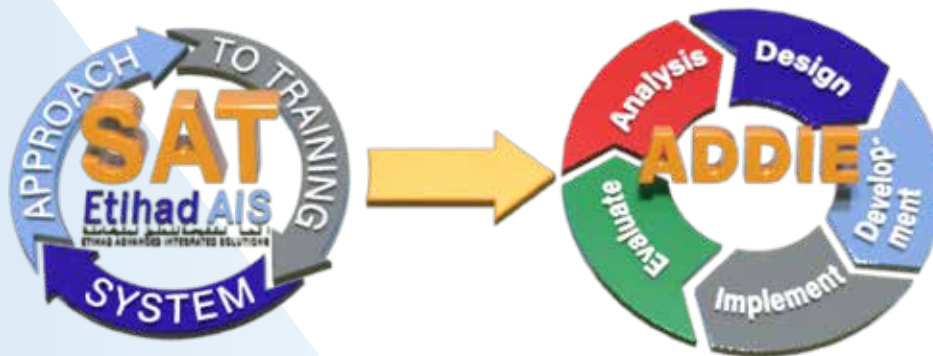
TNA (Training Needs Analysis)

TNA (Training Needs Analysis) is a systematic process of identifying and assessing the training needs within an organization. It involves analyzing the gap between the current and desired knowledge, skills, and competencies of employees, and determining the appropriate training interventions. TNA is conducted to ensure that training initiatives are aligned with the specific needs of individuals, teams, or the entire organization. It helps identify areas where training is required and provides a basis for designing effective training programs to bridge skill gaps. Generally, the analysis associated with the needs assessment can be viewed as either *Macro Analysis*, which is concerned with analysis in the wiser context of organization, or *Micro Analysis*, which is concerned with requirements of the job and the individual performing job.

Curriculum Development

Curriculum Development refers to the process of designing and structuring a comprehensive and coherent set of learning experiences to achieve specific educational goals. It involves determining the content, sequence, and instructional methods for a curriculum. Curriculum Development encompasses the planning and organization of educational programs to ensure that learning objectives are met. It involves defining the scope of the curriculum, selecting appropriate content, designing instructional strategies, assessment strategies to validate the competency acquired, and evaluating its effectiveness. Our comprehensive curriculum will comprise the Training Specification, Course Management Information, Course Resource Requirements, Training Modules, Assessment Plan, and Instructor Guides.
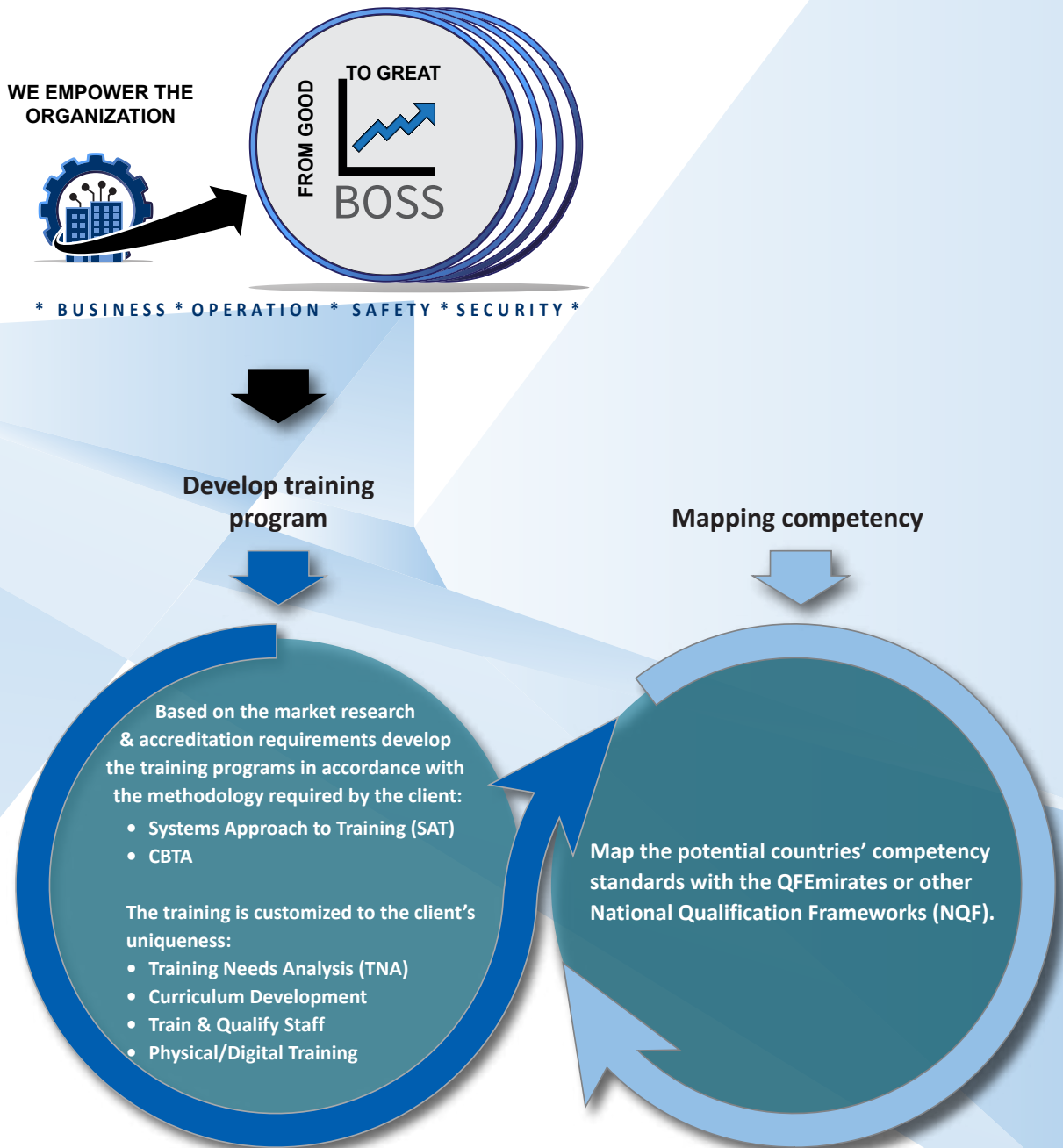
Train and Qualify Staff

The concept of training and qualifying the staff refers to the process of providing employees with the necessary knowledge, skills, and competencies to perform their jobs effectively. It involves training programs and initiatives that aim to enhance employee capabilities and ensure they meet the qualifications required for their roles. It focuses on improving individual and collective performance, promoting professional growth, and aligning the workforce with organizational goals by providing the required training and issuing the certificate which are recognized either local or international.

Mapping Competency Standards

The process of mapping individual prior experiential learning with the *QFEmirates* or any NQF (National Qualification Framework) involves recognizing and accrediting the knowledge, skills, and competencies acquired through individuals' prior learning experiences, such as work experience, training, or informal learning. It aims to align the individual's skills and qualifications with the standards and levels defined in the NQF. The mapping process with the NQF involves assessing an individual's existing knowledge and skills against the criteria and requirements defined by the NQF.

The process aims to identify any gaps between the individual's prior learning and the qualifications outlined in the NQF and provide recognition or credit for the relevant learning.
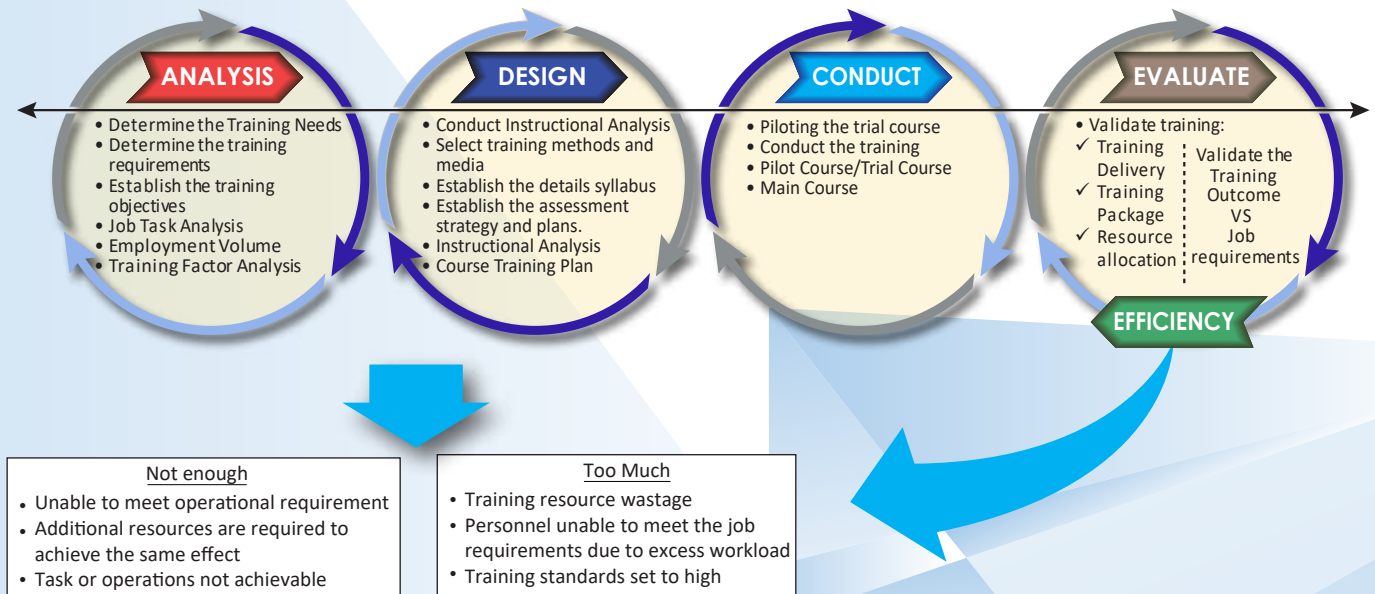
WE EMPOWER THE ORGANIZATION

FROM GOOD TO GREAT

BOSS

* BUSINESS * OPERATION * SAFETY * SECURITY *

Develop training program

Mapping competency

Based on the market research & accreditation requirements develop the training programs in accordance with the methodology required by the client:

- Systems Approach to Training (SAT)
- CBTA

The training is customized to the client's uniqueness:

- Training Needs Analysis (TNA)
- Curriculum Development
- Train & Qualify Staff
- Physical/Digital Training

Map the potential countries' competency standards with the QFEmirates or other National Qualification Frameworks (NQF).

Systems Approach to Training (SAT)

Introduction

A Systems Approach to Training (SAT) is a comprehensive process that identifies what is performed on the job, what should be instructed, and how this instruction should be developed and conducted. It takes a holistic view of the training process, considering various interrelated elements and their interactions to achieve desired learning outcomes. Generally, SAT is the continuous iterations process that goes by many names; however, SAT has remained the standard. SAT is sometimes referred to as ADDIE (Analysis, Design, Development, Implement, Evaluate) or ISD (Instructional System Design). While there are minor differences among the various SAT models, most systematic learning design models follow an approach like ADDIE model. In a nutshell, SAT provides a method for analyzing, designing, developing, implementing, and evaluating cost-effective, results oriented training programs.

A Systems Approach to Training (SAT) is a comprehensive process that identifies what is performed on the job, what should be instructed, and how this instruction should be developed and conducted.

ANALYSIS
- Determine the Training Needs
- Determine the training requirements
- Establish the training objectives
- Job Task Analysis
- Employment Volume
- Training Factor Analysis

DESIGN
- Conduct Instructional Analysis
- Select training methods and media
- Establish the details syllabus
- Establish the assessment strategy and plans.
- Instructional Analysis
- Course Training Plan

CONDUCT
- Piloting the trial course
- Conduct the training
- Pilot Course/Trial Course
- Main Course

EVALUATE
- Validate training:
  - ✓ Training Delivery
  - ✓ Training Package
  - ✓ Resource allocation

Validate the Training Outcome VS Job requirements

EFFICIENCY

Not enough
- Unable to meet operational requirement
- Additional resources are required to achieve the same effect
- Task or operations not achievable

Too Much
- Training resource wastage
- Personnel unable to meet the job requirements due to excess workload
- Training standards set to high

System Approach to Training

BENEFITS OF SAT:
- *Increase the motivation of personnel as training has become more interesting and relevant.*
- *Provide feedback ensuring training effectiveness is monitored systematically.*
- *Ensure that all skills and knowledge required for performing a job are determined through a systematic analysis.*
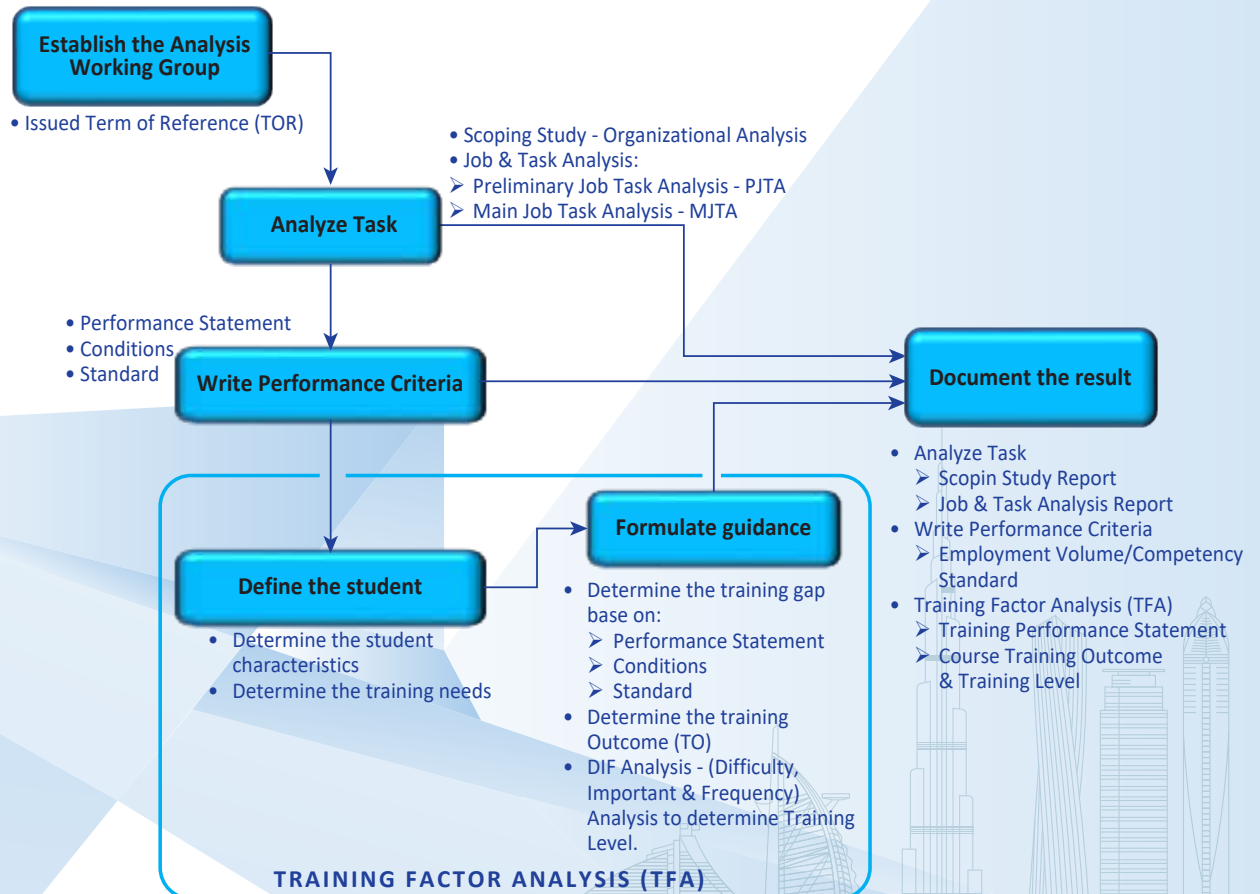- *Saved time, money and more efficient resources.*

Analysis

This involves conducting a thorough analysis of the training needs, the target audience, and the desired learning outcomes. It helps identify the specific knowledge, skills, and attitudes that need to be developed through the training. The purpose of the Analysis Phase is to generate the clear and precise CTO (Course Training Outcome) and TL (Training Level). CTO are expressed in terms of the required job performance proficiency to be achieved. The reason for analysis common to be conducted as follow:

- Higher command directive
- Performance deficiencies
- Training improvement/constraint
- Change of requirements due to organization change, change to policy, introduction of a new or a change to current equipment or systems.
- No analysis conduct prior to establishes the Competency Standard/Job Skills Matrix.

The Analysis Phase often relies on the SAT Analyst in a WG (Working Group) to systematically analyse, select, and organise the specific task. The WG requires inputs from the stakeholders including the organization management, the originators of the training requirements, end-users, and SMEs (Subject Matter Experts). The success of the WG relies upon discretion, experience, and expertise of the assembled members and their respective abilities to make reasoned judgements throughout the Analysis Phase. During this process we attempt to answer the following key questions:

- why train?
- Who must be trained?
- What must be trained, to what level, and under what conditions?

The following steps are undertaken during the Analysis Phase as per diagram below:

Establish the Analysis Working Group

- Issued Term of Reference (TOR)

- Scoping Study - Organizational Analysis
- Job & Task Analysis:
  - Preliminary Job Task Analysis - PJTA
  - Main Job Task Analysis - MJTA

Analyze Task

- Performance Statement
- Conditions
- Standard

Write Performance Criteria

Document the result

- Analyze Task
  - Scopin Study Report
  - Job & Task Analysis Report
- Write Performance Criteria
  - Employment Volume/Competency Standard
- Training Factor Analysis (TFA)
  - Training Performance Statement
  - Course Training Outcome & Training Level

Formulate guidance

Define the student

- Determine the student characteristics
- Determine the training needs

- Determine the training gap base on:
  - Performance Statement
  - Conditions
  - Standard
- Determine the training Outcome (TO)
- DIF Analysis - (Difficulty, Important & Frequency) Analysis to determine Training Level.

TRAINING FACTOR ANALYSIS (TFA)

As resulted, the tasks analysis will determine what is performed on the job. The Performance Criteria will be documented into a comprehensive standard is known as Competency Standard (also called Employment Volume in some national systems). What should be instructed, and how this instruction should be developed and conducted need to align with the job performance criteria. Hence, the TFA (Training Factor Analysis) will determine the training gap between the job environment with the training environment. Whereas the TL (Training Level) is derived based on the CTO (Course Training Outcome) in DIF (Difficulty, Importance, and Frequency) Analysis.

The TL allocated to CTO help the training designers select appropriate methods of instruction, allocate training time, and decide on an assessment strategy.

In a nutshell, Etihad AIS will assist the client to produce the Competency Standard as a standard for the job in organization and the documented information to design the training. The documented information related to the training design that will produce in this analysis phase are Course Training Outcome (CTO), Training Level (TL) and Training Performance Statement (TPS).

Design

In this phase, instructional strategies, learning objectives, and content are developed based on the analysis. The design considers various factors like instructional methods, sequencing of topics, resources required, and evaluation criteria. Before developing the training content, it is essential to decide what type of training method to apply for the implementation of the appropriate learning structure. The course design usually requires teamwork in which pedagogy and andragogy must be considered prior to select the content design. Various types of training methods offer the efficiency of training. The following are the possible training method:

Distance Learning/Remote face to face learning:
• Student relate to online learning but in real-time.

Physical/Face to face learning
• The students are physically present in classroom.

TRAINING METHOD

Blended learning:
• Mix mode training combination between traditional classroom training and online training.

Self-Pace learning:
• Self-directed learning in which the content is placed online for the students to access but without any additional assistance.

it can be found that some of the approach will combine the *Design Phase* with *Develop Phase*. In the *Develop Phase* the training materials and resources are created based on the *Design phase*. This includes developing curriculum, instructional materials, multimedia resources, assessments, and other learning aids. The curriculum parts and elements will elaborate more in the Curriculum Development section in this series *(Please refer page 16)*. The process of Design and Develop as the diagram below:

DESIGN PHASE

DEVELOP PHASE

ANALYSIS
• CTO (Course Training Outcome)
• TL (Training Level)
• Training Performance Statement (TPS)

Define Learner Characteristics
• Course Prerequisite
• Training needs

Conduct Instructional Analysis
• Decide the course content.
• Breakdown the CTO into smaller elements LO (Learning Outcome).
• Sequencing and clustering the course content.
• Produce the Instructional scalar.

Conduct KSA (Knowledge, Skill & Attitude) Analysis
• Systematic analysis to determine the KSA on the LO

Conduct Method & Media Analysis
• Determine method on Media base on the:
  ➢ Type of Learning
  ➢ Retention Ability

Develop Curriculum

Develop Lesson Packages
• Lesson Plan
• Course Note
• Handout
• Training Aid

Develop Assessment Instrument
• Assessment Standard
• Assessment Grading
• Assessment Strategy and Plan
• Assessment Instrument

Conduct

This phase involves delivering the training to the intended audience. Trainers facilitate the learning process, use appropriate instructional techniques, and ensure the effective transfer of knowledge and skills to the learners. Whilst all lessons should have been piloted as part of the course design process. Etihad AIS will assist clients to conduct the pilot/trial courses prial to have the main course. The pilot course will confirm the following:
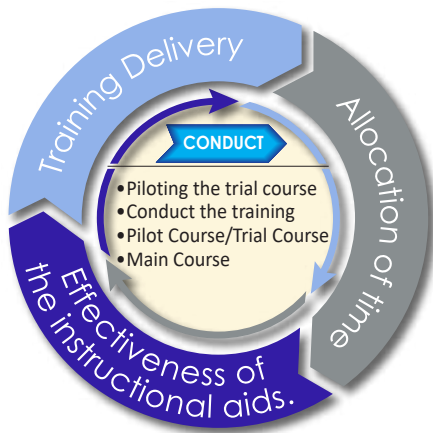
- Training Delivery
- Allocation of time
- Effectiveness of the instructional aids.

The effectiveness and efficiency of training will depend on the ability of instructors. Etihad AIS ensures the professionalism of the trainer to deliver top-notch training. The details about the process, how the training conduct and the certification provided for the courses delivered by Etihad AIS will be explained further in the Train and Qualify Staff section in this series *(Please refer page 20)*.

Evaluate

In the evaluation phase, the effectiveness of the training program is assessed. This includes gathering feedback from learners, measuring learning outcomes, and evaluating the overall impact of the training on individual and organizational performance. This includes decisions on whether a course should be continued, modified, or stopped. It also indicates whether changes are required in the overall training system to make it more relevant, and efficient. Validation is used as an evaluation method of training. Validation is needed to ensure that the training system works as planned. Ultimately, validation procedures can be used to decide if training could be improved. When training has been designed and implemented, validation is vital to ensure that it continues to meet the need. Validation can be divided into the following categories:
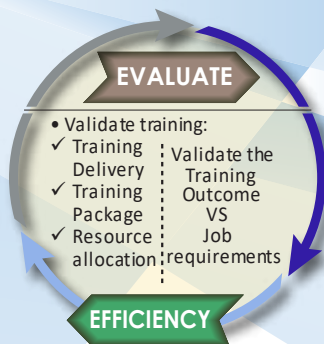
EALUATE	
INVAL (Internal Validation) -	The process of determining whether the training has enabled the trainees to achieve the specified CTO and the delivery of the course efficiently. INVAL will determine whether changes are required for the course to make it more relevant and efficient.
EXVAL (External Validation) –	The process of determining whether CTO are realistically based on the current requirements of the job. EXVAL confirms that the CTO determined during analysis is still relevant.

Efficiency

The SAT methodology emphasize The Training Balance Concept. This concept outlined the requirement to determine the training delivered is sufficient to meet the training objectives. As resulted, the training conducted will avoid the potential neither overtrained nor not enough training. The condition of overtrained or not enough training might be occurred and resulted as follows:

Not Enough Training	Overtrained
Task or operations not achievable	Training standards set too high
Additional resources are required to achieve the same effect	Personnel unable to meet the job requirements due to excess workload
Unable to meet operational requirements	Training resource wastage

The Training Balance approach helps in optimizing the allocation of resources, reducing redundancies, and ensuring the efficient delivery of training. This leads to cost savings and optimal use of time and effort. The DIF (Difficulty, Important and Frequency) Analysis will determine the TL (Training Level) for each CTO (Course Training Outcome). Four Training Levels (TL) are used to define the level of performance required for training outcomes (please refer Appendix C – Sample of CTO (Course Training Outcome) and TL (Training Level). Normally, every CTO except for attitudinal CTO, is assigned a TL.

The principle underlying the determination of CTO and TL is that the chosen level must correspond with minimum level of workplace performance as defined in the associated Competency Standard or constituent workplace competency. The level sought because of training must not exceed the required workplace performance as dictated by the competency standard. However, where on-the-job experience, training or assessment forms part of the workplace training and advancement strategy, lower levels of performance may be ascribed to CTO to improve efficiency of training. Similarly, costs or resources associated with developing a course program would make it impractical or unrealistic to specify too high a level of training. In these cases, on-the-job experience, training and/or assessment should be considered as an adjunct to the course program to ensure trainees can perform effectively. TL also can be used to determine what training could be removed from a course if time or resources were reduced.

Enhanced learning outcomes

Targeted training

Cost and time efficiency

Systematic approach

Continuous improvement

VALUE OF THE SYSTEM APPROACH TO TRAINING
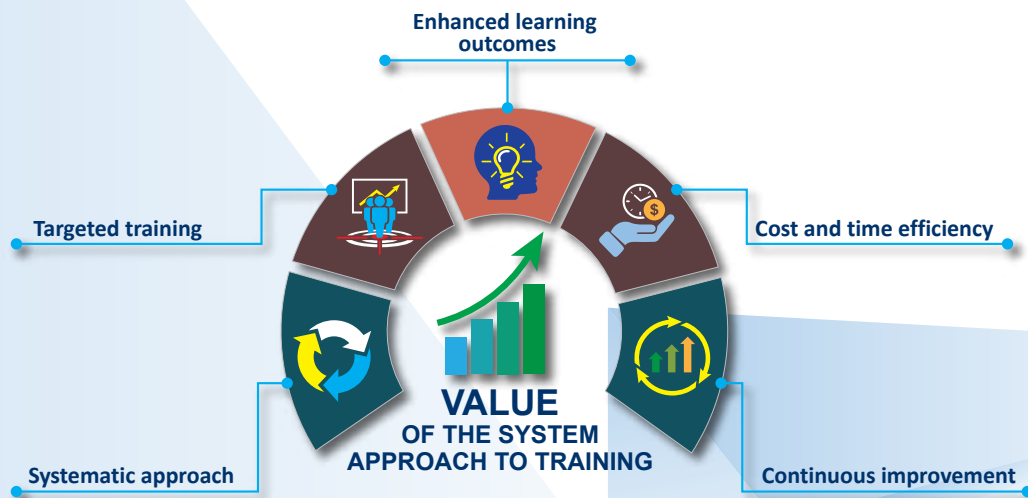
The Value of the SAT

Systematic approach:	The SAT provides a structured and systematic approach to training, ensuring that all essential elements are considered and integrated. This helps in creating welldesigned and effective training programs.
Targeted training:	Through the analysis phase, the SAT helps identify specific training needs and aligns the training program accordingly. This ensures that the training is focused and relevant to the learners' requirements.
Enhanced learning outcomes:	By considering instructional strategies, learning objectives, and appropriate resources, the SAT helps optimize the learning experience and promotes better learning outcomes.
Cost and time efficiency:	The systematic approach helps in optimizing the allocation of resources, reducing redundancies, and ensuring the efficient delivery of training. This leads to cost savings and optimal use of time and effort.
Continuous improvement:	The evaluation phase of the SAT enables organizations to gather feedback and measure the effectiveness of the training program. This feedback loop facilitates continuous improvement in future training initiatives.

Conclusion

In conclusion, the SAT serves important functions and offers numerous benefits for the organization to have a systematic approach toward the organization training management. Based on our previous experienced in the industry and numerous successful project completion, Etihad AIS would like to offer to any organization the capability to develop the SAT in organization in accordance with any standards and requirements that meet the uniqueness of the organization.

TNA (Training Needs Analysis)

Introduction

TNA (Training Needs Analysis) is a systematic process of identifying and assessing the training needs within an organization. It involves analyzing the gap between the current and desired knowledge, skills, and competencies of employees, and determining the appropriate training interventions. TNA is conducted to ensure that training initiatives are aligned with the specific needs of individuals, teams, or the entire organization. It helps identify areas where training is required and provides a basis for designing effective training programs to bridge skill gaps. Generally, the analysis associated with the needs assessment can be viewed as either Macro Analysis, which is concerned with analysis in the wiser context of organization, or *Micro Analysis*, which is concerned with requirements of the job and the individual performing job.

3 **Identify Training Needs**

Evaluate Existing Training Programs 4

2 **Measure Skill Gap**

Establish Training Strategy 5

1 **Determine Skill Set**

Organizational & Occupational Area Analysis

Training Needs Analysis (TNA) for organizational analysis involves identifying the specific knowledge, skills, and competencies required by employees to meet organizational goals and objectives. It is paramount to determine the purpose and scope of the TNA. Determine the specific objectives to achieve through the Organizational Analysis, such as improving performance, addressing skill gaps, supporting organizational change, or enhancing employee development. This process can be accomplished by conducting the Scoping Study. In the Scoping Study, the competent analyst will collect data, collate data, analyze data, and produce a report literally on identifying various job roles within the organization that will be included in the TNA.

The process of data gathering can be done through various methods, including:

Surveys –	Administer surveys to employees to gather feedback on their training needs, areas for improvement, and suggestions for training programs.
Interviews -	Conduct interviews with managers, supervisors, and employees to gather insights into their perceptions of skill gaps, training requirements, and performance challenges.
Organizational Data -	Review performance evaluations, productivity metrics, and other performance-related data to identify patterns and areas where training may be necessary.
Observation -	Observe employees performing their tasks to identify any gaps in knowledge, skills, or competencies.

Occupational Area Analysis (OAA) is a process used in the development of workplace proficiency level for the occupation in industry sector. OAA is a common approach to determine the job roles and job requirements in the industry involves conducting a comprehensive analysis of an entire occupational area or industry sector. The main objective of OAA is to gather information and insights about the occupational area to ensure that the resulting analysis accurately reflect the job and workplace proficiency level needed in that specific industry sector.

Here's an overview of the OAA process:

Define the Occupational Area –	Clearly identify the specific occupational area or industry sector that will be the focus of the analysis. This could be a broad industry sector such as hospitality, healthcare, or manufacturing, or a specific occupation within that sector.
Conduct Research -	Gather relevant data and information about the occupational area through various research methods. This may involve reviewing existing literature, industry reports, job descriptions, occupational profiles, and conducting interviews or surveys with subject matter experts, employers, and industry stakeholders.
Identify Key Job Roles -	Identify the key job roles or occupations within the occupational area that will be the primary focus of the NOSS development. These job roles should represent the major roles and functions within the industry sector.
Analyze Job Requirements -	Analyze the tasks, responsibilities, skills, knowledge, and competencies required for each identified job role. This involves examining the job tasks, job descriptions, industry standards, and any other relevant information to gain a comprehensive understanding of the skills needed to perform effectively in those roles.
Identify Commonalities and Differences -	Identify the commonalities and differences in the skills and competencies required across the identified job roles. This analysis helps to identify the core skills and knowledge that are essential for all job roles within the occupational area, as well as the specific skills that may be unique to certain roles.
Document Occupational Area Analysis -	Document the findings of the OAA, including the identified job roles, key tasks, skills, knowledge, and competencies. This documentation serves as a foundation for the development of NOSS, providing a clear understanding of the occupational area and the requirements for effective performance in related job roles.

Sample of Occupational Area Analysis in Coastal & Maritime Surveillance Management to determine the Job and Job Level

By conducting an Occupational Area Analysis as part of NOSS development, stakeholders can gain valuable insights into the skills and competencies needed in a specific industry sector. This analysis helps to inform the development of comprehensive and industry relevant NOSS that serve as a benchmark for skills development, training, and workforce planning within the occupational area.

Competency Standards

The concept of competency can be used in many different contexts. To the trainer, competency is a training tool. To the workplace supervisor, competency is the basis for allocation, prioritization, and sequencing work. The human resource staff may be the factor related to career advancement, pay and posting options. To the individual, competency links with achievement and is the basis for self-esteem and personnel development. The concept of competency focuses on performance in the workplace rather than in the learning process. It embodies the ability to transfer and apply skills and knowledge.

Within the application of competency, four components are identified which encompass the requirement to:

• Perform individual tasks.
• Manage several different tasks within a job.
• Respond to irregularities and breakdown in routine.
• Deal with the responsibilities and expectations of the work environment including
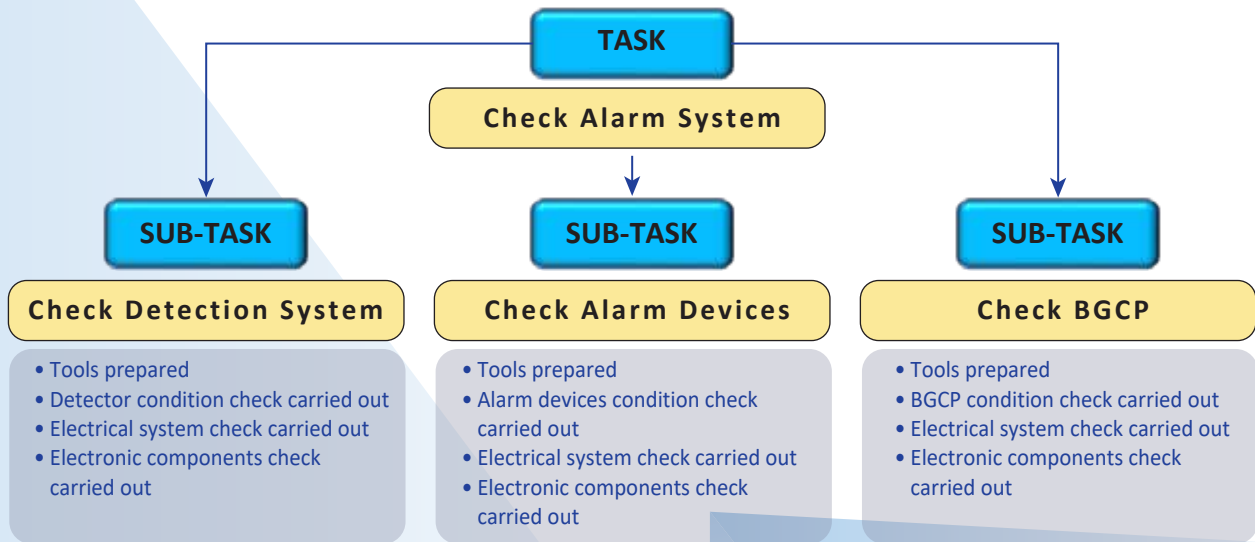 working with others.

Competency Standards document the key purpose or role of an employment group within the organization workplace structure (Please refer to Appendix A- Sample of Competency Standards). Competency standards reflect the fact that organizational personnel work both individually and within a team structure and perform a range of tasks and roles in a variety of contexts, with varying complexity and choice of action required. In overview, a competency standard comprises the following component:

Unit of Competency –	A unit of competency refers to a general skill area or specific work role performed by an organization employment group. Units of Competency are outcome focused and do not specify any associated attitudes or personnel attributes that an individual may possess.
Element of Competency -	Each unit of competency will consist of at least two elements of competency. Elements of competency document the activities, actions and tasks undertaken within the work role. Each element of competency describes the activities and actions in a form which is both demonstrable and assessable.
Performance Criteria -	Each element of competency will consist of at least two performance criteria. Performance criteria identify the outcomes of the activities and undertaken within each specific work role or skill area and include key qualities and criteria aspects of performance. Performance forms the basis of a program of workplace evaluation/assessment or be used to identify objectives required within a training curriculum.
Evidence Guides -	The purpose of the Evidence Guide is to assist the assessor by listing the sorts of evidence that should be viewed or observed. The evidence guides assist in interpreting and defining assessment of the unit of competency. This ensures validity in the assessment of a competency. The guide also provides information on where and how the assessment should be carried out and it lists a range of skills, attitudes and knowledge that underpin the performance of the unit of competency.
Range of Variables -	Competencies are performed within a variety of contexts. The range of variables establishes the contexts and conditions which govern the conduct of the competency elements. The range of variables provides information about limits or situations in which the unit applies.

Job & Task Analysis

If a genuine need for training exists, the job or occupation involved must be defined in terms of its constituent competencies and responsibilities. This definition may be achieved through the development and documentation of workplace competency standards. The purpose of Job & Task Analysis also referred to as occupational or job analysis is to establish those elements which currently describe an occupation or job. This should involve the identification of current and/or likely future jobs, and the tasks which comprise each job, within an organization specialisation, mustering, or specialist employment stream. Specific workplace competencies and responsibilities can also be identified as for unit or local work-group requirements.

The output of this type of analysis is competency standard identified as being required to effectively perform a job, duty, task, role, or key purpose. The competency standard also includes the performance level to which the competencies must be practised and applied. The task analysis process commences with approved training task statements expressed as CTOs. A task can be considered as a hierarchy of operations and sub-operations. The full process of task analysis applied to job tasks that are expressed as training outcomes produces sub-tasks, knowledge, skills, and attitudes. These outputs are produced using two main stages: firstly, breaking down the job tasks into its component sub-tasks; and then analyzing these sub-tasks to establish the associated knowledge, skills, and attitudes necessary for their accomplishment.

TASK

Check Alarm System

SUB-TASK	SUB-TASK	SUB-TASK
Check Detection System	**Check Alarm Devices**	**Check BGCP**
• Tools prepared • Detector condition check carried out • Electrical system check carried out • Electronic components check carried out	• Tools prepared • Alarm devices condition check carried out • Electrical system check carried out • Electronic components check carried out	• Tools prepared • BGCP condition check carried out • Electrical system check carried out • Electronic components check carried out

Sample of Task Analysis for Check Alarm System

Task analysis is primarily used to identify and delineate the sub-tasks, knowledge, skills, and attitudes required for development of a curriculum. The development and conduct of an effective training course or program within a Competency-Based Training and Assessment environment requires that training tasks or outcomes be expressed in a form suitable for instructional purposes.

As a resulted of analysing a task is to divide it into the cognitive (knowledge), psychomotor (skill) and affective (attitude) component which are required by an individual to perform the task. The output from the task analysis is a set of objective statements or assessment criteria for inclusion in a training program. Cognitive objectives as used in curricula mainly involve gaining information and knowledge. These objectives are commonly associated with basic level jobs and include cognitive processes associated with knowledge or remembering, comprehending, applying, analysing, synthesising, and evaluating. Objectives in psychomotor category involve physical coordination through task performance or motor skill acquisition. Affective or attitude objectives indicate expected outcome in relation to values and/or feelings. Attitudes that are regarded as being important to the overall or specific task performance can be expressed in a similar fashion to those of knowledge or psychomotor objectives.
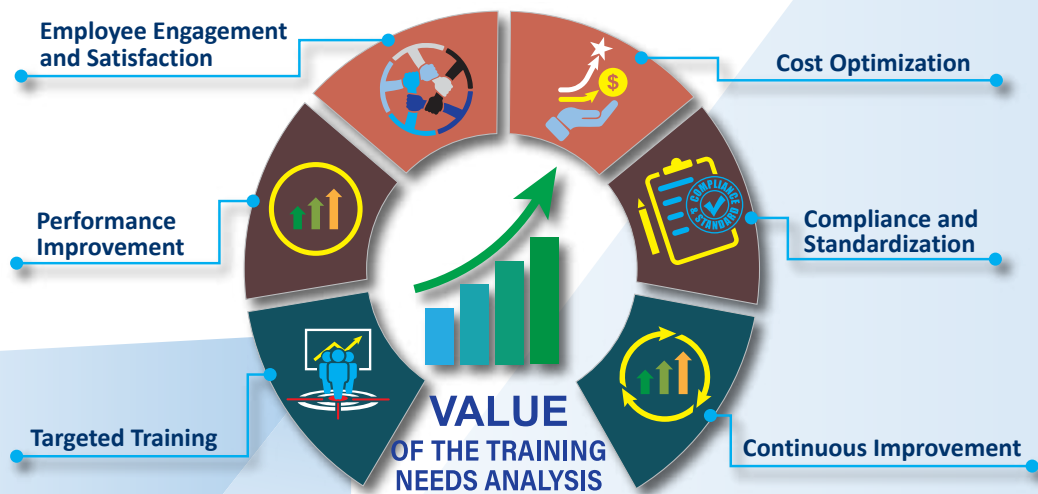
Individual Performance Gap Analysis

The existence of job performance data in the form of competency standard is normally the starting point for a training requirement analysis. For analyst in TNA, the expected or predicted competency standards is the determination of the 'training solution' to the differences between the actual and desired performance of an individual in the workplace. The output from this type of analysis may include a training and advancement strategy, and a Training Specification comprising a set of Course Training Outcomes (CTOs). Common practices for Learning & Development Unit of the organization to determine the employee performance gap base on the supervisor report or manager report for training solutions. However, job or occupation involved must be defined in terms of its constituent competencies and responsibilities for precise training need. Etihad AIS is capable to develop the Workplace Competency Standards as the instrument for the TNA and simultaneously carry out the Individual Performance Gap Analysis.

TNA Report

TNA provides a systematic and data-driven approach to identify training needs, align training initiatives with organizational objectives, and support the professional development of employees. It helps organizations maximize the impact of their training efforts, improve performance, and stay competitive in a dynamic environment. TNA Report is essential as the management tool to establish training strategy. The Training Needs Analysis (TNA) report typically includes several common pieces of information and results that provide valuable insights for an organization. Here are some common elements found in a TNA report:

- Current Skills Assessment.
- Identified Training Needs.
- Training Objectives.
- Recommended Training Methods and Training Delivery Options.
- Return on Investment (ROI) & Recommendation for organization.

The Value of the TNA

Targeted Training:	TNA helps organizations identify specific training needs and tailor training programs to address those needs effectively. This targeted approach ensures that resources are allocated efficiently, avoiding unnecessary or irrelevant training.
Performance Improvement:	TNA enables organizations to bridge the gap between current and desired performance levels. By identifying skill gaps and providing appropriate training, employees can enhance their knowledge and skills, leading to improved job performance and productivity.
Employee Engagement and Satisfaction:	TNA demonstrates an organization's commitment to employee development. By providing training opportunities that address employees' needs, organizations can boost engagement, job satisfaction, and retention.
Cost Optimization:	TNA ensures that training investments are focused on areas that bring the most value. By aligning training programs with organizational goals and employee needs, resources can be utilized effectively, minimizing unnecessary expenses.
Compliance and Standardization:	TNA ensures that training programs align with industry standards, regulatory requirements, and best practices. This helps organizations meet compliance obligations and maintain consistency in training delivery.
Continuous Improvement:	TNA is an ongoing process that fosters a culture of continuous improvement. It allows organizations to adapt to evolving industry needs, technology advancements, and changing job requirements.

Conclusion

Overall, TNA provides a systematic understanding of the skills and knowledge required to perform specific job roles effectively. Etihad AIS is proficient in helping organizations identify training needs, design relevant training programs, and ensure that employees have the necessary competencies to meet job requirements. By analyzing job roles in this way, organizations can align training efforts with job-specific needs, optimize performance, and support individual and organizational growth.

Curriculum Development

Introduction

Curriculum Development refers to the process of designing and structuring a comprehensive and coherent set of learning experiences to achieve specific educational goals. It involves determining the content, sequence, and instructional methods for a curriculum. Curriculum Development encompasses the planning and organization of educational programs to ensure that learning objectives are met. It involves defining the scope of the curriculum, selecting appropriate content, designing instructional strategies, assessment strategies to validate the competency acquired, and evaluating its effectiveness. Our comprehensive curriculum will comprise the *Training Specification, Course Management Information, Course Resource Requirements, Training Modules, Assessment Plan, and Instructor Guides*.
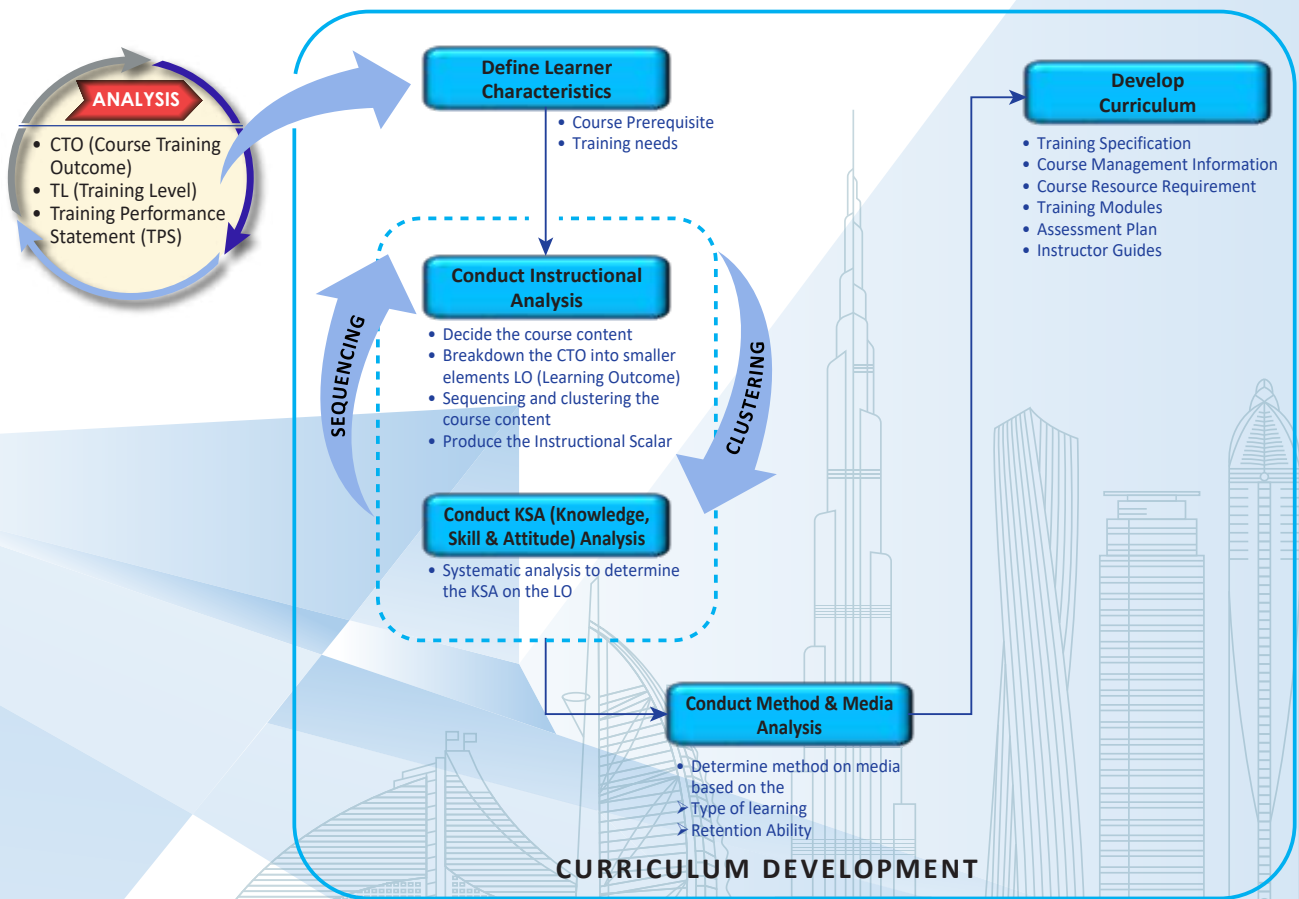
Curriculum Development Process

Curriculum objectives are classified according to their importance or contribution towards achieving the training requirement specified through the CTO. There are two classes into which curriculum objectives are placed: LO (Learning Outcomes) which specify the performance expected of a learner because of training; and AC (Assessment Criteria) which specify the knowledge, skills and attitudes a student must acquire before the learning outcome can be achieved or measured. There will usually be many more assessment criteria than learning outcomes. After completing of the TFA (Training Factor Analysis), the curriculum developer will have a collection of material to derive the LO (learning Outcomes) and the AC (assessment criteria) for inclusion in a curriculum. The items compiled fall roughly into two groups: one which represent the CTO and the TL other describes the training gaps and training gaps consequences details in the TPS (Training Performance Statements). The former group includes CTO and TL to determine the curriculum objectives. The latter includes performance, conditions, standards, training gaps, and the training gap consequences in the TPS to be utilised in various analysis in design phase.
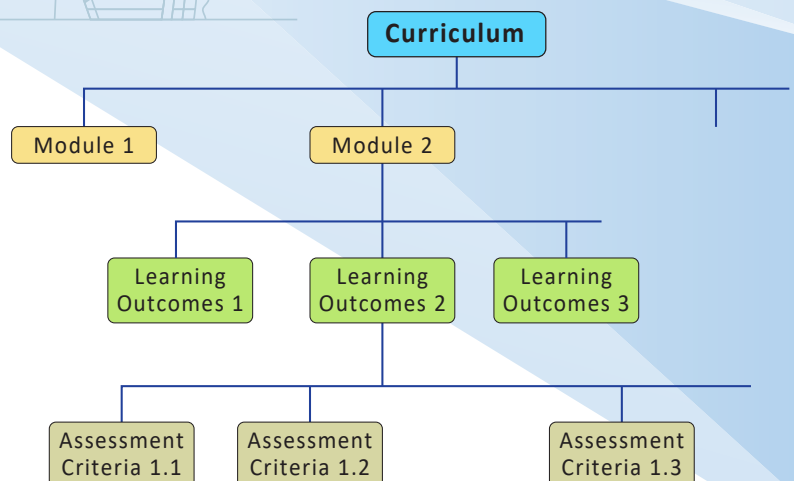
There is no single method that can be objectively used to select curriculum content from the products of analysis. However, application of the following guidelines will assist in the curriculum development process:

Item Selection –	The curriculum developer will conduct the Instructional Analysis and KSA Analysis to determine the curriculum content. Instructional Analysis is a systematic process to break-down the CTO into smaller elements LO. It is KSA Analysis is conducted to determine the knowledge, skills & attitude for each LO to develop the AC. The final step of Instructional Analysis is the recording of AC to support each LO and produce the instructional scalar. The instructional scalar will produce upon completion of delete these three (3) items: 1. Delete any repeated items and enabling skills. 2. Delete any items for which it is not efficient to provide off-job training (except for critical tasks) which can readily be developed on-job. 3. Delete any items which the student would be expected to have previously acquired. If doubt exists over whether trainees possess certain pre-requisite skills, pre-testing may be required.
Objective Grouping -	The logical grouping of objectives LO and AC into curriculum modules enhances training effectiveness and efficiency. Logical grouping primarily provides a format which enables the content of a course to be quickly assessed and devised the course into convenient instructional elements.
Objective Sequencing -	The sequencing of learning outcomes within a module will usually follow a logical pattern which optimizes the learning process. Occasionally, the sequence of the learning outcomes and/or assessment criteria is irrelevant when holistic training approaches such as experiential or action-learning techniques are adopted. The curriculum developer has initial responsibility for sequencing module learning outcomes. The sequencing should provide for maximum learning effectiveness and instructional efficiency based on ensuring that simple cognitive or performance-based skills are mastered by the learner before progression to more complex skills. Similarly, the sequence of assessment criteria within each learning outcome should follow a logical sequence. Lower-order objectives that deal with information should be taught first, and higher order objectives that involve complex processes should come later in the sequence. This allows students to establish links in the learning sequence and enable them to recognize the gradual development of personal ability.

Method and Media Selection –	It is important to conduct a Method and Media Analysis to determine or confirm the most effective and efficient approach to cultivate the required knowledge, skills, and attitudes. Type of learning and retention ability are factors should be considered when selecting the method and media.
Construct the Whole Sections in curriculum –	Generally the whole sections of the curriculum inclusion of the *Training Specification, Course Management Information, Course Resource Requirements, Training Modules, Assessment Plan, and Instructor Guides*. However, it will be vary based on the standards of the training establishment.

ANALYSIS
- CTO (Course Training Outcome)
- TL (Training Level)
- Training Performance Statement (TPS)

Define Learner Characteristics
- Course Prerequisite
- Training needs

Develop Curriculum
- Training Specification
- Course Management Information
- Course Resource Requirement
- Training Modules
- Assessment Plan
- Instructor Guides

SEQUENCING

CLUSTERING

Conduct Instructional Analysis
- Decide the course content
- Breakdown the CTO into smaller elements LO (Learning Outcome)
- Sequencing and clustering the course content
- Produce the Instructional Scalar

Conduct KSA (Knowledge, Skill & Attitude) Analysis
- Systematic analysis to determine the KSA on the LO

Conduct Method & Media Analysis
- Determine method on media based on the
  ➢ Type of learning
  ➢ Retention Ability

CURRICULUM DEVELOPMENT

The relationship between these competency components is illustrated in the figure below: Relationship of Curriculum Components. Each Learning Outcomes depicted in figure below is supported by information relating to the strategy and conditions applied to learning and assessment.

Curriculum

Module 1 | **Module 2**

Learning Outcomes 1 | **Learning Outcomes 2** | **Learning Outcomes 3**

Assessment Criteria 1.1 | **Assessment Criteria 1.2** | **Assessment Criteria 1.3**

Relationship of Curriculum Components

Elements of the Curriculum

A typical curriculum consists of several chapters or sections that cover various aspects of the training program. While the specific structure may vary depending on the country, institution, and program, some common chapters found in TVET (Technical and Vocational Education Training) curricula include:

Training Specification:	This document is the authority to conduct training and contain course management details and required training outcomes, expressed as CTO. Cross-references of curriculum modules against both CTO and national competency standards / modules (if applicable) are also included in the section. Cross-referencing is usually completed during development of the course to ensure content validity of the curriculum objectives and assist in subsequent national accreditation.
Course Management Information:	In this section of the curriculum contains comprehensive information required for the efficient and standardized management of course or training program. The following information outlines the heading and their associated purposes that are included in this section: 1. Course Description. 2. Training Modules & Sequence of instruction 3. Hour Summary. 4. Training Program. 5. Special Instruction. 6. Assessment Procedures. 7. Certification and standard. 8. Course reporting procedures and suspension policy/procedures. 9. Any relevant information to provide guideline for the course management.
Course Resource Requirements:	The curriculum is the authority for the acquisition of resource required to support the conduct of the training. The availability of these resources must be confirmed before the curriculum can be approved. Two types of the resources detailing in this section are the Instructor Requirements and Physical Resource Requirements. Physical Resource Requirements is a summary of the training support equipment specified for each module is to provide in this section of the curriculum. This includes all references and publications, visiting instructors, specialist workforce support (such as drivers of vehicles or equipment operators), and visit required for course conduct. If available, the full course recovery amount per student for the course should be included. Cost associated with specific modules including travel, maintenance/replacement of training support equipment and purchase of consumables should be included.
Training Modules:	A Module is a specific learning segment, complete, which deals with learning at a given level of understanding or skill performance. A course will normally consist of a series of linked modules.
Assessment Plan:	The assessment plans provide documented processes necessary for collecting and interpreting evidence to make judgments on the nature and extent of trainee progress or achievement toward the learning outcome. Clear and comprehensive identification of an individual's achievement of these learning outcomes is essential in a criterion-referenced environment in accordance with the principles of competency-based assessment.
Instructor Guides:	The Instructor Guides ensures the Learning Outcomes and Assessment Criteria determined during development of the course are conveyed to the student. The Instructor Guides is a key component of training delivery, and well prepare and effective IG enhance the consistency and quality of training.

Quality Assurance

Relevance to Industry Needs

Learning Pathways and Progression

Clarity and Consistency

VALUE OF THE CURRICULUM DEVELOPMENT

Assessment and Evaluation

The Value of the Curriculum Development

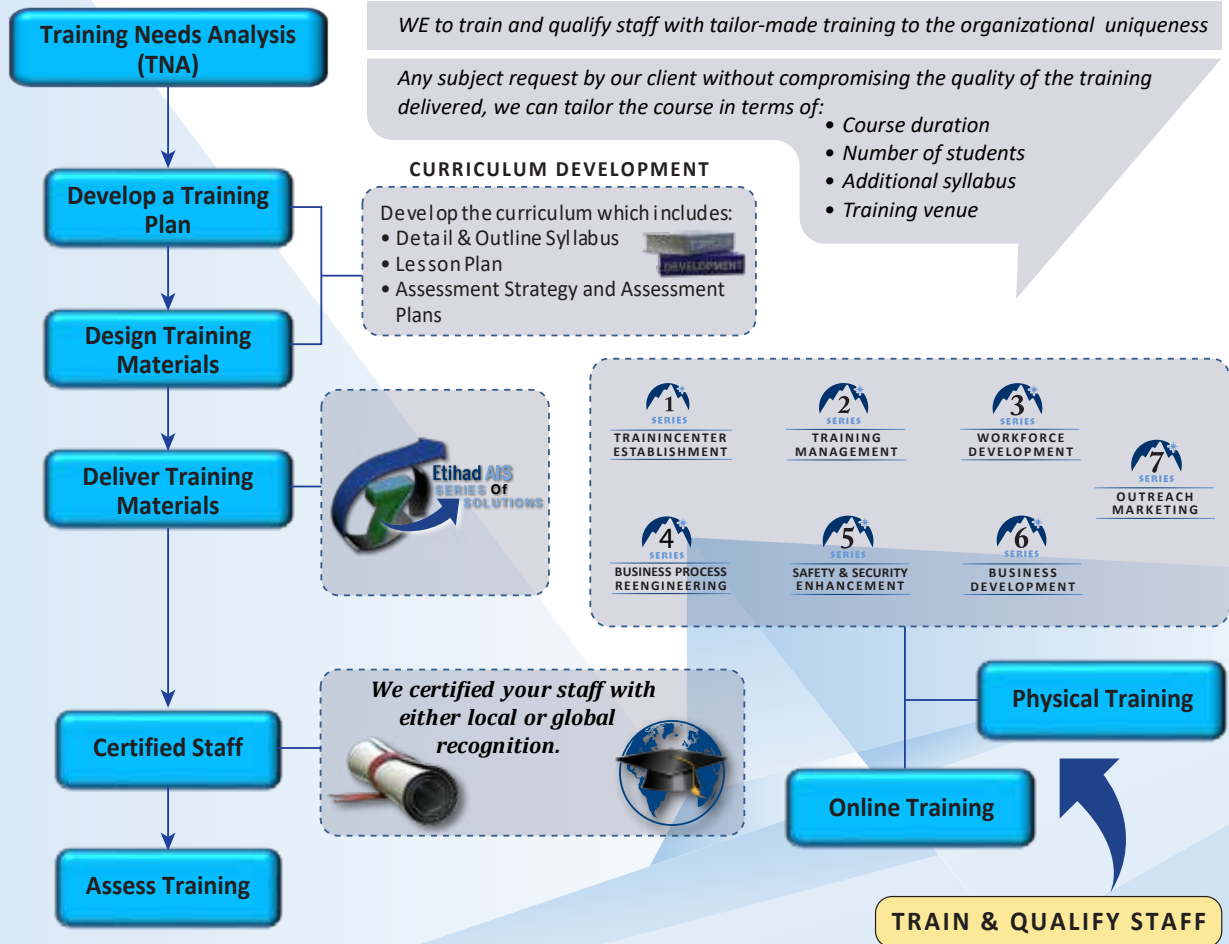|	
Clarity and Consistency:	A well-designed curriculum provides clear guidelines and expectations for both trainers and learners. It ensures consistency in content delivery, assessment methods, and learning outcomes across different trainers and training institutions.
Relevance to Industry Needs:	A curriculum developed in consultation with industry stakeholders ensures that the training program aligns with current industry requirements. It equips learners with skills and competencies that are in demand, increasing their employability and job prospects.
Quality Assurance:	A curriculum serves as a quality assurance tool, ensuring that the training program meets certain standards and criteria. It helps maintain the integrity and consistency of the training delivered and enhances the credibility and reputation of the training institution.
Learning Pathways and Progression	A structured curriculum provides a clear progression pathway for learners, allowing them to build on foundational skills and progress to more advanced levels. It facilitates lifelong learning and enables learners to pursue further education or career advancement.
Assessment and Evaluation:	A well-defined curriculum outlines the assessment methods and criteria used to evaluate learner performance. The training and assessment in the course will be based on competency or known as CBTA (Competency Based Training and Assessment).

Conclusion

In a nutshell, the curriculum serves important functions and offers numerous benefits for the organization to have the structured training delivered and platform for the continuous development of the training. Etihad AIS has the capability to develop the comprehensive curriculum in accordance with any standards and requirements that meet the uniqueness of the organization.

Train and Qualify Staff

Introduction

The concept of training and qualifying the staff refers to the process of providing employees with the necessary knowledge, skills, and competencies to perform their jobs effectively. It involves training programs and initiatives that aim to enhance employee capabilities and ensure they meet the qualifications required for their roles. It focuses on improving individual and collective performance, promoting professional growth, and aligning the workforce with organizational goals by providing the required training and issuing the certificate which are recognized either local or international.

WE to train and qualify staff with tailor-made training to the organizational uniqueness

Any subject request by our client without compromising the quality of the training delivered, we can tailor the course in terms of:
- *Course duration*
- *Number of students*
- *Additional syllabus*
- *Training venue*

Training Needs Analysis (TNA)

Develop a Training Plan

CURRICULUM DEVELOPMENT

Develop the curriculum which includes:
- Detail & Outline Syllabus
- Lesson Plan
- Assessment Strategy and Assessment Plans

Design Training Materials

Deliver Training Materials

Etihad AIS SERIES Of SOLUTIONS

1 SERIES — TRAINING CENTER ESTABLISHMENT
2 SERIES — TRAINING MANAGEMENT
3 SERIES — WORKFORCE DEVELOPMENT
7 SERIES — OUTREACH MARKETING
4 SERIES — BUSINESS PROCESS REENGINEERING
5 SERIES — SAFETY & SECURITY ENHANCEMENT
6 SERIES — BUSINESS DEVELOPMENT

Certified Staff

We certified your staff with either local or global recognition.

Physical Training

Online Training

Assess Training

TRAIN & QUALIFY STAFF

Training Delivery

Etihad AIS establishing partnerships with relevant quality assurance bodies, engaging in industry consultations, conducting peer reviews, and benchmarking against international best practices to ensure professional training delivery. The quality of professional training delivery is essential for ensuring effective learning outcomes and preparing individuals for the workforce. What make Etihad AIS is outstanding in delivering the courses are by ensuring all the key qualities in our courses as follows:

Qualified and Competent Trainers:	Professional training delivery requires trainers who possess the necessary qualifications, expertise, and industry experience related to the subject matter being taught. Our trainers have up-to-date knowledge and skills in their respective fields.
Relevant and Industry-Responsive Curriculum:	The training curriculum should be designed in consultation with industry experts and stakeholders to ensure it aligns with current industry standards, practices, and demands. Our curricula are covered both theoretical knowledge and practical skills.
Practical Training Opportunities:	Professional training should provide ample opportunities for hands-on, practical learning. Our training involves on-the-job training, workplace simulations, lab exercises, or industry placements, allowing learners to apply their knowledge in real-world contexts.
Learner-Cantered Approach:	Effective training delivery focuses on the needs and abilities of the learners. Our trainers adopt learner-centred methodologies, such as active learning techniques, group discussions, case studies, and problem-solving exercises, to engage learners and encourage their active participation.

Adequate Training Resources:	Professional training requires access to relevant training resources, including textbooks, reference materials, tools, equipment, and technology. Our courses delivering ensure that these resources are available and properly utilized to support effective learning.
Collaboration with Industry Partners:	We are doing great with support from our smart partners. Building strong partnerships with industries and employers is crucial for professional training. Industry collaboration provides opportunities for practical exposure, industry-relevant training, guest lectures, internships, and job placement, enhancing the effectiveness and relevance of the training.
Quality Assurance Mechanisms:	Our delivering professional training have robust quality assurance mechanisms in place. This includes regular monitoring, evaluation, and feedback processes to identify areas for improvement, address any gaps, and maintain high standards of training delivery.

As previously mentioned, Etihad AIS provides customized training tailored to organization uniqueness. Hence, the training proposal or the training information promulgated on our website is able for amendment in accordance with our client preferences. Any subject request by our client without compromising the quality of the training delivered, we can tailor the course in terms of:

- Course duration.
- Number of students.
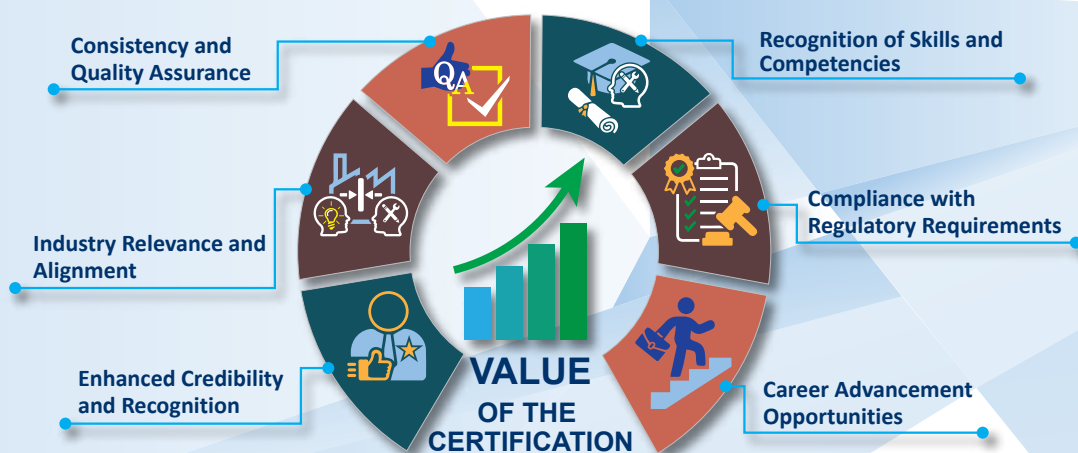- Additional syllabus.
- Training venue.
- Certification

Our training courses are delivered in the professional and systematic approach. Consistency and quality assurance is our priority to remain relevant and outstanding in this industry. Every document associated with the planning and the conduct of the specific training course is to be kept in the Course Training Administration in Etihad AIS and able to be retrieved. The folder should have the following:

- Course Coordinator's Check List.
- Course Management Information (for training conducted outside customer's facility).
- Quotation & Proposal.
- Programme & Timetable.
- Course Syllabus
- List of Material
- List of Student & Students' Attendance Sheet
- Student Individual Report Forms
- Certificate Application Form
- Internal Evaluation Forms
- List of Instructor, CV, Passport & Attendance Form
- Students' Passport Copy
- Sample of Certificate & Transcript
- Quality Control Compliance Form
- Budget Requirements
- Training Contract & Agreement
- Course Conclusion Check List
- Miscellaneous Administration

Certification Process

Etihad AIS provides professional training services and solutions through training consultancy and provision of specific training and associated products in according with the specific needs of customers. We adopt various concepts and methodologies such Systems Approach to Training (SAT), ADDIE System and Competency Based Training and Assessment (CBTA) in providing effective consultancy and training. Ultimately, the training delivered is to improve the organization workforce by providing the skills and abilities for the job demand and validates that the individual has successfully completed the training program and has acquired the specific knowledge and abilities outlined in the certification. Commonly the certification process is categorized in three scenarios:

SCENARIO	
Scenario 1 In the first scenario, where the client has already determined the desired certification:	The certification process in this scenario involves the client's selection of a specific certification program based on their predetermined requirements and objectives. The client's clear identification of the desired certification streamlines the process, allowing for focused training and targeted assessment. Etihad AIS can provide the certification either local or global with any of the standards due to our strong partnerships with relevant quality assurance and accreditation bodies.
Scenario 2 In the second scenario, where the client is unsure about the specific certification they are looking for:	The certification process in this scenario entails an initial assessment of the client's needs and goals to identify the most suitable certification options. Consequently, we assist the clients to identify the training needs and evaluate the relevance of the certification to the organization's industry, job roles, and specific training needs. Ensure that the certification aligns with the desired learning outcomes and meets industry standards or regulatory requirements, if applicable.
Scenario 3 In the third scenario, where the client seeks certification for the training they conduct:	In this scenario, the certification process involves an evaluation of the client's training program to ensure it meets the necessary standards and requirements for certification. Etihad AIS has vast experienced in training center accreditation. Hence, we can assist our clients undergoes an assessment of their training materials, methodologies, and delivery to verify compliance with certification criteria and obtain recognition for their training efforts. For further inquiries, please refer to the 1-Series: Training Center Establishment Series Information. Inclusive explanation of the approach for training center blueprint, establishment, and accreditation is written in this *Series Information*.

Consistency and Quality Assurance

Recognition of Skills and Competencies

Industry Relevance and Alignment

Compliance with Regulatory Requirements

Enhanced Credibility and Recognition

Career Advancement Opportunities

VALUE OF THE CERTIFICATION

The Value of the Certification

Enhanced Credibility and Recognition:	Certification provides a recognized validation of the quality and standard of training. It enhances the credibility of the training program and the organization delivering it. Certified training programs are often seen as more reputable and trustworthy by employers, industry professionals, and learners.
Industry Relevance and Alignment:	Certification ensures that the training program meets industry standards, regulations, and best practices. It demonstrates that the training content and methodologies are up-to-date and aligned with the needs of the industry. Certified training programs are designed to equip learners with the skills and knowledge that are relevant and in demand in the job market.
Consistency and Quality Assurance:	Certified training programs undergo rigorous evaluation and quality assurance processes. This ensures that the training is delivered consistently across different locations or by different trainers, maintaining a high standard of quality. Learners can expect a consistent learning experience and assurance that the training meets predefined criteria.
Recognition of Skills and Competencies:	Certification provides a formal recognition of an individual's skills and competencies. It validates that the individual has successfully completed the training program and has acquired the specific knowledge and abilities outlined in the certification. This recognition can boost the individual's confidence and professional standing.

| Compliance with Regulatory Requirements:	In certain industries, certification may be a regulatory requirement for specific job roles or tasks. By ensuring that employees have the necessary certifications, organizations can demonstrate compliance with industry regulations and legal obligations.
Career Advancement Opportunities:	Certified training can open doors to career advancement and progression. Many industries and employers value certifications and consider them when making decisions on promotions, salary increments, or job assignments. Certification demonstrates a commitment to continuous learning and professional development.

Conclusion

Overall, training delivery and certification of workplace training by Etihad AIS brings credibility, recognition, and industry relevance. It benefits individuals by enhancing their employability and career prospects, while organizations benefit from a trained workforce that meets industry standards and regulatory requirements.

Mapping Competency Standards

Introduction

The process of mapping individual prior experiential learning with the *QFEmirates* or any National Qualification Framework (NQF) involves recognizing and accrediting the knowledge, skills, and competencies acquired through individuals' prior learning experiences, such as work experience, training, or informal learning. It aims to align the individual's skills and qualifications with the standards and levels defined in the NQF. The mapping process with the NQF involves assessing an individual's existing knowledge and skills against the criteria and requirements defined by the NQF. The process aims to identify any gaps between the individual's prior learning and the qualifications outlined in the NQF and provide recognition or credit for the relevant learning.
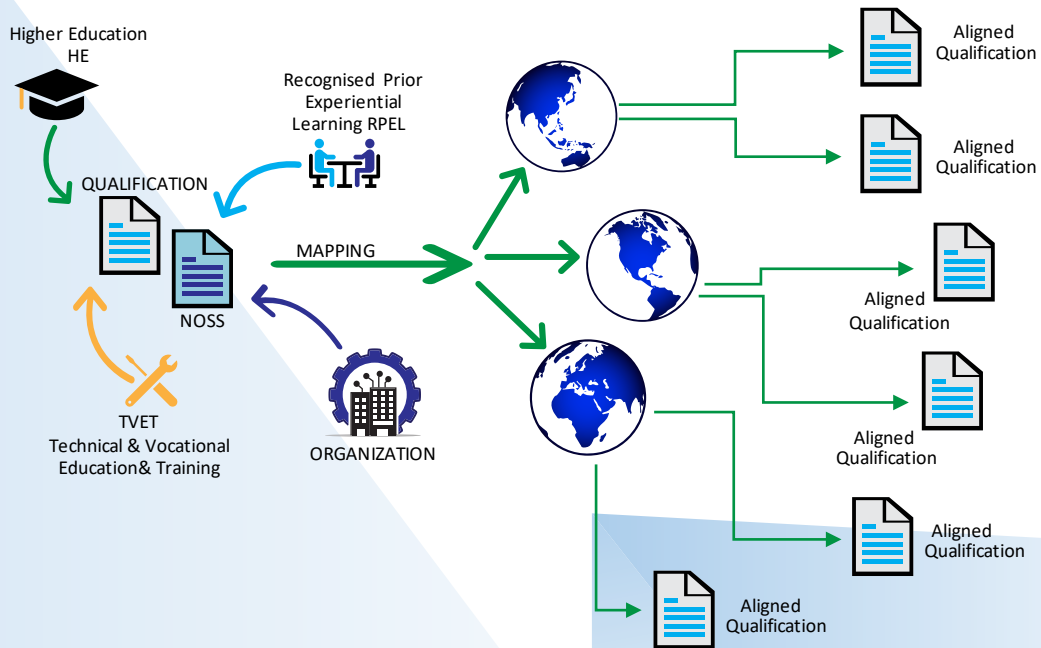
Etihad AIS is able to map the potential countries' qualifications or NOSS (National Occupational Skills Standards) with the QFEmirates or other National Qualification Frameworks (NQFs).

National Qualification Framework

The National Qualification Framework (NQF) is a framework that establishes a standardized system for organizing and recognizing qualifications and skills within a country. It provides a structure for classifying qualifications according to their level of complexity, knowledge, and skills required. The NQF serves as a national framework for promoting quality assurance, consistency, and comparability of qualifications across different sectors and education and training providers. The function and value of the National Qualification Framework are as follows:

- A mechanism for establishing and aligning standards for vocational qualifications.
- A mechanism for benchmarking qualifications.
- Support for quality assurance systems, especially where there has been a proliferation of qualifications.
- Support for international recognition of qualifications and linking qualifications.

Mapping Officer

Mapping officer mapping officer plays a crucial role in ensuring the alignment and integration of competency standards with the National Qualification Framework (NQF). The function of a mapping officer includes:

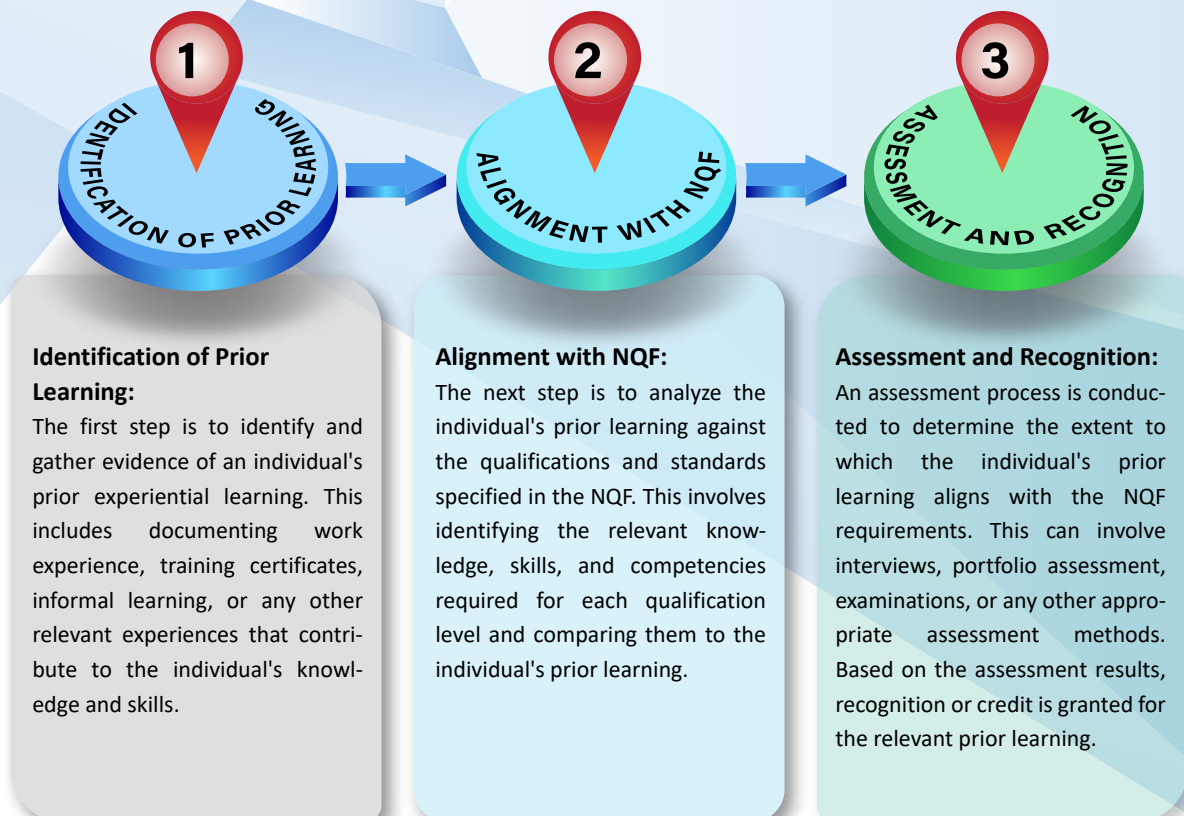|	
Analysing Competency Standards:	The mapping officer carefully examines the competency standards for specific job roles or industries. They thoroughly understand the skills, knowledge, and performance criteria outlined in the competency standards.
Understanding the NQF:	The mapping officer develops a comprehensive understanding of the National Qualification Framework, including its levels, descriptors, and qualification requirements. They familiarize themselves with the structure and criteria of the NQF to effectively align the competency standards.
Mapping Competencies to NQF Levels:	The mapping officer identifies the appropriate NQF levels that align with the competencies described in the competency standards. They ensure that the skills and knowledge requirements of the competency standards correspond to the relevant NQF levels and qualification descriptors.

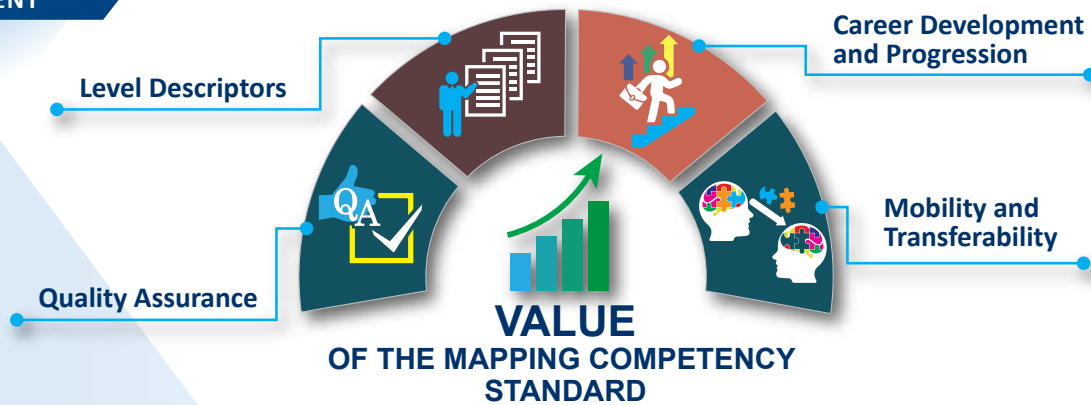|	
Validation and Verification:	The mapping officer collaborates with industry experts, subject matter specialists, and stakeholders to validate and verify the mapping process. This includes seeking feedback and input to ensure the accuracy and appropriateness of the alignment between competency standards and the NQF.
Documentation:	The mapping officer documents the mapping process and results. They create comprehensive records that outline the alignment between specific competencies and the corresponding NQF levels. This documentation serves as a reference for educational institutions, training providers, and other stakeholders involved in qualification development and recognition.

To become a mapping officer and effectively perform the mapping of competencies, individuals typically require the following qualifications and skills:

- Familiarity with NQF
- Knowledge of CBTA (Competency Based Training and Assessment)
- Subject Matter Expertise
- Analytical Skills
- Communication and collaboration

In this process, Etihad AIS will play role as the mapping officer. Hence, Etihad AIS also provides course to train and qualified the mapping officer for any organization that endeavor to have dedicate mapping officer. By possessing the necessary qualifications and skills, a mapping officer can accurately align competency standards with the National Qualification Framework, ensuring the recognition and integration of industry-relevant skills and knowledge within the qualification system. accurately align competency standards with the National Qualification Framework, ensuring the recognition and integration of industry-relevant skills and knowledge within the qualification system.

Mapping Process

1 IDENTIFICATION OF PRIOR LEARNING

2 ALIGNMENT WITH NQF

3 ASSESSMENT AND RECOGNITION

Identification of Prior Learning:
The first step is to identify and gather evidence of an individual's prior experiential learning. This includes documenting work experience, training certificates, informal learning, or any other relevant experiences that contribute to the individual's knowledge and skills.

Alignment with NQF:
The next step is to analyze the individual's prior learning against the qualifications and standards specified in the NQF. This involves identifying the relevant knowledge, skills, and competencies required for each qualification level and comparing them to the individual's prior learning.

Assessment and Recognition:
An assessment process is conducted to determine the extent to which the individual's prior learning aligns with the NQF requirements. This can involve interviews, portfolio assessment, examinations, or any other appropriate assessment methods. Based on the assessment results, recognition or credit is granted for the relevant prior learning.

Level Descriptors

Career Development and Progression

Quality Assurance

Mobility and Transferability

VALUE
OF THE MAPPING COMPETENCY STANDARD

The Value of the Mapping Competency Standards

Quality Assurance -	The mapping competency standards ensures that qualifications meet the standard required for the mapping. This process is trustworthy, and the qualifications is recognized and aligned either national or international standards.
Level Descriptors -	The mapping competency standards provides a set of level descriptors that describe the knowledge, skills, and competencies expected at each level of qualification. This allows for clear progression pathways and helps individuals and employers understand the level of complexity and competence associated with a particular qualification.
Career Development and Progression -	The mapping competency standards supports career development and progression by providing clear pathways for individuals to acquire new skills, upgrade their qualifications, and advance in their chosen professions. It allows for the recognition of skills and competencies acquired through work experience, enabling individuals to enhance their employability and career prospects.
Mobility and Transferability -	The mapping competency standards enhances the mobility and transferability of qualifications. It provides a common language and framework for comparing and recognizing qualifications obtained from different education and training providers, making it easier for individuals to move between different institutions or sectors and for employers to assess the qualifications of potential employees.

Conclusion

In a nutshell, the mapping process helps ensure that the skills and competencies identified in the competency standards are recognized and classified within the appropriate levels of the NQF. It provides a clear link between the specific requirements of job roles and the broader qualifications framework, facilitating the recognition, articulation, and progression of skills and qualifications within the education and training system. Etihad AIS would like to offer the mapping competency standards and Mapping Officer Course to any organization.

Frequently Asked Questions

What is the Etihad AIS 7 Series of Solutions?

Etihad AIS 7 Series of Solutions is a solution package in a series for any organization that wants to transform the organizations by improving their performance toward achieving their goals.

Why Etihad AIS 7 Series is a preferred solution for any organizational challenges?

This series was invented based on our historical data of more than 10 years in industry with the comprehensive study from our SME's (Subject Matter Expert). Hence, these series provide a wide range of solutions from 1-series to 7-series to resolve the organizational challenges. The result or deliverable of the series will be varied in accordance with the unique and diverse needs of the organizations. Our previous products can be a benchmark, but your organization can have different features that are tailormade to your requirements.

What is the implication if my organization wants to start with 6-series instead of 3-series after deciding to have that both series?

All series are independent and there is no pre-requisite to have any series. The sequence of the series is not a criterion for selection. Hence, organizations can choose any series based on their organizational challenges.

What is the action shall be taken by the organization if the organization is not sure which series will be the best solution for their organizational challenges?

Either the organization representative can contact the point of contact we provided to discuss further which series suit the organization or the organization can choose the 4-Series to conduct the Scoping Study for the organization. A scoping study for an organization is a preliminary investigation that aims to identify the key issues, opportunities, and constraints related to a particular project, program, or area of the organization's operations.

What are the requirements that organizations need to comply prior to selecting any series?

No specific requirements for the enrollment but we need the organization commitment to provide time and availability, transparency, openness, and timely decision making to ensure the efficiency of the solutions and deliverable of product in timely manner. The commitment required from the client can vary depending on the scope and nature of the consulting engagement. Specific commitments may be outlined in the agreement or engagement contract. The details and expectations can be further customized based on the specific needs and objectives of the project.

How much is the cost for the series and does Etihad AIS provide special packages offered on that series?

The price will vary based on the value provided. Please contact us at the point of contact we provided, and we can schedule the consultation session to offer the best price for our services.

How to start with any series?

Please refer to the point of contact we provided, and we can schedule the consultation session immediately.

Point of Contact

Organization

If you are your organization's representative and looking for the right consultant to help you to empower your organization:

- ✔ *From Good to Great Business.*
- ✔ *From Good to Great Operation.*
- ✔ *From Good to Great Safety.*
- ✔ *From Good to Great Security.*

Please contact us. We can schedule our meeting for your organization's needs;

contact@eais.ae

CONTACT US

Address
P.O. Box: 132818
Abu Dhabi - UAE

Email
contact@eais.ae

Phones
+971 2445 5979

Fax
+971 2445 5980

For further information please contact:

Training Administrator

+971 24 455 979

Tra.dep@eais.ae

JUNIOR FIRE TECHNICIAN

WPL 2

CORE COMPETENCY

UNIT FT C02-01: Check Alarm System

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
Check Detection System	1.1.1	Tools prepared
	1.1.2	Detector condition check carried out.
	1.1.3	Electrical system check carried out.
	1.1.4	Electronic components check carried out
Check BGCP	1.2.1	Tools prepared
	1.2.2	BGCP condition check carried out.
	1.2.3	Electrical system check carried out.
	1.2.4	Electronic components check carried out
Check Alarm Devices	1.3.1	Tools prepared
	1.3.2	Alarm devices condition check carried out.
	1.3.3	Electrical system check carried out.
	1.3.4	Electronic components check carried out

EVIDENCE GUIDE

Critical Aspect of Evident

1. Competency in this unit must be established through the individual demonstration of skills and knowledge to perform Fire Alarm System Maintenance with the following evidence:

   a. Check Detection System
      i. Emergency Incident Report (BAT A 3018 A, BAT A 3018 B)
      ii. Competency assessment form

   b. Fight fire
      i. Emergency Incident Report (BAT A 3018 A, BAT A 3018 B)
      ii. Competency assessment form

   c. Overhaul

        i.   Emergency Incident Report (BAT A 3018 A, BAT A 3018 B)

        ii.   Competency assessment form

   d.   Carry out post operation

        i.   Emergency Incident Report (BAT A 3018 A, BAT A 3018 B)

        ii.   Competency assessment form

2.   The following attitude is to be observed:

Choose to:

   a.   Work as a team.

   b.   Situational awareness.

3.   Safety:

   a.   Wear complete PPE.

   b.   Comply with safety procedure.

4.   Security:

   a.   Ensure the incident area is secured.

Underpinning Knowledge

5.   The knowledge required to perform the firefighting operation duties are:

   a.   Position Apparatus:

        i.   Type of firefighting apparatus.

        ii.   Location of apparatus.

        iii.   Hose Drill.

        iv.   Pump Drill.

   b.   Fight Fire:

        i.   Type of agent.

        ii.   Application technique.

        iii.   Fire control technique.

        iv.   Extinguishing technique.

        v.   Firefighting equipment operation.

d.   Carry out post operation activities:

      i.   Disconnect hose.

      ii.   Segregate hose.

      iii.   Check quantity.

      iv.   Disengage pump.

      v.   Disconnect nozzle.

      vi.   Doff BA.

      vii.   Segregate item.

      viii.   Lay out item.

Critical Aspects of Assessment

7.   The execution of the assessment should be under supervision of workplace assessor or Fire Controller.

8.   Assessment can be carried out at the Base Operation environment.

9.   Trainee needs to be rated and competent at workplaces as per Aero fireman Training and Competency Instruction (TCI) requirement.

RANGE OF VARIABLES:

Tasks are performed.

1.   By crew at:

    a.   Base Operation environment during training and actual situation.

    b.   Operation area on-base or off-base.

    c.   Day and night.

2.   Within the scope of instruction and procedure IAW:

    a.   PU 202229- Fire Service Manual.

    b.   TCI Manual.

    c.   Fire Section Standard Operating Procedure.

    d.   ICAO Manual-Rescue and Fire Fighting.

3.   Using the following tools, equipment, and materials:

    a.   Position Apparatus.

      i.   Aircraft Firefighting Apparatus

      ii.   Domestic Firefighting Apparatus

      iii.   Communication Equipment

b.   **Fight Fire**

      i.   Aircraft Firefighting Apparatus

      ii.   Domestic Firefighting Apparatus

      iii.   Communication Equipment

c.   **Carry Out Overhaul Operation**

      i.   Aircraft Firefighting Apparatus

      ii.   Domestic Firefighting Apparatus

      iii.   Communication Equipment

      iv.   Breathing Apparatus

      v.   Barricade Tape

d.   **Carry Out Post Operation Activities**

      i.   Aircraft Firefighting Apparatus

      ii.   Domestic Firefighting Apparatus

      iii.   Communication Equipment

      iv.   Breathing Apparatus

      v.   Support Equipment

TRAINING PERFORMANCE STATEMENT			
Training Objective	Performance	Conditions	Standards
1	Prepare vehicle for off-road driving	Given: Vehicle equipped to Training Establishment specifications. Vehicle checklist Indoors Outdoors In daylight In darkness As an individual Under all prevailing weather conditions	In accordance with the following references: a. Military Transport Driving Manual. b. Vehicle Manual The learner is to: Conduct day check. Conduct periodic check.
Training Gap		1. Vehicle type and fit used for training might be different from unit specification. 2. Unit operating procedures might be different from training centre/academy operating procedures.	**Nil**
Training Gap consequences		1. Potential inability of driver to operate unit specific vehicle variant or equipment in accordance with unit procedures unless further instruction is provided at the unit.	**Nil**

PART 2 - COURSE TRAINING OUTCOMES

On completion of the course, the graduate is to be able to achieve the following:		Training Level
Training Outcomes:		
1	Plan, Organize and deliver group-based learning	4
2	Plan, Organize and facilitate learning in the workplace	4
3	Make a presentation	4
4	Address adult language, literacy, and numeracy skills	4
5	Assess competence	4
6	Plan Assessment activities and process	4
7	Design and develop assessment tools	4
Assessment Outcomes:		
10	Plan Assessment activities and process	4
11	Participate in assessment validation	4
12	Design and develop assessment tools	4
13	Design and develop learning programs	4

Attitude

The graduate is to choose to display a:

a.   Positive attitude towards instructional duties.
b.   Commitment to the organizational core values.
c.   Respect a person as a unique individual.

DEFINITIONS OF TRAINING LEVELS

Ascribed To Course Training Outcomes

TRAINING LEVELS (TL)

The following levels of performance are expected of trainees by the conclusion of a training program, when carrying out a specific task:

4 -   Expert carry out the task quickly - Can tell or show others how to do the task; copes with difficult and unusual problems; could apply skill and associated knowledge to new situations; can apply skill to novel or unique contexts or environments.

3   Skilled copes with common problems - Apply skill and associated knowledge to new situations with moderate confidence; can perform task in familiar contexts or environments.

2   Trained - perform the task (actual or simulated); Is aware of common problems; could apply skill and associated knowledge to new situations, with limited confidence; can perform task in a specific instructional context or environment. The graduate has performed the task at least once in training.

1   Prepared - Perform some component skills of the task; has task knowledge; can interpret cues and determine appropriate responses; can build cue-response chains. The graduate has not performed the complete task in training.

SAMPLE CURRICULUM CONTENT PAGE

TABLE OF CONTENTS

Etihad AIS

الإتحاد المتقدمة للحلول المتكاملة

ETIHAD ADVANCED INTEGRATED SOLUTIONS

Certificate IV in

Training and Assessment

دورة التدريب والتقييم

Face-to-face Workbook Activities and Assessments

كتيب الأنشطة وتقييمات

[MODIFIED FOR XXX SPECIAL PROGRAM RPL]

[XXX]

This assessment must be fully completed and submitted to the relevant assessor.

يجب إكمال هذا التقييم باللغة الإنجليزية وتقديمه إلى مقيم في نهاية الدورة

Name:………………………………………………………………………….

INTRODUCTION

Welcome to the Certificate IV in Training and Assessment program. This booklet is used throughout the week to help you apply the knowledge and skills we cover together.

This document will be used as assessment evidence and must be returned to the instructor at the end of the program. Therefore, please write legibly and in English.

المقدمة

مرحبًا بكم في شهادة المستوى الرابع 6 في برنامج التدريب والتقييم مع برنامج . يُستخدم هذا الكتيب على مدار الأسبوع لمساعدتك في تطبيق المعارف والمهارات التي تغطيها معًا.

سيتم استخدام هذا المستند كدليل تقييم ويجب إعادته إلى المدرب في نهاية البرنامج. لذلك ، يرجى الكتابة بشكل مقروء وباللغة الإنجليزية.

ACTIVITY 1: CURRENT ABILITIES.

Mark the lines below indicating your current knowledge and abilities for each of the points. This is just an approximate self-appraisal for personal use only and does not need to be shown to anyone.

النشاط 1: القدرات الحالية.

حدد السطور أدناه للإشارة إلى معرفتك وقدراتك الحالية لكل نقطة. هذا مجرد تقييم ذاتي تقريبي للاستخدام الشخصي فقط ولا يلزم عرضه على أي شخص

Etihad AIS
ETIHAD ADVANCED INTEGRATED SOLUTIONS

CERTIFICATE OF ATTENDANCE

Awarded to:

For participation in training for the Certificate IV Training and Assessment course held in
01st - 5th March 2020

Signed: _____   Signed: _____

Academic Director   Director

Date of Issue: 23rd March 2020

Licensed By:

ACTVET
Abu Dhabi Centre for Technical and Vocational Education and Training
LTP: 0565 / 2017

NATIONALLY RECOGNISED TRAINING

Certificate Number: EAIS 000XXX

AIS
SOLUTIONS

RECORD OF TRAINING

Name of Candidate:
Name of Course: CERT IV in Training & Assessment
Date & Place: 01 - 05 March 2020, Abu Dhabi
Certificate No: EAIS 000XXX
Date of Issue: 23 March 2020

Course Training Outcomes

This record confirms that the above named participated in training for the TAE40110 Certificate IV in Training and Assessment Course in the following units.

SER	RELEVANT UNITS	DURATION (Hrs)
1	TAEASS401 Plan Assessment Activities And Processes	10
2	TAEASS402 Assess Competence	10
3	TAEASS403 Participate In Assessment Validation	5
4	TAEDEL401A Plan, organize and deliver group-based learning	10
5	TAEDEL402A Plan, organize and facilitate learning in workplace	10
6	TAEDES401A design and develop learning programs	10
7	TAEDES402A Use training packages and accredited courses to meet client need	5
8	TAELLN411 Address adult language, literacy and numeracy skills	5
9	TAEDEL301 Provide Work Skill Instruction	5
10	BSBCMM401A Make a presentation	10
	Total training time : 80hours	

Signed: _____   Signed: _____

Academic Director   Director

ACTVET
Abu Dhabi Centre for Technical and Vocational Education and Training
LTP:

NATIONALLY RECOGNISED TRAINING
0565/2017

Individual Performance Gap Analysis

Following is an example of how to use this template using unit of competency 'Make a presentation''. Refer to the assessment task for BSBCMM401 Make a presentation.

Notice:

- Validity - each observation point, portfolio evidence, and question relate to the unit of competency. Further, there is no over assessing.
- Sufficiency - there are no areas left unaddressed, some benchmarks are covered at least twice using different assessment methods.
- Authenticity - Direct evidence through observation and phone interview.
- Currency - using the most current unit, current version, and assessing the learner now.
- A good question/ task will cover many areas of the unit - saves you and your candidate from doing too much!

GAP ANALYSIS

Unit/s covered	BSBCMM401 - Make a Presentation					
Date	17 May		Version	2.0		
Assessment tasks	1. Delivery of presentation (D) 2. Portfolio of evidence (P) 3. Written Test (W)					

		1	2	3	4	5
Elements	**Performance criteria**					
1. Prepare a presentation	1.1 Plan and document presentation approach and intended outcomes	D1	P1			
	1.2 Choose presentation strategies, format and delivery methods that match the characteristics of the target audience, location, resources, and personnel needed.	D2 D3				
	1.3 Select presentation aids, materials and techniques that suit the format and purpose of the presentation and will enhance audience	D4 D5	P2	W3		

	understanding of key concepts and central ideas.					
	1.4 Brief others involved in the presentation on their roles / responsibilities within the presentation			W1		
	1.5 Select techniques to evaluate presentation effectiveness		P3	W5		
2. Deliver a presentation	2.1 Explain and discuss desired outcomes of the presentation with the target audience	D6	P1			
	2.2 Use presentations aids, materials, and examples to support target audience understanding of the key concepts and central ideas.	D7	P2	W3		
	2.3 Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes	D8				
	2.4 Use persuasive communication techniques to secure audience interest.	D9				
	2.5 Provide opportunities for participants to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences	D10				
	2.6 Summarise key concepts and ideas at strategic points to facilitate participant understanding	D11				
3. Review the Presentation	3.1 Implement techniques to review the effectiveness of the presentation		P3			
	3.2 Seek and discuss reactions to the presentation from the participants or from key personnel involved in the presentation	D12				
	3.3 Utilise feedback from the audience or from key personnel involved in the presentation to make changes to central ideas presented.		P3	W5		
Foundation Skills						
Reading	Review and analyses documents to identify information relevant to a specific presentation		P1			
Writing	Develop material to convey ideas and information to target audience in an engaging way		P1 P2			

Oral communication	• Presents information using words and nonverbal features appropriate to the audience and context. • Uses listening and questioning techniques to gather information required to develop or modify presentations. • Interprets audience reactions and changes words or non-verbal features accordingly	D6 - D12		W2		
Interact with others	• Select and uses appropriate conventions and protocols to encourage interaction or to present information. • Demonstrates sophisticated control over oral, visual, and written format, drawing on a range of communication practices to achieve goals. • Recognise the need to alter personal communication style in response to the needs or expectations of others	D6 - D12	P2			
Get the work done	• Takes responsibility for planning, sequencing and prioritising tasks and own workload to achieve outcomes. • Uses feedback from others, analytical and lateral thinking to review current practices and develop new ideas. • Uses the main features and functions of digital tools to complete work tasks.	D1 - D12	P3	W5		
Assessment requirements						
Performance evidence						
	Prepare and deliver presentations related to occupation or area of interest which demonstrate the use of: • effective presentation strategies and communication principles • aids and materials to support the presentation	D1 - D12	P2	W3		
	Select and implement methods to review the effectiveness of own presentation and document any changes which would improve future presentations		P3	W5		
Knowledge evidence						
	Identify information collection methods that will support review and feedback of presentations		P3	W5		

	identify regulatory and organisational obligations and requirements relevant to presentations			W4	
	describe the principles of effective communication	D1 – D12		W2	
	describe the range of presentation aids and materials available to support presentations	D1 – D12	P2	W3	
Assessment conditions					
	Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals using interpersonal communication skills in the workplace and include access to: • equipment, materials, and business software packages for making a presentation. • business technology • interaction with others	X	X	X	

2
SERIES
TRAINING
MANAGEMENT

MAPPING ASSIGNMENT CHART: UNITS OF COMPETENCY VERSUS CURRENT COURSES CONDUCTED AT XXXXX FOR LEVEL 3-5

	Unit of Competency		SEARCH					EOD/IED			Mapper (To be assigned by ADP specialist)	Score
	Unit Code	Unit Title										
1	DEFEXO001											
2	DEFGEN006	Work with equity and diversity										
3	TLID1001A	Shift materials safely using manual handling methods										
4	TLID1507D											
5	PUAEMR007B	Conduct risk assessment										
6	DEFMIL024	Conduct searches										
7	HLTFA301B	Apply first aid										
8	TLIF207C	Conduct housekeeping activities										

Summary of Mapping Result

UNIT STANDARDS	Below 20%	Above 20 - 40%	Above 40 to 60%	Above 60 to 80%	Above 80% up to 100%	Average Unit Score
Level 3 Units (Total 8 units)						
Level 4 Units (Total 20 Units)						
Level 5 (Total 9 Units)						
Overall Average Score						

TRAINING CENTER ESTABLISHMENT

TRAINING MANAGEMENT

WORKFORCE DEVELOPMENT

BUSINESS PROCESS REENGINEERING

SAFETY & SECURITY ENHANCEMENT

BUSINESS DEVELOPMENT

ETIHAD AIS
7 Series of Solutions