<table>
<thead>
<tr>
<th>TSC Category</th>
<th>Learning and Development Management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TSC</strong></td>
<td>Training, Coaching and Assessment Management</td>
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<tr>
<td><strong>TSC Description</strong></td>
<td>Deliver competency-based on-the-job training, coaching and assessment in line with the processes and procedures of the learning and development framework</td>
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<table>
<thead>
<tr>
<th>TSC Proficiency Description</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
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<tr>
<td></td>
<td>ECM-LDM-3005-1.1</td>
<td>ECM-LDM-4005-1.1</td>
<td>ECM-LDM-5005-1.1</td>
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- **Knowledge**
  - Blended learning theories and practices
  - Characteristics of competency-based training
  - Workplace learning methods
  - Components of workplace learning plans
  - Questioning techniques and practices
  - Principles of giving and receiving assessment feedback
  - Roles of workplace assessors
  - Learning and development frameworks
  - Structured and unstructured on-the-job training practices
  - Principles of training, coaching and assessing
  - Learning materials development
  - Coaching processes
  - Learning programme design principles
  - Evaluating learning and development tools and techniques
  - Experiential learning theories, principles and practices
  - Roles of workplace assessors and verifiers
  - Models and methods for evaluating the effectiveness of learning and development
  - Methods of auditing training, coaching and assessment activities
  - Principles of competence assurance
  - Principles of organisational capability development

- **Abilities**
  - Deliver training, coaching and assessment
  - Support the learners’ development of personal portfolios
  - Plan and prepare assessments, identifying the outcome
  - Supervise the delivery of training, coaching and assessments
  - Analyse learners’ development of personal portfolios
  - Review assessment plans and preparation
  - Establish performance indicators and measures for the effectiveness of training, coaching and assessment programmes
  - Drive competence management and
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<tr>
<th>Requirements in terms of deeming the learners competent or not-yet-competent</th>
<th>Supervise the support of individuals' development plans, providing guidance and mentoring</th>
<th>Review new technologies for learning and development</th>
<th>Capabilities development within the organisation</th>
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<tbody>
<tr>
<td>Mentor staff and provide guidance to develop individuals' development plans</td>
<td>Review assessment evidence and audit trails</td>
<td>Review assessment updates and reports from the learning and development management system</td>
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<tr>
<td>Maintain assessment evidence and audit trails</td>
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