

3 Roles: Job Analysis, Competency-Based Profiles and Descriptions

This document guides the conduct of job analysis in TVET contexts and the production of competency-based job profiles and job descriptions for educators, trainers, and support staff. It offers practical templates, performance criteria and guidance on linking roles to curriculum and learner outcomes so that job design directly supports teaching quality and assessment.

- [3.1 Purpose and value of job analysis in TVET](#)
- [3.2 Components of competency-based job profiles and descriptions](#)
- [3.3 Writing clear competency-based wording and behavioural indicators](#)
- [3.4 Linking roles to curriculum, learner outcomes and templates](#)

3.1 Purpose and value of job analysis in TVET

Job analysis is the foundation for clear, purposeful people practice in TVET institutions. When managers, curriculum designers, and trainers understand exactly what tasks, skills, and responsibilities a role requires, they can recruit the right people, design curricula that teach relevant competence, and assess learners against real-world expectations in the workplace. For TVET practitioners working with employers, apprentices and community partners, job analysis translates workplace realities into institutional roles — turning informal know-how into explicit, measurable requirements that support quality teaching and reliable assessment.



What job analysis is and how it shapes TVET workforce design

Job analysis is the systematic process of identifying the tasks, duties, skills, knowledge and conditions associated with a particular job. In TVET terms, it captures the competencies a trainer, assessor or support staff member needs to enable learners to achieve vocational outcomes. This goes beyond a simple list of duties: a good job analysis clarifies performance standards, typical workplace contexts and the evidence that demonstrates competence. For workforce design, this information determines how many staff are needed, what mix of technical and pedagogical skills they must hold, and which roles require workplace experience or industry certification.

A clear job analysis also identifies levels of responsibility and decision-making, which helps line managers set appropriate supervision, career pathways and pay bands. For example, distinguishing between a workshop trainer who delivers routine practical sessions and a lead trainer who designs workplace assessments will influence recruitment criteria, induction content and professional development priorities.

How job analysis improves curriculum and assessment alignment

Job analysis directly informs curriculum design by specifying the competencies that programmes must develop. When curriculum teams map each unit or module to tasks identified in the job analysis, learners experience training that mirrors real job requirements. This mapping ensures that learning outcomes are measurable, assessment tasks are authentic and vocational evidence gathered during training is defensible to employers and quality assurance bodies.

Assessment benefits in two ways. First, task analysis in the job study provides clear criteria for performance-based assessment: assessors know what evidence to look for and what constitutes acceptable performance. Second, job analysis supports the design of workplace assessment instruments and on-the-job observation checklists that reflect employer expectations. For instance, a job analysis for an automotive technician role that lists fault diagnosis, safety checks and customer communication allows curriculum designers to create practical assessments that require learners to demonstrate all three competencies in a simulated or real garage environment.

Common methods for conducting job analysis in TVET settings

Before choosing methods, remember that TVET environments vary: small rural centres may rely on employer interviews, while national colleges might use structured surveys and observation. Practitioners usually combine methods to balance depth, time and cost.

Method	How it works	Strengths	Limitations
Direct observation	An analyst watches tasks performed in the workplace or training centre	Reliable for physical tasks and contextual details	Time-consuming; may miss cognitive tasks performed off-site
Structured interviews	One-to-one discussions with incumbents, supervisors or employers	Good for uncovering tacit knowledge and decision points	Requires a skilled interviewer; may include bias
Questionnaires/surveys	Standardised forms for many respondents	Efficient for large samples and statistical patterns	Limited depth; relies on respondent honesty
Work diaries/logs	Workers record tasks, time and context over days	Captures routine patterns and interruptions	Burdensome for staff; variable quality of entries
Critical-incident technique	Collects examples of exceptional good/poor performance	Identifies key success and failure behaviours	Focused on extremes, not everyday tasks

A mixed-method approach is usually the most reliable: for example, begin with employer interviews to set context, observe critical tasks in a workplace visit, and follow up with a short survey to confirm frequency and importance across multiple sites.

Legal, ethical and data-privacy considerations

Job analysis gathers personal and workplace information. Practitioners must respect legal obligations and ethical principles to protect individuals and institutions. Legally, data protection laws may require clear purpose specification, consent where personal information is collected, secure storage and, when relevant, anonymisation. Ethically, analysts should avoid collecting unnecessary personal data, be transparent about how information will be used, and protect vulnerable participants from any negative consequences of sharing honest feedback.

Practical safeguards reduce risk and build trust. Keep records minimal and focused on role requirements rather than private employee history; store data securely; restrict access to those who need it; and delete or anonymise datasets once analysis is complete. When working with employers or cross-border partners, confirm which national rules apply and follow the stricter standard where legal frameworks differ.

Key safeguards to implement:

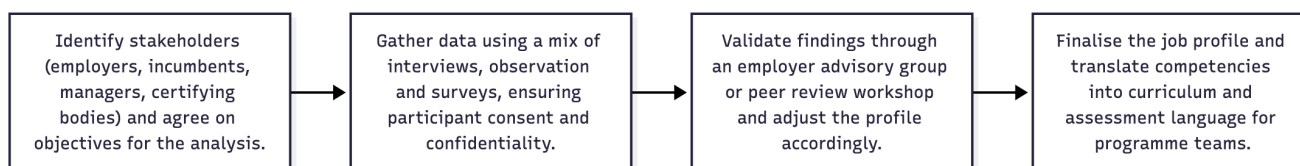
- Obtain informed consent from participants and explain the purpose, use and retention of data.
- Limit collection to role-relevant information; avoid personal health or sensitive details unless essential.
- Securely store datasets, control access, and anonymise reports shared externally.
- Comply with applicable national data-protection laws and institutional policies.

Engaging stakeholders to produce a solid job analysis

A credible job analysis draws on multiple perspectives: current job incumbents, line managers, employers, professional bodies and learners. Start by mapping stakeholders and identifying those most affected by the role. Engage employers early to confirm workplace standards and ensure the analysis reflects current industry practice. Include trainers and assessors to capture pedagogical implications and to identify gaps between current staff capability and role requirements.

A practical stakeholder process could follow these steps:

- Identify stakeholders (employers, incumbents, managers, certifying bodies) and agree on objectives for the analysis.
- Gather data using a mix of interviews, observation and surveys, ensuring participant consent and confidentiality.
- Validate findings through an employer advisory group or peer review workshop and adjust the profile accordingly.
- Finalise the job profile and translate competencies into curriculum and assessment language for programme teams.



For example, a TVET centre redesigning its welding programme might convene local fabrication employers, observe welders on site, interview experienced trainers and pilot a short employer survey. This combined input helps create a profile that both meets industry needs and is teachable within the centre's resources.

Job analysis is an investment that pays back across recruitment, curriculum quality and assessment validity. When conducted systematically, ethically, and with stakeholder buy-in, it turns informal expectations into clear, usable role specifications that improve teaching, learner outcomes, and employer confidence in TVET provision.

🎯 Key Points: Job analysis systematically defines the tasks, skills and performance standards needed for TVET roles, enabling accurate recruitment and workforce design; it directly aligns curriculum and assessment with real workplace competencies so learning outcomes and practical assessments are authentic and defensible; and a mixed-method, stakeholder-engaged approach—carrying out observations, interviews and surveys while protecting data and securing employer buy-in—produces reliable, usable job profiles for teaching and assessment.

3.2 Components of competency-based job profiles and descriptions

A well-designed job profile in a TVET institution does more than name a position; it provides a compact, practical specification that links the person, the role and the learning outcomes the institution must deliver. A competency-based profile highlights the behaviours, knowledge, and skills needed for effective teaching, assessment, and workplace engagement while remaining readable, evidence-based, and directly useful for recruitment, appraisal, curriculum alignment, and continuing professional development. The following sections explain essential components, contrast competency statements with task lists, offer guidance on writing performance criteria and success indicators, and show how to record qualifications, experience, memberships and working arrangements so profiles work across contexts.

Essential components and their purpose

A competency-based job profile packs several elements into a succinct format so that different users (HR, managers, assessors, candidates) find the information they need quickly. Each component has a distinct purpose: some explain what the role contributes to learners and the institution, others set out the standards against which performance will be judged. When preparing profiles, begin with a short role summary that explains purpose and context, then move to competencies, responsibilities, qualifications, working conditions and lines of reporting.

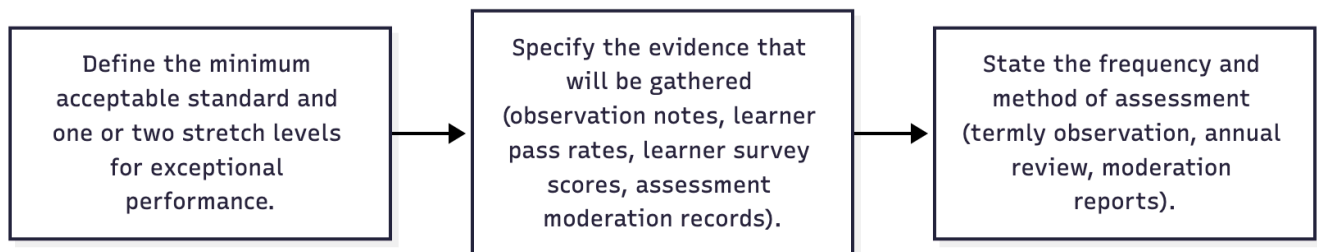
Component	Why it matters	Example (Electrical Trainer)
Role summary	Sets the context and primary purpose of the post	"Delivers practical and theory instruction in domestic electrical installation for Level 2 learners, ensuring safe workshop practice and workplace readiness."
Key competencies	Defines observable, assessable capabilities required	"Plans and delivers competency-based lessons; assesses practical skills to national standards; applies health & safety procedures."
Core responsibilities	Shows primary duties linked to programme delivery	"Prepare lesson plans, deliver practical sessions, assess learners, maintain workshop equipment."
Performance criteria & indicators	Sets measurable standards for appraisal and CPD planning	"Learner practical pass rate $\geq 85\%$; observation score $\geq 4/5$ on instructional clarity."
Qualifications & evidence	Clarifies minimum and desirable certificates and proof	"NVQ Level 3 or equivalent; teaching qualification (PGCE/CertEd); evidence of electrical registration."
Professional memberships & CPD	Shows professional standing and commitment to learning	"Member of national electricians' institute; 20 CPD hours annually in pedagogy/technical updates."
Working conditions & reporting	Communicates hours, hazards, reporting relationships	"Workshop environment, PPE required; 35 hours/week; reports to Head of Department."

Competency statements versus task lists

Competency statements describe the standard of performance required — they are outcomes-focused and written so they can be observed, measured and developed. A task list, in contrast, simply records activities or duties to be performed without specifying the level of skill or quality expected. For TVET contexts, favour competency statements because they align directly with assessment and CPD.

- Competency statement example: “Designs and sequences practical workshops that enable learners to safely install domestic wiring to industry standard, adapting resources for mixed-ability groups.”
- Task list example: “Teaches wiring; completes registers; orders materials.”
- Why competency approach matters: it links what the trainer must be able to do with how success will be judged and what development is required.

Competency statements make it easier to create observation rubrics, assessment tasks and targeted CPD because they embed both the action and the required standard.



Writing clear performance criteria and success indicators

Performance criteria translate a competency into concrete measures: they say how well a competence must be performed and under what conditions. Success indicators are the observable evidence you will collect during an appraisal or audit to show the criterion has been met. Good criteria are specific, measurable, achievable, relevant and time-bound (SMART), but you should also state acceptable evidence types (observation, learner outcomes, records).

Begin by taking a single competency and ask three questions: what does success look like, what data will show it, and how often will it be measured? Use these steps to write criteria:

- Define the minimum acceptable standard and one or two stretch levels for exceptional performance.
- Specify the evidence that will be gathered (observation notes, learner pass rates, learner survey scores, assessment moderation records).
- State the frequency and method of assessment (termly observation, annual review, moderation reports).

Example for a competency “Assesses practical skills to national standards”: performance criteria might state “Assessment decisions conform to national criteria with 90% accuracy against standardised moderation samples; assessment records completed within 48 hours; learner feedback on clarity $\geq 4/5$.” Evidence would include moderated assessment samples, completed documentation and learner survey results.

Recording qualifications, experience and professional memberships

Qualifications and experience should be recorded in a consistent, verifiable format so applicants and appraisers understand equivalence across different national systems. Use a simple structure: qualification name, awarding body, level or equivalence, date (or current), and evidence required. For experience list years, context and scope, not just vague claims.

When stating equivalence for international applicants, include guidance such as “equivalent to national Level 3 or recognised trade certification” and require documentary proof or validated recognition of prior learning. Professional memberships show ongoing engagement and can be used as a criterion for hiring, promotion and CPD allocation; state expected membership status and minimum CPD hours per year.

Short recommended entry format: Qualification — Awarding body, level/equivalence, date, certificate reference (if required).

Experience — Role title, employer, years, key duties and achievements. Memberships — Organisation name, membership level, membership number, CPD evidence.

Capturing working conditions, reporting lines and responsibilities

Working conditions should be explicit so applicants know what the job entails beyond the tasks: workshop environment, required personal protective equipment, shift patterns, travel to employer sites, or seasonal/contractual workload variations. Note any health and safety responsibilities and reasonable adjustments available.

Define reporting lines precisely: who the post reports to (direct line manager), who reports to the post (if any), and any dotted-line relationships (industry liaison, assessment moderation). Responsibilities are best split into primary (core to role and linked to learning outcomes), secondary (administration, meetings) and development responsibilities (CPD, curriculum review). This clarity supports fair workload allocation and transparent appraisal.

Example phrasing: “Reports to: Head of Technical Programmes. Supervises: Workshop Technician (part-time).

Dotted line: Employer Liaison Officer for work placements. Working conditions: workshop with moderate noise levels; PPE mandatory; occasional travel to placement sites (up to 10% of time).”

Conclude profiles by linking back to curriculum and learner outcomes: state how the role contributes to learner competence, assessment reliability and industry relevance. Well-constructed competency-based profiles thus become the bridge between human resource practice and high-quality TVET delivery — useful at recruitment, appraisal and when planning CPD to close identified skills gaps.

 **Key Points:** A competency-based job profile links role purpose, learner outcomes and assessment by describing observable behaviours, knowledge and skills rather than simple task lists; include a concise role summary, key competencies, core responsibilities, and measurable performance criteria (eg learner pass rate $\geq 85\%$, observation score $\geq 4/5$) to support recruitment, appraisal and CPD; record verifiable qualifications, experience and memberships, and state working conditions and reporting lines so profiles are clear, comparable and useful across TVET contexts.

3.3 Writing clear competency-based wording and behavioural indicators

Clear, measurable competency statements are the foundation of fair and effective job profiles in TVET. Competency-based wording describes what people must be able to do, in what context, and to what standard; it focuses on observable actions and outcomes rather than vague traits or personality. For TVET practitioners — whether designing a trainer role for automotive, welding, hospitality or IT — this approach ensures that job design links directly to learning outcomes, assessment and workplace requirements. The sections that follow explain how to write concise competency statements, turn them into observable behaviours, set realistic proficiency levels and convert those behaviours into assessable indicators while avoiding bias and ambiguity.

Principles for writing competency-based job statements



Good competency statements start with a clear name, a short definition and an action-focused statement that describes expected performance. The name should be concise and descriptive (for example, Assessment Design; Workshop Safety Supervision). The definition explains scope and context in one sentence: for instance, “Designs and implements formative and summative assessments that measure practical and theoretical competence against programme outcomes.” The action-focused statement must use a strong verb, be specific about context (classroom, workshop, workplace) and include the intended result or outcome; avoid adjectives such as “excellent” or “proficient” without clarifying what they mean in practice.

To keep statements usable by trainers, HR staff and assessors, follow these simple writing rules. Use the present tense and active voice, focus on one capability per statement, and include the context and expected result. Where possible, link the competency to an outcome measurable by evidence (learner performance, safe workshop operation, assessment validity). Finally, validate draft statements with practising trainers and employers so they reflect real working conditions and industry expectations.

Designing observable behavioural indicators

Behavioural indicators are specific actions that demonstrate the competency in practice; they translate a broad competency into observable, measurable aspects. For example, for the competency “Explains practical procedures clearly”, observable behaviours might include: demonstrating each step before the learner attempts, checking the learner’s understanding through targeted questions, providing corrective feedback while the learner performs, and recording the learner’s progress against the checklist criteria. These behaviours remove guesswork from assessment: a manager or assessor should be able to observe them during a lesson, workplace visit or through submitted evidence such as lesson plans or assessment records.

When creating behavioural indicators, think in terms of frequency, quality and evidence. Frequency refers to how often the behaviour should occur (e.g. “provides corrective feedback during every practical session”), quality describes how well it should be done (e.g. “feedback is specific, linked to the assessment criteria and includes an improvement suggestion”), and evidence is what proves the behaviour happened (e.g. learner feedback forms, observation notes, video of session). For TVET trainers, typical behavioural indicators cover planning, instruction, assessment, safety practice, learner support and industry liaison — each tied to observable examples drawn from everyday practice.

Setting competency proficiency levels and measurable standards

Proficiency levels define degrees of competence, so performance can be judged against a shared scale. A common, practical scale used in TVET has five levels: Novice, Developing, Competent, Advanced, and Expert. Each level should have a brief descriptor and examples of evidence that indicate the level has been reached. Levels must be realistic for the context: a newly recruited trainer might be expected to develop on some competencies but be Competent on required minimum skills such as workshop safety.



Use measurable standards alongside levels to be unambiguous about expectations. Standards describe what acceptable performance looks like in measurable terms: numbers, percentages, timeframes, quality thresholds or frequency. For example, a standard for “Assessment timeliness” might be “All marked practical assessments returned within 10 working days with annotated feedback linked to criteria.” Measurable standards should be set with reference to baseline data, institutional norms and industry practice, and reviewed periodically.

Proficiency level	Brief descriptor	Example evidence
Novice	Requires supervision; performs task with guidance	Observation notes showing supervisor prompts
Developing	Performs routine tasks with growing independence	Lesson plans and learner outcomes at expected pass rate
Competent	Independently meets standard workplace/teaching requirements	Consistent assessment records and positive learner feedback
Advanced	Coaches others; improves processes	Mentoring logs, curriculum improvements implemented
Expert	Influences strategy and innovation	External recognition, leads employer partnerships

Converting competencies into assessable performance indicators

To assess a competency, convert each behavioural indicator into a clear performance indicator that specifies the evidence, method and threshold. A performance indicator answers: what will be measured, how it will be measured, and what standard counts as success. For example, take the competency “Manages workshop safety”: a performance indicator might read, “100% of learners receive and sign a safety induction checklist before workshop access; random observation shows correct PPE use in at least 95% of observed sessions.” The measurement methods here are signed induction checklists and random observation audits, with thresholds of 100% and 95%, respectively.

A simple template to convert behaviours into indicators is useful:

- Competency name and short definition.
- Observable behaviour (single sentence).
- Evidence sources (observation, records, learner results, employer feedback).
- Measurement method (checklist, rating scale, pass rate).
- Success threshold (numeric or descriptive).

A simple template to convert behaviours into indicators is useful.

Competency name and short definition	
Observable behaviour (single sentence)	
Evidence sources (observation, records, learner results, employer feedback)	
Measurement method (checklist, rating scale, pass rate)	
Success threshold (numeric or descriptive)	Frequency of review (monthly, per intake, annually)

- Frequency of review (monthly, per intake, annually).

Apply the template to each critical competency. When multiple evidence sources are available, triangulate — use at least two different types (for example, observation plus learner outcomes) to improve reliability. Also specify who will collect evidence and when, to make the process operational.

Techniques to avoid biased or ambiguous language in descriptions

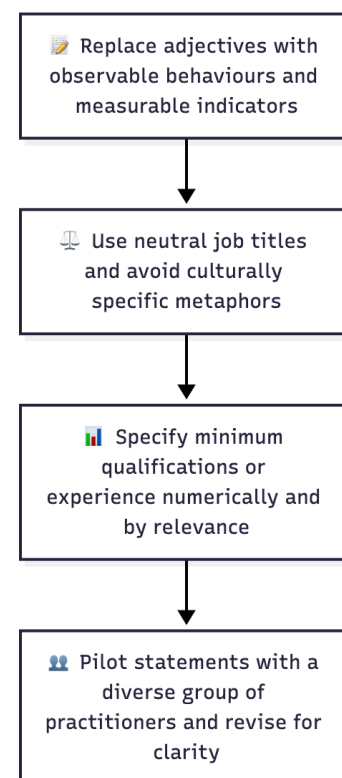
Biased or vague wording undermines fairness and clarity. Avoid subjective modifiers such as “excellent communication skills” without defining what “excellent” means in observable terms. Replace vague nouns like “experience” with specifics: “minimum three years’ experience delivering Level 3 mechanical engineering practicals” or “experience supervising workplace assessments in an apprenticeship setting.” To prevent gender, cultural or age bias, use neutral language and inclusive examples; avoid idioms or references that rely on local cultural knowledge unless they are essential and explained.

Use a short checklist to check for bias and ambiguity during review:

- Replace adjectives with observable behaviours and measurable indicators.
- Use neutral job titles and avoid culturally specific metaphors.
- Specify minimum qualifications or experience numerically and by relevance.
- Pilot statements with a diverse group of practitioners and revise for clarity.

Converting competency language into reliable, observable and measurable statements takes time, but the payoff is significant: clearer recruitment, fairer appraisal, targeted CPD and, ultimately, better alignment between teaching practice and learner outcomes. By using action verbs, explicit evidence sources, defined proficiency levels and careful language checks, TVET institutions can make job descriptions and performance systems transparent, reliable and directly tied to the quality of training delivered.

🎯 Key Points: Write competency statements that use a clear name, one-sentence definition and an action-focused performance statement that specifies context and outcome; turn competencies into observable behavioural indicators (frequency, quality, evidence) so assessors can reliably judge performance; and define measurable proficiency levels and performance indicators (e.g. Novice–Expert scale, numeric thresholds like “95% PPE use”, evidence sources and review frequency) while avoiding vague or biased language.



3.4 Linking roles to curriculum, learner outcomes and templates

An effective TVET institution makes explicit links between what staff do each day and the learning outcomes students must achieve. When roles are described in competency terms and directly mapped to curriculum outcomes and assessment criteria, HR processes — from recruitment to appraisal and continuing professional development (CPD) — become purposeful tools for improving teaching quality. The following sections show practical ways to map responsibilities to curriculum outcomes, turn trainer competencies into assessable criteria, provide a ready-to-use template for competency-based job profiles and descriptions, and finish with a completed trainer example that you can adapt to your context.

Mapping responsibilities to curriculum learning outcomes

Before drawing lines on an organisational chart or drafting a job description, begin with the curriculum. Curriculum learning outcomes state what learners should know and be able to do; job responsibilities should describe the actions staff take to enable those outcomes. The mapping process makes explicit how each task performed by a trainer, technician or administrator contributes to evidence that learners have achieved specified outcomes. This reduces gaps (tasks that do not support any learning outcome) and overlaps (multiple people assuming the same responsibility without clarity).

A straightforward process to map responsibilities to outcomes is to: identify the specific learning outcomes for a programme; list all routine tasks and responsibilities associated with delivery; link each task to one or more learning outcomes; and define the evidence learners or trainers will produce to demonstrate achievement. These steps should be done with curriculum developers and assessors present, so alignment reflects actual assessment practices.

The example below illustrates how a trainer's responsibilities might be mapped to course outcomes for a Level 2 Electrical Installation module, and what evidence shows the outcome is achieved.



Responsibility	Curriculum learning outcome linked	Evidence (learner or trainer)
Prepare and deliver weekly practical sessions on wiring techniques	Learners will install basic domestic wiring to safety standards	Completed wiring practical assessed against checklist; assessor observation record
Design and set formative practical tasks aligned to learning outcomes	Learners will demonstrate fault-finding and testing procedures	Fault-finding logbook entries and test result sheets
Coordinate workplace visits and employer assessments	Learners will apply skills in a live work environment	Employer placement reports and on-the-job assessment forms
Maintain assessment records and moderation documentation	Accurate record-keeping supports valid certification	Internal moderation minutes; learner assessment folders

Aligning trainer competencies with assessment criteria

Competencies describe the knowledge, skills and behaviours a trainer must demonstrate. Assessment criteria turn those competencies into observable, measurable statements used during appraisal or selection. A good practice is to translate each competency into two or three concrete behaviours and then pair those behaviours with evidence standards that indicate acceptable performance.

Below is a practical alignment for common trainer competencies.

Competency	Observable behaviours	Assessment criteria (measurable)
Instructional design	Produces session plans with objectives, resources and time allocations	Session plans meet template standard; 90% of learning objectives have mapped assessment tasks
Practical skills coaching	Demonstrates technique, supervises safely, gives corrective feedback	At least 80% of learners achieve competency on practical checklist; supervisor observation score $\geq 4/5$
Assessment and record-keeping	Designs valid assessment tasks and maintains records	Assessment instruments have validity statements; records complete within 7 days of assessment
Industry engagement	Arranges workplace visits and employer input	Minimum two employer contacts per term; placement agreements filed

To support fair appraisal and selection, define proficiency levels (example: Developing, Competent, Expert) for each competency. Each level should have clear, observable differences so assessors can judge where the trainer sits and recommend targeted CPD.

- Developing: Performs the behaviour with supervision; occasional inconsistencies.
- Competent: Demonstrates consistent performance independently.
- Expert: Guides others, innovates and supports improvement.

Template components for competency-based job profiles and descriptions

A structured template ensures consistency across roles and makes the purpose of each role clear to managers and external stakeholders. The components below are essential and purpose-built for TVET contexts.

Component	Purpose	Example
Job title and grade	Clear role identification and pay band	TVET Practical Skills Trainer – Level 2
Job purpose (summary)	One-sentence explanation of role contribution to learner outcomes	Deliver practical sessions and assessments for electrical installation programmes
Reporting line and links	Shows manager and close collaborators	Reports to Head of Department; liaises with workplace partners
Key responsibilities	Core duties framed as outcomes, not tasks	Plan and deliver practical teaching; coordinate placements
Key competencies	Competency statements (KSBs: Knowledge, Skills, Behaviours)	Assessment design; practical coaching; industry engagement
Performance criteria	Measurable indicators used in appraisal	% learners competent on first assessment; timeliness of records
Qualifications and experience	Minimum requirements and desirable skills	Diploma in Electrical Engineering; teaching qualification; 2 years industry experience
Working conditions	Hours, travel, safety notes	Evening labs; occasional travel to placements
CPD and development expectations	Required training and progression pathway	Complete assessor training within 6 months; attend biannual moderation
Equality and safeguarding notes	Compliance and learner protection duties	Comply with safeguarding policy; reasonable adjustments for learners

Each component should be written in plain language and reviewed jointly by HR, curriculum leads and a practising trainer to ensure accuracy.

Using job descriptions to inform recruitment, appraisal and CPD

Job descriptions are living instruments that guide three core HR processes. During recruitment, they define the shortlisting criteria and interview questions; in appraisal, they supply the performance criteria against which trainers are judged; for CPD, they highlight skill gaps and target development activities. When these uses are explicit, the organisation creates a coherent people cycle that supports continuous improvement in teaching and assessment.

Use job descriptions actively by embedding them in vacancy adverts, appraisal forms and CPD plans. Ensure each appraisal meeting refers to specific job competencies and evidence. Use the appraisal outcome to produce an individual CPD plan that names courses, mentoring or workplace placements and sets review dates.

- Recruit using competency-based shortlisting and work-sample tasks to test practical coaching skills.
- Use appraisal ratings against each competency to create targeted CPD plans with measurable goals.
- Review job descriptions annually alongside curriculum revisions to maintain alignment.

Best practice is to store job descriptions in a central HR repository, require line-manager sign-off after any curriculum change, and use moderation panels to ensure consistent interpretation.

Completed example: TVET Practical Skills Trainer (Electricity) — summary

This completed example demonstrates the template components in action. The purpose: deliver practical electrical installation training and assessment to Level 2 learners, ensuring safety and workplace readiness. Key competencies include instructional design, practical coaching, assessment literacy and employer liaison. Main responsibilities include planning and delivering practical sessions, designing formative and summative assessments, coordinating placements, and maintaining assessment records.

Performance criteria (sample):

- 85% of learners achieve competency in core practical assessments within the planned assessment window.
- Session plans are submitted one week before delivery and meet the department template in 95% of samples.
- All assessment records completed and uploaded to the student management system within seven working days; sample audit shows 100% compliance.
- Employer feedback average score $\geq 4/5$ for relevant placement periods.

Minimum qualifications: Level 3 vocational qualification in Electrical Installation, teaching certificate (or equivalent), assessor award desirable, and two years industry experience. CPD requirement: complete assessor training within six months of appointment and attend annual standardisation workshops.

Role Title	TVET Practical Skills Trainer (Electricity)
Purpose	Deliver practical electrical installation training and assessment to Level 2 learners, ensuring safety and workplace readiness.
Key Competences	Instructional design, practical coaching, assessment literacy, employer liaison.
Main Responsibilities	• Plan and deliver practical sessions. • Design formative and summative assessments. • Coordinate placements. • Maintain assessment records.
Performance Criteria (Sample)	85% of learners achieve competency in core practical assessments within planned assessment window. • Session plans submitted one week before delivery and meet the department template in 95% of samples. • All assessment records completed and uploaded to the student management system within 7 working days, sample audit shows 100% compliance. • Employer feedback average score $\geq 4/5$ for relevant placement periods.
Minimum Qualifications	Level 3 vocational qualification in Electrical Installation, teaching certificate (or equivalent), assessor award desirable, two years industry experience.
CPD Requirement	Complete assessor training within six months of appointment and attend annual standardisation workshops.

This example can be adapted for different trades by changing the specific competencies, evidence types and thresholds. The key is that every line in the job description points back to a learner outcome or assessment standard — that traceability is what makes job design a lever for quality in TVET.

 **Key Points:** Link every staff role to curriculum learning outcomes so daily tasks clearly support assessed learner skills; translate trainer competencies into observable assessment criteria and proficiency levels (Developing, Competent, Expert) to enable fair recruitment, appraisal and targeted CPD; use a standard competency-based job profile template and measurable

performance criteria (eg 85% competency, records within 7 days, session plans submitted on time) to keep HR, curriculum and industry engagement aligned.