

CURRICULUM FOR TRAINER CERTIFICATION COURSE, **version 2.0**

As per new guidelines developed for Short-term skill eco-system

Domain: minimum 2 days including assessment

Platform: minimum 8 days including assessment

Below is the day-wise implementation plan for Trainers Certification Course as provided in the guidelines:

Implementation Plan (indicative)		Hours Recommended
Day 1: Domain Orientation		8 hours
Day 2: Domain Skills Assessment		8 hours
Day 3 onwards till Day 10: Platform training and assessment:		
A. Introduction to Training & Interpretation of NSQF		
1.	Introduction to India's National Skills Qualification Framework (NSQF)	2 hours
2.	Professional Conduct of Trainers in virtual and on-site classrooms	2 hours
3.	Principals of Adult Learning	4 hours
	Continuous Assessment	
B. Design Learning Experience		
4.	The Training Process including e-learning, app-based, blended and on-site classes	7 hours
5.	Preparing a Session Plan for virtual and on-site training	7 hours
	Continuous Assessment	
C. Prepare & Facilitate Learning		
6.	Training Delivery: synchronous and asynchronous methods, lecture and classroom activities	8 hours
7.	Apply Health and Safety Practices	4 hours
	Continuous Assessment	
D. Assess Learning		
8.	Introduction to Competency-Based Assessment	2 hours
9.	Prepare for Assessment of Competency for online and on-site assessment	2 hours
10.	Conduct Assessment of Competence	4 hours
	Continuous Assessment	
E. Practical Skills Training		
11.	Introduction to Practical Skills Training	3 hours
12.	Prepare for Work-Skills Demonstrations and simulations	4 hours
13.	Delivery of Work-Skills Training	5 hours
14.	Assessment of Work Place Performance	2 hours
	Continuous Assessment	
F. Continuous Professional Development		
15.	Bridge Module Infectious disease control: Refer HSS/N9623	Self-study Self-study
Assessment on Trainer qualification		8 hours

Minimum 80 hours / minimum 10 days

Competency based Curriculum for Trainer Certification Course as per the new Guidelines, version 2.0

(Indicative curriculum)

S. No.	Module	Learning Objectives
1	Introduction to the India's National Skills Qualification Framework Duration: 2 hours	At the end of this module, the trainee will be able to: • Explain the concept and benefits of National Skills Qualification Framework (NSQF), Qualification Pack (QP) and National Occupational Standards (NOS) in the Indian context. • Explain the components of a Qualification Pack (QP) and National Occupational Standards (NOS).
2	Professional Conduct of Trainers in virtual and on-site classrooms Corresponding NOS Code MEP/N9912 Duration: 2 hours	At the end of this module, the trainee will be able to: • Explain the importance of training and development for individuals, organisations and society. • Describe the overall training and development functions in an organisation. • Describe the role and responsibilities of a trainer in virtual and on-site classes. • Display appropriate professional appearance and behaviour at the workplace: viz., online, blended, on-site training. • Complete duties accurately and systematically in accordance to organisational guidelines/policies within the required timeframe.
3	Principles of Adult Learning Corresponding NOS Code MEP/N2602 Duration: 4 hours	At the end of this module, the trainee will be able to: • Explain the assumptions about adult learners. • Describe the characteristics of adult learners. • Describe the three domains of learning objectives i.e. psychomotor, cognitive and affective in relation to learning and assessment. • Distinguish between learner-centered training and trainer-centered training. • Identify the features of a conducive environment for learning. • Extricate application of adult learning principles in online training.
4	The Training Process including e-learning, app-based, blended and on-site classes Corresponding NOS Code MEP/N2601, MEP/N2602 Duration: 7 hours	At the end of this module, the trainee will be able to: • Describe the key features of a training organisation. • Describe the main stages of the training cycle in virtual (e-learning, app-based, & blended) and on-site classes. • Explain the objectives and learning outcomes of the training program. • Describe the use of session delivery plans and facilitation guides for the implementation of a training program. • Explain the process of evaluating the effectiveness of the training program in virtual and on-site training.
5	Preparing a Session Plan for virtual and on-site training	At the end of this module, the trainee will be able to: • Identify effective training methods. • Demonstrate various types of group introduction activities; viz. online and on-site.

S. No.	Module	Learning Objectives
	Corresponding NOS Code MEP/N2601 Duration: 7 hours	- Identify differences between instructor-led training and learner-led training. - Demonstrate various training methods such as lecture, group discussion & presentation, group activities, role-plays, demonstration and practice, field trips, case studies, self-study. - Demonstrate various training processes such as connecting to previous learning, delivering information in a step by step fashion, explanation with examples, two-way interactions, step by step demonstration, guide learner practice and recap/consolidation to optimise learner experience. - Select the appropriate training delivery method and learning material according to adult learning needs in virtual and on-site training. - Identify various measures that can be taken to ensure the training environment is conducive to learning. - Identify various technology tools for learning; viz., synchronous and asynchronous tools. - Explain the importance of monitoring participants closely while they perform the training activities. - Demonstrate how to plan an appropriate training debrief. - Demonstrate how to provide constructive feedback to individuals and groups in virtual and on-site classes.
6	Training Delivery: synchronous and asynchronous methods, lecture and classroom activities Corresponding NOS Code MEP/N2602 Duration: 8 hours	At the end of this module the trainee will be able to: - State the various stages of a training session and the activities involved at each stage. - Apply learning principals to adjust the training delivery to suite learners' needs - Conduct introductions and ice-breakers at the start of training sessions. within allocated time and with active participation of the learners. - Inform learners about the objectives and structure of the training session. - Gather learners' expectations in line with the objectives of the course. - Conduct the training using a range of training methods and training processes as specified in trainer's guide and/or session plan. - Use training resources as per the selected training method. Demonstrate the use of appropriate synchronous and asynchronous tools in online/virtual classes. - Manage inappropriate behaviour in a training session professionally in line with organisational policy/guidelines. - Conduct the closure activities such as summarizing key learnings, evaluating learning retention, obtaining feedback from trainees, securing the equipment effectively and within the allocated time. - Evaluate the progress of learners in achieving the learning outcomes using various techniques. - Explain the importance of documenting learning progress of the learners and providing them constructive feedback. Organise course to foster integration and build motivation within the group of learners in virtual classrooms.
7	Apply Health and Safety Practices	At the end of the module the trainee will be able to: Explain and demonstrate Health, Safety and Environment (HSE) practices including respiratory hygiene &, hand-washing practices and social distancing.

S. No.	Module	Learning Objectives
	Corresponding NOS code MEP/N9911 & HSS/N9623 Duration: 4 hours	• Demonstrate correct waste disposal methods as per guidelines and regulations. • Identify relevant Occupational Health and Safety (OHS) regulations and procedures. • Identify relevant statutory legislation and environmental legislation applicable to the organisation and the area of operation. • Explain school/centre health, safety and emergency procedures, techniques and practices. • Identify the different health and safety emergencies that may occur at the workplace. • Take required actions promptly within the scope of responsibilities. • Comply with school/centre health, safety and emergency procedures, techniques and practices. • Adhere to evacuation and reporting procedures in case of a fire. • Seek assistance promptly from colleagues and/or other authorities where/when appropriate. • Assist with the general care and wellbeing of learners, including attending to learners with minor illnesses. • Assist learners in need of minor first aid in accordance with school or centre procedures.
8	Introduction to Competency-based Assessment Corresponding NOS Code MEP/N2604 Duration: 2 hours	At the end of this module the trainee will be able to: • Explain the purpose of formative assessment and when is it undertaken. • Explain how competency-based assessment differs from other types of assessment. • State the range of assessment purposes and assessment contexts, including Recognition of Prior Learning (RPL). • Explain the principles of assessment • Explain rules of evidence • State the distinction between assessment methods and assessment instruments/tools. • Describe different assessment methods, including their suitability for gathering various types of evidence, their suitability for the content of units, and resource requirements and associated costs. • Describe instruments to be used for gathering evidence, such as profile of acceptable performance measures; templates and proformas; specific questions or activities; evidence and observation checklists; checklists for evaluating work samples; candidate self-assessment materials; etc. • Describe procedures, information and instructions for the assessor and candidate relating to the use of assessment instruments and assessment conditions. • Explain the purpose and process of making reasonable adjustments and when they are applicable. • Explain online assessment methods and their application.
9	Prepare for Assessment of Competence for online and on-site assessment Corresponding NOS Code	At the end of this module the trainee will be able to: • Schedule assessments in between the training schedule as per requirement of the training plan. • Identify units of competency that are to be used as benchmarks for assessment. • Identify assessment methods and assessment tools to evaluate the knowledge and domain skills of a learner. • Develop a checklist for the conduct of an assessment.

S. No.	Module	Learning Objectives
	MEP/N2604 Duration: 2 hours	- Arrange identified material and physical and online resource requirements according to assessment specification. - Conduct an audit of the assessment site (online; on-site).
10	Conduct Assessment of Competence Corresponding NOS Code MEP/N2604 Duration: 4 hours	At the end of this module the trainee will be able to: - Carry out assessment in between the training modules applying the principles of assessment and rules of evidence. - Collect evidence of performance for each competency based on the rules of evidence. - Evaluate the collected evidence to check whether it reflects the evidence required to demonstrate the competence. - Use judgement to conclude whether competence has been demonstrated, based on the available evidence and in line with the agreed assessment procedures and plan. - Use technology while conducting assessment activities such as video evidence of skills/performance, recording of oral evidence, computer-based/on-line testing; etc. - Check and authenticate the video recordings and other evidences to see if there are no shortcomings, else retake the recording and evidences. - Record the assessment decision accurately with respect to the competency mentioned in the assessment criteria being achieved or not. - Document the results on paper templates as well as online forms and templates as prescribed accurately. - Complete candidate records accurately in the required time frame. - Secure, label and pack the evidences accurately as per standard procedures adopted by the training organisation. - Provide clear and constructive feedback to the student regarding the assessment decision. - Develop a development plan for the learner based on formative assessment results.
11	Introduction to Practical Skills Training Corresponding NOS Code MEP/N2610, MEP/N2603 Duration: 2 hours	At the end of this module the trainee will be able to: - Explain the importance of practical skills training. - State the advantages and disadvantages of demonstration and practice as a skills training tool. - Describe the difference between on-the-job training and training in a simulated environment. - Describe key characteristics of effective demonstrations such as purposefulness, clarity, completeness, speed and duration optimization, correct sequencing, freedom for errors and cost optimization. - Describe how to effectively structure demonstrations and practice sessions. - Describe the factors that are likely to prevent learning during demonstration and practice sessions and how to overcome them.
12	Prepare for Work-Skills Demonstrations and Simulations Corresponding NOS Code MEP/N2610	At the end of this module the trainee will be able to: - Explain the importance of planning how to conduct a demonstration and rehearsing it before the actual demonstration. Use simulations and online tools for practical skills. - State the preparatory activities to be conducted before starting a demonstration.

S. No.	Module	Learning Objectives
	Duration: 4 hours	- Identify the purpose and topics of the demonstration, time allowed for the demonstration and location and facilities where the demonstration will take place. - Develop the order or sequence of the demonstration, for overall coverage of topic(s) as well as coverage of each task within the topic, to ensure ease of understanding for audience and the efficient use of resources. - Confirming that all materials, tools and equipment are present and in working order, including safety equipment for the demonstration. - Rehearse the demonstration without the audience and identify areas that need specific attention.
13	Delivery of Work Skills Training Corresponding NOS Code MEP/N2603 Duration: 5 hours	At the end of this module the trainee will be able to: - Brief the audience on each activity with respect to its purpose, procedure and site and safety precautions before the demonstration. - Ensure all learners have access to necessary equipment and materials for practicing on and learning the work skills. - Explain each step in the task or procedure - Perform all the steps of the demonstration skilfully and in proper sequence and in a pace and manner that is easy for learners to follow. - Provide opportunity for each learner to practice each step in the task or procedure required to be learnt, immediately after the demonstration. - Provide opportunities for participants to correct mistakes during practice. - Ensure steps are taken to protect the student as he or she performs each step of the procedure from hazards. - Conduct a review and summarization of activities as required. - Collect feed-back that will benefit future demonstration planning. - Ensure that the equipment and tools are secure after the demonstration in accordance with appropriate procedures.
14	Assessment of Workplace Performance Corresponding NOS code MEP/N2603 Duration: 2 hours	At the end of this module the trainee will be able to: - Identify performance criteria or indicators that are to be used as benchmarks for assessment. - Identify assessment methods and assessment tools to evaluate learners while they work on-the-job or in a simulated environment. - Develop a checklist for the conduct of the assessment. - Arrange identified material and physical resource requirements according to assessment specification. - Conduct an audit of the assessment site. - Carry out assessment in between the training modules applying the principles of assessment and rules of evidence. - Collect evidence of performance for each competency based on the rules of evidence. - Evaluate the collected evidence to check whether it reflects the evidence required to demonstrate the competence. - Use judgement to conclude whether competence has been demonstrated, based on the available evidence and in line with the agreed assessment procedures and plan. - Record the assessment decision accurately with respect to the competency mentioned in the assessment criteria being achieved or not. - Identify areas of improvement in the performance of each learner.

S. No.	Module	Learning Objectives
		Share feedback on learner performance with management as per organisational procedure and to the learner to support his/her continuous learning and development.
15	Continuous Professional Development Corresponding NOS Code MEP/N9912 Duration: 4 hours (self-study)	At the end of this module the trainee will be able to: - Explain the importance of continuous professional development for trainers - Develop year-on-year personal and professional goals and objectives. - Evaluate one's own capacity to meet these goals and objectives. - Identify techniques for continuous professional development. - Develop a professional development plan to enhance professional capabilities.