

Model Curriculum

Instructional Designer

SECTOR: MANAGEMENT, ENTREPRENEURSHIP & PROFESSIONAL SKILLS
SUB-SECTOR: Training and Assessment
OCCUPATION: Instructional Designing
REF ID: MEP/Q2901, v1.0
NSQF LEVEL: 6



Certificate

CURRICULUM COMPLIANCE TO QUALIFICATION PACK – NATIONAL OCCUPATIONAL STANDARDS

is hereby issued by the
**MANAGEMENT & ENTREPRENEURSHIP AND PROFESSIONAL SKILLS
COUNCIL (MEPSC)**
for the

MODEL CURRICULUM

Complying to National Occupational Standards of
Job Role / Qualification Pack: '**Instructional Designer**'
QP No. '**MEP/Q2901 NSQF Level 6**'

Date of Issuance: Jul 04th, 2018

Valid up to : Jul 04th, 2022

*Valid up to the next review date of the Qualification Pack or the
'Valid up to' date mentioned above (whichever is earlier)



Authorised Signatory
(Management & Entrepreneurship and Professional Skills
Council (MEPSC))

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Instructional Designer

CURRICULUM / SYLLABUS

This program is aimed at training candidates for the job of a “Instructional Designer”, in the “Management, Entrepreneurship and Professional Skills” Sector/Industry and aims at building the following key competencies amongst the learner

Program Name	Instructional Designer		
Qualification Pack Name & Reference ID. ID	MEP/Q2901, v1.0		
Version No.	1.0	Version Update Date	04/07/2018
Pre-requisites to Training	Graduate or equivalent 2 years work experience in any training and assessment function, experience in using word-processor, spreadsheet and presentation applications, research skills, writing skills and command over language		
Training Outcomes	After completing this programme, participants will be able to: <ul style="list-style-type: none"> • Perform diagnostic assessment for individuals to be trained on expected performance outcomes • Plan and design specific learning and development interventions and programs • Review learning resources as per design document • Comply with Intellectual Property Rights, Rules, Regulations and Ethics • Plan and facilitate trainer development • Apply principles of professional practice at the workplace • Apply health and safety practices applicable in a training and assessment environment 		

This course encompasses 7 out of 7 National Occupational Standards (NOS) of “Instructional Designer” Qualification Pack issued by “Management, Entrepreneurship and Professional Skills Council”.

Sr. No.	Module	Key Learning Outcomes	Equipment Required
1	<p>Introduction</p> <p>Theory Duration (hh:mm) 05:00</p> <p>Practical Duration (hh:mm) 00:00</p> <p>Corresponding NOS Code Bridge Module</p>	<ul style="list-style-type: none"> Describe the role and purpose of Instructional Design Describe key activities and stages in the training and development value chain Explain key stakeholders in the training and development value chain and their respective roles and responsibilities List various functions in a typical training and development organisation 	Training kit (Trainer guide, PowerPoint)
2	<p>Perform diagnostic assessment for individuals to be trained on expected performance outcomes</p> <p>Theory Duration (hh:mm) 35:00</p> <p>Practical Duration (hh:mm) 60:00</p> <p>Corresponding NOS Code MEP/N2901</p>	<ul style="list-style-type: none"> Explain principles and practices of conducting training needs identification for individuals Explain the importance of engaging with the management and stakeholders during the diagnostic assessment process Identify purpose or aim of carrying out diagnostic assessment for individuals by engaging with the management and stakeholders Identify priorities of the management and business with respect to their expectations from the exercise Identify the performance outcomes expected from individuals by interacting with various stakeholders and in alignment with the purpose of the exercise Identify indicators of acceptable performance that is expected from the individuals for each performance outcomes Document and present performance outcomes to stakeholders Modify as per feedback received from stakeholders and obtain approvals Identify various information required to observe performance indicators mapped and assess individuals on the performance outcomes mapped Explain the concepts of performance outcomes, performance indicators, skill, knowledge and attitudinal gap analysis Identify available resources and constraints for conducting a training needs analysis Explain the principles of mapping and documenting expected performance outcomes and performance indicators Explain the various methods to observe performance indicators and assess achievement of performance outcomes Explain various sources of information/data sources for evaluating the current performance levels of the individuals 	Training kit (Trainer guide, PowerPoint), sample feedback forms, templates to gather information

Sr. No.	Module	Key Learning Outcomes	Equipment Required
		<ul style="list-style-type: none"> • Explain various reliable, appropriate and efficient methods and tools for gathering and analysing information to obtain the training needs • Explain the impact of risks, resources and constraints on choice of assessment methodologies • Select an appropriate assessment methodology in that is suited for conducting diagnostic assessment within the resources and constraints • Identify additional information/data sources for evaluating the current performance levels of the individuals • Explain the importance of obtaining agreement from key stakeholders on scope of work before conducting the diagnostic assessment • Describe the tools and templates used for gathering information for conducting the training and development needs identification for individuals • Identify reliable, appropriate and efficient methods and tools for gathering and analysing information to obtain the training needs • Identify any existing, or potential, risks that may impact the success of the training needs exercise • Develop solutions to address the risks that have been identified • Estimate the resources and time required for conducting the training needs analysis • Develop and document the project plan for conducting of the training needs analysis and share with relevant persons • Obtain feedback and modify scope and plan of the exercise as agreed by the key stakeholders • Develop tools and templates for gathering information as per approved plan for conducting the training and development needs identification for individuals • Share the purpose, aims and methodology of the learning needs identification exercise with the individuals • Apply diagnostic assessment methodology as agreed in the plan while ensuring reliability and accuracy of information received • Diagnose gaps in skills, knowledge and attitude with respect to target performance outcomes using the information gathered • Discuss diagnostic assessment draft with the learner and stakeholders and obtain feedback and validation • Establish and prioritise individual training and development needs based on the diagnostic assessment • Explain the risks that may impact the success of the training needs exercise and how to address them 	

Sr. No.	Module	Key Learning Outcomes	Equipment Required
		<ul style="list-style-type: none"> • Explain the risks that need to be managed when conducting training needs identification exercise • Explain the importance of sharing the purpose, aims and methodology of the learning needs identification exercise with the individuals • Explain the guidelines while applying diagnostic assessment methodology to ensure reliability and accuracy of information • Explain how to diagnose gaps in skills, knowledge and attitude with respect to target performance outcomes using the information gathered • Explain the importance of obtain feedback and validation from the learner and stakeholders before finalizing the report • Explain how to establish training and development needs based on the diagnostic assessment 	
3	<p>Learning Processes and Theories</p> <p>Theory Duration (hh:mm) 35:00</p> <p>Practical Duration (hh:mm) 30:00</p> <p>Corresponding NOS Code MEP/N2902</p>	<ul style="list-style-type: none"> • Explain various adult learning theory, including: <ul style="list-style-type: none"> ○ behavioural learning theory ○ cognitive learning theory ○ information processing theory ○ andragogy ○ pedagogy • List key features of each learning theory and its implication for training materials design • Explain the various adult learning principles such as: <ul style="list-style-type: none"> ○ training needs to be learner-centred to engage learners ○ adults have a need to be self-directing and decide for themselves what they want to learn ○ adults have a range of life experience, so connecting learning to experience is meaningful ○ adults have a need to know why they are learning something ○ the learning process needs to support increasing learner independence ○ emphasis on experimental and participative learning ○ use of modelling ○ the learning process should reflect individual circumstances • Explain the implications of each of the various adult learning principles on training materials design • Explain the range of learning styles theories that suit the various learner profile/ target groups such as: <ul style="list-style-type: none"> ○ auditory ○ visual ○ kinaesthetic ○ left/right brain ○ global/analytical 	Training kit (Trainer guide, PowerPoint)

Sr. No.	Module	Key Learning Outcomes	Equipment Required
		<ul style="list-style-type: none"> ○ theoretical ○ activist ○ pragmatist ○ reflective <ul style="list-style-type: none"> ● Explain the implications of multiple learning styles implication on training materials development ● Explain the importance of multi-modal design of training materials ● List various design and delivery elements that can be included to address each of the learning styles 	
4	<p>Plan and design learning and development interventions and programs</p> <p>Theory Duration (hh:mm) 35:00</p> <p>Practical Duration (hh:mm) 60:00</p> <p>Corresponding NOS Code MEP/N2902</p>	<ul style="list-style-type: none"> ● Explain the different purposes and focus of learning programs ● Explain the relevant policies, legal requirements, codes of practice and national standards, including National Occupational Standards, National Skills Qualification Framework (NSQF) that may affect training and assessment in the vocational training sector ● Identify objectives of the learning and development intervention by studying the training needs analysis as well as conducting stakeholder interaction ● Access and confirm the competency standards, and other training specifications, on which to base the learning program ● Identify language, literacy and numeracy (LLN) requirements of the program ● Identify and consider characteristics of the target learner group including, age, literacy levels, cognitive levels, language of preference, prior learning, etc. ● Prepare learning outcomes for the program that will fulfil the objectives of the program ● Explain the design options for learning program design structure such as: <ul style="list-style-type: none"> ○ following the design approach of the learning strategy ○ organising the learning program around discrete National Occupational Standards ○ integrating National Occupational Standards within the learning program ○ focusing the content on knowledge and/or skill acquisition ○ focusing the content on activities/experiences as the focus of learning ○ listing existing learning activities, learning materials, learning resources that could be used in developing content ○ considering the most appropriate delivery methods ● Share objective of the program and the learning outcomes with the key stakeholders and obtain feedback ● Incorporate feedback and take approvals 	<p>Training kit (Trainer guide, PowerPoint), NSQF document, sample Qualification Packs, computer systems with latest configuration</p>

Sr. No.	Module	Key Learning Outcomes	Equipment Required
		<ul style="list-style-type: none"> • Explain the range of delivery contexts such as: <ul style="list-style-type: none"> ○ in the training room/classroom ○ in simulated work environments ○ in specialist environments - e.g. laboratory/ computer room ○ through the world wide web ○ at home ○ in a community setting ○ in the workplace • Explain how to prepare costings related to the development of the learning program • Identify resources available for the learning intervention or program to be planned Resources: Budgets, time, training venue(s), technology, subject matter experts/trainers, research materials and sources of relevant information, etc. • Research and analyse options for learning design, based on likely target groups, their learning needs and contexts for delivery • Use appropriate learning theories and instructional design principles to create the high level design and low level design for the training intervention • Explain different delivery modes such as: <ul style="list-style-type: none"> ○ face-to-face ○ online ○ distance-resource-based ○ individual facilitation techniques ○ work-based ○ blended delivery • Explain the range of delivery methods, such as: <ul style="list-style-type: none"> ○ lock step/learner-paced/mixed ○ interactive/participative/collaborative ○ trainer-centred/learner-centred ○ time and place dependent/independent ○ demonstration ○ instruction ○ presentations ○ guided facilitation ○ guided activities/applications/experiences ○ tutoring ○ project-based ○ individual facilitation techniques - coaching/ mentoring ○ blended delivery methods • Prepare a session plan for creating learning opportunities that can help the learner to learn the learning outcomes • Explain the appropriate use of a range of learning activities such as: <ul style="list-style-type: none"> ○ discussions ○ role-plays ○ written activities ○ case studies ○ simulation 	

Sr. No.	Module	Key Learning Outcomes	Equipment Required
		<ul style="list-style-type: none"> ○ audio or visual activities ○ demonstrations ○ practice, e.g. practicum or supervised training/facilitation ○ individual activities/projects/assignments ○ group activities/projects/assignments ○ workplace practice ○ research ○ problem-based tasks ○ 'thinking skills' exercises ○ question and answer ○ self-paced learning materials ○ games ● Plan the assessment strategy to meet the outcomes of learning and development opportunities and programmes ● Explain the methodologies related to development and use of evaluation instruments ● Explain the range of evaluation criteria such as: <ul style="list-style-type: none"> ○ the focus and purpose of the learning program is clear and appropriate ○ content and structure address all aspects of required National Occupational Standards ○ learning sequence provides effective and manageable blocks of learning ○ activities are interesting, relevant and appropriate to outcomes and learner characteristics ○ formative assessment points, methods and tools are appropriate and effective ○ equity needs are effectively addressed ● Specify and document the time, methodologies, trainer capabilities, equipment and materials required for implementing the training intervention or program ● Explain the appropriate use of a range of learning materials such as: <ul style="list-style-type: none"> ○ hand-outs for learners ○ worksheets ○ workbooks ○ prepared case studies, task sheets, activity sheets ○ prepared topic/subject information sheets ○ prepared role-plays ○ prepared presentations and overheads ○ prepared scenarios, projects, assignments ○ materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications ○ prepared research tasks ● Share the learning design, related documents and materials with stakeholders and obtain necessary approvals ● Evaluate existing learning resources for content 	

Sr. No.	Module	Key Learning Outcomes	Equipment Required
		<p>relevance and quality</p> <ul style="list-style-type: none"> • Source specific subject matter content according to approved design and based on application of learning principles • Break learning content into manageable segments and sequences and document timeframe for each segment or learning session • Identify and document requirements to implement the learning program as per organisational template • Review drafts of learning programs and content with key stakeholders, using an appropriate evaluation tool • Gather, summarise and analyse the evaluation feedback to enhance the quality of the content • Adjust the draft learning program and content to reflect the review outcomes, where appropriate. • Obtain final approval for the learning program, structure and content from appropriate personnel. • Document complete learning program in line with organisational and national qualifications requirements • Explain the methodologies relating to developing and documenting learning activities and related learning materials • Explain the relevant health and safety knowledge relating to the work role, and health and safety considerations that need to be included in the learning program • Explain the importance of learner and stakeholder involvement when developing learning interventions • Explain the risks that need to be managed when developing learning and development programmes • Explain the methodologies to monitor and evaluate learning and development programmes 	
5	<p>Introduction to review of learning resources to as per design document</p> <p>Theory Duration (hh:mm) 5:00</p> <p>Practical Duration (hh:mm) 12:00</p> <p>Corresponding NOS Code MEP/N2908</p>	<ul style="list-style-type: none"> • State the purpose and importance of the learning materials review process • List various parameters for evaluation of learning materials Various parameters: adherence to design document; adequacy, relevance and currency of content; in line with instructional design, pedagogy/andragogy principles applicable; following IPR requirements; appropriate and correct language; adherence to establish format, template and process for development; etc. • List various types of learning materials and types of media used • Obtain correct version of the learning materials to be reviewed and relevant design document from authorised personnel • Identify key parameters on which the learning materials received need to be reviewed as well as 	<p>Training kit (Trainer guide, PowerPoint), Various different types of learning resources and the design document they were based on. Computer systems</p>

Sr. No.	Module	Key Learning Outcomes	Equipment Required
6	<p>Evaluate learning materials and record recommendations</p> <p>Theory Duration (hh:mm) 20:00</p> <p>Practical Duration (hh:mm) 20:00</p> <p>Corresponding NOS Code MEP/N2908</p>	<p>timelines and process to be followed</p> <ul style="list-style-type: none"> • Describe the various types of learning materials and types of media used • State factors, resources and constraints for selection of type of training material and media • Describe a few organisations' system, policies and procedures such as: <ul style="list-style-type: none"> ○ learning materials development process ○ training review process ○ forms and template ○ costs/resourcing and timelines ○ communication and documentation procedures • Describe the appropriate use of a range of learning materials such as: <ul style="list-style-type: none"> ○ hand-outs for learners ○ worksheets ○ workbooks ○ prepared case studies, task sheets, activity sheets ○ prepared topic/subject information sheets ○ prepared role-plays ○ prepared presentations and overheads ○ prepared scenarios, projects, assignments ○ materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications ○ prepared research tasks • Describe methodologies relating to developing, documenting and reviewing learning activities and related learning materials • Describe methodologies related to development and use of evaluation instruments • Evaluate the structure, media used and overall coverage of the learning materials to ensure adherence to design document requirements in terms of learning outcomes to be covered, sequence, suggested learning methodology, assessment methodology, duration, tools and equipment suggested, etc. • Evaluate for adequacy, relevance and currency of content in order to achieve learning outcomes by appropriate means such as researching the content, consulting a subject matter expert, referring to already approved materials, etc. • Evaluate the organisation and presentation of content with instructional design principles including pedagogy and andragogy • Perform plagiarism check on the content and media using a reliable software and check for adherence to IPR requirements • Check if language used throughout is in line with target audience's requirements and is without grammatical, syntactical and typing errors 	<p>Training kit (Trainer guide, PowerPoint), Various different types of learning resources and the design document they were based on. Computer systems</p>

Sr. No.	Module	Key Learning Outcomes	Equipment Required
		<ul style="list-style-type: none"> Check materials for adherence to prescribed format and template Check the process for learning materials development for compliance with organisation guidelines Record and share recommendations after evaluation of content in an accurate easy to understand and unambiguous manner 	
7	<p>Ensure incorporation of necessary changes based on recommendations</p> <p>Theory Duration (hh:mm) 10:00</p> <p>Practical Duration (hh:mm) 13:00</p> <p>Corresponding NOS Code MEP/N2908</p>	<ul style="list-style-type: none"> Explain importance of discussing the recommendations with the original materials developer Discuss the recommendations with the learning materials developer clarifying their queries and concerns Make necessary modifications to the learning materials to ensure adherence to design Review updated content to ensure all areas of concerns are addressed appropriately Finalize the content to ensure all design aspects are met and the learning materials are ready for testing Ensure adherence to timelines and process in place for modification and approval of learning materials 	<p>Training kit (Trainer guide, PowerPoint), Various different types of learning resources and the design document they were based on. Computer systems</p>
8	<p>Evaluate training material effectiveness by conducting a pilot test</p> <p>Theory Duration (hh:mm) 10:00</p> <p>Practical Duration (hh:mm) 20:00</p> <p>Corresponding NOS Code MEP/N2908</p>	<ul style="list-style-type: none"> Explain the need for a pilot test before finalization of materials for production State the various modes for conducting pilot test of learning materials Conduct pilot test for the updated learning materials with target audience, trainers who will be using these materials, other stakeholders, etc. Observe areas of improvement where the learning materials were insufficient, erroneous or unnecessary Obtain feedback from the participants of pilot test with respect to what went well and what could be improved based on their experience and observations Identify changes to be made based on pilot test results after discussion with learning materials developer, subject matter expert and stakeholders Incorporate approved modifications and finalize the learning materials for production 	<p>Training kit (Trainer guide, PowerPoint), Various different types of learning resources and the design document they were based on. Computer systems, venue and materials for running a pilot test</p>
9	<p>Comply with Intellectual Property Rights, Rules, Regulations and Ethics</p> <p>Theory Duration (hh:mm) 20:00</p>	<ul style="list-style-type: none"> Explain Intellectual Property Rights and its scope Describe types of Intellectual Property Rights Explain the importance of Protection for various types of Intellectual Property Describe the implication of IPR in Training Materials Development, Printing and Publishing Explain the legal ramifications of IPR infringements Explain copyright and related legislations and provisions applicable to one's country and area of 	<p>Training kit (Trainer guide, PowerPoint)</p>

Sr. No.	Module	Key Learning Outcomes	Equipment Required
	<p>Practical Duration (hh:mm) 30:00</p> <p>Corresponding NOS Code MEP/N2909</p>	<p>operation</p> <ul style="list-style-type: none"> • Explain how legislation varies from country to country and how to ensure one does not infringe on these in their own work • Explain the creative commons concept and the various types of licenses available with them • Explain Licensing as a means to sharing rights • Explain Royalty and its application in sharing rights • Describe the various kinds of information and other creative outputs relevant to Training Materials Development • Explain the various forms and types of permissions required for use of information and/or creative output by Training Material Developers • Explain what are citations and cite reference sources in industry standard formats • Explain authorised and unauthorised sources of data and information • Analyse legislative requirements governing copy right for India and other countries • Determine the copyright owner of original works within or used by the organisation • Identify sources of information and advice regarding copyright and other IPR issues within the organisation and outside • Seek permission to use copyrighted material with the required authority as and when needed • List types of permission required to use copyrighted material • Obtain permission to use copyrighted material through legal processes • Identify, review and comment on organisation policies and procedures to ensure that own and others' original works are protected against direct or indirect infringement of copyright • Enforce policies and procedures to protect organisation's copyright • Use various electronic tools to test materials for any copyright infringement • Report to the concerned authority regarding claims of infringements of organisation's copyright • Evaluate the proposal when licensing or selling copyrights to the third party 	
10	<p>Plan and facilitate trainer development</p> <p>Theory Duration (hh:mm) 40:00</p> <p>Practical Duration (hh:mm) 60:00</p>	<ul style="list-style-type: none"> • Identify training needs of the trainers after studying the occupational standards and skill gap analysis of the trainer • Identify various methods that are best suited for the training needs • List available learning and development resources and constraints • Select the methods best suited for the training needs that can be applied within the available resources and constraints • Prepare a training plan and schedule that fits in 	Training kit (Trainer guide, PowerPoint)

Sr. No.	Module	Key Learning Outcomes	Equipment Required
	<p>Corresponding NOS Code MEP/N2606</p>	<p>the trainer schedule without disrupting work</p> <ul style="list-style-type: none"> • Develop the training materials with the help of content development team • Share the training plan and schedule with all stakeholders • Prepare and implement a monitoring plan to ensure all trainers undergo the development plan • Receive or finalise calendar for trainer training from authorised source <ul style="list-style-type: none"> ○ Authorised source: Training organisation, Sector Skill Council, etc. • Confirm availability to the organisers for the training session • Study profile of candidates coming for training to identify special training requirements if any <ul style="list-style-type: none"> ○ Special training requirements: language adjustment; seating arrangement; learners with special needs; timings of trainer; • Receive session plan, occupational standards and training materials for training provided by authorised source • Facilitate trainer training program as per the program design provided • Conduct formative assessment of learning by using appropriate methods such as mock-training or on-the-job observation of studying video recordings of trainers, etc. • Monitor, and document, learner progress to ensure outcomes are being achieved, and individual learner needs are being met • Adjust the delivery sessions to reflect specific needs and circumstances • Provide additional assistance to individual trainers as required to achieve session outcomes • Maintain and store learner records according to organisational requirements • Monitor the cleanliness and tidiness of the training room • Notify any special housekeeping requirements, maintenance requirements or training equipment repair requirements to appropriate personnel • Securing equipment and tools in safe places in accordance with procedures • Ensure that training equipment and tools are used and left in good condition • Complete learner records accurately and submit or process and in the required timeframes • Describe various methods of trainer development e.g.: Training from Industry SMEs; self-learning modules; Train the trainer program; on-the-job observation and feedback; etc. • Identify resources and constraints for the selection of training method e.g.: Budgets; trainer schedule-time availability; 	

Sr. No.	Module	Key Learning Outcomes	Equipment Required
		<p>availability of SMEs; availability of trainer self-development e-learning modules; etc.</p> <ul style="list-style-type: none"> Describe trainer competencies and occupational standards 	
11	<p>Professional Development</p> <p>Theory Duration (hh:mm) 10:00</p> <p>Practical Duration (hh:mm) 15:00</p> <p>Corresponding NOS Code MEP/N9912</p>	<ul style="list-style-type: none"> Develop personal and professional goals and objectives Classify goal and objectives into various timeline such as short, medium and long-term Explain the importance of developing personal and professional goals and objectives Identify strengths and weaknesses in relation to goals and objectives Explain the importance of identifying strengths and weaknesses in relation to goals and objectives Evaluate own capacity to meet goals and objectives Explain how to identify strengths and weaknesses and evaluate own capacity to meet goals and objectives Determine personal development needs to perform role as per desired standards Explain how to determine personal development needs. These may include: <ul style="list-style-type: none"> Reflection Evaluation of results of efforts Feedback from various people Comparison to levels of achievement or others Develop a professional development plan to enhance professional capabilities Explain the importance of continuous learning and developing professional development plan Document a professional practice plan designed to support the achievement of goals Select and implement development opportunities to support continuous learning and maintain currency of professional practice Identify development opportunities to support continuous learning and maintain currency of professional practice Research developments and trends impacting on professional practice and integrate information into work performance Explain how to source information on developments and trends impacting on professional practice and why is it important Invite peers and others to observe, and provide feedback, on own performance and practices Use feedback from colleagues and clients to identify and introduce, improvements in work performance Explain the importance of taking and using feedback from colleagues and clients to identify and introduce, improvements in work 	<p>Training kit (Trainer guide, PowerPoint)</p>

Sr. No.	Module	Key Learning Outcomes	Equipment Required
12	<p>Professional Practice</p> <p>Theory Duration (hh:mm) 20:00</p> <p>Practical Duration (hh:mm) 15:00</p> <p>Corresponding NOS Code MEP/N9912</p>	<p>performance</p> <ul style="list-style-type: none"> • Display appropriate professional appearance for the workplace • Explain the importance of displaying professional appearance behaviour at all times • Interact with team members, clients, vendors, visitors and other stakeholders in a Professional manner • Perform tasks to the required workplace standard • Complete duties accurately, systematically and within required timeframes • Follow organisational policies while carrying out tasks • State reliable sources of information for finding out about organisation policies • Seek clarifications where organisational policies are not clear, from authorised and reliable sources • Protect the rights of the client and organisation when delivering services • State the nature of rights that clients and organisations have • Explain how the wrong actions can deny clients and organisations of their rights • Ensure services are delivered equally to all clients regardless of personal and cultural beliefs • Explain the principles and beliefs underlying non-discrimination policies • Recognise potential ethical issues in the workplace and discuss with an appropriate person • Explain the importance of discipline and ethics in a professional workplace • Recognise unethical conduct and report to an appropriate person • Explain the importance of reporting instance of unethical conduct to appropriate authority • Operate within an agreed ethical code of practice • Apply organisational guidelines and legal requirements on disclosure and confidentiality • Explain organisational guidelines and legal requirements on disclosure and confidentiality and why it is important to adhere to • Identify and obtain clarity regarding organisational, team and own goals • Prioritise tasks at work as per organisational, team and own goals • List factors based on which one may prioritise tasks and duties • Plan to meet team performance targets and standards • Monitor own and team performance as per agreed plan • Share all relevant information with stakeholders in agreed formats and as per agreed timelines 	<p>Training kit (Trainer guide, PowerPoint)</p>

Sr. No.	Module	Key Learning Outcomes	Equipment Required
		<ul style="list-style-type: none"> • Work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes • Explain the importance of working collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes • Recognise, avoid and/or address any conflict of interest • Explain the concept of conflict of interest and why it is important to recognise, avoid and/or address any conflict of interest • List ways in which conflict of interest can be addressed effectively • Use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours • Recognize and respond to inappropriate behaviour towards self or others in a professional manner and as per organisational policy • Explain types of inappropriate behaviours at the workplace and how to recognize them Inappropriate behaviour: violence, inappropriate language, verbal or physical abuse or bullying, insensitive verbal or physical behaviour in terms of cultural, racial, disability and gender-based insensitivities, dominant or overbearing behaviour, disruptive behaviour, non-compliance with safety instructions, unethical behaviour • Explain how to respond to inappropriate behaviour towards self and others in a professional manner 	
13	<p>Health and safety compliance</p> <p>Theory Duration (hh:mm) 05:00</p> <p>Practical Duration (hh:mm) 05:00</p> <p>Corresponding NOS Code MEP/N9911</p>	<ul style="list-style-type: none"> • Explain Health Safety and Environment (HSE) practices including the appropriate use of personal protective equipment- hand gloves, safety shoes, safety goggles, masks, apron, Safe use of tools and equipment, taking action and reporting hazardous events, Communication protocols for reporting risks and hazardous events • State relevant Occupational Health and Safety (OHS) regulations • State relevant statutory legislation applicable to the organisation and the area of operation • State relevant environmental legislation applicable to the organisation and area of operation • State relevant enterprise/site safety procedures • Explain the importance to comply with enterprise/site safety procedures • Explain the enterprise /site emergency procedures and techniques • Document safety records according to organisational policies and own responsibilities 	Training kit (Trainer guide, PowerPoint), general Personal Protective Equipment (PPE), OHS policy
14	<p>Health and safety – Risks, Hazards</p>	<ul style="list-style-type: none"> • Explain the relevant enterprise/site safety procedures including identification of hazards and 	Training kit (Trainer guide,

Sr. No.	Module	Key Learning Outcomes	Equipment Required
	<p>and Incidents</p> <p>Theory Duration (hh:mm) 05:00</p> <p>Practical Duration (hh:mm) 05:00</p> <p>Corresponding NOS Code MEP/N9911</p>	<p>controlling of risks</p> <ul style="list-style-type: none"> Identify, control and report health and safety issues relating to immediate work environment according to procedures Recognise health and safety related hazards in the training and assessment area Identify job site hazardous work and state possible causes of risk or accident at the workplace State common causes for accidents Document and report all hazards, accidents and near-miss incidents as per set process Explain various important informational needs that must be documented in case of an incident/accident Follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies 	<p>PowerPoint), sample accident and incident reports</p>
15	<p>Fire Safety</p> <p>Theory Duration (hh:mm) 05:00</p> <p>Practical Duration (hh:mm) 05:00</p> <p>Corresponding NOS Code MEP/N9911</p>	<ul style="list-style-type: none"> Explain types of fires - Class A, B, C and D Select appropriate fire extinguisher to control fire Use PASS method to operate a fire extinguisher Follow fire safety signs and safe evacuation method in case of a fire Identify the location of assembly point, fire exit, fire alarm Follow reporting procedure in case of a fire 	<p>Training kit (Trainer guide, PowerPoint) Class A, B, C, D and K fire extinguishers</p>
16	<p>Emergencies, rescue and first aid procedure</p> <p>Theory Duration (hh:mm) 05:00</p> <p>Practical Duration (hh:mm) 05:00</p> <p>Corresponding NOS Code MEP/N9911</p>	<ul style="list-style-type: none"> Explain the different health and safety emergencies that may occur in one's area of work Recognise emergency and potential emergency situations promptly and take required actions within the scope of individual responsibility Follow emergency procedures correctly in accordance with school/centre procedures Seek assistance promptly from colleagues and/or other authorities where appropriate Report details of emergency situations accurately in accordance with school/centre policy, including accurate completion of accident and incident report forms Use approved method to rescue a person from electrocution State the importance of first aid Identify the contents of a first aid kit and their application Administer first aid in case of bleeding, burns, choking, electrical shock, poisoning, etc. Demonstrate the artificial respiration and the CPR 	<p>Training kit (Trainer guide, PowerPoint), First aid kit with all contents</p>

Sr. No.	Module	Key Learning Outcomes	Equipment Required
		<p>process</p> <ul style="list-style-type: none"> Bandage wounds Explain stages of crisis and crisis management 	
17	<p>Responsibilities for Health and Safety for self and others</p> <p>Theory Duration (hh:mm) 05:00</p> <p>Practical Duration (hh:mm) 05:00</p> <p>Corresponding NOS Code MEP/N9911</p>	<ul style="list-style-type: none"> Promote a safe working environment and adhere to risk management strategies for clients, colleagues and others who enter the workplace, in accordance with duty of care requirements Work safely and apply health and safety practices in the training and assessment environment including using appropriate personal protective equipment (PPE) where required Explain how to provide Health and Safety instructions to others Explain common mistakes made during communicating health and safety instructions and guidance <ul style="list-style-type: none"> Communicating too fast or not clearly enough Not checking for understanding Not communicating information in the correct sequence Not delivering complete information Provide guidance and support to learners on the safe use and care of equipment and resources Conduct displays and demonstrations according to work safety regulations and school/centre procedures and guidelines Take appropriate steps, if required, to maintain personal safety of self and others Maintain the training and assessment area in a clean and tidy condition Respond appropriately to learners who require assistance with personal care or hygiene Ensure all learners or candidates follow personal hygiene and grooming standards as required Provide assistance 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 	<p>Training kit (Trainer guide, PowerPoint)</p>
	<p>Total Duration</p> <p>Theory Duration 260:00</p> <p>Practical Duration 340:00</p>	<p>Unique Equipment Required:</p> <ul style="list-style-type: none"> Comfortable table top seats with adequate lighting, controlled temperature and acoustics for training and learning White Board, Markers and Eraser Projector with screen Flip chart with markers Faculty's PC/Laptop with latest configuration and intranet/internet connection Supporting software / applications for projecting audio, video, recording Stationery kit – Notepad, pens, Staples, Glue, Chart Paper, Sketch Pens, Paint Box, Scale, A4 Sheets Class A, B, C, D and K fire extinguishers 	

Sr. No.	Module	Key Learning Outcomes	Equipment Required
		<ul style="list-style-type: none">• First aid kit with all contents	

Grand Total Course Duration: **600 Hours, 0 Minutes**

(This syllabus/ curriculum has been approved by Management, Entrepreneurship and Professional Skills Council)

Trainer Prerequisites for Job role: “Instructional Designer” mapped to Qualification Pack: “MEP/Q2901 v1.0”

Sr. No.	Area	Details
1	Description	The trainer is required to impart knowledge and skill training to the candidates taking the role of an Instructional Designer.
2	Personal Attributes	The individual must be well groomed, attentive, multi-task and handle pressure, have good communication skills and attention to detail, respect confidentiality, have a positive attitude and dependability.
3	Minimum Educational Qualifications	Graduate or equivalent, Certification in Instruction Design is preferable
4a	Domain Certification	Certified for Job Role: “ <u>Instructional Designer</u> ” mapped to QP: “ <u>MEP/Q2901, v1.0</u> ”. Minimum accepted score is 80%
4b	Platform Certification	Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “MEP/Q0102”. Minimum accepted as per respective SSC guidelines is 80%.
5	Experience	<ul style="list-style-type: none"> 5-6 years of work experience and expertise in ILT and e-learning

Annexure: Assessment Criteria

Criteria For Assessment Of Trainees

Job Role: Instructional Designer

Qualification Pack: MEP/Q2901

Sector Skill Council: Management & Entrepreneurship and Professional Skills Council

Guidelines for Assessment:

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below.)
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
5. To pass the Qualification Pack, every trainee should score a minimum of 70% in every NOS.
6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.
7. In case of *unsuccessful completion*, the trainee may seek reassessment on the Qualification Pack.

Compulsory			NOS	Marks Allocation	
Total Marks: 700					
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out of	Theory	Skills Practical
MEP/N2901 Perform diagnostic assessment for individuals to be trained on expected performance outcomes	PC1.identify purpose or aim of carrying out diagnostic assessment for individuals by engaging with the management and stakeholders	100	4	2	2
	PC2.identify priorities of the management and business with respect to their expectations from the exercise		5	2	3
	PC3.identify the performance outcomes expected from individuals by interacting with various stakeholders and in alignment with the purpose of the exercise		5	2	3
	PC4.identify indicators of acceptable performance that is expected from the individuals for each performance outcomes		5	2	3
	PC5.document and present performance outcomes to stakeholders		5	2	3
	PC6.modify as per feedback received from stakeholders and obtain approvals		5	2	3
	PC7.identify various information required to observe performance indicators mapped and assess individuals on the performance outcomes mapped		5	2	3

	PC8.identify available resources and constraints for conducting a training needs analysis		5	2	3
	PC9.select an appropriate assessment methodology in that is suited for conducting diagnostic assessment within the resources and constraints		5	2	3
	PC10.identify additional information/data sources for evaluating the current performance levels of the individuals		5	2	3
	PC11.identify reliable, appropriate and efficient methods and tools for gathering and analysing information to obtain the training needs		5	2	3
	PC12.identify any existing, or potential, risks that may impact the success of the training needs exercise		4	2	2
	PC13.develop solutions to address the risks that have been identified		4	1	3
	PC14.estimate the resources and time required for conducting the training needs analysis		5	2	3
	PC15.develop and document the project plan for conducting of the training needs analysis and share with relevant persons		5	2	3
	PC16.obtain feedback and modify scope and plan of the exercise as agreed by the key stakeholders		4	1	3
	PC17.develop tools and templates for gathering information as per approved plan for conducting the training and development needs identification for individuals		4	2	2
	PC18.share the purpose, aims and methodology of the learning needs identification exercise with the individuals		5	2	3
	PC19.apply diagnostic assessment methodology as agreed in the plan while ensuring reliability and accuracy of information received		4	2	2
	PC20.diagnose gaps in skills, knowledge and attitude with respect to target performance outcomes using the information gathered		4	1	3
	PC21.discuss diagnostic assessment draft with the learner and stakeholders and obtain feedback and validation		3	1	2
	PC22.establish and prioritise individual training and development needs based on the diagnostic assessment		4	2	2
		Total	100	40	60
MEP/N2902 Plan and design specific learning and development interventions and programs	PC1.identify objectives of the learning and development intervention by studying the training needs analysis as well as conducting stakeholder interaction	100	4	1	3
	PC2.access and confirm the competency standards, and other training specifications, on which to base the learning program		4	1	3
	PC3.identify language, literacy and numeracy requirements of the program		4	2	2

PC4.identify and consider characteristics of the target learner group including, age, literacy levels, cognitive levels, language of preference, prior learning, etc.	4	2	2
PC5.prepare learning outcomes for the program that will fulfil the objectives of the program	5	2	3
PC6.share objective of the program and the learning outcomes with the key stakeholders and obtain feedback	4	1	3
PC7.incorporate feedback and take approvals	4	1	3
PC8.identify resources available for the learning intervention or program to be planned	4	1	3
PC9.research and analyse options for learning design, based on likely target groups, their learning needs and contexts for delivery	5	2	3
PC10.use appropriate learning theories and instructional design principles to create the high level design and low level design for the training intervention	5	2	3
PC11.prepare a session plan for creating learning opportunities that can help the learner to learn the learning outcomes	5	2	3
PC12.plan the assessment strategy to meet the outcomes of learning and development opportunities and programmes	5	2	3
PC13.specify and document the time, methodologies, trainer capabilities, equipment and materials required for implementing the training intervention or program	4	2	2
PC14.share with stakeholders and obtain necessary approvals	4	1	3
PC15.evaluate existing learning resources for content relevance and quality	4	2	2
PC16.source specific subject matter content according to approved design and based on application of learning principles	4	1	3
PC17.break learning content into manageable segments and sequences and document timeframe for each segment or learning session	4	1	3
PC18.identify and document requirements to implement the learning program as per organisational template	5	2	3
PC19.review drafts of learning programs and content with key stakeholders, using an appropriate evaluation tool	4	1	3
PC20.gather, summarise and analyse the evaluation feedback to enhance the quality of the content	5	2	3
PC21.adjust the draft learning program and content to reflect the review outcomes, where appropriate.	5	2	3
PC22.obtain final approval for the learning program, structure and content from appropriate personnel.	4	1	3
PC23.document complete learning program in line with organisational and national qualifications requirements	4	1	3

		Total	100	35	65
MEP/N2903 Develop training resources as per training plan	PC1.consult and clarify with the clients about the objectives of training	100	3	1	2
	PC2.identify the target audience and their learning needs		3	1	2
	PC3.obtain the curriculum in training design plan		3	1	2
	PC4.identify the types of resources required for the training from the training design		3	1	2
	PC5.identify the sources of information for developing resources		3	1	2
	PC6.identify the relevant templates, formats and guidelines for development of resources		3	1	2
	PC7.research and gather raw content using primary and secondary research for developing the resources as per the training design specifications		4	2	2
	PC8.ensure all IPR regulations are followed while obtaining the content		2	1	1
	PC9.organise the content as per the curriculum specifications		4	1	3
	PC10.refer to raw content and write final content to make it learner friendly		5	2	3
	PC11.obtain additional supporting material, if required, to develop the content		3	1	2
	PC12.ensure the content is clear, concise, correct, complete and appropriate as per the curriculum and relevant instructional design principles		5	2	3
	PC13.perform self-check and proofreading to ensure language and adherence to the guidelines and completeness		4	1	3
	PC14.consult the approved subject matter expert to modify and confirm the relevance and correctness of the content		3	1	2
	PC15.obtain approval to ensure compliance to organisational standards from authorised person		3	1	2
	PC16.organise and input the content in a relevant template to develop training resources for the intended audience		4	1	3
	PC17.obtain tools, technologies and services for the development of resource in the respective medium such as word processor, desktop publishing software, picture editing software, presentation software, e-learning software, etc.		4	2	2
	PC18.collaborate with service provider to prepare the resource as per the organisational guidelines.		3	1	2
	PC19.ensure the resources are clear, instructive, correct, complete and appropriate as per the curriculum		2	1	1
	PC20.obtain suggestions for modification in the resource to ensure relevance and adherence to the guidelines		3	1	2
	PC21.modify the resources according to the suggestions and seek approval from authorised person		3	1	2

	PC22.check resource content to ensure the accuracy and relevance of information against specifications		3	1	2
	PC23.check text, format and visual design for clarity and focus		3	1	2
	PC24.conduct an expert review and seek feedback from expert		3	1	2
	PC25.conduct an external review using appropriate review methods such as running a pilot or alpha teach and incorporate feedback		3	1	2
	PC26.review final draft against the brief and other relevant criteria to ensure it meets all requirements prior to delivery to the client		3	1	2
	PC27.identify areas for improvement on the development process and methods		3	1	2
	PC28.incorporate the feedback and ensure it meets the specifications		3	1	2
	PC29.seek approval for the final training resource from authorised person		3	1	2
	PC30.reflect on the development process and methods and identify areas for improvement		3	1	2
	PC31.document identified improvements for future projects		3	1	2
		Total	100	35	65
MEP/N2908 Review learning resources as per design document	PC1. obtain correct version of the learning materials to be reviewed and relevant design document from authorised personnel	100	4	2	2
	PC2. identify key parameters on which the learning materials need to be reviewed as well as timelines and process to be followed		5	3	2
	PC3. evaluate the structure, media used and overall coverage of the learning materials to ensure adherence to design document requirements in terms of learning outcomes to be covered, sequence, suggested learning methodology, assessment methodology, duration, tools and equipment suggested, etc.		6	3	3
	PC4. evaluate for adequacy, relevance and currency of content in order to achieve learning outcomes by appropriate means such as researching the content, consulting a subject matter expert, referring to already approved materials, etc.		6	3	3
	PC5. evaluate the organisation and presentation of content with instructional design principles including pedagogy and andragogy		6	3	3
	PC6. perform plagiarism check on the content and media using a reliable software and check for adherence to IPR requirements		5	2	3
	PC7. check if language used throughout is in line with target audience's requirements and is without grammatical, syntactical and typing errors		5	2	3
	PC8. check materials for adherence to prescribed format and template		5	2	3
	PC9. check the process for learning materials development for compliance with organisation		5	2	3

	guidelines				
	PC10. record and share recommendations after evaluation of content in an accurate easy to understand and unambiguous manner		5	2	3
	PC11. discuss the recommendations with the learning materials developer clarifying their queries and concerns		4	2	2
	PC12. make necessary modifications to the learning materials to ensure adherence to design		6	3	3
	PC13. review updated content to ensure all areas of concerns are addressed appropriately		4	2	2
	PC14. finalize the content to ensure all design aspects are met and the learning materials are ready for testing		5	2	3
	PC15. ensure adherence to timelines and process in place for modification and approval of learning materials		5	2	3
	PC16. conduct pilot test for the updated learning materials with target audience, trainers who will be using these materials, other stakeholders, etc.		6	3	3
	PC17. observe areas of improvement where the learning materials were insufficient, erroneous or unnecessary		5	2	3
	PC18. obtain feedback from the participants of pilot test with respect to what went well and what could be improved based on their experience and observations		4	2	2
	PC19. identify changes to be made based on pilot test results after discussion with learning materials developer, subject matter expert and stakeholders		4	2	2
	PC20. incorporate approved modifications and finalize the learning materials for production		5	2	3
		Total	100	46	54
MEP/N2909 Comply with Intellectual Property Rights, Rules, Regulations and Ethics	PC1. identify copyright and other Intellectual Property Rights (IPR) protections applicable to different types of materials available and developed	100	6	3	3
	PC2. identify legislative requirements governing copyright in own and other countries as applicable		5	3	2
	PC3. identify material within the organisation that may attract copyright and other IPR protection		6	3	3
	PC4. determine the copyright owner of original works within or used by the organisation		6	3	3
	PC5. identify sources of information and advice regarding copyright and other IPR issues within the organisation and outside		6	3	3
	PC6. research when permission is needed to use copyright material belonging to others		6	3	3
	PC7. identify legal and economic implications of copyright infringement and communicate the same to relevant personnel		6	3	3
	PC8. identify types of permission available to use materials copyrighted materials		6	3	3

	PC9. initiate processes to obtain permissions using legal processes for copyrights		6	3	3
	PC10. identify, review and comment on organisation policies and procedures to ensure that own and others' original works are protected against direct or indirect infringement of copyright		6	2	4
	PC11. implement policies and procedures to protect the organisation's copyright, recognising exceptions that allow the legitimate use of own copyright material by others		5	2	3
	PC12. use and inform other appropriate personnel of legislative exceptions that allow use of copyright material without permission		4	1	3
	PC13. test materials for any copyright infringements using electronics tools		6	2	4
	PC14. initiate and maintain documentation in relation to copyright agreements where established		6	2	4
	PC15. implement procedures to limit or deter infringement of organisation's copyright and/or encourage the proper use of the organisation's copyright		5	2	3
	PC16. monitor organisational use of others' copyright material to reduce the risk of infringement		5	2	3
	PC17. identify and report to appropriate personnel claims of infringements of organisation's copyright		5	2	3
	PC18. identify considerations when licensing or selling copyright rights including on related materials, economic impact, documentation, legal requirements, potential disputes, monitoring usage and infringements, assessing infringement impact, grievance redressal processes, etc.		5	2	3
		Total	100	44	56
MEP/N2606 Plan and facilitate trainer development	PC1.identify training needs of the trainers after studying the occupational standards and skill gap analysis of the trainer	100	4	2	2
	PC2.identify various methods that are best suited for the training needs		4	2	2
	PC3.list available learning and development resources and constraints		4	2	2
	PC4.select the methods best suited for the training needs that can be applied within the available resources and constraints		4	2	2
	PC5.prepare a training plan and schedule that fits in the trainer schedule without disrupting work		4	2	2
	PC6.have the training materials developed with the help of content development team		4	2	2
	PC7.share the training plan and schedule with all stakeholders		4	2	2
	PC8.prepare and implement a monitoring plan to ensure all trainers undergo the development plan		5	2	3
	PC9.receive or finalise calendar for trainer training from authorised source		5	2	3
	PC10.confirm availability to the organisers for the training session		3	1	2

	PC11.study profile of candidates coming for training to identify special training requirements if any		5	2	3
	PC12.receive session plan, occupational standards and training materials for training provided by authorised source		5	2	3
	PC13.facilitate trainer training program as per the program design provided		4	1	3
	PC14.conduct formative assessment of learning by using appropriate methods such as mock-training or on-the-job observation of studying video recordings of trainers, etc.		5	2	3
	PC15.monitor, and document, learner progress to ensure outcomes are being achieved, and individual learner needs are being met		3	1	2
	PC16.adjust the delivery sessions to reflect specific needs and circumstances		4	1	3
	PC17.provide additional assistance to individual trainers as required to achieve session outcomes		4	2	2
	PC18.maintain and store learner records according to organisational requirements		5	2	3
	PC19.monitor the cleanliness and tidiness of the training room		4	1	3
	PC20.notify any special housekeeping requirements, maintenance requirements or training equipment repair requirements to appropriate personnel		4	1	3
	PC21.securing equipment and tools in safe places in accordance with procedures		3	1	2
	PC22.ensure that training equipment and tools are used and left in good condition		5	2	3
	PC23.complete learner records accurately and submit or process and in the required timeframes		4	1	3
		Total	100	40	60
MEP/N9912 Apply principles of professional practice at the workplace	PC1.display appropriate professional appearance for the workplace	100	3	1	2
	PC2.interact with team members, clients, vendors, visitors and other stakeholders in a professional manner		3	1	2
	PC3.develop personal and professional goals and objectives		3	1	2
	PC4.identify strengths and weaknesses in relation to goals and objectives		3	1	2
	PC5.evaluate own capacity to meet goals and objectives		3	1	2
	PC6.determine personal development needs to perform role as per desired standards		3	1	2
	PC7.develop a professional development plan to enhance professional capabilities		4	1	3
	PC8.document a professional practice plan designed to support the achievement of goals		3	1	2
	PC9.select and implement development opportunities to support continuous learning and maintain currency of professional practice		3	1	2

	PC10.research developments and trends impacting on professional practice and integrate information into work performance		3	1	2
	PC11.invite peers and others to observe, and provide feedback, on own performance and practices		3	1	2
	PC12.use feedback from colleagues and clients to identify and introduce, improvements in work performance		3	1	2
	PC13.perform tasks to the required workplace standard		5	2	3
	PC14.complete duties accurately, systematically and within required timeframes		3	1	2
	PC15.follow organisational policies		3	1	2
	PC16.protect the rights of the client and organisation when delivering services		4	1	3
	PC17.ensure services are delivered equally to all clients regardless of personal and cultural beliefs		3	1	2
	PC18.recognise potential ethical issues in the workplace and discuss with an appropriate person		4	2	2
	PC19.recognise unethical conduct and report to an appropriate person		3	1	2
	PC20.operate within an agreed ethical code of practice		4	2	2
	PC21.apply organisational guidelines and legal requirements on disclosure and confidentiality		3	1	2
	PC22.identify and obtain clarity regarding organisational, team and own goals		3	1	2
	PC23.prioritise tasks at work as per organisational, team and own goals		5	2	3
	PC24.plan to meet team performance targets and standards		4	2	2
	PC25.monitor own and team performance as per agreed plan		3	1	2
	PC26.share all relevant information with stakeholders in agreed formats and as per agreed timelines		3	1	2
	PC27.work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes		4	2	2
	PC28.recognise, avoid and/or address any conflict of interest		3	1	2
	PC29.use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours		3	1	2
	PC30.recognize and respond to inappropriate behaviour towards self or others in a professional manner and as per organisational policy		3	1	2
		Total	100	36	64
MEP/N9911 Apply health and safety practices applicable in a	PC1.promote a safe working environment and adhere to risk management strategies for clients, colleagues and others who enter the workplace, in accordance with duty of care requirements	100	6	3	3

training and assessment environment	PC2.identify, control and report health and safety issues relating to immediate work environment according to procedures	6	2	4
	PC3.work safely and apply health and safety practices in the training and assessment environment including using appropriate personal protective equipment (PPE) where required	5	1	4
	PC4.document safety records according to organisational policies	5	2	3
	PC5.recognise health and safety related hazards in the training and assessment area	5	1	4
	PC6.follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies	6	2	4
	PC7.document and report all hazards, accidents and near-miss incidents as per set process	6	2	4
	PC8.provide guidance and support to learners on the safe use and care of equipment and resources	5	2	3
	PC9.conduct displays and demonstrations according to work safety regulations and school/centre procedures and guidelines	5	1	4
	PC10.take appropriate steps, if required, to maintain personal safety of self and others	5	2	3
	PC11.maintain the training and assessment area in a clean and tidy condition	5	1	4
	PC12.respond appropriately to learners who require assistance with personal care or hygiene	5	1	4
	PC13.ensure all learners or candidates follow personal hygiene and grooming standards as required	5	1	4
	PC14.provide assistance with the general care and wellbeing of learners, including attending to learners with minor illnesses	6	2	4
	PC15.assist learners in need of minor first aid in accordance with school or centre procedures	5	1	4
	PC16.recognise emergency and potential emergency situations promptly and take required actions within the scope of individual responsibility	5	2	3
	PC17.follow emergency procedures correctly in accordance with school/centre procedures	5	1	4
	PC18.seek assistance promptly from colleagues and/or other authorities where appropriate	5	1	4
	PC19.report details of emergency situations accurately in accordance with school/centre policy, including accurate completion of accident and incident report forms	5	2	3
		Total	100	30