



Model Curriculum

QP Name: Master Trainer

QP Code: MEP/Q2602

QP Version: 1.0

NSQF Level: 6

Model Curriculum Version: 1.0

Management & Entrepreneurship and Professional Skills Council || Management & Entrepreneurship and Professional Skills Council (MEPSC), F-04, First Floor, Plot No.212, Okhla Phase III, New Delhi 110020

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Training Parameters

Sector	Management & Entrepreneurship and Professional Skills
Sub-Sector	Training and Assessment
Occupation	Training Delivery
Country	India
NSQF Level	6
Aligned to NCO/ISCO/ISIC Code	NCO-2015/ 2424.9900
Minimum Educational Qualification and Experience	Certified on the technical/vocational standards that they will be training on and training skills, by competent authority (SSC, NCVT/NCVET, AICTE, Industrial standards body, Organizational Certification department, etc.)
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 years
Last Reviewed On	03/08/2018
Next Review Date	03/08/2022
NSQC Approval Date	19/12/2018
QP Version	Version number 1.0
Model Curriculum Creation Date	03/08/2018
Model Curriculum Valid Up to Date	03/08/2022
Model Curriculum Version	Version number 1.0
Minimum Duration of the Course	600 hrs
Maximum Duration of the Course	600 hrs

Program Overview

This section summarizes the end objectives of the program along with its duration.

Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills:

- Identify tasks to be performed by a master trainer.
- Describe ways to evaluate performance of trainers in the training.
- Explain features of an effective training program.
- Define trainer's role after the training.
- Prepare sample trainer development plan.
- Identify learning barriers and ways to facilitate learning.
- Categorize characteristics of learners with complex or special needs and customise training for them.
- List ways to identify training needs.
- Apply relevant health and safety practices at the workplace.
- Demonstrate professional image and behaviour.
- Utilize and enhance professional competence.

Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<i>Bridge Module</i> Introduction to Skill India and the role of a Master Trainer	4:00 hrs	0:00 hrs	--	--	4:00 hrs
MEP/N2605 Evaluate trainers and training programs and provide recommendations for improving training effectiveness NOS Version No. 1 NSQF Level 6	60:00 hrs	90:00 hrs	--	--	150:00 hrs
Evaluate performance of the trainers on job	30:00 hrs	46:00 hrs	--	--	76:00 hrs
Evaluate effectiveness of the training program	30:00 hrs	44:00 hrs	--	--	76:00 hrs
MEP/N2606 Plan and facilitate trainer development NOS Version No.1 NSQF Level 6	56:00 hrs	72:00 hrs	--	--	128:00 hrs

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Plan, deliver and facilitate trainer development	56:00 hrs	72:00 hrs	--	--	128:00 hrs
MEP/N2607 Conduct and facilitate trainings that require advanced facilitation skills NOS Version No.1 NSQF Level 6	44:00 hrs	64:00 hrs	--		108:00 hrs
Conduct and facilitate trainings that require advanced facilitation skills	44:00 hrs	64:00 hrs	--		108:00 hrs
MEP/N2608 Customize training program as per special requirements of learners and local environment NOS Version No.1 NSQF Level 6	38:00 hrs	84:00 hrs	--		122:00 hrs
Customize training program as per special requirements of learners and local environment	38:00 hrs	84:00 hrs	--		122:00 hrs
MEP/N2609 Identify new programs for training NOS Version No.1 NSQF Level 6	24:00 hrs	24:00 hrs	--		48:00 hrs
Identify new programs for training	24:00 hrs	24:00 hrs	--		48:00 hrs
MEP/N9911 Apply health and safety practices applicable in training NOS Version No.1 NSQF Level 6	04:00 hrs	06:00 hrs	--		10:00 hrs
Workplace safety, rescue and first aid	04:00 hrs	06:00 hrs	--		10:00 hrs
MEP/N9912 Apply principles of professional practice at the workplace NOS Version No.1 NSQF Level 6	10:00 hrs	20:00 hrs	--	--	30:00 hrs
Principles of professional practice	10:00	20:00	-	-	30:00
Total Duration	240:00 hrs	360:00 hrs	--	--	600:00 hrs

Module Details

Introduction to Skill India and the role of a Master Trainer

Terminal Outcomes:

- Give an overview of Skill India
- Explain the role of master trainer.
- Identify the organizational structure and functions of training provider/organisation

Duration: 04:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Give an overview of Skill India • State the role of a trainer. • State the role of a master trainer. • Describe the common organisational structures and functionalities. 	
Classroom Aids:	
Computer, projector, white board/ flip chart, marker and duster	
Tools, Equipment and Other Requirements	
NA	

Evaluate performance of the trainers on job

Terminal Outcome:

- Explain trainer performance evaluation indicators.

Duration: 30:00	Duration: 46:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe tools for identifying training needs. • Describe the competencies, occupational standards and performance criteria for trainers. • Discuss parameters that are important to ensure training effectiveness. • Discuss ways to give feedback to trainers on their performance and areas of development. 	<ul style="list-style-type: none"> • Develop trainer performance observation schedule. • Analyse sample data of various trainer performance indicators to categorize performance level of trainers. • Analyse trainer’s training calendar and prepare feedback document. • Prepare sample documentation of results of trainer performance evaluation. • Conduct role play Interviews with the trainers on obtaining information about problems.
Classroom Aids:	
Computer, projector, white board/ flip chart, marker and duster	
Tools, Equipment and Other Requirements	
Sample data of trainer performance Sample of training calendar List/examples of role play scenarios	

Evaluate effectiveness of the training program

Terminal Outcome:

- Describe indicators for evaluating the effectiveness of the training program.

Duration: 30:00	Duration: 44:00
<p>Theory – Key Learning Outcomes</p> <ul style="list-style-type: none"> Describe parameters that are important to ensure training effectiveness. Discuss trainer competencies, occupational standards and performance criteria List sources of information and ways to collect data (e.g. student feedback forms; formative and summative assessment results; assessor feedback; lesson plan etc.). Discuss parameters for analysing effectiveness of training program. Describe the ways to document and report results. 	<p>Practical – Key Learning Outcomes</p> <ul style="list-style-type: none"> Analyse the data and information (e.g. student feedback forms; grade/marks of students; assessor feedback. lesson plan etc.) to identify the effectiveness of the training program. Compare given data to identify training needs for trainer’s skill enhancement. Prepare report with findings from analysis of factors affecting performance and suggestions on alternatives. Prepare a training of trainer’s program based on the data analysis.
Classroom Aids:	
Computer, printer, projector, white board/ flip chart, marker and duster	
Tools, Equipment and Other Requirements	
Sample data (e.g. student feedback forms; formative and summative assessment results; assessor feedback; lesson plan etc.) for practical exercise	

Plan, deliver and facilitate trainer development

Terminal Outcome:

- Describe methods of training and preparation of training plan and schedule.
- Describe preparation of training materials.
- Explain formative assessment and recording of learner progress.
- Discuss post-training activities.

Duration: 56:00	Duration: 72:00
<p>Theory – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Discuss ways to identify training needs of the trainers after studying the occupational standards and skill gap. • Discuss learning and development resources and constraints. • List ways to prepare trainer schedule without work disruption, and methods to be used in training of trainers. • Discuss training material development. • Describe activities that are part of planning and delivering training program. • Describe ways to identify special training needs by studying candidate profile. • Explain different ways of formative assessment. • Discuss ways to monitor learner progress. • Describe procedures of acquiring equipment and tools for training and returning them. • Describe housekeeping activities post-training. • Discuss learner records and documentation. 	<p>Practical – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Demonstrate preparation of a training plan and schedule. • Prepare sample session plan and training program. • Demonstrate formative assessment methods like mock-training, on-the-job observation and video recording. • Demonstrate documenting and storing learner records. • Prepare sample request letter for obtaining equipment and tools required in training.
Classroom Aids:	
Computer, projector, white board/ flip chart, marker and duster	
Tools, Equipment and Other Requirements	
NA	

Conduct and facilitate trainings that require advanced facilitation skills

Terminal Outcome:

- Demonstrate facilitation techniques.

Duration: 44:00	Duration: 64:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Differentiate between andragogy and pedagogy; learner-centred and teacher-centred training methodology. • Describe different training delivery methods and facilitation skills required for each. • Discuss potential barriers to learning. 	<ul style="list-style-type: none"> • Practice various facilitation techniques. • Dramatize individual and group learning activities using case studies, games, simulation, etc.
Classroom Aids:	
Computer, projector, white board/ flip chart, marker and duster	
Tools, Equipment and Other Requirements	
NA	

Customise training program as per special requirements of learners and local environment

Terminal Outcome:

- Customize session plan, training material and training instructions as per special requirements of learner and local environment.

Duration: 38:00	Duration: 84:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List environmental and learner conditions that call for customised training. • Describe different learners with special needs and their training requirements. • Describe training materials and instructions for learners with special needs. 	<ul style="list-style-type: none"> • Prepare a session plan for a learner with learning disability. • Modify the given sample training material for a learner having dyslexia, PwD.
Classroom Aids:	
Computer, projector, white board/ flip chart, marker and duster	
Tools, Equipment and Other Requirements	
NA	

Identify new program for training

Terminal Outcome:

- Identify new program for training in local industries.

Duration: 24:00	Duration: 24:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the ways of collecting data on skill gaps, employment opportunities and training needs. 	<ul style="list-style-type: none"> • Prepare a questionnaire for training need assessment survey. • Search online recruitment platforms to identify training needs. • Analyse the collected data to prepare a sample report on the training needs of people from different geographical regions.
Classroom Aids:	
Computer, projector, white board/ flip chart, marker and duster	
Tools, Equipment and Other Requirements	
internet connection	

Workplace safety, rescue and first aid

Terminal Outcome:

- Describe the application of health and safety practices at the workplace.

Duration: 04:00	Duration: 06:00
<p>Theory – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Describe personal hygiene practices. • List first aid box items and their use. • List situations that may lead to accidents at the workplace and ways to prevent them. • Describe the steps of emergency procedures during accidents/fire or other hazards. • Identify safety signs. • Classify the various fire extinguishers for different types of fires. 	<p>Practical – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Demonstrate personal hygiene features to be followed at the workplace. • Demonstrate appropriate first aid in different situations. • Practice emergency evacuation drills. • Demonstrate the use of fire extinguishers.
Classroom Aids:	
Computer, printer, projector, white board/ flip chart, marker and duster	
Tools, Equipment and Other Requirements	
Personal protective equipment (such as mask and helmet) Fire extinguishers (Class A, B, C, D & K fires: extinguishers may contain water, sand, foam, dry powder, CO ₂ , or wet chemical), first aid box (sterile dressings, plasters, disposable sterile gloves, scissors, anti-septic wipes, thermometer.)	

Principles of Professional Practice

Terminal Outcomes:

- Apply principles of professional practice like professional image, professional competence, discipline, ethics and work effectiveness.
- Develop personal and professional development competencies.
- Distinguish between unethical conduct, inappropriate behavior and conflict of interest.

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the importance of having a professional appearance at workplace. • Differentiate between appropriate and inappropriate business attire. • Discuss personal and professional goals. • Describe the importance of continuous learning and developing professional development plan. • Describe the policies related to non-discrimination and rights of the clients. • Distinguish between unethical conduct, inappropriate behaviour and harassment in a workplace. • Describe situations that may lead to conflict of interest. • Discuss ways to avoid and resolve conflicts. 	<ul style="list-style-type: none"> • Develop a personal action plan to improve professional appearance. • Demonstrate aspects of professional behaviour in different situations. • Prepare a plan to work on personal and professional goals and development. • Prepare strategies for handling unethical conduct, inappropriate behaviour and harassment in a workplace.
Classroom Aids:	
Computer, printer, projector, white board/ flip chart, marker and duster	
Tools, Equipment and Other Requirements	
NA	

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
As per competent authority (SSC, NCVT, AICTE, Industrial standards body, Organizational Certification department, etc.)	As per competent authority (SSC, NCVT, AICTE, Industrial standards body, Organizational Certification department, etc.)	As per the standards set by relevant SSC to practice in different industry sectors.	As per competent authority (SSC, NCVT, AICTE, Industrial standards body, Organizational Certification department, etc.)	As per the standards set by relevant SSC to practice in different industry sectors	As per competent authority (SSC, NCVT, AICTE, Industrial standards body, Organizational Certification department, etc.)	

Trainer Certification	
Domain Certification	Platform Certification
MEP/Q2602, V1.0 Master Trainer Minimum accepted score is 90%.	MEP/Q2602, V1.0 Master Trainer Minimum accepted score is 90%.

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
As per competent authority (SSC, NCVT, AICTE, Industrial standards body, Organizational Certification department, etc.)	As per competent authority (SSC, NCVT, AICTE, Industrial standards body, Organizational Certification department, etc.)	As per the standards set by relevant SSC to practice in different industry sectors.	As per competent authority (SSC, NCVT, AICTE, Industrial standards body, Organizational Certification department, etc.)	As per the standards set by relevant SSC to practice in different industry sectors.	As per competent authority (SSC, NCVT, AICTE, Industrial standards body, Organizational Certification department, etc.)	

Assessor Certification	
Domain Certification	Platform Certification
MEP/Q2702, V1.0 Lead Assessor Minimum accepted score is 90%.	MEP/Q2702, V1.0 Lead Assessor Minimum accepted score is 90%.

Assessment strategy

Assessment system Overview

Assessment will be carried out by assessment partners with no link to training partners. Based on the results of assessment, MEPSC will certify the learners. Assessor has to pass online assessment of theoretical knowledge of the job role and approved by MEPSC.

The assessment will have both theory and practical components in 40:60 ratio.

While theory assessment is summative and a written exam; practical will involve demonstrations of applications and presentations of procedures and other components. Practical assessment will also be summative in nature.

Testing Environment

Training partner has to share the batch start date and end date, number of trainees and the job role.

Assessment will be fixed for a day after the end date of training. It could be next day or later. Assessment will be conducted at the training venue.

Room where assessment is conducted will be set with proper seating arrangements with enough space to prevent copying.

Question bank of theory and practical will be prepared by assessment agency and approved MEPSC. From this set of questions, assessment agency will prepare the question paper. Theory testing will include multiple choice questions, pictorial question, etc. which will test the trainee on his theoretical knowledge of the subject.

The theory and practical assessments will be carried out on same day. The question paper is pre-loaded in the computer and it will be in the language requested by the training partner.

Presentation will be one mode of assessment and so computers and LDC projector will be available for assessment. Viva will also be used to gauge trainees confidence and correct knowledge in handling job situations.

Assessment Quality Assurance framework

Assessor has to go through orientation program organized by Assessment Agency. The training would give an overview to the assessors on the overall framework of QP evaluation. Assessor shall be given a NOS and PC level overview of each QP as applicable. Overall structure of assessment and objectivity of the marking scheme will be explained to them.

The giving of marks will be driven by an objective framework which will maintain standardization of marking scheme.

In case of many candidates to be accommodated in one venue for theory assessment, caution is taken not to let the candidates who competed test meet those who have not. Once the first batch has moved out of the knowledge based assessment area, the second batch must be taken from the main waiting area and seated in the respective seats for their knowledge based assessment.

For practical, the instructions for taking the test are clearly written on the board in the lab or shared with the candidates verbally.

The assessment will be video recorded and submitted to MEPSC. The training partner will intimate the time of arrival of the assessor and time of leaving the venue.

Methods of Validation

Unless the trainee is registered, the person cannot undergo assessment. To further ensure that the person registered is the person appearing for assessment, id verification will be carried out. Adhar card number is part of registering the candidate for training. This will form the basis of further verification during the assessment.

Assessor conducts the assessment in accordance with the assessment guidelines and question bank as per the job role.

The assessor carries tablet with the loaded questions. This tablet is geotagged and so it is monitored to check their arrival and completion of assessment.

Video of the practical session is prepared and submitted to MEPSC.

Random spot checks/audit is conducted by MEPSC assigned persons to check the quality of assessment.

Assessment agency will be responsible to put details in SIP.

MEPSC will also validate the data and result received from the assessment agency.

Method of assessment documentation and access

The assessment agency will upload the result of assessment in the portal. The data will not be accessible for change by the assessment agency after the upload. The assessment data will be validated by MEPSC assessment team. After upload, only MEPSC can access this data.

MEPSC approves the results within a week and uploads on SIP.