

# Model Curriculum

## Demonstrator cum Instructor

**SECTOR: MANAGEMENT, ENTREPRENEURSHIP & PROFESSIONAL SKILLS**  
**SUB-SECTOR: Training and Assessment**  
**OCCUPATION: Training Delivery**  
**REF ID: MEP/Q2603, v1.0**  
**NSQF LEVEL: 4**



## Certificate

### CURRICULUM COMPLIANCE TO QUALIFICATION PACK – NATIONAL OCCUPATIONAL STANDARDS

is hereby issued by the

**MANAGEMENT, ENTREPRENEURSHIP & PROFESSIONAL SKILLS COUNCIL**

for the

### MODEL CURRICULUM

Complying to National Occupational Standards of  
Job Role/ Qualification Pack: 'Demonstrator cum Instructor' QP No. 'MEP/ Q2603 NSQF Level 4'

Date of Issuance: June 21<sup>st</sup>, 2018

Valid up to\*: June 21<sup>st</sup>, 2022

\*Valid up to the next review date of the Qualification Pack

  
Authorised Signatory  
(Management, Entrepreneurship & Professional  
Skills Council)

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# Demonstrator cum Instructor

## CURRICULUM / SYLLABUS

This program is aimed at training candidates for the job of a “Demonstrator cum Instructor”, in the “MANAGEMENT, ENTREPRENEURSHIP & PROFESSIONAL SKILLS” Sector/Industry and aims at building the following key competencies amongst the learner

<b>Program Name</b>	<b>Demonstrator cum Instructor</b>		
<b>Qualification Pack Name &amp; Reference ID. ID</b>	MEP/Q2603, v1.0		
<b>Version No.</b>	1.0	<b>Version Update Date</b>	21/06/2018
<b>Pre-requisites to Training</b>	8th standard passed		
<b>Training Outcomes</b>	<p><b>After completing this programme, participants will be able to:</b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate work skills on-the-job or in a simulated work environment:</b> Identify the audience for demonstration, prepare for the demonstration, conduct demonstration, undertake post demonstration activities.</li> <li>• <b>Facilitate transfer of work skills on-the-job or in a simulated work environment:</b> Organise for training of work skills on-the-job or in a simulated environment, impart training of work skills on-the-job or in a simulated environment, monitor and evaluate performance on-the job or in a simulated work environment, carry out post-training activities.</li> <li>• <b>Conduct assessment of competence as per required standards:</b> Prepare for undertaking assessment of competence as per standards, conduct assessment of competence, document assessment results and verify and submit evidences</li> <li>• <b>Apply health and safety practices applicable in a training and assessment environment:</b> Apply relevant health and safety practices in a training / assessment environment, maintain a safe environment, maintain a healthy and hygienic environment, deal with emergency situations.</li> <li>• <b>Apply principles of professional practice at the workplace:</b> Maintain a professional image and behaviour, maintain and enhance professional competence, work in a disciplined and ethical manner, work effectively with all stakeholders</li> </ul>		

This course encompasses 5 out of 5 National Occupational Standards (NOS) of “Demonstrator cum Instructor” Qualification Pack issued by “Management, Entrepreneurship & Professional Skills Council”.

Sr. No.	Module	Key Learning Outcomes	Equipment Required
1	<p><b>Introduction</b></p> <p><b>Theory Duration</b> (hh:mm) 05:00</p> <p><b>Practical Duration</b> (hh:mm) 00:00</p> <p><b>Corresponding NOS Code</b> Bridge Module</p>	<ul style="list-style-type: none"> <li>Describe the growth of the training and Assessment Industry and in particular the skill development sector</li> <li>Describe the role of a Demonstrator cum Instructor</li> <li>List the career and growth opportunities for Demonstrator cum Instructor</li> <li>State the key responsibilities and skill requirements of a Demonstrator cum Instructor</li> <li>Explain the need for adequate training for a demonstrator cum Instructor</li> <li>Describe the structure and key outcomes of the course</li> </ul>	Training Kit (PowerPoint, Trainer Guide)
2	<p><b>Effective Demonstrations</b></p> <p><b>Theory Duration</b> (hh:mm) 05:00</p> <p><b>Practical Duration</b> (hh:mm) 00:00</p> <p><b>Corresponding NOS Code</b> MEP/N2610</p>	<ul style="list-style-type: none"> <li>State some common purposes for which demonstration is done <ul style="list-style-type: none"> <li>to training the audience,</li> <li>to generate awareness,</li> <li>to sell a product or service</li> <li>to prove own competence, etc.</li> </ul> </li> <li>Describe key characteristics of effective demonstrations <ul style="list-style-type: none"> <li>Purposefulness</li> <li>Clarity</li> <li>Completeness</li> <li>Speed and duration optimization</li> <li>Correct sequencing</li> <li>freedom for errors</li> </ul> </li> <li>State the broad steps involves in an effective demonstration</li> <li>List the knowledge and skills required to conduct an effective demonstration</li> </ul>	Training kit (Trainer guide, PowerPoint)
3	<p><b>Prepare for Demonstrations</b></p> <p><b>Theory Duration</b> (hh:mm) 15:00</p> <p><b>Practical Duration</b> (hh:mm) 15:00</p> <p><b>Corresponding NOS Code</b> MEP/N2610</p>	<ul style="list-style-type: none"> <li>Identify topic/s for demonstration</li> <li>Explain how to arrive at topic(s) of the demonstration based on the purpose of demonstration</li> <li>Research topic/s and clarify doubts with subject matter expert</li> <li>Explain the importance of being thorough with the topic/s of the demonstration</li> <li>Read process manual and discuss with SME</li> <li>Plan the order or sequence of 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 efficient use of resources</li> <li>Rehearse the demonstration without the audience and identify areas that need specific attention</li> <li>Explain the importance of confirming that all materials, tools and equipment is present and in</li> </ul>	Training kit (Trainer guide, PowerPoint), training aids

Sr. No.	Module	Key Learning Outcomes	Equipment Required
		<p>working order, including safety equipment for the demonstration</p> <ul style="list-style-type: none"> <li>Plan and organise to ensure that all tools, materials, equipment are available at the appropriate time and place, when and where they are needed</li> <li>Confirm all materials, tools and equipment is present and in working order, including safety equipment for the demonstration</li> <li>Describe common work area inspection procedures and practices</li> <li>Describe common procedures for the recording, reporting and maintenance of workplace equipment</li> </ul>	
4	<p><b>Conduct Demonstrations</b></p> <p><b>Theory Duration</b> (hh:mm) 15:00</p> <p><b>Practical Duration</b> (hh:mm) 45:00</p> <p><b>Corresponding NOS Code</b> MEP/N2610</p>	<ul style="list-style-type: none"> <li>Describe how to conduct a site and safety briefing and explain why is it important</li> <li>Conduct a site and safety briefing</li> <li>Explain the need for working safely at all times, complying with health and safety, environmental and other relevant regulations and guidelines</li> <li>Conduct a group introduction session for names and stories of participants</li> <li>Clarify the planning of sessions for the audience</li> <li>Explain the importance of briefing the audience on each activity with respect to it's purpose, precautions and procedure before demonstration</li> <li>Explain and describe demonstration related concepts and facts to learners in a simple language that is understandable to the learners</li> <li>Use assertive communication techniques and participative discussion techniques to handle group discussions</li> <li>Clarify each activity with respect to purpose, precautions and procedure before performing it</li> <li>Use white board/flipcharts to explain key points in a language/symbols understandable to learners</li> <li>Conduct the demonstration while adapting to audience needs and ensuring that the purpose of the demonstration is being achieved</li> <li>Use collaborative methods to handle conflict without losing calm</li> <li>Provide clear explanations to audience during the course of the demonstration</li> <li>Ensure that all audience members can see the demonstration and hear the instructions and explanations clearly</li> <li>Identify which audience related concerns are to be dealt on their own and which have to be reported and handled in consultation with seniors</li> <li>Handle disruptions during demonstration in a solution seeking and calm manner</li> <li>Perform all the steps of the demonstration</li> </ul>	Training kit (Trainer guide, PowerPoint) , training aids, EHS policy

Sr. No.	Module	Key Learning Outcomes	Equipment Required
		<p>skilfully and in proper sequence</p> <ul style="list-style-type: none"> <li>• Ensure that the demonstration is accurate and realistic</li> <li>• Deliver demonstration smoothly, on time while meeting the session objectives</li> <li>• Conduct review and summarization of activities as required</li> <li>• State when and why is reviewing and revising of activities required after the demonstration</li> <li>• Use effective listening and probing /questioning skills to understand audience and their queries</li> <li>• Explain the importance of ensuring safety, hygiene, tidiness before, during and after the sessions</li> <li>• Work safely at all times, complying with health and safety, environmental and other relevant regulations and guidelines</li> <li>• State the Health Safety and Environment issues relating to delivery of competency based training</li> <li>• Describe waste and dangerous materials disposal procedures and practices</li> <li>• State the need for feed-back to be collected and it's benefit for future demonstration planning</li> <li>• Collect feed-back information and address any issues identified</li> <li>• Use feed-back in future demonstration planning</li> <li>• State the need to secure equipment and tools in safe places in accordance with procedures and common practices</li> <li>• Secure equipment and tools in safe places and leave them in good condition in accordance with procedures</li> <li>• Explain the importance of completing demonstration records accurately and processing within required timeframes</li> <li>• Describe key organizational record-management systems and reporting requirements</li> <li>• Complete demonstration records accurately and submit or process and in the required timeframes</li> <li>• List the demonstration records and describe the process of submitting the same</li> </ul>	
5	<p><b>Facilitate Learning using Demonstration and Practice</b></p> <p><b>Theory Duration</b> (hh:mm) 10:00</p> <p><b>Practical Duration</b></p>	<ul style="list-style-type: none"> <li>• State the various situations where demonstration and practice is used as the primary method of training</li> <li>• State which types of learning are best achieved and supported through demonstrations</li> <li>• Describe the broad steps involved in transfer of work skills on-the-job or in a simulated work environment</li> <li>• State the knowledge requirements for an Instructor who facilitates learning using demonstration and practice methodology</li> <li>• Describe basic learning retention techniques</li> </ul>	Training kit (Trainer guide, PowerPoint)



Sr. No.	Module	Key Learning Outcomes	Equipment Required
	(hh:mm) 10:00  <b>Corresponding NOS Code</b> MEP/N2603	<ul style="list-style-type: none"> <li>Describe effective listening and probing techniques</li> <li>State the factors that affect learning such as:               <ul style="list-style-type: none"> <li>physical e.g. temperature, health, personal concerns</li> <li>social, emotional e.g. attitude, motivation, behaviour, cognitive, environmental</li> </ul> </li> <li>Describe techniques to create and maintain a positive learning environment such as:               <ul style="list-style-type: none"> <li>encouraging learner participation</li> <li>using interactive learning approaches to transfer skills and knowledge to learners</li> <li>using the diversity of the group as a resource to support learning</li> <li>using facilitation skills to ensure effective participation and group management</li> <li>using presentation skills to convey understanding of key concepts and central ideas</li> <li>being aware of non-verbal and verbal communication of participants</li> <li>using learning resources to enhance the learning experience for all learners</li> <li>delivering at appropriate pace</li> <li>ensuring and encouraging two-way communication including provide opportunities for learners to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences</li> <li>summarising key concepts and ideas at strategic points to facilitate learner understanding</li> <li>monitoring learner progress with tasks and learning activities based on session plan.</li> <li>measuring the achievement of learning outcomes by formative assessment</li> </ul> </li> </ul>	
6	<b>Prepare for on-the job training or in a simulated work Environment</b>  <b>Theory Duration</b> (hh:mm) 15:00  <b>Practical Duration</b> (hh:mm) 30:00	<ul style="list-style-type: none"> <li>Access, read and interpret the training documentation to determine acceptable standards of knowledge and performance required from the learners as per the curriculum</li> <li>List the sources and availability of relevant equipment, materials and physical and learning resources and learning materials</li> <li>Obtain information of batch size, no. of batches and schedule of training from authorised sources and documentation</li> <li>Estimate equipment, materials and physical and information resources required to carry out demonstration and practice of work skills to be learnt</li> <li>Organise for necessary and adequate equipment, materials and physical and</li> </ul>	Training kit (Trainer guide, PowerPoint)



Sr. No.	Module	Key Learning Outcomes	Equipment Required
	<p><b>Corresponding NOS Code</b> MEP/N2603</p>	<p>information resources required with the support management and other support functions</p> <ul style="list-style-type: none"> <li>• Read presentation slides and trainer's guides and participant handbook</li> <li>• Describe procedures for the recording, reporting and maintenance of workplace equipment</li> <li>• Explain how to structure demonstrations and practice sessions</li> <li>• Check and ensure that all equipment, materials and resources are ready to use and placed in a safe and learner friendly manner</li> <li>• Describe work area inspection procedures and practices</li> <li>• Make minor corrections/updates on presentation slides, handouts, etc</li> <li>• Notify learners of details regarding the implementation of the learning program and/or delivery plan</li> <li>• Check and confirm a safe learning environment</li> </ul>	
7	<p><b>Impart on-the-job training or using a simulated work environment</b></p> <p><b>Theory Duration</b> (hh:mm) 15:00</p> <p><b>Practical Duration</b> (hh:mm) 20:00</p> <p><b>Corresponding NOS Code</b> MEP/N2603</p>	<ul style="list-style-type: none"> <li>• Share with the learners clearly, the acceptable standards of knowledge and performance required from them at the end of the session</li> <li>• Brief the learners on workplace health and safety requirements and the consequences of not adhering to the same</li> <li>• Ensure all learners have access to necessary equipment and materials for practicing on and learning the work skills</li> <li>• Ensure that all tools, materials, equipment are available at the appropriate time and place, when and where they are needed</li> <li>• Explain each step in the task or procedure required to be learnt to all learners and clarify their queries with respect to the same</li> <li>• Use white board/flipcharts to explain key points in a language/symbols understandable to learners</li> <li>• Explain and describe training related concepts and facts to learners in a simple language that is understandable to the learners</li> <li>• Use effective listening and probing /questioning skills to understand learners and their queries</li> <li>• Use assertive communication techniques and participative discussion techniques to handle group discussions</li> <li>• Demonstrate each step in the task or procedure required to be learnt to all learner at a pace and manner that is easy for learners to follow</li> <li>• State which factors are likely to prevent learning during demonstration and practice sessions and explain how to overcome them</li> <li>• Handle disruptions during trainings in a solution seeking and calm manner</li> <li>• Explain unfamiliar terms and jargons as and when it is used in words that the learners can</li> </ul>	<p>Training kit (Trainer guide, PowerPoint)</p>

Sr. No.	Module	Key Learning Outcomes	Equipment Required
		<p>understand easily</p> <ul style="list-style-type: none"> <li>• State common inappropriate behaviour displayed in a training setting               <ul style="list-style-type: none"> <li>○ Abusing;</li> <li>○ violence;</li> <li>○ harassment;</li> <li>○ disruption of session;</li> <li>○ pilfering;</li> <li>○ intentional mishandling of equipment and materials;</li> <li>○ habitual absenteeism, etc</li> </ul> </li> <li>• Explain various ways to handle inappropriate behaviour in a professional manner               <ul style="list-style-type: none"> <li>○ Set ground rules at the beginning of the session and implement strictly,</li> <li>○ identifying the reason for inappropriate behaviour and suggesting a more appropriate method of expressing discontent;</li> <li>○ prepare and follow escalation matrix for reporting inappropriate behaviour;</li> <li>○ discuss consequences of inappropriate behaviour to self and others; counselling;</li> <li>○ detention/suspension/rustication in accordance with the rules of the organisation/institution, etc.</li> </ul> </li> <li>• Explain the importance of monitoring and documenting learning progress of the learners and providing them feedback</li> <li>• Identify which learner and learning environment related concerns are to be dealt on their own and which must be reported and handled in consultation with seniors</li> <li>• State the precautions to be taken while performing the various steps</li> <li>• State key workplace health and safety (WHS) issues in the learning environment, including:               <ul style="list-style-type: none"> <li>○ roles and responsibilities of key personnel</li> <li>○ responsibilities of learners</li> <li>○ relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures</li> <li>○ risk controls for the specific learning environment</li> <li>○ how to maintain the work area by ensuring safety and security</li> <li>○ how to handle hazardous materials, tools and equipment</li> <li>○ long term value of good posture and use of appropriate handling equipment</li> <li>○ emergency procedures to be followed such as fire accidents, etc."</li> </ul> </li> </ul>	

Sr. No.	Module	Key Learning Outcomes	Equipment Required
		<ul style="list-style-type: none"> <li>• Provide opportunity for each learner to practice each step in the task or procedure required to be learnt immediately after the demonstration if possible</li> <li>• Explain the concept of effective learning by practicing</li> <li>• Provide clear instructions to learners during the course of the trainings to conduct training activities and guide their behaviour and conduct</li> <li>• Ensure steps are taken to protect the student as he or she performs each step of the procedure from hazards</li> <li>• State Health Safety and Environment (HSE) issues relating to delivery of competency based training</li> <li>• Describe waste and dangerous materials disposal procedures and practices</li> <li>• Describe how to spot potential hazards at the workplace or simulated work place</li> <li>• Follow the learning program and/or delivery plan to cover all learning objectives</li> <li>• Describe various best practices for effectively facilitating learning of work skills on-the-job or in a simulated work environment</li> <li>• Identify performance indicators that show achievement of performance standard or not</li> <li>• State the training documentation to determine acceptable standards of knowledge and performance required from the learners</li> <li>• Identify processes and measures to be incorporated to observe performance indicators of the learners while they work on the job or in a simulated work environment</li> <li>• Observe the performance of the learner against the identified performance indicators and evaluate if required performance standard has been achieved or not</li> <li>• Identify areas of improvement in the performance of each learner</li> <li>• Record and share feedback on learner performance with management as well as the learner to support learning use collaborative methods to handle conflict without losing calm</li> <li>• Complete learner records accurately and submit or process and in the required timeframes</li> <li>• Describe organizational record-management systems and reporting requirements</li> <li>• Deliver training program smoothly, on time while meeting the session objectives</li> <li>• Identify and meet client and student needs</li> <li>• Apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols</li> <li>• Describe how to spot potential disruptions and delays and what can be done to prevent the</li> </ul>	

Sr. No.	Module	Key Learning Outcomes	Equipment Required
		same as well as handle the same if it occurs	
8	<p><b>Undertake assessment of competence</b></p> <p><b>Theory Duration</b> (hh:mm) 40:00</p> <p><b>Practical Duration</b> (hh:mm) 60:00</p> <p><b>Corresponding NOS Code</b> MEP/N2604</p>	<ul style="list-style-type: none"> <li>• Explain the purpose of competency based assessment and when is undertaken</li> <li>• Describe the range of assessment purposes and assessment contexts, including Recognition of Prior Learning (RPL)</li> <li>• Explain how competency based assessment differs from other types of assessment</li> <li>• Evaluate competency standards as the basis of qualifications</li> <li>• Describe the structure and application of competency standards</li> <li>• Explain the principles of assessment and how they are applied</li> <li>• Demonstrate the distinction between assessment tools and assessment instruments using examples</li> <li>• Explain the rules of evidence and how they are applied</li> <li>• Describe different assessment methods, including suitability for gathering various types of evidence, suitability for the content of units, and resource requirements and associated costs</li> <li>• Describe the broad steps involved in preparing for and conducting a competency based assessment</li> <li>• Schedule the assessments in between the training schedule as per requirement of the training plan</li> <li>• Access and interpret units of competency and performance criteria that are to be used as benchmarks for assessment, and the nominated assessment tools, to confirm the requirements for the evidence to be collected</li> <li>• Ensure availability of necessary and adequate tools, equipment and materials for conducting assessment as per no. of candidates</li> <li>• Ensure a safe and secure environment for the assessment to take place</li> <li>• Explain to the learner the purpose of the formative assessment and what they will be assessed on before conducting the assessment</li> <li>• Describe and demonstrate how to apply assessment tools</li> <li>• State the instrument and the procedures for gathering and interpreting evidence in accordance with designated assessment methods such as: <ul style="list-style-type: none"> <li>○ profile of acceptable performance measures</li> <li>○ templates and proformas</li> <li>○ specific questions or activities</li> <li>○ evidence and observation checklists</li> <li>○ checklists for evaluating work samples</li> </ul> </li> </ul>	<p>Training kit (Trainer guide, PowerPoint), checklist, assessment templates</p>

Sr. No.	Module	Key Learning Outcomes	Equipment Required
		<ul style="list-style-type: none"> <li>○ candidate self-assessment materials</li> <li>○ procedures, information and instructions for the assessor and candidate relating to the use of assessment instruments and assessment conditions.</li> <li>● Use assessment tools for various purposes</li> <li>● Evaluate level of competence</li> <li>● Evaluate learning retention; monitor learner progress against program and session objectives;</li> <li>● Identify learner learning needs against required curriculum; provide feedback to learners on progress;</li> <li>● Create development plan for further learning;               <ul style="list-style-type: none"> <li>○ assess learning styles;</li> <li>○ assess learner soft skills</li> </ul> </li> <li>● State the types and forms of evidence, including assessment instruments that are relevant to gathering different types of evidence used in competency-based assessment</li> <li>● Gather evidence of performance applying the principles of assessment and rules of evidence</li> <li>● Evaluate the collected evidence to check whether it reflects the evidence required to demonstrate competence</li> <li>● Use judgement to infer whether competence has been demonstrated, based on the available evidence and in line with agreed assessment procedures and plan</li> <li>● Describe reasonable adjustments and when they are applicable</li> <li>● Record assessment decision whether competency mentioned in assessment criteria has been achieved</li> <li>● Identify level of competence achieved as per assessment criteria as well as learning gaps</li> <li>● Provide clear and constructive feedback to the candidate regarding the assessment decision, and clearly document follow-up, if required</li> <li>● Describe how to develop development plan for learner based on formative assessment results</li> <li>● Prepare development plan for the learner to cover the learning gaps as identified in the assessment</li> <li>● Complete learner assessment records accurately and submit or process as required in the required timeframes</li> <li>● Use technology while conducting assessment activities such as video evidence of skills/performance, recording of oral evidence, computer-based/on-line testing; etc.</li> <li>● Check and authenticate the video recordings and other evidences to see if there are no shortcomings, else retake the recording and evidences</li> </ul>	

Sr. No.	Module	Key Learning Outcomes	Equipment Required
		<ul style="list-style-type: none"> <li>Document the results on paper templates as well as online forms and templates as prescribed accurately</li> <li>Complete candidate records accurately and process in the required time frame</li> <li>Secure, label and pack the evidences accurately as per standard procedures adopted by training organisation</li> </ul>	
9	<p><b>Professional Development</b></p> <p><b>Theory Duration</b> (hh:mm) 10:00</p> <p><b>Practical Duration</b> (hh:mm) 15:00</p> <p><b>Corresponding NOS Code</b> MEP/N9912</p>	<ul style="list-style-type: none"> <li>Develop personal and professional goals and objectives</li> <li>Classify goal and objectives into various timeline such as short, medium and long-term</li> <li>Explain the importance of developing personal and professional goals and objectives</li> <li>Identify strengths and weaknesses in relation to goals and objectives</li> <li>Explain the importance of identifying strengths and weaknesses in relation to goals and objectives</li> <li>Evaluate own capacity to meet goals and objectives</li> <li>Explain how to identify strengths and weaknesses and evaluate own capacity to meet goals and objectives</li> <li>Determine personal development needs to perform role as per desired standards</li> <li>Explain how to determine personal development needs. These may include: <ul style="list-style-type: none"> <li>Reflection</li> <li>Evaluation of results of efforts</li> <li>Feedback from various people</li> <li>Comparison to levels of achievement or others</li> </ul> </li> <li>Develop a professional development plan to enhance professional capabilities</li> <li>Explain the importance of continuous learning and developing professional development plan</li> <li>Document a professional practice plan designed to support the achievement of goals</li> <li>Select and implement development opportunities to support continuous learning and maintain currency of professional practice</li> <li>Development opportunities to support continuous learning and maintain currency of professional practice</li> <li>Research developments and trends impacting on professional practice and integrate information into work performance</li> <li>Explain how to source information on developments and trends impacting on professional practice and why is it important</li> <li>Invite peers and others to observe, and provide feedback, on own performance and practices</li> <li>Use feedback from colleagues and clients to identify and introduce, improvements in work</li> </ul>	Training kit (Trainer guide, PowerPoint)



Sr. No.	Module	Key Learning Outcomes	Equipment Required
		<p>performance</p> <ul style="list-style-type: none"> <li>Explain the importance of taking and using feedback from colleagues and clients to identify and introduce, improvements in work performance</li> </ul>	
10	<p><b>Professional Practice</b></p> <p><b>Theory Duration</b> (hh:mm) 10:00</p> <p><b>Practical Duration</b> (hh:mm) 15:00</p> <p><b>Corresponding NOS Code</b> MEP/N9912</p>	<ul style="list-style-type: none"> <li>Display appropriate professional appearance for the workplace</li> <li>Explain the importance of displaying professional appearance behaviour at all times</li> <li>Interact with team members, clients, vendors, visitors and other stakeholders in a Professional manner</li> <li>Perform tasks to the required workplace standard</li> <li>Complete duties accurately, systematically and within required timeframes</li> <li>Follow organisational policies while carrying out tasks</li> <li>State reliable sources of information for finding out about organisation policies</li> <li>Seek clarifications where organisational policies are not clear, from authorised and reliable sources</li> <li>Protect the rights of the client and organisation when delivering services</li> <li>State the nature of rights that clients and organisations have</li> <li>Explain how the wrong actions can deny clients and organisations of their rights</li> <li>Ensure services are delivered equally to all clients regardless of personal and cultural beliefs</li> <li>Explain the principles and beliefs underlying non-discrimination policies</li> <li>Recognise potential ethical issues in the workplace and discuss with an appropriate person</li> <li>Explain the importance of discipline and ethics in a professional workplace</li> <li>Recognise unethical conduct and report to an appropriate person</li> <li>Explain the importance of reporting instance of unethical conduct to appropriate authority</li> <li>Operate within an agreed ethical code of practice</li> <li>Apply organisational guidelines and legal requirements on disclosure and confidentiality</li> <li>Explain organisational guidelines and legal requirements on disclosure and confidentiality and why it is important to adhere to</li> <li>Identify and obtain clarity regarding organisational, team and own goals</li> <li>Prioritise tasks at work as per organisational, team and own goals</li> <li>List factors based on which one may prioritise</li> </ul>	Training kit (Trainer guide, PowerPoint)



Sr. No.	Module	Key Learning Outcomes	Equipment Required
		<p>tasks and duties</p> <ul style="list-style-type: none"> <li>Plan to meet team performance targets and standards</li> <li>Monitor own and team performance as per agreed plan</li> <li>Share all relevant information with stakeholders in agreed formats and as per agreed timelines</li> <li>Work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes</li> <li>Explain the importance of working collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes</li> <li>Recognise, avoid and/or address any conflict of interest</li> <li>Explain the concept of conflict of interest and why it is important to recognise, avoid and/or address any conflict of interest</li> <li>List ways in which conflict of interest can be addressed effectively</li> <li>Use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours</li> <li>Recognize and respond to inappropriate behaviour towards self or others in a professional manner and as per organisational policy</li> <li>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</li> <li>Explain how to respond to inappropriate behaviour towards self and others in a professional manner</li> </ul>	
11	<p><b>Health and safety compliance</b></p> <p><b>Theory Duration</b> (hh:mm) 05:00</p> <p><b>Practical Duration</b> (hh:mm) 05:00</p>	<ul style="list-style-type: none"> <li>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</li> <li>State relevant Occupational Health and Safety (OHS) regulations</li> <li>State relevant statutory legislation applicable to the organisation and the area of operation</li> <li>State relevant environmental legislation</li> </ul>	Training kit (Trainer guide, PowerPoint) EHS policy

Sr. No.	Module	Key Learning Outcomes	Equipment Required
	<p><b>Corresponding NOS Code</b> MEP/N9911</p>	<p>applicable to the organisation and area of operation</p> <ul style="list-style-type: none"> <li>State relevant enterprise/site safety procedures</li> <li>Explain the importance to comply with enterprise/site safety procedures</li> <li>Explain the enterprise /site emergency procedures and techniques</li> <li>Document safety records according to organisational policies and own responsibilities</li> </ul>	
12	<p><b>Health and safety – Risks, Hazards and Incidents</b></p> <p><b>Theory Duration</b> (hh:mm) 05:00</p> <p><b>Practical Duration</b> (hh:mm) 05:00</p> <p><b>Corresponding NOS Code</b> MEP/N9911</p>	<ul style="list-style-type: none"> <li>Explain the relevant enterprise/site safety procedures including identification of hazards and controlling of risks</li> <li>Identify, control and report health and safety issues relating to immediate work environment according to procedures</li> <li>Recognise health and safety related hazards in the training and assessment area</li> <li>Identify job site hazardous work and state possible causes of risk or accident at the workplace</li> <li>State common causes for accidents</li> <li>Document and report all hazards, accidents and near-miss incidents as per set process</li> <li>Explain various important informational needs that must be documented in case of an incident/accident</li> <li>Follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies</li> </ul>	Training kit (Trainer guide, PowerPoint)
13	<p><b>Fire Safety</b></p> <p><b>Theory Duration</b> (hh:mm) 05:00</p> <p><b>Practical Duration</b> (hh:mm) 05:00</p> <p><b>Corresponding NOS Code</b> MEP/N9911</p>	<ul style="list-style-type: none"> <li>Explain types of fires - Class A, B, C and D</li> <li>Select appropriate fire extinguisher to control fire</li> <li>Use PASS method to operate a fire extinguisher</li> <li>Follow fire safety signs and safe evacuation method in case of a fire</li> <li>Identify the location of assembly point, fire exit, fire alarm</li> <li>Follow reporting procedure in case of a fire</li> </ul>	Training kit (Trainer guide, PowerPoint)  Class A, B, C, D and K fire extinguishers
14	<p><b>Emergencies, rescue and first aid procedure</b></p> <p><b>Theory Duration</b> (hh:mm) 05:00</p>	<ul style="list-style-type: none"> <li>Explain the different health and safety emergencies that may occur in one's area of work</li> <li>Recognise emergency and potential emergency situations promptly and take required actions within the scope of individual responsibility</li> <li>Follow emergency procedures correctly in accordance with school/centre procedures</li> </ul>	Training kit (Trainer guide, PowerPoint)  First aid kit with all contents

Sr. No.	Module	Key Learning Outcomes	Equipment Required
	<p><b>Practical Duration</b> (hh:mm) 05:00</p> <p><b>Corresponding NOS Code</b> MEP/N9911</p>	<ul style="list-style-type: none"> <li>• Seek assistance promptly from colleagues and/or other authorities where appropriate</li> <li>• Report details of emergency situations accurately in accordance with school/centre policy, including accurate completion of accident and incident report forms</li> <li>• Use approved method to rescue a person from electrocution</li> <li>• State the importance of first aid</li> <li>• Identify the contents of a first aid kit and their application</li> <li>• Administer first aid in case of bleeding, burns, choking, electrical shock, poisoning, etc.</li> <li>• Demonstrate the artificial respiration and the CPR process</li> <li>• Bandage wounds</li> <li>• Explain stages of crisis and crisis management</li> </ul>	
15	<p><b>Responsibilities for Health and Safety for self and others</b></p> <p><b>Theory Duration</b> (hh:mm) 05:00</p> <p><b>Practical Duration</b> (hh:mm) 05:00</p> <p><b>Corresponding NOS Code</b> MEP/N9911</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Work safely and apply health and safety practices in the training and assessment environment including using appropriate personal protective equipment (PPE) where required</li> <li>• Explain how to provide Health and Safety instructions to others</li> <li>• Explain common mistakes made during communicating health and safety instructions and guidance <ul style="list-style-type: none"> <li>○ Communicating too fast or not clearly enough</li> <li>○ Not checking for understanding</li> <li>○ Not communicating information in the correct sequence</li> <li>○ Not delivering complete information</li> </ul> </li> <li>• Provide guidance and support to learners on the safe use and care of equipment and resources</li> <li>• Conduct displays and demonstrations according to work safety regulations and school/centre procedures and guidelines</li> <li>• Take appropriate steps, if required, to maintain personal safety of self and others</li> <li>• Maintain the training and assessment area in a clean and tidy condition</li> <li>• Respond appropriately to learners who require assistance with personal care or hygiene</li> <li>• Ensure all learners or candidates follow personal hygiene and grooming standards as required</li> <li>• Provide assistance with the general care and wellbeing of learners, including attending to learners with minor illnesses</li> </ul>	Training kit (Trainer guide, PowerPoint)

Sr. No.	Module	Key Learning Outcomes	Equipment Required
		<ul style="list-style-type: none"> <li>Assist learners in need of minor first aid in accordance with school or centre procedures</li> </ul>	
	<p><b>Total Duration</b></p> <p><b>Theory Duration</b> <b>165:00</b></p> <p><b>Practical Duration</b> <b>235:00</b></p>	<p><b>Unique Equipment Required:</b></p> <ul style="list-style-type: none"> <li>White Board, Markers and Eraser</li> <li>Projector with screen</li> <li>Flip chart with markers</li> <li>Faculty's PC/Laptop with latest configuration and intranet/internet connection</li> <li>Supporting software / applications for projecting audio, video, recording</li> <li>Stationery kit – Notepad, pens, Staples, Glue, Chart Paper, Sketch Pens, Paint Box, Scale, A4 Sheets</li> <li>Computer Lab with 1:1 PC: trainee ratio and having internet connection, MS Office or Open office, Browser, access to Windows or Apple or Ubuntu operating systems;</li> <li>Internet with Wi-Fi (Min 2 Mbps Dedicated)</li> <li>Networking Equipments- Routers &amp; Switches, Firewalls and Access Points</li> <li>Printer with 1: 20 Printer: Trainee ratio connected to the computers on LAN;</li> <li>Photocopier cum scanner 1:100 Photocopier: Trainee ratio</li> <li>Class A, B, C, D and K fire extinguishers</li> <li>First aid kit with all contents</li> </ul>	

Grand Total Course Duration: **400 Hours, 0 Minutes**

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

## Trainer Prerequisites for Job role: “Demonstrator cum instructor” mapped to Qualification Pack: “MEP/Q2603 v1.0”

Sr. No.	Area	Details
1	<b>Description</b>	The Demonstrator cum Instructor trains the learners on-the-job or in a simulated work environment as per pre-set occupational standards, lesson plans and other training materials using the process of demonstration and practice. They organise tools equipment and materials required for the training, carry out demonstrations of work activities and facilitate transfer of work skills on-the-job or in a simulated work environment.
2	<b>Personal Attributes</b>	The individual must have expertise in the technical/vocational domain of instruction They must have strong communication, organisational and interpersonal skills. They must be quality focused and encourage learner engagement. Additionally, they should remain abreast with the latest trends in their domain and upgrade their facilitation skills.
3	<b>Minimum Educational Qualifications</b>	Graduate in any discipline
4a	<b>Domain Certification</b>	Certified for Job Role: “ <u>Demonstrator cum instructor</u> ” mapped to QP: “MEP/Q2603, v1.0”. Minimum accepted score is 80%
4b	<b>Platform Certification</b>	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	<b>Experience</b>	<ul style="list-style-type: none"> <li>3-5 years of work experience as a demonstrator</li> </ul>

## Criteria For Assessment Of Trainees

**Job Role:** Demonstrator cum Instructor

**Qualification Pack:** MEP/Q2603

**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 NOSs, 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.

Total Marks: 500		Compulsory NOS		Marks Allocation	
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out of	Theory	Skills Practical
MEP/N2610 Demonstrate work skills on-the-job or in a simulated work environment	PC1.identify characteristics of audience to customize demonstration as per their needs	<b>100</b>	5	2	3
	PC2.confirm numbers and, if possible, names of individuals to ensure that all are present		3	1	2
	PC3.identify purpose of the demonstration		3	1	2
	PC4.identify time allowed for demonstration		3	1	2
	PC5.identify location and facilities where demonstration will take place		3	1	2
	PC6.identify topic/s for demonstration		3	1	2
	PC7.research topic/s and clarify doubts with subject matter expert		5	2	3
	PC8.develop order or sequence of 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 efficient use of resources		6	2	4
	PC9.rehearse the demonstration without the audience and identify areas that need specific attention		5	2	3
	PC10.confirm all materials, tools and equipment is present and in working order, including safety equipment for the demonstration		5	2	3
	PC11.conduct a site and safety briefing		5	2	3



	PC12.conduct a group introduction session for names and stories of participants		5	2	3
	PC13.clarify the planning of sessions for the audience		5	2	3
	PC14.clarify each activity with respect to purpose, precautions and procedure before performing it		5	2	3
	PC15.conduct the demonstration while adapting to audience needs and ensuring that the purpose of the demonstration is being achieved		5	2	3
	PC16.ensure that all audience members can see the demonstration and hear the instructions and explanations clearly		5	2	3
	PC17.perform all the steps of the demonstration skilfully and in proper sequence		4	1	3
	PC18.ensure that the demonstration is accurate and realistic		4	1	3
	PC19.conduct review and summarization of activities as required		4	1	3
	PC20.work safely at all times, complying with health and safety, environmental and other relevant regulations and guidelines		4	2	2
	PC21.collect feed-back information and address any issues identified		4	1	3
	PC22.use feed-back in future demonstration planning		3	1	2
	PC23.secure equipment and tools in safe places and leave them in good condition in accordance with procedures		3	1	2
	PC24.complete demonstration records accurately and submit or process and in the required timeframes		3	1	2
		<b>Total</b>	<b>100</b>	<b>36</b>	<b>64</b>
MEP/N2603 Facilitate learning of work skills on-the-job or in a simulated work environment	PC1.access, read and interpret the training documentation to determine acceptable standards of knowledge and performance required from the learners as per the curriculum	<b>100</b>	5	2	3
	PC2.obtain information of batch size, no. of batches and schedule of training from authorised sources and documentation		4	2	2
	PC3.estimate equipment, materials and physical and information resources required to carry out demonstration and practice of work skills to be learnt		4	2	2
	PC4.organise for necessary and adequate equipment, materials and physical and information resources required with the support management and other support functions		4	2	2
	PC5.check and ensure that all equipment, materials and resources are ready to use and placed in a safe and learner friendly manner		4	2	2
	PC6.notify learners of details regarding the implementation of the learning program and/or delivery plan		4	2	2
	PC7.check and confirm a safe learning environment		4	1	3



	PC8.share with the learners clearly, the acceptable standards of knowledge and performance required from them at the end of the session		4	2	2
	PC9.brief the learners on workplace health and safety requirements and the consequences of not adhering to the same		4	2	2
	PC10.ensure all learners have access to necessary equipment and materials for practicing on and learning the work skills		4	1	3
	PC11.explain each step in the task or procedure required to be learnt to all learners and clarify their queries with respect to the same		4	2	2
	PC12.demonstrate each step in the task or procedure required to be learnt to all learner at a pace and manner that is easy for learners to follow		4	2	2
	PC13.explain unfamiliar terms and jargons as and when it is used in words that the learners can understand easily		5	2	3
	PC14.state the precautions to be taken while performing the various steps		5	2	3
	PC15.provide opportunity for each learner to practice each step in the task or procedure required to be learnt immediately after the demonstration if possible		5	2	3
	PC16.ensure steps are taken to protect the student as he or she performs each step of the procedure from hazards		5	2	3
	PC17.follow the learning program and/or delivery plan to cover all learning objectives		5	2	3
	PC18.identify performance indicators that show achievement of performance standard or not		5	2	3
	PC19.identify processes and measures to be incorporated to observe performance indicators of the learners while they work on the job or in a simulated work environment		5	2	3
	PC20.observe the performance of the learner against the identified performance indicators and evaluate if required performance standard has been achieved or not		4	1	3
	PC21.identify areas of improvement in the performance of each learner		4	1	3
	PC22.record and share feedback on learner performance with management as well as the learner to support learning		4	1	3
	PC23.complete learner records accurately and submit or process and in the required timeframes		4	1	3
		<b>Total</b>	<b>100</b>	<b>40</b>	<b>60</b>
MEP/N2604 Conduct assessment of competence as per required	PC1.schedule the assessments in between the training schedule as per requirement of the training plan	<b>100</b>	5	2	3
	PC2.access and interpret units of competency and performance criteria that are to be used as benchmarks for assessment, and the nominated assessment tools, to confirm the requirements		5	2	3

standards	for the evidence to be collected			
	PC3.ensure availability of necessary and adequate tools, equipment and materials for conducting assessment as per no. of candidates	5	2	3
	PC4.ensure a safe and secure environment for the assessment to take place	5	2	3
	PC5.explain to the learner the purpose of the formative assessment and what they will be assessed on before conducting the assessment	5	2	3
	PC6.use assessment tools for various purposes	6	2	4
	PC7.gather evidence of performance applying the principles of assessment and rules of evidence	6	2	4
	PC8.evaluate the collected evidence to check whether it reflects the evidence required to demonstrate competence	6	2	4
	PC9.use judgement to infer whether competence has been demonstrated, based on the available evidence and in line with agreed assessment procedures and plan	6	2	4
	PC10.record assessment decision whether competency mentioned in assessment criteria has been achieved	5	2	3
	PC11.identify level of competence achieved as per assessment criteria as well as learning gaps	6	2	4
	PC12.provide clear and constructive feedback to the candidate regarding the assessment decision, and clearly document follow-up, if required	5	2	3
	PC13.prepare development plan for the learner to cover the learning gaps as identified in the assessment	5	2	3
	PC14.complete learner assessment records accurately and submit or process as required in the required timeframes	5	2	3
	PC15.use technology while conducting assessment activities such as video evidence of skills/performance, recording of oral evidence, computer-based/on-line testing; etc.	5	2	3
	PC16.check and authenticate the video recordings and other evidences to see if there are no shortcomings, else retake the recording and evidences	5	2	3
	PC17.document the results on paper templates as well as online forms and templates as prescribed accurately	5	2	3
	PC18.complete candidate records accurately and process in the required time frame	5	2	3
	PC19.secure, label and pack the evidences accurately as per standard procedures adopted by training organisation	5	2	3
	<b>Total</b>	<b>100</b>	<b>38</b>	<b>62</b>

MEP/N9911 Apply health and safety practices applicable in a training and assessment environment	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	<b>100</b>	6	3	3
	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
	<b>Total</b>	<b>100</b>	<b>30</b>	<b>70</b>	
MEP/N9912	PC1.display appropriate professional	<b>100</b>	3	1	2

Apply principles of professional practice at the workplace	appearance for the workplace			
	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. operate within an agreed ethical code of practice	4	2	2
	PC19. recognise potential ethical issues in the workplace and discuss with an appropriate person	4	2	2
	PC20. recognise unethical conduct and report to an appropriate person	3	1	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
		<b>Total</b>	<b>100</b>	<b>36</b>	<b>64</b>