Skilling Curriculum and Training Delivery Plan Guidelines
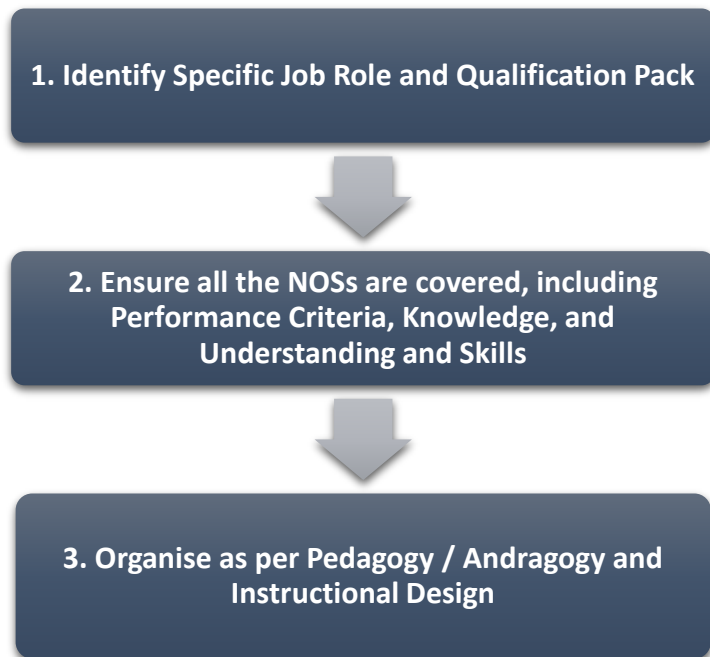
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Guidelines for Creating a QP Aligned Skilling Curriculum

To assure quality and consistency of skilling across the skill training initiatives for the varied job roles across the country, NSDC coordinates with the respective Sector Skills Councils (SSCs) for the development of the following deliverables QP-wise amongst other resources:

- Model Curriculum
- Skilling Content
- Participant Handbook
- Facilitator Guides with Training Delivery Plan and Assessment Criteria

A Model Curriculum describes the recommended means, materials, methodology for delivering a training in a targeted QP. Skilling Content creation follows the Model Curriculum. This is an important step in facilitating delivery of quality training and contributes greatly to achieving the desired learning outcomes.

Follow these steps to create a QP aligned Skilling curriculum.

> **1. Identify Specific Job Role and Qualification Pack**

> **2. Ensure all the NOSs are covered, including Performance Criteria, Knowledge, and Understanding and Skills**

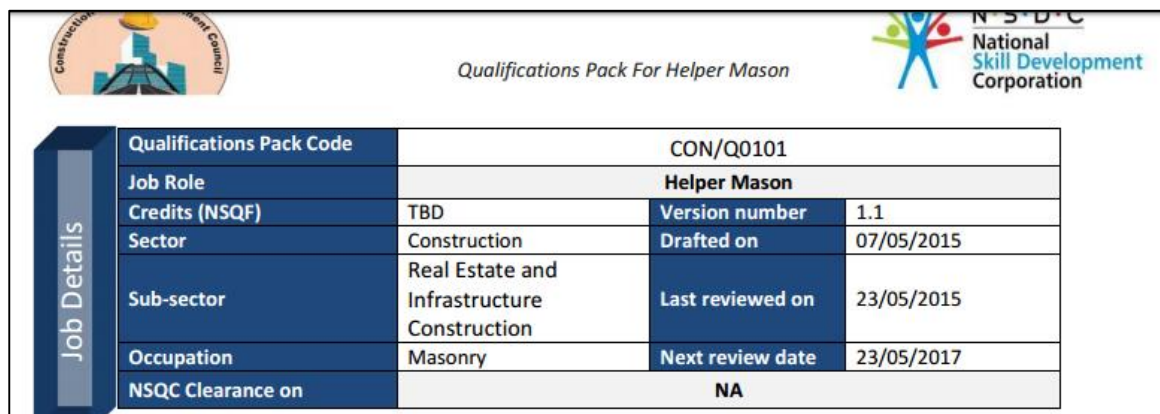> **3. Organise as per Pedagogy / Andragogy and Instructional Design**

1. Identify Specific Job Role and Qualification Pack

1. Visit the NSDC website: www.nsdcindia.org/NOS
2. Identify the Sector Skill Council under which the course could be classified from the list of SSCs available.
3. When you click a particular Sector, the list of job roles documented in the form of QPs, pertaining to that sector is displayed.
4. Pick the best suited job role/QP.

2. Ensure all the NOSs are Covered in the Skilling Curriculum

The National Occupational Standards serve as a framework for the curriculum of the corresponding course. In this step, you will be able to align the curriculum with the available QP.

a. The NOSs listed on Page 2 of the QP document form the Chapters/Main Topics/Modules.

Qualifications Pack For Helper Mason

Job Details	Qualifications Pack Code	CON/Q0101		
	Job Role	Helper Mason		
	Credits (NSQF)	TBD	Version number	1.1
	Sector	Construction	Drafted on	07/05/2015
	Sub-sector	Real Estate and Infrastructure Construction	Last reviewed on	23/05/2015
	Occupation	Masonry	Next review date	23/05/2017
	NSQC Clearance on	NA		

Job Role	Helper Mason
Role Description	The job role is responsible for identification, selection, handling & storing of materials, tools & equipment, preparation of cement mortar and concrete mix and curing of masonry structures, carrying out manual earth work and also erecting and dismantling temporary scaffold under the instructions and close supervision.
NSQF level Minimum Educational Qualifications Maximum Educational Qualifications	1 Preferably 5th standard N.A.
Training (Suggested but not mandatory)	Recommended training period of 6-8 weeks as per QP of Helper Mason Normal literacy of reading, writing and understanding
Minimum Job Entry Age	18 years
Experience	NIL
Applicable National Occupational Standards (NOS)	**Compulsory:** 1. CON/N0101: Erect and dismantle temporary scaffold of 3.6 meter height 2. CON/N0102: Identify, handle, shift and store materials, tools & equipment relevant to masonry work 3. CON/N0103: Prepare cement mortar /concrete mix and carry out curing of masonry structure 4. CON/N0104: Carry out manual earthwork at construction site 5. CON/N9001: Work according to personal health, safety and environmental protocol on construction site

b. Each NOS contains three aspects (**Performance criteria**, **Knowledge** and **Skills**) which form the sub-topics within the respective Chapter/Main Topic/Module.

Element	Performance Criteria
Erect and dismantle temporary scaffold of 3.6 meter height	To be competent, the user / individual on the job must be able to: PC1. level area where scaffold need to be erected and check for ground compactness if required PC2. shift and stack required materials, components, tools and tackles at the instructed location PC3. wear and use required safety gadgets and follow trade safety PC4. place base plates and sole boards on the ground as per markings and instructions PC5. use proper components and follow standard procedure for 3.6 m temporary scaffold erection PC6. check verticality of scaffold at first level of erection and correct (if required) before moving to the next level PC7. check for rigidity, stability and support of erected scaffold PC8. fix walk-boards, guard rails, toe-boards and other components on working platform PC9. follow standard procedure for dismantling of 3.6 m temporary scaffold PC10. remove guard rails, toe boards, walk boards and other components sequentially PC11. clean and stack all components properly after dismantling PC12. maintain tidiness at work location
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and	The user/individual on the job needs to know and understand: KA1. standard procedure for scaffolding works KA2. safety rules and regulations for handling and storing scaffolding tools, materials and components KA3. personal protection including use of safety gears and equipment

Skills (S)		
A. Core Skills/ Generic Skills	**Writing Skills**	
	The user/ individual on the job needs to know and understand how to: SA1. write in one or more language, preferably in the local language of the site	
	Reading Skills	
	The user/ individual on the job needs to know and understand how to: SA2. read one or more language, preferably the local language of the site SA3. read instructions, guidelines, sign boards, safety rules & safety tags instruction related to exit routes during emergency at the workplace	
	Oral Communication (Listening and Speaking skills)	
	The user/ individual on the job needs to know and understand how to: SA4. speak in one or more language, preferably in one of the local languages of site SA5. listen and follow instructions / communication shared by superiors/ co-workers regarding team requirements or interfaces during work processes SA6. orally communicate with co-workers regarding support required to complete the respective work	
Professional Skills	**Decision Making**	
	The user/ individual on the job needs to know and understand how to: SB1. decide whether the workplace is safe for working and also whether the relevant work is not creating hazardous conditions for others	
	Plan and Organize	

3. Organize as per Pedagogy / Andragogy and Instructional Design

Skilling Curriculum development can be defined as the process of planning, implementing, and evaluating curriculum that ultimately results in a curriculum plan. Curriculum development follows a four-step process: stating objectives, selecting learning experiences, organizing learning experiences, and evaluating the curriculum.

Stating Objectives: This is accomplished by writing detailed training outcomes and key learning outcomes in the curriculum. These should be competency based. They should start with a measurable verb and describe what the learner will be able to do at the end of each module in the skilling curriculum.

Selecting and Organizing Learning experiences: Instructional experiences need to be sequenced and they also need to differ depending on the kind of learning outcomes that are set out to be achieved.

Evaluation: Every Model Curriculum along with the modules is accompanied by trainer pre-requisites and detailed Assessment Criteria. These assessments are competency based— the performance criteria of every NOS is assessed on the basis of theory and Skills Practical.

a. Things to be Kept in Mind During Skilling Curriculum Creation

You may use the Curriculum template uploaded on the Quality Assurance page of the NSDC website to help you create a Skilling Curriculum for a job role. The following guidelines need to be kept in mind while creating a Skilling Curriculum:

1. Fill in details pertaining to the **Job Role**, **Sector, Sub-Sector**, **Occupation**, **Reference ID** and **NSQF Level**
2. Write measurable **Training Outcomes**. These should be worded in continuation of the statement:
   After completing this programme, participants will be able to:
3. Fill in the **undertaking**: This course encompasses *<< No, of NOSs covered >> out of << Total No, of NOSs >> National Occupational Standards (NOS) of "<< Job Role >>" Qualification Pack issued by "<< SSC Name>>".*
4. In the **Module** column:
   a. Write the module name.
   b. Define Theory duration and Practical duration (in hours and minutes) for the module
   c. Populate the pertinent NOS code to which the module belongs
5. Write measurable **Key Learning Outcomes** for the module. They should be worded in continuation of the statement and must start with a <u>measurable verb</u>: *After completing this module, participants will be able to:*
6. Write the Unique Equipment required to conduct that module.
7. After all the modules have been populated, write the correct **Total Duration** (sum total of all the theory hours and sum total of all the Practical hours)
8. Write the **Grand Total Course Duration** in hours and minutes.

9. Incorporate Trainer Pre-requisites from the QP
10. Incorporate Assessment Criteria from the QP

b.   Writing Appropriate Training Outcomes and Key Learning Outcomes

Training Outcomes and Key Learning Outcomes must be **performance based**. The objective must specify "what learners must be able to **Do or perform** when they demonstrate mastery of an objective." Therefore, every training outcome for the course and every key learning outcome for a module must start with a <u>measurable verb</u>.

Given below are some examples of performance-based objectives for a Sewing Machine Operator, where each objective starts with a measurable verb:

- *Set up* the apparel sewing machine according to manufacturers' instructions and production requirements
- *Thread* the needle in the machine and adjust the needle as per the requirements
- *Stitch* the correct materials in the right sequence as required by the production specification
- *Carry out* alterations to meet customer requirements
- *Minimize* and dispose the waste materials in the approved manner
- *Assemble* different garment parts to make the final product
- *Identify* the safety precautions to be taken while stitching

c.   Optionally, Add Additional or Bridge Modules

In the process of devising a module, the key is to forge educationally sound and logical links between learner needs, aims, learning outcomes, resources, learning and teaching strategies, assessment criteria and evaluation. Apart from the core modules, bridge modules can be added based on sociocultural factors or specific need of targeted learners or employers to establish links between modules.

Sample Curriculum

Click here to view a sample curriculum from the Construction sector.

New-Curriculum-Helper-Mason.pdf

Guidelines for Creating a Training Delivery Plan (TDP)

Each module in the skilling curriculum is composed of multiple sessions and these sessions which are detailed in the TDP state objectives, select and organize learning experiences so that the learning objectives defined in the skilling curriculum can be attained. A Training Delivery Plan (TDP) is a clearly laid out Module wise and Session wise learning plan indicating name of the program, objectives (competencies/learning outcomes) to be achieved, duration, training aids/ equipment used and training methodology.

1. **Pre-Requisites**: For the Pre-Requisites to Training (if any), write the Minimum Educational Qualifications as laid down in the QP.

2. **Training Outcomes**: These define the key competencies that learners will be able to achieve at the end of the course or training. These must be worded in continuation to the statement: *By the end of the program, participants will be able to:*
   Every training outcome must be performance based. It should start with a measurable verb and clearly describe what the learner will be able to do at the end of the course/training.

3. **Module Name**: Pick the module names from the skilling curriculum.

4. **Session Name**: Divide each module into multiple sub-units or sessions. A session is one single interaction with the learner. Sessions may vary in duration. However, the duration of one session cannot exceed 8 hours.

5. **Session Objective**: Learning objectives need to be stated for every session. Since every module of the skilling curriculum is divided into multiple learning chunks or sessions, their learning objectives together must constitute the key learning outcomes set out in the skilling curriculum of that module.
   Every objective must start with a measurable verb and describe what the learner will be able to do at the end of the session. They must together constitute the Key Learning Outcomes of a module.

6. **NOS Reference**: Write the NOS code and the PCs, KAs, KBs etc. that apply to that session. All the PCs, KAs, KBs, SAs, SBs etc. in the QP must be covered in the TDP. Learning experiences must be selected and organized so that effective instructional experiences are delivered to the learner.

7. **Methodology**: Write the Training Methodology that will be used to deliver that session. For example: facilitator-led discussion, case study etc.

8. **Training Tools/Aids**: Write the unique equipment being used in that session. Document the instructional aids that will be used to deliver skilling.

9. **Duration**: Write the total duration of the session in hours. The total duration of all the sessions of a module should match the module duration given in the curriculum. The total duration of all the modules should match the duration in the skilling curriculum.

You may refer to the Training Delivery Plan template uploaded on the Quality Assurance page of NSDC website to get an overview about the format used for developing TDP.

Transforming the skill landscape

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About National Skill Development Corporation (NSDC): National Skill Development Corporation, working under the aegis of Ministry of Skill Development & Entrepreneurship, is a unique public-private-partnership which aims to catalyze creation of quality vocational training ecosystem in India. The organisation provides funding to build scalable and profitable vocational training initiatives. Its mandate is also to enable support system which focuses on quality assurance, information systems and train-the-trainer academies either directly or through partnerships. Since establishment in 2009, NSDC has trained more than 2 crore people through its partnership with 600+ training partners, wide a robust network of 11,000+ training centers spread over 600 districts across the country. NSDC has institutionalized 37 Sector Skill Councils and is also implementing Government's flagship skill development schemes such as Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Pradhan Mantri Kaushal Kendra (PMKK), National Apprenticeship Promotion Scheme (NAPS), among others.

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