Part D
Instructor's Guide

Instruction: The Instructor's Guide (IG) also known as a lesson plan is developed by the instructor which serves as a road map of what the trainees need to learn and how it will be done effectively. The format below shall be used to ensure uniformity, however, the MTI is required to specify teaching and learning activities, and develop appropriate Instructional Materials suitable for the learning outcomes.

Course: Training Course for Instructors	**Competence:** N/A
	Knowledge, Understanding and Proficiency: N/A
	Topics: **1. Introduction to the Course** 1.1 Course Overview 1.2 Instructor's Attributes
No. of Trainees: Twenty-Four (24) Trainees	**Learning Outcome/s:** At the end of the lesson, the trainees should be able to: Refer to Part C Course Syllabus for the Intended Learning Outcomes
Class Layout: Layout suitable for the theoretical part	**Formative Assessment:** Written and practical test

Time	Phase	Content	Instructor-led Activity	Trainee's Learning Activity	Instructional Materials Used
1 hour 2 hours	**Introduction**	**I. Course Introduction** 1.1 Course Overview • Requirements in Regulation I/6 and Section A-I/6 of STCW Convention, as amended, Course requirements, intended learning outcomes; • Personal objectives of the course;	• Class orientation/ briefing • Discussion on the requirements in Regulation I/6, and Section A-I/6 of the STCW Convention, as amended, the objectives of the course; and the course requirements • Encourage sharing of personal objectives	Listening, note taking, inquiring, answering questions, interactive discussion	• Visual presentation

		Practical Exercise 1 Getting to know you ***Practical Exercise 2*** Learning Contract	***Practical Exercise 1*** Facilitate the conduct of the practical exercise in getting to know the other trainees. ***Practical Exercise 2*** Facilitate the conduct of the practical exercise in recommending learning contract	***Practical Exercise 1*** Participating in the practical exercise on getting to know the other trainees. ***Practical Exercise 2*** Participating in the practical exercise on recommending learning contract	• Practical Exercise A7.1 • Practical Exercise A7.2
50 minutes 1 hour	**Core Elements**	1.2 Instructor's Attributes • Attributes of an ideal instructor ***Practical Exercise 3*** Developing Professional Development Action Plan	The MTI is required to specify suitable activities for the delivery of the topic. ***Practical Exercise 3*** Facilitate the conduct of the practical exercise in developing professional development action plan	The MTI is required to specify suitable learning activities. ***Practical Exercise 3*** Participating in the practical exercise on developing professional development action plan	• Visual presentation • Practical Exercise A7.3
10 minutes	**Conclusion**	• Course Overview • Instructor's Attributes	• Make generalization and abstraction about the lesson • Assess the learning which may come from any of the following: - Formative test - Oral Examination - Assignment - Other activities to check the retention of learning • Introduce learning journal	• Participating, sharing insights and learning gained • Answering/asking questions	• Visual Presentation • Learning Journal

Course: Training Course for Instructors			**Competence:** N/A		
			Knowledge, Understanding and Proficiency: N/A		
			Topic: **2. The International Maritime Organization and the STCW** *(Pre-course activity)*		
No. of Trainees: Twenty-four (24) Trainees			**Learning Outcomes:** At the end of the lesson, the trainees should be able to: Refer to Part C Course Syllabus for the Intended Learning Outcomes		
Class Layout: Layout suitable for the theoretical part			**Formative Assessment:** Written and practical test		
Time	**Phase**	**Content**	**Instructor-led Activity**	**Trainee's Learning Activity**	**Instructional Materials Used**
10 minutes	**Introduction**	• Instructor's Attributes • Intended learning outcomes	• Review of previous topics • Presentation of Intended Learning Outcomes	Sharing insights and learning gained, asking and answering questions	Visual Presentation
30 minutes	**Core Elements**	**2. The International Maritime Organization and the STCW Convention** 2.1 The role of International Maritime Organization • establishment of the International Maritime Organization • Structure of IMO • Mission and vision of IMO and its role in the international maritime industry	The MTI is required to specify suitable activities for the delivery of the topics.	The MTI is required to specify suitable learning activities	• Visual presentation • STCW Convention, 1978, as amended

Time	Phase	Content	Instructor-led Activity	Trainee's Learning Activity	Instructional Materials Used
40 minutes		2.2 The Purpose and Use of STCW Convention, Code and its Amendments • Purpose and use of STCW Convention 1978, as amended, and its parts • Process of establishing standards of training for seafarers			• Visual presentation
3 hours		***Practical Exercise 4*** Developing Competence Map	***Practical Exercise 4*** Facilitate the conduct of the practical exercise in developing competence map	***Practical Exercise 4*** Participating in the practical exercise on in developing competence map	• Practical Exercise A7.4
30 minutes		2.3 Role of the Maritime Administration in the Implementation of STCW Convention • Quality standard requirement of the maritime administration in the design and development of course package	The MTI is required to specify suitable activities for the delivery of the topics.	The MTI is required to specify suitable learning activities	• Visual Presentation
10 minutes	**Conclusion**	IMO and the STCW	• Make generalizations and abstraction about the lesson • Assess the learning which may come from any of the following: - Formative test - Oral Examination - Assignment - Other activities to check the retention of learning	• Participating, sharing insights and learning gained • Answering/asking questions	Visual Presentation

Course: Training Course for Instructors			**Competence:** N/A		
			Knowledge, Understanding and Proficiency: N/A		
			Topic: **3. Theories of Teaching and Learning**		
No. of Trainees: Twenty-four (24) Trainees			**Learning Outcomes:** At the end of the lesson, the trainees should be able to: Refer to Part C Course Syllabus for the Intended Learning Outcomes		
Class Layout: Layout suitable for the theoretical part			**Formative Assessment:** Written test		
Time	**Phase**	**Content**	**Instructor-led Activity**	**Trainee's Learning Activity**	**Instructional Materials Used**
5 minutes	**Introduction**	• IMO and STCW • Intended Learning Outcomes	• Review of previous topics • Presentation of Intended Learning Outcomes	Sharing insights and learning gained, asking and answering questions	Visual Presentation
50 minutes 1 hour	**Core Elements**	**3. Educational Theories** 3.1. Outcomes-based Education and Training • basic principles of outcomes-based teaching learning • outcomes-based teaching-learning approach into practical action in instructional planning, teaching and assessment of student learning 3.2. Competency–based Training and Assessment • basic principles of competency-based education and training	The MTI is required to specify suitable activities for the delivery of the topics.	The MTI is required to specify suitable learning activities.	Visual presentation

Time	Phase	Content	Instructor-led Activity	Trainee's Learning Activity	Instructional Materials Used
1 hour		• competency-based education and training approach into practical action in instructional planning, teaching and assessment of student learning 3.3 Constructive Alignment Theory • basic principles of the theory of constructive alignment • constructive alignment theory into practical action in instructional planning, teaching and assessment of student learning			
5 minutes	**Conclusion**	Educational Theories	• Make generalization and abstraction about the lesson • Assess the learning which may come from any of the following: - Formative test - Oral Examination - Assignment - Other activities to check the retention of learning	• Participating, sharing insights and learning gained • Answering/asking questions	Visual Presentation

Course: Training Course for Instructors			**Competence:** N/A		
			Knowledge, Understanding and Proficiency: N/A		
			Topics: **4. Principles of Teaching and Learning**		
No. of Trainees: Twenty-four (24) Trainees			**Learning Outcomes:** At the end of the lesson, the trainees should be able to: Refer to Part C Course Syllabus for the Intended Learning Outcomes		
Class Layout: Layout suitable for the theoretical part			**Formative Assessment:** Written and Practical Test		
Time	**Phase**	**Content**	**Instructor-led Activity**	**Trainee's Learning Activity**	**Instructional Materials Used**
5 minutes	**Introduction**	• Educational Theories • Intended Learning Outcomes	• Review of previous topics • Presentation of Intended Learning Outcomes	Sharing insights and learning gained, asking and answering questions	Visual Presentation
20 minutes 30 minutes	**Core Elements**	**4. Principles of Teaching and Learning** 4.1 21st Century Skills • Century skills categories • Importance of acquiring 21st century skills • Strategies on teaching 21st century skills 4.2 Principles of Learning • Approaches to learning • Principles of adult learning • Factors to be considered in preparing and conducting a lesson for adult learners	The MTI is required to specify suitable activities for the delivery of the topic.	The MTI is required to specify suitable learning activities	• Visual presentation • A4-Learning Principles Matrix

1 hour 1 hour		4.3 Learning Styles and Barriers to Learning • Learning styles using learning style inventory • Different learning styles and barriers to learning • factors in preparing instructional activities based on the learning styles and barriers encountered by the learners **Practical Exercise 5** Conducting Self Learning Style Inventory	***Practical Exercise 5*** Facilitate the conduct of the practical exercise in conducting self-learning style inventory	***Practical Exercise 5*** Participating in the practical exercise on in developing conducting self-learning style inventory	• Practical Exercise A7.5
30 minutes		4.4 Classroom Management • principles and strategies of classroom management • instructors' challenges commonly encountered in a given classroom situation • ways in dealing with challenges commonly encountered in the classroom through a role play	*Note:* *Demonstration of classroom management can be integrated and observed in the practical exercise on lesson delivery/demo teaching*	*Note:* *Application of classroom management can be integrated and observed in the practical exercise on lesson delivery/demo teaching*	Visual Presentation
5 minutes	**Conclusion**	Principles of Teaching and Learning	• Make generalization and abstraction about the lesson • Assess the learning which may come from any of the following: - Formative test - Oral Examination	• Participating, sharing insights and learning gained • Answering/asking questions	Visual Presentation

			- Assignment - Other activities to check the retention of learning		

Course: Training Course for Instructors			**Competence:** N/A		
			Knowledge, Understanding and Proficiency: N/A		
			Topics: **5. Curriculum Development Process**		
No. of Trainees: Twenty-four (24) Trainees			**Learning Outcomes:** At the end of the lesson, the trainees should be able to: Refer to Part C Course Syllabus for the Intended Learning Outcomes		
Class Layout: Layout suitable for the theoretical part			**Formative Assessment:** Written Test		
Time	**Phase**	**Content**	**Instructor-led Activity**	**Trainee's Learning Activity**	**Instructional Materials Used**
10 minutes	**Introduction**	• Principles of Teaching and Learning • Intended Learning Outcome	• Review of previous topics • Presentation of Intended Learning Outcomes	Sharing insights and learning gained, asking and answering questions	Visual Presentation
1 hour and 40 minutes	**Core Elements**	**5. Curriculum Development Process** - process of curriculum development - concepts and foundations of curriculum development - ADDIE curriculum development model	The MTI is required to specify suitable activities for the delivery of the topic.	The MTI is required to specify suitable learning activities	Visual Presentation
10 minutes	**Conclusion**	Curriculum Development Process	• Make generalization and abstraction about the lesson • Assess the learning which may come from any of the following: - Formative test - Oral Examination - Assignment - Other activities to check the retention of learning	• Participating, sharing insights and learning gained • Answering/asking questions	Visual Presentation

Course: Training Course for Instructors			**Competence:** N/A		
			Knowledge, Understanding and Proficiency: N/A		
			Topics: **6. Formulation of Learning Outcomes**		
No. of Trainees: Twenty-four (24) Trainees			**Learning Outcomes:** At the end of the lesson, the trainees should be able to: Refer to Part C Course Syllabus for the Intended Learning Outcomes		
Class Layout: Layout suitable for the theoretical part			**Formative Assessment:** Written and Practical Test		
Time	**Phase**	**Content**	**Instructor-led Activity**	**Trainee's Learning Activity**	**Instructional Materials Used**
10 minutes	**Introduction**	• Curriculum Development Process Intended Learning Outcome	• Review of previous topics • Presentation Intended Learning Outcomes	Sharing insights and learning gained, asking and answering questions	Visual Presentation
1 hour and 40 minutes	**Core Elements**	**6. Formulation of Learning Outcomes** - Components of learning outcomes - Three (3) domains of learning - Characteristics of SMART learning outcomes - Importance of clearly stated outcomes in the design and delivery of instruction and assessment of student performance - Different levels of learning vis-à-vis depth of learning using diagram	The MTI is required to specify suitable activities for the delivery of the topic.	The MTI is required to specify suitable learning activities	• Visual Presentation • A3-Sample copies of IMO Model Courses • A6-Course Compendium

Time	Phase	Content	Instructor-led Activity	Trainee's Learning Activity	Instructional Materials Used
6 hours		**Practical Exercise 6** Formulating Learning Outcomes	***Practical Exercise 6*** Facilitate the conduct of the practical exercise in formulating learning outcomes	***Practical Exercise 6*** Participating in the practical exercise on formulating learning outcomes	• Practical Exercise A7.6
10 minutes	**Conclusion**	Formulation of Intended Learning Outcome	• Make generalization and abstraction about the lesson • Assess the learning which may come from any of the following: - Formative test - Oral Examination - Assignment - Other activities to check the retention of learning	• Participating, sharing insights and learning gained • Answering/asking questions	Visual Presentation

Course: Training Course for Instructors			**Competence:** N/A		
			Knowledge, Understanding and Proficiency: N/A		
			Topics: **7. Teaching Methods and Strategies**		
No. of Trainees: Twenty-four (24) Trainees			**Learning Outcomes:** At the end of the lesson, the trainees should be able to: Refer to Part C Course Syllabus for the Intended Learning Outcomes		
Class Layout: Layout suitable for the theoretical part			**Formative Assessment:** Written Test		
Time	**Phase**	**Content**	**Instructor-led Activity**	**Trainee's Learning Activity**	**Instructional Materials Used**
10 minutes	**Introduction**	• Formulation of Intended Learning Outcome • Intended Learning Outcome	• Review of previous topics • Presentation of Intended Learning Outcomes	Sharing insights and learning gained, asking and answering questions	Visual Presentation
1 hour and 40 minutes 7 hours	**Core Elements**	**7. Teaching Methods and Strategies** 7.1 In-person Teaching - Different teaching methods and strategies in in-person learning (student-centered, teacher-centered, content-focused and interactive/participative method) - Teaching method and strategies *Determining teaching method and strategy appropriate to the given learning outcome*	The MTI is required to specify suitable activities for the delivery of the topic. *Note:* ***Learning Task*** *Demonstration of teaching methods and strategies can be integrated and observed in the practical exercise development of the Instructor's Guide*	The MTI is required to specify suitable learning activities *Note:* *Participating in teaching methods and strategies can be integrated and observed in the practical exercise development of the Instructor's Guide*	• Visual Presentation • A5-Graphical Presentation of Different Teaching Methods

Time	Phase	Content	Instructor-led Activity	Trainee's Learning Activity	Instructional Materials Used
1 hour 1 hour		7.2 Open Distance e-Learning (ODeL) - Concepts of distance learning • Open learning • Distance education • eLearning • Online Learning • Blended Learning - Different learning management systems typically used in distance learning ***Practical Exercise 7*** Navigating Learning Management Systems Checklist	The MTI is required to specify suitable activities for the delivery of the topic. ***Practical Exercise 7*** Facilitate the conduct of the practical exercise in navigating learning management systems checklist	The MTI is required to specify suitable learning activities ***Practical Exercise 7*** Participating in the practical exercise on navigating learning management systems checklist	• A2- Training videos about Open Distance e-Learning Practical Exercise A7.7
10 minutes	**Conclusion**	Teaching Methods and Strategies	• Make generalization and abstraction about the lesson • Assess the learning which may come from any of the following: - Formative test - Oral Examination - Assignment - Other activities to check the retention of learning	• Participating, sharing insights and learning gained • Answering/asking questions	Visual Presentation

Course: Training Course for Instructors			**Competence:** N/A		
			Knowledge, Understanding and Proficiency: N/A		
			Topics: **8. Development of Instructional Materials**		
No. of Trainees: Twenty-four (24) Trainees			**Learning Outcomes:** At the end of the lesson, the trainees should be able to: Refer to Part C Course Syllabus for the Intended Learning Outcomes		
Class Layout: Layout suitable for the theoretical part			**Formative Assessment:** Written Test		
Time	**Phase**	**Content**	**Instructor-led Activity**	**Trainee's Learning Activity**	**Instructional Materials Used**
10 minutes	**Introduction**	• Teaching Methods and Strategies • Intended Learning Outcome	• Review of previous topics • Presentation of Intended Learning Outcomes	Sharing insights and learning gained, asking and answering questions	Visual Presentation
40 minutes	**Core Elements**	**8. Development of Instructional Materials** - different types of instructional materials - factors to be considered in developing instructional materials - relevance of educational technology in the development of instructional materials - different educational technology needed to enhance learning - criteria in determining the suitability of the instructional materials	The MTI is required to specify suitable activities for the delivery of the topic.	The MTI is required to specify suitable learning activities	Visual Presentation

		- quality assurance process in the design and development of instructional material			

Time	Phase	Content	Instructor-led Activity	Trainee's Learning Activity	Instructional Materials Used
3 hours		***Practical Exercise 8*** Developing Instructional Materials	***Practical Exercise 8*** Facilitate the conduct of the practical exercise in developing instructional materials	***Practical Exercise 8*** Participating in the practical exercise on developing instructional materials	Practical Exercise A7.8
10 minutes	**Conclusion**	Development of Instructional Materials	• Make generalization and abstraction about the lesson • Assess the learning which may come from any of the following: - Formative test - Oral Examination - Assignment - Other activities to check the retention of learning	• Participating, sharing insights and learning gained • Answering/asking questions	Visual Presentation

Course: Training Course for Instructors			**Competence:** N/A		
			Knowledge, Understanding and Proficiency: N/A		
			Topics: **9. Facilitation Skills**		
No. of Trainees: Twenty-four (24) Trainees			**Learning Outcomes:** At the end of the lesson, the trainees should be able to: Refer to Part C Course Syllabus for the Intended Learning Outcomes		
Class Layout: Layout suitable for the theoretical part			**Formative Assessment:** Written Test		
Time	**Phase**	**Content**	**Instructor-led Activity**	**Trainee's Learning Activity**	**Instructional Materials Used**
5 minutes	**Introduction**	• Development of Instructional Materials • Intended Learning Outcome	• Review of previous topics • Presentation of Intended Learning Outcomes	Sharing insights and learning gained, asking and answering questions	Visual Presentation
50 minutes	**Core Elements**	**9.Facilitation Skills** - Role of an instructor in facilitating learning - Basic components of facilitating group learning - Appropriate ways of handling questions - Advantages and disadvantages of question-and-answer techniques	The MTI is required to specify suitable activities for the delivery of the topic.	The MTI is required to specify suitable learning activities	• Visual Presentation
5 minutes	**Conclusion**	Facilitation Skills	• Make generalization and abstraction about the lesson • Assess the learning which may come from any of the following: - Formative test - Oral Examination	• Participating, sharing insights and learning gained Answering/asking questions	• Visual Presentation

			- Assignment - Other activities to check the retention of learning		

Course: Training Course for Instructors			**Competence:** N/A		
			Knowledge, Understanding and Proficiency: N/A		
			Topics: **10. Lesson Planning and Presentation**		
No. of Trainees: Twenty-four (24) Trainees			**Learning Outcomes:** At the end of the lesson, the trainees should be able to: Refer to Part C Course Syllabus for the Intended Learning Outcomes		
Class Layout: Layout suitable for the theoretical part			**Formative Assessment:** Written and Practical Test		
Time	**Phase**	**Content**	**Instructor-led Activity**	**Trainee's Learning Activity**	**Instructional Materials Used**
10 minutes	**Introduction**	• Facilitation Skills • Intended Learning Outcomes	• Review of previous topics • Presentation of Intended Learning Outcomes	Sharing insights and learning gained, asking and answering questions	Visual Presentation
1 hour and 40 minutes 9 hours	**Core Elements**	**9. Lesson Planning and Presentation** 10.1 Types of Lesson Plan - different types of lesson plan (detailed, semi-detailed and brief) 10.2 Lesson Planning and Presentation ***Practical Exercises 9, 10 and 11*** • Preparing Instructor's Guide • Conducting Peer Evaluation of Presentation • Conducting Self-Evaluation of Presentation	The MTI is required to specify suitable activities for the delivery of the topic. ***Practical Exercises 9, 10 and 11*** Facilitate the conduct of the practical exercise in: • preparing instructor's guide	The MTI is required to specify suitable learning activities ***Practical Exercises 9, 10 and 11*** Participating in the practical exercise on: • preparing instructor's guide	• Visual Presentation • Practical Exercises A7.9, A7.10, A7.11

			• conducting peer evaluation of presentation • conducting self-evaluation of presentation	• conducting peer evaluation of presentation • conducting self-evaluation of presentation	
10 minutes	**Conclusion**	Lesson Planning and Presentation	• Make generalization and abstraction about the lesson • Assess the learning which may come from any of the following: - Formative test - Oral Examination - Assignment - Other activities to check the retention of learning	• Participating, sharing insights and learning gained • Answering/asking questions	Visual Presentation

Course: Training Course for Instructors			**Competence:** N/A		
			Knowledge, Understanding and Proficiency: N/A		
			Topics: **11. Assessing Learning Performance**		
No. of Trainees: Twenty-four (24) Trainees			**Learning Outcomes:** At the end of the lesson, the trainees should be able to: Refer to Part C Course Syllabus for the Intended Learning Outcomes		
Class Layout: Layout suitable for the theoretical part			**Formative Assessment:** Written and Practical Test		
Time	**Phase**	**Content**	**Instructor-led Activity**	**Trainee's Learning Activity**	**Instructional Materials Used**
10 minutes	**Introduction**	• Lesson Planning and Presentation • Intended Learning Outcome	• Review of previous topics • Presentation of Intended Learning Outcomes	Sharing insights and learning gained, asking and answering questions	Visual Presentation
1 hour and 40 minutes 2 hours	**Core Elements**	**10. Assessing Learning Performance** 11.1 Method of Assessment - Purpose of assessment - Uses of assessment in learning - different types of assessment methods - objective type from the subjective type of test ***Practical Exercise 12*** Constructing Test Item	The MTI is required to specify suitable activities for the delivery of the topic. ***Practical Exercise 12*** Facilitate the conduct of the practical exercise in constructing test item.	The MTI is required to specify suitable learning activities ***Practical Exercise 12*** Participating in the practical exercise on constructing test item.	Visual Presentation Practical Exercise A7.12

Time	Phase	Content	Instructor-led Activity	Trainee's Learning Activity	Instructional Materials Used
2 hours 5 hours		11.2 Table of Specification and Assessment Plan ***Practical Exercises 13 and 14*** •Developing Table of Specifications •Developing Assessment Plan	The MTI is required to specify suitable activities for the delivery of the topic. ***Practical Exercises 13 and 14*** Facilitate the conduct of the practical exercise in: • developing table of specifications • developing assessment plan	The MTI is required to specify suitable learning activities ***Practical Exercises 13 and 14*** Participating in the practical exercise on: • developing table of specifications • developing assessment plan	Visual Presentation • Practical Exercises A7.13, A7.14
10 minutes	**Conclusion**	Assessing Learning Performance	• Make generalization and abstraction about the lesson • Assess the learning which may come from any of the following: - Formative test - Oral Examination - Assignment - Other activities to check the retention of learning	• Participating, sharing insights and learning gained • Answering/asking questions	Visual Presentation

Course: Training Course for Instructors			**Competence:** N/A		
			Knowledge, Understanding and Proficiency: N/A		
			Topics: **12. Course Evaluation**		
No. of Trainees: Twenty-four (24) Trainees			**Learning Outcomes:** At the end of the lesson, the trainees should be able to: Refer to Part C Course Syllabus for the Intended Learning Outcomes		
Class Layout: Layout suitable for the theoretical part			**Formative Assessment:** Written and Practical Test		
Time	**Phase**	**Content**	**Instructor-led Activity**	**Trainee's Learning Activity**	**Instructional Materials Used**
10 minutes	**Introduction**	• Assessing Learning Performance • Intended Learning Outcome	• Review of previous topics • Presentation of Intended Learning Outcomes	Sharing insights and learning gained, asking and answering questions	Visual Presentation
40 minutes 30 minutes 3 hours	**Core Elements**	**11. Course Evaluation** 12.1 Levels of Evaluation - Purpose of course evaluation - Different models in course evaluation - levels of course evaluation according to Donald Kirkpatrick Model 12.2 Course Evaluation Planning - roles of quality management in maintaining a high standard of course delivery **Practical Exercise 15** Developing Course Evaluation Plan	The MTI is required to specify suitable activities for the delivery of the topic. ***Practical Exercise 15*** Facilitate the conduct of the practical exercise in developing course evaluation plan	The MTI is required to specify suitable learning activities ***Practical Exercise 15*** Participating in the practical exercise on developing course evaluation plan	• Visual Presentation • Practical Exercise A7.15

10 minutes	**Conclusion**	Course Evaluation	• Make generalization and abstraction about the lesson • Assess the learning which may come from any of the following: - Formative test - Oral Examination - Assignment - Other activities to check the retention of learning	• Participating, sharing insights and learning gained • Answering/asking questions	Visual Presentation

Course: Training Course for Instructors			**Competence:** N/A		
			Knowledge, Understanding and Proficiency: N/A		
			Topics: **13. Course Planning, Organization and Conduct**		
No. of Trainees: Twenty-four (24) Trainees			**Learning Outcomes:** At the end of the lesson, the trainees should be able to: Refer to Part C Course Syllabus for the Intended Learning Outcomes		
Class Layout: Layout suitable for the theoretical part			**Formative Assessment:** Written and Practical Test		
Time	**Phase**	**Content**	**Instructor-led Activity**	**Trainee's Learning Activity**	**Instructional Materials Used**
10 minutes	**Introduction**	• Course Evaluation • Intended Learning Outcomes	• Review of previous topics • Presentation of Intended Learning Outcomes	Sharing insights and learning gained, asking and answering questions	Visual Presentation
1 hour and 40 minutes	**Core Elements**	**13 Course Planning, Organization and Conduct** - Issues to be considered in planning a course - Planning tools for course organization and conduct ***Practical Exercise 17*** Constructing Course Plan, Organization and Conduct	The MTI is required to specify suitable activities for the delivery of the topic. ***Practical Exercise 16*** Facilitate the conduct of the practical exercise in constructing course plan, organization and conduct	The MTI is required to specify suitable learning activities ***Practical Exercise 16*** Participating in the practical exercise on constructing course plan, organization and conduct	• Visual Presentation • Practical Exercise A7.16

Time	Phase	Content	Instructor-led Activity	Trainee's Learning Activity	Instructional Materials Used
10 minutes	**Conclusion**	Course Planning, Organization and Conduct	• Make generalization and abstraction about the lesson • Assess the learning which may come from any of the following: - Formative test - Oral Examination - Assignment - Other activities to check the retention of learning	• Participating, sharing insights and learning gained • Answering/asking questions	Visual Presentation