



Training Coordinator

QP Code: MEP/Q2801

Version: 1.0

NSQF Level: 4

Management & Entrepreneurship and Professional Skills Council || Management & Entrepreneurship
and Professional Skills Council (MEPSC), 20th Floor, Amba Deep, 14 Kasturba Gandhi Marg
New Delhi - 110001. || email: ssaxena@mepsc.in

Contents

MEP/Q2801: Training Coordinator	3
<i>Brief Job Description</i>	3
Applicable National Occupational Standards (NOS)	3
<i>Compulsory NOS</i>	3
<i>Qualification Pack (QP) Parameters</i>	3
MEP/N2801: Prepare and publish training calendar and participant confirmation list	5
MEP/N2802: Organise to keep the training venue and facilities ready for training	11
MEP/N2803: Maintain documentation and share information for all training centre activities	17
MEP/N2804: Prepare reports for Management Information System	23
MEP/N9911: Apply health and safety practices applicable in a training and assessment environment	27
MEP/N9912: Apply principles of professional practice at the workplace	33
Assessment Guidelines and Weightage	39
<i>Assessment Guidelines</i>	39
<i>Assessment Weightage</i>	39
Acronyms	41
Glossary	42

MEP/Q2801: Training Coordinator

Brief Job Description

The Training coordinator provides support to the trainers, learners and stakeholders so that the training and other related activities occur smoothly and as per established policy and plans. They are responsible for communications delivery, maintaining training facilities, maintaining of records and co-ordinating with various service providers like, catering, logistics, housekeeping, electricians, etc.

Personal Attributes

The individual must be meticulous and well organized at work, have strong interpersonal skills and the ability to work as part of a team. Additionally, they should stay alert and abreast with the latest requirements and regulations applicable to their work at all times.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [MEP/N2801: Prepare and publish training calendar and participant confirmation list](#)
2. [MEP/N2802: Organise to keep the training venue and facilities ready for training](#)
3. [MEP/N2803: Maintain documentation and share information for all training centre activities](#)
4. [MEP/N2804: Prepare reports for Management Information System](#)
5. [MEP/N9911: Apply health and safety practices applicable in a training and assessment environment](#)
6. [MEP/N9912: Apply principles of professional practice at the workplace](#)

Qualification Pack (QP) Parameters

Sector	Management
Sub-Sector	Training and Assessment
Occupation	Training Support
Country	India
NSQF Level	4
Credits	NA

Aligned to NCO/ISCO/ISIC Code	NCO-2015/2424.9900
Minimum Educational Qualification & Experience	12th Class with 1-2 Years of experience
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	20 Years
Last Reviewed On	21/06/2018
Next Review Date	21/06/2022
Deactivation Date	02/08/2023
NSQC Approval Date	19/12/2018
Version	1.0
Reference code on NQR	2019/ETR/MEPSC/03079
NQR Version	1.0

MEP/N2801: Prepare and publish training calendar and participant confirmation list

Description

This unit deals in detail with preparing and publishing the training calendar as per organisational templates and guidelines as well as sending invites and sharing the participant confirmation list.

Scope

This unit/ task covers the following:

- Prepare for publishing training calendar
- Prepare training calendar
- Publish training calendar
- Send invites and receive participation confirmations

Elements and Performance Criteria

Prepare for publishing training calendar

To be competent, the user/individual on the job must be able to:

- PC1.** identify the training facilities, training teams, target population and other stakeholders that have or require information about the training calendar
- PC2.** obtain all relevant details of various training programs for creating a calendar from reliable sources
Relevant details: Program name, target population, trainer details, venue, schedule, guidelines to the participants, etc.
- PC3.** finalise template for preparing training calendar by adhering to organisational guidelines for the same

Prepare training calendar

To be competent, the user/individual on the job must be able to:

- PC4.** enter all information required for the training calendar into prescribed format or template accurately
Information required: Training name, date, time, venue, duration, trainer name, Trainer credentials, guidelines for participants, eligibility of the program, etc
- PC5.** check and identify overlaps or conflict with respect to venue, trainer or learner schedule
- PC6.** inform the relevant planning and organising authority about the conflict and obtain resolution of the same and update calendar
- PC7.** share draft calendar with supervisor, trainers and key stakeholders as identified by supervisor for approval
- PC8.** seek feedback and update calendar in discussion with supervisor

Publish training calendar

To be competent, the user/individual on the job must be able to:

- PC9.** finalise medium for sharing training calendar by adhering to organisational guidelines for the same
- PC10.** obtain access to the medium in terms of login, password, permissions etc. by following the established process

- PC11.** obtain list of people that the calendar has to be shared with along with their contact details as required for sharing the calendar
- PC12.** write a message to share calendar using correct language and terms
- PC13.** share message, receiver list, calendar details with supervisor and seek approval before sending the same
- PC14.** document all emails and physical documents received for information with respect to training calendar for future reference
- PC15.** update calendar as and when authorised calendar modification requests are received, after expiry date of a training program and at regular intervals as agreed upon with management

Send invites and receive participation confirmations

To be competent, the user/individual on the job must be able to:

- PC16.** draft and send invites and reminders to participants and trainers at a pre-decided date before the due date of the training programs
- PC17.** respond to queries received regarding details of training calendar promptly and accurately
- PC18.** compile participation confirmations received in prescribed format
- PC19.** make calls to participants who have not responded in a professional manner seeking their response
- PC20.** share details of participation confirmation details with trainers and stakeholders

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** training Organisations system policies and procedures such as candidate selection, rationale and purpose of competency-based assessment, costs/ resourcing
- KU2.** organizational record-management systems with respect to training and reporting requirements
- KU3.** work area inspection procedures and practices
- KU4.** procedures for the recording, reporting and maintenance of workplace equipment
- KU5.** sources of information for preparation of training calendar
- KU6.** various modes and mediums that are commonly used for sharing calendar Modes and mediums: upload onto the learning management system; send as attachment with email; align with online calendar like Google calendar, outlook express calendar; post on the notice board; etc.
- KU7.** formats for various types of training calendars
- KU8.** importance of taking approvals on draft calendar and before final submission
- KU9.** type of queries that could come after calendar publishing and how to respond to them
- KU10.** importance of keeping the calendar updated
- KU11.** importance of documenting all sources of information and evidence of information

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** Write details of training calendar in templates
- GS2.** update details of training programs, invitees, participant list in spreadsheet and word processor formats
- GS3.** draft training program invites
- GS4.** write emails to interact with team members, trainees, trainers, seniors and other stakeholders
- GS5.** read and interpret training related documentation
- GS6.** read emails, operating procedures and various inter office correspondence
- GS7.** receive and ask for clarifications from content development team and seniors on the job requirement
- GS8.** co-ordinate with training co-ordinator, design team, vendors, housekeepers, etc. while work in a polite, clear and in a language understandable to them
- GS9.** respond to queries in area of work in a clear and accurate manner
- GS10.** perform priorities for self for completion of work within allocated timelines
- GS11.** plan and organise own work
- GS12.** plan a session in line with training program requirements and local constraints, resources and learner requirements
- GS13.** ensure the environment is conducive to learner needs and is safe and hygienic
- GS14.** application of problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
- GS15.** analyse learner data to identify possible customization required in learning environment and materials
- GS16.** identify the parts of the learning materials which are not conducive to local arrangements and learner requirements
- GS17.** discuss with seniors and design team to customize as per requirements

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Prepare for publishing training calendar</i>	6	10	-	-
PC1. identify the training facilities, training teams, target population and other stakeholders that have or require information about the training calendar	2	3	-	-
PC2. obtain all relevant details of various training programs for creating a calendar from reliable sources Relevant details: Program name, target population, trainer details, venue, schedule, guidelines to the participants, etc.	2	3	-	-
PC3. finalise template for preparing training calendar by adhering to organisational guidelines for the same	2	4	-	-
<i>Prepare training calendar</i>	10	15	-	-
PC4. enter all information required for the training calendar into prescribed format or template accurately Information required: Training name, date, time, venue, duration, trainer name, Trainer credentials, guidelines for participants, eligibility of the program, etc	2	4	-	-
PC5. check and identify over laps or conflict with respect to venue, trainer or learner schedule	2	3	-	-
PC6. inform the relevant planning and organising authority about the conflict and obtain resolution of the same and update calendar	2	3	-	-
PC7. share draft calendar with supervisor, trainers and key stakeholders as identified by supervisor for approval	2	2	-	-
PC8. seek feedback and update calendar in discussion with supervisor	2	3	-	-
<i>Publish training calendar</i>	14	19	-	-
PC9. finalise medium for sharing training calendar by adhering to organisational guidelines for the same	2	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. obtain access to the medium in terms of login, password, permissions etc. by following the established process	2	3	-	-
PC11. obtain list of people that the calendar has to be shared with along with their contact details as required for sharing the calendar	2	2	-	-
PC12. write a message to share calendar using correct language and terms	2	3	-	-
PC13. share message, receiver list, calendar details with supervisor and seek approval before sending the same	2	3	-	-
PC14. document all emails and physical documents received for information with respect to training calendar for future reference	2	2	-	-
PC15. update calendar as and when authorised calendar modification requests are received, after expiry date of a training program and at regular intervals as agreed upon with management	2	4	-	-
<i>Send invites and receive participation confirmations</i>	10	16	-	-
PC16. draft and send invites and reminders to participants and trainers at a pre-decided date before the due date of the training programs	2	4	-	-
PC17. respond to queries received regarding details of training calendar promptly and accurately	2	4	-	-
PC18. compile participation confirmations received in prescribed format	2	3	-	-
PC19. make calls to participants who have not responded in a professional manner seeking their response	2	3	-	-
PC20. share details of participation confirmation details with trainers and stakeholders	2	2	-	-
NOS Total	40	60	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2801
NOS Name	Prepare and publish training calendar and participant confirmation list
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Training Support
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	21/06/2018
Next Review Date	21/06/2022
NSQC Clearance Date	19/12/2018

MEP/N2802: Organise to keep the training venue and facilities ready for training

Description

This OS unit is about delivering a competency based, instructor led session as per the session plan provided in letter and spirit

Scope

This unit/ task covers the following:

- Organise for training venue
- Ensure adequate facilities at the training venue

Elements and Performance Criteria

Organise for training venue and facilities

To be competent, the user/individual on the job must be able to:

- PC1.** identify training venue requirements and budget and location specifications from trainer
- PC2.** identify training venue facilities available in desired location within available budgets
- PC3.** inspect the training venue to ensure adequacy as per requirements provided by trainer and shortlist the ones meeting requirements
- PC4.** follow organisation protocol for registering and engaging the training facility
- PC5.** book venue in advance before sending the training program invites
- PC6.** intimate training venue address and contact person to all participants and trainer in the invite email
- PC7.** provide instructions to training venue organisers for facilities required by the trainer at the training venue in advance Facilities: seating arrangement, audio-visual equipment, Facilities: seating arrangement, audio-visual equipment, whiteboard, flipchart, stationery, tea-coffee arrangement, etc.whiteboard, flipchart, stationery, tea-coffee arrangement, etc.
- PC8.** contact various service providers like pantry service, logistic service, IT service etc. about the program schedule and let them know requirements for training program in advance
- PC9.** inspect the training venue to ensure at the requirements as required by the trainer are available before start of the training program
- PC10.** ensure availability of adequate training materials, facility, technology and equipment in time for delivery of learning sessions

Ensure adequate facilities at the training venue

To be competent, the user/individual on the job must be able to:

- PC11.** organise the materials and equipment so that they can be accessed and used easily when required during the training
- PC12.** ensure time availability of the service as per requirement by co-ordinating with various service providers Service: pantry service, logistic service, housekeeping and maintenance
- PC13.** ensure training area is risk free and equipped with necessary health and safety resources like fire extinguishers, safety signage, clean toilets, security arrangements, etc

PC14. confirm overall delivery arrangements with relevant personnel

PC15. check adherence to program guidelines with reference to infrastructure, equipment and training materials before approving batch launch

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** training Organisations system policies and procedures such as a. candidate selection b. rationale and purpose of competency-based assessment c. costs/ resourcing
- KU2.** organizational record-management systems and reporting requirements
- KU3.** Health, Safety and Environment issues relating to delivery of competency-based training
- KU4.** work area inspection procedures and practices
- KU5.** waste and dangerous materials disposal procedures and practices
- KU6.** procedures for the recording, reporting and maintenance of workplace equipment
- KU7.** parameters for checking adequacy of training venue
- KU8.** importance of booking training venue well in advance
- KU9.** various facilities and services that are required for a training program
- KU10.** importance of ensuring venue and facilities are adequate and ready for training and there is minimum down time during the training program
- KU11.** policies and procedures relevant to the learning environment
- KU12.** program guidelines for the equipment and infrastructure; recording, reporting of information; trainer and learner profile; etc.
- KU13.** various methods used to ensure the availability infrastructure and training material Methods of inspection: physical inspection, skype call, e- mail communications etc

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** use white board/flipcharts to explain key points in a language/symbols understandable to learners
- GS2.** make minor corrections/updates on presentation slides, handouts, etc
- GS3.** write emails to interact with design team, seniors and other stakeholders
- GS4.** read presentation slides and facilitator guides and participant handbook
- GS5.** explain and describe training related concepts and facts to learners in a simple language that is understandable to the learners
- GS6.** use effective listening and probing /questioning skills to understand learners and their queries
- GS7.** provide clear instructions to learners during the trainings to conduct training activities and guide their behaviour and conduct
- GS8.** work effectively as a team member to cultivate collaborative and participative work relationships

- GS9.** use assertive communication techniques and participative discussion techniques to handle group discussions
- GS10.** use collaborative methods to handle conflict without losing calm
- GS11.** handle disruptions during trainings in a solution seeking and calm manner
- GS12.** identify which learner and learning environment related concerns are to be dealt on their own and which have to be reported and handled in consultation with seniors
- GS13.** deliver training program smoothly, on time while meeting the session objectives
- GS14.** ensure that all tools, materials, equipment are available at the appropriate time and place, when and where they are needed
- GS15.** identify and meet employer and learners needs
- GS16.** apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
- GS17.** recognise, avoid and/or address any conflict of interest
- GS18.** breakdown relevant work process into its constituent activities for ease of analysis
- GS19.** identify own strengths and weaknesses with respect achieving performance standards on the job
- GS20.** explain which staff behaviours and work practices need to be encouraged or discouraged, on the basis of how they contribute to development of positive or negative organisational culture

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Organise for training venue and facilities</i>	25	40	-	-
PC1. identify training venue requirements and budget and location specifications from trainer	2	4	-	-
PC2. identify training venue facilities available in desired location within available budgets	2	4	-	-
PC3. inspect the training venue to ensure adequacy as per requirements provided by trainer and shortlist the ones meeting requirements	2	4	-	-
PC4. follow organisation protocol for registering and engaging the training facility	2	4	-	-
PC5. book venue in advance before sending the training program invites	2	4	-	-
PC6. intimate training venue address and contact person to all participants and trainer in the invite email	3	4	-	-
PC7. provide instructions to training venue organisers for facilities required by the trainer at the training venue in advance Facilities: seating arrangement, audio-visual equipment, Facilities: seating arrangement, audio-visual equipment, whiteboard, flipchart, stationery, tea-coffee arrangement, etc.whiteboard, flipchart, stationery, tea-coffee arrangement, etc.	3	4	-	-
PC8. contact various service providers like pantry service, logistic service, IT service etc. about the program schedule and let them know requirements for training program in advance	3	4	-	-
PC9. inspect the training venue to ensure at the requirements as required by the trainer are available before start of the training program	3	4	-	-
PC10. ensure availability of adequate training materials, facility, technology and equipment in time for delivery of learning sessions	3	4	-	-
<i>Ensure adequate facilities at the training venue</i>	15	20	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. organise the materials and equipment so that they can be accessed and used easily when required during the training	3	4	-	-
PC12. ensure time availability of the service as per requirement by co-ordinating with various service providers Service: pantry service, logistic service, housekeeping and maintenance	3	4	-	-
PC13. ensure training area is risk free and equipped with necessary health and safety resources like fire extinguishers, safety signage, clean toilets, security arrangements, etc	3	4	-	-
PC14. confirm overall delivery arrangements with relevant personnel	3	4	-	-
PC15. check adherence to program guidelines with reference to infrastructure, equipment and training materials before approving batch launch	3	4	-	-
NOS Total	40	60	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2802
NOS Name	Organise to keep the training venue and facilities ready for training
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Training Support
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	21/06/2018
Next Review Date	21/06/2022
NSQC Clearance Date	19/12/2018

MEP/N2803: Maintain documentation and share information for all training centre activities

Description

This unit deals in detail with the maintenance of documentation and sharing of information for all training centre activities

Scope

This unit/ task covers the following:

- Provide initial and ongoing information, and advice on training and assessment services
- Complete training and assessment records
- Complete reporting requirements

Elements and Performance Criteria

Provide information, and advice on training and assessment services

To be competent, the user/individual on the job must be able to:

- PC1.** provide potential learners with relevant information about the range of training and assessment services provided by the training and/or assessment organisation
- PC2.** explain specific program content and assessment requirements to learners, in a clear and concise manner
- PC3.** confirm training schedule with relevant personnel and disseminate to learners
- PC4.** access, provide and explain relevant organisational policies and procedures relating to training and/or assessment services to learners according to organisational and legal requirements

Complete training and assessment records

To be competent, the user/individual on the job must be able to:

- PC5.** collect, verify and record personal learner information and specific learning program related information on learner records management system
- PC6.** collect and record training attendance and feedback forms in a timely manner and as per organisational procedures
- PC7.** collect and record learner progress and assessment results in a timely manner and as per organisational procedures
- PC8.** organise certification processes according to national reporting requirements, where appropriate
- PC9.** address custody and management requirements of training and/or assessment information and records

Check adherence to program guidelines

To be competent, the user/individual on the job must be able to:

- PC10.** obtain check sheet of batch launch from the centre manager Check sheet: number of students to be enrolled per batch, number of trainers required, list of tools and equipment, number of students kit required, contents of student kit, batch launch approval etc.

- PC11.** check for the batch launch approval from the competent authority
- PC12.** ensure that all the documents required for enrolment are in place as per program guidelines
Documents required: Enrolment form, consent form, proof of identity, counselling form etc.
- PC13.** prepare a batch inception report and highlight deviations if any
- PC14.** inform competent authority regarding any deviations

Share information for reporting requirements

To be competent, the user/individual on the job must be able to:

- PC15.** complete and forward final results to appropriate personnel for signature, using systems to support reporting
- PC16.** finalise, check and provide data for reporting purposes to appropriate personnel for signature
- PC17.** identify, document and address issues and irregularities in recording and reporting activities in a timely and effective manner
- PC18.** refer issues and irregularities outside own area of responsibility or expertise to the appropriate personnel for resolution, if relevant

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Training Organisations system policies and procedures such as: a. maintenance and retrieval of records b. training and assessment reports
- KU2.** Health, Safety and Environment issues relating to delivery of competency-based training
- KU3.** the training and assessment services provided by the organisation
- KU4.** established training and assessment information systems
- KU5.** the requirements for collecting, recording, and reporting training and assessment information
- KU6.** records management
- KU7.** reporting requirements.
- KU8.** how to interpret batch inception guidelines
- KU9.** how to prepare a batch inception report as per approved formats
- KU10.** how to prepare a compliance report

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** use white board/flipcharts to explain key points in a language/symbols understandable to learners
- GS2.** make minor corrections/updates on presentation slides, handouts, etc
- GS3.** write emails to interact with design team, seniors and other stakeholders
- GS4.** read presentation slides and facilitator guides and participant handbook
- GS5.** explain and describe training related concepts and facts to learners in a simple language that is understandable to the learners

- GS6.** use effective listening and probing /questioning skills to understand learners and their queries
- GS7.** provide clear instructions to learners during the trainings to conduct training activities and guide their behaviour and conduct
- GS8.** work effectively as a team member to cultivate collaborative and participative work relationships
- GS9.** use assertive communication techniques and participative discussion techniques to handle group discussions
- GS10.** use collaborative methods to handle conflict without losing calm
- GS11.** handle disruptions during trainings in a solution seeking and calm manner
- GS12.** identify which learner and learning environment related concerns are to be dealt on their own and which have to be reported and handled in consultation with seniors
- GS13.** deliver training program smoothly, on time while meeting the session objectives
- GS14.** ensure that all tools, materials, equipment are available at the appropriate time and place, when and where they are needed
- GS15.** identify and meet client and student needs
- GS16.** apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
- GS17.** recognise, avoid and/or address any conflict of interest
- GS18.** breakdown relevant work process into its constituent activities for ease of analysis
- GS19.** identify own strengths and weaknesses with respect achieving performance standards on the job
- GS20.** explain which staff behaviours and work practices need to be encouraged or discouraged, on the basis of how they contribute to development of positive or negative organisational culture

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Provide information, and advice on training and assessment services</i>	8	14	-	-
PC1. provide potential learners with relevant information about the range of training and assessment services provided by the training and/or assessment organisation	2	4	-	-
PC2. explain specific program content and assessment requirements to learners, in a clear and concise manner	2	4	-	-
PC3. confirm training schedule with relevant personnel and disseminate to learners	2	3	-	-
PC4. access, provide and explain relevant organisational policies and procedures relating to training and/or assessment services to learners according to organisational and legal requirements	2	3	-	-
<i>Complete training and assessment records</i>	10	15	-	-
PC5. collect, verify and record personal learner information and specific learning program related information on learner records management system	2	3	-	-
PC6. collect and record training attendance and feedback forms in a timely manner and as per organisational procedures	2	3	-	-
PC7. collect and record learner progress and assessment results in a timely manner and as per organisational procedures	2	3	-	-
PC8. organise certification processes according to national reporting requirements, where appropriate	2	3	-	-
PC9. address custody and management requirements of training and/or assessment information and records	2	3	-	-
<i>Check adherence to program guidelines</i>	10	18	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. obtain check sheet of batch launch from the centre manager Check sheet: number of students to be enrolled per batch, number of trainers required, list of tools and equipment, number of students kit required, contents of student kit, batch launch approval etc.	2	3	-	-
PC11. check for the batch launch approval from the competent authority	2	3	-	-
PC12. ensure that all the documents required for enrolment are in place as per program guidelines Documents required: Enrolment form, consent form, proof of identity, counselling form etc.	2	4	-	-
PC13. prepare a batch inception report and highlight deviations if any	2	4	-	-
PC14. inform competent authority regarding any deviations	2	4	-	-
<i>Share information for reporting requirements</i>	8	17	-	-
PC15. complete and forward final results to appropriate personnel for signature, using systems to support reporting	2	4	-	-
PC16. finalise, check and provide data for reporting purposes to appropriate personnel for signature	2	5	-	-
PC17. identify, document and address issues and irregularities in recording and reporting activities in a timely and effective manner	2	4	-	-
PC18. refer issues and irregularities outside own area of responsibility or expertise to the appropriate personnel for resolution, if relevant	2	4	-	-
NOS Total	36	64	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2803
NOS Name	Maintain documentation and share information for all training centre activities
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Training Support
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	21/06/2018
Next Review Date	21/06/2022
NSQC Clearance Date	19/12/2018

MEP/N2804: Prepare reports for Management Information System

Description

This unit deals in detail with the preparation of reports for management information system.

Scope

This unit/ task covers the following:

- Prepare report for Management Information System

Elements and Performance Criteria

Prepare report for Management Information System

To be competent, the user/individual on the job must be able to:

- PC1.** identify and use recording/reporting formats and systems
- PC2.** identify information security requirements and procedures for responding to/reporting a security breach
- PC3.** collect and collate information to be recorded as required
- PC4.** assess information to confirm that it is complete and accurate and follow up inaccurate recording with relevant personnel
- PC5.** identify significant performance variation, investigate and report cause/s
- PC6.** prepare reports in required format to meet reporting timelines
- PC7.** proof-read report to ensure that there are no language, terminology or format related errors
- PC8.** review the data and calculations to ensure accuracy of the figures and information provided in the report
- PC9.** forward report to the authorised persons through the approved medium Medium: email, hand-out, file, upload on Learning Management System, etc.
- PC10.** ensure information security and confidentiality of the information presented in the report
- PC11.** respond to information requests on a timely basis

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organizational record-management systems and reporting requirements
- KU2.** Health, Safety and Environment issues relating to delivery of competency-based training
- KU3.** authorised persons for receiving Training MIS
- KU4.** organisational procedures for the recording, reporting and maintenance of workplace equipment
- KU5.** information included in Training MIS and its importance
- KU6.** various tools used for preparing training MIS
- KU7.** various mediums used for sharing training MIS

KU8. importance of ensuring security and confidentiality of training MIS

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** use white board/flipcharts to explain key points in a language/symbols understandable to learners
- GS2.** make minor corrections/updates on presentation slides, handouts, etc
- GS3.** write emails to interact with design team, seniors and other stakeholders
- GS4.** read presentation slides and facilitator guides and participant handbook
- GS5.** explain and describe training related concepts and facts to learners in a simple language that is understandable to the learners
- GS6.** use effective listening and probing /questioning skills to understand learners and their queries
- GS7.** provide clear instructions to learners during the course of the trainings to conduct training activities and guide their behaviour and conduct
- GS8.** work effectively as a team member to cultivate collaborative and participative work relationships
- GS9.** use assertive communication techniques and participative discussion techniques to handle group discussions
- GS10.** use collaborative methods to handle conflict without losing calm
- GS11.** handle disruptions during trainings in a solution seeking and calm manner
- GS12.** identify which learner and learning environment related concerns are to be dealt on their own and which have to be reported and handled in consultation with seniors
- GS13.** deliver training program smoothly, on time while meeting the session objectives
- GS14.** ensure that all tools, materials, equipment are available at the appropriate time and place, when and where they are needed
- GS15.** identify and meet employer and student needs
- GS16.** apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
- GS17.** recognise, avoid and/or address any conflict of interest
- GS18.** breakdown relevant work process into its constituent activities for ease of analysis
- GS19.** identify own strengths and weaknesses with respect achieving performance standards on the job

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Prepare report for Management Information System</i>	34	66	-	-
PC1. identify and use recording/reporting formats and systems	3	6	-	-
PC2. identify information security requirements and procedures for responding to/reporting a security breach	3	6	-	-
PC3. collect and collate information to be recorded as required	3	6	-	-
PC4. assess information to confirm that it is complete and accurate and follow up inaccurate recording with relevant personnel	3	6	-	-
PC5. identify significant performance variation, investigate and report cause/s	3	6	-	-
PC6. prepare reports in required format to meet reporting timelines	4	6	-	-
PC7. proof-read report to ensure that there are no language, terminology or format related errors	3	6	-	-
PC8. review the data and calculations to ensure accuracy of the figures and information provided in the report	3	6	-	-
PC9. forward report to the authorised persons through the approved medium Medium: email, hand-out, file, upload on Learning Management System, etc.	3	6	-	-
PC10. ensure information security and confidentiality of the information presented in the report	3	6	-	-
PC11. respond to information requests on a timely basis	3	6	-	-
NOS Total	34	66	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2804
NOS Name	Prepare reports for Management Information System
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Training Support
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	21/06/2018
Next Review Date	21/06/2022
NSQC Clearance Date	19/12/2018

MEP/N9911: Apply health and safety practices applicable in a training and assessment environment

Description

This unit deals in detail with application of health and safety practices in a training and assessment environment.

Elements and Performance Criteria

Apply relevant health and safety practices in a training / assessment environment

To be competent, the user/individual on the job must be able to:

- 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
- PC2.** identify, control and report health and safety issues relating to immediate work environment according to procedures
- PC3.** work safely and apply health and safety practices in the training and assessment environment including using appropriate personal protective equipment (PPE) where required
- PC4.** document safety records according to organisational policies

Maintain a safe environment

To be competent, the user/individual on the job must be able to:

- PC5.** recognise health and safety related hazards in the training and assessment area
- PC6.** follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies
- PC7.** document and report all hazards, accidents and near-miss incidents as per set process
- PC8.** provide guidance and support to learners on the safe use and care of equipment and resources
- PC9.** conduct displays and demonstrations according to work safety regulations and school/centre procedures and guidelines
- PC10.** take appropriate steps, if required, to maintain personal safety of self and others

Maintain a healthy and hygienic environment

To be competent, the user/individual on the job must be able to:

- PC11.** maintain the training and assessment area in a clean and tidy condition
- PC12.** respond appropriately to learners who require assistance with personal care or hygiene
- PC13.** ensure all learners or candidates follow personal hygiene and grooming standards as required
- PC14.** provide assistance with the general care and wellbeing of learners, including attending to learners with minor illnesses
- PC15.** assist learners in need of minor first aid in accordance with school or centre procedures

Deal with emergency situations

To be competent, the user/individual on the job must be able to:

- PC16.** recognise emergency and potential emergency situations promptly and take required actions within the scope of individual responsibility
- PC17.** follow emergency procedures correctly in accordance with school/centre procedures
- PC18.** seek assistance promptly from colleagues and/or other authorities where appropriate
- PC19.** report details of emergency situations accurately in accordance with school/centre policy, including accurate completion of accident and incident report forms

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** training organisations system policies and procedures such as candidate selection, rationale and purpose of competency-based assessment, costs/resourcing
- KU2.** organizational record-management systems and reporting requirements
- KU3.** health Safety and Environment issues relating to delivery of competency based training
- KU4.** work area inspection procedures and practices
- KU5.** waste and dangerous materials disposal procedures and practices
- KU6.** procedures for the recording, reporting and maintenance of workplace equipment
- KU7.** 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
- KU8.** relevant Occupational Health and Safety (OHS) regulations
- KU9.** relevant statutory legislation
- KU10.** relevant enterprise/site safety procedures
- KU11.** enterprise /site emergency procedures and techniques
- KU12.** environmental legislation
- KU13.** how to provide Health and Safety instructions to others
- KU14.** relevant enterprise/site safety procedures including identification of hazards and controlling of risks

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** write Health and safety compliance report
- GS2.** interpret general health and safety guidelines
- GS3.** communicate general health and safety guidelines to learners
- GS4.** act in case of any potential hazards observed in the work place
- GS5.** take adequate measures to ensure the safety of students and visitors to training venue
- GS6.** provide assistance with the general care and wellbeing of learners
- GS7.** analyse what could constitute a health and safety Risk or Hazard
- GS8.** recognise emergency and potential emergency situations

GS9. identify what should or should not be done to protect from a health and safety risk or hazard

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Apply relevant health and safety practices in a training / assessment environment</i>	8	14	-	-
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	3	3	-	-
PC2. identify, control and report health and safety issues relating to immediate work environment according to procedures	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	1	4	-	-
PC4. document safety records according to organisational policies	2	3	-	-
<i>Maintain a safe environment</i>	10	22	-	-
PC5. recognise health and safety related hazards in the training and assessment area	1	4	-	-
PC6. follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies	2	4	-	-
PC7. document and report all hazards, accidents and near-miss incidents as per set process	2	4	-	-
PC8. provide guidance and support to learners on the safe use and care of equipment and resources	2	3	-	-
PC9. conduct displays and demonstrations according to work safety regulations and school/centre procedures and guidelines	1	4	-	-
PC10. take appropriate steps, if required, to maintain personal safety of self and others	2	3	-	-
<i>Maintain a healthy and hygienic environment</i>	6	20	-	-
PC11. maintain the training and assessment area in a clean and tidy condition	1	4	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. respond appropriately to learners who require assistance with personal care or hygiene	1	4	-	-
PC13. ensure all learners or candidates follow personal hygiene and grooming standards as required	1	4	-	-
PC14. provide assistance with the general care and wellbeing of learners, including attending to learners with minor illnesses	2	4	-	-
PC15. assist learners in need of minor first aid in accordance with school or centre procedures	1	4	-	-
<i>Deal with emergency situations</i>	6	14	-	-
PC16. recognise emergency and potential emergency situations promptly and take required actions within the scope of individual responsibility	2	3	-	-
PC17. follow emergency procedures correctly in accordance with school/centre procedures	1	4	-	-
PC18. seek assistance promptly from colleagues and/or other authorities where appropriate	1	4	-	-
PC19. report details of emergency situations accurately in accordance with school/centre policy, including accurate completion of accident and incident report forms	2	3	-	-
NOS Total	30	70	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N9911
NOS Name	Apply health and safety practices applicable in a training and assessment environment
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Training Delivery
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	30/06/2022
Next Review Date	30/06/2025
NSQC Clearance Date	30/06/2022

MEP/N9912: Apply principles of professional practice at the workplace

Description

This unit deals in detail with the application of principles of professional practice like professional image, professional competence, discipline, ethics and work effectiveness.

Elements and Performance Criteria

Maintain a professional image and behaviour

To be competent, the user/individual on the job must be able to:

- PC1.** display appropriate professional appearance for the workplace
- PC2.** interact with team members, clients, vendors, visitors and other stakeholders in a Professional manner

Maintain and enhance professional competence

To be competent, the user/individual on the job must be able to:

- PC3.** develop personal and professional goals and objectives
- PC4.** identify strengths and weaknesses in relation to goals and objectives
- PC5.** evaluate own capacity to meet goals and objectives
- PC6.** determine personal development needs to perform role as per desired standards
- PC7.** develop a professional development plan to enhance professional capabilities
- PC8.** document a professional practice plan designed to support the achievement of goals
- PC9.** select and implement development opportunities to support continuous learning and maintain currency of professional practice
- PC10.** research developments and trends impacting on professional practice and integrate information into work performance
- PC11.** invite peers and others to observe, and provide feedback, on own performance and practices
- PC12.** use feedback from colleagues and clients to identify and introduce, improvements in work performance

Work in a disciplined and ethical manner

To be competent, the user/individual on the job must be able to:

- PC13.** perform tasks to the required workplace standard
- PC14.** complete duties accurately, systematically and within required timeframes
- PC15.** follow organisational policies
- PC16.** protect the rights of the client and organisation when delivering services
- PC17.** ensure services are delivered equally to all clients regardless of personal and cultural beliefs
- PC18.** recognise potential ethical issues in the workplace and discuss with an appropriate person
- PC19.** recognise unethical conduct and report to an appropriate person
- PC20.** operate within an agreed ethical code of practice
- PC21.** apply organisational guidelines and legal requirements on disclosure and confidentiality

Work effectively with all stakeholders

To be competent, the user/individual on the job must be able to:

- PC22.** identify and obtain clarity regarding organisational, team and own goals
- PC23.** prioritise tasks at work as per organisational, team and own goals
- PC24.** plan to meet team performance targets and standards
- PC25.** monitor own and team performance as per agreed plan
- PC26.** share all relevant information with stakeholders in agreed formats and as per agreed timelines
- PC27.** work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes
- PC28.** recognise, avoid and/or address any conflict of interest
- PC29.** use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours
- PC30.** recognize and respond to inappropriate behaviour towards self or others in a professional manner and as per organisational policy
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

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organisations HR systems, policies and procedures
- KU2.** organizational hierarchy and escalation matrix
- KU3.** organisational health safety and environment
- KU4.** work area inspection procedures and practices
- KU5.** importance of displaying professional appearance behaviour at all times
- KU6.** importance of developing personal and professional goals and objectives
- KU7.** importance of identifying strengths and weaknesses in relation to goals and objectives
- KU8.** how to identify strengths and weaknesses and evaluate own capacity to meet goals and objectives
- KU9.** how to determine personal development needs
- KU10.** importance of continuous learning and developing professional development plan
- KU11.** development opportunities to support continuous learning and maintain currency of professional practice
- KU12.** developments and trends impacting on professional practice
- KU13.** importance of taking and using feedback from colleagues and clients to identify and introduce, improvements in work performance
- KU14.** perform tasks to the required workplace standard
- KU15.** importance of discipline and ethics in a professional workplace
- KU16.** importance of recognising unethical conduct and reporting to appropriate authority
- KU17.** guidelines and legal requirements on disclosure and confidentiality
- KU18.** importance of collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes

- KU19.** how to recognise, avoid and/or address any conflict of interest
- KU20.** 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
- KU21.** how to respond to inappropriate behaviour towards self and others in a professional manner

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** prepare a personal development plan
- GS2.** read organisational guidelines and legal requirements
- GS3.** search and study from various information sources in order to learn about latest updates for self-development
- GS4.** read and interpret feedback received from peers
- GS5.** receive feedback from clients or concerned stake holders
- GS6.** communicate development plan with superiors
- GS7.** plan to meet own and team performance targets and standards
- GS8.** describe own role in achieving the goal
- GS9.** describe others role in achieving the goal
- GS10.** list activities, milestones and timelines
- GS11.** identify the support and resources needed to help work towards the goal.
- GS12.** plan and organise a personal development plan for self
- GS13.** provide quality services to all clients
- GS14.** display professional appearance and behaviours to all internal and external clients
- GS15.** use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours
- GS16.** recognise, avoid and/or address any conflict of interest
- GS17.** identify own strengths and weaknesses with respect achieving performance standards on the job
- GS18.** identify inappropriate behaviour and how to deal with it

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Maintain a professional image and behaviour</i>	2	4	-	-
PC1. display appropriate professional appearance for the workplace	1	2	-	-
PC2. interact with team members, clients, vendors, visitors and other stakeholders in a Professional manner	1	2	-	-
<i>Maintain and enhance professional competence</i>	10	21	-	-
PC3. develop personal and professional goals and objectives	1	2	-	-
PC4. identify strengths and weaknesses in relation to goals and objectives	1	2	-	-
PC5. evaluate own capacity to meet goals and objectives	1	2	-	-
PC6. determine personal development needs to perform role as per desired standards	1	2	-	-
PC7. develop a professional development plan to enhance professional capabilities	1	3	-	-
PC8. document a professional practice plan designed to support the achievement of goals	1	2	-	-
PC9. select and implement development opportunities to support continuous learning and maintain currency of professional practice	1	2	-	-
PC10. research developments and trends impacting on professional practice and integrate information into work performance	1	2	-	-
PC11. invite peers and others to observe, and provide feedback, on own performance and practices	1	2	-	-
PC12. use feedback from colleagues and clients to identify and introduce, improvements in work performance	1	2	-	-
<i>Work in a disciplined and ethical manner</i>	12	20	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. perform tasks to the required workplace standard	2	3	-	-
PC14. complete duties accurately, systematically and within required timeframes	1	2	-	-
PC15. follow organisational policies	1	2	-	-
PC16. protect the rights of the client and organisation when delivering services	1	3	-	-
PC17. ensure services are delivered equally to all clients regardless of personal and cultural beliefs	1	2	-	-
PC18. recognise potential ethical issues in the workplace and discuss with an appropriate person	2	2	-	-
PC19. recognise unethical conduct and report to an appropriate person	1	2	-	-
PC20. operate within an agreed ethical code of practice	2	2	-	-
PC21. apply organisational guidelines and legal requirements on disclosure and confidentiality	1	2	-	-
<i>Work effectively with all stakeholders</i>	12	19	-	-
PC22. identify and obtain clarity regarding organisational, team and own goals	1	2	-	-
PC23. prioritise tasks at work as per organisational, team and own goals	2	3	-	-
PC24. plan to meet team performance targets and standards	2	2	-	-
PC25. monitor own and team performance as per agreed plan	1	2	-	-
PC26. share all relevant information with stakeholders in agreed formats and as per agreed timelines	1	2	-	-
PC27. work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes	2	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC28. recognise, avoid and/or address any conflict of interest	1	2	-	-
PC29. use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours	1	2	-	-
PC30. recognize and respond to inappropriate behaviour towards self or others in a professional manner and as per organisational policy 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	1	2	-	-
NOS Total	36	64	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N9912
NOS Name	Apply principles of professional practice at the workplace
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Training Delivery
NSQF Level	5
Credits	TBD
Version	1.0
Next Review Date	29/09/2025

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

- 1.Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) (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. 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.
6. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack

Minimum Aggregate Passing % at QP Level : 70

(Please note: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
MEP/N2801.Prepare and publish training calendar and participant confirmation list	40	60	-	-	100	25
MEP/N2802.Organise to keep the training venue and facilities ready for training	40	60	-	-	100	20
MEP/N2803.Maintain documentation and share information for all training centre activities	36	64	-	-	100	25
MEP/N2804.Prepare reports for Management Information System	34	66	-	-	100	15
MEP/N9911.Apply health and safety practices applicable in a training and assessment environment	30	70	-	-	100	5
MEP/N9912.Apply principles of professional practice at the workplace	36	64	-	-	100	10
Total	216	384	-	-	600	100

Acronyms

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training

Glossary

Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
Knowledge and Understanding (KU)	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.

Organisational Context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.