

Qualification Pack



Instructional Designer

QP Code: MEP/Q2901

Version: 1.0

NSQF Level: 6

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MEP/Q2901: Instructional Designer

Brief Job Description

The Instructional designer designs a training intervention that will ensure transfer of learning as per identified needs to the learners. They also conduct diagnostic assessments to identify individual training needs and develop and provide training materials that will assist the trainer and learner. They train the trainers who will be conducting the training intervention.

Personal Attributes

The individual must have expertise in the technical/vocational domain of instruction. They must have strong communication, organizational and interpersonal skills. They must be quality focused and encourage learner engagement. Additionally, they should remain abreast with the latest trends in their domain and upgrade their facilitation skills.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [MEP/N2606: Plan and facilitate trainer development](#)
2. [MEP/N2901: Perform diagnostic assessment for individuals to be trained on expected performance outcomes](#)
3. [MEP/N2902: Plan and design specific learning and development interventions and programs](#)
4. [MEP/N2908: Review learning resources as per design document](#)
5. [MEP/N2909: Comply with Intellectual Property Rights, Rules, Regulations and Ethics](#)
6. [MEP/N9911: Apply health and safety practices applicable in a training and assessment environment](#)
7. [MEP/N9912: Apply principles of professional practice at the workplace](#)

Qualification Pack (QP) Parameters

| | |
|-------------------|-------------------------|
| Sector | Management |
| Sub-Sector | Training and Assessment |
| Occupation | Instructional Designing |
| Country | India |

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| | |
|---|--|
| NSQF Level | 6 |
| Credits | NA |
| Aligned to NCO/ISCO/ISIC Code | NCO-2015/2424.0402; 2424.9900 |
| Minimum Educational Qualification & Experience | Graduate (or equivalent) with 2-3 Years of experience in any training and assessment function |
| Minimum Level of Education for Training in School | |
| Pre-Requisite License or Training | Experience in using word-processor, spreadsheet and presentation applications, research skills, writing skills and command over language |
| Minimum Job Entry Age | 22 Years |
| Last Reviewed On | 04/07/2018 |
| Next Review Date | 04/07/2022 |
| NSQC Approval Date | 19/12/2018 |
| Version | 1.0 |
| Reference code on NQR | 2019/ETR/MEPSC/03072 |
| NQR Version | 1.0 |

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MEP/N2606: Plan and facilitate trainer development

Description

This unit refers to cumulative skills and knowledge required to plan and facilitate trainer development

Elements and Performance Criteria

Plan and organise trainer development program

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

- PC1.** identify training needs of the trainers after studying the occupational standards and skill gap analysis of the trainer
- PC2.** identify various methods that are best suited for the training needs
- PC3.** list available learning and development resources and constraints
- PC4.** select the methods best suited for the training needs that can be applied within the available resources and constraints
- PC5.** prepare a design document and schedule that fits in the trainer schedule without disrupting work
- PC6.** have the training materials developed with the help of content development team
- PC7.** share the training plan and schedule with all stakeholders
- PC8.** prepare and implement a monitoring plan to ensure all trainers undergo the development plan

Deliver and facilitate training sessions for trainers

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

- PC9.** receive or finalise calendar for trainer training from authorised source Authorised source: Training organisation, Sector Skill Council, etc.
- PC10.** confirm availability to the organisers for the training session
- PC11.** study profile of candidates coming for training to identify special training requirements if any Special training requirements: language adjustment; seating arrangement; learners with special needs; timings of trainer;
- PC12.** receive session plan, occupational standards and training materials for training provided by authorised source
- PC13.** facilitate trainer training program as per the program design provided

Support and monitor learning

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

- PC14.** conduct formative assessment of learning by using appropriate methods such as mock-training or on-the-job observation of studying video recordings of trainers, etc
- PC15.** monitor, and document, learner progress to ensure outcomes are being achieved, and individual learner needs are being met
- PC16.** adjust the delivery sessions to reflect specific needs and circumstances
- PC17.** provide additional assistance to individual trainers as required to achieve session outcomes
- PC18.** maintain and store learner records according to organisational requirements

Undertake post-training activities

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

- PC19.** monitor the cleanliness and tidiness of the training room
- PC20.** notify any special housekeeping requirements, maintenance requirements or training equipment repair requirements to appropriate personnel
- PC21.** securing equipment and tools in safe places in accordance with procedures
- PC22.** ensure that training equipment and tools are used and left in good condition
- PC23.** complete learner records accurately and submit or process and in the required timeframes

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.** various methods of trainer development e.g.: Training from Industry SMEs; self-learning modules; Train the trainer program; on-the-job observation and feedback; etc.
- KU8.** resources and constraints for selection of training method e.g.: Budgets; trainer schedule-time availability; availability of SMEs; availability of trainer self-development e-learning modules; etc.
- KU9.** trainer competencies and occupational standards

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

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- 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 must 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.** improve work processes by using techniques like reflection, resequencing, reducing duplication of effort, better planning, multi-tasking, etc.
- GS18.** spot potential disruptions and delays and what can be done to prevent the same as well as handle the same if it occurs

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <i>Plan and organise trainer development program</i> | 16 | 17 | - | - |
| PC1. identify training needs of the trainers after studying the occupational standards and skill gap analysis of the trainer | 2 | 2 | - | - |
| PC2. identify various methods that are best suited for the training needs | 2 | 2 | - | - |
| PC3. list available learning and development resources and constraints | 2 | 2 | - | - |
| PC4. select the methods best suited for the training needs that can be applied within the available resources and constraints | 2 | 2 | - | - |
| PC5. prepare a design document and schedule that fits in the trainer schedule without disrupting work | 2 | 2 | - | - |
| PC6. have the training materials developed with the help of content development team | 2 | 2 | - | - |
| PC7. share the training plan and schedule with all stakeholders | 2 | 2 | - | - |
| PC8. prepare and implement a monitoring plan to ensure all trainers undergo the development plan | 2 | 3 | - | - |
| <i>Deliver and facilitate training sessions for trainers</i> | 8 | 14 | - | - |
| PC9. receive or finalise calendar for trainer training from authorised source Authorised source: Training organisation, Sector Skill Council, etc. | 2 | 3 | - | - |
| PC10. confirm availability to the organisers for the training session | 1 | 2 | - | - |
| PC11. study profile of candidates coming for training to identify special training requirements if any Special training requirements: language adjustment; seating arrangement; learners with special needs; timings of trainer; | 2 | 3 | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| PC12. receive session plan, occupational standards and training materials for training provided by authorised source | 2 | 3 | - | - |
| PC13. facilitate trainer training program as per the program design provided | 1 | 3 | - | - |
| <i>Support and monitor learning</i> | 10 | 13 | - | - |
| PC14. conduct formative assessment of learning by using appropriate methods such as mock-training or on-the-job observation of studying video recordings of trainers, etc | 2 | 3 | - | - |
| PC15. monitor, and document, learner progress to ensure outcomes are being achieved, and individual learner needs are being met | 2 | 2 | - | - |
| PC16. adjust the delivery sessions to reflect specific needs and circumstances | 2 | 3 | - | - |
| PC17. provide additional assistance to individual trainers as required to achieve session outcomes | 2 | 2 | - | - |
| PC18. maintain and store learner records according to organisational requirements | 2 | 3 | - | - |
| <i>Undertake post-training activities</i> | 8 | 14 | - | - |
| PC19. monitor the cleanliness and tidiness of the training room | 2 | 3 | - | - |
| PC20. notify any special housekeeping requirements, maintenance requirements or training equipment repair requirements to appropriate personnel | 2 | 3 | - | - |
| PC21. securing equipment and tools in safe places in accordance with procedures | 1 | 2 | - | - |
| PC22. ensure that training equipment and tools are used and left in good condition | 2 | 3 | - | - |
| PC23. complete learner records accurately and submit or process and in the required timeframes | 1 | 3 | - | - |
| NOS Total | 42 | 58 | - | - |

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National Occupational Standards (NOS) Parameters

| | |
|----------------------------|---|
| NOS Code | MEP/N2606 |
| NOS Name | Plan and facilitate trainer development |
| Sector | Management |
| Sub-Sector | Training and Assessment |
| Occupation | Instructional Designing |
| NSQF Level | 4 |
| Credits | TBD |
| Version | 1.0 |
| Last Reviewed Date | 30/06/2022 |
| Next Review Date | 30/06/2025 |
| NSQF Clearance Date | 30/06/2022 |

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MEP/N2901: Perform diagnostic assessment for individuals to be trained on expected performance outcomes

Description

This unit deals in detail with identifying training and development needs of the individuals to be trained using diagnostic assessment.

Elements and Performance Criteria

Identify performance outcomes expected from individuals

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

- PC1.** identify purpose or aim of carrying out diagnostic assessment for individuals by engaging with the management and stakeholders
- PC2.** identify priorities of the management and business with respect to their expectations from the exercise
- PC3.** identify the performance outcomes expected from individuals by interacting with various stakeholders and in alignment with the purpose of the exercise
- PC4.** identify indicators of acceptable performance that is expected from the individuals for each performance outcomes
- PC5.** document and present performance outcomes to stakeholders
- PC6.** modify as per feedback received from stakeholders and obtain approvals

Develop plan and tools to conduct diagnostic assessment

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

- PC7.** identify various information required to observe performance indicators mapped and assess individuals on the performance outcomes mapped
- PC8.** identify available resources and constraints for conducting a training needs analysis
- PC9.** select an appropriate assessment methodology in that is suited for conducting diagnostic assessment within the resources and constraints
- PC10.** identify additional information/data sources for evaluating the current performance levels of the individuals
- PC11.** identify reliable, appropriate and efficient methods and tools for gathering and analysing information to obtain the training needs
- PC12.** identify any existing, or potential, risks that may impact the success of the training needs exercise
- PC13.** develop solutions to address the risks that have been identified
- PC14.** estimate the resources and time required for conducting the training needs analysis
- PC15.** develop and document the project plan for conducting of the training needs analysis and share with relevant persons
- PC16.** obtain feedback and modify scope and plan of the exercise as agreed by the key stakeholders
- PC17.** develop tools and templates for gathering information as per approved plan for conducting the training and development needs identification for individuals

Conduct diagnostic assessment

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

- PC18.** share the purpose, aims and methodology of the learning needs identification exercise with the individuals
- PC19.** apply diagnostic assessment methodology as agreed in the plan while ensuring reliability and accuracy of information received
- PC20.** diagnose gaps in skills, knowledge and attitude with respect to target performance outcomes using the information gathered
- PC21.** discuss diagnostic assessment draft with the learner and stakeholders and obtain feedback and validation
- PC22.** establish and prioritise individual training and development needs based on the diagnostic assessment

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.** work area inspection procedures and practices
- KU4.** waste and dangerous materials disposal procedures and practices
- KU5.** procedures for the recording, reporting and maintenance of workplace equipment
- KU6.** principles and practices of conducting training needs identification for individuals
- KU7.** importance of engaging with the management and stakeholders during the diagnostic assessment process
- KU8.** concepts of performance outcomes, performance indicators, skill, knowledge and attitudinal gap analysis
- KU9.** principles of mapping and documenting expected performance outcomes and performance indicators
- KU10.** various methods to observe performance indicators and assess achievement of performance outcomes
- KU11.** various sources of information/data sources for evaluating the current performance levels of the individuals
- KU12.** various reliable, appropriate and efficient methods and tools for gathering and analysing information to obtain the training needs
- KU13.** impact of risks, resources and constraints on choice of assessment methodologies
- KU14.** risks that may impact the success of the training needs exercise and how to address them
- KU15.** importance of obtaining agreement from key stakeholders on scope of work before conducting the diagnostic assessment
- KU16.** tools and templates used for gathering information for conducting the training and development needs identification for individuals
- KU17.** risks that need to be managed when conducting training needs identification exercise
- KU18.** importance of sharing the purpose, aims and methodology of the learning needs identification exercise with the individuals

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- KU19.** guidelines while applying diagnostic assessment methodology to ensure reliability and accuracy of information
- KU20.** how to diagnose gaps in skills, knowledge and attitude with respect to target performance outcomes using the information gathered
- KU21.** importance of obtain feedback and validation from the learner and stakeholders before finalizing the report
- KU22.** how to establish training and development needs based on the diagnostic assessment

Generic Skills (GS)

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

- GS1.** articulate performance outcomes and indicators following the appropriate taxonomy
- GS2.** prepare reports, questionnaires and checklists
- GS3.** write emails to interact with design team, seniors and other stakeholders
- GS4.** read documentation to obtain information on job descriptions, performance indicators, knowledge, skill and attitude requirements, etc.
- GS5.** explain and describe training and assessment 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 stakeholders and their queries
- GS7.** provide clear instructions to learners during the course of the assessment 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.** handle disruptions during work in a solution seeking and calm manner
- GS11.** selection of appropriate methodologies and tools based on existing risks, resources and constraints
- GS12.** deliver training program smoothly, on time while meeting the session objectives
- GS13.** ensure that all tools, materials, equipment are available at the appropriate time and place, when and where they are needed
- GS14.** identify and meet client and student needs
- GS15.** apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
- GS16.** identify risk, resources and constraints, their impact on the work to be done and how to address the same
- GS17.** analyse gaps in skills, knowledge and attitude based on data collated during the diagnostic assessment
- GS18.** improve work processes by using techniques like reflection, resequencing, reducing duplication of effort, better planning, multi-tasking, etc.
- GS19.** spot potential disruptions and delays and what can be done to prevent the same as well as handle the same if it occurs

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GS20. ways to identify unreliable or inaccurate data by using research tools

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Identify performance outcomes expected from individuals</i> | 12 | 17 | - | - |
| PC1. identify purpose or aim of carrying out diagnostic assessment for individuals by engaging with the management and stakeholders | 2 | 2 | - | - |
| PC2. identify priorities of the management and business with respect to their expectations from the exercise | 2 | 3 | - | - |
| PC3. identify the performance outcomes expected from individuals by interacting with various stakeholders and in alignment with the purpose of the exercise | 2 | 3 | - | - |
| PC4. identify indicators of acceptable performance that is expected from the individuals for each performance outcomes | 2 | 3 | - | - |
| PC5. document and present performance outcomes to stakeholders | 2 | 3 | - | - |
| PC6. modify as per feedback received from stakeholders and obtain approvals | 2 | 3 | - | - |
| <i>Develop plan and tools to conduct diagnostic assessment</i> | 20 | 31 | - | - |
| PC7. identify various information required to observe performance indicators mapped and assess individuals on the performance outcomes mapped | 2 | 3 | - | - |
| PC8. identify available resources and constraints for conducting a training needs analysis | 2 | 3 | - | - |
| PC9. select an appropriate assessment methodology in that is suited for conducting diagnostic assessment within the resources and constraints | 2 | 3 | - | - |
| PC10. identify additional information/data sources for evaluating the current performance levels of the individuals | 2 | 3 | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| PC11. identify reliable, appropriate and efficient methods and tools for gathering and analysing information to obtain the training needs | 2 | 3 | - | - |
| PC12. identify any existing, or potential, risks that may impact the success of the training needs exercise | 2 | 2 | - | - |
| PC13. develop solutions to address the risks that have been identified | 1 | 3 | - | - |
| PC14. estimate the resources and time required for conducting the training needs analysis | 2 | 3 | - | - |
| PC15. develop and document the project plan for conducting of the training needs analysis and share with relevant persons | 2 | 3 | - | - |
| PC16. obtain feedback and modify scope and plan of the exercise as agreed by the key stakeholders | 1 | 3 | - | - |
| PC17. develop tools and templates for gathering information as per approved plan for conducting the training and development needs identification for individuals | 2 | 2 | - | - |
| <i>Conduct diagnostic assessment</i> | 8 | 12 | - | - |
| PC18. share the purpose, aims and methodology of the learning needs identification exercise with the individuals | 2 | 3 | - | - |
| PC19. apply diagnostic assessment methodology as agreed in the plan while ensuring reliability and accuracy of information received | 2 | 2 | - | - |
| PC20. diagnose gaps in skills, knowledge and attitude with respect to target performance outcomes using the information gathered | 1 | 3 | - | - |
| PC21. discuss diagnostic assessment draft with the learner and stakeholders and obtain feedback and validation | 1 | 2 | - | - |
| PC22. establish and prioritise individual training and development needs based on the diagnostic assessment | 2 | 2 | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|----------------------------------|--------------|-----------------|---------------|------------|
| NOS Total | 40 | 60 | - | - |

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National Occupational Standards (NOS) Parameters

| | |
|----------------------------|--|
| NOS Code | MEP/N2901 |
| NOS Name | Perform diagnostic assessment for individuals to be trained on expected performance outcomes |
| Sector | Management |
| Sub-Sector | Training and Assessment |
| Occupation | Instructional Designing |
| NSQF Level | 6 |
| Credits | TBD |
| Version | 1.0 |
| Last Reviewed Date | 30/06/2022 |
| Next Review Date | 30/06/2025 |
| NSQC Clearance Date | 30/06/2022 |

Qualification Pack

MEP/N2902: Plan and design specific learning and development interventions and programs

Description

This unit deals in detail with planning and designing learning and development interventions and programs based on identified training and development needs.

Elements and Performance Criteria

Identify the learning outcomes required for learning and development programmes

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

- PC1.** identify objectives of the learning and development intervention by studying the training needs analysis as well as conducting stakeholder interaction
- PC2.** access and confirm the competency standards, and other training specifications, on which to base the learning program
- PC3.** identify language, literacy and numeracy requirements of the program
- PC4.** identify and consider characteristics of the target learner group including, age, literacy levels, cognitive levels, language of preference, prior learning, etc.
- PC5.** prepare learning outcomes for the program that will fulfil the objectives of the program
- PC6.** share objective of the program and the learning outcomes with the key stakeholders and obtain feedback
- PC7.** incorporate feedback and take approvals

Prepare a plan for a learning and development intervention to meet learning outcomes

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

- PC8.** identify resources available for the learning intervention or program to be planned
Resources: budgets, time, training venue(s), technology, subject matter experts/trainers, research materials and sources of relevant information, etc.
- PC9.** research and analyse options for learning design, based on likely target groups, their learning needs and contexts for delivery
- PC10.** use appropriate learning theories and instructional design principles to create the high-level design and low-level design for the training intervention
- PC11.** prepare a session plan for creating learning opportunities that can help the learner to learn the learning outcomes
- PC12.** plan the assessment strategy to meet the outcomes of learning and development opportunities and programmes
- PC13.** specify and document the time, methodologies, trainer capabilities, equipment and materials required for implementing the training intervention or program
- PC14.** share with stakeholders and obtain necessary approvals
- PC15.** evaluate existing learning resources for content relevance and quality
- PC16.** source specific subject matter content according to approved design and based on application of learning principles
- PC17.** break learning content into manageable segments and sequences and document timeframe for each segment or learning session

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PC18. identify and document requirements to implement the learning program as per organisational template

Review learning program and structure

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

PC19. review drafts of learning programs and content with key stakeholders, using an appropriate evaluation tool

PC20. gather, summarise and analyse the evaluation feedback to enhance the quality of the content

PC21. adjust the draft learning program and content to reflect the review outcomes, where appropriate.

PC22. obtain final approval for the learning program, structure and content from appropriate personnel.

PC23. document complete learning program in line with organisational and national qualifications requirements

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. work area inspection procedures and practices

KU4. waste and dangerous materials disposal procedures and practices

KU5. procedures for the recording, reporting and maintenance of workplace equipment

KU6. different purposes and focus of learning programs

KU7. sound knowledge of adult learning principles such as: training needs to be learner-centred to engage learners adults have a need to be self-directing and decide for themselves what they want to learn adults have a range of life experience, so connecting learning to experience is meaningful adults have a need to know why they are learning something the learning process needs to support increasing learner independence emphasis on experiential and participative learning use of modelling the learning process should reflect individual circumstances

KU8. knowledge of adult learning theory, including: behavioural learning theory cognitive learning theory information processing theory andragogy

KU9. a range of learning styles theories that suit the various learner profile/target groups such as: auditory visual kinaesthetic left/right brain global/analytical theoretical activist pragmatist reflective

KU10. design options for learning program design structure such as: design options for learning program design structure such as: following the design approach of the learning strategy organising the learning program around discrete National Occupational Standards integrating National Occupational Standards within the learning program focusing the content on knowledge and/or skill acquisition focusing the content on activities/experiences as the focus of learning listing existing learning activities, learning materials, learning resources that could be used in developing content considering the most appropriate delivery methods

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- KU11.** a range of delivery contexts such as: in the training room/classroom in simulated work environments in specialist environments - e.g. laboratory/ computer room through the world wide web at home in a community setting in the workplace
- KU12.** different delivery modes such as: face-to-face online distance-resource-based individual facilitation techniques work-based blended delivery
- KU13.** a range of delivery methods, such as: lock step/learner-paced/mixed interactive/participative/collaborative trainer-centred/learner-centred time and place dependent/independent demonstration instruction presentations guided facilitation guided activities/applications/experiences tutoring project-based individual facilitation techniques - coaching/ mentoring blended delivery methods
- KU14.** the appropriate use of a range of learning activities such as: discussions role-plays written activities case studies simulation audio or visual activities demonstrations practice, e.g. practicum or supervised training/facilitation individual activities/projects/assignments group activities/projects/assignments workplace practice research problem-based tasks 'thinking skills' exercises question and answer self-paced learning materials games
- KU15.** the appropriate use of a range of learning materials such as: hand-outs for learners worksheets workbooks prepared case studies, task sheets, activity sheets prepared topic/subject information sheets prepared role-plays prepared presentations and overheads prepared scenarios, projects, assignments materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications prepared research tasks
- KU16.** methodologies relating to developing and documenting learning activities and related learning materials
- KU17.** methodologies related to development and use of evaluation instruments
- KU18.** the use of a range of evaluation criteria such as: the focus and purpose of the learning program is clear and appropriate content and structure address all aspects of required National Occupational Standards learning sequence provides effective and manageable blocks of learning activities are interesting, relevant and appropriate to outcomes and learner characteristics formative assessment points, methods and tools are appropriate and effective equity needs are effectively addressed
- KU19.** how to prepare costings related to the development of the learning program
- KU20.** relevant policies, legal requirements, codes of practice and national standards, including National Occupational Standards, National Skills Qualification Framework (NSQF) that may affect training and assessment in the vocational training sector
- KU21.** relevant health and safety knowledge relating to the work role, and health and safety considerations that need to be included in the learning program
- KU22.** importance of learner and stakeholder involvement when developing learning interventions
- KU23.** risks that need to be managed when developing learning and development programmes
- KU24.** methodologies to monitor and evaluate learning and development programmes

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

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- 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 client and student needs
- GS16.** apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
- GS17.** improve work processes by using techniques like reflection, resequencing, reducing duplication of effort, better planning, multi-tasking, etc.
- GS18.** spot potential disruptions and delays and what can be done to prevent the same as well as handle the same if it occurs

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Identify the learning outcomes required for learning and development programmes</i> | 10 | 19 | - | - |
| PC1. identify objectives of the learning and development intervention by studying the training needs analysis as well as conducting stakeholder interaction | 1 | 3 | - | - |
| PC2. access and confirm the competency standards, and other training specifications, on which to base the learning program | 1 | 3 | - | - |
| PC3. identify language, literacy and numeracy requirements of the program | 2 | 2 | - | - |
| PC4. identify and consider characteristics of the target learner group including, age, literacy levels, cognitive levels, language of preference, prior learning, etc. | 2 | 2 | - | - |
| PC5. prepare learning outcomes for the program that will fulfil the objectives of the program | 2 | 3 | - | - |
| PC6. share objective of the program and the learning outcomes with the key stakeholders and obtain feedback | 1 | 3 | - | - |
| PC7. incorporate feedback and take approvals | 1 | 3 | - | - |
| <i>Prepare a plan for a learning and development intervention to meet learning outcomes</i> | 18 | 31 | - | - |
| PC8. identify resources available for the learning intervention or program to be planned Resources: budgets, time, training venue(s), technology, subject matter experts/trainers, research materials and sources of relevant information, etc. | 1 | 3 | - | - |
| PC9. research and analyse options for learning design, based on likely target groups, their learning needs and contexts for delivery | 2 | 3 | - | - |
| PC10. use appropriate learning theories and instructional design principles to create the high-level design and low-level design for the training intervention | 2 | 3 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| PC11. prepare a session plan for creating learning opportunities that can help the learner to learn the learning outcomes | 2 | 3 | - | - |
| PC12. plan the assessment strategy to meet the outcomes of learning and development opportunities and programmes | 2 | 3 | - | - |
| PC13. specify and document the time, methodologies, trainer capabilities, equipment and materials required for implementing the training intervention or program | 2 | 2 | - | - |
| PC14. share with stakeholders and obtain necessary approvals | 1 | 3 | - | - |
| PC15. evaluate existing learning resources for content relevance and quality | 2 | 2 | - | - |
| PC16. source specific subject matter content according to approved design and based on application of learning principles | 1 | 3 | - | - |
| PC17. break learning content into manageable segments and sequences and document timeframe for each segment or learning session | 1 | 3 | - | - |
| PC18. identify and document requirements to implement the learning program as per organisational template | 2 | 3 | - | - |
| <i>Review learning program and structure</i> | 7 | 15 | - | - |
| PC19. review drafts of learning programs and content with key stakeholders, using an appropriate evaluation tool | 1 | 3 | - | - |
| PC20. gather, summarise and analyse the evaluation feedback to enhance the quality of the content | 2 | 3 | - | - |
| PC21. adjust the draft learning program and content to reflect the review outcomes, where appropriate. | 2 | 3 | - | - |
| PC22. obtain final approval for the learning program, structure and content from appropriate personnel. | 1 | 3 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| PC23. document complete learning program in line with organisational and national qualifications requirements | 1 | 3 | - | - |
| NOS Total | 35 | 65 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|--|
| NOS Code | MEP/N2902 |
| NOS Name | Plan and design specific learning and development interventions and programs |
| Sector | Management |
| Sub-Sector | Training and Assessment |
| Occupation | Instructional Designing |
| NSQF Level | 4 |
| Credits | TBD |
| Version | 1.0 |
| Last Reviewed Date | 30/06/2022 |
| Next Review Date | 30/06/2025 |
| NSQC Clearance Date | 30/06/2022 |

Qualification Pack

MEP/N2908: Review learning resources as per design document

Description

This unit deals in detail with the review and finalization learning resources as per the design document.

Elements and Performance Criteria

Identify scope of work for review

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

- PC1.** obtain correct version of the learning materials to be reviewed and relevant design document from authorised personnel
- PC2.** identify key parameters on which the learning materials need to be reviewed as well as timelines and process to be followed

Evaluate learning materials and make recommendations

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

- PC3.** evaluate the structure, media used and overall coverage of the learning materials to ensure adherence to design document requirements in terms of learning outcomes to be covered, sequence, suggested learning methodology, assessment methodology, duration, tools and equipment suggested, etc.
- PC4.** evaluate for adequacy, relevance and currency of content in order to achieve learning outcomes by appropriate means such as researching the content, consulting a subject matter expert, referring to already approved materials, etc.
- PC5.** evaluate the organisation and presentation of content with instructional design principles including pedagogy and andragogy
- PC6.** perform plagiarism check on the content and media using a reliable software and check for adherence to IPR requirements
- PC7.** check if language used throughout is in line with target audiences requirements and is without grammatical, syntactical and typing errors
- PC8.** check materials for adherence to prescribed format and template
- PC9.** check the process for learning materials development for compliance with organisation guidelines
- PC10.** record and share recommendations after evaluation of content in an accurate easy to understand and unambiguous manner

Ensure incorporation of necessary changes based on recommendations

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

- PC11.** discuss the recommendations with the learning materials developer clarifying their queries and concerns
- PC12.** make necessary modifications to the learning materials to ensure adherence to design
- PC13.** review updated content to ensure all areas of concerns are addressed appropriately
- PC14.** finalize the content to ensure all design aspects are met and the learning materials are ready for testing
- PC15.** ensure adherence to timelines and process in place for modification and approval of learning materials

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Evaluate training material effectiveness by conducting a pilot test

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

- PC16.** Conduct pilot test for the updated learning materials with target audience, trainers who will be using these materials, other stakeholders, etc.
- PC17.** observe areas of improvement where the learning materials were insufficient, erroneous or unnecessary
- PC18.** obtain feedback from the participants of pilot test with respect to what went well and what could be improved based on their experience and observations
- PC19.** identify changes to be made based on pilot test results after discussion with learning materials developer, subject matter expert and stakeholders
- PC20.** incorporate approved modifications and finalize the learning materials for production

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organisations system, policies and procedures such as: a. learning materials development processb. training review processc. forms and templated. costs/resourcing and timelinese. communication and documentation procedures
- KU2.** organizational record-management systems and reporting requirements
- KU3.** Health Safety and Environment issues relating to delivery of competency-based learning materials
- KU4.** purpose and importance of the learning materials review process
- KU5.** various parameters for evaluation of learning materials Various parameters: adherence to design document; adequacy, relevance and currency of content; in line with instructional design, pedagogy/andragogy principles applicable; following IPR requirements; appropriate and correct language; adherence to establish format, template and process for development; etc
- KU6.** various types of learning materials and types of media used
- KU7.** factors, resources and constraints for selection of type of training material and media
- KU8.** instructional design principles and processes, such as: planning, analysis, development, synthesis, evaluation presenting material in a logical order and sequence opportunities for collaborative learning between learners navigation tools presenting material in order of increasing difficulty opportunities for review of material and repetition the need for learner activity and interactivity inclusion of a variety of approaches and techniques for presenting information and activities and for encouraging participation by learning structure of the information ensure learning is embedded in a realistic and relevant context techniques to engage the learner in learning
- KU9.** visual design principles/techniques, for example: format composition balance typography images/graphics charts/diagrams
- KU10.** research and evaluation techniques for content development, such as: interviews focus groups workshops questionnaires literature reviews web research pilot processes
- KU11.** adult learning theories, including: behavioural learning theory cognitive learning theory information processing theory andragogy pedagogy

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- KU12.** a range of learning styles theories that suit the various learner profile/target groups such as: auditory visual kinaesthetic left/right brain global/analytical theoretical activist pragmatist reflective
- KU13.** a range of delivery methods, such as: lock step/learner-paced/mixed interactive/participative/collaborative trainer/facilitator-centred/learner-centred time and place dependent/independent demonstration instruction presentations guided facilitation guided activities/applications/experiences tutoring project-based individual facilitation techniques - coaching/ mentoring blended delivery methods
- KU14.** a range of design options such as: use and extent of practical activity-based content and passive content (reading, interpreting and absorbing information) use and extent of text-based information and graphical information level of depth of text-based information and sophistication of language level of completeness in addressing the focus options for presenting text-based information e.g. straight text, question and answer, case studies visual design sequencing of material sources of further information/further reading style guides visual look
- KU15.** the appropriate use of a range of learning materials such as: hand-outs for learners worksheets workbooks prepared case studies, task sheets, activity sheets prepared topic/subject information sheets prepared role-plays prepared presentations and overheads prepared scenarios, projects, assignments materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications prepared research tasks
- KU16.** methodologies relating to developing, documenting and reviewing learning activities and related learning materials
- KU17.** methodologies related to development and use of evaluation instruments
- KU18.** concepts of intellectual property and related legal requirements
- KU19.** various modes for conducting pilot test of learning materials

Generic Skills (GS)

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

- GS1.** write in line with target audience requirements and media for writing available, such as on paper, on a whiteboard or digital tools such as word, powerpoint, pdf, etc.
- GS2.** write without grammatical, syntactical and typing errors while adhering to prescribed formats and templates
- GS3.** write emails to interact with design team, seniors and other stakeholders
- GS4.** apply appropriate structure and content of the English and/or any other specified language including the meaning and spelling of words, rules of composition, and grammar
- GS5.** read books, reports as well as content presented using various digital resources like word, pdf, powerpoint, spreadsheets, e-learning modules, etc.
- GS6.** Read meticulously while noticing any grammatical, syntactical and typing errors as well as other areas for improvement required in the materials being read
- GS7.** explain and describe training related concepts and facts to others in a simple language that is understandable to the learners
- GS8.** use effective listening and probing /questioning skills to understand concerns and their queries

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- GS9.** provide clear and complete instructions to learning materials developers about modifications required
- GS10.** work effectively as a team member to cultivate collaborative and participative work relationships
- GS11.** use assertive communication techniques and participative discussion techniques to handle group discussions
- GS12.** use collaborative methods to handle conflict without losing calm
- GS13.** identify which concerns are to be dealt on their own and which have to be reported and handled in consultation with seniors
- GS14.** ensure review and modification process is conducted smoothly, on time, adhering to established process while meeting the session objectives
- GS15.** organise of appropriate, target audience, venue, duration and processs for pilot test
- GS16.** ensure that all tools, materials, equipment are available at the appropriate time and place, when and where they are needed for the pilot test
- GS17.** identify and meet client and student needs
- GS18.** describe potential impact of erroneous materials on students
- GS19.** apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
- GS20.** improve work processes by using techniques like reflection, resequencing, reducing duplication of effort, better planning, multi-tasking, etc.
- GS21.** spot potential disruptions and delays and identify actions to prevent and handle these
- GS22.** evaluate intended and possible unintended consequences of activities and approaches used in learning materials, in order to assess suitability for inclusion
- GS23.** segregate impact of materials from other extraneous factors that may influence the pilot testing of the materials

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Identify scope of work for review</i> | 5 | 4 | - | - |
| PC1. obtain correct version of the learning materials to be reviewed and relevant design document from authorised personnel | 2 | 2 | - | - |
| PC2. identify key parameters on which the learning materials need to be reviewed as well as timelines and process to be followed | 3 | 2 | - | - |
| <i>Evaluate learning materials and make recommendations</i> | 19 | 24 | - | - |
| PC3. evaluate the structure, media used and overall coverage of the learning materials to ensure adherence to design document requirements in terms of learning outcomes to be covered, sequence, suggested learning methodology, assessment methodology, duration, tools and equipment suggested, etc. | 3 | 3 | - | - |
| PC4. evaluate for adequacy, relevance and currency of content in order to achieve learning outcomes by appropriate means such as researching the content, consulting a subject matter expert, referring to already approved materials, etc. | 3 | 3 | - | - |
| PC5. evaluate the organisation and presentation of content with instructional design principles including pedagogy and andragogy | 3 | 3 | - | - |
| PC6. perform plagiarism check on the content and media using a reliable software and check for adherence to IPR requirements | 2 | 3 | - | - |
| PC7. check if language used throughout is in line with target audiences requirements and is without grammatical, syntactical and typing errors | 2 | 3 | - | - |
| PC8. check materials for adherence to prescribed format and template | 2 | 3 | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| PC9. check the process for learning materials development for compliance with organisation guidelines | 2 | 3 | - | - |
| PC10. record and share recommendations after evaluation of content in an accurate easy to understand and unambiguous manner | 2 | 3 | - | - |
| <i>Ensure incorporation of necessary changes based on recommendations</i> | 11 | 13 | - | - |
| PC11. discuss the recommendations with the learning materials developer clarifying their queries and concerns | 2 | 2 | - | - |
| PC12. make necessary modifications to the learning materials to ensure adherence to design | 3 | 3 | - | - |
| PC13. review updated content to ensure all areas of concerns are addressed appropriately | 2 | 2 | - | - |
| PC14. finalize the content to ensure all design aspects are met and the learning materials are ready for testing | 2 | 3 | - | - |
| PC15. ensure adherence to timelines and process in place for modification and approval of learning materials | 2 | 3 | - | - |
| <i>Evaluate training material effectiveness by conducting a pilot test</i> | 11 | 13 | - | - |
| PC16. Conduct pilot test for the updated learning materials with target audience, trainers who will be using these materials, other stakeholders, etc. | 3 | 3 | - | - |
| PC17. observe areas of improvement where the learning materials were insufficient, erroneous or unnecessary | 2 | 3 | - | - |
| PC18. obtain feedback from the participants of pilot test with respect to what went well and what could be improved based on their experience and observations | 2 | 2 | - | - |
| PC19. identify changes to be made based on pilot test results after discussion with learning materials developer, subject matter expert and stakeholders | 2 | 2 | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| PC20. incorporate approved modifications and finalize the learning materials for production | 2 | 3 | - | - |
| NOS Total | 46 | 54 | - | - |

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National Occupational Standards (NOS) Parameters

| | |
|----------------------------|--|
| NOS Code | MEP/N2908 |
| NOS Name | Review learning resources as per design document |
| Sector | Management |
| Sub-Sector | Training and Assessment |
| Occupation | Instructional Designing |
| NSQF Level | 4 |
| Credits | TBD |
| Version | 1.0 |
| Last Reviewed Date | 30/06/2022 |
| Next Review Date | 30/06/2025 |
| NSQF Clearance Date | 30/06/2022 |

Qualification Pack

MEP/N2909: Comply with Intellectual Property Rights, Rules, Regulations and Ethics

Description

This unit deals in detail with following of Intellectual Property Rights, rules, regulations and ethics while developing and using content.

Elements and Performance Criteria

Identify IPR applicability and implications of infringement

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

- PC.1.** identify copyright and other Intellectual Property Rights (IPR) protections applicable to different types of materials available and developed Types of materials: Text, Graphics, Audio, Videos, Designs, Logos, Products, etc.
- PC.2.** identify legislative requirements governing copyright in own and other countries as applicable
- PC.3.** identify material within the organisation that may attract copyright and other IPR protection
- PC.4.** determine the copyright owner of original works within or used by the organisation
- PC.5.** identify sources of information and advice regarding copyright and other IPR issues within the organisation and outside
- PC.6.** research when permission is needed to use copyright material belonging to others
- PC.7.** identify legal and economic implications of copyright infringement and communicate the same to relevant personnel

Assess IPR permissions, compliance and infringements

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

- PC.8.** identify types of permission available to use materials copyrighted materials
- PC.9.** initiate processes to obtain permissions using legal processes for copyrights
- PC.10.** identify, review and comment on organisation policies and procedures to ensure that own and others original works are protected against direct or indirect infringement of copyright
- PC.11.** implement policies and procedures to protect the organisations copyright, recognising exceptions that allow the legitimate use of own copyright material by others
- PC.12.** use and inform other appropriate personnel of legislative exceptions that allow use of copyright material without permission
- PC.13.** test materials for any copyright infringements using electronics tools
- PC.14.** initiate and maintain documentation in relation to copyright agreements where established
- PC.15.** implement procedures to limit or deter infringement of organisations copyright and/or encourage the proper use of the organisations copyright
- PC.16.** monitor organisational use of others copyright material to reduce the risk of infringement
- PC.17.** identify and report to appropriate personnel claims of infringements of organisations copyright

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- PC.18.** identify considerations when licensing or selling copyright rights including on related materials, economic impact, documentation, legal requirements, potential disputes, monitoring usage and infringements, assessing infringement impact, grievance redressal processes, etc.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Intellectual Property Rights (IPR) policies and procedures in the organisation
- KU2.** organizational intellectual property-management systems and reporting requirements
- KU3.** role of legal, procurement and other relevant departments in relation to Intellectual Property Rights (IPR)
- KU4.** organisations system policies and procedures such as:
- KU5.** e.g. sourcing raw content, materials development, data and information security, legal, procurement, publishing, etc.
- KU6.** Intellectual Property Rights (IPR) and its scope
- KU7.** types of Intellectual Property Rights
- KU8.** importance of Protection for various types of Intellectual Property
- KU9.** implication of Intellectual Property Rights (IPR) in learning materials Development, Printing and Publishing
- KU10.** legal and economic ramifications of Intellectual Property Rights (IPR) infringements
- KU11.** copyright and related legislations and provisions applicable to ones country and area of operation
- KU12.** how legislation varies from country to country and how to ensure one does not infringe on these in their own work
- KU13.** creative commons concept and the various types of licenses available with them
- KU14.** Licensing as a means to sharing rights
- KU15.** Royalty and its application in sharing rights
- KU16.** various kinds of information and other creative outputs relevant to learning materials development
- KU17.** various forms and types of permissions required for use of information and/or creative output by learning materials developers
- KU18.** procedures for legitimate use of others copyright materials
- KU19.** what are citations and cite reference sources in industry standard formats
- KU20.** authorised and unauthorised sources of data and information
- KU21.** organisational and ethical responsibilities associated with Intellectual Property Rights
- KU22.** copyright and privacy laws of the country, including the use of electronic technology

Generic Skills (GS)

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

- GS1.** fill in forms and formats required for permissions accurately, both online and offline

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- GS2.** complete documentation requirements
- GS3.** read and follow IPR and related information documents
- GS4.** read and analyse rights owner information
- GS5.** read policy documents to interpret them correctly
- GS6.** explain and describe copyright implications and applicability to relevant personnel in simple language that is understandable to them
- GS7.** collect valid information related to ownership rights and permissions regarding materials to be used for development
- GS8.** choose license type, matching requirements and constraints, ensuring compliance with IPR regulations and legislations
- GS9.** match and assess if suspected materials that have similarity to organisations copyrighted material can be construed as infringement
- GS10.** develop plans to monitor usage and distribution of materials to ensure that risk for IPR infringements is minimised
- GS11.** plan to take adequate measures during development and publishing stage to deter copyright infringement of organisations materials by others
- GS12.** plan to evaluate copyright infringements during development by own team
- GS13.** identify impact of copyright infringement by self/organisation on customers of the organisation in business to business, and business to consumer contexts of service provision
- GS14.** identify measures that can prevent the problem of copying and potential infringements within the development team
- GS15.** identify different types of media/elements in the materials developed and the range of IPR protections that may be applicable to these
- GS16.** evaluate organisation policies and procedures for materials development and assess its robustness to prevent IPR infringements

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <i>Identify IPR applicability and implications of infringement</i> | 21 | 20 | - | - |
| PC.1. identify copyright and other Intellectual Property Rights (IPR) protections applicable to different types of materials available and developed Types of materials: Text, Graphics, Audio, Videos, Designs, Logos, Products, etc. | 3 | 3 | - | - |
| PC.2. identify legislative requirements governing copyright in own and other countries as applicable | 3 | 2 | - | - |
| PC.3. identify material within the organisation that may attract copyright and other IPR protection | 3 | 3 | - | - |
| PC.4. determine the copyright owner of original works within or used by the organisation | 3 | 3 | - | - |
| PC.5. identify sources of information and advice regarding copyright and other IPR issues within the organisation and outside | 3 | 3 | - | - |
| PC.6. research when permission is needed to use copyright material belonging to others | 3 | 3 | - | - |
| PC.7. identify legal and economic implications of copyright infringement and communicate the same to relevant personnel | 3 | 3 | - | - |
| <i>Assess IPR permissions, compliance and infringements</i> | 23 | 36 | - | - |
| PC.8. identify types of permission available to use materials copyrighted materials | 3 | 3 | - | - |
| PC.9. initiate processes to obtain permissions using legal processes for copyrights | 3 | 3 | - | - |
| PC.10. identify, review and comment on organisation policies and procedures to ensure that own and others original works are protected against direct or indirect infringement of copyright | 2 | 4 | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| PC.11. implement policies and procedures to protect the organisations copyright, recognising exceptions that allow the legitimate use of own copyright material by others | 2 | 3 | - | - |
| PC.12. use and inform other appropriate personnel of legislative exceptions that allow use of copyright material without permission | 1 | 3 | - | - |
| PC.13. test materials for any copyright infringements using electronics tools | 2 | 4 | - | - |
| PC.14. initiate and maintain documentation in relation to copyright agreements where established | 2 | 4 | - | - |
| PC.15. implement procedures to limit or deter infringement of organisations copyright and/or encourage the proper use of the organisations copyright | 2 | 3 | - | - |
| PC.16. monitor organisational use of others copyright material to reduce the risk of infringement | 2 | 3 | - | - |
| PC.17. identify and report to appropriate personnel claims of infringements of organisations copyright | 2 | 3 | - | - |
| PC.18. identify considerations when licensing or selling copyright rights including on related materials, economic impact, documentation, legal requirements, potential disputes, monitoring usage and infringements, assessing infringement impact, grievance redressal processes, etc. | 2 | 3 | - | - |
| NOS Total | 44 | 56 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|---|
| NOS Code | MEP/N2909 |
| NOS Name | Comply with Intellectual Property Rights, Rules, Regulations and Ethics |
| Sector | Management |
| Sub-Sector | Training and Assessment |
| Occupation | Instructional Design |
| NSQF Level | 5 |
| Credits | TBD |
| Version | 1.0 |
| Last Reviewed Date | 30/06/2022 |
| Next Review Date | 30/06/2025 |
| NSQF Clearance Date | 30/06/2022 |

Qualification Pack

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:

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- 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

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

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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 | - | - |

Qualification Pack

| 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 | - | - |

Qualification Pack

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 |

Qualification Pack

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:

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- 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

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- 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

Qualification Pack

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 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <i>Work in a disciplined and ethical manner</i> | 12 | 20 | - | - |
| 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 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| PC27. work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes | 2 | 2 | - | - |
| 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 | - | - |

Qualification Pack

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 |
| Last Reviewed Date | 30/06/2022 |
| Next Review Date | 29/09/2025 |
| NSQC Clearance Date | 29/09/2022 |

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

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(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/N2606.Plan and facilitate trainer development | 42 | 58 | - | - | 100 | 17 |
| MEP/N2901.Perform diagnostic assessment for individuals to be trained on expected performance outcomes | 40 | 60 | - | - | 100 | 22 |
| MEP/N2902.Plan and design specific learning and development interventions and programs | 35 | 65 | - | - | 100 | 17 |
| MEP/N2908.Review learning resources as per design document | 46 | 54 | - | - | 100 | 12 |
| MEP/N2909.Comply with Intellectual Property Rights, Rules, Regulations and Ethics | 44 | 56 | - | - | 100 | 12 |
| MEP/N9911.Apply health and safety practices applicable in a training and assessment environment | 30 | 70 | - | - | 100 | 10 |
| MEP/N9912.Apply principles of professional practice at the workplace | 36 | 64 | - | - | 100 | 10 |
| Total | 273 | 427 | - | - | 700 | 100 |

Qualification Pack

Acronyms

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

Qualification Pack

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. |

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|---|--|
| 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. |