Training Materials Developer

QP Code: MEP/Q2902

Version: 1.0

NSQF Level: 5

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

Contents

MEP/Q2902: Training Materials Developer

Brief Job Description

The training materials developer develops training materials based on the training design and learning outcomes provided to assist the trainer and learner. These materials include the learner's handbook, trainer's guide, teaching collaterals, PowerPoint presentations, etc. which are used in instructor led programs and self-learning.

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, well organized and meticulous. Additionally, they should remain abreast with the latest trends in their domain and upgrade their language competency.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. MEP/N2903: Develop training resources as per specified design document

2. MEP/N2905: Gather information and materials for training content development

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

4. MEP/N9911: Apply health and safety practices applicable in a training and assessmentenvironment

5. 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
NSQF Level	5
Credits	NA

Aligned to NCO/ISCO/ISIC Code	NCO-2015/2424.9900
Minimum Educational Qualification & Experience	Graduate (in the relevant field) with 0-6 Months 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, internet skills and written communication skills.
Minimum Job Entry Age	22 Years
Last Reviewed On	04/07/2018
Next Review Date	04/07/2022
Deactivation Date	02/08/2023
NSQC Approval Date	19/12/2018
Version	1.0
Reference code on NQR	2019/ETR/MEPSC/03080
NQR Version	1.0

MEP/N2903: Develop training resources as per specified design document

Description

This unit deals in detail with the development of training resources as per specified design document and resources

Scope

This unit/ task covers the following:

- Identify the objectives and requirements of the resources to be developed
- Develop content for the training resources
- Develop the resources as per the approved specifications
- Review for relevance and correctness

Elements and Performance Criteria

Identify the objectives and requirements of the resources to be developed

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

PC1. consult and clarify with the clients about the objectives of training

PC2. identify the target audience and their learning needs

PC3. obtain and interpret the curriculum and training design for the training

PC4. identify the types of resources required for the training from the training design

PC5. identify the sources of information for developing resources

PC6. identify the relevant templates, formats and guidelines for development of resources

Develop content for the training resources

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

PC7. research and gather raw content using primary and secondary research for developing the resources as per the curriculum specifications

PC8. apply all IPR regulations while obtaining the content

PC9. organise the content as per the curriculum specifications

PC10. modify the content to make it learner friendly

PC11. obtain additional supporting material, if required, to develop the content

PC12. ensure the content is clear, concise, correct, complete and appropriate as per the curriculum

PC13. perform self-check and proofreading to ensure language and adherence to the guidelines

PC14. consult the subject matter expert to modify and confirm the relevance and correctness of the content

PC15. obtain approval to ensure compliance to organisational standards from authorised person

Develop the resources as per the approved specifications

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

PC16. organised and input the content in a relevant template to develop training resources for the intended audience

PC17. obtain tools, technologies and services for the development of resource in the respective medium such as word processor, desktop publishing software, picture editing software, presentation software, e-learning software, etc.

PC18. collaborate with service provider to prepare the resource as per the organisational guidelines.

PC19. ensure the resources are clear, instructive, correct, complete and appropriate as per the curriculum

PC20. obtain suggestions for modification in the resource to ensure relevance and adherence to the guidelines

PC21. modify the resources according to the suggestions and seek approval from authorised person

Review for relevance and correctness

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

PC22. check resource content to ensure the accuracy and relevance of information against specifications

PC23. check text, format and visual design for clarity and focus

PC24. conduct an external review using appropriate review methods such as running a pilot or alpha teach and incorporate feedback

PC25. review final draft against the brief and other relevant criteria to ensure it meets all requirements prior to delivery to the client

PC26. reflect on the development process and methods and identify areas for improvement

PC27. conduct an external review and seek feedback from expert

PC28. incorporate the feedback and ensure it meets the specifications

PC29. seek approval for the final training resource from authorised person

PC30. reflect on the development process and methods and identify areas for improvement

PC31. document identified improvements for future projects

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 selectionb.rationale and purpose of competency-based assessmentc.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. importance of training needs analysis

KU8. key stakeholders of the training program and their respective needs and priorities

KU9. importance for stakeholders agreement on objectives of the training program and articulating them accurately

KU10. 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.

KU11. documents that must be reviewed before commencement of training materials development such as training design document, curriculum, standards, etc.

KU12. importance and elements of a training materials development plan

KU13. instructional design principles and processes, such as: planning, analysis, development, synthesis, evaluationpresenting material in a logical order and sequenceopportunities for collaborative learning between learnersnavigation toolspresenting material in order of increasing difficultyopportunities for review of material and repetitionthe need for learner activity and interactivityinclusion of a variety of approaches and techniques for presentinginformation and activities and for encouraging participation by learningstructure of the informationensure learning is embedded in a realistic and relevant contexttechniques to engage the learner in learning

KU14. visual design principles/techniques, for example: formatcompositionbalancetypographyimages/graphicscharts/diagrams

KU15. research and evaluation techniques, such as: interviewsfocus groupsworkshopsquestionnairesliterature reviewsweb researchpilot processes

KU16. knowledge of adult learning theory, including: behavioural learning theorycognitive learning theoryinformation processing theoryandragogy

KU17. sound knowledge of adult learning principles such as: training needs to be learner-centred to engage learnersadults have a need to be self-directing and decide for themselves whatthey want to learnadults have a range of life experience, so connecting learning toexperience is meaningfuladults have a need to know why they are learning something the learning process needs to support increasing learner independenceemphasis on experimental and participative learninguse of modellingthe learning process should reflect individual circumstances

KU18. a range of learning styles theories that suit the various learner profile/ target groups such auditoryvisualkinaestheticleft/right brainglobal/analyticaltheoreticalactivistpragmatistreflectiveas:

KU19. a range of delivery methods, such as: lock step/learner-paced/mixedinteractive/participative/collaborativetrainer/facilitator-centred/learner-centredtime and place dependent/independentdemonstrationinstructionpresentationsguided facilitationguided activities/applications/experiencestutoringproject-basedindividual facilitation techniques - coaching/ mentoringblended delivery methods

KU20. 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 informationlevel of depth of text-based information and sophistication of languagelevel of completeness in addressing the focusoptions for presenting text-based information e.g. straight text,question and answer, case studiesvisual designsequencing of materialsources of further information/further readingstyle guidesvisual look

KU21. the appropriate use of a range of learning materials such as: hand-outs for learners worksheetsworkbooksprepared case studies, task sheets, activity sheetsprepared topic/subject information sheetsprepared role-playsprepared presentations and overheadsprepared scenarios, projects, assignmentsmaterials sourced from the workplace, e.g. workplace documentation,operating procedures, specificationsprepared research tasks

KU22. methodologies relating to developing and documenting learning activities and related learning materials

KU23. methodologies related to development and use of evaluation instruments

KU24. technologies and tools available for development of training materials

KU25. how to prepare costings related to the development of the learning resource

KU26. elements, processes and methods to quality assure training materials developed

KU27. common types of errors made in training materials development

KU28. importance of testing the materials prior to final deployment

KU29. concepts of intellectual property and related legal requirements

KU30. copyright and its effect on the design, and development of learning resources

Generic Skills (GS)

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

GS1. articulate performance outcomes and indicators following the appropriate taxonomy

GS2. write materials with accurate grammar and appropriate vocabulary

GS3. knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar

GS4. prepare reports, questionnaires and checklists accurately

GS5. write emails to interact with design team, seniors and other stakeholders

GS6. use precis writing skills to shorten texts

GS7. rewrite content using different words and sentence structures as compared to the original text, maintain grammatical correctness and retaining original messaging and meaning

GS8. write bulleted text and accompanying training notes using minimal text, but maintaining accurate comprehension for trainers

GS9. read various types of texts including articles, books and news clippings, etc. accurately to cull out relevant data and information required for materials development

GS10. read presentation slides and facilitator guides and participant handbook

GS11. explain and describe training related concepts and facts to subject matter experts in clear and an understandable language

GS12. use effective listening and probing /questioning skills to understand subject matter experts, clarify the information they provide, etc

GS13. work effectively as a team member to cultivate collaborative and participative work relationships

GS14. use assertive communication techniques working with service providers in order to get fit-for-purpose materials as per design

GS15. use collaborative methods to handle conflict without losing calm

GS16. evaluate and establish credibility of information sources, choosing credible sources and rejecting unreliable information

GS17. identify training material elements suitability for inclusion on the basis of suitability for different learning styles

GS18. develop the training materials development plan optimising time, resources, costs and sequence for required output as per requirements

GS19. ensure that all tools, materials, equipment are available at the appropriate time and place, when and where they are needed

GS20. identify and meet trainers and student needs in development of suitable training materials

GS21. evaluate implication of choices made during training material development on student and trainer experience and satisfaction

GS22. apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols

GS23. divide the overall topic for training materials development into sub-topics and chunks for research effort optimisation based on suitability of research methodology, resources available, etc.

GS24. evaluate various training design elements to select most suited for engaging and communicating with the target audience

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Identify the objectives and requirements of the resources to be developed	**6**	**12**	**-**	**-**
PC1. consult and clarify with the clients about the objectives of training	1	2	-	-
PC2. identify the target audience and their learning needs	1	2	-	-
PC3. obtain and interpret the curriculum and training design for the training	1	2	-	-
PC4. identify the types of resources required for the training from the training design	1	2	-	-
PC5. identify the sources of information for developing resources	1	2	-	-
PC6. identify the relevant templates, formats and guidelines for development of resources	1	2	-	-
Develop content for the training resources	**12**	**22**	**-**	**-**
PC7. research and gather raw content using primary and secondary research for developing the resources as per the curriculum specifications	2	3	-	-
PC8. apply all IPR regulations while obtaining the content	1	2	-	-
PC9. organise the content as per the curriculum specifications	1	3	-	-
PC10. modify the content to make it learner friendly	2	3	-	-
PC11. obtain additional supporting material, if required, to develop the content	1	2	-	-
PC12. ensure the content is clear, concise, correct, complete and appropriate as per the curriculum	2	3	-	-
PC13. perform self-check and proofreading to ensure language and adherence to the guidelines	1	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC14. consult the subject matter expert to modify and confirm the relevance and correctness of the content	1	2	-	-
PC15. obtain approval to ensure compliance to organisational standards from authorised person	1	2	-	-
Develop the resources as per the approved specifications	**6**	**12**	**-**	**-**
PC16. organised and input the content in a relevant template to develop training resources for the intended audience	1	2	-	-
PC17. obtain tools, technologies and services for the development of resource in the respective medium such as word processor, desktop publishing software, picture editing software, presentation software, e-learning software, etc.	1	2	-	-
PC18. collaborate with service provider to prepare the resource as per the organisational guidelines.	1	2	-	-
PC19. ensure the resources are clear, instructive, correct, complete and appropriate as per the curriculum	1	2	-	-
PC20. obtain suggestions for modification in the resource to ensure relevance and adherence to the guidelines	1	2	-	-
PC21. modify the resources according to the suggestions and seek approval from authorised person	1	2	-	-
Review for relevance and correctness	**10**	**20**	**-**	**-**
PC22. check resource content to ensure the accuracy and relevance of information against specifications	1	2	-	-
PC23. check text, format and visual design for clarity and focus	1	2	-	-
PC24. conduct an external review using appropriate review methods such as running a pilot or alpha teach and incorporate feedback	1	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC25. review final draft against the brief and other relevant criteria to ensure it meets all requirements prior to delivery to the client	1	2	-	-
PC26. reflect on the development process and methods and identify areas for improvement	1	2	-	-
PC27. conduct an external review and seek feedback from expert	1	2	-	-
PC28. incorporate the feedback and ensure it meets the specifications	1	2	-	-
PC29. seek approval for the final training resource from authorised person	1	2	-	-
PC30. reflect on the development process and methods and identify areas for improvement	1	2	-	-
PC31. document identified improvements for future projects	1	2	-	-
NOS Total	**34**	**66**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2903
NOS Name	Develop training resources as per specified design document
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Instructional Designing
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	04/07/2018
Next Review Date	04/07/2022
NSQC Clearance Date	19/12/2018

MEP/N2905: Gather information and materials for training content development

Description

This unit deals in detail with gather information and materials for content development through primary and secondary research.

Scope

This unit/ task covers the following:

- Conduct secondary research to gather training content
- Conduct primary research to gather training content

Elements and Performance Criteria

Conduct secondary research to gather training content

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

PC1. confirm the research topics and target audience from the training design document

PC2. identify the learning outcomes to be covered for each topic from the design document

PC3. identify suitable sources of information and decide where to get necessary data Suitable sources: Internal data such as databases, sale reports, past primary researches; Government statistics and information from government agencies; Information resources companies; Different media such as articles from respected magazines and newspaper; reports from university research centres or non-profit agency, etc.

PC4. break topic into important sub-topics and identify key words

PC5. search for the content on the sub-topics from the identified suitable sources

PC6. compare data from multiple sources

PC7. extract and document reliable data or information along with the source information

PC8. apply all IPR regulations while obtaining the content

Conduct primary research to gather training content

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

PC9. confirm the research topics and target audience from the training design document

PC10. identify the learning outcomes to be covered for each topic from the design document

PC11. identify suitable sources of information and decide where to get necessary data Suitable sources: Internal data such as databases, sale reports, past primary researches; Government statistics and information from government agencies; Information resources

PC12. design a plan for carrying out your selected research method

PC13. choosing the right primary research method Primary research methods: interviews, surveys, observations, data analysis, etc.

PC14. draft research questions for all the information required for various sub- topics, topics and learning outcomes

PC15. prepare the research tool which could be an interview or survey questionnaire, checklist, observation sheet, etc

PC16. take required permissions from the sources of information to conduct the research and use the analysis of the research in the training materials

PC17. prepare a template to gather data which will keep the data in a format that is easy to access and analyse

PC18. apply the research tool at the sources of information and gather data in the design template

PC19. follow legal, organisational and ethical requirements to gather information and data

PC20. analyse the data for relevance and priority

PC21. share data with respective stakeholders and obtain validation of data

PC22. take measures to ensure that data is not contaminated i.e. it is fair and representative of actual situation and not altered intentionally

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 selectionb.rationale and purpose of competency-based assessmentc.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 overview of procedures and practices in line with required standards

KU5. waste and dangerous materials disposal procedures and practices

KU6. procedures for the recording, reporting and maintenance of workplace equipment

KU7. evaluation and research methodologies

KU8. the concept, types and principles of intellectual property and related rights

KU9. Copyright and IPR regulations

KU10. training design document and related information such as curriculum, high level design, low level design, etc.

KU11. importance of understanding the learning outcomes and target audience before starting the research

KU12. importance of understanding the focus and key messaging required as per the training design document and curriculum

KU13. various secondary research sources

KU14. various primary research sources

KU15. advantages and limitations of primary and secondary researches

KU16. factors impacting choice of primary or secondary research for collecting data/information on a particular topic

KU17. how to decide suitable and credible sources of information

KU18. need for comparing data from multiple sources

KU19. importance of retaining source information

KU20. various types of primary research tools

KU21. item types and writing principles while preparing research tools

KU22. importance of taking required permissions from the sources of information to conduct the research and use the analysis of the research in the training materials

KU23. sample templates that are used to gather data which will keep the data in a format that is easy to access and analyse

KU24. legal, organisational and ethical requirements to gather information and data

KU25. data analysis tools used by content developers

KU26. importance of taking validation for information taken and analysis outcomes from the respective stakeholders

KU27. measures that can be taken to ensure that data is not contaminated i.e. it is fair and representative of actual situation and not altered intentionally

KU28. workplace health and safety relating to undertaking primary and secondary research

Generic Skills (GS)

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

GS1. articulate performance outcomes and indicators following the appropriate taxonomy

GS2. write materials with accurate grammar and appropriate vocabulary

GS3. knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar

GS4. prepare reports, questionnaires and checklists accurately

GS5. write emails to interact with design team, seniors and other stakeholders

GS6. use precis writing skills to shorten texts

GS7. rewrite content using different words and sentence structures as compared to the original text, maintain grammatical correctness and retaining original messaging and meaning

GS8. write bulleted text and accompanying training notes using minimal text, but maintaining accurate comprehension for trainers

GS9. read various types of texts including articles, books and news clippings, etc. accurately to cull out relevant data and information required for materials development

GS10. read presentation slides and facilitator guides and participant handbook

GS11. explain and describe training related concepts and facts to subject matter experts in clear and an understandable language

GS12. use effective listening and probing /questioning skills to understand subject matter experts, clarify the information they provide, etc.

GS13. work effectively as a team member to cultivate collaborative and participative work relationships

GS14. use assertive communication techniques and participative discussion techniques to handle group discussions

GS15. use collaborative methods to handle conflict without losing calm

GS16. evaluate and establish credibility of information sources, choosing credible sources and rejecting unreliable information

GS17. identify training material elements suitability for inclusion on the basis of suitability for different learning styles

GS18. develop the primary research plan optimising time, resources, costs and sequence for required output as per requirements

GS19. ensure that all tools, materials, equipment are available at the appropriate time and place, when and where they are needed

GS20. identify and meet trainers and student needs in development of suitable training materials

GS21. evaluate implication of choices made during research for training material development on student and trainer experience and satisfaction

GS22. apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols

GS23. divide the overall topic for training materials development into sub-topics and chunks for research effort optimisation based on suitability of research methodology, resources available, etc

GS24. evaluate various research methodologies to select most suited for collecting required data/information

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Conduct secondary research to gather training content	**16**	**23**	**-**	**-**
PC1. confirm the research topics and target audience from the training design document	2	2	-	-
PC2. identify the learning outcomes to be covered for each topic from the design document	2	3	-	-
PC3. identify suitable sources of information and decide where to get necessary data Suitable sources: Internal data such as databases, sale reports, past primary researches; Government statistics and information from government agencies; Information resources companies; Different media such as articles from respected magazines and newspaper; reports from university research centres or non-profit agency, etc.	2	3	-	-
PC4. break topic into important sub-topics and identify key words	2	3	-	-
PC5. search for the content on the sub-topics from the identified suitable sources	2	3	-	-
PC6. compare data from multiple sources	2	3	-	-
PC7. extract and document reliable data or information along with the source information	2	3	-	-
PC8. apply all IPR regulations while obtaining the content	2	3	-	-
Conduct primary research to gather training content	**24**	**37**	**-**	**-**
PC9. confirm the research topics and target audience from the training design document	2	3	-	-
PC10. identify the learning outcomes to be covered for each topic from the design document	2	3	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. identify suitable sources of information and decide where to get necessary data Suitable sources: Internal data such as databases, sale reports, past primary researches; Government statistics and information from government agencies; Information resources	2	3	-	-
PC12. design a plan for carrying out your selected research method	2	2	-	-
PC13. choosing the right primary research method Primary research methods: interviews, surveys, observations, data analysis, etc.	1	3	-	-
PC14. draft research questions for all the information required for various sub- topics, topics and learning outcomes	2	3	-	-
PC15. prepare the research tool which could be an interview or survey questionnaire, checklist, observation sheet, etc	2	3	-	-
PC16. take required permissions from the sources of information to conduct the research and use the analysis of the research in the training materials	1	3	-	-
PC17. prepare a template to gather data which will keep the data in a format that is easy to access and analyse	2	2	-	-
PC18. apply the research tool at the sources of information and gather data in the design template	2	3	-	-
PC19. follow legal, organisational and ethical requirements to gather information and data	2	2	-	-
PC20. analyse the data for relevance and priority	1	3	-	-
PC21. share data with respective stakeholders and obtain validation of data	1	2	-	-
PC22. take measures to ensure that data is not contaminated i.e. it is fair and representative of actual situation and not altered intentionally	2	2	-	-
NOS Total	**40**	**60**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N2905
NOS Name	Gather information and materials for training content development
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Instructional Designing
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	04/07/2018
Next Review Date	04/07/2022
NSQC Clearance Date	19/12/2018

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

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

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

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Identify IPR applicability and implications of infringement	**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	-	-
Assess IPR permissions, compliance and infringements	**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	-	-

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**	**-**	**-**

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
NSQC Clearance Date	30/06/2022

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

Description

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

Elements and Performance Criteria

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

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

PC1. promote a safe working environment and adhere to risk management strategies for clients, colleagues and others who enter the workplace, in accordance with duty of care requirements

PC2. identify, control and report health and safety issues relating to immediate work environment according to procedures

PC3. work safely and apply health and safety practices in the training and assessment environment including using appropriate personal protective equipment (PPE) where required

PC4. document safety records according to organisational policies

Maintain a safe environment

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

PC5. recognise health and safety related hazards in the training and assessment area

PC6. follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies

PC7. document and report all hazards, accidents and near-miss incidents as per set process

PC8. provide guidance and support to learners on the safe use and care of equipment and resources

PC9. conduct displays and demonstrations according to work safety regulations and school/centre procedures and guidelines

PC10. take appropriate steps, if required, to maintain personal safety of self and others

Maintain a healthy and hygienic environment

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

PC11. maintain the training and assessment area in a clean and tidy condition

PC12. respond appropriately to learners who require assistance with personal care or hygiene

PC13. ensure all learners or candidates follow personal hygiene and grooming standards as required

PC14. provide assistance with the general care and wellbeing of learners, including attending to learners with minor illnesses

PC15. assist learners in need of minor first aid in accordance with school or centre procedures

Deal with emergency situations

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

PC16. recognise emergency and potential emergency situations promptly and take required actions within the scope of individual responsibility

PC17. follow emergency procedures correctly in accordance with school/centre procedures

PC18. seek assistance promptly from colleagues and/or other authorities where appropriate

PC19. report details of emergency situations accurately in accordance with school/centre policy, including accurate completion of accident and incident report forms

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. training organisations system policies and procedures such as candidate selection, rationale and purpose of competency-based assessment, costs/resourcing

KU2. organizational record-management systems and reporting requirements

KU3. health Safety and Environment issues relating to delivery of competency based training

KU4. work area inspection procedures and practices

KU5. waste and dangerous materials disposal procedures and practices

KU6. procedures for the recording, reporting and maintenance of workplace equipment

KU7. Health Safety and Environment (HSE) practices including the appropriate use of personal protective equipment- hand gloves, safety shoes, safety goggles, masks, apron, Safe use of tools and equipment, taking action and reporting hazardous events, Communication protocols for reporting risks and hazardous events

KU8. relevant Occupational Health and Safety (OHS) regulations

KU9. relevant statutory legislation

KU10. relevant enterprise/site safety procedures

KU11. enterprise /site emergency procedures and techniques

KU12. environmental legislation

KU13. how to provide Health and Safety instructions to others

KU14. relevant enterprise/site safety procedures including identification of hazards and controlling of risks

Generic Skills (GS)

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

GS1. write Health and safety compliance report

GS2. interpret general health and safety guidelines

GS3. communicate general health and safety guidelines to learners

GS4. act in case of any potential hazards observed in the work place

GS5. take adequate measures to ensure the safety of students and visitors to training venue

GS6. provide assistance with the general care and wellbeing of learners

GS7. analyse what could constitute a health and safety Risk or Hazard

GS8. recognise emergency and potential emergency situations

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

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Apply relevant health and safety practices in a training / assessment environment	**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	-	-
Maintain a safe environment	**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	-	-
Maintain a healthy and hygienic environment	**6**	**20**	-	-
PC11. maintain the training and assessment area in a clean and tidy condition	1	4	-	-

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

National Occupational Standards (NOS) Parameters

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

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

Description

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

Elements and Performance Criteria

Maintain a professional image and behaviour

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

PC1.   display appropriate professional appearance for the workplace

PC2.   interact with team members, clients, vendors, visitors and other stakeholders in a Professional manner

Maintain and enhance professional competence

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

PC3.   develop personal and professional goals and objectives

PC4.   identify strengths and weaknesses in relation to goals and objectives

PC5.   evaluate own capacity to meet goals and objectives

PC6.   determine personal development needs to perform role as per desired standards

PC7.   develop a professional development plan to enhance professional capabilities

PC8.   document a professional practice plan designed to support the achievement of goals

PC9.   select and implement development opportunities to support continuous learning and maintain currency of professional practice

PC10. research developments and trends impacting on professional practice and integrate information into work performance

PC11. invite peers and others to observe, and provide feedback, on own performance and practices

PC12. use feedback from colleagues and clients to identify and introduce, improvements in work performance

Work in a disciplined and ethical manner

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

PC13. perform tasks to the required workplace standard

PC14. complete duties accurately, systematically and within required timeframes

PC15. follow organisational policies

PC16. protect the rights of the client and organisation when delivering services

PC17. ensure services are delivered equally to all clients regardless of personal and cultural beliefs

PC18. recognise potential ethical issues in the workplace and discuss with an appropriate person

PC19. recognise unethical conduct and report to an appropriate person

PC20. operate within an agreed ethical code of practice

PC21. apply organisational guidelines and legal requirements on disclosure and confidentiality

Work effectively with all stakeholders

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

PC22. identify and obtain clarity regarding organisational, team and own goals

PC23. prioritise tasks at work as per organisational, team and own goals

PC24. plan to meet team performance targets and standards

PC25. monitor own and team performance as per agreed plan

PC26. share all relevant information with stakeholders in agreed formats and as per agreed timelines

PC27. work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes

PC28. recognise, avoid and/or address any conflict of interest

PC29. use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours

PC30. recognize and respond to inappropriate behaviour towards self or others in a professional manner and as per organisational policyInappropriate behaviour: violence, inappropriate language, verbal or physical abuse or bullying, insensitive verbal or physical behaviour in terms of cultural, racial, disability and gender-based insensitivities, dominant or overbearing behaviour, disruptive behaviour, non-compliance with safety instructions, unethical behaviour

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. organisations HR systems, policies and procedures

KU2. organizational hierarchy and escalation matrix

KU3. organisational health safety and environment

KU4. work area inspection procedures and practices

KU5. importance of displaying professional appearance behaviour at all times

KU6. importance of developing personal and professional goals and objectives

KU7. importance of identifying strengths and weaknesses in relation to goals and objectives

KU8. how to identify strengths and weaknesses and evaluate own capacity to meet goals and objectives

KU9. how to determine personal development needs

KU10. importance of continuous learning and developing professional development plan

KU11. development opportunities to support continuous learning and maintain currency of professional practice

KU12. developments and trends impacting on professional practice

KU13. importance of taking and using feedback from colleagues and clients to identify and introduce, improvements in work performance

KU14. perform tasks to the required workplace standard

KU15. importance of discipline and ethics in a professional workplace

KU16. importance of recognising unethical conduct and reporting to appropriate authority

KU17. guidelines and legal requirements on disclosure and confidentiality

KU18. importance of collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes

KU19. how to recognise, avoid and/or address any conflict of interest

KU20. types of inappropriate behaviours at the workplace and how to recognize themInappropriate behaviour: violence, inappropriate language, verbal or physical abuse or bullying, insensitive verbal or physical behaviour in terms of cultural, racial, disability and gender-based insensitivities, dominant or overbearing behaviour, disruptive behaviour, non-compliance with safety instructions, unethical behaviour

KU21. how to respond to inappropriate behaviour towards self and others in a professional manner

Generic Skills (GS)

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

GS1. prepare a personal development plan

GS2. read organisational guidelines and legal requirements

GS3. search and study from various information sources in order to learn about latest updates for self-development

GS4. read and interpret feedback received from peers

GS5. receive feedback from clients or concerned stake holders

GS6. communicate development plan with superiors

GS7. plan to meet own and team performance targets and standards

GS8. describe own role in achieving the goal

GS9. describe others role in achieving the goal

GS10. list activities, milestones and timelines

GS11. identify the support and resources needed to help work towards the goal.

GS12. plan and organise a personal development plan for self

GS13. provide quality services to all clients

GS14. display professional appearance and behaviours to all internal and external clients

GS15. use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours

GS16. recognise, avoid and/or address any conflict of interest

GS17. identify own strengths and weaknesses with respect achieving performance standards on the job

GS18. identify inappropriate behaviour and how to deal with it

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Maintain a professional image and behaviour	**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	-	-
Maintain and enhance professional competence	**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	-	-
Work in a disciplined and ethical manner	**12**	**20**	**-**	**-**

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

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC28. recognise, avoid and/or address any conflict of interest	1	2	-	-
PC29. use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours	1	2	-	-
PC30. recognize and respond to inappropriate behaviour towards self or others in a professional manner and as per organisational policyInappropriate behaviour: violence, inappropriate language, verbal or physical abuse or bullying, insensitive verbal or physical behaviour in terms of cultural, racial, disability and gender-based insensitivities, dominant or overbearing behaviour, disruptive behaviour, non-compliance with safety instructions, unethical behaviour	1	2	-	-
NOS Total	**36**	**64**	**-**	**-**

National Occupational Standards (NOS) Parameters

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

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1.Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.

2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.

3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).

4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.

5. In case of successfully passing only certain number of NOSs, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.

6. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack

Minimum Aggregate Passing % at QP Level : 70

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

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
MEP/N2903.Develop training resources as per specified design document	34	66	-	-	100	20
MEP/N2905.Gather information and materials for training content development	40	60	-	-	100	25
MEP/N2909.Comply with Intellectual Property Rights, Rules, Regulations and Ethics	44	56	-	-	100	25
MEP/N9911.Apply health and safety practices applicable in a training and assessmentenvironment	30	70	-	-	100	20
MEP/N9912.Apply principles of professional practice at the workplace	36	64	-	-	100	10
Total	**184**	**316**	**-**	**-**	**500**	**100**

Acronyms

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

Glossary

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

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