

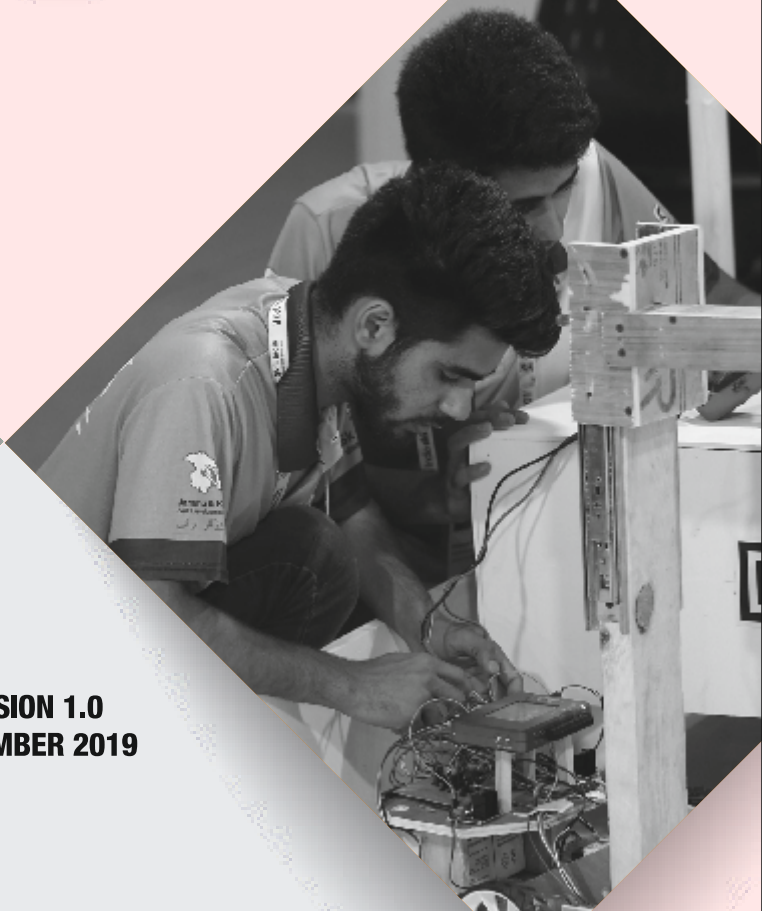


Skill India
कौशल भारत - कुशल भारत

N.S.D.C
National
Skill Development
Corporation
Transforming the skill landscape



**TRAINING OF TRAINERS AND ASSESSORS
STANDARD OPERATING PROCEDURE
FOR SHORT-TERM
SKILL DEVELOPMENT PROGRAMMES**



**VERSION 1.0
SEPTEMBER 2019**

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Glossary

MSDE	Ministry of Skill Development & Entrepreneurship, Government of India
DGT	Directorate General of Training
NSDC	National Skill Development Corporation
OJT	On-the-Job-Training
SSC	Sector Skill Council
SOP	Standard Operating Procedure
ToT	Training of Trainer
ToA	Training of Assessor
TOMT	Training of Master Trainer
TOMA	Training of Master Assessor
PMU	Project Management Unit
NSQF	National Skill Qualification Framework
QP	Qualification Pack
MEPSC	Management & Entrepreneurship and Professional Skills Council
SPOC	Single Point of Contact
FG	Facilitator Guide
PHB	Participant Handbook



1. Introduction

The Government of India has identified a need to develop an adequate number of competent Trainers and Assessors in order to achieve the aim of skilling 400 million people by the year 2022, through the Skill India Mission.

In an attempt to introduce competent trainers and assessors to the short-term skill ecosystem, the new ***Training of Trainer and Assessor Guidelines for Short-Term Skill Development Programmes*** (henceforth referred to as “Guidelines”) was launched by the Honorable Minister of Skill Development and Entrepreneurship on 15th July 2018.

To bring convergence at the national level, the *Guidelines* were formulated in consultation with representatives from MSDE, DGT, NSDC, SSCs, Private Universities, Skill Universities and Private Training Providers as part of the TVET Leaders Capabilities Development Programme implemented by Singapore Polytechnic with the support of a grant from Temasek Foundation International.

A second version of the *Guidelines* was published in August 2019 incorporating enhancements and learnings from pilots conducted. The *Guidelines* are available on *Takshashila – the National Portal for Trainers and Assessors* (link: <https://nsdcindia.org/national-portal-trainers-and-assessors>) (henceforth referred to as *Takshashila*).

1.1 Purpose of SOP

This *Standard Operating Procedure* (henceforth referred to as “SOP”) has been developed to provide detailed instructions on how to implement and adhere to the processes, frameworks and systems specified in the *Guidelines*.

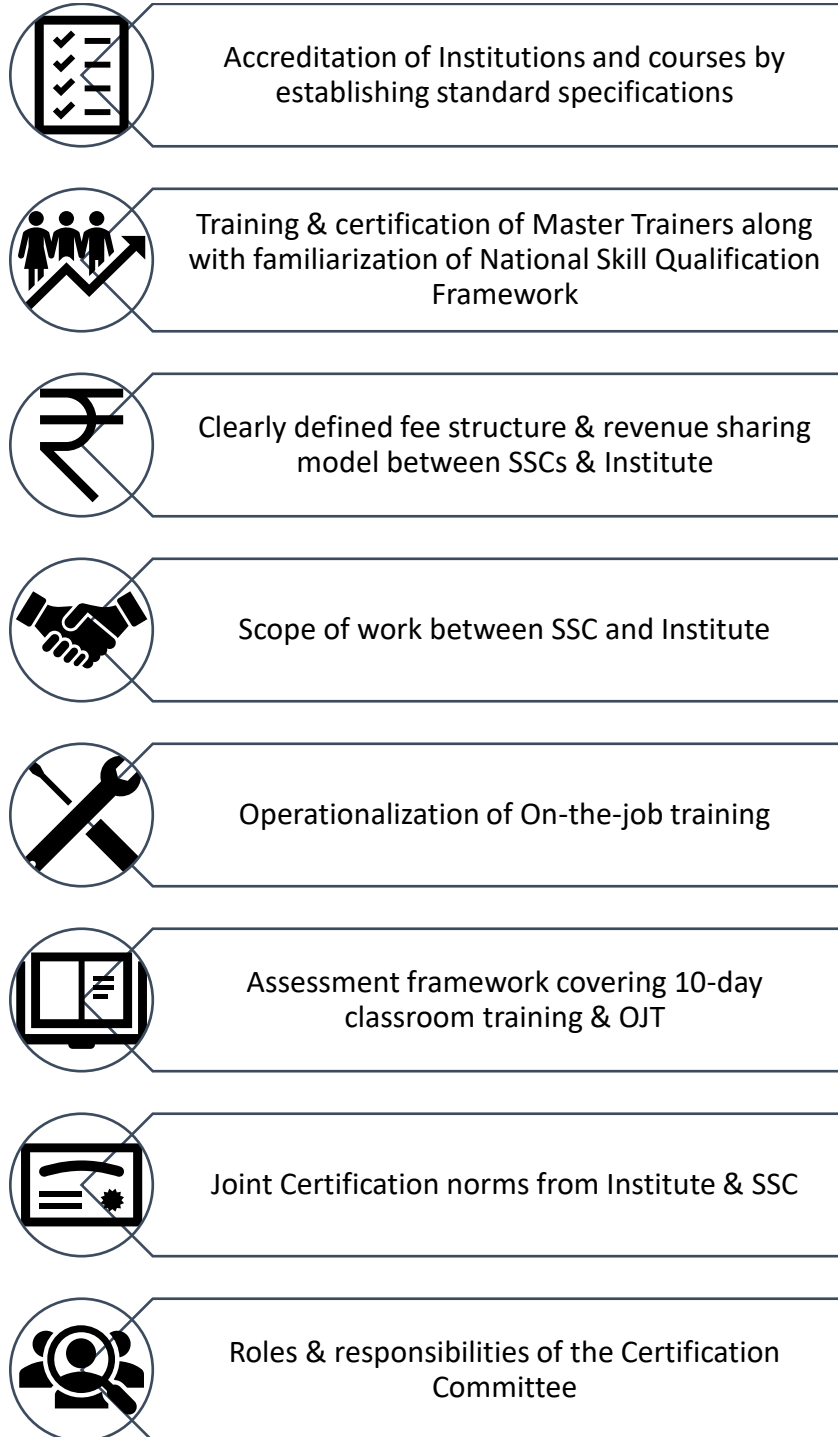
A Joint Committee comprising of representatives from MSDE, DGT, NSDC and SSCs has been constituted to review and ensure the effective implementation and continuous improvement of the *Guidelines*. The Joint Committee reserves the right to revise the *Guidelines* and the *SOP* at any time. Amended versions of the *Guidelines* and the *SOP* shall be uploaded on *Takshashila*, as and when applicable.

All stakeholders are advised to regularly check the website for amendments. For any clarifications on the *Guidelines*, the Project Management Unit (PMU) may be contacted at tot@nsdcindia.org.



2. Key Features of the SOP

The *SOP* document provides an in-depth detailing of the processes, frameworks & systems specified in the *Guidelines*.



3. Accreditation Process

To train trainers and assessors for short-term skill development programmes, an institute shall be accredited on two fronts: Institute Accreditation & Course Accreditation. The accreditation of the institute and the courses it intends to deliver have specified parameters. The institute may affiliate courses during the accreditation process depending on the learning needs of the trainers and assessors.

All Institutes that wish to conduct the Trainer/Assessor Certification Course for short-term skill development programmes must undergo the Accreditation Process detailed as per Appendix 1 and 2.



Going forward, the accreditation process for Institution and Course shall be aligned to the *Guidelines of Accreditation, Affiliation and continuous Monitoring of Training Centres* under the *Lifecycle for Training Partner and Training Centre* on the Skill India Portal (www.skillindia.nsdcindia.org). Information and detailed user manuals on the process of affiliation and accreditation are available on the portal.

Both the Institute and Course Accreditation requirements in the *Guidelines* shall be captured in the *Centre Accreditation Application Form* (henceforth referred to as CAAF) on the Skill India Portal. In addition to general requirements sought for all Training Centres, the Institute shall also have to upload a document containing additional information specific to Trainer-Assessor Academies. The additional details required are specified in Appendix 2.

Additional resources for the accreditation process are available on the A&A Knowledge Bank in Skill India Portal (<https://skillindia.nsdcindia.org/knowledge-bank>).

For clarifications on the Accreditation process, please write to tot@nsdcindia.org and support.smart@nsdcindia.org.

3.1 Institute Accreditation Requirements

Institute Accreditation ensures that any institute intending to deliver ToT/ToA programmes has met the requirements as per the criteria prescribed on the Skill India Portal as well as in the *Guidelines*. Evidences mapped against the specified pre-requisites as per the *Guidelines* are captured in Table 1.

Table 1: Documentation Mapping for Institute Accreditation Submission

S. No	Pre-requisite	Specific Requirements	Evidences
1.	Legal Entity	Institute is registered with appropriate registration authority and/or regulatory bodies	<ul style="list-style-type: none"> – Relevant registration certificates from the registration authority and/or regulatory bodies – Production of License / affiliation letter for regional center, if deemed applicable
2.	Prior Experience in Training and Placement	Institute has a prior experience in effectively training and placing candidates in the last 3 Financial Years	<p>Information on:</p> <ul style="list-style-type: none"> – Details of type of programmes offered at Institute and overall Training Numbers per programme in the last 3 financial years – Training & Placement Letters from organizations in the last 3 years and/or Employer Testimonies of the last 3 financial years
3.	Clearly Defined Internal Governance and Management Structure	<p>Institute assigns duties and responsibilities to meet the needs and expectations of its stakeholders leading towards quality training of trainer/assessor</p> <p>The Institute has a Management Team consisting of the following roles, at minimum, should be present at the Institute: 1 Head of Academy and 5 Vertical Heads (Reporting to Head of Academy) in charge of:</p> <ul style="list-style-type: none"> – Business Development & Industry Engagement – Training, Assessment & Certification – Professional Development & Administration (HR and Finance) – Communications & Marketing – Estates and Maintenance 	<ul style="list-style-type: none"> – Institute’s Organizational chart showing the management team and staff – Write-up on individual duties and responsibilities for staff – A letter from the institution confirming that these members are on roll
4.	Sound Financial Health of Proposing Entity	Institute is in good financial health	<ul style="list-style-type: none"> – Last three Financial Year audited financial statements and/or other records to justify business continuity



5.	Appropriate number of Master Trainers	Sufficient line-up of Faculty who meet the Master Trainer eligibility criteria of SSCs	<ul style="list-style-type: none"> - Curricula vitae (CVs) of Master Trainers - SSC Master Trainer Certificates or any other teaching related certifications - Recognized educational or technical certification/qualification relevant to the identified field and as per SSC eligibility criteria
6.	Adequate Facilities and Equipment	Adequate facilities and equipment in place to meet the learning needs of participants	<ul style="list-style-type: none"> - Photos of physical facilities and infrastructure for training and/or assessment delivery of the programme
7.	Systems and Capabilities in Place to Support Quality Delivery of Training of Trainer and Assessor Programmes	<p>Established systems and capabilities to support the following duties:</p> <ul style="list-style-type: none"> • Marketing and mobilization function • Training Demand Aggregation • Eligibility Check and Domain Pre-Screening System • Registration and course fee payment system • Effective training and continuous assessment system (including the creation of an e-portfolio by candidates for tracking and storage of OJT submissions and recordings) • Monitoring, evaluating and reporting on outcomes of training and assessment • Course quality assurance mechanism • Recruiting, monitoring, training and developing Master Trainers • Submission of training and assessment records to relevant certification bodies • Issuance and storing certifications • Development and maintenance of an effective OJT/placement system • Review system for continuous improvements within the Institute 	<p>Write up on:</p> <ul style="list-style-type: none"> - Pre-course information, advisory services and preparatory material - Plan for registration, pre-screening and Domain Test - During Course systems for conducting classroom Training and OJT - Post-course advisory services and support - Plan for the Certification and Convocation Ceremony and certificate printing and distribution - Administration System to maintain Training & Assessment Records - Systems for monitoring, tracking outcomes, and reviewing the programme - Procedures to manage complaints, grievances, and appeals - Planning for future development of the programme - Any other relevant information with regard to delivery of quality Trainer-Assessor courses



8.	3-Year Business Action Plan**	Institute has a 3-year Business Sustainability Plan	– 3-year Business Action Plan which may include scope of delivery – trainings planned, estimated capacity, proposed outreach strategies and business finances
9.	Industry Linkage for Support with Placements**	– Linkages with reputable Training Providers/Assessment Agencies/ Industry for the placement of candidates	– List of industry partners for placement assistance including reputed Training Providers and Assessment Agencies or any other relevant bodies

**National Skill Training Institutes are not required to submit evidences for the parameter

3.2 Course Accreditation Requirements

Course Accreditation ensures that any Institute intending to deliver the Trainer – Assessor Certification Course has met the requirements as per the criteria prescribed on the Skill India Portal as well as in the *Guidelines*.

Institutes delivering ToT/ToA programmes should have the pre-requisite infrastructure to create a conducive learning environment in order to deliver programmes effectively. Institutes are expected to have a general list of infrastructure, as well as a course-specific list of infrastructure in order to be accredited as ToT and ToA Institutes.

The following specifications are available on the *Skill India Portal* under *Life Cycle of Training Partner & Training Centre*:

1. Job-role wise Qualifications for Trainers and Assessors
2. Job-role wise equipment and tool specification
3. Classroom and Laboratory Specifications

In addition to offering QP specific courses, accredited institutes may offer other advanced (local and international) ToT/ToA certification courses customized to the learning needs of trainers and assessors from different organizations and levels of experience. The Institute is required to inform the PMU regarding conduct of any Non- NSQF aligned Trainer or Assessor course.

Evidences mapped against the specified pre-requisites as per the *Guidelines* are captured in Table 2.

Table 2: Documentation Mapping for Course Accreditation Submission

S. No	Pre-requisites	Specific Requirements	Evidences
1.	Learner Guide for Trainer/Assessor	– Institute has a Trainer/Assessor Learner Guide for the Course in accordance to the QP and Curriculum specified by the concerned SSC	– Institute has physical or online copies of the Qualification Pack and Learner Guides
2.	Trainer Guide for Master Trainer	– Availability of a Master Trainer Guide in accordance to the QP, Curriculum	– Institute has physical or online copies of the Qualification Pack and Master Trainer Guides



		and Assessment Framework specified by the concerned SSC	
3.	Course Specific Infrastructure	– Institute has the requisite facilities and equipment for the course as specified by concerned SSC	– Write-up and photos of physical facilities and infrastructure for training and/or assessment delivery of the programme
4.	Certified Master Trainer	– Institute has Master Trainer(s) trained and certified by concerned SSC	– SSC Master Trainer Certificates – Curricula vitae (CVs) of Master Trainer (along with employment/contract proofs) – Recognized educational or technical certification/ qualification relevant to identified field
5.	Course Fee	– Institute has a suitably priced course fee, as per the norms specified in Section 9	– Course fees is in accordance with the specifications (Section 9)
6.	Business Sustainability Plan**	– Institute has a 3-year business sustainability plan	– 3-year Business Action Plan which may include scope of delivery – trainings planned, estimated capacity, proposed outreach strategies and business finances
7.	Industry Linkage for Support with Placements**	– Linkages with reputable Training Providers/Assessment Agencies/ Industry for the placement of Candidates	– List of industry partners for placement assistance including reputed Training Providers and Assessment Agencies or any other relevant bodies
8.	SLA with SSC**	Institute has SLA with the concerned SSC covering (but not limited to) the following: – Course Schedule for Year (April to March) – Training and Certification of Master Trainer – Roles, responsibilities, timelines of the institute and SSC in assessment and certification (including Assessment Framework) – Fee structure, revenue sharing and payment mechanism as applicable	– SLA with concerned SSC for running the Trainer-Assessor Certification Course

**National Skill Training Institutes are not required to submit evidences for the parameter

3.3 Additional Information

Upon submission of the requisite evidences on the Skill India Portal, an Institute's application will undergo desktop assessments and physical inspections as specified in the *Guidelines of Accreditation, Affiliation and continuous Monitoring of Training Centres* on the Skill India Portal.

In the case of National Skill Training Institutes, the Director at the NSTI will provide a self-inspection report for verification of documents and evidences submitted as part of the Accreditation Process. Physical inspections will be exempted for all NSTIs.

Exceptions or alterations in the accreditation pre-requisites may be applicable depending on sectoral requirements, under the approval from the competent authority.

Upon successful completion of the physical inspection, the application for Accreditation shall be placed before the Joint Committee for final approval. The Joint Committee may reject proposals at its own discretion. In case the application is rejected by the Joint Committee, the Institute will be required to submit a fresh application.

Successfully accredited institutes shall receive a Certification issued by NSDC indicating its Accreditation status.

The Accreditation Certificate is valid for 3 years (unless otherwise specified), subject to annual review. Upon expiry, an application for renewal shall be submitted by the Institutes on the Skill India portal for consideration.

Institutes receiving the Accreditation Certificate must ensure the availability of the following documents/teaching aids:

1. Facilitator Guide for Master Trainer
2. Participant Handbook for Candidates
3. QP and Model Curriculum for the Programme

Additional resources for the accreditation process are available on the A&A Knowledge Bank in Skill India Portal (<https://skillindia.nsdcindia.org/knowledge-bank>).

3.4 Accreditation Fees

Institutions would need to pay processing fees online as indicated in the *Guidelines of Accreditation, Affiliation and Continuous Monitoring of Training Centres, Section 7* for pursuing their application for accreditation.

4. Takshashila – National Portal for Trainers & Assessors

Takshashila is a portal that serves as a dedicated online platform for the management of Trainers and Assessors. It functions as the central repository of information concerning development of quality Trainers and Assessors. The link for the portal is (<https://nsdcindia.org/national-portal-trainers-and-assessors>)

The portal also has the following information publicly available:

- The Training Calendar
- The *Guidelines, SOP, FAQs*, and notices
- Job-role wise eligibility criteria for Trainers and Assessors defined by SSCs
- A list of Trainers and Assessors certified by Sector Skill Councils across states, sectors and job roles
- User Manuals for navigating the portal

All Trainers and Assessors can register on the portal and avail features such as submitting job-role specific Training requests, enrolling to batches, and downloading certificates. Only trainers and assessors certified through the Takshashila portal are recognized as certified in the short-term skill development system.

4.1 Registration of Trainers & Assessors

In order to apply, candidates must register/ log-in on *Takshashila* and complete their profiles by submitting the following proofs:

- Unique Identification Proof (Aadhaar Card)
- Curriculum Vitae
- Adequate proofs of their Education Qualification
- Adequate proofs of their Work Experience and
- Any other document deemed necessary by the SSC for verification and record

Post the complete registration process, the candidates must subsequently put up a Training Request on the *Takshashila* portal. Applications and documentary proofs shall be submitted via the *Takshashila* portal by the deadline specified by the Institute/ SSC.

Upon submission of the training request, the SSCs shall check the eligibility of applicants against the eligibility criteria specified.

4.2 Training Requests

One of the features available for registered trainers and assessors is to submit Training Requests indicating their training preference for a type of training, job role and location for TOT/TOA. The sector-wise demand for TOT/TOA is made available to each Sector Skill Council, who in turn must analyse the aggregated demand through *Takshashila* and other sources and advise accredited Institutes on the requirement of courses for the coming year.

Demand for TOT/TOA may be aggregated by SSCs through:

- Training Requests on Takshashila
- Target Allocations under different schemes
- Uncertified trainers affiliated with conditionally accredited Centres on the Skill India Portal
- Uncertified assessors under various Assessment Agencies affiliated with the SSC

4.3 Publishing the Training Calendar

The Domain SSC and Institute shall jointly collaborate to deliver and organise the Trainer – Assessor Certification Course. At the beginning of each year, all accredited institutes shall, in close coordination with the domain SSC, plan and make public on their respective websites (or any other portal, as specified), the Trainer/Assessor Certification course training calendar for the year (April to March).

SSCs must ensure the finalized Training Calendar is uploaded on the *Takshashila* portal. The calendar shall specify the programme type, job role name, date, venue, fee and SPOC details for every training programme.



5. Eligibility Criteria for Trainers & Assessors

The Trainer/ Assessor Certification Course can be undertaken by new Trainers and Assessors as well as existing Trainers and Assessors. The definition for new and existing Trainers and Assessors is as follows:

- I. A new Trainer is a candidate who has not been previously certified and may not have any previous training experience
- II. A new Assessor is a candidate who has not been previously certified and may not have any previous assessment experience
- III. An existing Trainer is a candidate who may be
 - a. previously certified by the Sector Skill Council, or
 - b. possesses atleast 500 hours of previous training experience
- IV. An existing Assessor is a candidate who may be
 - a. previously certified by the Sector Skill Council, or
 - b. has assessed atleast a 100 students spanning 2 batches

All candidates who apply need to possess the minimum educational qualification and industry (work) experience specified by the concerned SSC. The job-role wise eligibility criteria under each Sector is available on *Takshashila*. The entry requirements for Trainers, Assessors, Master Trainers and Lead Assessors are documented in the Q files under National Skills Qualification Committee. The entry requirements are as follows:

Table 3: Eligibility Criterion

Q Files	Entry Requirements
1. Trainer (MEP/Q2601)	<p>Certified on the technical/vocational standards and complying with the Minimum Educational Qualification and Experience defined in the Trainer pre-requisites for the domain job role, they will be imparting training on.</p> <p>The job-role wise Trainer pre-requisites are defined by SSCs and are available on the Takshashila portal (https://nsdcindia.org/guidelines-0).</p>
2. Assessor (MEP/Q2701)	<p>Certified on the technical/vocational standards and complying with the Minimum Educational Qualification and Experience defined in the Trainer prerequisites for the domain job role, they will be assessing.</p> <p>The job-role wise Assessor pre-requisites are defined by SSCs and are available on the Takshashila portal (https://nsdcindia.org/guidelines-0).</p>
3. Master Trainer (MEP/Q2602)	<p>Certified on the technical/vocational standards that they will be training on, with minimum 2 years of experience as Domain Trainer or 5 years of relevant industry experience.</p> <p>The job-role wise Trainer pre-requisites are defined by SSCs and are available on the Takshashila portal (https://nsdcindia.org/guidelines-0).</p>
4. Lead Assessor (MEP/Q2702)	<p>Certified on the technical/vocational standards that they will be assessing on, with minimum 2 years of experience as Domain Assessor or 5 years of relevant industry experience.</p> <p>The job-role wise Assessor pre-requisites are defined by SSCs and are available on the Takshashila portal (https://nsdcindia.org/guidelines-0).</p>

5. Demonstrator cum Instructor (MEP/Q2603)	Certified on the technical/vocational standards that they will be demonstrating, with 1 year of relevant industry experience.
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The Sector Skill Council and Institute may allow candidates falling the category of ‘Existing Trainers/Assessors’ to skip the 10-day classroom training and appear directly for domain and platform assessments. If successful, the candidates may be certified and may then proceed to the OJT component.

The ToT/ToA components applicable for different types of candidates are captured in the summary table below:

Table 4: Different Types of Candidates and applicable ToT/ToA components

Type of Candidate	ToT/ToA Components applicable
New Trainer: Meeting eligibility criteria as defined by SSC	<ul style="list-style-type: none"> • Complete pre-screening including eligibility check and shortlisting • Min. 10-day classroom training • Domain and platform assessments + certification • OJT component • Convocation and advanced certification
New Assessor: Meeting eligibility criteria as defined by SSC	<ul style="list-style-type: none"> • Complete pre-screening including eligibility check and shortlisting • Min. 10-day classroom training • Domain and platform assessments + certification • OJT component • Convocation and advanced certification
Existing Trainers: 1. Trainer with minimum 500 hours of training experience 2. SSC certification as Trainers on the same job role	<ul style="list-style-type: none"> • Complete pre-screening including eligibility check and shortlisting • Domain and platform assessments + certification • OJT component • Convocation and advanced certification
Existing Assessor: 1. Assessor who has assessed at least 100 students over 2 batches 2. SSC certification as an Assessor on the same job role	<ul style="list-style-type: none"> • Complete pre-screening including eligibility check and shortlisting • Domain and platform assessments + certification • OJT component • Convocation and advanced certification



6. Certification of Master Trainer & Master Assessor

Master Trainers for the classroom training must be certified on two counts:

- Certification on Domain by the Domain SSC
- Certification on Platform Skills under MEPSC

Master Assessors should be certified in the QP they are assessing.

6.1 Training of Master Trainer Programme under MEPSC

The Training of Master Trainer programme (henceforth referred to as TOMT) conducted by MEPSC is specially designed to provide opportunities to Master Trainers for the development skills to facilitate, create and manage a learner based environment. Training of Master Trainers to provide advanced facilitation skills towards the end to end training as per the qualification pack for 'Master Trainer'.

The training program aims to achieve following learning outcomes:

- Develop and enhance own training, facilitation and learning practices
- Prepare to facilitate learning sessions and help reflect and improve practice through appropriate evaluation
- Facilitate learning sessions using appropriate training methods, learning enabling techniques and use of ICT

Through these training programs, a cadre of Certified Master Trainers (domain & training delivery skills) shall be developed to cater to the skilling ecosystem

All SSCs/Institutes are encouraged to nominate their domain-certified Master Trainers for this programme. For more details, SSCs/Institutes may contact info@mepsc.in.

Going forward, a combined programme for TOMT and TOMA shall be introduced under MEPSC that shall qualify and train a domain expert as a Master Trainer (MEP/Q2602) as well as a Lead Assessor (MEP/Q2702).



7. The Trainer/Assessor Certification Course

All accredited Institutes may offer the Trainer/Assessor Certification Course for the short-term skilling system for the job roles for which they have been accredited. Please refer to Figure 1 for the various components of the Trainer/Assessor Certification Course. Further detailing on each component shall be covered in the forthcoming sections.

Figure 1: Trainer/Assessor Certification Course

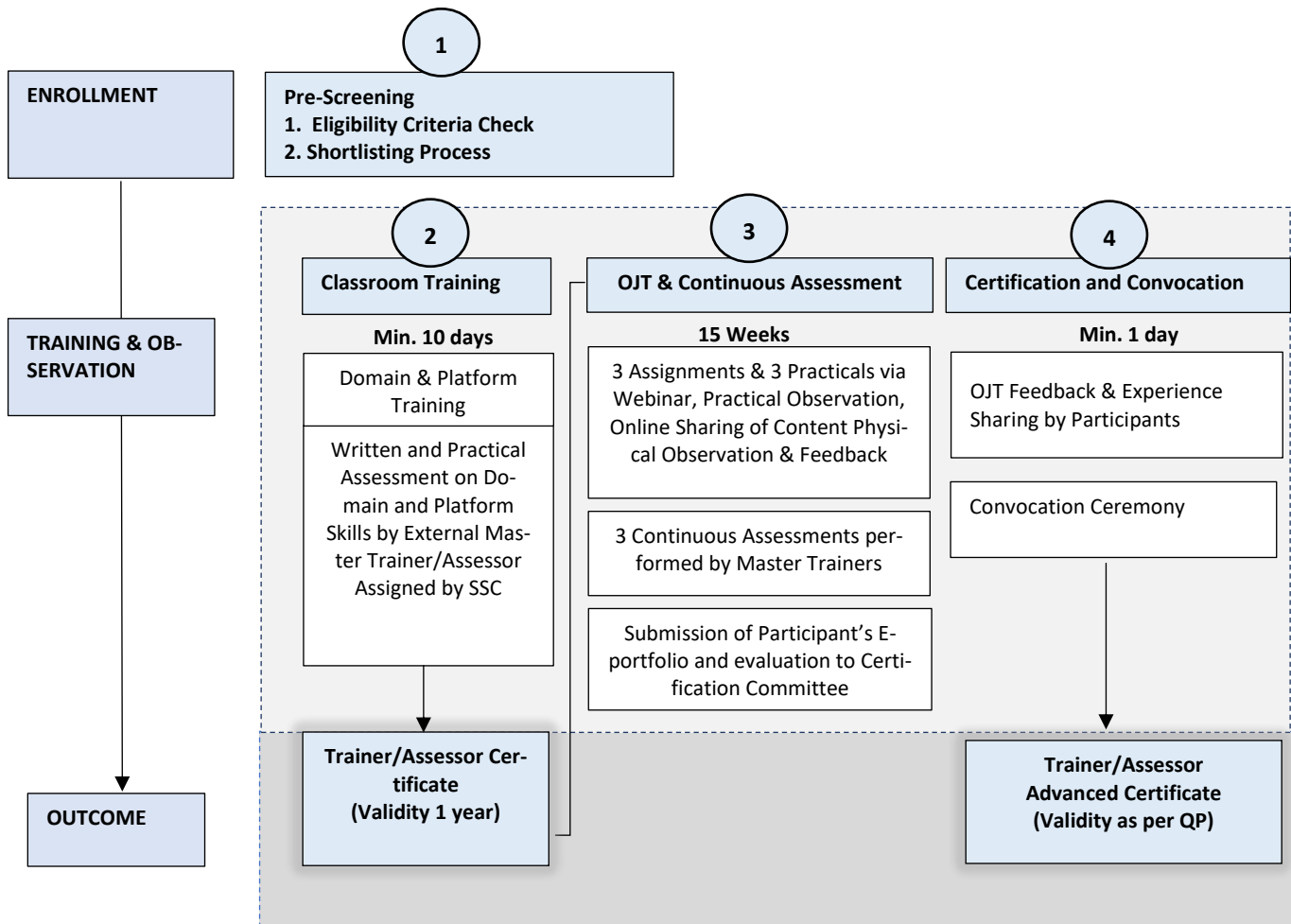


Table 5: Details on various components of the Trainer/Assessor Certification Course

S. No	Component	Details	Outcome
1	Pre-screening	<p>SSCs to evaluate the candidature of the applicant (Trainer/Assessor) on two levels – eligibility criteria and short-listing process</p> <ul style="list-style-type: none"> The eligibility criteria for each job roles is pre-defined by SSC. Short-listing process would be SSC specific and shall be designed by SSCs aligned to SSC requirement 	<p>Candidates clear on eligibility criteria and short-listing process shall be suitable for enrollment in the ToT/ToA programme</p>
2	Classroom training	<p>Minimum 10 days Classroom training at the institute covering domain skill orientation and platform skills training, followed by assessment on domain job role and platform skills.</p> <p>The recommended curriculum for 10 days has been provided in later section of the document.</p> <p>In case the institute/SSC sense the need for providing extended training on domain QP, it may be done separately beyond the minimum 10 days programme. For this, SSC may design programme and applicable fee.</p>	<ul style="list-style-type: none"> Certification on Trainer/Assessor QP with a validity of one year OJT component unlocks
3	On-the-job training	<p>On-job-training component has be introduced for enhanced support to the Trainers/Assessors in performing their tasks.</p> <p>OJT component spans 15 weeks, covering 3 sets of assignments in Theory and practical. The competency - based assessment of OJT assignments is conducted by the Master Trainer only. Further details are provided in the relevant section.</p>	<p>E-portfolio and Master Trainer feedback on every candidate is shared with the Certification Committee</p>
4	Certification & Convocation	<p>An independent committee is formed by the SSC, composed of Academic and industry representation. The Certification Committee review the e-portfolio created by the candidate and the feedback from Master Trainer</p>	<p>Advanced Certificate to the Trainer/ Assessor with validity as per QP</p>

7.1 Component 1: Pre-Screening

All trainers and assessors who wish to enroll in the Trainer – Assessor certification course must first go through a pre-screening. The pre-screening of candidates takes place on two levels:

- a. The eligibility check as per the eligibility criteria defined by SSCs
- b. The shortlisting process

A trainer or assessor who wishes to be certified can apply at any point in time for enrollment. For successful enrollment in the Trainer/Assessor Certification programme the candidate must clear the above two levels along with other criterions specific by SSC.

i. Eligibility Check

All candidates who apply for enrollment need to possess the minimum educational qualification and industry (work) experience specified by the concerned SSC. The job-role wise eligibility criteria under each Sector is available on *Takshashila*.

In order to apply, candidates must register/ log-in on *Takshashila* and complete their profiles by submitting the following proofs:

- Unique Identification Proof (Aadhaar Card)
- Curriculum Vitae
- Adequate proofs of their Education Qualification
- Adequate proofs of their Work Experience and
- Any other document deemed necessary by the SSC for verification and record

Post the complete registration process, the candidates must subsequently put up a Training Request on the *Takshashila* portal. Applications and documentary proofs shall be submitted via the *Takshashila* portal by the deadline specified by the Institute/ SSC.

Upon submission of the training request, the SSCs shall check the eligibility of applicants against the eligibility criteria specified.

SSCs may reject the application of any individual who is not willing to demonstrate enough proof of eligibility or has provided falsified records. The SSC also has the right to request for more information directly from the candidate to make an informed decision of his/her suitability.

ii. Shortlisting Process

Each Sector Skill Council may include a short-listing process customized to the needs of the job role to identify candidates who shall qualify for the 10 – day classroom training and assessments. The shortlisting process may include aspects such as:

- a. Verifying the identity of the candidate
- b. Verification of experience records submitted by candidates through employer checks, referral letters, or any other method
- c. Understanding the basic requirements of the job role/ sector
- d. Additional competencies such as



- Ability to listen, speak, read and write in any regional language proficiently in a clear and confident manner
- Keenness to facilitate learning and assessment of adult learners;
- Possession of basic ICT skills is preferred and;
- Ability to source and analyze relevant materials from the internet or online databases for design and development of learning/assessment resources
- Any other requirement as per sectoral needs

The shortlisting process may be conducted through an online test, telephonic interview, submission of write-up, or any other virtual method.

If a candidate passes the pre-screening, he/she will be notified of their clearance by the SSC/ Institute electronically. All such candidates become eligible to apply for the classroom training programme as per the TOT-TOA calendar.

iii. Entry Parameters for New & Existing Candidates

The Trainer – Assessor Certification Course can be undertaken by new Trainers and Assessors as well as existing Trainers and Assessors. The definition for new and existing Trainers and Assessors is as follows:

- V. A new Trainer is a candidate who has not been previously certified and may not have any previous training experience
- VI. A new Assessor is a candidate who has not been previously certified and may not have any previous assessment experience
- VII. An existing Trainer is a candidate who may be
 - a. previously certified by the Sector Skill Council, or
 - b. possesses atleast 500 hours of previous training experience
- VIII. An existing Assessor is a candidate who may be
 - a. previously certified by the Sector Skill Council, or
 - b. has assessed atleast a 100 students spanning 2 batches

The pre-screening process may be skipped for candidates falling under III.a. and IV.a.

7.2 Component 2: Classroom Training & Assessment

i. Enrollment

Upon successful completion of the pre-screening, a candidate may apply and enroll in the classroom training component of the Trainer – Assessor Certification Course at an accredited Institute. The number of candidates in a batch shall be range between 15 to 20. Institutes may start with a batch size less than 15 but should try to maintain the maximum ratio of 1 Master Trainer to 20 Candidates.

The classroom training component shall be a minimum of 10-days in duration and shall cover both Domain skills (orientation on the specified QPs) and Platform skills. Sector Skill Councils/ Implementing Institutes may extend the training and assessment days over the minimum prescribed hours, if the need arises. The classroom training and assessments may be scheduled as per the following plan:

Table 6: Training and Assessment plan for ten-day Classroom Training

S. no	Modules	No. of Days
1	Domain Skill Orientation	Min. 1 day
2	Domain Skill Assessment	Min. 1 day
3	Platform Skill Training	Min. 7 days
4	Platform Skill Assessment	Min. 1 day
	Total	Min. 10 days

Upon admission into the programme, the Institute shall provide each candidate with the following information/materials. All candidates must receive the information/materials specified below by Day 1 of Component 2 of the course (Classroom Training).

A. Campus Information Booklet

The following information shall be included in the booklet prepared by the institute:

- Campus name and location;
- Contact information for the institution (e.g., phone number, fax number, email address, website address);
- Hours of operation of the Institute
- Student services available (e.g., student financial assistance, student council, student employment services, day care centre, cafeteria/canteen, resource centre/library, lunchroom, lockers, parking facilities, recreational services)
- Accommodation Options and Pricing
- Access to the Internet, including hours of accessibility outside of instruction time and
- Access to academic, financial, and employment related advice

B. Attendance Policy Manual

Attendance may be recorded by the institute and there will be no allowable time missed for theory instruction during the 10 – day classroom training. Daily session-wise attendance of all enrolled candidates must be recorded by the institute. On the final day of the programme, the attendance sheet must be shared with the concerned SSC.

C. Trainer/Assessor Certification Course Information Booklet

The following information shall be included in the Course Information Booklet designed by the institute:

- Start and end date of each program and/or duration of program(s);
- Names of all the modules in the program of study and brief modules descriptions; and,
- Statement indicating that specific course outlines are expected to be given by the instructor during the first week of classes and that course outlines are to include: a course summary, course prerequisites, and evaluation criteria.
- Opportunities for continuous education and training beyond the course

D. Academic Policy Manual

The following academic policy information must be included in the academic policy manual developed by the institute:

- Disciplinary procedures for cheating and plagiarism;
- Testing/evaluation policies;
- Policy on failed tests;
- on repeating courses and course availability;
- Policy on independent course study;
- Policy on candidate access to results of evaluations; and,
- Policy on conditional re-admission.

E. Participant Handbook on Trainer QP

The Participant Handbook (PHB) serves as an aid to enhance the learning experience of the candidate. The Participant Handbook must include the following information:

- Introduction to the Job Role
- Unit wise information regarding the session to be undertaken in the classroom including learning outcomes of the session
- Pre- session activities
- Exercises to reinforce classroom learning
- Summary of the session for quick reference
- Post session assessment and activities

F. Facilitator Guide on the Domain QP

The *Facilitator Guide* (henceforth referred to as FG) serves as an aid to enhance the learning experience of the candidate. The FG must include the following information:

- Introduction to the Job Role
- Unit wise information regarding the session to be undertaken in the classroom including Learning outcomes of the session
- Pre- session activities
- Exercises to reinforce classroom learning
- Summary of the session for quick reference
- Post session assessment and activities

Along with the FG, Trainers & Assessors would also be required to refer to the PHB of the Domain QP.

For a single batch, the Institute must ensure availability of a fully functional classroom. The job-role specific requirements of laboratory and equipment will be defined by SSCs and are available on the Skill India Portal under the Centre Accreditation.



ii. Classroom Training Modules

Trainer and Assessor certification courses shall have two components: Domain and Platform Skills. The programme must be offered by a certified Master Trainer. The eligibility criterion and certification process has been detailed in section 6 & 7 of the SOP document. The table 7 below provides details on the implementation of the Classroom Training component of the Trainers/ Assessor Certification Course.

Table 7: Classroom Training Modules

	Orientation to Domain	Platform Skills training																
Trainer Certification Course	<p>The Domain orientation should necessarily cover an orientation to the domain QP(s) and NOSes, the Facilitator Guide and the Participant Handbook (in some cases, this is available with SSCs).</p>	<p>The platform skills training shall cover the Trainer QP (MEP/Q2601). The following modules shall be covered in the training programme:</p> <table border="1"> <thead> <tr> <th>S.no</th> <th>Trainer Modules</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>M1: Interpret NSQF and QP</td> </tr> <tr> <td>2</td> <td>M2: Principles of Adult Learning</td> </tr> <tr> <td>3</td> <td>M3: Design Learning Experiences</td> </tr> <tr> <td>4</td> <td>M4: Prepare and Facilitate Learning</td> </tr> <tr> <td>5</td> <td>M5: Assess Learning</td> </tr> <tr> <td>6</td> <td>M6: Prepare for Continuing Professional Development</td> </tr> <tr> <td>7</td> <td>M7: Knowledge and Skills Practice</td> </tr> </tbody> </table> <p>The structured day-wise Classroom training implementation plan and the curriculum for the Trainer Certification Course (MEP/Q2601) is available in Appendix 3. All accredited ToT institutes shall offer ToT programmes aligned to the curriculum provided.</p> <p>The Assessment on domain QP must be conducted by an In-house senior resource/ industry expert/ Subject matter expert only. The Assessment for Trainers on domain QP cannot be conducted as done for trainees in STT.</p>	S.no	Trainer Modules	1	M1: Interpret NSQF and QP	2	M2: Principles of Adult Learning	3	M3: Design Learning Experiences	4	M4: Prepare and Facilitate Learning	5	M5: Assess Learning	6	M6: Prepare for Continuing Professional Development	7	M7: Knowledge and Skills Practice
S.no	Trainer Modules																	
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2	M2: Principles of Adult Learning																	
3	M3: Design Learning Experiences																	
4	M4: Prepare and Facilitate Learning																	
5	M5: Assess Learning																	
6	M6: Prepare for Continuing Professional Development																	
7	M7: Knowledge and Skills Practice																	
Assessor Certification Course	<p>The Domain orientation should necessarily cover an orientation to the domain QP(s) and NOSes, the Facilitator Guide and the Participant Handbook.</p> <p>The Assessment on domain QP must be conducted by an In-house senior resource/ industry expert/ Subject matter expert only.</p> <p>The Assessment for Assessors on domain QP cannot be conducted as conducted for trainees in STT.</p>	<p>The platform skills training shall cover the Assessor QP (MEP/Q2701). The following modules shall be covered in the training programme.</p> <table border="1"> <thead> <tr> <th>S.no</th> <th>Assessor Modules</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>M1: Interpret NSQF and QP</td> </tr> <tr> <td>2</td> <td>M2: Principles of Assessment in Adult Learning</td> </tr> <tr> <td>3</td> <td>M3: Design and Assessment Plan</td> </tr> <tr> <td>4</td> <td>M4: Prepare and Conduct an Assessment</td> </tr> <tr> <td>5</td> <td>M5: Prepare for Continuing Professional Development</td> </tr> <tr> <td>6</td> <td>M6: Knowledge and Skills Practice</td> </tr> </tbody> </table>	S.no	Assessor Modules	1	M1: Interpret NSQF and QP	2	M2: Principles of Assessment in Adult Learning	3	M3: Design and Assessment Plan	4	M4: Prepare and Conduct an Assessment	5	M5: Prepare for Continuing Professional Development	6	M6: Knowledge and Skills Practice		
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5	M5: Prepare for Continuing Professional Development																	
6	M6: Knowledge and Skills Practice																	

iii. Role of Master Trainer(s)

The domain orientation can be covered by a Master Trainer who is certified by the Domain SSC on the Domain QP. The individual should be well-versed in the Domain QP, NOSes, and training content. This person should be assigned by the domain SSC and Institute collaboratively to equip the participants with the required information and orient them to the skilling framework in the short-term skill ecosystem.

The platform training must be conducted by a certified Master Trainer who has been certified on the 'Master Trainer' QP (MEP/Q2602) under MEPSC, as well as certified by the domain SSC, on the domain QP. The Master Trainer should possess platform as well as domain competencies in order to effectively train the participants using appropriate examples/cases/scenarios/demonstrations during the training programme.

Before the commencement of the class, the Master Trainer should undertake the following activities:

- Identify learning outcomes
- Ensure familiarity with assessment framework to be followed
- Preparation of lesson plans in accordance with the Model Curriculum and Facilitator Guide
- Preparation of the learning material to be utilized by the students for in class learning.
- familiarity with profiles of students to assess the levels of trainees
- ensure availability of feedback forms
- Ensure that a proper venue has been identified, candidates invited and informed of training, and that training starts and ends on time and
- Ensure punctual arrival in the class

While conducting the class, the Master Trainer should:

- Create a safe and positive learning environment in which candidates feel heard, can share their knowledge, and are free to ask questions
- Fully engage in listening in a spirit of learning and sharing information and experiences.
- Dress professionally and with cultural sensitivity
- Use natural and intentional body posture, gestures, and facial expressions to reinforce the subject matter.
- Facilitate inclusive training, encourage participation
- Show comfort and ease in interacting with the candidates and answering questions and
- Prepare assessment tools such as quizzes, multiple choice questions, hands-on assignments to test the candidate's knowledge and understanding

Post the completion of the session the Master Trainer must:

- Collect feedback from the candidates
- Wind up on a positive note



iv. Role of Master Assessor(s)

The domain and platform assessments are to be conducted by certified Master Assessors deputed by the Domain Sector Skill Council. The qualifications for Master Assessors are as follows:

- The Master Assessor conducting assessments for domain skills must be certified by the domain SSC in the domain QP(s).
- The Master Assessor conducting assessments for platform skills should be certified under MEPSC on the 'Lead Assessor' QP (MEP/Q2702).

The Assessment Criteria is specified in the Model Curriculum. Master Assessors are to be aware of the specific outcomes that are expected to be demonstrated by candidates during the assessment.

As the format and methods of the assessment may vary sector-wise, respective Sector Skills Councils must make accredited institutions and their Master Assessors aware of the assessment tasks and their requirements upon accreditation. Before assessments, Master Assessors, in coordination with the Institute, should ensure that all the required tools and equipment are available. Master Assessors, in turn, must make their students aware of the assessment task and their requirements prior to the conduct of the assessment.

Master Assessors shall be impartial in assessing the candidates, should not indulge in any malpractice during assessments and should ensure that all candidates in the process are fully aware of their roles and responsibilities.

In addition, Master Trainers/ Master Assessors shall maintain and submit the following documents to capture evidence of assessments:

- Assessment facilities checklist;
- Candidates verification checklist;
- Candidates attendance record;
- Assessment checklist for practical tests;
- Answer papers/electronic platform for the written test;
- Marking sheet for the written papers and/or interview / viva;
- Final assessment summary;
- Assessment completion certificate and
- Photographic record of assessments showing the External Master Trainer, candidates and the institution with date and time imprints.

Assessment results shall be submitted to the concerned SSC for verification and approval. Master Assessors are to submit all the above to the concerned SSCs within 2 working days of completing the assessment.

v. Assessment & Certification

The Domain Test will have two components and shall be conducted as per the prescribed assessment criteria for the job role:

- a) Theoretical assessment
- b) Practical Assessment as per respective SSC requirement

The platform component shall include both continuous assessments at the end of each module as well as summative assessments at the end of the course.

The assessment shall be conducted in accordance with the specified QPs and their respective model curricula.

SSCs shall coordinate with Institutes to conduct the domain assessment either at the institute premises or at another identified training institution. If another institute/ location is utilized for the domain testing, it must have the requisite infrastructure required by the concerned SSC for the domain testing.

SSCs shall create assessment plan for assessing trainers and assessors. On the basis of the assessment plan, SSCs shall create a robust question bank, which must be reviewed and vetted by industry experts. The questions should adequately cover the QP and should be in alignment with the assessment criterion in the model curriculum. The SSC shall create multiple sets of question papers based on the assessment plan to be conducted for Trainers and Assessors.

The theory assessment will be based on knowledge bank of questions created by the SSC. Master Assessors should conduct unique evaluations for the skills practical for every candidate at each examination/training center based on the assessment criterion.

Trainers/ Assessors who pass the assessments conducted by SSCs shall be provided a Trainer/Assessor Certificate on the Trainer/Assessor QP conforming to NSQF level.

The following conditions must be fulfilled for a participant to be certified as a Trainer or Assessor at the end of the course:

- Participants must score a minimum of 80% in both domain and platform assessments
- Participants must score over 80% in all core NOSes in the domain and platform QPs

The time frame for SSCs to process and notify the candidate of his/her results is upto seven working days through the specified online portal.

Going forward, provisions for recognition of Trainers and Assessors for complementary job roles shall be created by conducting training programmes for multiple QPs which are complementary in nature. Trainers and Assessors may be recognized and certified on an identified set of complementary job roles by undergoing the course, provided they pass the pre-screening and classroom training components of the programme.

7.3 Component 3: On-the-job Training

A certified trainer/assessor may proceed back to the training centre/assessment agency where he or she is employed/hired to commence with the OJT component.

If the trainer/assessor is a free-lancer and/or is not from any training centre/assessment agency, with the assistance of the institute and concerned SSC, he or she will be attached to a SMART accredited training centre for the purposes of completing the practical components of the OJT only.

i. OJT Structure

On the last day of the classroom training, candidates must be given a detailed briefing on the OJT module and its requirements.

Table 8: OJT structure

Set	Assignments	Submission time
1	A1 and P1: Design and Conduct a Theory Lesson	Week 2 to 5
2	A2 and P2: Design and Conduct a practical Lesson	Week 6 to 9
3	A3 and P3: Design an Assessment plan and conduct an assessment	Week 10 to 13
	Extra time for submission	Week 14 to 15

Enrolled candidates may submit the assignment sooner than the recommended time-frame for assignments.

All certified candidates are eligible to commence the OJT module which includes a continuous assessment of several Assignments (A) and Practical (P) sessions as per the detailed schedule shown in Table 9 & 10.

Table 9: Trainer OJT Assignment and Practical Schedule

Week	Assignment and Practical Schedule	Delivery Mode	Continuous Assessment
1	OJT Briefing	Webinar Seminar	NIL
2	A1: Design a Theory Lesson	a. Candidate Online Submission b. Review and Feedback on Lesson Plan by Master Trainer	Continuous Assessment 1 (combined assessment A1 and P1)
3 to 5	P1: Conduct a Theory Lesson	a. Min. 45 minute. in-class Practical recorded by candidate and submitted for review by Master Trainer. b. 1 Hour one-to-one Webinar Review and Reflection with Master Trainer	Continuous Assessment 1 (combined assessment A1 and P1)
6	A2: Design a Practical Lesson	a. Online Submission by candidate b. Review and Feedback by Master Trainer	Continuous Assessment 2 (combined assessment A2 and P2)

7 to 9	P2: Conduct a Practical Lesson	a. Min. 45 minute. in-class Practical recorded by candidate and submitted for review by Master Trainer. b. 1 Hour one-to-one Webinar Review and Reflection with Master Trainer	Continuous Assessment 2 (combined assessment A2 and P2)
10	A3: Design an Assessment Lesson	a. Candidate Online Submission. b. Review and Feedback on Assessment Plan by Master Trainer	Continuous Assessment 3 (combined assessment A3 and P3)
11 to 13	P3: Conduct an Assessment	a. Min. 45 minute. in-class Practical recorded by candidate and submitted for review by Master Trainer. b. 1 Hour one-to-one Webinar Review and Reflection with Master Trainer	Continuous Assessment 3 (combined assessment A3 and P3)
14 to 15	Evidence Compilation & CA Result Compilation and Submission to Certification Committee	On-line data sharing	NIL

Table 10: Assessor OJT Assignment and Practical Schedule

Week	Assignment and Practical Schedule	Delivery Mode	Continuous Assessment
1	OJT Briefing	Webinar Seminar	NIL
2	A1: Design a Theory Assessment Plan	a. Candidate Online Submission b. Review and Feedback on Assessment Plan by Master Trainer	Continuous Assessment 1 (combined assessment A1 and P1)
3 to 5	P1: Execute a Theory Assessment Plan	a. Min. 45 minute in-class Practical recorded by candidate and submitted for review by Master Trainer. b. 1 Hour one-to-one Webinar Review and Reflection with Master Trainer	Continuous Assessment 1 (combined assessment A1 and P1)
6	A2: Design a Practical Assessment Plan	a. Online Submission by candidate b. Review and Feedback by Master Trainer	Continuous Assessment 2 (combined assessment A2 and P2)
7 to 9	P2: Conduct a Practical Assessment	a. Min. 45 minute. in-class Practical recorded by candidate and submitted for review by Master Trainer. b. 1 Hour one-to-one Webinar Review and Reflection with Master Trainer	Continuous Assessment 2 (combined assessment A2 and P2)
10	A3: Design a Practical Assessment Plan	a. Online Submission by candidate b. Review and Feedback by Master Trainer	Continuous Assessment 3 (combined assessment A3 and P3)
11 to 13	P3: Conduct a Practical Assessment	a. Min. 45 minute. in-class Practical recorded by candidate and submitted for review by Master Trainer b. 1 Hour one-to-one Webinar Review and Reflection with Master Trainer	Continuous Assessment 3 (combined assessment A3 and P3)
14 to 15	Evidence Compilation & CA Result Compilation and Submission to Certification Committee	On-line data sharing	NIL

The week-wise OJT implementation schedule is an indicative schedule and may vary from participant to participant, as per the discretion of the Master Trainer conducting OJT.

The time duration specified for each assignment is recommended to be followed, however it may vary according to sectoral requirements. Each SSC should specify the time duration for each assignment in the instructions that are given to each participant by the Master Trainer.

An OJT evaluation checklist has been developed for each assignment and practical. SSCs and MASTER Trainers may choose to modify these according to sectoral requirements. The Guidelines for the Master Trainer along with 6 OJT Assignment checklists with instructions are available from Appendix 5 to 10.

ii. Roles & Responsibilities

The roles and responsibilities of various stakeholders during the OJT process is captured in Table 11 below.

Table 11: Roles and Responsibilities of Stakeholders

S.no	Stakeholder	Responsibilities
1.	Master Trainer at ToT/ToA institute	<ul style="list-style-type: none"> Collects the list of Trainers/Assessors in a batch to begin the OJT module Conducts briefing session with all trainers and assessors Follows the implementation schedule provided 9 & 10 in a timely manner for Trainers and Assessors Regularly interacts with participants via webinar/VC/online calls Must provide clear instructions to participants for submission including scenarios wherein the assignment shall be unacceptable for evaluation. Collects submissions via email/specified portal including documents/ videos etc. Maintains record of assignment submissions in a logical manner to be viewed by Certification Committee. Evaluates assignments and practical submission based on evaluation criteria checklist provided. Provides constructive feedback to participants, if the submission does not meet the minimum acceptable standard Tracks participants performance motivate low performing participants
2.	ToT/ToA programme Implementing Institute	<ul style="list-style-type: none"> Ensures Master Trainers availability and time in implementation of OJT module Ensures availability of required infrastructure for MT to conduct OJT module Maintains e-portfolio and performance record of the participants Support alignment of unemployed participants with some relevant training set-up only for OJT module
3.	Participants - certified Trainers and Assessors	<ul style="list-style-type: none"> Must be self-driven to undertake the OJT module Submits assignment and practical submission on time and as per the schedule provided by the MT All video submission must be recorded in good condition Failure to submit the desired assignment may lead to nonacceptance of assignment by the MT/ Institute
4.	Sector Skill Council	<ul style="list-style-type: none"> Keeps a track of OJT submissions and evaluation of participants through the institute Supports alignment of unemployed participants with a relevant training center for OJT module

5.	NSDC	<ul style="list-style-type: none"> • Alignment of IT portal for recording OJT performance of certified trainers and assessors • Monitoring OJT implementation & Auditing of OJT records at institutes and SSCs
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iii. OJT Procedures

The following facilities and procedures must be ensured by the Institute for effective implementation of OJT.

1. Webinar –

- a. Accredited ToT/ToA institute must ensure availability of equipment to facilitate webinars for candidates undergoing OJT with the Master Trainer. Using the e-learning/webinar software installed, Master Trainers are required to conduct Webinar sessions and may follow the schedule outlined in Table 9 & 10 above. Master Trainers may choose live discussions and feedback sessions and/or upload pre-recorded lessons/feedback.
- b. Candidates should be notified prior to the commencement of the OJT component on the procedures and requirements to attend the Webinar sessions (i.e. login details, session timings).
- c. During the Week 1 OJT Brief, all candidates are to be clearly briefed on the OJT schedule, the various assignments and practical assessments and their requirements.

2. Assignment (A) On-line Submissions and Feedback –

- a. Candidates will need to submit Assignments 1, 2 and 3 (A1, A2 and A3) on-line to their Master Trainers as per Table 9 & 10 above. Assignments may be submitted via email or through any specified portal.
- b. Instructions for each assignment and its submission is detailed out in Appendix 5 to 10
- c. Master Trainers upon receiving an Assignment are required to grade it in accordance to the criteria set out in the OJT Checklist for that Assignment (Refer Appendix 5 to 10 for OJT Checklists).
- d. Upon grading, Master Trainers shall provide feedback to candidates for their improvement. Feedback shall be provided via email or through any specified portal. The Master Trainer must clearly specify the strengths and areas of improvement for the participant
- e. The participant may re-submit the assignment incorporating the feedback received from the Master Trainer.
- f. The Master Trainer should re-evaluate the re-submitted assignments on the parameters marked 'not-yet-competent'

3. Recording & Submitting In-Class Practical (P) –

- a. Candidates will need to submit video recordings of Practical 1, 2 and 3 (P1, P2 and P3) to their Master Trainers as per Table 9 & 10 above. Assignments may be submitted via email or through any specified portal.
- b. Candidates are to conduct their practical in classes with a minimum of 3 students in attendance.
- c. To ensure effective recording, participants are to record their Practical using mobile phones or digital camcorders that are capable of recording in suitable quality. An increasing number of smartphones and tablets can also capture video in HD. The Master Trainer is to judge whether the quality of the video is fair enough for assessment purposes.
- d. Upon completion of the recording, participants are to upload these recordings on the specified online portal or shared electronically for the Master Trainer to grade and provide feedback.
- e. Master Trainers upon receiving the digital recording are required to grade it in accordance to OJT Check List for that Practical.

- f. Upon grading, Master Trainers shall provide feedback to participants for their improvement. Feedback shall be provided via email or through any specified portal.
 - g. The participant should re-submit the assignment incorporating the feedback given by the Master Trainer. In the re-submission, the participant can submit a clip of duration specified by the Master Trainer, demonstrating only the specific area of improvement specified in the feedback given by the Master Trainer.
4. Maintenance and Submission of an E- Portfolio & OJT Check List –
- a. Candidates are required to maintain an online portfolio of all their submissions (both written assignments and video recordings) in a folder format.
 - b. Institutes are to submit the candidate’s E-Portfolio in addition to the OJT Checklist graded by the Master Trainer (with supporting documents of feedback given) to SSC, NSDC and Certification Committee.
5. Computation of Continuous Assessment Results –
- a. Based on scores submitted by the Master Trainer, the Continuous Assessment results for a candidate will be computed by the Institute as per Table 9 & 10 above.
 - b. A candidate must be marked competent on all parameters provided in each checklist in order to be awarded the Advanced Certificate for trainers/assessors.

iv. Evaluation of OJT

The following points provide clarity on the evaluation procedures for OJT:

1. About Evaluation Checklists:

- a. Each point in the checklist is a measurable parameter and cover one single quality such that it can be marked ‘Yes’ or ‘No’, i.e. comparable to ‘Competent’ and ‘Not competent’.
- b. All criterion in the checklist are competency based and refers to fulfilment of minimum expected requirement. Checklists are basic document and may be applicable for all sectors.
- c. Refer Appendix 5 to 10 for Evaluation checklists applicable for Trainers– A1, P1, A2, P2, A3 and P3

2. How to evaluate Trainers during OJT:

- a. Master Trainers are expected to understand each point in the checklist, which are measurable parameters.
- b. Each criterion to be marked as ‘Yes’ or ‘No’, i.e. comparable to ‘Competent’ and ‘Not competent’.
- c. To clear an assignment the participant must be marked ‘yes’ on all criteria. Marking ‘yes’ refers to meeting of the minimum expected requirement.

3. Processes on OJT evaluation:

- a. The OJT assignments A1, P1, A2, P2, A3, P3 shall be unlocked in a stage-wise manner – if a participant clears A1, then only he/she may proceed to P1, and so on and so forth.
- b. The Master Trainer may continue giving feedback until all the criterion are satisfactorily met by the participants.
- c. The practical assignments (P1, P2 and P3) are based on the corresponding theory assignment (A1, A2 and A3). For example: P1 is based on the final product of A1, and so on and forth
- d. Upon receiving feedback, the participant may submit a revised online submission demonstrating only the required criterion as per the checklist

- e. To complete the OJT module the participant must meet all criterion in all checklist within the validity period mentioned in the Guidelines

Based on scores submitted by the Master Trainer, the Continuous Assessment results for a candidate will be computed by the Institute.

A candidate must be marked Competent on all 6 Assignments in order for their e-portfolio to be submitted to the Certification Committee for final evaluation. In order to accomplish this, the Master Trainer may ask for as many revisions of the submitted assignments as required for improving the competency of the candidate.

7.4 Component 4: Certification & Convocation

Candidates shall be notified when to return to the Institute post the completion of the OJT and for the final component – the advanced certification review and convocation ceremony.

i. Convening a Certification Committee

Upon a batch's completion of Part 3 (OJT and Continuous Assessment), the Institute shall constitute a Certification Committee, to validate the continuous assessment results of candidates.

The Certification Committee must comprise of 5 members. All Institutes are to ensure that the Certification Committee has the following composition:

- Head/ senior management of the accredited Institute
- One academic representative of senior level from the Institute
- SSC Representative, preferably the head for TOT and TOA
- Industry/Domain Expert, nominated by SSC in consultation with the Institute
- Any other representative, nominated by the Institute in consultation with the SSC

The Certification Committee is required to convene for the assessment of every batch and must be notified thirty days in advance. The Committee may choose to gather at the accredited institute to review the candidate's performance and validate the continuous assessment results or conduct the review individually.

In case there is any deviation from the prescribed composition, the Institute must apprise the PMU of the change.

ii. E-portfolio

The e-portfolio shall contain the revised versions of the assignments and complete set of practical videos submitted by the candidate to the Master Trainer. The e-portfolio shall also contain the Master Trainers feedback to the candidate on the assignments. The e-portfolio of every candidate from the batch shall be made available to the Certification Committee electronically for a review.

A candidate's e-portfolio and continuous assessment results shall be reviewed and validated by the Certification Committee. In doing so, the Committee will

- a) determine if the trainer/assessor has been fairly assessed, and

b) review the performance of the Master Trainer throughout the OJT and continuous assessments

In the case of any discrepancy, the Certification Committee may call upon the participant or Master Trainer for an interview and suitably decide on the outcome.

All candidates shall receive a transcript on completing Component 4. The candidates will be informed by the Institute if they have been confirmed Competent by the Certification Committee to be awarded the Advanced Trainer/Assessor certificate. The results should be declared to the candidate at-least 30 days after the assessment of the final practical.

iii. Advanced Certification

All candidates shall receive a transcript on completing Component 4. Candidates successfully certified shall be issued the Advanced Certificate for Trainers/Assessors which shall be a joint certification by the Institute and SSC.

The copy of the certificate issued will include:

- Name of Institute;
- Name of Sector Skill Council
- Name of student;
- Name of program of study;
- Date of certification;
- Signature of Institute's representative/signing authority

A copy of the transcript issued must include:

- Name of student;
- Competency attained in each Assignment and Practical;
- Competency required for successful completion of the course;
- Whether or not the certificate was awarded; and
- Signature of Institute's representative/signing authority

iv. Convocation Ceremony

The candidates who have successfully passed the course shall be invited back to the Institute for a Convocation Ceremony. The Institute may choose to club 2 batches for conducting the convocation ceremony, if the number of candidates per batch is below 15.

During the convocation, the Institute shall plan and organise experience-sharing activities that shall allow the candidates to share and reflect on their experience in the classroom and during OJT.

v. Process for Failed Candidates

Participants may not pass OJT for 2 reasons:

- a.) Attempted the OJT but were deemed Not Yet Competent
- b.) Did not attempt OJT
- c.) Did not complete OJT within 15 weeks

All such candidates are deemed not eligible for the Advanced Certificate and shall be issued only a transcript. In order to re-new their Trainer/Assessor Certification may re-appear for assessments of Component 2. If successful, the candidates may be re-issued their certificates. All candidates are allowed to undergo the Component 2 assessments a total of two times. After this they must necessarily proceed for Component 3: OJT if they wish to be re-certified.



8. Fee Structure

8.1 For New Trainers & Assessors

The total fee for the programme is currently Rs. 9000 per candidate for training, and an additional assessment cost depending on the CCN category of the QPs to be assessed.

The Assessment Fee for Component 2 Assessments (to be retained by SSC):

Table 12: Assessment Fee as per CCN Category

CCN Category of QP	I	II	III
Assessment Fee	1300	1100	900

The training fee of Rs. 9000/ candidate covers the following heads:

1. Cost of Training Centre Infrastructure (classroom, facility, domain lab & a computer lab)
2. Cost of consumables
3. Certified Master Trainer fee
4. Lunch & refreshments for participants for the proposed days
5. Content – participant handbook, facilitator guide, stationary
6. Admin cost for Institute
7. Admin cost for SSC
8. Engagement of the Master Trainer for OJT
9. Expenses for the Convocation and Certification ceremony

8.2 For Existing Trainers & Assessors

Since there is no classroom training for existing trainers/assessors, the fee applicable is as follows:

Table 13: Fee for Existing Trainers/Assessors

S.no	Head	Amount per candidate
1	Assessment fee for Domain skills	As per the CCN category of the QP indicated in Table 12 above.
2	Assessment fee for Platform skills	Rs. 900
3	OJT and Certification Fee	Rs. 1800

8.3 Revenue Sharing between SSC & Institute

All fees shall be collected by the SSC and disbursed to the Institute and vendors as agreed revenue sharing model. The actual revenue sharing structure shall be based on the *Terms of Reference* (henceforth referred to as TOR) signed between the Institute and SSC.

The TOR document is a necessity for covering the programme and shall cover the roles and responsibilities of the Institute and SSC for conducting the programme. A suggested TOR is available in Appendix 11.

8.4 Additional Points

Additional points regarding pricing of the Trainer-Assessor Certification Course:

- Accommodation facilities are not covered in the pricing for the Trainer-Assessor Certification Course. Trainer-Assessor Academies may offer suitably priced accommodation options while offering the course to candidates
- The revenue sharing between the Institute & the SSC shall be defined through an agreed Terms of Reference between the Institute and SSC prior to the commencement of the course.
- For NSTIs, the mechanism and detailing of the revenue sharing shall be pre-defined and the same shall be issued by DGT and NSDC to all NSTIs.

9. Contents & Resources Required

The following content is required for running the Trainer – Assessor Certification Course. Institutes and SSCs should ensure that they clearly define the roles and responsibilities of each party in provision of content to candidates through their agreed TOR. The table below outlines the content required TOT/TOA/TOMT/TOMA programmes:

Table 14: Recommended Content & Resources

Programmes	Relevant Content	To be shared with:	Responsibility of
Training of Master Trainer	PHB for Master Trainer QP	Master Trainer	MEPSC
	FG for Trainer/ Assessor QP	Master Trainer	MEPSC
	Online Link to Domain QPs	Master Trainer	MEPSC
	Online Link to Guidelines and SOP	Master Trainer	MEPSC
	MC for Trainer/Assessor QP	Master Trainer	MEPSC
Training of Master Assessor	PHB for Master Assessor QP	Master Assessor	MEPSC
	Assessment Framework for QPs	Master Assessor	MEPSC
	Online Link to Domain QPs	Master Assessor	MEPSC
	Online Link to Guidelines and SOP	Master Assessor	MEPSC
	MC for Trainer/Assessor QP	Master Assessor	MEPSC
Training of Trainer	PHB for Trainer QP	Trainer	Institute/SSC
	FG for Domain QP	Trainer	Institute/SSC
	Online Link to Domain QP	Trainer	Institute/SSC
	OJT instructions and evaluation checklists	Trainer	Institute/SSC
Training of Assessor	PHB for Assessor QP	Assessor	Institute/SSC
	FG for Domain QP	Assessor	Institute/SSC
	Online Link to Domain QP	Assessor	Institute/SSC
	OJT instructions and evaluation checklists	Assessor	Institute/SSC

10. Appendices

1. Appendix 1: Centre Accreditation & Affiliation Form
2. Appendix 2: Additional Requirements for Accreditation
3. Appendix 3: Curriculum for the Trainer Certification Course (MEP/Q2601)
4. Appendix 4: Guidelines for Master Trainer for OJT
5. Appendix 5: Evaluation Checklist for Assignment 1 – Trainer
6. Appendix 6: Evaluation Checklist for Practical 1 – Trainer
7. Appendix 7: Evaluation Checklist for Assignment 2 – Trainer
8. Appendix 8: Evaluation Checklist for Practical 2 – Trainer
9. Appendix 9: Evaluation Checklist for Assignment 3– Trainer
10. Appendix 10: Evaluation Checklist for Practical 3 – Trainer
11. Appendix 11: Terms of Reference for an MoU between the SSC and the Institute

Appendix 1: Centre Accreditation & Affiliation Form

Parameters	To be filled by Training Centre and Inspector separately
Name of Training Provider	
Training Centre Name	
Type of Training Centre, please specify from below options: 1. TP Owned 2. Proprietorship 3. Outsourced 4. Franchised	
Website (if any)	
Social Media Link (if any)	
Availability of Security/ Security Guards at the Centre? Please specify - Yes/ No	
Availability of Biometric Attendance System, please specify from below options: 1. Aadhaar Enabled 2. Non Aadhaar Enabled 3. Not Available (The Training Centre of North-East (NE) and Jammu & Kashmir (J&K) region are exempted, however, Centres should preferably have AEBAS). In all the other States, AEBAS is mandatory.	
Availability of Greenery at the Centre? Please specify - Yes/ No	
Proximity of Centre to Public Transport System, please specify from below options: 1. 0-3 Km 2. 3.1-5 Km 3. 5.1-10 Km 4. More than 10 Km	
Name of Nearest Bus/Metro/Railway Station	
Building Status, please specify from below options: 1. Stand Alone Building 2. Industrial/Commercial Building 3. Educational Institute/Residential Building	

Type of Construction of Building, please specify from the below options: 1. Pre-fabricated 2. Not pre fabricated	
Is the TC well plastered, colored distempered/whitewashed, please specify Yes/ No	
TC walls and roof made of Tin / Bamboo sheets, please specify Yes/ No (The walls and roof made of Tin / Bamboo sheets are not allowed. Exceptions are Centres in North East/ J&K and all Hilly Regions. Further, in case Tin/ Bamboo sheets are used by any Centre in other parts of the Country, Centre needs to provide detailed justification for its usage. It is as per the discretion of NSDC to approve/ reject the Centre basis on the justification provided/ facts observed during the Centre visit)	
Centre Floor is cemented and furnished, please specify Yes/ No	
Centre Floor is tiled, please specify Yes/ No	
Front Face of the Building, please specify from the below options: 1. Glass and aluminium sliding window 2. Glass Cover 3. Reinforced Cement Concrete (RCC) 4. Others	
Approach Road to the Centre (pls write the approx width of the Road approaching the Centre Entrance)	
Is the Centre easily accessible, please specify Yes/ No (Is there an easy approach to the Centre. Please upload the pictures showing the access to the Centre)	
Previous State of the Building, please specify from below options: 1. School 2. College 3. University 4. Private Institute 5. ITI 6. Polytechnic 7. Any other	
If any other, please specify	
Is TC currently functional, please specify Yes/ No	

Availability of Internet, please specify from below options: 1. Speed of 1 MBPS and above 2. Speed of Less Than 1 MBPS & Greater Than 512 KBPS 3. Speed of Less Than 512 KBPS 4. Internet not Available	
Adequate Power Backup (UPS/ GenSet/Inverter) Please specify Yes/ No	
Categories of Programs Offered by TC	
1. Degree, please specify Yes/ No/ Not Applicable	
Is this Program NSQF Aligned ? (please specify Yes/ No/ Not Applicable)	
2. Diploma, please specify Yes/ No/ Not Applicable	
Is this Program NSQF Aligned ? (please specify Yes/ No/ Not Applicable)	
3. Vocational, please specify Yes/ No/ Not Applicable	
Is this Program NSQF Aligned ? (please specify Yes/ No/ Not Applicable)	
4. Private, please specify Yes/ No/ Not Applicable	
Is this Program NSQF Aligned ? (please specify Yes/ No/ Not Applicable)	
5. Others, please specify Yes/ No/ Not Applicable	
Is this Program NSQF Aligned ? (please specify Yes/ No/ Not Applicable)	
Contact Details	
SPOC Name	
SPOC Mobile	
SPOC Alternate Number	
SPOC Email ID	
Name of Centre Principal/ Director	
Contact Number of Centre Principal/ Director	
Email Address of Centre Principal/ Director	
Commendations and International Affiliations	
Affiliation Name	

Type of Affiliation, please specify from below options: 1. National 2. International	
Date of Affiliation from	
Date of Affiliation to	
Brief Description of the Affiliation	
Centre Address	
Address Line 1	
Address Line 2	
State/UT	
District/City	
Sub District (Tehsil/Mandal)	
Parliamentary Constituency	
Landmark	
Pin Code	
Area Classification of Centre, please specify from below options: 1. Urban 2. Rural	
Is Entire Centre situated at Ground Floor?	
Address Proof, please specify from below options: 1. Telephone Bill 2. Electricity Bill 3. Service Tax Registration (A copy of Address Proof of the TC)	
Total Training Centre Area (in Sq. Ft.) (The Total Centre Area should be a sum of Total Classroom Area, Total Lab Area, and other Centre Areas)	
If already participated in PMKVY, please specify Centre Id	

Appendix 2: Additional Requirements for Accreditation

In addition to the general requirements specified for all Training Centres, the following requirements will have to be specified by an Institute during the Accreditation process to become a Trainer-Assessor Academy.

I. Prior Experience in Training & Placement

Evidences to be submitted:

I.a Details of type of programmes offered at Institute and overall Training Numbers per programme in the last 3 financial years

I.b. Training & Placement Letters from organizations in the last 3 years and/or Employer Testimonies of the last 3 financial years

II. Clearly Defined Internal Governance & Management Structure

Evidences to be submitted:

II.a. Institutes Organizational Structure & Management Chart with write-ups on Individual duties & responsibilities of the management team, including but not limited to the following:

1. Head of Academy
2. 5 Vertical Heads –
 - a. Business Development and Industry Engagement;
 - b. Training Assessment and certification;
 - c. HR & Finance;
 - d. Communication & Marketing;
 - e. Administration and Maintenance

II.b. A scan of letter from the Institution confirming that these members are on roll

III. Systems & Capabilities in Place to Support Quality Delivery of Trainer-Assessor Certification Course

Evidences to be submitted:

III. a Write up on:

- Pre-course information, advisory services and preparatory material
- Plan for registration, pre-screening and Domain Test
- During Course systems for conducting classroom Training and OJT
- Post-course advisory services and support
- Plan for the Certification and Convocation Ceremony and certificate printing and distribution
- Administration System to maintain Training & Assessment Records
- Systems for monitoring, tracking outcomes, and reviewing the programme
- Procedures to manage complaints, grievances, and appeals
- Planning for future development of the programme
- Any other relevant information with regard to delivery of a quality Trainer-Assessor Courses

IV. 3-Year Business Action Plan

Evidences to be submitted:

IV.a. 3-year Business Action Plan which may include scope of delivery – Trainings Planned, Estimated capacity, Proposed Outreach Strategies and Business Finances

V. Strong Industry Linkage for Placement Assistance

Evidences to be submitted:

V.a. List of industry partners for placement assistance including reputed Training Providers and Assessment Agencies or any other relevant bodies

VI. Any Other Information:

Appendix 3: Curriculum for Trainer Certification Course (MEP/Q2601)

Domain: minimum 2 days including assessment

Platform: minimum 8 days including assessment

Minimum 80 hours / minimum 10 days

Below is the day-wise implementation plan for Trainers Certification Course as provided in the guidelines:

Implementation Plan (indicative)		Time Duration
Day 1: Domain Orientation		8 hours
Day 2: Domain Skills Assessment		8 hours
Day 3 onwards till Day 10: Platform training and assessment:		
A. Introduction to Training & Interpretation of NSQF		
1.	Introduction to India's National Skills Qualification Framework (NSQF)	2 hours
2.	Professional Conduct of Trainers	2 hours
B. Principles of Adult Learning		
3.	Principles of Adult Learning	4 hours
	Continuous Assessment	
C. Design Learning Experiences		
4.	The Training Process	7 hours
5.	Preparing a Session Plan	7 hours
	Continuous Assessment	
D. Prepare & Facilitate Learning		
6.	Training Delivery	8 hours
7.	Apply Health and Safety Practices	4 hours
	Continuous Assessment	
E. Assess Learning		
8.	Introduction to Competency-Based Assessment	2 hours
9.	Prepare for Assessment of Competency	2 hours
10.	Conduct Assessment of Competence	4 hours
	Continuous Assessment	
F. Knowledge & Skills Practice		
11.	Introduction to Practical Skills Training	2 hours
12.	Prepare for Work-Skills Demonstrations	4 hours
13.	Delivery of Work-Skills Training	5 hours
14.	Assessment of Work Place Performance	2 hours
	Continuous Assessment	
G. Continuous Professional Development		
15.	Bridge Module	Self-study
Assessment on Trainer qualification		8 hours



**Competency – based Curriculum for Trainer Certification Course as per the new Guidelines
(indicative curriculum)**

S. No	Module	Learning Objectives
1	Introduction to the India's National Skills Qualification Framework Duration: 2 hours	At the end of this module, the trainee will be able to: <ul style="list-style-type: none"> • Explain the concept and benefits of National Skills Qualification Framework (NSQF), Qualification Pack (QP) and National Occupational Standards (NOS) in the Indian context. • Explain the components of a Qualification Pack (QP) and National Occupational Standards (NOS).
2	Professional Conduct of Trainers Corresponding NOS Code MEP/N9912 Duration: 2 hours	At the end of this module, the trainee will be able to: <ul style="list-style-type: none"> • Explain the importance of training and development for individuals, organisations and society. • Describe the overall training and development functions in an organisation. • Describe the role and responsibilities of a trainer. • Display appropriate professional appearance for the workplace. • Demonstrate appropriate professional appearance and behaviour at the workplace. • Complete duties accurately and systematically in accordance to organisational guidelines/policies within the required timeframe.
3	Principles of Adult Learning Corresponding NOS Code MEP/N2602 Duration: 4 hours	At the end of this module, the trainee will be able to: <ul style="list-style-type: none"> • Explain the assumptions about adult learners. • Describe the characteristics of adult learners. • Describe the three domains of learning objectives i.e. psychomotor, cognitive and affective in relation to learning and assessment. • Distinguish between learner-centered training and trainer-centered training. • Identify the features of a conducive environment for learning.
4	The Training Process Corresponding NOS Code MEP/N2601, MEP/N2602 Duration: 7 hours	At the end of this module, the trainee will be able to: <ul style="list-style-type: none"> • Describe the key features of a training organisation. • Describe the main stages of the training cycle. • Explain the objectives and learning outcomes of the training program. • Describe the use of session delivery plans and facilitation guides for the implementation of a training program. • Explain the process of evaluating the effectiveness of the training program.
5	Preparing a Session Plan Corresponding NOS Code MEP/N2601 Duration: 7 hours	At the end of this module, the trainee will be able to: <ul style="list-style-type: none"> • Identify effective training methods. • Demonstrate various types of group introduction activities. • Identify differences between instructor-led training and learner-led training. • Demonstrate various training methods such as lecture, group discussion & presentation, group activities, role-plays, demonstration and practice, field trips, case studies, self-study. • Demonstrate various training processes such as connecting to previous learning, delivering information in a step by step fashion, explanation with examples, two-way interactions, step by step demonstration, guide learner practice and recap/consolidation to optimise learner experience. • Select the appropriate training delivery method and learning material according to adult learning needs.

		<ul style="list-style-type: none"> • Identify various measures that can be taken to ensure the training environment is conducive to learning. • Identify various technology tools for learning • Explain the importance of monitoring participants closely while they perform the training activities. • Demonstrate how to plan an appropriate training debrief. • Demonstrate how to provide constructive feedback to individuals and groups.
6	<p>Training Delivery</p> <p>Corresponding NOS Code MEP/N2602</p> <p>Duration: 8 hours</p>	<p>At the end of this module the trainee will be able to:</p> <ul style="list-style-type: none"> • State the various stages of a training session and the activities involved at each stage. • Apply learning principals to adjust the training delivery to suite learners’ needs • Conduct introductions and ice-breakers at the start of training sessions. within allocated time and with active participation of the learners. • Inform learners about the objectives and structure of the training session. • Gather learners’ expectations in line with the objectives of the course . • Conduct the training using a range of training methods and training processes as specified in trainer’s guide and/or session plan. • Use training resources as per the selected training method. • Manage inappropriate behaviour in a training session professionally in line with organisational policy/guidelines. • Conduct the closure activities such as summarizing key learnings, evaluating learning retention, obtaining feedback from trainees, securing the equipment effectively and within the allocated time. • Evaluate the progress of learners in achieving the learning outcomes using various techniques. • Explain the importance of documenting learning progress of the learners and providing them constructive feedback.
7	<p>Apply Health and Safety Practices</p> <p>Corresponding NOS code MEP/N9911</p> <p>Duration: 4 hours</p>	<p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> • Explain and demonstrate Health Safety and Environment (HSE) practices. • Identify relevant Occupational Health and Safety (OHS) regulations and procedures. • Identify relevant statutory legislation and environmental legislation applicable to the organisation and the area of operation. • Explain school/centre health, safety and emergency procedures, techniques and practices. • Identify the different health and safety emergencies that may occur at the workplace. • Take required actions promptly within the scope of responsibilities. • Comply with school/centre health, safety and emergency procedures, techniques and practices. • Adhere to evacuation and reporting procedures in case of a fire. • Seek assistance promptly from colleagues and/or other authorities where/when appropriate. • Assist with the general care and wellbeing of learners, including attending to learners with minor illnesses. • Assist learners in need of minor first aid in accordance with school or centre procedures.
9	<p>Introduction to Competency-based Assessment</p>	<p>At the end of this module the trainee will be able to:</p> <ul style="list-style-type: none"> • Explain the purpose of formative assessment and when is it undertaken.

	<p>Corresponding NOS Code MEP/N2604</p> <p>Duration: 2 hours</p>	<ul style="list-style-type: none"> • Explain how competency-based assessment differs from other types of assessment. • State the range of assessment purposes and assessment contexts, including Recognition of Prior Learning (RPL). • Explain the principles of assessment • Explain rules of evidence • State the distinction between assessment methods and assessment instruments/tools. • Describe different assessment methods, including their suitability for gathering various types of evidence, their suitability for the content of units, and resource requirements and associated costs. • Describe instruments to be used for gathering evidence, such as profile of acceptable performance measures; templates and proformas; specific questions or activities; evidence and observation checklists; checklists for evaluating work samples; candidate self-assessment materials; etc. • Describe procedures, information and instructions for the assessor and candidate relating to the use of assessment instruments and assessment conditions. • Explain the purpose and process of making reasonable adjustments and when they are applicable.
10	<p>Prepare for Assessment of Competence</p> <p>Corresponding NOS Code MEP/N2604</p> <p>Duration: 2 hours</p>	<p>At the end of this module the trainee will be able to:</p> <ul style="list-style-type: none"> • Schedule assessments in between the training schedule as per requirement of the training plan. • Identify units of competency that are to be used as benchmarks for assessment. • Identify assessment methods and assessment tools to evaluate the knowledge and domain skills of a learner. • Develop a checklist for the conduct of an assessment. • Arrange identified material and physical resource requirements according to assessment specification. • Conduct an audit of the assessment site.
11	<p>Conduct Assessment of Competence</p> <p>Corresponding NOS Code MEP/N2604</p> <p>Duration: 4 hours</p>	<p>At the end of this module the trainee will be able to:</p> <ul style="list-style-type: none"> • Carry out assessment in between the training modules applying the principles of assessment and rules of evidence. • Collect evidence of performance for each competency based on the rules of evidence. • Evaluate the collected evidence to check whether it reflects the evidence required to demonstrate the competence. • Use judgement to conclude whether competence has been demonstrated, based on the available evidence and in line with the agreed assessment procedures and plan. • Use technology while conducting assessment activities such as video evidence of skills/performance, recording of oral evidence, computer-based/on-line testing; etc. • Check and authenticate the video recordings and other evidences to see if there are no shortcomings, else retake the recording and evidences. • Record the assessment decision accurately with respect to the competency mentioned in the assessment criteria being achieved or not. • Document the results on paper templates as well as online forms and templates as prescribed accurately. • Complete candidate records accurately in the required time frame.

		<ul style="list-style-type: none"> Secure, label and pack the evidences accurately as per standard procedures adopted by the training organisation. Provide clear and constructive feedback to the student regarding the assessment decision. Develop a development plan for the learner based on formative assessment results.
12	<p>Introduction to Practical Skills Training</p> <p>Corresponding NOS Code MEP/N2610, MEP/N2603</p> <p>Duration: 2 hours</p>	<p>At the end of this module the trainee will be able to:</p> <ul style="list-style-type: none"> Explain the importance of practical skills training. State the advantages and disadvantages of demonstration and practice as a skills training tool. Describe the difference between on-the-job training and training in a simulated environment. Describe key characteristics of effective demonstrations such as purposefulness, clarity, completeness, speed and duration optimization, correct sequencing, freedom for errors and cost optimization. Describe how to effectively structure demonstrations and practice sessions. Describe the factors that are likely to prevent learning during demonstration and practice sessions and how to overcome them.
14	<p>Prepare for Work-Skills Demonstrations</p> <p>Corresponding NOS Code MEP/N2610</p> <p>Duration: 4 hours</p>	<p>At the end of this module the trainee will be able to:</p> <ul style="list-style-type: none"> Explain the importance of planning how to conduct a demonstration and rehearsing it before the actual demonstration. State the preparatory activities to be conducted before starting a demonstration. Identify the purpose and topics of the demonstration, time allowed for the demonstration and location and facilities where the demonstration will take place. Develop the order or sequence of the demonstration, for overall coverage of topic(s) as well as coverage of each task within the topic, to ensure ease of understanding for audience and the efficient use of resources. Confirming that all materials, tools and equipment are present and in working order, including safety equipment for the demonstration. Rehearse the demonstration without the audience and identify areas that need specific attention.
15	<p>Delivery of Work Skills Training</p> <p>Corresponding NOS Code MEP/N2603</p> <p>Duration: 5 hours</p>	<p>At the end of this module the trainee will be able to:</p> <ul style="list-style-type: none"> Brief the audience on each activity with respect to its purpose, procedure and site and safety precautions before the demonstration. Ensure all learners have access to necessary equipment and materials for practicing on and learning the work skills. Explain each step in the task or procedure Perform all the steps of the demonstration skilfully and in proper sequence and in a pace and manner that is easy for learners to follow. Provide opportunity for each learner to practice each step in the task or procedure required to be learnt, immediately after the demonstration. Provide opportunities for participants to correct mistakes during practice. Ensure steps are taken to protect the student as he or she performs each step of the procedure from hazards. Conduct a review and summarization of activities as required. Collect feed-back that will benefit future demonstration planning. Ensure that the equipment and tools are secure after the demonstration in accordance with appropriate procedures.

16	<p>Assessment of Workplace Performance</p> <p>Corresponding NOS code MEP/N2603</p> <p>Duration: 2 hours</p>	<p>At the end of this module the trainee will be able to:</p> <ul style="list-style-type: none"> • Identify performance criteria or indicators that are to be used as benchmarks for assessment. • Identify assessment methods and assessment tools to evaluate learners while they work on-the-job or in a simulated environment. • Develop a checklist for the conduct of the assessment. • Arrange identified material and physical resource requirements according to assessment specification. • Conduct an audit of the assessment site. • Carry out assessment in between the training modules applying the principles of assessment and rules of evidence. • Collect evidence of performance for each competency based on the rules of evidence. • Evaluate the collected evidence to check whether it reflects the evidence required to demonstrate the competence. • Use judgement to conclude whether competence has been demonstrated, based on the available evidence and in line with the agreed assessment procedures and plan. • Record the assessment decision accurately with respect to the competency mentioned in the assessment criteria being achieved or not. • Identify areas of improvement in the performance of each learner. • Share feedback on learner performance with management as per organisational procedure and to the learner to support his/her continuous learning and development.
12	<p>Continuous Professional Development</p> <p>Corresponding NOS Code MEP/N9912</p> <p>Duration: 4 hours (self-study)</p>	<p>At the end of this module the trainee will be able to:</p> <ul style="list-style-type: none"> • Explain the importance of continuous professional development for trainers • Develop year-on-year personal and professional goals and objectives. • Evaluate one's own capacity to meet these goals and objectives. • Identify techniques for continuous professional development. • Develop a professional development plan to enhance professional capabilities.

Appendix 4: Guidelines for Master Trainer for OJT

Instruction to Master Trainers for the OJT assignments:

1. Explain the OJT module in the class and provide a handout of the SOP
2. Explain 'Competent and Not-yet-competent' before the start of the session
3. All documents of assignments including the evaluation parameters must be explained in detail in the class presentation
4. OJT assignments must be used during the session to make participants practice the development of sessions and assessments, also understand expectation in evaluation parameters
5. The OJT checklist for each assignment must be made available to the participant beforehand
6. Session/lesson plan template sample needs to be shared with the participants
7. QP elements are required to be covered in detail during the ToT/ToA programme
8. Constructive feedback must be provided to participants within time
9. Be available for participants to resolve queries after the classroom training programme
10. Skill practice, activities, learning resources, learning style, training guidelines, WIIFM, learning objective, Bloom's Taxonomy, all must be explained during classroom training.
Suggested: Handouts or PPTs should be shared with the participants



Appendix 5: Evaluation Checklist for Assignment 1 – Trainer

Assignment A1 - Design a Theory Lesson

Instructions to Participants

1. You are required to develop a (30 minutes-2 hours) theory Lesson on the skills and knowledge of your domain skill.
(Note: same duration to be adhered to while conducting session in P1 assignment)
2. Obtain a copy of the Qualification Pack (QP) and select a National Occupational Standard (NOS). Identify the Performance Criteria (PCs) and the Technical Knowledge (TKs) for your 45-minute lesson. Identify an Element, within which you must identify PCs/KAs/KBs that you wish to cover in the lesson. Design a lesson on a topic you shall teach 2-3 weeks from now.
3. Document your lesson using an approved Lesson Plan Template or modify an available one. The lesson plan must provide step-by-step guidance to follow when carry out the teaching (from Introduction to Conclusion). The lesson plan must include details of the following:
 - a. Learning outcomes/ Performance Criteria covered
 - b. Presentation strategies or methods
 - c. Learning activities,
 - d. Formative assessment and feedback taken during the lesson
 - e. Resources and materials that you will need
 - f. Any physical requirements for the training.
 - g. Time schedule
4. Prepare an outline of the learning experience, learner handouts, learning activities and the list learning resources that you will use. This is detailing of point 3.a, c., and e.
5. Submit your lesson Plan and the materials indicated in para 4 electronically to the Master Trainer by xxx xxx xxxx.
6. The Master Trainer shall give feedback within one week of receiving your submission

Evaluation Checklist

Name of Participant	
Name of Training Institute	
Name of Assessor	
Date of Observation	
Qualification Pack Title	
Unit Title (Task)	
Learning Objectives (NOS & Performance Criteria) Element: Installing hardware	
Duration of Lesson	
Learning Resources	
Trainer-to-Trainee ratio	



	Evaluation Criteria	Yes	No	Areas for Improvements
I Learning objectives (NOS & Performance Criteria)				
1.	The learning objectives in the prepared lesson plan are aligned with the Performance Criteria (PC) identified by the student			
2.	The learning objectives are written in the observable and measurable format			
3.	The learning objectives of the selected PC is set as per Bloom's Taxonomy			
4.	The lesson plan is well organized and logically sequenced with clear indication of topic and duration to facilitate the delivery of training			
II Introduction Section				
5.	The training guidelines are clearly mentioned (expectation from the students)			
6.	The lesson is introduced in a manner that students know what to expect from the lesson (WIIFM-what's in it for me)			
III Main Section				
7.	The learning content is structured in a logical manner to facilitate the learning of the concept and knowledge			
8.	Time allocated for each stage is appropriate and sufficient to cover the breadth and depth of each learning topic and learning activity			
9.	Various learning styles were included depending on the need to transfer concepts and learning outcome			
10.	The learning activities were appropriate to assess student learning and reinforced learning objective			
11.	Instructions for the conduct of learning activities are clear and complete			
12.	Briefing after the activity was framed to reinforce learning outcome			
13.	Feedback after the learning activities were given to reinforce the learning objectives			
IV Conclusion				
14.	Recap of learning to maximize learning retention			
15.	Encouraged students to ask questions and participate			
16.	There are procedures for transitioning to the next lesson or follow up activity			
V Training Resources				
17.	Learner notes and handouts are appropriate and sufficient for the lesson.			

	Evaluation Criteria	Yes	No	Areas for Improvements
18.	Learning resources/materials are appropriate and able to facilitate effective delivery of training.			
VI Overall Performance (SUMMARY)				
19.	Did the trainee's overall performance meet the entire standard?			

VII Feedback to Participant	
Strengths:	
Improvements needed:	
General comments:	
Participant signature	Date
Assessor signature	Date

Note:

- All evaluation criteria must be assessed as “Yes” to be assessed as Competent (to be repeatedly assessed until the participant achieves an ‘Yes’ to all the criteria)
- If any of the criteria is assessed as “No”, the Trainee will be asked to work with the Master Trainer for follow-up training and re-assessment of these items,

Appendix 6: Evaluation Checklist for Practical 1 – Trainer

Assignment P1 - Conduct a Theory Lesson

Instructions to Participants

1. Use the lesson plan developed for **Assignment A1 – Design a Theory Lesson** to teach this lesson to a group of “students” or your peers arranged or assigned to you for this teaching session.
2. Read through the Lesson Plan and secure the training resources as listed in the plan.
3. Prepare an outline of the contents for this lesson which covers the following sections with time allocation:
 - a. Introductory activities
 - b. Main section activities
 - c. Learning activities
 - d. Closing activities
4. Prepare sufficient student handouts and learning activity sheets.
5. Teach your lesson to the class.
6. Make arrangement for the recording of your training session.
7. Submit the lesson outline (or lesson plan) and video recording electronically to the Master Trainer.



Evaluation Checklist

Name of Participant	
Name of Training Institute	
Name of Assessor	
Date of Observation	
Qualification Pack Title	
Unit Title (Task)	
Learning Objectives (NOS & Performance Criteria)	
Duration of Lesson	
Learning Resources	
Trainer-to-Trainee ratio	



22.	Learning resources are appropriate and able to facilitate effective delivery of training			
VI Overall Performance				
23.	Did the trainee's overall performance meet the standard?			

VII Feedback to Trainee	
Strengths:	
Improvements needed:	
General comments:	
Participant signature	Date
Assessor signature	Date

Note:

- All evaluation criteria must be assessed as “Yes” to be deemed as Competent.
- If any of the criteria is assessed as “No”, the Trainee will be asked to work with the Master Trainer for follow-up training and re-assessment of these items

Appendix 7: Evaluation Checklist for Assignment 2 – Trainer

Checklist A2 - Design a Practical Lesson

Instructions to Participants

1. You are required to develop a 2-hour Practical Lesson on the skills and knowledge of your domain skill.
2. Obtain a copy of the Qualification Pack (QP) and select a National Occupational Standard (NOS). Identify the Performance Criteria (PCs) and the Technical Knowledge (TKs) for your 2-hour lesson.
3. Document your lesson using an approved Lesson Plan Template or modify an available one. The lesson plan must provide step-by-step guidance to follow when carrying out the teaching (from Introduction to Conclusion). The lesson plan must include details of the following:
 4. Learning objectives or outcomes of the lesson
 5. Detailed description of the practical assignment including drawings and reference resources (can be on a separate document)
 6. Tools, equipment and materials for the practical assignment
 7. Physical requirements of the training venue
 8. Workplace safety and health requirements
 9. Time allocated
10. Prepare an observation checklist to evaluate the performance of the practical assignment
11. Prepare a practical performance and feedback recording sheet
12. Submit your practical assignment instruction sheet and the observation checklist as stated in para 3 and 4 electronically to the Master Trainer by xxx xxx xxxx.



Evaluation Checklist

Name of Trainee	
Name of Training Institute	
Date of Submission	
Name of Assessor	
Qualification Pack Title	
Unit Title (Task)	
Learning Objectives (Performance Criteria)	
Duration of Practical Lesson	
Training Venue (Workshop/Lab)	
Training resources (Equipment, tools and materials)	
Trainer-to-Trainee ratio	



Evaluation Criteria		Yes	No	Remark
I Learning Objectives				
20.	The learning objectives are aligned with the Performance Criteria (PC)			
21.	The learning objectives are written in the observable and measurable format			
22.	The learning objectives match the taxonomy level of the PC			
II Introduction Section				
23.	The instructions to complete the practical assignment are logically organised with clear indication and duration to facilitate the execution of the mini-project (assignment).			
24.	The training guidelines are clearly mentioned (expectation from the students)			
25.	The main tools, equipment and materials are specified in the instruction sheet			
26.	The lesson is introduced in a manner that students know what to expect from the lesson (WIIFM-what's in it for me)			
27.	Workplace safety and health requirements are clearly stated in the instruction sheet			
III Main Section				
28.	Instructions for the execution of the activities are clear and relevant			
29.	Symbols, charts, drawings used during the lesson are comprehensible by the learners			
30.	The trainer has demonstrated the activity twice to the students			
31.	The students have practiced the activity demonstrated by the trainer			
32.	The time allocated is sufficient for all trainees to complete the assignment			
IV Conclusion				
33.	Observation checklist for the evaluation of the performance of the trainee is adequately designed for the stated purpose			
34.	Recording form to document the performance of the assignment is adequately designed for the stated purpose			
35.	Briefing of the activity is framed to reinforce learning outcome			
36.	Feedback after the activity is given to students			
V Training Resources				
37.	The tools listed in the instruction sheet are adequate and relevant			
38.	The equipment listed in the instruction sheet are adequate and relevant			
VI Overall Performance				
39.	Did the trainee's overall performance meet the standard?			

VII Feedback to Trainee	
Strengths:	
Improvements needed:	
General comments:	
Candidate signature	Date
Assessor signature	Date

Note:

- All evaluate criteria must be assessed as “Yes” to be deemed as Competent.
- If any of the criteria is assessed as “No”, the Trainee will be asked to work with the Master Trainer for follow-up training and re-assessment of these items,

Appendix 8: Evaluation Checklist for Practical 2 – Trainer

Assignment P2 - Conduct a Practical Lesson

Instructions to Participants

1. Use the instruction sheet developed for Assignment A2 – Design a Practical Lesson to teach this lesson to a group of 'students' or your peers arranged or assigned to you for this teaching session. The complete video needs to be submitted to the Master Trainer. (Note: arrange for a camera set-up that able to capture Students and Trainer both)
2. Read through the Instruction Sheet and secure the training resources as listed in the instruction sheet.
3. Prepare an outline of the contents for this lesson which covers the following sections with time allocation:
 - i. Introductory activities
 - ii. Main section activities
 - iii. Learning activities
 - iv. Closing activities
4. Prepare sufficient practical assignment instruction sheets.
5. Carry out your lesson to the class
6. Make arrangement for recording of your training session.
7. Submit the lesson outline (or lesson plan) and video recording electronically to the Master Trainer.



Evaluation Checklist

Name of Participant	
Name of Training Institute	
Name of Assessor	
Date of Observation	
Qualification Pack Title	
Unit Title (Task)	
Learning Objectives (Performance Criteria)	
Training Venue (Workshop/Lab)	
Duration of Lesson	
Learning Resources	
Trainer-to-Trainee ratio	



	Evaluation Criteria	Yes	No	Remark
I Learning Outcomes				
1.	The participant followed the lesson plan designed in A2			
2.	The objective/importance of the session were stated			
3.	Safety considerations were take care of during the session			
4.	Time allocated in the lesson plan in A2 was followed			
5.	The practical session was conducted in a logical sequence			
II Introduction Section				
6.	Training guidelines were stated (what is expected from the students)			
7.	The lesson is introduced in a manner that students know what to expect from the lesson (WIIFM-what's in it for me)			
III Main Section				
8.	The presentation of lesson is clear and organized			
9.	The voice is clearly audible throughout classroom			
10.	The lesson is appropriately paced (balance of instructional time with student participation)			
11.	Time for students to ask questions and interact with material and other students is adequate.			
12.	Responses to questions from students are appropriate without adding distracting emotions			
13.	The lesson contains appropriate activities to assess student mastery of learning objectives			
14.	Instructions for the conduct of learning activities are clear and complete			
15.	The trainer demonstrated the activity twice to the students			
16.	The students practiced the activities after the trainer demonstration			
17.	Briefing of the activities was done to reinforce learning outcome			
18.	Feedback to the students after the activity was given to students			
IV Conclusion				
19.	Recap of learning to maximise learning retention			
20.	Key points of the lesson are clearly articulated			
21.	There are procedures for transitioning to the next lesson or follow up activity			
V Training Resources				
22.	Lesson notes are prepared and distributed to the students			
23.	Learning resources are appropriate and able to facilitate effective delivery of training.			
VI Overall Performance				
24.	Did the trainee's overall performance meet the standard?			

Appendix 9: Evaluation Checklist for Assignment 3 – Trainer

Assignment P2 – Design an Assessment

Instructions to Participants

1. You are required to develop an Assessment Plan to gather evidence to assess the competence on the skills and knowledge of your domain skill.
2. Obtain a copy of the Qualification Pack (QP) and select a National Occupational Standard (NOS). Study the associated “Criteria for Assessment of Trainees” [see QP/ Model Curriculum] and familiarise yourself with the assessment specifications, assessment strategies (methods and instruments), the evidence gathering plan and the assessment summary record.
3. Complete the table (see template below) indicating the necessary activities and the required resources for the preparation of the assessment of the skills and knowledge of a NOS. The table must include the skills and knowledge components to indicate all the necessary information and resources and should include the following items:
 - a. NOS title
 - b. Competency elements
 - c. Performance criteria
 - d. Assessment criteria
 - e. Assessment methods
 - f. Assessment Instruments
 - g. Tools, equipment and materials
 - h. Time duration
4. Submit your table indicated in para 3 electronically to the Master Trainer.
5. This assignment is divided into 2 parts:
 - a. The assessment plan of an entire NOS should be submitted in the table, by breaking it up into various elements and PCs.
 - b. One element from the NOS should be selected and a detailed assessment plan for it including assessment materials/checklists should be submitted

TABLE FOR THE ASSESSMENT PLAN

NOS Title: _____

No.	Competency Element	Performance criteria	Assessment methods	Type of Assessment	Assessment Instrument	Tools & Equipment	Duration
Practical Assessment							
E.g.	Installing hardware	PC5. in case of laptop, connect battery, plug in and switch on the system	Observation	Group assessment	Skill check-list	3-4 laptops (depending on the batch size), battery, plug	15mins
1							
2							
3							
4							
Theory Assessment							
E.g.	Installing hardware	PC5. in case of laptop, connect battery, plug in and switch on the system	VIVA	Individual assessment	Question sheet- 1 for the trainer	Not required	20 mins
5							
6							
7							
8							

Evaluation Checklist

Name of Trainee	
Name of Training Institute	
Date of Submission	
Name of Assessor	
Qualification Pack Title	
Learning Objectives (NOS & Performance Criteria)	
Duration of Assessment	
Trainer-to-Trainee ratio	
Training Venue (Workshop/Lab)	
Training resources (Equipment, tools and materials – specification & numbers)	



	Evaluation Criteria	Yes	No	Remark
I Assessment Plan				
1.	The Assessment criteria are aligned with the Performance Criteria (PC)			
2.	The evidence gather plan includes a variety of assessment methods and instruments for the skills component			
3.	The evidence gather plan includes a variety of assessment methods and instruments for the knowledge component			
II Assessment Instrument				
4.	The assessment instrument to assess the skills component is appropriate for the practical assignment			
5.	The duration of the practical assignment is appropriate for the given tasks			
6.	The assessment instruments to assess the knowledge component are appropriate and cover the relevant performance criteria			
7.	The duration of the assessment method suggested for each element is appropriate for that element			
III Recording of Assessment				
8.	The observation checklist cover the assessment criteria adequately			
9.	The assessment record form is able to capture all the necessary information of the assessment			
10.	The assessment record form includes a feedback section to inform the students of their strengths and weaknesses			
11.	The assessment record form includes an overall outcome of the assessment			
IV Assessment Resources				
12.	The tools and equipment listed are sufficient for conduct of the practical skills test			
13.	The assessment venue specified is appropriate for the conduct of the practical skills test			
V Overall Performance				
14.	Did the trainee's overall performance meet the standard?			

VI Feedback to Trainee	
Strengths:	
Improvements needed:	
General comments:	
Candidate signature	Date
Assessor signature	Date

Note:

- All evaluation criteria must be assessed as “Yes” to be deemed as Competent.
- If any of the criteria is assessed as “No”, the Trainee will be asked to work with the Master Trainer for follow-up training and re-assessment of these items

Appendix 10: Evaluation Checklist for Practical 3 – Trainer

Assignment P3 - Conduct an Assessment

Instructions to Participants

1. You are required to conduct an assessment on practical skills to gather evidence to assess the competence on the skills and knowledge of your domain skill.
2. Obtain a copy of the Qualification Pack (QP) and select a National Occupational Standard (NOS). Use the table developed for Assignment A3 – Design an Assessment Plan to select a pre-developed/ self-developed practical skills test to be conduct to a select group of “students”
3. Develop an observation checklist to gather evidence on the competence of your “students” on the performance of the practical skills test (see example below). The observation checklist should include the follow items:
 - a. NOS title
 - b. Competency elements
 - c. Performance criteria
 - d. Assessment criteria
 - e. Time duration
 - f. Assessment methods
 - g. Assessment Instruments
 - h. Assessment outcome
4. Conduct the practical skills test on a group pf selected “students”
5. Arrange for the session to be video recorded.
6. Submit your observation checklist and the video recording electronically to the Master Trainer by xxx xxx xxxx.

Example of an Assessment Framework that a Trainer may use to conduct and Assessment

NOS Title	
Title of the Test	
Training Venue	
Date of the Test	
Duration of the Test	
Training resources (Equipment, tools and materials)	

Assessment table to be filled in for every student who is assessed

Name of student to be assessed:

SN	Competency Element	Assessment Criteria			Outcome of Assessment	
					Yes	No
1						
2						
3						
4						
5						
6						
7						
8						
Overall Performance						
Did the trainee's overall performance meet the standard?						

V Feedback to Trainee
Strengths:

Improvements needed:	
General comments:	
Candidate signature	Date
Assessor signature	Date

Observation Checklist

Name of Trainee	
Name of Training Institute	
Name of Assessor	
Date of Assessment	
Duration of Assessment	
Qualification Pack Title	
Unit Title (Task)	
Learning Objectives (NOS & Performance Criteria)	
Trainer-to-Trainee ratio	
Assessment Instrument (Instructions to Candidates, Observation Checklist)	
Training Venue (Workshop/Lab)	
Training resources (Equipment, tools and materials)	

Evaluation Criteria		Yes	No	Remark
I Before Assessment				
1.	The trainer is prepared for the assessment with all the test papers and checklists			
2.	Assessment site is setup for the assessment to take place:			
3.	Assessor had introduced himself/herself to candidate			
4.	Candidate's identity is confirmed/verified			
5.	Candidate is briefed on the following information: <ul style="list-style-type: none"> • Purpose of assessment • Assessment criteria and method(s) • Duration of assessment • Resources available • Appeal process 			
6.	Equipment to be used during assessments are checked and verified			
7.	Demonstrated positive body language while conducting assessment			
II During Assessment				
8.	Candidates' attire and work habit are observed to match the domain skill requirements			
9.	Practical performance by candidate is observed/ assessed against the defined assessment criteria			
10.	Areas where the candidate is not-yet-competent are noted			
III After Assessment				
11.	Evidence of practical performance demonstrated by candidate are evaluated			
12.	Competency level achieved by candidate is judged against the set target			
13.	Assessment results are informed to candidate and improvement feedback is provided to not-yet-competent candidate			
14.	Feedback from candidate is obtained			
15.	Assessment results and outcome are recorded with signature of candidate and verified by assessment manager (where required)			
16.	Assessment outcome report is prepared			
IV Overall Performance				
17.	Did the trainee's overall performance meet the standard?			

V Feedback to Trainee	
Strengths:	
Improvements needed:	
General comments:	
Candidate signature	Date
Assessor signature	Date

Note:

- All evaluation criteria must be assessed as “Yes” to be deemed as Competent.
- If any of the criteria is assessed as “No”, the Trainee will be asked to work with the Master Trainer for follow-up training and re-assessment of these items,

V Feedback to Trainee	
Strengths:	
Improvements needed:	
General comments:	
Candidate signature	Date
Assessor signature	Date

Note:

- All evaluation criteria must be assessed as “Yes” to be deemed as Competent.
- If any of the criteria is assessed as “No”, the Trainee will be asked to work with the Master Trainer for follow-up training and re-assessment of these items,

Appendix 11: Terms of Reference for an MoU between the SSC and the Institute

This is a suggested TOR defining roles and responsibilities between the Institute and SSC. The actuals shall be agreed in an MoU between both stakeholders.

Sector Skill Council

Sector Skill Councils shall implement the following for Trainer and Assessor Certification Course as per the new Guidelines:

- A. Mobilization
 - i. SSCs shall mobilize the candidates from Short-term training for the Trainer and Assessor Certification Course.
 - ii. SSC shall provide information to the candidates about the Trainer and Assessor Certification course as per the Guidelines and Standard Operating Procedure (SOP).
 - iii. SSC shall support registration of candidates on Skill India Portal and conduct the eligibility check of the candidates as per the Guidelines and SOP.
 - iv. SSC shall enroll and collect the training fee from the interested candidates as per the Guidelines and SOP.
- B. Pre-requisites
 - i. SSC shall provide training content to the Master Trainers at Institute in hard-copy.
 - ii. SSC shall certify the Institute nominated Master Trainers for the Trainer and Assessor Certification Course.
 - iii. SSC shall provide updated information to Institute on infrastructure requirement including lab requirements and eligibility criteria for Trainers, Assessors and Master Trainers.
- C. Assessment
 - i. SSC shall ensure the candidates are assessed on domain job role as per the Guidelines and SOP of the Trainer and Assessor Certification Course.
 - ii. SSC shall conduct platform skills assessment as applicable through their empaneled assessors at Institute at the end of 10-day training programme
- D. Certification
 - i. SSC shall nominate Head – ToT and an industry expert for Certification Committee meeting conducted at the end of OJT component of the Trainers and Assessors Certification course.
 - ii. SSC shall issue soft copy of the joint certificates (SSC & Institute) to the candidates as per the approved template through Skill India Portal.
 - iii. The joint certificates shall be issued as ‘Certified Trainer/Assessor’ (i.e. those who pass domain and platform assessment conducted at the end of the ten-day training) as well as ‘Advanced Certification’ (i.e. those who pass continuous assessment during OJT).
- E. Co-ordination
 - i. SSCs shall comply with the established processes on Skill India Portal as and when applicable as per the Guidelines and SOP document.
 - ii. SSC shall ensure that content of the ten-day training programme as per the Guidelines and SOP is shared in hard-copy with the Institute before commencement of the batch.
 - iii. SSC shall nominate a Single-point-of-contact (SPOC) who will co-ordinate with Institute for various information on regular basis.

- iv. Candidates not associated with a training center shall be supported by SSC in identifying a suitable training set-up enabling the candidate in undertaking OJT component of the Trainer and Assessor Certification Course.
- v. SSC shall address the grievances of the institute related to performance, assessment or any other ToT/ToA related issue. The un-resolved grievances of the candidates and the institute will be addressed by NSDC.
- vi. SSC shall comply with any change in the Guidelines and SOP as applicable for the Trainer and Assessor Certification Course.

Institute

The Institute shall implement the following for Trainer and Assessor Certification Course:

- A. Pre-requisites:
 - i. Institute shall ensure availability of the necessary facilities and adequate laboratory infrastructure and consumables for each batch, creating a conducive learning environment as per the accreditation requirements define in the Guidelines and SOP.
 - ii. The Institute shall comply with the Accreditation process pertaining to infrastructure readiness vis-à-vis requirements shared by the concerned SSC.
 - iii. Institute shall ensure that the relevant faculty is certified by the concerned SSC before commencement of the batch as per the Guidelines and SOP.
 - iv. Institute shall ensure assigning the certified Master Trainer(s) for the 10-day training programme as well as the OJT component of the Trainer and Assessor Certification Course.
 - v. Institute to provide food and refreshment to candidates throughout the 10-day training programme.
- B. Training and Assessment:
 - i. Institute shall implement training, On-job-training continuous assessment and Certification committee components of the Trainers and Assessor Certification Course as defined in Guidelines and SOP.
 - ii. Institute shall comply with the applicable processes on Skill India Portal and provide progress updates as per the Guidelines and SOP.
- C. On- Job-Training (OJT):
 - i. Institute shall ensure the OJT briefing session is conducted with all the candidates as per the Guidelines and SOP.
 - ii. Institute's Master Trainer shall ensure all OJT assessment checklists and evaluation criteria are followed as per the Guidelines and SOP document
 - iii. NSTI shall ensure regular performance tracking of all candidates undergoing OJT with the institute
- D. Certification Committee:
 - i. Institute shall constitute Certification Committee involving nominations from the concerned SSC/other bodies as specified in the Guidelines and SOP.
 - ii. Institute shall organize Certification Committee meetings and convocation ceremony at the end of the Trainer and Assessor Certification course for all candidates meeting the passing criteria as specified in the Guidelines and SOP.
- E. Co-ordination:
 - i. Institute shall comply with the established processes on Skill India Portal as and when applicable as per the Guidelines and SOP.
 - ii. Institute shall comply with any change in the Guidelines and SOP as applicable for the Trainer and Assessor Certification Course.

Commercial Terms & Conditions

1. SSCs shall collect fee as per approved cost structure from candidates before commencement of the batch.
2. The collected fee shall be shared between the SSC and the concerned Institute on the defined revenue sharing approach as approved by the Joint committee.
3. SSC to share the fee as per the agreed terms of reference with the Institute, on the basis of the following approach:

Services	Charges	When Applicable
Fees for use of Infrastructure (classroom, facility, domain lab & a computer lab), consumables, certified Master Trainer, Lunch & refreshment to participants, Stationery, admin expense for the institute for the programme duration. 15-week OJT expenses and Certification and convocation ceremony, as per the Guidelines and Standard operating Procedures.	Cost structure and revenue sharing method approved by MSDE in the Joint Committee	On completion of a batch

4. SSC undertakes to retain fees as given below:

Services	Charges	When Applicable
Assessment Fee (minimum two)	As per Cost structure approved by MSDE in 1st JC meeting	Per candidate basis; at the time of completion of the batch
Mobilization Expense	As per the approved cost structure	Per candidate basis; at the time of completion of the batch
Admin Expense	Cost norm and revenue sharing approved by Joint Committee	Per candidate basis; at the time of completion of the batch
Content	As per the approved cost structure	Per candidate basis; at the time of completion of the batch

Any change in the Guidelines or SOP as well as the approved cost (per candidate) shall be applicable.

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Tourism and Hospitality Skill Council	National Skill Training Institute, Dehradun
Agriculture Skill Council of India	Directorate General of Training
Retailers Association's Skill Council of India (RASCI)	Larsen & Toubro Leadership Development Academy
Apparel, Made-Ups & Home Furnishing Sector Skill Council	National Skill Training Institute, Noida
Management & Entrepreneurship and Professional Skills Council	National Skill Training Institute, Chennai
Beauty and Wellness Sector Skill Council	Capital Goods Skill Council
IT-ITeS Sector Skill Council	National Skill Training Institute, Bengaluru
Power Sector Skill Council	National Skill Development Corporation
Telecom Sector Skill Council	Ministry of Skill Development & Entrepreneurship, Government of India
Automotive Skill Development Council	National Skill Training Institute Kolkata
Construction Skill Development Council of India	BSFI Sector Skill Council of India



