

NSQC QUALIFICATION FILE

Approved in 22th NSQC Meeting, 19th December 2018

CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE

Name and address of submitting body:

MEPSC,
Management & Entrepreneurship and Professional Skills Council,
14 Management House, Institutional Area,
Lodhi Road, New Delhi-110003

Name and contact details of individual dealing with the submission

Name: Col. Anil Kumar Pokhriyal

Position in the organisation: Chief Executive Officer

Address if different from above: Same as above

Tel number(s): 011- 24645100,

E-mail address: ceo@mepsc.in

List of documents submitted in support of the Qualifications File

- Qualification Pack with National Occupational Standards
- Occupational Map
- Summary of Industry validations
- Survey Report by ILO Supporting Quality Teaching, Training and Assessing for Skills Development: India

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- SUMMARY

1	Qualification Title: Training Materials Developer
2	Qualification Code, if any: MEP/Q2902
3	NCO code and occupation: NCO-2015/ 2424.9900
4	Nature and purpose of the qualification (Please specify whether qualification is short term or long term): This is a Qualification Pack (QP) containing National Occupational Standards for the job role -Training Materials Developer The main purpose of the qualification and the target learners is to get unemployed people into work and to upgrade the skills of people already in work.
5	Body/bodies which will award the qualification: Management &Entrepreneurship and Professional Skills Council (MEPSC)
6	Body which will accredit providers to offer courses leading to the qualification: Management &Entrepreneurship and Professional Skills Council (MEPSC)
7	Whether accreditation/affiliation norms are already in place or not , if applicable (if yes, attach a copy) : Under development
8	Occupation(s) to which the qualification gives access: Instructional Design
9	Job description of the occupation: The training materials developer develops training materials based on the training design and learning outcomes provided to assist the trainer and learner. These materials include the learner's handbook, trainer's guide, teaching collaterals, PowerPoint presentations, etc. which are used in instructor led programs and self-learning.
10	Licensing requirements: N/A
11	Statutory and Regulatory requirement of the relevant sector (documentary evidence to be provided) : N/A
12	Level of the qualification in the NSQF: Level 5
13	Anticipated volume of training/learning required to complete the qualification: 400 Hours
14	Indicative list of training tools required to deliver this qualification: Training Kit (PowerPoint, Trainer Guide), computer systems with required software, EHS policy, Class A, B, C, D and K fire extinguishers, First aid kit with all contents
15	Entry requirements and/or recommendations and minimum age: Graduate in the relevant field Experience in any training and assessment function, Experience in using word processor, spreadsheet and presentation applications, internet skills and written communication skills 22 Years old
16	Progression from the qualification (Please show Professional and academic progression) : Vertical: Instructional Designer, LMS Manager, E-learning Manager Horizontal: Training Content Researcher (SME), Story Boarder

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17	Arrangements for the Recognition of Prior learning (RPL) : RPL assessment will be as per normal MEPSC assessment process. (MEPSC recognizes that there may be candidates who have prior learning experience in the Management Sector and are desirous of being certified. Such candidates can apply to MEPSC for testing and certification of their skills. Training Partners will be responsible for identifying and counselling candidates for RPL through mobilization camps and advertisements. The details of the RPL process have been defined by MEPSC under the document- Guidelines for Recognition of Prior Learning under PMKVY).		
18	International comparability where known (research evidence to be provided) : Comparability not established, however have referred to Earlier QPs developed by ILO as well as Australian Qualification TAE40116 Certificate IV in Training and Assessment		
19	Date of planned review of the qualification: 04/07/2022		
21	Formal structure of the qualification Mandatory components		
(i)	Title of component and identification code/NOSs/Learning outcomes	Estimated size (learning hours)	Level
	MEP/N2905 Gather information and materials for content development	150	5
	MEP/N2903 Develop training resources as per specified training plan	150	5
	MEP/N2909 Comply with Intellectual Property Rights, Rules, Regulations and Ethics	50	5
	MEP/N9912 Apply principles of professional practice at the workplace	50	5
	MEP/N9911 Apply health and safety practices applicable in a training and assessment environment	50	4
	Sub Total (A)	400	
	Optional components (N/A)		

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	Total (A+B)

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SECTION 1 ASSESSMENT

21	Body/Bodies which will carry out assessment: Assessments agencies empanelled with MEPSC to carry out assessment: <ul style="list-style-type: none">- Aspiring Minds Assessments Pvt Ltd- Co Cubes Technologies Pvt Ltd- India Skills Pvt Ltd- Induslynk Training Services Pvt Ltd (METTL)- Skill Training Assessment Management Partners Ltd (STAMP)- Trendsetters Skill Assessors Pvt Ltd
22	How will RPL assessment be managed and who will carry it out? RPL will be based on the same approved Qualification Pack and Assessment Criteria mentioned in the Qualification Pack. RPL assessment is carried out in the same way as the assessment for fresh training.
23	Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, reliable and fair and show that these are in line with the requirements of the NSQF. Annexure attached (Assessment Matrix is mentioned at the end of the Model Curriculum)

Please attach most relevant and recent documents giving further information about assessment and/or RPL.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

ASSESSMENT EVIDENCE

Complete a grid for each component as listed in “Formal structure of the the qualification” in the Summary.

NOTE: this grid can be replaced by any part of the qualification documentation which shows the same information – ie Learning Outcomes to be assessed, assessment criteria and the means of assessment.

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24. Assessment evidences

Title of Component: Training Materials Developer

Job Role: Training Materials Developer

Qualification Pack: MEP/Q2902

Sector Skill Council: Management & Entrepreneurship and Professional Skills Council

Guidelines for Assessment:

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below.)
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
5. To pass the Qualification Pack, every trainee should score a minimum of 70% in every NOS.
6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.
7. In case of *unsuccessful completion*, the trainee may seek reassessment on the Qualification Pack.

Total Marks: 500		Compulsory NOS		Marks Allocation	
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out of	Theory	Skills Practical
MEP/N2905 Gather information and materials for content development	PC1.confirm the research topics and target audience from the training design document	100	4	2	2
	PC2.identify the learning outcomes to be covered for each topic from the design document		5	2	3
	PC3.identify suitable sources of information and decide where to get necessary data		5	2	3

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PC4.break topic into important sub-topics and identify key words	5	2	3
PC5.search for the content on the sub-topics from the identified suitable sources	5	2	3
PC6.compare data from multiple sources	5	2	3
PC7.extract and document reliable data or information along with the source information	5	2	3
PC8.apply all IPR regulations while obtaining the content	5	2	3
PC9.confirm the research topics and target audience from the training design document	5	2	3
PC10.identify the learning outcomes to be covered for each topic from the design document	5	2	3
PC11.identify suitable sources of information and decide where to get necessary data	5	2	3
PC12.design a plan for carrying out your selected research method	4	2	2
PC13.choosing the right primary research method	4	1	3
PC14.draft research questions for all the information required for various sub-topics, topics and learning outcomes	5	2	3
PC15.prepare the research tool which could be an interview or survey questionnaire, checklist, observation sheet, etc.	5	2	3
PC16.take required permissions from the sources of information to conduct the research and use the analysis of the research in the training materials	4	1	3
PC17.prepare a template to gather data which will keep the data in a format that is	4	2	2

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	easy to access and analyse				
	PC18.apply the research tool at the sources of information and gather data in the design template		5	2	3
	PC19.follow legal, organisational and ethical requirements to gather information and data		4	2	2
	PC20.analyse the data for relevance and priority		4	1	3
	PC21.share data with respective stakeholders and obtain validation of data		3	1	2
	PC22.take measures to ensure that data is not contaminated i.e. it is fair and representative of actual situation and not altered intentionally		4	2	2
		Total	100	40	60
MEP/N2903 Develop training resources as per specified training plan	PC1.consult and clarify with the clients about the objectives of training	100	3	1	2
	PC2.identify the target audience and their learning needs		3	1	2
	PC3.obtain and interpret the curriculum and training design for the training		3	1	2
	PC4.identify the types of resources required for the training from the training design		3	1	2
	PC5.identify the sources of information for developing resources		3	1	2
	PC6.identify the relevant templates, formats and guidelines for development of resources		3	1	2
	PC7.research and gather raw content using primary and secondary research for developing the resources as per the curriculum specifications		5	2	3
	PC8.apply all IPR regulations while		3	1	2

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	obtaining the content				
	PC9.organise the content as per the curriculum specifications		4	1	3
	PC10.modify the content to make it learner friendly		5	2	3
	PC11.obtain additional supporting material, if required, to develop the content		3	1	2
	PC12.ensure the content is clear, concise, correct, complete and appropriate as per the curriculum		5	2	3
	PC13.perform self-check and proofreading to ensure language and adherence to the guidelines		3	1	2
	PC14.consult the subject matter expert to modify and confirm the relevance and correctness of the content		3	1	2
	PC15.obtain approval to ensure compliance to organisational standards from authorised person		3	1	2
	PC16.organised and input the content in a relevant template to develop training resources for the intended audience		3	1	2
	PC17.obtain tools, technologies and services for the development of resource in the respective medium such as word processor, desktop publishing software, picture editing software, presentation software, e-learning software, etc.		3	1	2
	PC18.collaborate with service provider to prepare the resource as per the organisational guidelines.		3	1	2
	PC19.ensure the resources are clear, instructive, correct, complete and appropriate as per the curriculum		3	1	2

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	PC20.obtain suggestions for modification in the resource to ensure relevance and adherence to the guidelines		3	1	2
	PC21.modify the resources according to the suggestions and seek approval from authorised person		3	1	2
	PC22.check resource content to ensure the accuracy and relevance of information against specifications		3	1	2
	PC23.check text, format and visual design for clarity and focus		3	1	2
	PC24.conduct an external review using appropriate review methods such as running a pilot or alpha teach and incorporate feedback		3	1	2
	PC25.review final draft against the brief and other relevant criteria to ensure it meets all requirements prior to delivery to the client		3	1	2
	PC26.reflect on the development process and methods and identify areas for improvement		3	1	2
	PC27.conduct an external review and seek feedback from expert		3	1	2
	PC28.incorporate the feedback and ensure it meets the specifications		3	1	2
	PC29.seek approval for the final training resource from authorised person		3	1	2
	PC30.reflect on the development process and methods and identify areas for improvement		3	1	2
	PC31.document identified improvements for future projects		3	1	2
		Total	100	34	66
MEP/N2909 Comply with	PC1. identify copyright and other Intellectual Property Rights (IPR)	100	6	3	3

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Intellectual Property Rights, Rules, Regulations and Ethics	protections applicable to different types of materials available and developed			
	PC2. identify legislative requirements governing copyright in own and other countries as applicable	5	3	2
	PC3. identify material within the organisation that may attract copyright and other IPR protection	6	3	3
	PC4. determine the copyright owner of original works within or used by the organisation	6	3	3
	PC5. identify sources of information and advice regarding copyright and other IPR issues within the organisation and outside	6	3	3
	PC6. research when permission is needed to use copyright material belonging to others	6	3	3
	PC7. identify legal and economic implications of copyright infringement and communicate the same to relevant personnel	6	3	3
	PC8. identify types of permission available to use materials copyrighted materials	6	3	3
	PC9. initiate processes to obtain permissions using legal processes for copyrights	6	3	3
	PC10. identify, review and comment on organisation policies and procedures to ensure that own and others' original works are protected against direct or indirect infringement of copyright	6	2	4
	PC11. implement policies and procedures to protect the organisation's copyright, recognising exceptions that allow the legitimate use of own copyright material by others	5	2	3
	PC12. use and inform other appropriate	4	1	3

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	personnel of legislative exceptions that allow use of copyright material without permission				
	PC13. test materials for any copyright infringements using electronics tools		6	2	4
	PC14. initiate and maintain documentation in relation to copyright agreements where established		6	2	4
	PC15. implement procedures to limit or deter infringement of organisation's copyright and/or encourage the proper use of the organisation's copyright		5	2	3
	PC16. monitor organisational use of others' copyright material to reduce the risk of infringement		5	2	3
	PC17. identify and report to appropriate personnel claims of infringements of organisation's copyright		5	2	3
	PC18. identify considerations when licensing or selling copyright rights including on related materials, economic impact, documentation, legal requirements, potential disputes, monitoring usage and infringements, assessing infringement impact, grievance redressal processes, etc.		5	2	3
		Total	100	44	56
MEP/N9912 Apply principles of professional practice at the workplace	PC1.display appropriate professional appearance for the workplace	100	3	1	2
	PC2.interact with team members, clients, vendors, visitors and other stakeholders in a professional manner		3	1	2
	PC3.develop personal and professional goals and objectives		3	1	2
	PC4.identify strengths and weaknesses in relation to goals and objectives		3	1	2

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PC5.evaluate own capacity to meet goals and objectives	3	1	2
PC6.determine personal development needs to perform role as per desired standards	3	1	2
PC7.develop a professional development plan to enhance professional capabilities	4	1	3
PC8.document a professional practice plan designed to support the achievement of goals	3	1	2
PC9.select and implement development opportunities to support continuous learning and maintain currency of professional practice	3	1	2
PC10.research developments and trends impacting on professional practice and integrate information into work performance	3	1	2
PC11.invite peers and others to observe, and provide feedback, on own performance and practices	3	1	2
PC12.use feedback from colleagues and clients to identify and introduce, improvements in work performance	3	1	2
PC13.perform tasks to the required workplace standard	5	2	3
PC14.complete duties accurately, systematically and within required timeframes	3	1	2
PC15.follow organisational policies	3	1	2
PC16.protect the rights of the client and organisation when delivering services	4	1	3
PC17.ensure services are delivered equally to all clients regardless of personal and cultural beliefs	3	1	2

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PC18.recognise potential ethical issues in the workplace and discuss with an appropriate person	4	2	2
PC19.recognise unethical conduct and report to an appropriate person	3	1	2
PC20.operate within an agreed ethical code of practice	4	2	2
PC21.apply organisational guidelines and legal requirements on disclosure and confidentiality	3	1	2
PC22.identify and obtain clarity regarding organisational, team and own goals	3	1	2
PC23.prioritise tasks at work as per organisational, team and own goals	5	2	3
PC24.plan to meet team performance targets and standards	4	2	2
PC25.monitor own and team performance as per agreed plan	3	1	2
PC26.share all relevant information with stakeholders in agreed formats and as per agreed timelines	3	1	2
PC27.work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes	4	2	2
PC28.recognise, avoid and/or address any conflict of interest	3	1	2
PC29.use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours	3	1	2
PC30.recognize and respond to inappropriate behaviour towards self or others in a professional manner and as per organisational policy	3	1	2
Total	100	36	64

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MEP/N9911 Apply health and safety practices applicable in a training and assessment environment	PC1.promote a safe working environment and adhere to risk management strategies for clients, colleagues and others who enter the workplace, in accordance with duty of care requirements	100	6	3	3
	PC2.identify, control and report health and safety issues relating to immediate work environment according to procedures		6	2	4
	PC3.work safely and apply health and safety practices in the training and assessment environment including using appropriate personal protective equipment (PPE) where required		5	1	4
	PC4.document safety records according to organisational policies		5	2	3
	PC5.recognise health and safety related hazards in the training and assessment area		5	1	4
	PC6.follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies		6	2	4
	PC7.document and report all hazards, accidents and near-miss incidents as per set process		6	2	4
	PC8.provide guidance and support to learners on the safe use and care of equipment and resources		5	2	3
	PC9.conduct displays and demonstrations according to work safety regulations and school/centre procedures and guidelines		5	1	4
	PC10.take appropriate steps, if required, to maintain personal safety of self and others		5	2	3
	PC11.maintain the training and assessment area in a clean and tidy condition		5	1	4
	PC12.respond appropriately to learners		5	1	4

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	who require assistance with personal care or hygiene				
	PC13.ensure all learners or candidates follow personal hygiene and grooming standards as required		5	1	4
	PC14.provide assistance with the general care and wellbeing of learners, including attending to learners with minor illnesses		6	2	4
	PC15.assist learners in need of minor first aid in accordance with school or centre procedures		5	1	4
	PC16.recognise emergency and potential emergency situations promptly and take required actions within the scope of individual responsibility		5	2	3
	PC17.follow emergency procedures correctly in accordance with school/centre procedures		5	1	4
	PC18.seek assistance promptly from colleagues and/or other authorities where appropriate		5	1	4
	PC19.report details of emergency situations accurately in accordance with school/centre policy, including accurate completion of accident and incident report forms		5	2	3
		Total	100	30	70

Outcomes to be assessed/NOSs to be assessed	Assessment criteria for the outcome
Provided in the above section	

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Means of assessment 1	
Means of assessment 2 Add boxes as required.	
Pass/Fail	

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SECTION 2

25. EVIDENCE OF LEVEL

OPTION A

Title/Name of qualification/component: Enter the title here			Level: Add level
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relates to the NSQF level descriptors	NSQF Level
Process			
Professional knowledge			
Professional skill			
Core skill			
Responsibility			

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OPTION B

Title/Name of qualification/component: Training Materials Developer		Level: 5	
NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
Process	<p><u>Requires well developed skill,</u></p> <ul style="list-style-type: none"> • Conduct secondary research to gather training content • Conduct primary research to gather training content • Develop content for the training resources • Develop the resources as per the approved specifications • Review for relevance and correctness • ensure the content is clear, concise, correct, complete and appropriate as per the curriculum • perform self-check and proofreading to ensure language and adherence to the guidelines <p><u>Clear choice of procedures in familiar context:</u></p> <ul style="list-style-type: none"> • identify suitable sources of information and decide where to get necessary data 	<p>As mentioned in the various performance criteria mentioned in the previous cell, the Training Materials Developer works with well-developed skill, with clear choice of procedures in familiar context.</p> <p>Hence NSQF Level is 5</p>	5

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NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
	<ul style="list-style-type: none"> • Suitable sources : Internal data such as databases, sale reports, past primary researches; Government statistics and information from government agencies; Information resources companies; Different media such as articles from respected magazines and newspaper; reports from university research centers or non-profit agency, etc. • break topic into important sub-topics and identify key words • search for the content on the sub-topics from the identified suitable sources • compare data from multiple sources • extract and document reliable data or information alongwith the source information • identify suitable sources of information and decide where to get necessary data • Suitable sources : subject matter experts, 		

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NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
	<p>industry units, target learner population, etc.</p> <ul style="list-style-type: none"> design a plan for carrying out your selected research method choosing the right primary research method Primary research methods: interviews, surveys, observations, data analysis, etc. draft research questions for all the information required for various sub-topics, topics and learning outcomes prepare the research tool which could be an interview or survey questionnaire, checklist, observation sheet, etc. 		
Professional knowledge	<p><u>Knowledge of facts</u></p> <ul style="list-style-type: none"> resources and constraints for selection of training method e.g.: Budgets; trainer schedule-time availability; availability of SMEs; availability of trainer self-development e-learning modules; etc. 	<p>As mentioned in the various knowledge and understanding criteria mentioned in the previous cell, the Training Materials Developer requires knowledge of facts, principles, processes and general concepts.</p> <p>Hence NSQF Level is 5</p>	5

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NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
	<ul style="list-style-type: none"> • research and evaluation techniques, such as: <ul style="list-style-type: none"> • interviews • focus groups • workshops • questionnaires • literature reviews • web research • pilot processes • the appropriate use of a range of learning materials such as: <ul style="list-style-type: none"> • hand-outs for learners • worksheets • workbooks • prepared case studies, task sheets, activity sheets • prepared topic/subject information sheets • prepared role-plays • prepared presentations and overheads • prepared scenarios, projects, assignments • materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications • prepared research tasks 		

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NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
	<p><u>processes</u></p> <ul style="list-style-type: none"> • various methods of trainer development • e.g: Training from Industry SMEs; self-learning modules; Train the trainer program; on-the-job observation and feedback; etc. • a range of delivery methods, such as: <ul style="list-style-type: none"> • lock step/learner-paced/mixed • interactive/participative/collaborative • trainer/facilitator-centred/learner-centred • time and place dependent/independent • demonstration • instruction • presentations • guided facilitation • guided activities/applications/experiences • tutoring • project-based • individual facilitation techniques - coaching/ mentoring • blended delivery methods 		

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NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
	<ul style="list-style-type: none"> • a range of design options such as: <ul style="list-style-type: none"> • use and extent of practical activity-based content and passive content (reading, interpreting and absorbing information) • use and extent of text-based information and graphical information • level of depth of text-based information and sophistication of language • level of completeness in addressing the focus • options for presenting text-based information e.g. straight text, question and answer, case studies • visual design • sequencing of material • sources of further information/further reading <ul style="list-style-type: none"> • style guides • visual look • methodologies relating to developing and documenting learning activities and related learning materials • methodologies related to development and use of evaluation instruments 		

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NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
	<ul style="list-style-type: none"> • how to prepare costings related to the development of the learning resource <p><u>principles, and general concepts:</u></p> <ul style="list-style-type: none"> • instructional design principles and processes, such as: <ul style="list-style-type: none"> • planning, analysis, development, synthesis, evaluation • presenting material in a logical order and sequence • opportunities for collaborative learning between learners • navigation tools • presenting material in order of increasing difficulty • opportunities for review of material and repetition • the need for learner activity and interactivity • inclusion of a variety of approaches and techniques for presenting information and activities and for encouraging participation by learning 		

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NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
	<ul style="list-style-type: none"> • structure of the information • ensure learning is embedded in a realistic and relevant context • techniques to engage the learner in learning • visual design principles/techniques, for example: <ul style="list-style-type: none"> • format • composition • balance • typography • images/graphics • charts/diagrams • knowledge of adult learning theory, including: <ul style="list-style-type: none"> • behavioural learning theory • cognitive learning theory • information processing theory • andragogy • sound knowledge of adult learning principles such as: <ul style="list-style-type: none"> • training needs to be learner-centred to engage learners • adults have a need to be self-directing and decide for themselves what they want to learn 		

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NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
	<ul style="list-style-type: none"> • adults have a range of life experience, so connecting learning to experience is meaningful • adults have a need to know why they are learning something • the learning process needs to support increasing learner independence • emphasis on experimental and participative learning • use of modelling • the learning process should reflect individual circumstances • a range of learning styles theories that suit the various learner profile/ target groups such as: <ul style="list-style-type: none"> • auditory • visual • kinaesthetic • left/right brain • global/analytical • theoretical • activist • pragmatist • reflective • concepts of intellectual property and related legal requirements 		

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NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
	<ul style="list-style-type: none"> copyright and its effect on the design, and development of learning resources 		
Professional skill	<p><u>Range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information:</u></p> <ul style="list-style-type: none"> identify the types of resources required for the training from the training delivery plan identify the sources of information for developing resources research and gather raw content using primary and secondary research for developing the resources as per the curriculum specifications apply all IPR regulations while obtaining the content organise the content as per the curriculum specifications modify the content to make it learner friendly 	<p>As mentioned in the various performance criteria mentioned in the previous cell, the Training Materials Developer is able to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information.</p> <p>Hence NSQF Level is 5</p>	5

NSQC QUALIFICATION FILE

Approved in 22th NSQC Meeting, 19th December 2018

Title/Name of qualification/component: Training Materials Developer			Level: 5
NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
	<ul style="list-style-type: none"> • obtain additional supporting material, if required, to develop the content • ensure the content is clear, concise, correct, complete and appropriate as per the curriculum • perform self-check and proofreading to ensure language and adherence to the guidelines • consult the subject matter expert to modify and confirm the relevance and correctness of the content • organised and input the content in a relevant template to develop training resources for the intended audience • Obtain tools, technologies and services for the development of resource in the respective medium such as word processor, desktop publishing software, picture editing software, presentation software, e-learning software, etc. • collaborate with service provider to prepare the resource as per the organisational guidelines. 		

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Title/Name of qualification/component: Training Materials Developer			Level: 5
NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
	<ul style="list-style-type: none"> • ensure the resources are clear, instructive, correct, complete and appropriate as per the curriculum • check resource content to ensure the accuracy and relevance of information against specifications • check text, format and visual design for clarity and focus • conduct an external review using appropriate review methods and incorporate feedback • review final draft against the brief and other relevant criteria to ensure it meets all requirements prior to delivery to the client Reflect on the development process and methods and identify areas for improvement • conduct an external review and seek feedback from expert • incorporate the feedback and ensure it meets the specifications 		

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Title/Name of qualification/component: Training Materials Developer			Level: 5
NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
	<ul style="list-style-type: none"> • seek approval for the final training resource from authorised person • reflect on the development process and methods and identify areas for improvement 		
Core skill	<p><u>Desired mathematical skill; understanding of social, political; and some skill of collecting and organising information, communication:</u></p> <ul style="list-style-type: none"> • consult and clarify with the clients about the objectives of training • identify the target audience and their learning needs • obtain and interpret the curriculum and training delivery plan for the training • identify the types of resources required for the training from the training delivery plan • identify the sources of information for developing resources 	<p>As mentioned in the various performance criteria & Knowledge criteria mentioned in the beginning points in the previous cell, the Training Materials Developer requires desired mathematical skills.</p> <p>As mentioned in the various performance criteria & Knowledge criteria mentioned in the remaining points in the previous cell, the Training Materials Developer do have understanding of social, political; and some skill of collecting and organising information, communication.</p> <p>Hence NSQF Level is 5</p>	5

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Title/Name of qualification/component: Training Materials Developer			Level: 5
NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
	<ul style="list-style-type: none"> • identify the relevant templates, formats and guidelines for development of resources research and gather raw content using primary and secondary research for developing the resources as per the curriculum specifications • apply all IPR regulations while obtaining the content • organise the content as per the curriculum specifications • modify the content to make it learner friendly • obtain additional supporting material, if required, to develop the content • ensure the content is clear, concise, correct, complete and appropriate as per the curriculum • perform self-check and proofreading to ensure language and adherence to the guidelines • consult the subject matter expert to modify and confirm the relevance and correctness of the content 		

NSQC QUALIFICATION FILE

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Title/Name of qualification/component: Training Materials Developer			Level: 5
NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
	<ul style="list-style-type: none"> obtain approval to ensure compliance to organisational standards from authorised person 		
Responsibility	<p><u>Responsibility for own work and learning and some responsibility for others' works and learning:</u></p> <ul style="list-style-type: none"> develop personal and professional goals and objectives identify strengths and weaknesses in relation to goals and objectives evaluate own capacity to meet goals and objectives determine personal development needs to perform role as per desired standards develop a professional development plan to enhance professional capabilities document a professional practice plan designed to support the achievement of goals select and implement development opportunities to support continuous learning and maintain 	<p>As mentioned in the various performance criteria mentioned in the previous cell, the Training Materials Developer takes responsibility for own work and learning</p> <p>Hence NSQF Level is 4</p>	4

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Title/Name of qualification/component: Training Materials Developer		Level: 5	
NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
	<p>currency of professional practice</p> <ul style="list-style-type: none">• research developments and trends impacting on professional practice and integrate information into work performance• invite peers and others to observe, and provide feedback, on own performance and practices• use feedback from colleagues and clients to identify and introduce, improvements in work performance		

SECTION 3

EVIDENCE OF NEED

<p>26</p>	<p>What evidence is there that the qualification is needed? What is the estimated uptake of this qualification and what is the basis of this estimate?</p> <p>As mentioned in the survey report by ILO - Supporting Quality Teaching, Training and Assessing for Skills Development: India March 2014 – “The target of skilling 500 million people by 2020 poses several system level challenges for India as the reform agenda unfolds. The supply of quality teachers and assessors falls significantly short of the growing demand for skills training and assessment. For example, the ‘Report of the Working Group on Skill Development and Training’ (XIIth 5 Year Plan, 2011) notes that “the present instructor training capacity of the country is only 1600, which the current requirement is around 70,000, with an additional annual requirement of around 20,000.” Apart from this there are key roles such as Training co-ordinators, training centre managers, instructional designers, Assessment tools developers and demonstrator cum instructors which will also be required for each training provider or assessing body. At present there are no training qualifications available in the country for such roles.</p> <p>The government, in the National Policy for Skill Development and Entrepreneurship 2015 has emphasized on the need to undertake skilling in India at scale with speed, standard (quality) and sustainability. As per the National Skill Policy 2015 there is a requirement to train 400 million people with skills by the year 2022. Over 16,600 PMKVY Centres; over 10,300 ITIs and ITCs out of which many are undergoing conversion under PPP modes of operations as well as SSC approved Training Centres and Assessing Bodies not only require trained trainers and assessors but also key staff such as Instructional designers, Training centre managers, Training co-ordinators, Lab instructors cum trainers, course counsellors cum mobilizers as well as placement co-ordinators. Success on delivering the skill training targets of the country depend on all these roles performing well. However currently there are no NSQF aligned or nationally recognised training courses for any of these roles except the ISTD Diploma, which is a general course for all and does not cover the practical aspect. These qualifications are applicable to corporate training centres as well.</p> <p>Information received from 20 industry members regarding need and uptake for qualification. Please find attached the excel. Validations for this QP received from various companies across the country.</p>
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	<p>Small: 23 Medium: 12 Large: 13 Total: 48</p> <table border="1"> <thead> <tr> <th>Basis</th> <th>In case of SSC</th> <th>In case of other Awarding Bodies (Institutes under Central Ministries and states departments)</th> </tr> </thead> <tbody> <tr> <td>Need of the Qualification</td> <td></td> <td></td> </tr> <tr> <td>Industry Relevance</td> <td></td> <td></td> </tr> <tr> <td>Usage of the qualification</td> <td></td> <td></td> </tr> <tr> <td>Estimated uptake As mentioned above</td> <td></td> <td></td> </tr> </tbody> </table>	Basis	In case of SSC	In case of other Awarding Bodies (Institutes under Central Ministries and states departments)	Need of the Qualification			Industry Relevance			Usage of the qualification			Estimated uptake As mentioned above		
Basis	In case of SSC	In case of other Awarding Bodies (Institutes under Central Ministries and states departments)														
Need of the Qualification																
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27	<p>Recommendation from the concerned Line Ministry of the Government/Regulatory Body. To be supported by documentary evidences</p> <p>Ministry of Skill Development and Entrepreneurship</p>															
28	<p>What steps were taken to ensure that the qualification(s) does (do) not duplicate already existing or planned qualifications in the NSQF? Give justification for presenting a duplicate qualification</p> <p>All the existing trainer qualifications in the NQR are sector specific and do not cater to the entire skill training delivery related skill set that will be required to be competent trainer. Other existing courses in the country are not NSQF aligned. Hence it is a unique qualification.</p>															
29	<p>What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated? Specify the review process here</p> <ul style="list-style-type: none"> Agencies have been appointed by the SSC to interact with training 															

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	providers to gather feedback in implementation. <ul style="list-style-type: none">• Monitoring of results of assessments• Employer feedback will be sought post-placement• A formal review is scheduled in two-year time i.e. 2020
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Please attach most relevant and recent documents giving further information about any of the topics above.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

SECTION 4

EVIDENCE OF PROGRESSION

30	<p>What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector?</p> <p><i>Show the career map here to reflect the clear progression</i></p> <ol style="list-style-type: none">1. Have discuss the growth trajectory within each occupation after studying organisational charts of various industry players as well taking feedback from Industry member through focused group discussions and workshops.2. Exploring various lateral career opportunities for the discussed qualification3. Ensuring that there is a clear role up in terms of performance criteria qualification experience and skill requirement from lower NSQF Level to higher levels in the hierarchy. <p>Please refer to attached career path provided in the occupational map as per annexure 2 which clearly defines the career path.</p>
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Please attach most relevant and recent documents giving further information about any of the topics above.

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