



Model Curriculum

QP Name: Assistant Dress Maker (Divyangjan)-LD

QP Code: PWD/JSS/ADM/2022

QP Version: 1.0

NSQF Level: 2

Model Curriculum Version: 1.0

Expository: Locomotor Disability (E001)

**Skill Council for Person with Disability | | Address: 501-City Centre, Plot No 5,
Sector -12, Dwarka, New Delhi-110076**

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Training Parameters

Sector	Jan Shikshan Sansthan
Sub-Sector	
Occupation	Dress Making
Country	India
NSQF Level	2
Aligned to NCO/ISCO/ISIC Code	NCO-2015/7531.0100
Minimum Educational Qualification and Experience	No formal education OR May require ability to read and write for some qualifications
Pre-Requisite License or Training	
Minimum Job Entry Age	15 Years
Last Reviewed On	28.04.2022
Next Review Date	28.04.2026
NSQC Approval Date	22.10.2024
QP Version	1.0
Model Curriculum Creation Date	28.04.2022
Model Curriculum Valid Up to Date	28.04.2026
Model Curriculum Version	1.0
Minimum Duration of the Course	250 hrs
Maximum Duration of the Course	250 hrs

Program Overview

This section summarizes the end objectives of the program along with its duration.

Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

- Maintain work area, tools, and equipment
- Draft and cut the fabric by using appropriate methods
- Carry out cutting of various categories of clothing
- Carry out sewing of children, women, and men's wear
- Carry out alteration & correction as per need

Compulsory Modules

The table lists the modules, their duration and mode of delivery.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
PWD/N1501 - Identification & maintenance of tools & equipment NOS Version No.- 1.0 NSQF Level 2	04:00	11:00	00:00	00:00	15:00
Bridge Module(s)	01:00	4:00	00:00	00:00	05:00
PWD/N1502 - Cutting, Drafting & Basic Techniques of Dress Making PWD/N1502 NOS Version No.- 1.0 NSQF Level 2	25:00	50:00	00:00	00:00	75:00
PWD/N1503 - Sewing of various categories of Clothing (Men's, Women's & Children's wear) NOS Version No.- 1.0 NSQF Level 2	15:00	60:00	00:00	00:00	75:00
PWD/N1504 - Alteration & Correction NOS Version No.- 1.0 NSQF Level 2	05:00	10:00	00:00	00:00	15:00
Employability Skills for Persons with Disabilities (70 hours) PWD/N0501 NOS Version No. – 1.0 NSQF Level – 4	70:00	00:00	00:00	00:00	70:00
Total Duration	119:00	131:00	00:00	00:00	250:00

Module Details

Module 1: Bridge Module

Terminal Outcomes:

- Describe in brief about JSS scheme
- Recognize various employment opportunities for Assistant Dress Maker

Duration: 01:00	Duration: 04:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the JSS Scheme • Explain about the scope of Assistant Dress Maker 	<ul style="list-style-type: none"> • List appropriate methods for making Men's, Women's, and Children's wear • Create a catalogue with trending pics of the garments
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
<p>Measuring tape, Pattern Papers & tracing paper, Tailors Chalk, Types of Scales: normal straight big ruler, hip curve, leg shaper, pattern master, French curve, Fabric Cutting Scissors, Paper Cutting Scissors, Cutting Table/Pattern Table, Fabric, good quality muslin mandatory, other types optional for stitching and embroidery, quantity may vary, Stools for Sewing, Machine Needle, various sizes, Hand Needle, various sizes for embroidery and hemming, Sewing Threads (Surplus thread is used for stitching. The quantity, thread packaging, variety may vary as per requirement), Sewing Kit Includes thread clipper/ thumb trimmer, seam ripper, tracing wheel etc, Domestic Sewing Machines & Attachments (with & without Paddle), Embroidery thread – packs, Trims and Accessories like laces, buttons, zippers, (assortment), Dress Maker's Pin, Pins & Safety Pins, Embroidery frame, Hanger, Iron and Iron Table, Garments, Made Ups and Home Furnishing Articles, each, Small screwdriver with screws, Bobbin Case, Bobbin, White Board with Marker/ Black Board with Chalk and Duster, First Aid Box, Teacher's Table & Chair, Baskets/ Boxes for Storing, Basic Stationery, Book/ Manual, Other books and Documents samples, Fabric/ Trims and Accessories/ seams types Swatch File Computer, Sticky Keys, Foot Pedals, Access Switches, Wheel Chair, Walker, One-Handed Keyboard, Pencil Gripper, Automatic Page Turner, Grab Bar, Speech to Text software etc.</p>	

Module 2: Identification & maintenance of tools& equipment

PWD/N1501 V1.0

Terminal Outcomes:

- Identify Tools and Equipment for measuring, drafting and cutting
- Identify the machine & various parts and functioning of a sewing machine
- Demonstrate safety measures while using tools

Duration: 03:00	Duration: 07:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Identify tools for cutting, tailoring & dress making • Explain the functioning of sewing machine Identify the parts of the sewing machine • Explain the functioning of sewing machine • Describe safety measures while using tools & equipment 	<ul style="list-style-type: none"> • List tools & equipment for measuring, drafting, cutting • List the parts of the sewing machine • Demonstrate use of tools & equipment safely • Demonstrate use of hand/foot sewing machine to stitch a sample
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
<p>Measuring tape, Pattern Papers & tracing paper, Tailors Chalk, Types of Scales: normal straight big ruler, hipcurve, legshaper, pattern master, French curve, Fabric Cutting Scissors, Paper Cutting Scissors, Cutting Table/Pattern Table, Fabric, good quality muslin mandatory, other types optional for stitching and embroidery, quantity may vary, Stools for Sewing, Machine Needle, various sizes, Hand Needle, various sizes for embroidery and hemming, Sewing Threads (Surplus thread is used for stitching. The quantity, thread packaging, variety may vary as per requirement), Sewing Kit Includes thread clipper/ thumb trimmer, seam ripper, tracing wheel etc, Domestic Sewing Machines & Attachments (with & without Paddle), Embroidery thread – packs, Trims and Accessories like laces, buttons, zippers, (assortment), Dress Maker's Pin, Pins & Safety Pins, Embroidery frame, Hanger, Iron and Iron Table, Garments, Made Ups and Home Furnishing Articles, each, Small screwdriver with screws, Bobbin Case, Bobbin, White Board with Marker/ Black Board with Chalk and Duster, First Aid Box, Teacher's Table & Chair, Baskets/ Boxes for Storing, Basic Stationery, Book/ Manual, Other books and Documents samples, Fabric/ Trims and Accessories/ seams types Swatch File, Computer, Sticky Keys, Foot Pedals, Access Switches, Wheel Chair, Walker, One-Handed Keyboard, Pencil Gripper, Automatic Page Turner, Grab Bar, Speech to Text software etc.</p>	

Module 3: Cutting, Drafting & Basic Techniques of Dress Making

PWD/N1502 V1.0

Terminal Outcomes:

- Identify clothing design categories
- Explain significance of tracing & size charts
- Identify the basics of drafting and use of tools required in fabric cutting
- Identify different type of cutting techniques
- Demonstrate basic stitches on the garment

Duration: 25:00	Duration: 50:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the clothing design categories • Identify tools/material for tracing • Explain the importance of tracing according to fabric • Discuss about the size charts • Discuss how to take direct measurement • Describe cutting techniques for various categories of clothing & fabric 	<ul style="list-style-type: none"> • Demonstrate basic stitches on the garment • Demonstrate different ways of tracing • Demonstrate drafting methods (direct & standardized) • Create pattern drafting for the variations in pockets & collars • Demonstrate accessories for different clothing categories (Men's, Women's & Children's) • Demonstrate precision in cutting fabrics for various categories of clothing
Classroom Aids: Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements Measuring tape, Pattern Papers & tracing paper, Tailors Chalk, Types of Scales: normal straight big ruler, hipcurve, legshaper, pattern master, French curve, Fabric Cutting Scissors, Paper Cutting Scissors, Cutting Table/Pattern Table, Fabric, good quality muslin mandatory, other types optional for stitching and embroidery, quantity may vary, Stools for Sewing, Machine Needle, various sizes, Hand Needle, various sizes for embroidery and hemming, Sewing Threads (Surplus thread is used for stitching. The quantity, thread packaging, variety may vary as per requirement), Sewing Kit Includes thread clipper/ thumb trimmer, seam ripper, tracing wheel etc, Domestic Sewing Machines & Attachments (with & without Paddle), Embroidery thread – packs, Trims and Accessories like laces, buttons, zippers, (assortment), Dress Maker's Pin, Pins & Safety Pins, Embroidery frame, Hanger, Iron and Iron Table, Garments, Made Ups and Home Furnishing Articles, each, Small screwdriver with screws, Bobbin Case, Bobbin, White Board with Marker/ Black Board with Chalk and Duster, First Aid Box, Teacher's Table & Chair, Baskets/ Boxes for Storing, Basic Stationery, Book/ Manual, Other books and Documents samples, Fabric/ Trims and Accessories/ seams types Swatch File, Computer, Sticky Keys, Foot Pedals, Access Switches, Wheel Chair, Walker, One-Handed Keyboard, Pencil Gripper, Automatic Page Turner, Grab Bar, Speech to Text software etc.	

Module 4: Sewing of various categories of Clothing (Men's, Women's & Children's wear) PWD/N1503 V1.0

Terminal Outcomes:

- Identify the various stitches and use it appropriately according to the dress requirement
- Demonstrate how to join the components of the dress as per size and category

Duration: 15:00	Duration: 60:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the methods of sewing various types of clothes • Discuss techniques of closure and surface detailing 	<ul style="list-style-type: none"> • List the methods & techniques of sewing • Demonstrate application of pattern making and sewing techniques to clothing according to size and category • Create a sample by sewing attachment and different closures of garments
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
<p>Measuring tape, Pattern Papers & tracing paper, Tailors Chalk, Types of Scales: normal straight big ruler, hipcurve, legshaper, pattern master, French curve, Fabric Cutting Scissors, Paper Cutting Scissors, Cutting Table/Pattern Table, Fabric, good quality muslin mandatory, other types optional for stitching and embroidery, quantity may vary, Stools for Sewing, Machine Needle, various sizes, Hand Needle, various sizes for embroidery and hemming, Sewing Threads (Surplus thread is used for stitching. The quantity, thread packaging, variety may vary as per requirement), Sewing Kit Includes thread clipper/ thumb trimmer, seam ripper, tracing wheel etc, Domestic Sewing Machines & Attachments (with & without Paddle), Embroidery thread – packs, Trims and Accessories like laces, buttons, zippers, (assortment), Dress Maker's Pin, Pins & Safety Pins, Embroidery frame, Hanger, Iron and Iron Table, Garments, Made Ups and Home Furnishing Articles, each, Small screwdriver with screws, Bobbin Case, Bobbin, White Board with Marker/ Black Board with Chalk and Duster, First Aid Box, Teacher's Table & Chair, Baskets/ Boxes for Storing, Basic Stationery, Book/ Manual, Other books and Documents samples, Fabric/ Trims and Accessories/ seams types Swatch File, Computer, Sticky Keys, Foot Pedals, Access Switches, Wheel Chair, Walker, One-Handed Keyboard, Pencil Gripper, Automatic Page Turner, Grab Bar, Speech to Text software etc.</p>	

Module 5: Alteration & Correction

PWD/N1504 V1.0

Terminal Outcomes:

- Identify tools required for making alterations in the dress
- Identify methods of alteration as per record
- Explain the significance of customer wise record keeping

Duration: 05:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Define methods of alteration and correction • Identify the need for alteration and correction of garments • Identify tools for alteration and correction of garments • Discuss importance of size and fit of the dress material during alteration & correction • Explain importance of record keeping 	<ul style="list-style-type: none"> • Prepare work station with necessary tools for alteration & correction • List common requirement for alteration and correction in the garment • Create customer wise record of alteration & correction
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
<p>Measuring tape, Pattern Papers & tracing paper, Tailors Chalk, Types of Scales: normal straight big ruler, hipcurve, legshaper, pattern master, French curve, Fabric Cutting Scissors, Paper Cutting Scissors, Cutting Table/Pattern Table, Fabric, good quality muslin mandatory, other types optional for stitching and embroidery, quantity may vary, Stools for Sewing, Machine Needle, various sizes, Hand Needle, various sizes for embroidery and hemming, Sewing Threads (Surplus thread is used for stitching. The quantity, thread packaging, variety may vary as per requirement), Sewing Kit Includes thread clipper/ thumb trimmer, seam ripper, tracing wheel etc, Domestic Sewing Machines & Attachments (with & without Paddle), Embroidery thread – packs, Trims and Accessories like laces, buttons, zippers, (assortment), Dress Maker's Pin, Pins & Safety Pins, Embroidery frame, Hanger, Iron and Iron Table, Garments, Made Ups and Home Furnishing Articles, each, Small screwdriver with screws, Bobbin Case, Bobbin, White Board with Marker/ Black Board with Chalk and Duster, First Aid Box, Teacher's Table & Chair, Baskets/ Boxes for Storing, Basic Stationery, Book/ Manual, Other books and Documents samples, Fabric/ Trims and Accessories/ seams types Swatch File, Computer, Sticky Keys, Foot Pedals, Access Switches, Wheel Chair, Walker, One-Handed Keyboard, Pencil Gripper, Automatic Page Turner, Grab Bar, Speech to Text software etc.</p>	

Module 6: Employability Skills for Persons with Disabilities (70 hours)

Mapped to PWD/N0501 V1.0

Terminal Outcomes:

- Introduction to Employability Skills
- Constitutional Values: Citizenship
- Becoming a Professional No. of Hours Page No. in the 21st Century
- Basic English Skills
- Communication Skills
- Essential Digital Skills
- Diversity and Inclusion
- Financial and Legal Literacy
- Career Development and Goal-Setting
- Customer Service
- Getting Ready for Apprenticeships and Jobs
- Disability Specific Skills
- Entrepreneurship

Introduction to Employability Skills Duration: 3 Hours

After completing this programme, participants will be able to:

Explain the Importance of Employability Skills

List the benefits of e learning

Explore the Future of Work

Constitutional values - Citizenship Duration: 2 Hours

2.1 Explain the Constitutional Values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty integrity, caring and respecting others that are required to become a responsible citizen and its Guiding Principles, basic details of RPwD Act 2016, different types of disability, flagship schemes of the Department including Skilling, Scholarship, ADIP and UDID cards

2.2 Practice ways to Protect the Environment

Becoming a Professional in the 21st Century Duration: 3 Hours

3.1 Discuss importance of relevant 21st Century Skills on Employability

3.2 Exhibit 21st century skills in personal & professional life about self-qualities including abilities & disability,

3.3 Describe the benefits of Critical Thinking and Decision-Making

Basic English Skills Duration: 10 Hours

4.1 Discuss the importance of learning English

4.2 Describe words, objects, surroundings, and processes using adjectives

4.3 Illustrate benefits of being attentive during communication

4.4 Differentiate between response & questions

4.5 Use expressions appropriately to convey information to others

4.6 List different types of sentences

4.7 Apply punctuations appropriately in a sentence

4.8 Write simple sentences using correct words order

4.9 Read and understand Job descriptions to one's own skills & education

4.10 Write applications and cover letters in various contexts

Communication Skills Duration: 5 Hours

5.1 Discuss importance of Communication, types, and characteristics of effective communication

5.2 Write letter, email, resume etc

5.3 Practice non-verbal communication appropriately in different contexts

5.4 Practice communication effectively (formal and informal)

5.5 Use text messaging for effective workplace communication

Essential Digital Skills Duration: 10 Hours

6.1 Discuss significance of digital skills in everyday life/work

6.2 Recognize parts & functions of a computer & its operation with screen reader software

- 6.3 create MS Word file using all basic features
- 6.4 Discuss significance of Search Engines to find relevant information using keyboards
- 6.5 Operate Social Media platforms safely
- 6.6 Discuss significance of safe search and protection from cyber crime
- 6.7 Use Email effectively for sharing files and other documents
- 6.8 Explain ways to learn using Mobile Applications
- 6.9 Create meeting invite using Online Meeting Tools like google meet/Zoom
- 6.10 Explore Popular Sites for Learning and Career Growth

Diversity & Inclusion **Duration: 3 Hours**

- 7.1 Describe value of Diversity in the workplace
- 7.2 Support in creating Inclusive workplace
- 7.3 Follow Prevention of Sexual Harassment in the - Workplace [POSH]

Financial and Legal Literacy **Duration: 6 Hours**

- 8.1 Manage income and monthly expenditure
- 8.2 Understand processes & basics of banking like types of accounts, and doing transactions safely using passbooks, cheques, debit, and credit cards
- 8.3 Operate online banking and Digital Transactions
- 8.4 Make online payments securely
- 8.5 Make effective saving plans
- 8.6 Use policies and guidelines of the Government appropriately on requirement

Career Development & Goal Setting **Duration: 5 Hours**

- 9.1 Prepare oneself for the World of Work
- 9.2 Match Interests and Abilities with the choice of Career
- 9.3 Create a career pathway
- 9.4 Conduct Market scan for employment opportunities
- 9.5 Implement long term and short term goals in setting career

Customer Service **Duration: 5 Hours**

- 10.1 Provide services and build relationship with customer
- 10.2 Deal with different types of Customers
- 10.3 Identify Customer needs
- 10.4 Use simple techniques for communicating with Customers
- 10.5 Close Sales and take Customer feedback

Getting Ready for apprenticeship & Jobs **Duration: 10 Hours**

- 11.1 Maintain personal grooming and hygiene
- 11.2 Create resume
- 11.3 Prepare & follow up for an Interview
- 11.4 Decode Interviews in advance
- 11.5 Handle rejection and failure
- 11.6 Participate in Industry Visit: 1 Hour
- 11.7 Make reflections post Industry Visit
- 11.8 Register on portals (Urban company, Helpr, etc) to explore relevant Job opportunities
- 11.9 Apply for Jobs using Online Portals
- 11.10 Enroll as Apprentice on NAPS

Disability Specific Skills **Duration: 5 Hours**

- 12.1 Prepare for Livelihood Reality
- 12.2 Identify key abilities and perform at par with others
- 12.3 Create solution-oriented approach towards challenges/barriers
- 12.4 Exhibit skills to gain respect
- 12.5 Create a harmonious work environment at the Workspace

Entrepreneurship **Duration: 3 Hours**

- 13.1 Recognize the roles and responsibilities of an entrepreneur
- 13.2 Differentiate between Self-Employment & Entrepreneurship
- 13.3 Conduct an effective Market Scan

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
ITI/Certificate	NA	2	NA	NA	NA	He/She should have knowledge of equipment, tools, materials, safety, health & hygiene. He/She may also be well versed with the Employability Skills including Life Enrichment Education issues etc.

Trainer Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
NA	NA	The Inclusive Trainer should be certified in Disability Specific Top Up Training PWD/ Q0101, v1.0 Trainer-PwD conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines.

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
ITI/Certificate	NA	2	NA	NA	NA	Final/Summative Assessment: The final/summative assessment will be done by an assessor other than the trainer of the centre. It will be evidence based assessment and will have written test, practical and viva.

Assessor Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
NA	NA	The Inclusive Assessor should be certified in Disability Specific Top Up Training conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines.

Assessment Strategy

This section includes the processes involved in identifying, gathering and interpreting information to evaluate the learner on the required competencies of the program.

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 each PC.
2. Each NOS will be assessed both for theoretical knowledge and practical
3. The assessment will be based on knowledge bank of questions created by the SSC.
4. Individual assessment agencies will create unique question papers for theory and skill practical part for each candidate at each examination/training center.
5. To pass the Qualification Pack, every trainee should score a minimum of 50% 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

Guidelines for Trainers

Persons with Locomotor

Disability Characteristics

Students with physical disabilities may experience limitations in one of the following ways:

- Writing;
- Sitting at a standard desk or on the floor;
- Participating in activities where tables and instruments are difficult to access;
- Movements within the class and within the school;
- Mobility in spaces that are not user friendly for wheelchair.

Guidelines for Trainers

1. Provide a supportive and welcoming environment by sensitizing other students /staff for creating a sense of responsibility in them.
2. Make the classroom accessible.
3. Sitting plan should include accommodating a Person using Wheelchair in the front row.
4. Provide accessible seating arrangement. The height of the table should be accessible for Persons using wheelchair.
5. Make writers available for written work and for tests and exams if the candidate has difficulty in writing owing to upper limb dysfunction.
6. Give additional time for completing assignments/exams.
7. Consider alternative to activities involving writing, drawing and other fine motor activities, such as sorting, threading, solving puzzles, etc. for persons whose upper limbs are affected.
8. Free movement of learners within the class must be ensured by keeping the classroom environment clutter free. There should be accessible walking space for safe walking with no protruding objects or obstacles in the classroom/laboratory or corridors.
9. Students can use adapted brushes, modified pencils and thick markers that can be gripped easily, for drawing. Alternatively, the candidates can use stamping methods or paste cut outs. The books, papers, brushes etc. can be fixed on the table with the help of tape etc. so that they do not slip down.
10. For assessment, have students present the material orally or if required, with the help of a scribe. Use objective type, multiple type questions using yes/no or true/false answers.

References

Glossary

Term	Description
Declarative Knowledge	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Procedural Knowledge	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training .
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module . A set of terminal outcomes help to achieve the training outcome.



Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards