



Model Curriculum

QP Name: Assistant-Plant care taker (Gardner)- (Divyangjan)- ID

QP Code: PWD/ Q5001

Version: 1.0

NSQF Level: 2

Model Curriculum Version: 1.0

Expository: Intellectual Disability (E005)

Skill Council for Person with Disability
Address: 501-City Centre, 12/5 Dwarka - New Delhi – 110075

Table of Contents

Training Parameters.....	3
Program Overview	4
Training Outcomes.....	4
Compulsory Modules.....	4
Module 1: Introduction to the role of an Assistant Gardener	6
Module 2: Process of setting up and maintaining the garden, garden tools and equipment	7
Module 3: Process of setting up and maintaining garden features.....	9
Module 4: Harvesting, marketing and event organisation activities	10
Module 5: Employability and entrepreneurial practices	12
Module 6: Hygiene and cleanliness.....	15
Module 7: Safety and emergency procedures.....	16
Annexure.....	17
Trainer Requirements	17
Assessor Requirements.....	19
Assessment Strategy	20
References	25
Glossary.....	25
Acronyms and Abbreviations	26

Training Parameters

Sector	Persons with Disability
Sub-Sector	Agriculture
Occupation	Landscaping, Gardening & Urban Farming
Country	India
NSQF Level	2
Aligned to NCO/ISCO/ISIC Code	NCO-2015/6113.9900
Minimum Educational Qualification and Experience	No formal education & ability to read and write
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 years
Last Reviewed On	25/07/2022
Next Review Date	29 Sep 2025
NSQC Approval Date	29 Sep 2022
QP Version	1.0
Model Curriculum Creation Date	20/04/2021
Model Curriculum Valid Up to Date	29 Sep 2025
Model Curriculum Version	1.0
Minimum Duration of the Course	630 Hours
Maximum Duration of the Course	630 hours

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 to:

- Describe the process of setting up and maintaining the garden.
- Demonstrate the process of maintaining the garden tools and equipment.
- Demonstrate the process of setting up and maintaining the garden features.
- Explain the importance of following inclusive practices at workplace
- Demonstrate various practices to maintain personal hygiene, cleanliness and safety at the workplace.

Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Bridge Module	32:00	180:00	0:00	0:00	212:00
Module 1: (Bridge Module): Personal Adequacy, Social Behavior and Communication	10:00	80:00	0:00	0:00	90:00
Module 2 (Bridge Module): Work Related Skills	20:00	100:00	00:00	00:00	120:00
Module 3: Introduction to the role of an Assistant Gardener	02:00	00:00	00:00	00:00	02:00
PWD/N5001: Assist in setting up and maintaining the garden, garden tools and equipment NOS Version- 1.0 NSQF Level-2	16:00	90:00	0:00	0:00	106:00
Module 4: Process of setting up and maintaining the garden, garden tools and equipment	16:00	90:00	0:00	0:00	106:00
PWD/N5002: Set up and maintain the garden features NOS Version- 2.0 NSQF Level-2	16:00	100:00	0:00	0:00	116:00

Module 5: Process of setting up and maintaining garden features	16:00	100:00	0:00	0:00	116:00
PWD/N5003: Carry out harvesting, marketing and event organisation activities NOS Version- 2.0 NSQF Level- 2	16:00	100:00	0:00	0:00	116:00
Module 6: Harvesting, marketing and event organisation activities	16:00	100:00	0:00	0:00	116:00
PWD/N9901: Follow Health,safety and hygiene practicesNOS Version No. 1 NSQF Level 2	10:00	40:00	0:00	0:00	50:00
Module 7: Maintain personal and workplace hygiene	4:00	14:00	0:00	0:00	18:00
Module 8: Maintain precautionary health and safety measures	4:00	14:00	0:00	0:00	18:00
Module 9: Practice waste management	02:00	12:00	0:00	0:00	14:00
Employability Skills	30:00	00:00	0:00	0:00	30:00
Introduction to Employability Skills	1	00:00	00:00	00:00	1
Constitutional values - Citizenship	1	00:00	00:00	00:00	1
Becoming a Professional in the 21st Century	1	00:00	00:00	00:00	1
Basic English Skills	2	00:00	00:00	00:00	2
Communication Skills	4	00:00	00:00	00:00	4
Diversity & Inclusion	1	00:00	00:00	00:00	1
Financial and Legal Literacy	4	00:00	00:00	00:00	4
Essential Digital Skills	3	00:00	00:00	00:00	3
Entrepreneurship	7	00:00	00:00	00:00	7

Customer Service	4	00:00	00:00	00:00	4
Getting ready for apprenticeship & Jobs	2	00:00	00:00	00:00	2
Total Duration	120:00	510:00	0:00	0:00	630:00

Module Details

Module 1: Personal Adequacy, Social Behavior and Communication

Bridge Module

Terminal Outcomes:

- Demonstrate how to take care of daily routine activities, responsibility and safety of self and others
- Demonstrate knowledge of common places, people in the surrounding environment
- Demonstrate use of social courtesies towards elders and peers
- Discuss ways to manage various hazards

Duration: 10:00	Duration: 80:00
<p>Theory – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Discuss the importance of personal grooming and hygiene • Identify designated area to keep personal belongings. • Identify potential safety hazards in the surrounding such as electrical switches/wires, sharp and pointed objects, etc. • Explain the difference between good and bad touch • Identify common places around home and workspace as, nearby market, dairy, pantry, office. • Explain general guidelines/norms regarding their rights and responsibility at workplace in context of their assignment/work profile. • Explain daily routine activities when asked using 2–3 words, sentences, or gestures 	<p>Practical – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Give self-introduction • Demonstrate proper meal time behavior/etiquette in public place, restaurants, Pantry • Demonstrate the use of social etiquette towards different people in different settings • Demonstrate ways to maintain privacy in public washrooms and changing rooms. • Practice simple first aid when required on self and others. • Demonstrate ways of raising an alarm when bullied, abused. • Demonstrate the ways of engaging in meaningful communication with others in various situations. • Demonstrate ways of making appropriate choice for themselves like Selection of outfit according to their own gender and age, selection of items of their choice from the Menu • Demonstrate ways of handling common • safety hazards in the surroundings with care
<p>Classroom Aids</p> <p>Whiteboard and Markers, Chart paper and sketch pens, LCD Projector and Laptop for presentations</p>	
<p>Tools, Equipment and Other Requirements</p> <p>PCs/Laptops, Internet with Wi-Fi (Min 2 Mbps Dedicated), Visual Schedule, Picture Cards, Flashcards, Me Books, LCD TV, Projector, Smartphones, iPod, Noise LESS Earphones, Tablet/I-PAD, Laptop, etc.</p>	

Module 2 : Work Related Skills

Bridge Module

Terminal Outcomes:

- Demonstrate basic work-related etiquettes.
- Demonstrate social emotional maturity at workplace such as problem solving, assistance seeking and others.
- Discuss the importance of practicing work ethics and standard norms.
- Demonstrate various forms of motor skills to perform physical activity in workplace.

Duration: 20:00	Duration: 100:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Demonstrate basic work-related etiquettes. • Demonstrate social emotional maturity at workplace such as problem solving, assistance seeking and others. • Discuss the importance of practicing work ethics and standard norms. • Demonstrate various forms of motor skills to perform physical activity in workplace. 	<ul style="list-style-type: none"> • Demonstrate the execution of assigned task for a minimum Of 30 minutes methods • Demonstrate use of alternate method of executing an activity, when routine method does not work out e.g., using any other relevant and related equipment in case the equipment desired is not in stock etc. • Demonstrate the identification and selection of various items, raw materials and tools needed for work from vast array of options • Demonstrate the use of appropriate words/phrases/simple sentences/ gestures to respond to interact with peers, supervisors and other staff members • Demonstrate the use of a visual timetable while carrying daily activities at workplace • Demonstrate the use of common facilities (supervisor’s office, account office, washroom, pantry, etc.) and services (tea, coffee maker, vending machines, etc.) in compliance with the rules of the organization. • Demonstrate ways to seek permission from seniors for a break in the middle of a task • Demonstrates the ability to shift to another task when one task is finished/ when prioritized by the supervisor. • Demonstrate ways to follow basic etiquettes at workplace • Demonstrate, in action when required the, ways for following simple protocols at work, e.g. request for leave • Demonstrate activities requiring hand and finger movements like latching the door, picking and carrying objects/equipment from one place to another, pouring water into a glass from the Jug etc
Classroom Aids	
Whiteboard and Markers, Chart paper and sketch pens, LCD Projector and Laptop for presentations	
Tools, Equipment and Other Requirements	
PCs/Laptops, Internet with Wi-Fi (Min 2 Mbps Dedicated), Visual Schedule, Picture Cards, Flashcards, Me Books, LCD TV, Projector, Smartphones, iPod, Noise LESS Earphones, Tablet/I-PAD,Laptop, etc.	

Module 3: Introduction to the role of an Assistant Gardener

Bridge Module

Terminal Outcome:

Discuss the job role of an Assistant Gardener

Duration: 02:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the size and scope of the agriculture industry and its subsectors. • Discuss the role and responsibilities of an Assistant Gardener. • Discuss various employment opportunities for an Assistant Gardener 	
Classroom Aids	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
PCs/Laptops, Internet with Wi-Fi (Min 2 Mbps Dedicated), Visual Schedule, Picture Cards, Flashcards, Me Books, LCD TV, Projector, Smartphones, iPod, Noise LESS Earphones, Tablet/I-PAD, Laptop, etc.	

Module 4: Process of setting up and maintaining the garden, garden tools and equipment

Mapped to PWD/N5001 v1.0

Terminal Outcomes:

- Describe various methods of propagating plants.
- Demonstrate the process of setting up and maintaining the garden.
- Demonstrate the process of maintaining the irrigation and fertigation system, garden tools and equipment.
- Demonstrate various practices for effective waste management.
- Discuss ways to promote diversity and inclusion at work.

Duration: 16:00	Duration: 90:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List various plant propagation materials and inputs required for propagating plants through different methods of propagation such as seeding, budding, cutting, layering, root division, etc. • Describe the process of propagating varieties of plants following different methods of propagation. • Describe the process of setting up various garden structures such as a net house, polyhouse, mist chamber, etc. • Describe the process of preparing the nursery bed, flower bed and ornamental planting bed. • Describe the process of planting different types of seedlings, bulbs, flowers, ornamental and edible plants, shrubs, trees in the garden. • Explain the importance of watering garden plants, creepers, shrubs and trees as per their watering schedule. • Explain the importance of signposting and labelling in a garden. • Describe various ways to prevent the growth of weeds such as mulching and intercropping. • Describe various soil fertility improvement practices. • Define irrigation and fertigation method used in work area. • Explain the benefits of optimum utilization of resources such as water, electricity, equipment's and other relevant materials. • Differentiate between recyclable and non-recyclable waste 	<ul style="list-style-type: none"> • Demonstrate the process of preparing the nursery bed, flower bed and ornamental planting bed. • Demonstrate the process of carrying out trimming, pruning, weeding, hoeing and staking in the garden. • Demonstrate the process of operating various garden machinery such as push mowers, riding mowers, string trimmers, etc. • Show how to apply a variety of herbicides, weedicides, pesticides and insecticides as per the manufacturer's instructions and ensuring personal safety. • Show how to assist in providing different types of support to train a variety of garden plants, creepers, shrubs and trees. • Demonstrate how to report any issue requiring attention to the gardener. • Demonstrate how to store garden tools required for everyday activity. • Demonstrate how to dispose different types of waste • Demonstrate appropriate behaviour to be followed with Persons with Disabilities (PwD) and all the genders at work.

Classroom Aids

Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop

Tools, Equipment and Other Requirements

Different Plants, Seeds, Seedlings, Pots, Trowel, Soft Branches, Secateurs, Small Scissors, Transparent Polybags, Black Polybags, Soil Mixture, Green Net, Polythene, Poles, Drain Boards, Hoses, Sprinklers, Drip System and Channels Etc.

Module 5: Process of setting up and maintaining garden features

Mapped to PWD/N5002 v2.0

Terminal Outcomes:

- Demonstrate the process of setting up various garden features.
- Describe the process of maintaining various garden features.

Duration: 16:00	Duration: 100:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the process of setting up various garden features such as the fountain, pond, and walkways as per the garden layout. • Describe the process of potting ornamental plants such as bonsai trees. • Describe the importance of placing various accessories such as rocks, logs and garden decorations. 	<ul style="list-style-type: none"> • Demonstrate the process of setting up various garden features such as the fountain, pond, and walkways. • Show how to erect creative fences or boundaries in the garden as specified by the gardener • Demonstrate the process of water replacement from garden pond/fountains as specified by the gardener. • Show how to inform if wear and tear or damage found in any equipment or tools or in any garden features. • Prepare a checklist of the assigned task related to gardening
Classroom Aids	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
Concept Drawings, Working Drawings, Good Earth, Nutrient Additives, Coco Peat, Sand, Shovel, Trowel, Spade, Spatula, Pots, And Pot Stands, Baskets, Secateurs, Small Scissors, Hand Sprayer, Pesticides, Hedge Shears, Power Driven Tools, Mowers, Brush Cutter, Long Cutter, Compost, FYM, Shade Net, Seedling Trays, Seeds and Seedlings	

Module 6: Harvesting and event organisation activities

Mapped to PWD/N5003 v1.0

Terminal Outcomes:

- Demonstrate the process of harvesting the garden flowers, fruits and vegetables.
- Describe the process of preparing the flowers, fruits and vegetables for marketing.
- Describe the process of event organisation in the garden.

Duration: 16:00	Duration: 100:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the maturity indicators for a variety of flowers, fruits and vegetables grown in a garden. • List various tools and equipment required for harvesting flowers, fruits and vegetables. • Describe the process of harvesting flowers, fruits and vegetables. • Explain the importance of storing the harvested flowers, fruits and vegetables under the recommended temperature, humidity and hygienic conditions. • Describe the process of sorting and grading the harvested flowers, fruits and vegetables. • Explain the importance of labelling flowers bouquets and floral arrangements with the relevant information. • Describe the benefits of conducting outdoor events. • Describe the process of landscaping and preparing a garden for outdoor events and activities. 	<ul style="list-style-type: none"> • Show how to assess the flowers, fruits and vegetables grown in the garden to ensure their maturity for being harvested. • Show how to harvest varieties of flowers, fruits and vegetables. • Demonstrate the process of sorting and grading varieties of harvested flowers, fruits and vegetables. • Demonstrate the process of cleaning fruits and vegetables appropriately. • Demonstrate the process of creating flower bouquets and floral arrangements such as wreaths and garlands. • Show how to set up flower displays using a variety of flowers. • Show how to do arrangements for outdoor events and activities as per instructions.
Classroom Aids	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
Seeds And Seedlings, Pesticides, Fungicides, Knapsack Sprayers, Measurement Jar, Mask, Gloves, Goggles, Gum Boots, Helmet, Brush Cutter, Hand Cutter, Power Driven Lawn Mower, Safety Belts	

Module 7: Maintain personal and workplace hygiene

Mapped to NOS PWD/N9901 v3.0

Terminal Outcomes:

- Discuss various personal and workplace hygiene practices.

Duration: 04:00	Duration: 14:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the significance of maintaining personal hygiene. • Explain the importance of maintaining a clean and tidy workplace. • Discuss the significance hygiene practices as per guidelines. 	<ul style="list-style-type: none"> • Demonstrate ways to maintain personal hygiene • Demonstrate correct ways of washing and/or sanitizing hands. • Demonstrate ways to maintain hygiene at workplace
Classroom Aids:	
Training kit (Trainer guide, Presentations etc.), White board, Marker, duster, projector, laptop, flip chart, speaker system	
Tools, Equipment and Other Requirements	
PCs/Laptops, Internet with Wi-Fi (Min 2 Mbps Dedicated), Picture cards, Me Book, Cleanliness and hygiene related material like Soaps, Hand Wash, sanitizers etc. Any of the following tools may be used: Smartphones, iPod, Noise LESS Earphones, Tablet/I-PAD, Laptop, etc.	

Module 8: Maintain precautionary health and safety measures

Mapped to NOS PWD/N9901 v3.0

Terminal Outcomes:

- Describe how to adhere to safety guidelines.
- Show how to administer appropriate emergency procedures.

Duration: 04:00	Duration: 14:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the importance and process of identifying and reporting any health-related issue to the concerned authorities. • Discuss the various emergencies that may happen such as fire, accident, fall etc. • Discuss the process and significance of reporting accidents and hazards. • Discuss the significance of following health and safety practices as per guidelines. 	<ul style="list-style-type: none"> • Demonstrate ways to administer basic first aid in different situations. • Display the correct way of donning and doffing PPE such as face masks, hand gloves etc. • Demonstrate safety drills for different emergency situations.
Classroom Aids:	
Training kit (Trainer guide, Presentations etc.), White board, Marker, duster, projector, laptop, flip chart, speaker system	
Tools, Equipment and Other Requirements	
PCs/Laptops, Internet with Wi-Fi (Min 2 Mbps Dedicated), Picture cards, Me Book, Cleanliness and hygiene related material like Soaps, Hand Wash, sanitizers etc. Any of the following tools may be used: Smartphones, iPod, Noise LESS Earphones, Tablet/I-PAD, Laptop, etc.	

Module 9: Practice waste management

Mapped to NOS PWD/N9901 v3.0

Terminal Outcomes:

- Discuss health, hygiene and safety practices.

Duration: 02:00	Duration: 12:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the importance and mechanism of proper and safe disposal of waste. 	<ul style="list-style-type: none"> • Demonstrate the segregation of different types of waste. • Select various types of color-coded bins/containers used for disposal of waste. • Display correct way of disposing PPE
Classroom Aids:	
Training kit (Trainer guide, Presentations etc.), White board, Marker, duster, projector, laptop, flip chart, speaker system	
Tools, Equipment and Other Requirements	
PCs/Laptops, Internet with Wi-Fi (Min 2 Mbps Dedicated), Picture cards, Me Book, Cleanliness and hygiene related material like Soaps, Hand Wash, sanitizers etc. Any of the following tools may be used: Smartphones, iPod, Noise LESS Earphones, Tablet/I-PAD, Laptop, etc.	

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
10th Class		4	Gardening/ Landscaping	0		Gardener with 4 Years' experience with Government/civic authority/registered nursery/corporates
12th Class		2	Gardening/ Landscaping	0		Ex-Service-Man including Ex-Paramilitary personnel: Minimum Qualification is 10+2 with an Honorable Discharge/Pension. SSC would consider a relaxation/waiver of sector-specific experience on case to case basis.
Diploma	Landscaping/ Agriculture/ horticulture	3	Gardening/ Landscaping	0		Diploma in Vocational Training and Employment (MR)/ DVR(ID) having 2 years of work experience with Intellectual Disability is preferred

Trainer Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
Certified for Job Role “ Assistant Gardener ”, mapped to QP: “AGR/Q0804, v2.0”, Minimum accepted score is 80%	Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “MEP/Q2601, v1.0”. The minimum accepted score as per MEPSC guidelines is 80%.	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	
Graduation	Agriculture/ Botany/ Forestry/ Horticulture/ Floriculture and related streams	5	Agriculture/ Forestry/ Horticulture and related streams and fields	0		Practical skills and knowledge required in overall quality management of flowers
Post-graduation	Agriculture/ Botany/ Forestry/ Horticulture/ Floriculture and related streams	2	Agriculture/ Forestry/ Horticulture and related streams and fields	0		Practical skills and knowledge required in overall quality management of flowers
PhD	Agriculture/ Botany/ Forestry/ Horticulture/ Floriculture and related streams	1	Agriculture/ Forestry/ Horticulture and related streams and fields	0		Practical skills and knowledge required in overall quality management of flowers

Assessor Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
“Assistant Gardener”, “AGR/Q0804, v2.0”, Minimum accepted score is 80%	Certified for the Job Role: “Assessor”, mapped to the Qualification Pack: “MEP/Q2701, v1.0”, with a minimum score of 80%.	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. Assessment System Overview:

- Batches are assigned to the assessment agencies for conducting the assessment on SDMS/SIP or email by SCPwD.
- Assessment agency deploys the ToA certified Assessor for conducting assessment
- SSC monitors the assessment process and records SSC approve the final result. SSC shares the result with training providers.

2. Testing Environment:

- Confirm that the centre is available at the same address as mentioned on SDMS or SIP
- Check the duration of the training.
- Check the Assessment Start and End time.
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
- Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
- Confirm the number of tablets on the ground are correct to execute the Assessment smoothly.
- Check the availability of the Lab Equipment for the particular Job Role.

3. Assurance levels / Framework:

- Question papers created by the subject matter experts from assessment agencies and approved by SCPwD.
- Questions are mapped with NOS and PC
- Question papers are prepared considering that level 1 to 3 is for the unskilled & semiskilled individuals, and level 4 and above are for the skilled, supervisor & higher management
- Assessor must be ToA certified and master trainer should be certified on SIP.
- Assessment agency must follow the assessment guidelines to conduct the assessment developed
- Attendance sheet checking.

4. Types of evidence or evidence-gathering protocol

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding
- Biometric or manual attendance sheet (stamped by master trainer) of the trainees during the training period
- Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs & videos

Method of verification or validation:

- Surprise visit to the assessment location
- Random audit of the batch or any candidate

Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored
- Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage and also stored in Hard drives

References

Glossary

Term	Description
Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests
Key Learning	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
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
AGR	Agriculture
NOS	National Occupational Standard (s)
NSQF	National Skills Qualifications Framework
OJT	On-the-job Training
QP	Qualifications Pack
PwD	People with Disability
PPE	Personal Protective Equipment