

## NSQC QUALIFICATION FILE

Approved in 22<sup>th</sup> NSQC Meeting, 19<sup>th</sup> 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	<b>Qualification Title:</b> Instructional Designer
2	<b>Qualification Code, if any:</b> MEP/Q2901
3	<b>NCO code and occupation:</b> NCO-2015/ 2424.0402; 2424.9900
4	<p><b>Nature and purpose of the qualification (Please specify whether qualification is short term or long term):</b>            This is a Qualification Pack (QP) containing National Occupational Standards for the job role –Instructional Designer            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.</p>
5	<b>Body/bodies which will award the qualification:</b> Management &Entrepreneurship and Professional Skills Council (MEPSC)
6	<b>Body which will accredit providers to offer courses leading to the qualification:</b> Management &Entrepreneurship and Professional Skills Council (MEPSC)
7	<b>Whether accreditation/affiliation norms are already in place or not , if applicable (if yes, attach a copy) :</b> Under Developed
8	<b>Occupation(s) to which the qualification gives access:</b> Instructional Design
9	<p><b>Job description of the occupation:</b>            The Instructional designer designs a training intervention that will ensure transfer of learning as per identified needs to the learners. They also conduct diagnostic assessments to identify individual training needs and develop and provide training materials that will assist the trainer and learner. They train the trainers who will be conducting the training intervention.</p>
10	<b>Licensing requirements:</b> N/A
11	<b>Statutory and Regulatory requirement of the relevant sector (documentary evidence to be provided) :</b> N/A
12	<b>Level of the qualification in the NSQF:</b> Level 6
13	<b>Anticipated volume of training/learning required to complete the qualification:</b> 550 Hours
14	<p><b>Indicative list of training tools required to deliver this qualification:</b>            Training kit (Trainer guide, PowerPoint), sample feedback forms, templates to gather information, document, sample Qualification Packs, computer systems with latest configuration and required software(desktop publishing software, picture editing software), general Personal Protective Equipment (PPE), OHS policy, sample accident and incident reports, Class A, B, C, D and K fire extinguishers, First aid kit with all contents</p>
15	<p><b>Entry requirements and/or recommendations and minimum age:</b>            Graduate or equivalent            2 years work experience in any training and assessment function, experience in using word-processor, spreadsheet and presentation applications, research skills, writing skills and command over language</p>

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	22 Years		
16	<b>Progression from the qualification (Please show Professional and academic progression) :</b> Vertical: Instructional Design Expert, Sr. Manager - Training Design Horizontal: E-learning Manager, LMS Manager		
17	<b>Arrangements for the Recognition of Prior learning (RPL) :</b> 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	<b>International comparability where known (research evidence to be provided) :</b> 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	<b>Date of planned review of the qualification:</b> 04/07/2022		
21	<b>Formal structure of the qualification</b>		
	<b>Mandatory components</b>		
(i)	<b>Title of component and identification code/NOSs/Learning outcomes</b>	<b>Estimated size (learning hours)</b>	<b>Level</b>
	MEP/N2901 Perform diagnostic assessment for individuals to be trained on expected performance outcomes	100	6
	MEP/N2902 Plan and design specific learning and development interventions and programs	125	6
	MEP/N2908 Review learning resources as per design document	125	6
	MEP/N2909 Comply with Intellectual Property Rights,	50	5

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	Rules, Regulations and Ethics		
	MEP/N2606 Plan and facilitate trainer development	100	6
	MEP/N9912 Apply principles of professional practice to work as a training and development professional	50	5
	MEP/N9911 Apply health and safety practices applicable in a training and assessment environment	50	4
	<b>Sub Total (A)</b>	550	
	<b>Optional components (N/A)</b>		
	<b>Total (A+B)</b>		

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### **SECTION 1 ASSESSMENT**

<b>21</b>	<b>Body/Bodies which will carry out assessment:</b> Assessments agencies empanelled with MEPSC to carry out assessment: <ul style="list-style-type: none"><li>- Aspiring Minds Assessments Pvt Ltd</li><li>- Co Cubes Technologies Pvt Ltd</li><li>- India Skills Pvt Ltd</li><li>- Induslynk Training Services Pvt Ltd (METTL)</li><li>- Skill Training Assessment Management Partners Ltd (STAMP)</li><li>- Trendsetters Skill Assessors Pvt Ltd</li></ul>
<b>22</b>	<b>How will RPL assessment be managed and who will carry it out?</b> 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.
<b>23</b>	<b>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.</b> 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:** Instructional Designer

**Job Role:** Instructional Designer

**Qualification Pack:** MEP/Q2901

**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.

Compulsory NOS				Marks Allocation	
Total Marks: 700					
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out of	Theory	Skills Practical
MEP/N2901 Perform diagnostic assessment for individuals to be trained on expected	PC1.identify purpose or aim of carrying out diagnostic assessment for individuals by engaging with the management and stakeholders	100	4	2	2
	PC2.identify priorities of the management and business with respect to their expectations from the		5	2	3

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performance outcomes	exercise			
	PC3.identify the performance outcomes expected from individuals by interacting with various stakeholders and in alignment with the purpose of the exercise	5	2	3
	PC4.identify indicators of acceptable performance that is expected from the individuals for each performance outcomes	5	2	3
	PC5.document and present performance outcomes to stakeholders	5	2	3
	PC6.modify as per feedback received from stakeholders and obtain approvals	5	2	3
	PC7.identify various information required to observe performance indicators mapped and assess individuals on the performance outcomes mapped	5	2	3
	PC8.identify available resources and constraints for conducting a training needs analysis	5	2	3
	PC9.select an appropriate assessment methodology in that is suited for conducting diagnostic assessment within the resources and constraints	5	2	3
	PC10.identify additional information/data sources for evaluating the current performance levels of the individuals	5	2	3
	PC11.identify reliable, appropriate and efficient methods and tools for gathering and analysing information to obtain the training needs	5	2	3
	PC12.identify any existing, or potential, risks that may impact the success of the training needs exercise	4	2	2

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PC13.develop solutions to address the risks that have been identified		4	1	3
PC14.estimate the resources and time required for conducting the training needs analysis		5	2	3
PC15.develop and document the project plan for conducting of the training needs analysis and share with relevant persons		5	2	3
PC16.obtain feedback and modify scope and plan of the exercise as agreed by the key stakeholders		4	1	3
PC17.develop tools and templates for gathering information as per approved plan for conducting the training and development needs identification for individuals		4	2	2
PC18.share the purpose, aims and methodology of the learning needs identification exercise with the individuals		5	2	3
PC19.apply diagnostic assessment methodology as agreed in the plan while ensuring reliability and accuracy of information received		4	2	2
PC20.diagnose gaps in skills, knowledge and attitude with respect to target performance outcomes using the information gathered		4	1	3
PC21.discuss diagnostic assessment draft with the learner and stakeholders and obtain feedback and validation		3	1	2
PC22.establish and prioritise individual training and development needs based on the diagnostic assessment		4	2	2
	<b>Total</b>	<b>100</b>	<b>40</b>	<b>60</b>



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MEP/N2902 Plan and design specific learning and development interventions and programs	PC1.identify objectives of the learning and development intervention by studying the training needs analysis as well as conducting stakeholder interaction	<b>100</b>	4	1	3
	PC2.access and confirm the competency standards, and other training specifications, on which to base the learning program		4	1	3
	PC3.identify language, literacy and numeracy requirements of the program		4	2	2
	PC4.identify and consider characteristics of the target learner group including, age, literacy levels, cognitive levels, language of preference, prior learning, etc.		4	2	2
	PC5.prepare learning outcomes for the program that will fulfil the objectives of the program		5	2	3
	PC6.share objective of the program and the learning outcomes with the key stakeholders and obtain feedback		4	1	3
	PC7.incorporate feedback and take approvals		4	1	3
	PC8.identify resources available for the learning intervention or program to be planned		4	1	3
	PC9.research and analyse options for learning design, based on likely target groups, their learning needs and contexts for delivery		5	2	3
	PC10.use appropriate learning theories and instructional design principles to create the high level design and low level design for the training intervention		5	2	3
	PC11.prepare a session plan for creating learning opportunities that can help the learner to learn the learning		5	2	3

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outcomes			
PC12.plan the assessment strategy to meet the outcomes of learning and development opportunities and programmes	5	2	3
PC13.specify and document the time, methodologies, trainer capabilities, equipment and materials required for implementing the training intervention or program	4	2	2
PC14.share with stakeholders and obtain necessary approvals	4	1	3
PC15.evaluate existing learning resources for content relevance and quality	4	2	2
PC16.source specific subject matter content according to approved design and based on application of learning principles	4	1	3
PC17.break learning content into manageable segments and sequences and document timeframe for each segment or learning session	4	1	3
PC18.identify and document requirements to implement the learning program as per organisational template	5	2	3
PC19.review drafts of learning programs and content with key stakeholders, using an appropriate evaluation tool	4	1	3
PC20.gather, summarise and analyse the evaluation feedback to enhance the quality of the content	5	2	3
PC21.adjust the draft learning program and content to reflect the review outcomes, where appropriate.	5	2	3
PC22.obtain final approval for the	4	1	3

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	learning program, structure and content from appropriate personnel.				
	PC23.document complete learning program in line with organisational and national qualifications requirements		4	1	3
		<b>Total</b>	<b>100</b>	<b>35</b>	<b>65</b>
MEP/N2903 Develop training resources as per training plan	PC1.consult and clarify with the clients about the objectives of training	<b>100</b>	3	1	2
	PC2.identify the target audience and their learning needs		3	1	2
	PC3.obtain the curriculum in training design plan		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 training design specifications		4	2	2
	PC8.ensure all IPR regulations are followed while obtaining the content		2	1	1
	PC9.organise the content as per the curriculum specifications		4	1	3
	PC10.refer to raw content and write final 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		5	2	3

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	appropriate as per the curriculum and relevant instructional design principles			
	PC13.perform self-check and proofreading to ensure language and adherence to the guidelines and completeness	4	1	3
	PC14.consult the approved 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.organise and input the content in a relevant template to develop training resources for the intended audience	4	1	3
	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.	4	2	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	2	1	1
	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	3	1	2

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	information against specifications				
	PC23.check text, format and visual design for clarity and focus		3	1	2
	PC24.conduct an expert review and seek feedback from expert		3	1	2
	PC25.conduct an external review using appropriate review methods such as running a pilot or alpha teach and incorporate feedback		3	1	2
	PC26.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
	PC27.identify areas for improvement on the development process and methods		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
		<b>Total</b>	<b>100</b>	<b>35</b>	<b>65</b>
MEP/N2908 Review learning resources as per design document	PC1. obtain correct version of the learning materials to be reviewed and relevant design document from authorised personnel	<b>100</b>	4	2	2
	PC2. identify key parameters on which the learning materials need to be reviewed as well as timelines and process to be followed		5	3	2

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PC3. evaluate the structure, media used and overall coverage of the learning materials to ensure adherence to design document requirements in terms of learning outcomes to be covered, sequence, suggested learning methodology, assessment methodology, duration, tools and equipment suggested, etc.	6	3	3
PC4. evaluate for adequacy, relevance and currency of content in order to achieve learning outcomes by appropriate means such as researching the content, consulting a subject matter expert, referring to already approved materials, etc.	6	3	3
PC5. evaluate the organisation and presentation of content with instructional design principles including pedagogy and andragogy	6	3	3
PC6. perform plagiarism check on the content and media using a reliable software and check for adherence to IPR requirements	5	2	3
PC7. check if language used throughout is in line with target audience's requirements and is without grammatical, syntactical and typing errors	5	2	3
PC8. check materials for adherence to prescribed format and template	5	2	3
PC9. check the process for learning materials development for compliance with organisation guidelines	5	2	3
PC10. record and share recommendations after evaluation of content in an accurate easy to understand and unambiguous manner	5	2	3
PC11. discuss the recommendations	4	2	2

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	with the learning materials developer clarifying their queries and concerns				
	PC12. make necessary modifications to the learning materials to ensure adherence to design		6	3	3
	PC13. review updated content to ensure all areas of concerns are addressed appropriately		4	2	2
	PC14. finalize the content to ensure all design aspects are met and the learning materials are ready for testing		5	2	3
	PC15. ensure adherence to timelines and process in place for modification and approval of learning materials		5	2	3
	PC16. conduct pilot test for the updated learning materials with target audience, trainers who will be using these materials, other stakeholders, etc.		6	3	3
	PC17. observe areas of improvement where the learning materials were insufficient, erroneous or unnecessary		5	2	3
	PC18. obtain feedback from the participants of pilot test with respect to what went well and what could be improved based on their experience and observations		4	2	2
	PC19. identify changes to be made based on pilot test results after discussion with learning materials developer, subject matter expert and stakeholders		4	2	2
	PC20. incorporate approved modifications and finalize the learning materials for production		5	2	3
		<b>Total</b>	<b>100</b>	<b>46</b>	<b>54</b>
MEP/N2909	PC1. identify copyright and other	<b>100</b>	6	3	3

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Comply with Intellectual Property Rights, Rules, Regulations and Ethics	Intellectual Property Rights (IPR) 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	5	2	3



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	of own copyright material by others				
	PC12. use and inform other appropriate personnel of legislative exceptions that allow use of copyright material without permission		4	1	3
	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
		<b>Total</b>	<b>100</b>	<b>44</b>	<b>56</b>
MEP/N2606 Plan and facilitate trainer development	PC1. identify training needs of the trainers after studying the occupational standards and skill gap analysis of the trainer	<b>100</b>	4	2	2
	PC2. identify various methods that are best suited for the training needs		4	2	2
	PC3. list available learning and development resources and constraints		4	2	2

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PC4.select the methods best suited for the training needs that can be applied within the available resources and constraints	4	2	2
PC5.prepare a training plan and schedule that fits in the trainer schedule without disrupting work	4	2	2
PC6.have the training materials developed with the help of content development team	4	2	2
PC7.share the training plan and schedule with all stakeholders	4	2	2
PC8.prepare and implement a monitoring plan to ensure all trainers undergo the development plan	5	2	3
PC9.receive or finalise calendar for trainer training from authorised source	5	2	3
PC10.confirm availability to the organisers for the training session	3	1	2
PC11.study profile of candidates coming for training to identify special training requirements if any	5	2	3
PC12.receive session plan, occupational standards and training materials for training provided by authorised source	5	2	3
PC13.facilitate trainer training program as per the program design provided	4	1	3
PC14.conduct formative assessment of learning by using appropriate methods such as mock-training or on-the-job observation of studying video recordings of trainers, etc.	5	2	3
PC15.monitor, and document, learner progress to ensure outcomes are being achieved, and individual learner needs are being met	3	1	2

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	PC16.adjust the delivery sessions to reflect specific needs and circumstances		4	1	3
	PC17.provide additional assistance to individual trainers as required to achieve session outcomes		4	2	2
	PC18.maintain and store learner records according to organisational requirements		5	2	3
	PC19.monitor the cleanliness and tidiness of the training room		4	1	3
	PC20.notify any special housekeeping requirements, maintenance requirements or training equipment repair requirements to appropriate personnel		4	1	3
	PC21.securing equipment and tools in safe places in accordance with procedures		3	1	2
	PC22.ensure that training equipment and tools are used and left in good condition		5	2	3
	PC23.complete learner records accurately and submit or process and in the required timeframes		4	1	3
		<b>Total</b>	<b>100</b>	<b>40</b>	<b>60</b>
MEP/N9912 Apply principles of professional practice at the workplace	PC1.display appropriate professional appearance for the workplace	<b>100</b>	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	3	1	2

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personal and cultural beliefs			
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

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	PC30. recognize and respond to inappropriate behaviour towards self or others in a professional manner and as per organisational policy		3	1	2
		<b>Total</b>	<b>100</b>	<b>36</b>	<b>64</b>
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	<b>100</b>	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		5	1	4

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	procedures and guidelines				
	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 who require assistance with personal care or hygiene		5	1	4
	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
		<b>Total</b>	<b>100</b>	<b>30</b>	<b>70</b>

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<b>Outcomes to be assessed/NOSs to be assessed</b>	<b>Assessment criteria for the outcome</b>
Provided in the above section	
<b>Means of assessment 1</b>	
<b>Means of assessment 2</b> Add boxes as required.	
<b>Pass/Fail</b>	



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**SECTION 2**

**25. EVIDENCE OF LEVEL**

**OPTION A**

Title/Name of qualification/component: <b>Instructional Designer</b>		Level: <b>6</b>	
<b>NSQF Domain</b>	<b>Outcomes of the Qualification/Component</b>	<b>How the job role relates to the NSQF level descriptors</b>	<b>NSQF Level</b>
Process			
Professional knowledge			
Professional skill			
Core skill			
Responsibility			

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**OPTION B**

Title/Name of qualification/component: <b>Instructional Designer</b>			Level: <b>6</b>
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
Process	<p><b><u>Wide range of specialised technical skill, clarity of knowledge and practice in broad range of activity involving standard and non-standard practices:</u></b></p> <ul style="list-style-type: none"> <li>• select an appropriate assessment methodology in that is suited for conducting diagnostic assessment within the resources and constraints</li> <li>• develop solutions to address the risks that have been identified</li> <li>• apply diagnostic assessment methodology as agreed in the plan while ensuring reliability and accuracy of information received</li> <li>• access and confirm the competency standards, and other training specifications, on which to base the learning program</li> <li>• prepare learning outcomes for the program</li> </ul>	<p>As mentioned in the various performance criteria mentioned in the previous cell, the Instructional Designer works with <b>wide range of specialised technical skill, having clarity of knowledge and practice in broad range of activity involving standard and non-standard practices</b> such as develop solutions to address the risks that have been identified, prepare learning outcomes for the program that will fulfil the objectives of the program, prepare a session plan for creating learning opportunities that can help the learner to learn the learning outcomes, obtain the curriculum in training design plan, select the methods best suited for the training needs that can be applied within the available resources and constraints, apply diagnostic assessment methodology as agreed in the plan while ensuring reliability and accuracy of information received, etc.</p> <p>Hence NSQF Level is 6</p>	6

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	<p>that will fulfil the objectives of the program</p> <ul style="list-style-type: none"> <li>• research and analyse options for learning design, based on likely target groups, their learning needs and contexts for delivery</li> <li>• use appropriate learning theories and instructional design principles to create the high level design and low level design for the training intervention</li> <li>• prepare a session plan for creating learning opportunities that can help the learner to learn the learning outcomes</li> <li>• plan the assessment strategy to meet the outcomes of learning and development opportunities and programmes</li> <li>• source specific subject matter content according to approved design and based on application of learning principles</li> <li>• break learning content into manageable segments and sequences and document timeframe for each segment or learning</li> </ul>		

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	<p>session</p> <ul style="list-style-type: none"> <li>• review drafts of learning programs and content with key stakeholders, using an appropriate evaluation tool</li> <li>• obtain the curriculum in training design plan</li> <li>• research and gather raw content using primary and secondary research for developing the resources as per the training design specifications</li> <li>• consult the approved subject matter expert to modify and confirm the relevance and correctness of the content</li> <li>• select the methods best suited for the training needs that can be applied within the available resources and constraints</li> <li>• study profile of candidates coming for training to identify special training requirements if any</li> </ul>		

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NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
	<ul style="list-style-type: none"> <li>○ Special training requirements: language adjustment; seating arrangement; learners with special needs; timings of trainer;</li> </ul>		
Professional knowledge	<p><b><u>Factual and theoretical knowledge in broad contexts within a field of work or study:</u></b></p> <ul style="list-style-type: none"> <li>• principles and practices of conducting training needs identification for individuals</li> <li>• importance of engaging with the management and stakeholders during the diagnostic assessment process</li> <li>• concepts of performance outcomes, performance indicators, skill, knowledge and attitudinal gap analysis</li> <li>• principles of mapping and documenting expected performance outcomes and performance indicators</li> <li>• various methods to observe performance indicators and assess achievement of performance outcomes</li> </ul>	<p>As mentioned in the various <b>knowledge and understanding</b> criteria mentioned in the previous cell, the Instructional Designer requires <b>factual and theoretical knowledge</b> in broad contexts within a field of work or study like principles and practices of conducting training needs identification for individuals, concepts of performance outcomes, performance indicators, skill, knowledge and attitudinal gap analysis, various methods to observe performance indicators and assess achievement of performance outcomes, principles of mapping and documenting expected performance outcomes and performance indicators, impact of risks, resources and constraints on choice of assessment methodologies, sound knowledge of adult learning principles, knowledge of adult learning theory, including-behavioural learning theory, cognitive learning theory, information processing theory, andragogy, a range of</p>	6

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	<ul style="list-style-type: none"> <li>• various sources of information/data sources for evaluating the current performance levels of the individuals</li> <li>• various reliable, appropriate and efficient methods and tools for gathering and analysing information to obtain the training needs</li> <li>• impact of risks, resources and constraints on choice of assessment methodologies</li> <li>• different purposes and focus of learning programs</li> <li>• sound knowledge of adult learning principles such as:               <ul style="list-style-type: none"> <li>○ training needs to be learner-centred to engage learners</li> <li>○ adults have a need to be self-directing and decide for themselves what they want to learn</li> <li>○ adults have a range of life experience, so connecting learning to experience is meaningful</li> <li>○ adults have a need to know why</li> </ul> </li> </ul>	<p>delivery contexts, the appropriate use of a range of learning activities, methodologies related to development and use of evaluation instruments, relevant policies, legal requirements, codes of practice and national standards, including National Occupational Standards, National Skills Qualification Framework, relevant health and safety knowledge relating to the work role, risks that need to be managed when developing learning and development programmes, guidelines and legal requirements on disclosure and confidentiality, trainer competencies and occupational standards.</p> <p>Hence NSQF Level is 6.</p>	

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NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
	<ul style="list-style-type: none"> <li>○ they are learning something</li> <li>○ the learning process needs to support increasing learner independence</li> <li>○ emphasis on experiential and participative learning</li> <li>○ use of modelling</li> <li>○ the learning process should reflect individual circumstances</li> <li>● knowledge of adult learning theory, including:                             <ul style="list-style-type: none"> <li>○ behavioural learning theory</li> <li>○ cognitive learning theory</li> <li>○ information processing theory</li> <li>○ andragogy</li> </ul> </li> <li>● a range of learning styles theories that suit the various learner profile/target groups such as:                             <ul style="list-style-type: none"> <li>○ auditory</li> <li>○ visual</li> <li>○ kinaesthetic</li> <li>○ left/right brain</li> <li>○ global/analytical</li> <li>○ theoretical</li> <li>○ activist</li> </ul> </li> </ul>		

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	<ul style="list-style-type: none"> <li>○ pragmatist</li> <li>○ reflective</li> <li>● design options for learning program design structure such as:                             <ul style="list-style-type: none"> <li>○ following the design approach of the learning strategy</li> <li>○ organising the learning program around discrete National Occupational Standards</li> <li>○ integrating National Occupational Standards within the learning program</li> <li>○ focusing the content on knowledge and/or skill acquisition</li> <li>○ focusing the content on activities/experiences as the focus of learning</li> <li>○ listing existing learning activities, learning materials, learning resources that could be used in developing content</li> <li>○ considering the most appropriate delivery methods</li> </ul> </li> <li>● a range of delivery contexts such as:                             <ul style="list-style-type: none"> <li>○ in the training room/classroom</li> <li>○ in simulated work environments</li> </ul> </li> </ul>		



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	<ul style="list-style-type: none"> <li>○ in specialist environments - e.g. laboratory/ computer room</li> <li>○ through the world wide web</li> <li>○ at home</li> <li>○ in a community setting</li> <li>○ in the workplace</li> <li>● different delivery modes and methods such as:               <ul style="list-style-type: none"> <li>○ face-to-face</li> <li>○ online</li> <li>○ distance-resource-based</li> <li>○ individual facilitation techniques</li> <li>○ work-based</li> <li>○ blended delivery</li> </ul> </li> <li>● a range of delivery methods, such as:               <ul style="list-style-type: none"> <li>○ lock step/learner-paced/mixed</li> <li>○ interactive/participative/collaborative</li> <li>○ trainer-centred/learner-centred</li> <li>○ time and place dependent/independent</li> <li>○ demonstration</li> <li>○ instruction</li> <li>○ presentations</li> <li>○ guided facilitation</li> <li>○ guided activities/applications/experiences</li> </ul> </li> </ul>		

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	<ul style="list-style-type: none"> <li>○ tutoring</li> <li>○ project-based</li> <li>○ individual facilitation techniques - coaching/ mentoring</li> <li>○ blended delivery methods</li> <li>● the appropriate use of a range of learning activities such as:                             <ul style="list-style-type: none"> <li>○ discussions</li> <li>○ role-plays</li> <li>○ written activities</li> <li>○ case studies</li> <li>○ simulation</li> <li>○ audio or visual activities</li> <li>○ demonstrations</li> <li>○ practice, e.g. practicum or supervised training/facilitation</li> <li>○ individual activities/projects/assignments</li> <li>○ group activities/projects/assignments</li> <li>○ workplace practice</li> <li>○ research</li> <li>○ problem-based tasks</li> <li>○ 'thinking skills' exercises</li> <li>○ question and answer</li> <li>○ self-paced learning materials</li> <li>○ games</li> </ul> </li> </ul>		

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	<ul style="list-style-type: none"> <li>• the appropriate use of a range of learning materials such as:                             <ul style="list-style-type: none"> <li>○ hand-outs for learners</li> <li>○ worksheets</li> <li>○ workbooks</li> <li>○ prepared case studies, task sheets, activity sheets</li> <li>○ prepared topic/subject information sheets</li> <li>○ prepared role-plays</li> <li>○ prepared presentations and overheads</li> <li>○ prepared scenarios, projects, assignments</li> <li>○ materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications</li> <li>○ prepared research tasks</li> </ul> </li> <li>• methodologies relating to developing and documenting learning activities and related learning materials</li> <li>• methodologies related to development and use of evaluation instruments</li> </ul>		

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	<ul style="list-style-type: none"> <li>• the use of a range of evaluation criteria such as:               <ul style="list-style-type: none"> <li>○ the focus and purpose of the learning program is clear and appropriate</li> <li>○ content and structure address all aspects of required National Occupational Standards</li> <li>○ learning sequence provides effective and manageable blocks of learning</li> <li>○ activities are interesting, relevant and appropriate to outcomes and learner characteristics</li> <li>○ formative assessment points, methods and tools are appropriate and effective</li> <li>○ equity needs are effectively addressed</li> </ul> </li> <li>• how to prepare costings related to the development of the learning program</li> <li>• relevant policies, legal requirements, codes of practice and national standards, including National Occupational Standards, National Skills Qualification Framework (NSQF) that may affect training and</li> </ul>		

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NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
	<p>assessment in the vocational training sector</p> <ul style="list-style-type: none"> <li>• relevant health and safety knowledge relating to the work role, and health and safety considerations that need to be included in the learning program</li> <li>• importance of learner and stakeholder involvement when developing learning interventions</li> <li>• risks that need to be managed when developing learning and development programmes</li> <li>• methodologies to monitor and evaluate learning and development programmes</li> <li>• trainer competencies and occupational standards</li> <li>• guidelines and legal requirements on disclosure and confidentiality</li> <li>• relevant Occupational Health and Safety</li> </ul>		

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	<p>(OHS) regulations</p> <ul style="list-style-type: none"> <li>• relevant statutory legislation</li> <li>• relevant enterprise/site safety procedures</li> <li>• enterprise /site emergency procedures and techniques</li> <li>• environmental legislation</li> </ul>		
Professional skill	<p><b><u>Range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study:</u></b></p> <ul style="list-style-type: none"> <li>• handle disruptions during work in a solution seeking and calm manner</li> <li>• selection of appropriate methodologies and tools based on existing risks, resources and constraints</li> <li>• deliver training program smoothly, on time while meeting the session objectives</li> <li>• ensure that all tools, materials, equipment are available at the appropriate time and</li> </ul>	<p>As mentioned in the various performance criteria mentioned in the previous cell, the Instructional Designer is able to perform a range of <b>cognitive and practical skills required to generate solutions to specific problems in a field of work or study</b> such as handle disruptions during work in a solution seeking and calm manner, deliver training program smoothly, on time while meeting the session objectives, how to improve work process, contain inappropriate behaviour such as violent or inappropriate language, describe own role in achieving the goal, describe others role in achieving the goal, act in case of any potential hazards observed in the work place, recognise emergency and potential emergency situations.</p>	6

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	<p>place, when and where they are needed</p> <ul style="list-style-type: none"> <li>• identify and meet client and student needs</li> <li>• apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols</li> <li>• Identify risk, resources and constraint, their impact on the work to be done and how to address the same</li> <li>• analyse gaps in skills, knowledge and attitude based on data collated during the diagnostic assessment</li> <li>• how to improve work process</li> <li>• how to spot potential disruptions and delays and what can be done to prevent the same as well as handle the same if it occurs</li> <li>• ways to identify unreliable or inaccurate data by using research tools</li> <li>• contain inappropriate behaviour such as</li> </ul>	<p>Hence NSQF Level is 6</p>	

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NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
	<p>violent or inappropriate language</p> <ul style="list-style-type: none"> <li>• take appropriate actions in case of conflicts</li> <li>• plan to meet own and team performance targets and standards</li> <li>• describe own role in achieving the goal</li> <li>• describe others role in achieving the goal</li> <li>• list activities, milestones and timelines</li> <li>• identify the support and resources needed to help work towards the goal.</li> <li>• plan and organise a personal development plan for self</li> <li>• use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours</li> <li>• act in case of any potential hazards observed in the work place</li> </ul>		



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	<ul style="list-style-type: none"> <li>take adequate measures to ensure the safety of students and visitors to training venue</li> <li>provide assistance with the general care and wellbeing of learners</li> <li>analyse what could constitute a health and safety Risk or Hazard</li> <li>recognise emergency and potential emergency situations</li> <li>identify what should or should not be done to protect from a health and safety risk or hazard</li> </ul>		
Core skill	<p><b><u>Reasonable good in mathematical calculation, understanding of social, political and reasonably good in data collecting organising information, and logical communication:</u></b></p> <ul style="list-style-type: none"> <li>articulate performance outcomes and indicators following the appropriate</li> </ul>	<p>As mentioned in the various performance criteria &amp; Knowledge criteria mentioned in the beginning points in the previous cell, the Instructional Designer requires being <b>reasonably good in mathematical calculation.</b></p> <p>As mentioned in the various performance criteria &amp; Knowledge criteria mentioned in the remaining</p>	6

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NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
	<p>taxonomy</p> <ul style="list-style-type: none"> <li>• prepare reports, questionnaires and checklists</li> <li>• read documentation to obtain information on job descriptions, performance indicators, knowledge, skill and attitude requirements, etc.</li> <li>• Explain and describe training and assessment related concepts and facts to learners in a simple language that is understandable to the learners</li> <li>• Use assertive communication techniques and participative discussion techniques to handle group discussions</li> <li>• Use collaborative methods to handle conflict without losing calm</li> <li>• read presentation slides and facilitator guides and participant handbook</li> <li>• read organisational guidelines and legal</li> </ul>	<p>points in the previous cell, the Instructional Designer should be having <b>better understanding of social, political environment and reasonably good in data collecting organising information, and logical communication</b>. These include skills like articulate performance outcomes and indicators following the appropriate taxonomy, prepare reports, questionnaires and checklists, use assertive communication techniques and participative discussion techniques to handle group discussions, interpret general health and safety guidelines, read organisational guidelines and legal requirements, collaborate with service provider to prepare the resource as per the organisational guidelines, recognize and respond to inappropriate behaviour towards self or others in a professional manner and as per organisational policy.</p> <p>Hence NSQF Level is 6</p>	

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	<p>requirements</p> <ul style="list-style-type: none"> <li>• interpret general health and safety guidelines</li> <li>• communicate general health and safety guidelines to learners</li> <li>• identify the relevant templates, formats and guidelines for development of resources</li> <li>• perform self-check and proofreading to ensure language and adherence to the guidelines and completeness</li> <li>• collaborate with service provider to prepare the resource as per the organisational guidelines.</li> <li>• obtain suggestions for modification in the resource to ensure relevance and adherence to the guidelines</li> <li>• apply organisational guidelines and legal requirements on disclosure and confidentiality</li> </ul>		

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	<ul style="list-style-type: none"> <li>• conduct displays and demonstrations according to work safety regulations and school/centre procedures and guidelines</li> <li>• organise the content as per the curriculum specifications</li> <li>• ensure the content is clear, concise, correct, complete and appropriate as per the curriculum and relevant instructional design principles</li> <li>• recognize and respond to inappropriate behaviour towards self or others in a professional manner and as per organisational policy</li> <li>• report details of emergency situations accurately in accordance with school/centre policy, including accurate completion of accident and incident report forms</li> </ul>		
Responsibility	<b><u>Responsibility for own work and learning and full responsibility for other's works</u></b>	As mentioned in the various performance criteria mentioned in the previous cell, the Instructional Designer <b>takes responsibility for own work</b>	6

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	<p><b><u>and learning:</u></b></p> <ul style="list-style-type: none"> <li>• establish and prioritise individual training and development needs based on the diagnostic assessment</li> <li>• develop tools and templates for gathering information as per approved plan for conducting the training and development needs identification for individuals</li> <li>• tools and templates used for gathering information for conducting the training and development needs identification for individuals</li> <li>• how to establish training and development needs based on the diagnostic assessment</li> <li>• Identify the learning outcomes required for learning and development programmes</li> <li>• Preparing a plan for a learning and development intervention to meet learning outcomes</li> </ul>	<p><b>and learning and full responsibility for other's works and learning</b> such as establish and prioritise individual training and development needs based on the diagnostic assessment, how to establish training and development needs based on the diagnostic assessment, preparing a plan for a learning and development intervention to meet learning outcomes, seek approval for the final training resource from authorised person, develop personal and professional goals and objectives, determine personal development needs to perform role as per desired standards, evaluate own capacity to meet goals and objectives, plan to meet own and team performance targets and standards, plan and organise a personal development plan for self.</p> <p>Hence NSQF Level is 6</p>	

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Title/Name of qualification/component: <b>Instructional Designer</b>			Level: 6
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
	<ul style="list-style-type: none"> <li>• plan the assessment strategy to meet the outcomes of learning and development opportunities and programmes</li> <li>• identify areas for improvement on the development process and methods</li> <li>• incorporate the feedback and ensure it meets the specifications</li> <li>• seek approval for the final training resource from authorised person</li> <li>• reflect on the development process and methods and identify areas for improvement</li> <li>• develop personal and professional goals and objectives</li> <li>• identify strengths and weaknesses in relation to goals and objectives</li> <li>• evaluate own capacity to meet goals and objectives</li> </ul>		

**NSQC QUALIFICATION FILE**

Approved in 22<sup>th</sup> NSQC Meeting, 19<sup>th</sup> December 2018

Title/Name of qualification/component: <b>Instructional Designer</b>			Level: 6
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
	<ul style="list-style-type: none"> <li>• determine personal development needs to perform role as per desired standards</li> <li>• develop a professional development plan to enhance professional capabilities</li> <li>• document a professional practice plan designed to support the achievement of goals</li> <li>• select and implement development opportunities to support continuous learning and maintain currency of professional practice</li> <li>• research developments and trends impacting on professional practice and integrate information into work performance</li> <li>• invite peers and others to observe, and provide feedback, on own performance and practices</li> <li>• use feedback from colleagues and clients to identify and introduce, improvements in</li> </ul>		

**NSQC QUALIFICATION FILE**Approved in 22<sup>th</sup> NSQC Meeting, 19<sup>th</sup> December 2018

Title/Name of qualification/component: <b>Instructional Designer</b>		Level: 6	
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
	<p>work performance</p> <ul style="list-style-type: none"><li>• search and study from various information sources in order to learn about latest updates for self-development</li><li>• plan to meet own and team performance targets and standards</li><li>• identify the support and resources needed to help work towards the goal.</li><li>• plan and organise a personal development plan for self</li></ul>		



**SECTION 3**

**EVIDENCE OF NEED**

<p><b>26</b></p>	<p><b>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?</b></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.</p> <p>Validations for this QP received from various companies across the</p>
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## NSQC QUALIFICATION FILE

Approved in 22<sup>th</sup> NSQC Meeting, 19<sup>th</sup> December 2018

	country. Small: 24 Medium: 11 Large: 12 Total: 47
27	<b>Recommendation from the concerned Line Ministry of the Government/Regulatory Body. To be supported by documentary evidences</b>  Ministry of Skill Development and Entrepreneurship
28	<b>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</b> 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.
29	<b>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</b> <ul style="list-style-type: none"><li>• Agencies have been appointed by the SSC to interact with training providers to gather feedback in implementation.</li><li>• Monitoring of results of assessments</li><li>• Employer feedback will be sought post-placement</li><li>• A formal review is scheduled in two-year time i.e. 2020</li></ul>

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><b>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?</b></p> <p><b>Show the career map here to reflect the clear progression</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Exploring various lateral career opportunities for the discussed qualification</li> <li>3. 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.</li> </ol> <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.  
Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

