Dated: 03rd March 2023

Subject: Guidelines for Development, Approval & Usage of National Occupational Standards (NOS) & Micro Credentials (MC)

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2.   To fulfil the vision of National Education Policy (NEP) 2020 and with the advent of new policies like National Credit Framework (NCrF), Recognition of Multiple Awarding Bodies, Cross sectoral & Multi-sectoral skills a need was felt to provide more flexibility in design of the qualifications.

3.   These guidelines will create an enabling environment for Awarding Bodies to design & develop modular learning standards further empowering learners to have continuous learning and cross mobility after honing multiple skill sets. These Guidelines will bring into focus the high in-demand and emerging Industry skills thereby providing larger avenues for growth and enhancement of skills through flexible modules of learning.

Col Santosh Kumar
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GUIDELINES FOR DEVELOPMENT, APPROVAL & USAGE OF NATIONAL OCCUPATIONAL STANDARDS (NOS) AND MICRO CREDENTIALS (MC)

National Council for Vocational Education & Training (NCVET)

3rd March 2023

PART – 1

GUIDELINES FOR DEVELOPMENT, APPROVAL & USAGE OF NATIONAL OCCUPATIONAL STANDARDS (NOS)

National Council for Vocational Education & Training (NCVET)

3rd March 2023

Contents

Introduction

1.   The National Policy for Skill Development and Entrepreneurship, 2015 reiterates the idea of **"One Nation One Standard"** to ensure that national standards and quality for skilling are globally aligned and learning outcomes are consistent. Standards-based training and assessment shifts training away from traditional theory-based approaches to practical delivery and assessment, an approach that emphasises upon the achievement and demonstration of skills required to perform at a specified standard demanded by industry.

2.   **Occupational Standards** including related training standards and assessments are an essential link between workplace employment requirements and human capital development (i.e. education and training programs) that affect individual citizens throughout their life span. Occupational standards can make a major contribution to the design of high-quality education and training programs by ensuring they are directly linked to the needs of the workplace and overall economy.

National Occupational Standards

3.   National Occupational Standards (NOS) specify the standard of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. Essentially NOSs are evidence-based benchmarks of good practice that have been agreed to by a representative sample of employers and other key stakeholders. Each NOS defines one key function collating the related performance criteria in relation to the specific function in the job role concerned. Put together, these NOSs form a Qualification which is used to train learners for a particular job role.

International Practices

4.   NOSs have been developed by many nations and carry with them different names, such as National Occupational Standards (NOS) in the United Kingdom, National Competency Standards (NCS) in the Republic of Korea, Workforce Skills Qualifications (WSQ) in Singapore.

5.   **In UK**, National Occupational Standards (NOS) are developed by Standard Setting Organisations (SSO) who consult with employers and other stakeholders across each of the UK nations (Scotland, Wales, Northern Ireland and England). This consultation process allows any specific requirements to be considered by each nation and the result is a set of NOS that are suitable for use across the UK. The NOS, which are set out in a common format, are approved on a four-nation basis and the content is scrutinised by Scottish Qualification Authority (SQA) Accreditation. Each NOS has a published date stating when it was approved, and the most current NOS are listed in this database. There is also an anticipated review date which is used as a guide to when they require reviewing and feedback from stakeholders is taken to influence when this is commissioned. Although NOS are developed as individual measures of competence, they are grouped in Suites which identify the sector they relate to and there are approx. 900 suites at present, with almost 23,000 separate NOS. They cover a wide range of sectors.

6.   **In Canada,** the development and maintenance of each NOS is led by a *National Occupational Standard Development Committee (NOSDC)* made up of subject-matter experts

from various groups across Canada, including industry, labour and education. NOS development committees undertake a regular review (five years) of the NOS to ensure they remain current and relevant to industry. Further, Training Standards based on NOSs are developed which are called National Occupational Training Standards (NOTS). NOTS in Canada provide the learning outcomes and learning objectives that guide quality training, curriculum design and development.

7.   In the **United States of America**, the Occupational Information Network (O*NET) is a free online database that contains hundreds of job definitions to help students, job seekers, businesses and workforce development professionals to understand today's world of work in the United States. It was developed under the sponsorship of the US Department of Labor/Employment and Training Administration (USDOL/ETA) through a grant to the North Carolina Employment Security Commission (now part of the NC Commerce Department) during the 1990s. It describes occupations in terms of the knowledge, skills, and abilities required as well as how the work is performed in terms of tasks, work activities, and other descriptors.

8.   NOSs have been generally defined as formal documents that describe the requirements for individual qualification to enter and perform successfully in a specific occupation (Heneman & Ledford, 1998). NOSs are typically part of broader national workforce development efforts (Lee & Jacobs). However, with the mapping between various international standards, occupations & frameworks and development of regional qualification frameworks the NOSs are gradually assuming an international identity & recognition.

Purpose of NOS

9.   Currently, NOSs are used for two main purposes namely, for development of unit based functional competency w.r.t. job roles at different skill qualification levels and enabling the curriculum for the delivery of training; and to develop assessment instruments and tools for the assessment and certification regarding the competency of learners.

10.   Although NOS are often used to build qualifications and training programmes, sectors, organisations or individuals can use NOS as the platform for almost any other aspect of human resource management and development, for example:

  a. workforce planning
  b. performance appraisal and development systems
  c. job descriptions
  d. workplace coaching
  e. reflective practice

NOS in India

11.   To reap the demographic dividend India possesses and to cater to the evolving & rapidly rising demand of skilled personnel in the industry, the focus of Vocational Education & Training (VET) & Skilling policy shifted to industry led short term training programs in the early 21st century. Institutional mechanisms were built in the form of National Skill Development Corporation & Sector Skill Councils (SSCs) who pioneered the development of occupational standards in India. At the same time concept of National Skills Qualification Framework

(NSQF) was evolving which led to the establishment of the National Skill Development Agency (NSDA) in 2013 for implementation of NSQF. Various concepts forming the basis of VET & skills policy like Qualification & NOS etc. along with a process of development & approval of training standards were formalized and notified during this period.

National Skills Qualification Framework & NOS:

12. **The National Skills Qualification Framework (NSQF)** organizes qualifications according to a series of levels of knowledge, skills and aptitude. These levels are defined in terms of learning outcomes which the learner must possess regardless of whether they were acquired through formal, non-formal or informal learning. In that sense, the NSQF is a quality assurance framework. It is, therefore, a nationally integrated education and competency based skill framework that provides for multiple pathways, horizontal as well as vertical, both within vocational education and vocational training and among vocational education, vocational training, general education and technical education, thus linking one level of learning to another corresponding or higher level. This enables a person to acquire desired competency levels, transit to the job market and, at an opportune time, return for acquiring additional skills to further upgrade his/her competencies.

13. Currently, National Council for Vocational Education & Training (NCVET) which has been established by Govt. of India as a national regulator for VET & Skills by subsuming the functions and responsibilities of erstwhile National Skill Development Agency (NSDA) and National Council for Vocational Training (NCVT), anchors the NSQF. NCVET approves qualifications for NSQF alignment submitted by various awarding bodies, through an apex Committee called the National Skills Qualification Committee (NSQC).

14. **Qualification** means a formal outcome of assessment & validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards. This outcome is actualized in the form of a formal Certificate. A Qualification consists of various NOSs which make a set of competencies bundled together against a job role/course. While earlier the qualifications of only SSCs were NOS based, other ABs are also now moving to the NOS based system.

15. Example of a Qualification & commensurate NOSs:

a) **Qualification Name:** Food Analyst

b) **Job Description**: A food analyst is responsible for conducting qualitative and quantitative tests to determine the physical and chemical properties of food. They are also responsible for recording and compiling the test results, preparing charts and reports as well as preparing and incubating plates with cultures. They define quality assurance targets and procedures and see to their maintenance and continued improvement by reviewing targets, protocols, supplies, processes, equipment, and technologies for quality standards.

c) **NOSs List:**
 i.   Ensure preparedness for testing process
 ii.   Carry out chemical, physical, microbiological, and sensory testing of food
 iii. Carry out compilation and record observation
 iv.   Implement health and safety practices at the workplace
 v.   Carry out analysis of packaging material used for food

Components of NOS

16. NOS describes occupational competence detailing performance outcomes w.r.t. the function. Competency is the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments. Competency focuses on the outcome of the application of skills and knowledge as opposed to the activity undertaken.

a) **Competence and Skill:** NOS describes occupational competence. It is important not to confuse occupational competence and skill. While people need skills to be competent, competence is about applying skills (and knowledge) to achieve a work function. Welding is a skill. Repairing a broken plough (which involves welding) is a function valued by the farmer. Welding in itself has no purpose for an employer or customer. Repairing a plough does. Being able to add and subtract is a skill. Producing a profit and loss account is a work function. You need one to do the other, but they are not the same thing. Therefore, a NOS while describing a competence also enumerates the underlying skills required for acquisition of said competence.

b) **Knowledge and Understanding:** NOS describes knowledge and understanding needed to undertake a particular task or job to a nationally recognized level of competence. The focus is on what the person needs to be able to do, as well as what he/she must know and understand to work effectively. Such knowledge and understanding of facts, principles and methods ensures that the person measures up to the expected standards at related job roles and work contexts in organizations.

Levels of NOS:

17. The National Skills Qualification Framework (NSQF) is composed of eight levels, each representing a different level of complexity, knowledge and autonomy required to demonstrate the competence commensurate for that level. Level one of the framework represents the lowest complexity while level eight represents the highest complexity. The levels are defined by criteria expressed as learning outcomes. Over a lifetime of learning, individuals will move from lower to higher levels or across levels of qualifications as they take on new learning and acquire new skills.

18. All the NSQF aligned and approved qualifications and their respective NOSs are pegged at a certain NSQF level based on a set of descriptors. These level descriptors are designed to allow broad comparisons to be made between outcomes of learning. However, it is not the case that every qualification/NOS will or should have all of the characteristics set out in the level descriptors. The positioning of two or more qualifications/NOS at the same level only indicates that they are broadly comparable in terms of the general level of outcome. It does not indicate that they necessarily have the same purpose or content. Six set of level descriptors are as follows:

a) Professional Theoretical Knowledge

b) Professional and Technical Skills/ Expertise

c) Employment Readiness & Entrepreneurship

d) Skills & Mind-set

e)   Broad Learning Outcomes

f)   Responsibility

19.   Level of a Qualification is the average of levels of all its constituent NOSs. Ideally the level of the core NOSs should not be lower than the overall level of the Qualification.

Need for NOS based Approval

20.   With the advent of new policies like recognition of multiple awarding bodies, cross sectoral & multi-sectoral skills, adoption of qualifications, a need has been felt to provide more flexibility in design of the qualifications. Moreover, standalone NOSs can be used in upskilling and as bridge courses to meet the needs of the rapidly changing job requirements. Following are the major reasons establishing requirement of NOS approval & alignment:

a.   **Facilitating Cross Sectoral & Multi Sectoral Qualifications design**: With new concepts of designing of qualifications for job roles catering to multiple sectors and/or multiple job roles there is an inherent need to approve individual NOSs which can be used as building blocks for such qualifications.

b.   **Facilitating use of available knowledge**: ABs are required to design & develop NOSs as part of their qualifications even if such NOSs of some other AB already exist. There is a requirement of NOS approval to allow easy adoption of NOSs.

c.   **Facilitating Up Skilling**: For upskilling mostly smaller unit of competencies are required which are not available for implementation as of now. NOS approval shall provide ABs, industries, employers and learners with the opportunity to choose unit of competencies as per requirement.

d.   **Facilitating Bridge Courses & RPL with upskilling**: For recognition of prior learning of candidates, most of the times, bridge courses are required. As there is no provision existing for standalone individual NOS, a standard bridge course is offered to all which does not serve the purpose. With individual NOSs each candidate can be offered customized and relevant bridge courses for RPL with upskilling and otherwise also.

e.   **Facilitating Lifelong Learning**: With flexible options of learning a person can choose small training modules easily which will not affect his/her work life and thus facilitate lifelong learning with ease.

f.   **Facilitating Multiple Entry & Exit Pathways**: NOSs can be used to bridge various gaps while moving within and from VET & skill to academics or vice versa. A person can also earn credits as required for entry into a program without having to pursue and complete a whole qualification. Individual NOS certification will also facilitate a person to exit skill training in between and resume it at a later stage to complete the remaining portion only.

g.   **Better channelization of resources**: With availability of smaller unit of competencies as NOSs, industry, academia, employers and learners will have the option to only address their specific requirement and not implement a whole qualification. This will save time, efforts & money of all the stakeholders involved including the learners.

21.	In consideration of the above and to keep pace with the ever-agile digital world, these Guidelines lay down the development and approval policy for NOSs to meet the industry needs of skilling, up skilling and reskilling.

Types of NOS

22.	Currently there are following types of NOSs:

a)	**Applicability wise:**
  i.	**Generic/Horizontal NOS –** Applicable across sectors & job roles as common competencies
  ii.	**Domain NOS** – Applicable specifically to a job role or related job roles in a sector

b)	**Structure wise**:
  i.	**Mandatory NOS:** Implementation is mandatory as part of a qualification
  ii.	**Optional NOS:** Implementation is optional as part of a qualification

c)	**Approval wise**:
  i.	**Standalone NOS** – Approved as standalone NOS by NSQC. This can either be a Generic or Domain NOS.
  ii.	**NOS as Part of Qualification** – Not Approved individually but is a part of an approved & aligned qualification.

NOS Approval Mechanism:

23.	As explained earlier, the NSQF alignment and approval of qualifications submitted by various awarding bodies, is done through an apex Committee called the National Skills Qualification Committee (NSQC), anchored at NCVET. Currently the NSQF alignment and approval is carried out only for Qualifications (corresponding to a job role) as a whole and not for individual NOSs.

24.	However, henceforth approval and alignment of NOSs with NSQF will also be undertaken by the NSQC. As mentioned in para 22 (c), there are two types of NOSs i.e. Standalone NOSs and NOS which are part of a qualification. Following will be the approval mechanism for these NOSs:

a)	**NOS developed as Standalone NOS:**
  i.	An NCVET recognized Awarding Body shall be eligible to design & develop NOSs. Standalone NOSs can be used in upskilling or as bridge courses, amongst others. NOSs shall be developed in consultation with the industry/employer.
  ii.	A standard format for submission of individual/standalone NOSs for NSQC approval, detailing the various information required with respect to the NOS is attached as Annexure I.
  iii.	Industry Validation: There can be following scenarios:
    o	If a NOS is developed for specific requirement of an industry/ employer,

reasoned justification by the industry/ employer concerned would be required.

- o In case of NOS for academic purpose for entry/ equivalence through a bridge course, the regulator concerned would decide on need basis.
- o In case of other NOSs, industry validations as required for standard NSQF alignment process of a qualification shall be applicable.

iv. Once approved the individual NOSs shall be uploaded on NQR for various stakeholders.

v. NOSs shall also have a validity of three years after which the submitting body will be required to resubmit the NOS for revision as is currently applicable to the NSQF aligned and approved Qualifications.

vi. Individual certification in a standalone NOS shall be allowed.

vii. NOS shall be developed by the recognized entities in the sector they are recognized and shall be implemented in the territorial geography for which they have been recognized by NCVET.

viii. It will be the responsibility of the Awarding Body to develop the learning material/ curriculum for the NOS.

ix. The developer Awarding Body (one who has developed the NOS) may also use the approved standalone NOS while developing a new Qualification or revising an old qualification. However, if any other Awarding Body desires to utilize a standalone NOS of any other developer Awarding Body, it shall have to adopt the NOS as per the provisions mentioned in the NCVET Adoption Guidelines.

b) NOS which are a part of an approved and aligned Qualification:

These NOSs are a part of an already approved and aligned qualification. However, they have not been approved as a standalone NOS by NCVET. If any developer Awarding Body (one who has developed the qualification) desires to get such a NOS approved as a standalone NOS, the same process and format as applicable in case of a Standalone NOS shall be applicable. However, since this NOS already forms part of a NSQF aligned & approved qualification and has been scrutinized as part of qualification during its NSQC approval process, the industry validations needed in such cases shall be the same as required for revision of qualifications (with/without changes). Except this, all other provisions and norms as applicable for approval of a Standalone NOS as mentioned in para 24 (a) shall apply.

Duration of NOS:

25. NOS shall be developed for the duration of minimum 30 hours each in line with the National Credit Framework (NCrF) & standardization policy of NCVET. One credit under NCrF is earned for 30 hours of learning, therefore, an individual NOS shall carry one credit with 30 hours' duration. The unit lower than 30 hours will be a micro-credential, for which separate guidelines are being prepared. Also, NOSs with higher duration of 45 and 60 hours may be approved by the NSQC where there is justified requirement.

Repository of NOS:

26. A repository of NOSs on National Qualification Register (NQR) shall be developed and maintained by NCVET.

Adoption of NOS:

27.   Adoption of NOSs will be permitted as per the NCVET Adoption Guidelines. The adopting body will apply for adoption of NOS as per procedures and format as prescribed under these Guidelines. A recognized ABs can adopt both types of NOSs i.e. Standalone NOSs and NOSs which form part of an already aligned and approved qualification. The adoption of such NOSs may be undertaken for either developing a new qualification or to use as a standalone NOS for upskilling etc.

28.   Flexibility of 20% shall be provided to the Adopting Body to cater to its local & specific requirements. However, the Adopting Body shall provide reasoned justification for such adoption along with industry validations, where applicable, as under NCVET Adoption Guidelines. This shall facilitate use of an already available NOS by all NCVET recognized ABs, thereby reducing the duplication of efforts & resources.

Assessment and Certification of NOS:

29.   Assessment of NOS is to be conducted through NCVET recognized Assessment Agency on-boarded by the Awarding Body implementing the NOS; and certification shall be carried out by such NCVET recognized Awarding Bodies. However, Dual Category Awarding Bodies may undertake both assessment & certification of the NOSs. In addition, following shall also be applicable with respect to NOS certification:

   i.   For NOSs approved as Standalone by NSQC: Individual certification of NOS shall be allowed.
   ii. For NOSs which are not approved as Standalone but are part of an already approved & aligned Qualification: Individual certification of NOS/(s) shall not be allowed except where it is adopted as per NCVET Adoption Guidelines specifically for standalone usage like upskilling, RPL.

30.   Each NOS shall be creditised as per the provisions of the National Credit Framework (NCrF). Individual credits can be stored digitally in Academic Bank of Credits (ABC) and may further be redeemed or clubbed together as provided by NCrF.

Structure of a NOS & Format for NSQC Approval:

31.   A NOS may be structured with following as its basic components:
   i.   NOS title
   ii.   Description
   iii. Scope
   iv.   Elements and Performance criteria
   v.   Knowledge, Understanding and Skill

A detailed format with definitions & explanation is attached as Annexure I.

(Please refer Guidelines for filling Standalone NOS Qualification file)

QUALIFICATION FILE – Standalone NOS

<Qualification Name>

☐ Horizontal/Generic ☐ Vertical/Specialization
☐ Upskilling ☐ Dual/Flexi Qualification ☐ For ToT   ☐ For ToA

☒**General** ☐ **Multi-skill (MS)** ☐ **Cross Sectoral (CS)** ☐ **Future Skills**

NCrF/NSQF Level:
Submitted By:
< Submitting Body Name>

<Submitting Body Contact Details>

Section 1: Basic Details

1.	**NOS-Qualification Name**		
2.	**Sector/s**		
3.	**Type of Qualification** ☐ **New** ☐ **Revised**	**NQR Code & version of the existing /previous qualification:** *(change to previous, once approved)*	**Qualification Name of the existing/previous version:** *(previous, once approved)*
4.	**National Qualification Register (NQR) Code & Version** *(Will be issued after NSQC approval.)*		**5. NCrF/NSQF Level:**
6.	**Brief Description of the Standalone NOS**		
7.	**Eligibility Criteria for Entry for a Student/Trainee/Learner/Employee**	**a. Entry Qualification & Relevant Experience:** 	

a. Entry Qualification & Relevant Experience:

S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Relevant Experience (with Specialization - if applicable)

b. Age <Please specify age only in case of any legal restrictions>:

8.	**Credits Assigned to this NOS-Qualification, Subject to Assessment** *(as per National Credit Framework (NCrF))*		**9. Common Cost Norm Category (I/II/III)** *(wherever applicable)***:**
10.	**Any Licensing Requirements for Undertaking Training on This Qualification** *(wherever applicable)*		

| 11. | **Training Duration by Modes of Training Delivery** *(Specify **Total Duration** as per selected training deliverymodes and as per requirement of the qualification)* | ☐ **Offline Only** ☐ **Online Only** ☐ **Blended** |

Training Delivery Mode	Theory (Hours)	Practical (Hours)	Total (Hours)
Classroom (offline)			
Online			

(Refer Blended Learning Annexure for details)

| 12. | **Assessment Criteria** | |

Theory (Marks)	Practical (Marks)	Project (Marks)	Viva (Marks)	Total (Marks)	Passing %age

13.	**Is the NOS Amenable to Persons with Disability**	☐ **Yes** ☐ **No** If "Yes", specify applicable type of Disability:
14.	**Progression Path After Attaining the Qualification, wherever applicable** *(Please show Professional and Academic progression)*	
15.	**How participation of women will be encouraged?**	
16.	**Other Indian languages in which the Qualification & Model Curriculum are being submitted**	*(Please provide assurance and plan for developing the qualification in other Indian Languages asper training requirement))*
17.	**Is similar NOS available on NQR-if yes, justification for this qualification**	☐ **Yes** ☐ **No** URLs of similar Qualifications:

18.	**Name and Contact Details Submitting / Awarding Body SPOC** *(In case of CS or MS, provide details of both Lead AB & Supporting ABs)*	Name: Email: No.: Website:	**Contact**
19.	**Final Approval Date by NSQC:**	20. Validity Duration:	21. Next Review Date:

Section 2: Training Related

1.	**Trainer's Qualification and experience in the relevant sector (in years)** *(as per NCVET guidelines)*	
2.	**Master Trainer's Qualification and experience in the relevant sector (in years)** *(as per NCVET guidelines)*	
3.	**Tools and Equipment Required for the Training**	☐ Yes ☐ No *(If "Yes", details to be provided in Annexure)*
4.	**In Case of Revised NOS, details of Any Upskilling Required for Trainer**	

Section 3: Assessment Related

1.	**Assessor's Qualification and experience in relevant sector (in years)** *(as per NCVET guidelines)*	
2.	**Proctor's Qualification and experience in relevant sector (in years)** *(as per NCVET guidelines), (wherever applicable)*	
3.	**Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years)** *(as per NCVET guidelines)*	

4.	**Assessment Mode** *(Specify the assessmentmode)*	
5.	**Tools and Equipment Required for Assessment**	☐ Same as for training ☐ Yes ☐ No *(details to be provided in Annexure-if it is different for Assessment)*

Section 4: Evidence of the Need for the Standalone NOS

Provide Annexure/Supporting documents name.

1.	Government /Industry initiatives/ requirement (Yes/No):
2.	Number of Industry validation provided: *< Specify both Annexure & Supporting document details for Industry validation summary &Industry validations (as per format)>*
3.	Estimated number of people to be trained: *<Specify details in annexure>*
4.	Evidence of Concurrence/Consultation with Line/State Departments (In case of regulated sectors): (Yes/No): *< Select the relevantoptions and specify Supporting document details>* If "No", why:

Section 5: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	**Annexure:** NCrF/NSQF level justification based on NCrF/NSQF descriptors *(Mandatory)*	
2.	**Annexure:** List of tools and equipment relevant for NOS *(Mandatory, except in case of online course)*	
3.	**Annexure:** Performance and Assessment Criteria *(Mandatory)*	
4.	**Annexure:** Assessment Strategy *(Mandatory)*	
5.	**Annexure:** Blended Learning *(Mandatory, in case selected Mode of delivery is Blended Learning)*	
6.	**Annexure:** Acronym and Glossary *(Optional)*	

7.	**Annexure/Supporting Document:** Standalone NOS- Performance Criteria Details Annexure/Document with PC-wise detailing as per NOS format (Mandatory- Public view)	
8.	**Supporting Document:** Model Curriculum *(Mandatory – Public view)*	

Annexure: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcomeof the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
Professional Theoretical Knowledge/Process			
Professional and Technical Skills/ Expertise/ Professional Knowledge			
Employment Readiness & Entrepreneurship **Skills & Mind-set/Professional Skill**			
Broad Learning Outcomes/Core Skill			
Responsibility			

Annexure: Tools and Equipment (lab set-up)

List of Tools and EquipmentBatch
Size:

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size

Classroom Aids

The aids required to conduct sessions in the classroom are:

A

B

C

Annexure: Industry Validations Summary

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile *(if available)*

Annexure: Training Details

**Training Projections
(For next 3 years):**

Year	Estimated Training # of Total Candidates	Estimated training # of Women	Estimated training # of People with Disability

Annexure: Blended Learning

Blended Learning Estimated Ratio & Recommended Tools:

Refer NCVET "Guidelines for Blended Learning for Vocational Education, Training & Skilling" available on:
https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf

S. No.	Select the Components of the NOS	List Recommended Tools – for all Selected Components	Offline: Online Ratio
1	☐ Theory/ Lectures - Imparting theoretical and conceptual knowledge		
2	☐ Imparting Soft Skills, Life Skills and Employability Skills /Mentorship to Learners		
3	☐ Showing Practical Demonstrations to the learners		
4	☐ Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shopfloor training		
5	☐ Tutorials/ Assignments/ Drill/ Practice		
6	☐ Proctored Monitoring/ Assessment/ Evaluation/ Examinations		
7	☐ On the Job Training (OJT)/ Project Work Internship/ Candidate Training		

Annexure: Standalone NOS- Performance Criteria details

1. **Description:**

2. **Scope:**

The scope covers the following:
- ☐
- ☐

3. **Elements and Performance Criteria**

<Element Name>
To be competent, the user/individual on the job must be able to:PC1.
PC2.
. . . . .

4. **Knowledge and Understanding (KU):**

The individual on the job needs to know and understand:KU1.
KU2.
. . . .

5. **Generic Skills (GS):**

User/individual on the job needs to know how to:GS1.
GS2.
. . . . .

Annexure: Assessment Criteria

Detailed PC-wise assessment criteria and assessment marks for the NOS are as follows:

S. No.	Assessment Criteria for Performance Criteria	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC 1.					
PC 2.					
PC 3.					
Total Marks					

Annexure: Assessment Strategy

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

<1. Assessment System Overview:
- Batches assigned to the assessment agencies for conducting the assessment on SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

2. Testing Environment:
- Check the Assessment location, date and 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.
- . . . . . .

3. Assessment Quality Assurance levels/Framework:
   - Question bank is created by the Subject Matter Experts (SME) are verified by the other SME
   - Questions are mapped to the specified assessment criteria
   - Assessor must be ToA certified & trainer must be ToT Certified
   - . . . .

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
   - . . . . . .

5. Method of verification or validation:
   - Surprise visit to the assessment location
   - . . .

6. Method for assessment documentation, archiving, and access
   - Hard copies of the documents are stored …>

Annexure: Acronym and Glossary

Acronym

Acronym	Description
AA	Assessment Agency
AB	Awarding Body
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework

Glossary

Term	Description
National Occupational Standards (NOS)	NOS define the measurable performance outcomes required from an individual engaged in aparticular task. They list down what an individual performing that task should know and also do.
Qualification	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
Qualification File	A Qualification File is a template designed to capture necessary information of a Qualificationfrom the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
Sector	A grouping of professional activities on the basis of their main economic function, product, service or technology.

PART – 2

GUIDELINES FOR DEVELOPMENT, APPROVAL & USAGE OF MICRO CREDENTIALS (MC)

National Council for Vocational Education & Training (NCVET)

3rd March 2023

Contents

1. Introduction: What are Micro-Credentials

1.1. In today's information era where knowledge economies thrive, the process of learning is continuous and multidisciplinary with cross cutting themes. The concept of a detailed curriculum needs to be supplemented with smaller Micro units/credentials of learning that can be utilized for upskilling, reskilling and skilling a learner. These units can be used as a custom fit to the specialized qualifications for imparting training of that particular domain. These can also be used independently for Upskilling a learner where the need may arise. Micro-credentialing is the process of earning a micro-credential, which are like mini-course or certifications in a specific topic area. They can either be broad, such as 'Machine Learning,' or specific, like ' Machine learning for Predictive Analytics'.

1.2. Technology, Processes and Competencies evolve at a very fast pace in the modern interconnected world which requires continuous and seamless learning systems, and skilling through Micro- credentials is a positive step in this direction. The expiry date associated with every course can be neutralised through additions of such Micro units in the existing curricula or upskilling using the Micro credential on a periodic and need basis, for the skilling to stay relevant for the market. Further, where Industries/Organizations are not able to relieve the workers for more than 30 hours for a modular training/Skilling course for upskilling, the Micro-credentials will be very useful for such Industry demands. Micro-credentials are a form of micro-certification earned by proving competence in one specific skill at a time, via a portfolio of evidence, created through blended learning.

1.3. Skilling in India today is guided by the vision of our honourable Prime Minister of making India the Skills capital of the world, this requires a multidimensional approach, one of which is continuous learning which caters to the dynamic needs of the Industries at all times with changing technology. Development of Micro Credentials and their optimal utilization across various courses shall enrich the skills ecosystem further. Micro-credentials are mini qualifications that demonstrate skills, knowledge, and/or experience in a given subject area or capability. Also known as nano-certification, micro-credentials tend to be narrower in range than traditional qualifications like diplomas or degrees.

1.4. NCVET as the unified skills regulator draws the power from **Para 16, point (f)** of the NCVET Gazette Notification **No. SD-17/113/2017-E&PW dated 5th December 2018,** to frame guidelines for the approval of qualification packages, and approve qualification packages in the manner set out in such guidelines. NCVET has been created after subsuming **erstwhile NSDA and NCVT**, the erstwhile NSDA housed the NSQC for the NSQF alignment of qualifications which is now housed with NCVET. The NSQF Gazette Notification **No. 8/6/2013-Invt Para 8, Point (ii) –b** mentions Breadth of knowledge can range from a single topic to **multi-disciplinary areas** of knowledge. The above provisions provide NCVET the mandate to formulate the guidelines on various aspects of Qualification development including **development and alignment of Micro Credentials to NSQF.**

1.5. The primary purpose of introducing **Guidelines for development of Micro Credentials for Upskilling** is to acknowledge that new-age enterprising roles need continuous upskilling and cross sectoral skills to enable a person to perform efficiently and independently. There exists

a requirement of various job roles which have components of multiple sectors for the effective execution of the job role. This in turn requires workforce trained in multiple skills across the sectors. The skill training in these jobs will require qualifications that have learning outcomes addressing the various aspects of different sectors relevant for the job. The Credentials shall also enable imparting employability skills, digital skills, soft skills among many others.
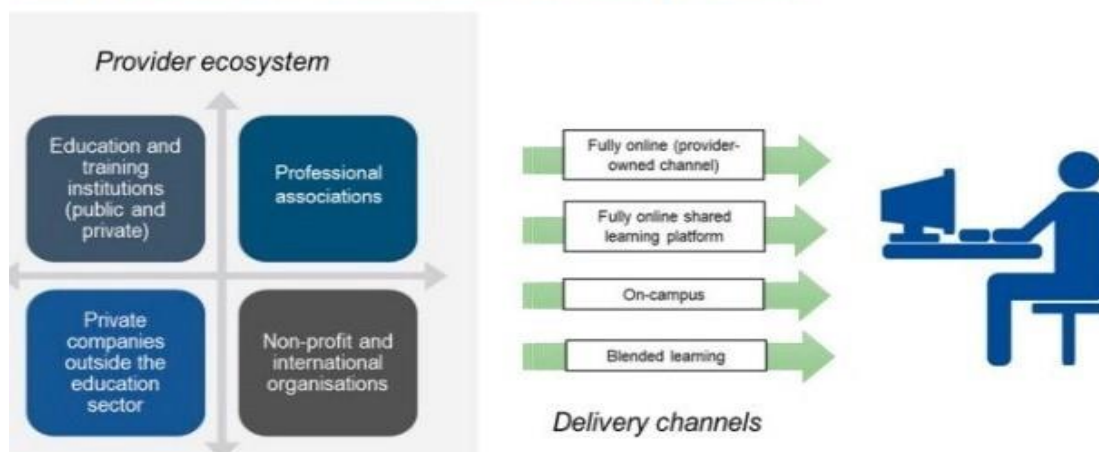
1.6. **A micro-credential** certifies achievement of a coherent set of skills and knowledge; and is specified by a statement of purpose, learning outcomes, and strong evidence of need by industry, employers, Government or the community. They are smaller than a qualification and focus on skill development opportunities not currently catered for in the regulated skilling ecosystem. They differ from traditional degrees and certificates in that they are generally offered in shorter or more flexible timespans and tend to be more narrowly focused.

Micro Credentials may be a permutation of units (performance criterias centred around identified learning outcomes) that may be developed within a sector or across sectors in a multiple of 7.5 learning hours in a learning day, these can be a set of 04 such days (30 hours) or 02 such days i.e., 15 learning hours or 01 such day i.e., 7.5 hours with a fast-track assessment that can be carried out using Online tools/modes. However, based on the requirements the number of hours may vary.

1.7. **A few examples of Micro-Credentials are as under:**
- **Android Development:** Learn the skills necessary to begin building apps for the Android operating system. Learner may develop a basic app as part of the process.
- **Making Strategic Decisions**: Learn how to carry through with key business strategies through effective decision making, deliberation, and delegation.
- **Digital Payments**: Skills required to promote Digital Payments
- **Digital marketing:** Skills for the promotion of brands to connect with potential customers using the internet and other forms of digital communication.
- **Data Analytics**: The skills for extracting meaning from raw data for decision making using specialized computer systems.
- **Security Processes & Data Privacy** standards/requirements of an organization/industry

Micro-credential provider ecosystem and delivery channels

Some desired characteristics of a Micro – Credential: -

Targeted [breadth]	Rapid [duration]	Flexible [sequencing or timing]	Stackable [within Institution]
Learning outcomes assessed [using sectoral or national assessment framework]	External assurance of programme or provider	Portable [applicable to study programmes in other HEIs]	Study load expressed in credits
Located with National Qualification Framework	Employer role in credential design/approval	Wage and occupation reporting	Self-sovereign digital identity [recipient ownership, vendor independence]

2. Objective/Purpose

2.1 The guidelines are structured to make **available industry ready areas of upskilling and learning in emerging areas with close industry linkage while infusing the required flexibility and instilling the best practices in the skill ecosystem**. The guidelines aim to define a mechanism of development and usage of Micro Credentials which facilitates use of already available knowledge & NOSs of different qualifications based on their ability to ensure quality and their capacity.

The broad objectives of these guidelines are as under: -

2.1.1 To define Micro credentials and outline the necessary requirements in the development and NSQF alignment of Micro Credentials.

2.1.2 Process of strapping on / adding these Mini units to the existing qualifications or using these independently for upskilling.

2.1.3 To ascertain that training and assessments are conducted in the right manner with the right assessors and trainers capable of undertaking Micro Credentials training and assessment.

2.1.4 To address the miscellaneous challenges that arise in implementation of these Micro Credentials.

2.1.5 Setup mechanism for the resolution of any issues that arise in the implementation.

2.2. Following substantiate the rationale of bringing these guidelines: -

2.2.1 **Dynamic Industry needs:** As the modern-day workplaces and industry (manufacturing, service and primary sector) requires Upskilling, Continuous Learning, Cross-Sectoral skills, short courses for modular training will also help in addressing the current and emerging market requirements, making the industry future ready. Whether it's driven by a new market opportunity, technology or product strategy, the organization might need to draw on new skillsets not currently in the workforce. Traditional credentials can take too long to implement, or they might not provide coverage for the skill sets industry requires. The requirements of change management for example, for changing processes based on industry transformation may be covered by a set of micro-credential, or it may be a capsule of Investor relations for a Start-up, or a security and data privacy guideline for an organization (which the employee has to attend on a periodic basis).

2.2.2 **Upskilling:** The Micro credentials have a large role to play in the training of learners who already possess a depth of skill and commensurate knowledge for the next level of productivity and responsibility and also the ones who require refresher training courses for enhancing the earlier skill sets. For example, there may be quick refresher on using some Government systems like GST or processes of new system such as GEM or Gati-Shakti. Industry similarly may also want to do a small course on fundamentals of Artificial Intelligence.

2.2.3 **Learner Centrality:** The learner will benefit the most as they will have avenues for the continuous learning, cross mobility after honing multiple skill sets. Further in the age of multidisciplinary studies this will aid to overall cognitive capabilities to learn and apply the best practices of the different areas of learning. Micro-credentialing could be a way for learners to meet the demand for flexible lifelong learning. In today's workforce, employees tend to change jobs every 4.5 years and they may switch careers several times or more during their lifetime where these micro-credentials can provide a quick start in the new organisation.

2.2.4 **Focus on newer Industry skills:** Considering the newer changing requirements of the industry, such as "Digital" becoming part of some of the job roles. In dynamic business environments, the ability to train staff quickly to fill new, emerging skill gaps can be invaluable. Micro-credentialing offers a way to train individual staff members in specific areas quickly, so you can quickly take advantage of emerging market opportunities or respond in a timely way to technology trends. Business transformation has become a continuous process and requires adoption all across.

2.2.5 **Multi-Skill and Cross-Sectoral Skill roles**

Micro-credentialing can be a crucial tool for organizations for ensuring that staff members are sufficiently skilled for interdisciplinary roles. For example, with the rise of Digital and dependence on technology tools in various role, technology competency is required for just about any role or department in a business. Micro-credentialing allows businesses to build competencies across disciplines rapidly by delivering training programs in highly targeted subject or capability areas, without employees having to commit to long-term qualifications.

2.2.6 Specialized skillsets

Micro-credentials enable businesses to fill specialized skill gaps that might not be addressable with traditional credentials.

2.2.7 Resource Optimization

A. **Better channelization of resources for Employer:** For the smaller businesses/ manufacturing / service units, the requirement of smaller courses which can adequately train the existing workforce can be fulfilled by micro-credentials.

B. **Better channelization of resources for Awarding Bodies:** With the option of adopting multiple elements / parts of NOS of NSQF aligned Qualifications, the effort/ resources spent on developing similar elements / parts of NOSs in qualifications may be reduced, making the process more efficient and productive. Additionally, the best of knowledge of an area/sector can be made available, without any replication of content.

C. **Better channelization of resources by Trainee:** A trainee will not have to undergo multiple trainings to achieve the desired multi-skill/ cross-sectoral skill sets which otherwise would have required additional resources both in terms of time & money.

2.3 The Guiding Principles for development of Micro Credentials for Learning and Upskilling: -

The key guiding principles to be followed for development of Mini NOS–Micro Credentials for Learning and Upskilling along with adoption of Micro Credentials from NSQF aligned Qualifications/NOSs across various Awarding Bodies are as mentioned:

2.3.1 **High Quality**: The Awarding Body proposing the Micro credential will take the complete ownership and responsibility of End-to-End development and linkages with cross – sectoral job roles and adoption readiness of these micro-credentials. If, however, the other sectors' micro-credentials are picked as part of Cross-Sectoral skilling, they have to share responsibility of identifying training partners, identifying tools & assessment agencies ready to carry out that role.

2.3.2 Micro-credentials based **adoption, integration & assessments**: An Awarding Body adopting the micro-credentials should take ownership of the "**integrated**" Qualification in its totality like quality of training delivery, fair and reliable assessment process as per the norms laid down by developer of Qualification. For Cross-sectoral (CS) the responsibility will be defined for execution of training & assessments. The responsibility shall be granted over and above the recognized sector of operation for the AB as per the Awarding Body guidelines to the extent of the application of that specific MS/CS qualification.

2.3.3 **Flexibility & Demand based Development**: It is also important to consider that some flexibility in addressing specific "local needs, integration and job specific needs" be provided during addition of Micro Credentials or independent trainings in these. The flexibility micro-credentials offer to organizations and their training programs can be extremely valuable.

3. Scope of the Guidelines

3.1 These guidelines permit all NCVET recognized Awarding Bodies to develop Micro Credentials which shall be NSQF aligned in accordance with the prescribed norms listed as under: -

    3.1.1 *Sectoral:* Industry validation and establishing the demand of Micro Credentials requirement is a must for creating such credentials. However the industry validations required in this case are lower than required for a complete qualification.

    3.1.2 *Territorial:* Micro Credentials shall be permitted only in the territory for which an Awarding Body has already been recognized by NCVET. (However, in deserving cases NCVET reserves the discretion of expanding the territory of implementation). In the specific cases, these may also be used by employees posted in global locations.

    3.1.3 *Qualification*: Micro Credentials of all kinds, which are currently actively NSQF aligned and approved or are being considered for approval in NSQC shall form a part of the scope of these guidelines.

    3.1.4 *Nature:* Categorization as **Public/Private** Micro credential. The Private Micro-credentials shall be the ones with restricted access and where formal adoption is required. These are typically organization's IPR and can be adopted or shared only after appropriate permissions. Whereas Public Micro-credentials shall be the ones with open access and can be used across by industry/ organization in their NOSs/ qualification or a standalone module. They are like Open Software Code which do not need any licence.

    3.1.5 *Adoption:* Micro Credentials developed by Awarding Bodies shall be available for adoption to other recognized Awarding Bodies also. **The adopting Awarding body may want to add an integrating module if required to meet the Cross-Sectoral requirement**.

    3.1.6 **Assessment Process:** Since not too much hand-skills are covered as part of training of micro-credentials, it is proposed to **have online assessment process**, if possible, of the micro-credentials. The **blended learning guidelines** may be appropriately used for the assessment based on the subject/ topic. The micro-credentials may have built-in **formative assessment**, for a better understanding.

4. Operational Mechanism

The following operational mechanism shall be followed for Micro Credentials: -

    4.1.1 **Capacity:** The developing/ owner Awarding Body will have to additionally establish its capacity and capability in terms of training, assessment and related aspects of the Micro

Credentials that it develops and are being adopted. The capacity needs to be established in terms of each Performance Criteria that needs to be demonstrated for attaining the required learning outcome at a given level.

4.1.2 **At the stage of adopting a micro-credentials** from same/ different sector the micro-credentials may be adopted without altering the basic structures like eligibility criteria, NSQF level, notional hours, learning outcomes, accreditation, and assessment norms (for the qualification), review date and list of tools & equipment etc. However, keeping in mind **'flexibility' to the extent of a total of 20%,** as one of the guiding principles of *Adoption*, minor modifications to address the local or job specific requirements are permitted. For example, there may be information security 'Public' micro credential, which the industry adopts and may want to add their organization specific requirements of information security guidelines in the micro-credentials.

- There shall be **no deletion/ curtailment of the mandatory component** (PCs/ LOs) of the micro-credentials .**Addition of up to 10% shall be allowed in the mandatory component** of the qualification which would be counted in terms of notional hours. If the qualification does not mention mandatory Learning Outcomes, NCVET in consultation with the Developer Body shall decide the mandatory components of the micro-credentials.
- **An overall modification of 20% in the micro-credentials** shall be permitted in the process of integrating the micro-credentials in the qualifications.
- **A Micro Credential** shall be available for adoption across Awarding Bodies

4.1.3 **Development of a Micro Credential: -**

The following may be the guiding principles for developing such Micro Credentials: -

4.1.3.1 **Strong evidence of need:** Established Industry demand for creation of such Micro Credentials with established need and commensurate career progression in such areas.

- Clear evidence of need must be established with **at least 5 Industry validations for a new Micro- Credential. However, for the one comprising of a future skill this may be limited to 2 Industry validations.**

4.1.3.2 **Notional hours** shall be a multiple of **7.5 learning hours in a learning day, the following are some examples: -**

Type	No. of days	No. of Learning hours	No. of NOSs
Micro Credential 1	01	7.5 (+0.5-hour assessment)	0.25
Micro Credential 2	02	15 (+1-hour assessment)	0.5

Micro Credential 3	03	22.5 (+1.5-hour assessment)	0.75
Micro Credential 4	04	30 (+2-hour assessment)	1.00

*the above are for reference, there can be some variations on above numbers based on the Industry requirements.

4.1.3.3 Each Micro-Credential further made up of Performance Criteria (PCs) **shall define functions, standards of performance and knowledge / understanding** for the particular function/skill it intends to offer. Each Micro-Credential through enlisted **Performance PCs** will specify the standard of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet a standard consistently.

4.1.3.4 The **training pedagogy** needs to be established in terms of **Theory, Practical and OJT** which the candidate shall undertake for his/her learning. The **training equipment** needs to be specified for the credential. The Micro- Credentials shall be offered as complete theory based courses or complete practical courses as the requirement may be from the Industry.

4.1.3.5 Each Micro-credential shall clearly define the **assessment strategy, assessment criteria against PCs, assessment tools** that shall be utilised for the assessment of the candidate in a holistic manner. This shall be as per template for Micro – Credentials for NSQF. The template id attached as **Annexure I.**

4.1.3.6 The Assessment process may follow the blended learning guidelines. The assessments may be of the duration as decided by the industry and shall be flexible. For self-paced Micro Credentials, the On-Demand assessments can be used which may help in to establishing the final learning outcomes (The option of taking the assessment in such cases shall be disabled for multiple attempts and be restricted to be unidirectional and time based) .

4.1.3.7 The validity of the Micro- credential shall be same as that of the NSQF aligned qualifications i.e., 03 years.

4.1.3.8 The Micro-credentials shall be in the multiple of **7.5 notional hours** of learning to adhere with the National credit framework. However, it may vary in specific cases based on Industry needs.

4.1.3.9 The entry requirements, levels and commensurate notional hours shall be as per the **standardisation framework of NSQF** qualifications established by NCVET.

4.1.3.10 The Micro-Credential must clearly define any **statutory and licensing requirements** if applicable to the sector and the function.

4.1.3.11 **Listing of horizontal and vertical NOSs/Micro credentials and qualifications across sectors** that a learner may undertake post the attainment of this micro credential. Each Micro credential shall empower the learner to learn new horizontal and vertical NOSs/credentials.

4.1.3.12 Each Micro Credential **must be a concise and readable document**, as a combination of PCs usually consisting of no more than five or six pages. The additional documents to be submitted shall be the Model Curriculum for the MC, the Industry validation and the line ministry concurrence where the sector is heavily regulated (i.e. Healthcare). However, in case of industry specific micro credentials, where the curriculum is there IPR, only the structure of the course may be submitted.

4.1.3.13 Once approved the Micro-credentials shall be uploaded on the National Qualifications Register (NQR) website.

4.1.3.14 The Micro Credentials will be utilised as: -
- **Independent units** of learning with separate course curriculum.
- In combination with **existing Qualifications** from the same sector.
- As a part of learning unit of the **Cross-Sectoral Qualifications via adoption.**

4.1.4 **Training Implementation of Micro Credentials:**
- NCVET guidelines on **Blended learning** with focus on both offline and online modes simultaneously shall provide various alternatives for offering the Micro credentials to prospective learners many of whom shall be existing employees in various organizations. However, it is suggested to ideally create on-line content for the micro-credentials, to the extent possible, to increase its reach
- The training shall be imparted as is done for the NSQF aligned qualifications with an empanelled training partner who has established the capacity to train in the area/sector of the Micro credential.
- The training centres which shall be equipped to run the Cross-Sectoral skills shall be jointly identified by the sectors involved where Micro Credentials are adopted for Cross-sectoral (CS) qualifications.

4.1.5 **Issue of Certificate**: The **Micro Credential** certificate shall be issued by the respective Awarding Body and will be as per the NCVET guidelines on certificates.

5. Monitoring

5.1 **The NCVET shall perform the annual performance review of the Micro Credentials** usage in terms of training done and other related aspects as per the standard process either by itself or through a third party at the cost to be shared by various Recognized bodies. The quality checks will be done for each individual Micro Credential adopted by any entity in the ecosystem.

5.2 In case, NCVET so desires, it may opt for site visit as part of review. The council may also ask for any information pertaining to the **Micro Credentials** as per the provisions of NCVET notification.

5.3 The rights may be withdrawn by NCVET w.r.t **Micro Credentials** which are found to be non-active during the annual review. Any **Micro Credential** which zero/ minimum training followed by no assessment and certification has been registered/ recorded over the period of one year shall be considered as non-active.

5.4 The Guidelines on monitoring by NCVET shall be followed.

6. Summary & Conclusion

The need of Micro-Credentials was given by Industry and these guidelines may change dynamically based on the dynamic/changing needs. The following table summarises the differences between Micro-Credentials, NOSs & Qualifications:

Headers\Type	Micro-Credentials	NOSs	Qualifications
Utilization	Upskilling	Upskilling, Bridge courses, Skilling	Upskilling, Reskilling, Skilling
No of Hours	Ideally in Multiple of 7.5 Can be of 15, 22.5 or up to 30 hours	• Standard – In multiple of 30 hours • Special Requirement – In multiple of 15 hours	Multiple of 30 From 150 to 1200 hours

Types	a) Public: Available for adoption by anyone
	b) Private: Open Curriculum Content IPR with AB/Industry Body
		1. Applicability wise:
		  a) Generic
		  b) Domain
		2. Structure wise:
		  a) Mandatory
		  b) Optional
		3. Approval wise:
		  a) Standalone
		  b) NOS as part of qualification	

Industry Validations	5 for Public Micro-Credentials 1 for Private (2 for future Skills)	As required for standard qualification approval	30 for new 21 for revised with changes. 5 for revised without changes (5 for future Skills)

Levels	Can come at all levels Will be same as the entry level. However, it is suggested to create less than 15 hours courses only for level 6 and above	Possible at all levels	Possible at all levels (1-8)
Suggested Delivery Mechanism	Preferably on-line	As per Blended guidelines	As per Blended guidelines
Suggested Assessment Methodology	Preferably on-line	As per Blended guidelines	As per Blended guidelines

Annexure I

<div align="center">

QUALIFICATION FILE – Micro Credential

<Qualification Name>

☐ **Horizontal/Generic** ☐ **Vertical/Specialization** ☐**Future Skills** ☐ **Cross Sectoral (CS)**

NSQF Level:

Submitted By:

< Submitting Body Name>

<Submitting Body Contact Details>

</div>

1.	**Sector/s**	*Mention the name/s of the sectors the qualification is catering to*	
2.	**Micro Credential-Qualification Name**	*Mention the name of the qualification*	
3.	**NCVET National Qualification Register (NQR) Code**	*Mention the NQR Code and version provided after NSQC approval of the qualification.*	**NSQF Level:** *Mention the NSQF Level as approved by NSQC.*
4.	**Brief Description**	*Give brief description of the qualification.*	
5.	**Progression from the qualification**	*Please show professional and academic progression. Provide the name of the job roles/ academic progression that will be possible after completing this qualification training.*	
6.	**Eligibility Criteria for Trainee**	*a.* **Qualification & Work Experience** *b.* **Age:** *<Specify age in case of any legal restrictions>*	
7.	**Credits Assigned to this qualification** *(as per National Credit Framework)*	*Mention the total credits a trainee will get on successful completion of the qualification.*	
8.	**Any Licensing Requirements/ Pre-requisites** *(wherever applicable)*	*Mention any license or legal compliance required wherever applicable*	
9.	**Training Delivery Mode**	☐ **Classroom/Lab** ☐ **Online** ☐ **Blended**	

For item 6.a, the embedded table:

S. No.	Qualification (with specialization- if applicable)	Required Work Experience (with specialization- if applicable)

10.	Expected Outcomes	Terminal learning outcomes are:
		•
		•
		Mention all the terminal learning outcomes that will be covered in the qualification.

| 11. | Training Duration *(Specify **Total Duration** as per selected training delivery modes and as per requirement of the qualification)* *Mode of delivery is selected as per the course's structure. Mention the training delivery hours for the selected mode. This should be in alignment with statement row 9.* |

Training Delivery Mode		Theory (Hours)	Practical (Hours)	Total (Hours)
Classroom				
Online				
Blended	Online			
	Offline			

| 12. | Assessment Criteria |

Theory (Marks)	Practical (Marks)	Project (Marks)	Viva (Marks)	Total (Marks)	Passing %age

13.	Is the qualification amenable to Persons with Disability	☒ Yes ☐ No If "Yes", specify type of Disability: *Specify the type of disability as per THE SCHEDULE:* A2016_49.pdf (indiacode.nic.in)
14.	Other Indian languages in which the Qualification & Model Curriculum is being submitted	*Mention the language/s in which the curricula are submitted.*
15.	Is similar Micro Credential Qualification(s) available on NQR?	☒ Yes ☐ No URLs of similar Qualifications: *If similar qualification is available on NQR, then it is recommended to opt for adoption of existing qualification as per NCVET guidelines. In case qualification still needs to be submitted then provide a justification for the same.*
16.	Name and Contact Details Submitting / Awarding Body SPOC *(In case of CS provide details of both Lead AB & Supporting ABs)*	**Name:** **Email:** **Contact** **No.:** **Website:**

17.	**NSQC Approval Date**	*Mention the date on which the qualification is approved by NSQC.*	**Next Review Date:** *Next Review date should less than equal to 3 years from NSQC approval date in accordance with AB guidelines of NCVET. The final Next Review date will be as per the approval provide by NSQC.*

Section 2: Training Related

1.	**Trainer's Qualification and experience in relevant sector (in years)** *(as per NCVET guidelines)*	*Mention the educational qualifications, experience, certification, etc. as per the requirement of the qualification.*
2.	**Master Trainer's Qualification and experience in relevant sector (in years)** *(as per NCVET guidelines)*	*Mention the educational qualifications, experience, certification, etc. as per the requirement of the qualification.*
3.	**Arrangement for Training of Trainer** *(as per NCVET guidelines)*	
4.	**Tools and Equipment Required for Training**	☐ **Yes** ☐ **No** *(If "Yes", details to be provided in Annexure)*

Section 3: Assessment Related

1.	**Assessor's Qualification and experience in relevant sector (in years)** *(as per NCVET guidelines)*	*Mention the educational qualifications, experience, certification, etc. as per the requirement of the qualification.* *In case of Micro Credentials, wherever applicable, assessments can be conducted by the Trainer him/herself, as directed by NCVET guidelines.*
2.	**Proctor's Qualification and experience in relevant sector (in years)** *(as per NCVET guidelines)*	*Mention the educational qualifications, experience, certification, etc. as per the requirement of the qualification.*
3.	**Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years)** *(as per NCVET guidelines)*	*Mention the educational qualifications, experience, certification, etc. as per the requirement of the qualification.*

4.	**Arrangement for Training of Assessor/Proctors** *(as per NCVET guidelines)*	
5.	**Assessment Mode**	*Mention the assessment mode and provide the detailed assessment strategy in the annexure.*
6.	**Tools and Equipment Required for Assessment**	☐ **Same as for training** ☐ **Yes** ☐ **No** *(details to be provided in Annexure-if it is different for Assessment)* *Mention the annexure number and name.*

Section 4: Evidence of Need of the Micro Credential

Provide Annexure/Supporting document's name.

1.	Government /Industry initiatives/ requirement (Yes/No): *If yes, mention the Supporting document name.*
2.	Number of Industry validation provided: *< Specify both Annexure & Supporting document details for Industry validation summary & Industry validations (as per format)>*
3.	Estimated number of people to be trained: *<Specify details in annexure>*

Section 5: Annexure Check List

Do not delete any line item. Mention "NA" where no Annexure or supporting document is required. The templates of Annexures/ Supporting documents that are not required can be removed, but do not remove those from the checklist.

Specify Annexure Number and Name.

1.	**Annexure:** NSQF level justification based on NSQF descriptors *(Mandatory)*	*Mention the Annexure number and name and provide details in the annexure.*
2.	**Annexure:** Learning Outcomes and Assessment Criteria *(Mandatory)*	*Mention the Annexure number and name and provide details in the annexure.*
3.	**Annexure:** Assessment Strategy *(Mandatory)*	*Mention the Annexure number and name and provide details in the annexure.*

4.	**Annexure:** List of tools and equipment relevant for qualification *(Mandatory – Except in case of online course)*	*Mention the Annexure number and name and provide details in the annexure.*
5.	**Annexure:** Blended Learning *(Mandatory in case selected mode of delivery is "Blended Learning")*	*Mention the Annexure number and name and provide details in the annexure.*
6.	**Annexure:** Acronym and Glossary *(Optional)*	*Mention the Annexure number and name and provide details in the annexure.*

Annexure: Evidence of Level

Provide the justification for specified NSQF level as per the gazette Notification NSQF descriptors: https://ncvet.gov.in/nsqf-notification.

NSQF Domain	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NSQF level descriptor	NSQF Level
Process			
Professional Knowledge			
Professional Skill			
Core Skill			
Responsibility			

Annexure: Learning Outcomes and Assessment Criteria

Mention detailed learning outcomes and assessment criteria for the qualification

S. No.	Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
1.					
2.					
3.					
Total Marks					

Annexure: Assessment Strategy

Specify the assessment strategy and plan to evaluate the Candidate on the required competencies of the qualification.

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Annexure: Tools and Equipment

List of Tools and Equipment
Batch Size:

Mention any tools and equipment that will be used to conduct the classes

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size

Classroom Aids: *The aids required to conduct sessions in the classroom are:*
1.
2.

Annexure: Industry Validations Summary

Provide the summary information of all the industry validations in table.

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile *(if available)*

Training Projections: *Data to be provided year-wise for next 3 years*

Year	Estimated Training # of Total Candidates	Estimated training # of Women	Estimated training # of People with Disability

Data to be provided year-wise for next 3 years.

Annexure: Blended Learning

Blended Learning Estimated Ratio & Recommended Tools:

Refer NCVET "Guidelines for Blended Learning for Vocational Education, Training & Skilling" available on:
https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf

S. No.	Select the Components of the Qualification	List Recommended Tools – for all Selected Components	Offline: Online Ratio
1	☐ Theory/ Lectures - Imparting theoretical and conceptual knowledge		
2	☐ Imparting Soft Skills, Life Skills and Employability Skills /Mentorship to Learners		
3	☐ Showing Practical Demonstrations to the learners		
4	☐ Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training		
5	☐ Tutorials/ Assignments/ Drill/ Practice		
6	☐ Proctored Monitoring/ Assessment/ Evaluation/ Examinations		

7	☐ On the Job Training (OJT)/ Project Work Internship		

Annexure: Acronym and Glossary

Add the relevant Acronym and Glossary used in the course

Acronym

Acronym	Description
AA	Assessment Agency
AB	Awarding Body
NCrF	National Credit Framework
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework

Glossary

Term	Description
Qualification	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
Qualification File	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
Sector	A grouping of professional activities on the basis of their main economic function, product, service or technology.