



## **Course Accreditation Document (CAD)**

# **Electrical Installation and Maintenance**

**Level: 3**

**(Construction Sector)**

**Course Accreditation Document Code: CAD-CON-EIM-L3-EN-V1**



**National Skills Development Authority  
Chief Advisor's Office  
Government of the People's Republic of Bangladesh**



## Table of Contents

<b>Course Accreditation Document (CAD)</b> .....	<b>5</b>
<b>Part A:</b> .....	<b>6</b>
Qualification Standards: National Skills Certificate in Electrical Installation and Maintenance, Level – 3 .....	6
1. Introduction .....	6
2. Contents of the Standard .....	6
<b>Section 1: Qualification Title</b> .....	<b>7</b>
National Skills Certificate in Electrical Installation and Maintenance, BNQF Level – 3.....	7
<b>Section 2: Course Structure</b> .....	<b>7</b>
<b>Section 3: Purpose of the Qualification</b> .....	<b>8</b>
<b>Section 4: Training standards</b> .....	<b>8</b>
4.1 Training delivery modes .....	8
4.2 Trainees’ entry requirements:.....	8
4.3 Required training supplies, materials, tools and equipment.....	9
4.4 Training Facilities (Training facilities for 20 trainees).....	13
4.5 Trainers Qualification.....	13
<b>Section 5: Assessment and Certification Standards</b> .....	<b>14</b>
5.1 Assessor’s Qualification .....	14
5.2 Assessment and Certification Arrangements .....	14
<b>Part B.</b> .....	<b>15</b>
<b>Section 1: General Information</b> .....	<b>17</b>
1. Name and details of the Skills Training Provider .....	17
2. Purpose of Submission.....	17
3. Delivery of the Course.....	17
4. Quality Assurance Body.....	17
5. Standard Setting Body (ISC) .....	17
<b>Section 2: Course Information</b> .....	<b>18</b>
<b>1. Nomenclature</b> .....	<b>18</b>
1.1 Name of the Course:.....	18
1.2 Nominal Duration of the Course .....	18
<b>2. Course Outcomes</b> .....	<b>18</b>
<b>3. Course Rules and Requirements</b> .....	<b>18</b>
3.1 Course Structure (may adapt the structure presented in the QS) .....	18
3.1.1 Requirements for Award of the Qualification .....	19
3.1.2 Exit Qualification .....	19
3.1.3 Statement of Achievement.....	19
3.1.4 Reporting, Quality Assurance and Certification.....	19
3.2 Entry Requirements and Selection Criteria.....	19
3.2.1 Entry Requirements (Refer to the relevant Qualification Standards).....	19
3.2.2 Selection Criteria (refer to QS).....	19
<b>4. Assessment Rules and Requirements</b> .....	<b>19</b>
4.1 Assessment Strategy .....	19

4.2 Recognition of Prior Learning (RPL).....	19
4.3 Workplace Assessment.....	19
<b>5. Resources Rules and Requirements.....</b>	<b>19</b>
5.1 Physical Resources.....	19
5.2 Human Resources.....	20
5.2.1 Industry Experience (Attach relevant portfolio).....	20
5.2.2 Student Trainer Ratio: .....	20
5.2.3 Support Staff:.....	20
5.3 Learning Resources .....	20
<b>6. Ongoing Monitoring, Evaluation and Review .....</b>	<b>21</b>
Section 3:Details of the Course .....	22
<b>Appendices.....</b>	<b>23</b>
Appendix 1 - Training Design.....	24
Appendix 2 - List of Equipment.....	25
Appendix 3 - List of Tools .....	25
Appendix 4 - List of Consumables .....	26
Appendix 5 - List of Instructional Materials / Library Holdings.....	26
Appendix 6 - List of Instruction's Physical Facilities .....	27
Appendix 7 - List of Off-Campus Physical Facilities .....	27
Appendix 8 - List of Officials .....	28
Appendix 9 - Trainers.....	28

## **Course Accreditation Document (CAD):**

This Course Accreditation Document is prepared to standardize the format for the accreditation / re-accreditation of courses under the National Quality Assurance Framework (NQAF) and for the registration of the accredited / re-accredited qualifications under the National Qualifications Framework (BNQF).

The two parts of this document as follows:

- **Part A:** Provides information on the Qualification Standards;
- **Part B:** Includes details of the pro-forma / templates for accreditation / re-accreditation. It guides the Skills Training Provider (STP) to accomplish the required documents for registration of the qualification;

## **Part A:**

### **Qualification Standards: National Skills Certificate in Electrical Installation and Maintenance, Level – 3**

#### **1. Introduction**

The Qualification Standards (QS) is a nationally-recognised specification to achieve a qualification. It details the level of training, experience and practice required to achieve the standard of competency. It provides the basis for the development of strategies for competency-based training and assessment by a Skills Training Provider (STP)

#### **The Qualification Standards aims to:**

- a. Provide guidelines to National Skills Development Authority (NSDA) to accredited Skills Training Provider (STP);
- b. Serve as standard for the training providers to delivery competency-based training;
- c. Arrange basis of assessment and certification for skilled workers;

#### **2. Contents of the Standard**

Section 1: Qualification Title

Section 2: Course Structure

Section 3: Purpose of the Qualification

Section 4: Training Standards

4.1 Training Delivery modes

4.2 Trainee's entry requirements

4.3 Required training supplies, materials, tools and equipment

4.4 Training Facilities

4.5 Trainer's Qualification

Section 5: Assessment and Certification Standards

5.1 Assessor's Qualification

5.2 Assessment and Certification Arrangements

## Section 1: Qualification Title

National Skills Certificate in Electrical Installation and Maintenance,  
BNQF Level – 3

## Section 2: Course Structure

The Course Structure is a prescribe set of units of competency needed to attain a National Skills Certificate in **Electrical Installation and Maintenance, BNQF Level – 3**

### Course Structure:

SL.	Unit Code and Title		UoC Level	Nominal Hours
<b>Generic Units of Competencies</b>				<b>40</b>
1	GU-02-L3-V1	Practice Negotiation Skill	3	20
2	GU-04-L3-V1	Lead small team	3	20
<b>Occupation Specific Units of Competencies</b>				<b>300</b>
3	OU-CON-EIM-01-L3-V1	Install Earthing System	3	60
4	OU-CON-EIM-02-L3-V1	Perform Internal Emergency Service Wiring	3	90
5	OU-CON-EIM-03-L3-V1	Perform Installation and Operation of Motor Controller	3	90
6	OU-CON-EIM-04-L3-V1	Perform Motor Servicing	3	60
Learning Hours				340
Workplace Visit				20
Total Nominal Hours				360

### **Section 3: Purpose of the Qualification**

The qualification is established upon industry requirements. It is designed for:

- 3.1** Individuals who want to be trained in National Skills Certificate in **Electrical Installation and Maintenance, BNQF Level – 3**;
- 3.2** Working and experienced individuals who want to be certified with National Skills Certificate in **Electrical Installation and Maintenance, BNQF Level – 3**;
- 3.3** Candidates who will meet the requirements of this qualification may be employed as **Operator/Technician/Electrician.**

### **Section 4: Training standards**

#### **4.1 Training delivery modes**

The competency-based Skills system recognizes various types of delivery modes both on and off-the-job as the learning is driven by the competency standards specified by the industry. Training modalities may be adopted depending on the needs of the qualification National Skills Certificate in **Electrical Installation and Maintenance, BNQF Level – 3**. Some suggested modalities may include but not limited to the following:

##### **4.1.1 Standard training delivery**

This would comprise both, on and off-the-job components. **Electrical Installation and Maintenance, BNQF Level 3**. has a **total of 360 minimum hours** for the off-the-job and on-the-job component of the delivery. The nominal hour is a suggested duration to deliver the training.

Training delivery of generic UoC can be accomplished through blended mode (both, on and offline)

Training of some selected Sector and Occupations Specific UoC may be delivered through blended mode (both, on and offline) using video clips.

Organizing 20 hours workplace visit/soft skills training is under the jurisdiction of the managers of STP

##### **4.1.2 Modular / Self-paced Learning / Multiple Entry / Multiple Exit**

This is a competency-based training modality where the trainee is allowed to progress at his own pace. The trainee can be certified and exit from the program at any time and re-enter to the qualification once he decided to finish the program.

#### **4.2 Trainees' entry requirements:**

The entry requirements for the National Skills Certificate in **Electrical Installation and Maintenance, BNQF Level 3**. are:

- Competent certificate in Electrical Installation and Maintenance, BNQF Level 2

### 4.3 Required training supplies, materials, tools and equipment

Recommended List of tools, equipment and materials for the training of a maximum of 20 trainees for **Electrical Installation and Maintenance, Level – 3**

#### 4.3.1 List of Machinery and Equipment

Sl. No.	Name	Specification	Unit	Quantity
1.	Hand grinder		Nos.	05
2.	Blower machine		No.	02
3.	Table vice		Nos.	05
4.	Testing Board		Set	10
5.	Single phase induction motor		Nos.	05
6.	Three phase induction motor		Nos.	05
7.	Solar panel		Nos.	10
8.	Charge controller		Nos.	10
9.	Battery		Nos.	10
10.	Inverter		Nos.	10
11.	Generator		Nos.	02
12.	IPS		Nos.	04
13.	CCTV Camera		Nos.	10
14.	DVR/NVR		Nos.	02
15.	Power Supply/POE switch		Nos.	02

#### 4.3.2 List of Tools

Sl. No.	Name	Specification	Unit	Quantity
1	Ball peen hammer		Nos.	20
2	Soft hammer		Nos.	20
3	Flat File		Nos.	10
4	Half round file		Nos.	10
5	Spanner set (mm and inch)		Set	04
6	Adjustable wrenches		Nos.	20
7	Nose pliers		Nos.	20
8	Combination pliers		Nos.	20
9	Neon tester		Nos.	20
10	Allen key set		Set	20
11	Screwdrivers		Nos.	20

12	Hacksaw		Nos.	20
13	Socket wrench set		Sets	02
14	Wire Strippers		Nos.	20
15	Diagonal cutting pliers		Nos.	20
16	Combination pliers		Nos.	20
17	Electrician's Knife		Nos.	20
18	Cable Cutters		Nos.	20
19	Crimping Tool		Nos.	20
20	Spirit Level		Nos.	20
21	Open ended wrench		Nos.	20
22	Bearing puller		Nos.	05

#### 4.3.3 List of Measuring and Checking Tools and Instruments

Sl. No.	Name	Specification	Unit	Quantity
1	Measuring tape		Nos.	5
2	Slide/Vernier Calipers		Nos.	5
3	Steel Rules		Nos.	20
4	Multimeter		Nos.	10
5	Wattmeter		Nos.	2
6	Insulation resistance tester		Nos.	4
7	Clip on meter		Nos.	5
8	Earth resistance tester		Nos.	2
10	Circlip pliers		Nos.	10
11	Tachometer			

#### 4.3.4 List of Materials / Consumables

Materials / Consumables				
Sl. No.	Name of Materials	Unit	Quantity	
1	Terminal Connector strip	Nos.	20	
2	Flexible Cables	Coil	02	
3	Screw	Kg	01	
4	Plug	Nos.	20	
5	Cable tie	Packet	05	
6	Cotton waste	Kg	10	
7	Emery paper	Nos.	20	
8	Power Cables	Coils	02	
9	Cable lug (O Type)	Nos.	150	

10	Cable lug (I Type)	Nos.	150
11	Insulating tape	Nos.	20
12	MCB	Nos.	20
13	MCCB	Nos.	20
14	ELCB	Nos.	20
15	MPCB	Nos.	20
16	Timer	Nos.	20
17	Magnetic contactor	Nos.	60
18	Push button switch	Nos.	60
19	Thermal overload relay	Nos.	20
20	UTP Cable	Coil	01
21	RJ 45 Connector	Nos.	50
22	Video ballon	Set	10

#### 4.3.5 Integrated ICT Tools and Equipment for Trainer Use

Sl. No.	Item	Unit	Quantity
1	PC/Laptop	Nos.	02
2	LAN connection	No.	01
3	Multimedia projector with screen	Set	01
4	Digital camera	No.	01
6	Printer with Scanner	No.	01
7	Communication equipment	No.	01
9	Memory card	No.	01
10	Card reader	No.	01

#### 4.3.6 List of Personal Protective Equipment (PPE)

Sl. No.	Item	Unit	Quantity
1	Apron	Nos.	20
2	Face mask	Nos.	300
3	Safety Shoe	Pair	20
4	Ear plug	Pair	20
5	Goggles	Nos.	20
6	Helmet	Nos.	20

#### 4.3.7 List of Furniture

Sl. No.	Name	Specification	Unit	Quantity
1	Full Secretariat Table		No.	01
2	Half Secretariat Table		Nos.	02
3	Arm Cushion Chair	As per requirement	Nos.	03
4	Bookshelf	As per requirement	No.	01
5	File Cabinet	As per requirement	Nos.	02
6	Almira	180 cm x 120 cm	Nos.	02
7	White Board	240 cm X 120 cm made of particle board with white Formica covered and side covered by aluminum channel	No.	01
8	Lecture Desk		No.	01
9	Tools Rack		Nos.	01
10	Shelf		No.	01
11	Display Board	240 cm x 120 cm made of particle wood and fabric cover	No.	01

#### 4.3.8 List of Learning Materials

Quantity	Description
	<b>Learning Materials</b>
20	CBLM (Set)
01	Session Plan
20	Trainee Record Book
20	Competency Skills Log Book
01	Progress Chart
	<b>REFERENCES</b>
20	Related Books
20	Manuals
20	Magazines

#### 4.3.9 Other requirements:

- a. Internet connectivity
- b. Continuous power supply source
- c. Fire extinguisher

#### 4.4 Training Facilities (Training facilities for 20 trainees)

Space Requirement	Size in Decimal	Quantity
EIM Workshop	1600 sft.	01
Class room	400 sft.	01
Office and resource room	200 sft.	01
Store/Tool room	200 sft.	01
Toilet (Male / Female)	--	02

#### 4.5 Trainers Qualification

- At least Diploma in Electrical Engineering with three years industry experience
- Must be at least a holder of NSC in **Electrical Installation and Maintenance, BNQF Level – 3;**
- Must be **CBT&A Methodology Level – 4 Certified;**
- Must be physically and mentally fit;

## **Section 5: Assessment and Certification Standards**

### **5.1 Assessor's Qualification**

Certified assessor duly recognized by NSDA with 3 (three) years' industry experience shall conduct the assessment for this National Skills Certificate in **Electrical Installation and Maintenance, BNQF Level – 3**;

### **5.2 Assessment and Certification Arrangements**

**5.2.1** To attain the Qualification of **National Skills Certificate in Electrical Installation and Maintenance, BNQF Level – 3**, the candidate must demonstrate competence in all the units required. Successful candidates shall be awarded a National Skills Certificate issued by **NSDA**;

**5.2.2** The qualification of **National Skills Certificate in Electrical Installation and Maintenance, BNQF Level – 3**, may be attained through:

- Accumulation of Statement of Achievement (SOA);
- Demonstration of Competency through project-type assessment covering all the required units of competency;

**5.2.3** Assessment will be conducted in a simulated workplace environment or training institute using equipment, machinery and tools as specified in the assessment tools;

**5.2.4** The qualified Assessor (or Assessor Panel) will be responsible for making the final judgment of Competent or Not Yet Competent;

**5.2.5** There will be open entry to assessment leading to certification through **Recognition of Prior Learning (RPL)**;

## **Part B.**

Part B of the Course Accreditation Document (CAD) is a set of templates designed to assist the Skills Training Provider (STP) in the development of courses under the National Skills Qualifications Framework (BNQF). It is an integral part of the application documents that will be submitted to National Skills Development Authority (NSDA) for accreditation and re-accreditation of programs following National Skills Quality Assurance System (NQAS).

The accreditation document is divided into three sections:

- **Section 1:** Provides information on the Skills Training Provider (STP), Standard Setting Body, the Quality Assurance Body, and course classification and accreditation information.
- **Section 2:** Contains details of rules and requirements under which the course may be structured, delivered and assessed.
- **Section 3:** Includes the units of competency or modules that are contained in the course.

The NSDA approved Competency Standards (CS) and Qualification Standards (QS) will serve as reference to complete the templates.

## Application for BNQF Course / Program Accreditation

Date:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sir,

The undersigned (**Name of the Head of the Skills Training Provider**), (**Designation / Position**) of the (**Name of The Skills Training Provider (STP)**), located at (**Address**), hereby apply for the accreditation of the course / program under the laws of the Government of the People's Republic of Bangladesh.

**Course / Program**                      **Duration** \_\_\_\_\_ **Hours**

To support this application, the following duly certified / authenticated documents are submitted:

### **I. Administrative Requirements**

- Fire Safety Inspection Certificate

### **II. Curricular Requirements**

- Competency Standards (CS) (indicating the job titles being addressed and the competencies being developed)
- Course and subject description
- List of supplies, tools and equipment per program
- List of instructional materials (books, videotapes, internet access, and other library references)
- List of official and their qualifications
- List of faculties for the program (WITH CBT&A 4 Certificate and National Skills Certificate)
- List of non-teaching personnel and their qualification

I, (**Name of the Head of the Skills Training Provider (STP)**) as (**Position, Designation**), promise to maintain the standards required for the course / programs and to follow faithfully all laws, rules and regulations, and their requirements governing the operations of the National Skills Development Authority of any plan of action regarding the closure of phasing out the course / programs or any changes in the prescribed requirements. I acknowledge that the violation of the laws, of the National Skills Development Authority shall be deemed sufficient cause for the revocation of the certificate of registration.

The institution, which I present, will not conduct classes in the courses / programs applied for the above until unless this application is approved and the National Skills Development Authority has issued the corresponding certificate.

Yours faithfully,

**(Name of the Head of the Skills Training Provider)**

(Designation / Position)

## Section 1: General Information

<p><b>1. Name and details of the Skills Training Provider</b></p> <p>Name of Training Organization:</p> <p>Status of Institution (e.g., Private, Public, NGO, Industry Led etc.):</p> <p>Name of Respondent:</p> <p>Position of Respondent:</p> <p>Postal Address:</p> <p>Phone Number:</p> <p>E-mail Address:</p>
<p><b>2. Purpose of Submission</b></p> <p>Accreditation <input type="checkbox"/> Re-accreditation <input type="checkbox"/></p>
<p><b>3. Delivery of the Course</b></p> <p><i>The STP applying for this accreditation shall write the method of delivery of the qualification (On-the-job, off-the-job, Apprenticeship, etc.)</i></p>
<p><b>4. Quality Assurance Body</b></p> <p><b>National Skills Development Authority (NSDA)</b> Chief Advisor's Office Level: 10-11, Biniyog Bhaban, E-6 / B, Agargaon, Sher-E-Bangla Nagar Dhaka-1207, Bangladesh. Email: <a href="mailto:ec@nsda.gov.bd">ec@nsda.gov.bd</a> Website: <a href="http://www.nsd.gov.bd">www.nsd.gov.bd</a>. National Skills Portal: <a href="http://skillsportal.gov.bd">http://skillsportal.gov.bd</a></p>
<p><b>5. Standard Setting Body (ISC)</b></p> <p><i>State the name and address of the standard setting body responsible for the industry sector (Include Street / Postal, Phone and E-mail address).</i></p>

## Section 2: Course Information

### 1. Nomenclature

#### 1.1 Name of the Course:

*State the name(s) of the course(s) included in this document. The title of the course must accurately reflect the contents and outcomes of the course including the qualification awarded on successful completion of the course. The name of the course should meet the relevant Standard for Accreditation of courses.*

#### 1.2 Nominal Duration of the Course

*State the nominal duration of the course in hours. [The nominal duration of the course will indicate the number of hours of Off-the-Job training at the STP. In addition to Off-the-Job training, the course may contain On-the-Job (i.e., workplace based) training. The nominal duration of the course (Off-the-Job and On-the-Job) should be in accordance with the national guidelines.*

- *The length of training required for achieving a given level of the qualification could vary from occupation to occupation. For example, welding competencies may take a longer time to develop than machine operations competencies. The duration proposed for each qualification, though nominal, must be based on a clear and sound logic.*
- *The recommended Off-the-job training for a National Qualification Framework (BNQF) Level 1 course is a minimum of 360 learning hours. A higher level BNQF course must have at least 270 hours of additional learning for each higher BNQF level. For example, a Level 2 BNQF course will have (360 + 270 =) 630 hours of learning and a Level 3 BNQF course will have (360 + 270 + 270 =) 900 learning hours.*
- *The recommended work experience/On-the-Job training is a minimum of 160 hours for a BNQF Level 1 course, and 216 hours for each higher BNQF level course.*
- *If the length of the Off Job and/or On Job training is more than the recommended minimum, there must be adequate justification. Very strong justification is required if the nominal duration of the course is more than 20% of the recommended minimum. However, the nominal duration of the course should not be more than 25% of the recommended minimum.*

### 2. Course Outcomes

*Refer to the relevant Standard for Accreditation of courses. The course outcomes must reflect the industry/enterprise/ community needs, the level and the nature of the course.*

### 3. Course Rules and Requirements

*Refer to the relevant Standard for Accreditation of courses (CS and QS)*

#### 3.1 Course Structure (may adapt the structure presented in the QS)

*The course structure should ensure that the combination of Units of Competency and/or Modules provide training for the range of job functions and tasks from the competency standards.*

*Course structure may be presented in table format or as a combination of text and table, including guidelines on sequencing (pre-requisite, co-requisites), clustering and nominal hours.*

- *Outline the structure of the course and rules for completion. Course structure will reflect the intended skills and knowledge outcomes of the course and may be:*
  - *generic*
  - *industry sector specific*
  - *occupation specific and/or (specialized) job role specific - compulsory*

**Course Structure  
for**

**National Skills Certificate in \_\_\_\_\_  
(BNQF Level \_\_\_\_\_)**

*Detailed Information on the UoCs to be successfully completed for the award of this national certificate should be identified.*

**3.1.1 Requirements for Award of the Qualification**

To be eligible for the award, the student should successfully complete the Units of Competency as required in the above table through:

**3.1.2 Exit Qualification**

*Any exit point from the course that provides for vocational or educational outcome should be identified.*

**3.1.3 Statement of Achievement**

*Indicate that only a Statement of Achievement will be issued for any unit of competency/module completed if the full qualification is not completed.*

**3.1.4 Reporting, Quality Assurance and Certification**

**3.2 Entry Requirements and Selection Criteria**

*Refer to the Qualification Standards*

**3.2.1 Entry Requirements (Refer to the relevant Qualification Standards)**

**3.2.2 Selection Criteria (refer to QS)**

**4. Assessment Rules and Requirements**

**4.1 Assessment Strategy**

**4.2 Recognition of Prior Learning (RPL)**

**4.3 Workplace Assessment**

**5. Resources Rules and Requirements**

(Accomplish the forms provided in the appendices)

Refer to the relevant Qualification Standards for the templates provided to accomplish this information.

**5.1 Physical Resources**

Provide details of specialized facilities, tools and equipment essential for the delivery of the

course.

- List of number of classrooms, laboratories, and workshops required for a class of 20 students.
- List of number of tools and equipment required for each classroom, laboratory, and workshop for a class of 20 students.
- Summary of the consumables and materials required for practice (e.g. Food, Chemical, Computer spares and parts) for a class of 20 students.

## **5.2 Human Resources**

State the minimum recommended qualifications and experience of trainers and support staff. Include training and experience relating to both skills competency / qualifications and competency-based training and assessment competency/qualifications and industry experience. Any recommended requirements must be justifiable and also meet the NQAF standards for Registration of Training establishments (Institutes / Training Centers) and accreditation for delivering nationally registered courses.

### **5.2.1 Industry Experience (*Attach relevant portfolio*)**

Teachers, trainers and assessors must have had at least 1 or 2 years of relevant industry experience and should keep abreast of the current technology through ongoing exposure to relevant practices in the industry

Teachers, trainers and assessors should also have current knowledge and awareness of access and equity issues relevant to students needs arising from a variety of factors including socio-economic status, disability status, ethnic background, race, family differences, sexual preferences and gender specific differences.

### **5.2.2 Student Trainer Ratio:**

02 Trainer: 20 trainees

### **5.2.3 Support Staff:**

- Include technical and administrative support staff.

## **5.3 Learning Resources**

Identify a list of teaching and learning resources required for offering the course.

- The list must include the text books, workbooks, in-house resource packs / customized trainee guidebooks, relevant national/industry standards, laws and regulations, manufacturer's instruction manuals, and audio, video and digital media (if any) included which are suitable for the students.
- In addition, additional reference books, audio, video and digital media and URLs of relevant websites, which could be used by teachers and gifted students must be included.
- The list must cover each Module / Unit of Competency (Subject) included in the course and emphasis the practical components of the training.
- APA (American Psychological Association) style of referencing is recommended for listing teaching and learning resources.

## **6. Ongoing Monitoring, Evaluation and Review**

Refer to the relevant Qualification Standard for accreditation of courses

1. Describe the monitoring and evaluation processes, which will be undertaken by the Skills Training Provider (College / Institute / Training Centre) offering the course and the Quality Assurance Body:
  - the relevance and current nature of the course (e.g., The mechanism for ensuring relevance and current nature of the course could include an active industry advisory committee and other ongoing networking and engagement with industry through work placement, industry visits, guest lectures, information on national skills shortage, international skills demand, global trends, current technology)
  - the quality of delivery of the course (e.g., students' feedback, staff feedback)
  - the quality of assessments leading to the award of the qualification (e.g., internal and/or external validation of assessment before and after assessment)
  - the quality of graduates (e.g., employment rate, employer satisfaction level)

### Section 3: Details of the Course

#### CURRICULUM DESIGN

<b>Course Title:</b>	
<b>BNQF Level:</b>	
<b>Nominal Duration:</b>	____ Hours
<b>Course Description:</b>	<p>This course is designed to enhance the knowledge, skills, positive attitude and work values of the learner in accordance with the prevailing standards in the National Skills Development Authority. This encompasses competencies required of a (<u>Occupation / Qualification</u>) to perform the tasks in the areas of (<u>Describe the duties of the occupation / qualification</u>).</p> <p>To obtain this, all units prescribed for this qualification must be achieved:</p>

#### GENERIC COMPETENCY (\_\_\_\_ HOURS)

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1.	1.1	•	•
2.	2.1	•	•

#### SECTOR SPECIFIC COMPETENCY (\_\_\_\_ HOURS)

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1.	1.1	•	•
2.	2.1	•	•

#### OCCUPATION SPECIFIC COMPETENCY (\_\_\_\_ HOURS)

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1.	1.1	•	•
2.	2.1	•	•

# Appendices

(Appendix 1-9)

## Appendix 1 - Training Design

**QUALIFICATION:** \_\_\_\_\_

**Nominal Duration:** \_\_\_\_\_ hours

**Name of Institution:** \_\_\_\_\_

Competencies	Duration of Training																			
	Month 1				Month 2				Month 3				Month 4				Month 5			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Generic Competencies (____ Hours)																				
Sector Specific Competencies (____ hours)																				
Occupation Specific Competencies (____ hours)																				
Elective (____ hours)																				

(Sample legend only, may change depending on the STP)

4 hours each for 2 days

Whole day

Half-day

Submitted by: \_\_\_\_\_  
 (Head of the Department)  
 Date:

Attested by: \_\_\_\_\_  
 (Head of the Institution)  
 Date:

Inspected by: \_\_\_\_\_  
 QA / Expert NSDA  
 Date:

## Appendix 2 - List of Equipment

**Program:** \_\_\_\_\_

**Name of Institution:** \_\_\_\_\_

Name of Equipment (1)	Specification (2)	Acquisition Year (3)	Quantity on Site (4)	Quantity Required (5)	Difference (6)	Percent Compliance (7)	Inspectors Remarks (indicate standard ratios) (8)

Submitted by: \_\_\_\_\_

(Head of the Department)

Date:

Attested by: \_\_\_\_\_

(Head of the Institution)

Date:

Inspected by: \_\_\_\_\_

QA / Expert NSDA

Date:

*Note: Columns 1-4 to be filled out by Institution; Columns 5-8 to be filled out by QA / Expert NSDA.*

-----

## Appendix 3 - List of Tools

**Program:** \_\_\_\_\_

**Name of Institution:** \_\_\_\_\_

Name of Tools (1)	Specification (2)	Acquisition Year (3)	Quantity on Site (4)	Quantity Required (5)	Difference (6)	Percent Compliance (7)	Inspectors Remarks (indicate standard ratios) (8)

Submitted by: \_\_\_\_\_

(Head of the Department)

Date:

Attested by: \_\_\_\_\_

(Head of the Institution)

Date:

Inspected by: \_\_\_\_\_

QA/ Expert NSDA

Date:

*Note: Columns 1-4 to be filled out by Institution; Columns 5-8 to be filled out by QA / Expert NSDA.*

## Appendix 4 - List of Consumables

Course: \_\_\_\_\_

Name of Institution: \_\_\_\_\_

Name of Tools (1)	Specification (2)	Acquisition Year (3)	Quantity on Site (4)	Quantity Required (5)	Difference (6)	Percent Compliance (7)	Inspectors Remarks (indicate standard ratios) (8)

Submitted by: \_\_\_\_\_  
(Head of the Department)

Attested by: \_\_\_\_\_  
(Head of the Institution)

Inspected by: \_\_\_\_\_  
QA/ Expert NSDA

Date:

Date:

Date:

*Note: Columns 1-4 to be filled out by Institution; Columns 5-8 to be filled out by QA / Expert NSDA.*

## Appendix 5 - List of Instructional Materials / Library Holdings

Program: \_\_\_\_\_

Name of Institution: \_\_\_\_\_

Title	Classification	Date of Publication	No. of Copies	Inspector's Remarks

Submitted by: \_\_\_\_\_  
(Head of the Department)

Attested by: \_\_\_\_\_  
(Head of the Institution)

Inspected by: \_\_\_\_\_  
QA / Expert NSDA

Date:

Date:

Date:

- *Classify whether journal, book, magazine, etc.*

## Appendix 6 - List of Instruction's Physical Facilities

Program: \_\_\_\_\_

Name of Institution: \_\_\_\_\_

Name	Description	Quantity	Inspector's Remarks

Submitted by: \_\_\_\_\_  
(Head of the Department)

Attested by: \_\_\_\_\_  
(Head of the Institution)

Inspected by: \_\_\_\_\_  
QA / Expert NSDA

Date:

Date:

Date:

---

## Appendix 7 - List of Off-Campus Physical Facilities

Program: \_\_\_\_\_

Name of Institution: \_\_\_\_\_

Name	Description	Quantity	Inspector's Remarks

Submitted by: \_\_\_\_\_  
(Head of the Department)

Attested by: \_\_\_\_\_  
(Head of the Institution)

Inspected by: \_\_\_\_\_  
QA / Expert NSDA

Date:

Date:

Date:

## Appendix 8 - List of Officials

**Program:** \_\_\_\_\_

**Name of Institution:** \_\_\_\_\_

Name	Position	Nature of Appointment	Educational Attainment	Experience Related to Position	Industry Experience	Competency Certificates	Remarks

Submitted by: \_\_\_\_\_  
(Head of the Department)

Attested by: \_\_\_\_\_  
(Head of the Institution)

Inspected by: \_\_\_\_\_  
QA / Expert NSDA

Date:

Date:

Date:

## Appendix 9 - Trainers

**Program:** \_\_\_\_\_

**Name of Institution:** \_\_\_\_\_

Name	Position	Nature of Appointments	Educational Attainment	Experiences Related to Position	Industry Experience	Competency Certificates			Remarks
						NSC	TQ	AQ	

Submitted by: \_\_\_\_\_  
(Head of the Department)

Attested by: \_\_\_\_\_  
(Head of the Institution)

Inspected by: \_\_\_\_\_  
QA / Expert NSDA

Date:

Date:

Date:

- NSC - National Skills Certificate
- TQ - Trainer Qualification
- AQ - Assessor Qualification